

AGENDA

LOS ANGELES COUNTY BOARD OF EDUCATION

9300 Imperial Highway, Downey, CA 90242

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

Board Member Remote Participation:

TO LISTEN BY TELEPHONE: (669) 900-9128

Meeting ID: 822 2518 9839

Passcode: 241814

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

Meeting ID: 822 2518 9839

Passcode: 241814

No. 30: 2023-2024

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

Board Meeting

June 11, 2024

2:30 p.m.

Ms. Kimmel

STUDY SESSION: Declining Enrollment and Consolidating District Facilities – 2:30 p.m.

Dr. Chan

Mrs. Foggy-Paxton

Dr. Duardo

Dr. Chan

I. PRELIMINARY ACTIVITIES – 3:00 p.m.

A. Call to Order

B. Pledge of Allegiance

C. Ordering of the Agenda

D. Approval of the Minutes

1. June 4, 2024

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

III. PRESENTATIONS

Mr. Valles

A. Recognition of the 2023-24 STEM Math and Science Competitions and Other Student Opportunities

IV. HEARINGS

Dr. Ramirez

A. Public Hearing on the Draft Local Control and Accountability Plan (LCAP) 2024-2027 (Enclosure)

Dr. Simon

B. Public Hearing on the Annual Budget and Service Plans and Section B: Governance and Administration for The Los Angeles Office of Education Special Education Local Plan Area (LACOE SELPA)

Ms. Kimmel

C. Public Hearing: Proposed 2024-25 County School Service Fund and Other Funds Budget (Enclosure)

V. REPORTS / STUDY TOPICS

Ms. Andrade

A. Report on Board Policy (BP), Administrative Regulation (AR) 3550 (Food Service/Child Nutrition Program); BP/AR 3553 (Free and Reduced Price Meals); Board Bylaw (BB) 9320 (Meetings and Notices) and BB 9323.2 (Actions by the Board) (Enclosure)

Ms. Kimmel

B. Los Angeles County Office of Education's Proposed Budget 2024-2025

- | | |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Dr. Ramirez | C. Draft Local Control and Accountability Plan (LCAP) 2024-27 (Enclosure) |
| Ms. Andrade | D. Los Angeles County Board of Education Discussion of California County Boards of Education (CCBE) Transition to California School Boards Association (CSBA) and Recommendation on Fiscal Accountability |

VI. CONSENT CALENDAR RECOMMENDATIONS (None)

VII. RECOMMENDATIONS

- | | |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Dr. Simon | A. Approval of the Annual Budget and Service Plans and Section B: Governance and Administration for the Los Angeles County Office of Education Special Education Local Plan Area (LACOE SELPA) |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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. Chan | A. Los Angeles County Board of Education's Decision on Interdistrict Attendance Appeals (Closed Session) (Enclosure) <ul style="list-style-type: none">1. Paul G. v. ABC USD2. Jericho A. v. Compton USD3. Lukas E. v. Azusa USD4. James W. v. Azusa USD5. Charles B. v. Azusa USD6. Vivian B. v. Azusa USD7. Priscilla L. v. Azusa USD |
| Dr. Chan | B. Los Angeles County Board of Education's Decision on Expulsion Appeal (Closed Session) (Enclosure) <ul style="list-style-type: none">1. 2324-0007 v. Westside Union SD |

- | | |
|----------|-----------------------|
| Dr. Chan | X. ADJOURNMENT |
|----------|-----------------------|

MINUTES
LOS ANGELES COUNTY BOARD OF EDUCATION
9300 Imperial Highway
Downey, California 90242-2890
Tuesday, June 4, 2024

A meeting of the Los Angeles County Board of Education was held on Tuesday, June 4, 2024 at the Los Angeles County Office of Education Board Room.

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

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

PRELIMINARY ACTIVITIES

CALL TO ORDER

Mr. Cross called the meeting to order at 3:01 p.m.

Mr. Cross read the LACOE Land Acknowledgement.

PLEDGE OF ALLEGIANCE

Dr. Perez lead the Pledge of Allegiance.

ORDERING OF THE AGENDA

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

It was **MOVED** by Dr. Montaña, **SECONDED** by Dr. Perez, and **CARRIED** to approve the Board agenda as presented.

***Yes vote:** Ms. Jocelyn, Mrs. Foggy-Paxton, Ms. Forrester, Dr. Johnson, Dr. Montaña, Dr. Perez, and M. Cross.*

APPROVAL OF THE MINUTES -

- May 21, 2024 – *The minutes were approved as presented.*

It was **MOVED** by Ms. Forrester, **SECONDED** by Dr. Perez, and **CARRIED** to approve the May 21, 2024 minutes as presented.

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

COMMUNICATIONS: BOARD / SUPERINTENDENT

Ms. Jocelyn thanked the County Board and Office for assisting with the Renaissance Prom, which took place on May 31st. She said it was a successful event

Mrs. Foggy-Paxton said that she and Dr. Chan had an opportunity to visit SEED Charter School last week and was able to see the new facility, which is beautiful. She looks forward to visiting again in the near future to see the instructional model.

Ms. Forrester said she wanted to say how much she appreciated being a part of the Flag Raising Ceremony for the LGBTQ this week. She thanked everyone involved in making the event a great one. Ms. Forrester also wanted to make the following statement, "I saw a report this week from the International Human Rights Organization - Save the Children. With their current estimate of 5,500 deaths of children in Gaza; the threat of 3,500 children's near starvation with health problems; Children have not been in school since October 2023; and 80% of the schools have been damaged or destroyed; and the estimate is 70,000 children have lost at least one parent. As humans, as parents, as educators, I think those numbers mean that we have to take note and I want to keep us all in that and in what we do here as well. Thank you."

Dr. Johnson said that in May 22nd, he represented the County Board in Pasadena in the renaming of a library Harriet Hammond, who was a teacher at Pasadena High School for 40 years.

Dr. Montaña thanked the staff at Odyssey Charter School and Alma Fuerte for their hospitality last week when visiting schools. She said it was an interesting visit and also exciting to see what is happening.

Dr. Montaña acknowledged what Ms. Forrester said. She also said that this week, she received two disturbing emails about an elementary student who did a presentation in her classroom and immediately was subjected to harassment. She said that a school board member was also harassed for no other reason but for being Muslim American. Ms. Montaña said that it is disturbing to see what is happening in our school districts and perhaps the County Board can have a conversation about this at some point.

Dr. Perez said that he also attended the Odyssey and Alma Fuerte Charter schools site visits. He said it was informative and enlightening.

Dr. Perez said that CSBA held a Legislative meeting and provided a synopsis about a compromise reached on the Proposition 98 funding.

Mr. Cross said that the raising of the Pride Flag ceremony was enlightening. He enjoyed the stories shared by individuals and thanked staff for the work and effort in putting event together.

Dr. Chan arrived at 3:06 p.m.

Ms. Jimena arrived at 3:10 p.m.

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

GAIN Job Fair

- Last week, I joined participants from our GAIN Program at a job fair that we hosted here at LACOE at Ed Center West.

- I want to thank our partners – Department of Public Social Services Managers, case managers, job developers, community agencies, employers and GAIN staff – for making this opportunity possible.

Progress/ Pride Flag Rising

- Yesterday, we hosted Supervisor Janice Hahn, the Mayor of Downey and other local elected officials for the Progress/Pride Flag Rising here at LACOE headquarters.
- Dr. Duardo thanked Mr. Cross and Ms. Forrester for joining us.
- It was a great turn out and we were able to raise the flag, alongside our nation and state flag – as a symbol of our solidarity, hope and commitment to a more loving, just, inclusive and equitable future.
- As the largest regional educational agency this flag represents so much for us, our students our schools – it represents our resolve to creating safe and affirming environments where every child and youth, parent/caregiver, staff and community member experiences belonging and wellbeing.
- LACOE is proud to have been selected by the California Department of Education to lead the state-wide project called PRISM: – **Providing Relevant, Inclusive Support that Matters for LGBTQ+ Students** Project – to develop online training courses for certificated educators across California

LACHSA Graduation

- Tonight we have our first graduation of the season – the LACHSA graduation in Pasadena.
- Some of our board members are joining – we are all excited and love this time of the year – when we get to celebrate with our students in their accomplishment of graduating high school.

Head Start Visit from Congresswoman Torres

- Last week, Congresswoman Norma Torres visiting one of our Head Start sites in Pomona Unified.
- She had the opportunity to interact with our children and read with them. She also met with our LACOE and Pomona USD staff to discuss needs and priorities. We appreciate her taking the time to see our work in action.

COMMUNICATIONS: PUBLIC

The following individuals addressed the County Board: Ms. Martha Camacho Rodriguez, Mr. Fernando Islas, and Mr. David Olivares.

PRESENTATIONS (None)

HEARINGS (None)

REPORTS / STUDY TOPICS

BUDGET REPORT – ESTIMATED ACTUALS

Ms. Karen Kimmel, Chief Financial Officer, provided a report to the County Board. The purpose of the Budget Report Estimated Actuals is to provide the County Board with information regarding LACOE's budget as of June 4, 2024.

The County Board had questions regarding this item.

There were no public speakers.

CONSENT CALENDAR RECOMMENDATIONS

APPROVAL OF ANNUAL DISTRIBUTION OF UNITED STATES FOREST RESERVE AND FLOOD CONTROL FUNDS

The Superintendent recommended that the County Board approve the Annual Distribution of United States Forest Reserve and Flood Control Funds.

ADOPTION OF BOARD RESOLUTION NO. 58 TO RECOGNIZE JUNETEENTH ON JUNE 19, 2024

The Superintendent recommended that the County Board approve Board Resolution No. 58.

ACCEPTANCE OF PROJECT FUNDS NO. 83

The Superintendent recommended that the County Board approve the Acceptance of Project Funds No. 83.

ACCEPTANCE OF PROJECT FUNDS NO. 84

The Superintendent recommended that the County Board approve the Acceptance of Project Funds No. 84.

ACCEPTANCE OF PROJECT FUNDS NO. 85

The Superintendent recommended that the County Board approve the Acceptance of Project Funds No. 85.

ACCEPTANCE OF PROJECT FUNDS NO. 86

The Superintendent recommended that the County Board approve the Acceptance of Project Funds No. 86.

ACCEPTANCE OF PROJECT FUNDS NO. 87

The Superintendent recommended that the County Board approve the Acceptance of Project Funds No. 87.

ACCEPTANCE OF PROJECT FUNDS NO. 88

The Superintendent recommended that the County Board approve the Acceptance of Project Funds No. 88.

ACCEPTANCE OF GIFTS NO. 17

The Superintendent recommended that the County Board approve the Acceptance of Gifts No. 17.

There was discussion by the County Board regarding this item.

- Ms. Jimena requested information on Project of Funds No. 83.
- Dr. Chan requested information on Project Funds No. 86.
- Ms. Forrester requested information on Project Funds No. 87

There were no public speakers.

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

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

RECOMMENDATIONS

ADOPTION OF BOARD RESOLUTION NO. 59: SHORT-TERM CASH LOAN TO SCHOOL DISTRICTS IN LOS ANGELES COUNTY

The Superintendent recommended that the County Board approve Board Resolution No. 59.

It was **MOVED** by Dr. Montañño, **SECONDED** by Mr. Cross, and **CARRIED** to approve Board Resolution No. 59.

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

APPROVAL OF HEAD START AND EARLY LEARNING COST-OF-LIVING ADJUSTMENT (COLA) FUNDING

The Superintendent recommended that the County Board approve the Head Start and Early Learning Cost-Of-Living Adjustment (COLA) Funding.

It was **MOVED** by Ms. Forrester, **SECONDED** by Mr. Cross, and **CARRIED** to approve the Head Start and Early Learning Cost-of-living Adjustment (COLA) Funding.

Mr. Lovell L. Ford, provided the report to the County Board.

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

APPROVAL OF THE 2024-25 LOS ANGELES COUNTY BOARD OF EDUCATION MEETING SCHEDULE, ESTABLISHMENT OF MEETING TIMES, FUTURE AGENDA ITEMS, FOLLOW UP

The Superintendent recommended that the County Board approve the 2024-25 Los Angeles County Board of Education Meeting Schedule.

It was **MOVED** by Dr. Perez, **SECONDED** by Mr. Cross, and **CARRIED** to approve the 2024-25 Los Angeles County Board of Education Meeting Schedule.

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

INFORMATIONAL ITEMS

GOVERNMENTAL RELATIONS

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

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

Dr. Duardo indicated that the next Board meeting would be on June 11, 2024.

LOS ANGELES COUNTY BOARD OF EDUCATION'S DECISION ON INTERDISTRICT ATTENDANCE APPEALS (None)

ADJOURNMENT

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

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

The meeting adjourned at 4:10 p.m.

Board Meeting – June 11, 2024

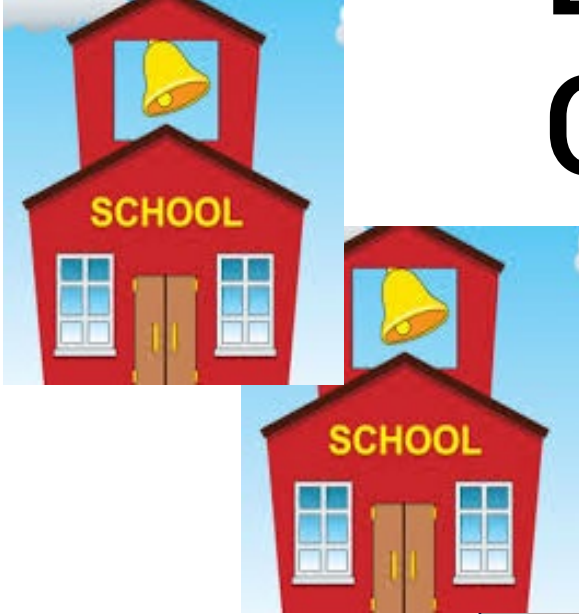
Item	Study Session
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A.	Declining Enrollment and Consolidating District Facilities
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Wellbeing and Support Services, Business Services Office staff, and the Inglewood USD County Administrator will be available for the presentation and to answer questions from the County Board.



Los Angeles County
Office of Education



Declining Enrollment & Consolidating District Facilities

Ms. Karen Kimmel, Chief Financial Officer

Dr. Michelle Castelo Alferes, Director Community Schools

Dr. James Morris, County Administrator, Inglewood Unified



Board Study Session
June 11, 2024



Agenda

- I. Student enrollment: why it matters
- II. Student enrollment trends
- III. LA County School closure history
- IV. Declining Enrollment Task Force
- V. Inglewood Unified – experience & perspective
- VI. Resources & AB 1912
- VII. Opportunity for Q & A



Big Picture – California's Population

First time in history, CA population growth is slowing:

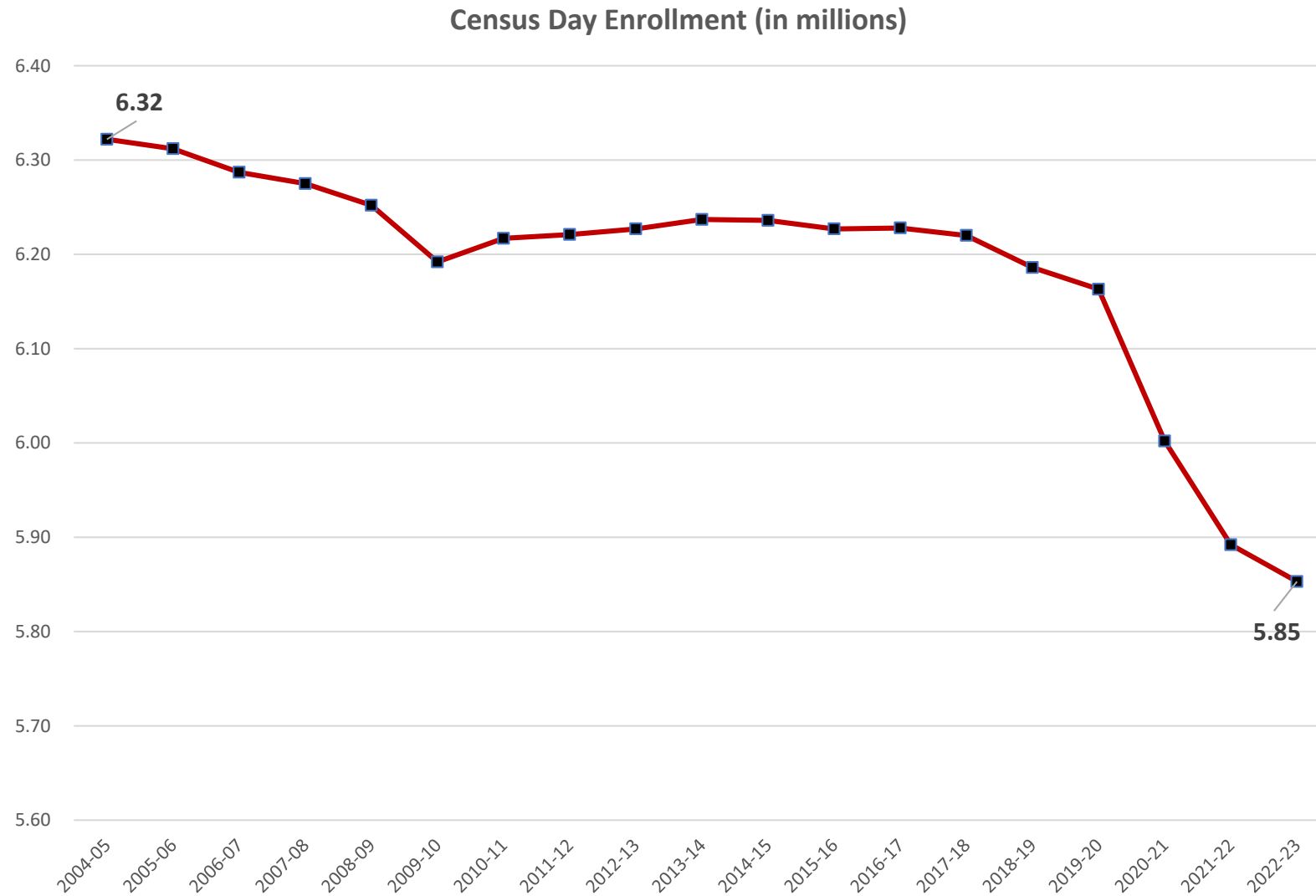
- Migration out of state is increasing
 - 1.2m net population loss over the past decade
- Birthrates are down
 - Women marrying & having children later in life

Source: FCMAT





Statewide Historical TK-12 Enrollment



A reduction of
470,000
students over
20 years (7.4%)

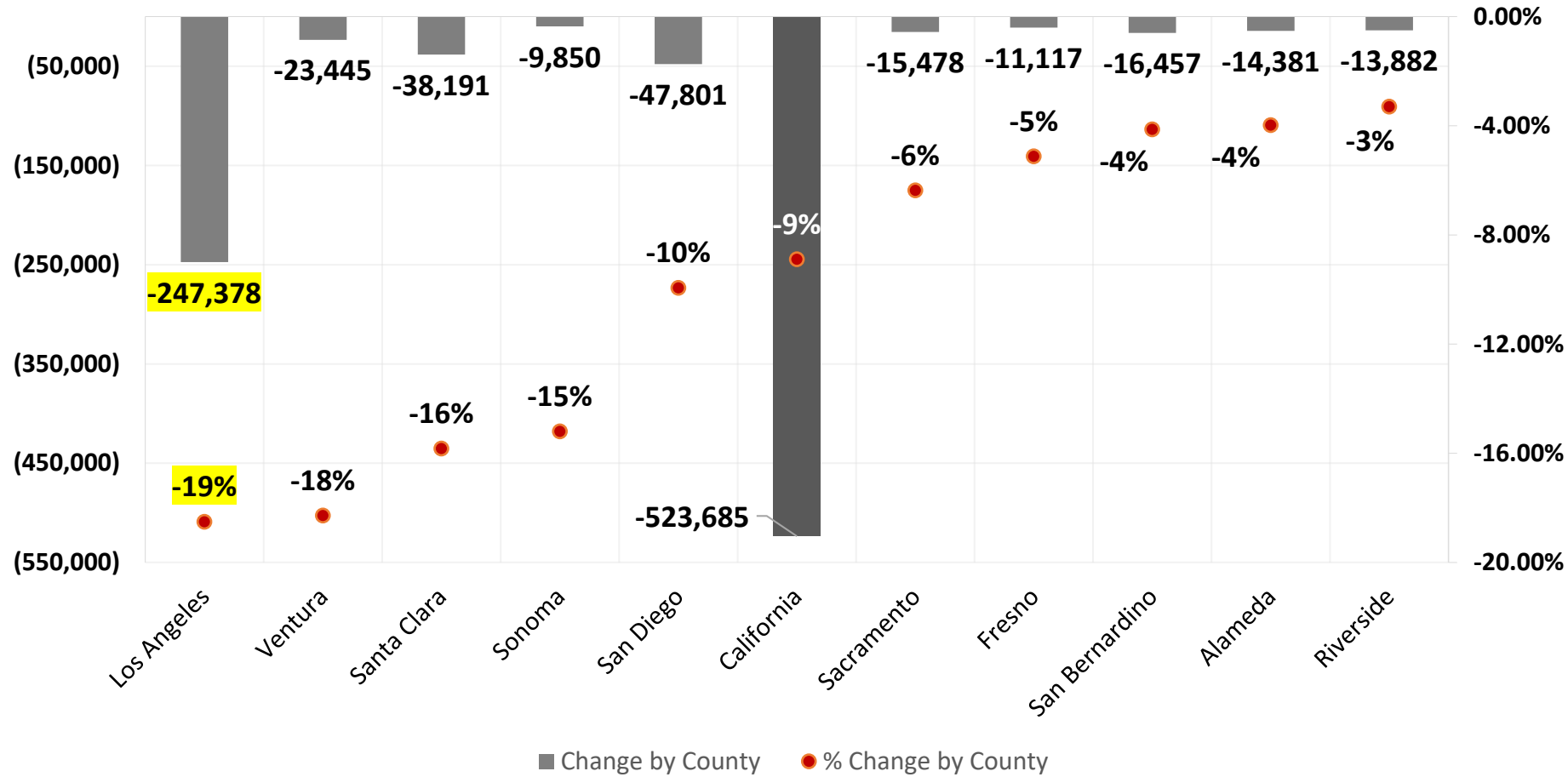
Source: CA Department of Education

LA County, ten-year history

- Countywide TK-12 enrollment dropped 30% from 1.5m to 1.1m students
- 32 districts closed schools
- 350 schools closed
 - *LAUSD accounts for 262 of the 350*



Projected Change in CA Enrollment 2021-31



Most
significant
decline
anticipated to
be in Los
Angeles
County

Source: School Services of California

-
- District strategies around enrollment, engagement, and retention
 - Marketing and outreach
 - Building innovative, parent-popular programs
 - Addressing chronic absence
- -
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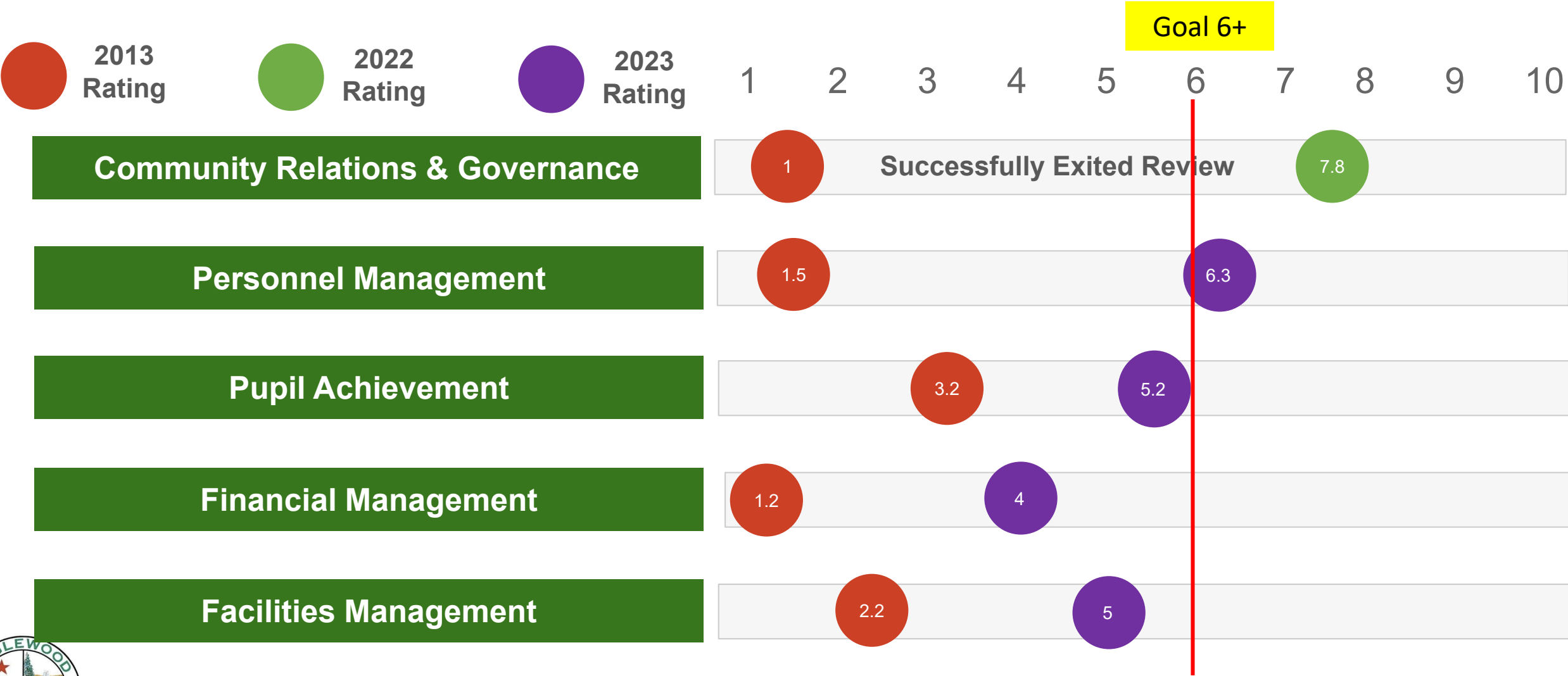


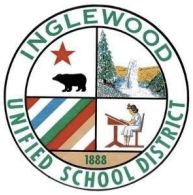
Inglewood Context

- Receivership Status
- Enrollment Data
- Available Capacity



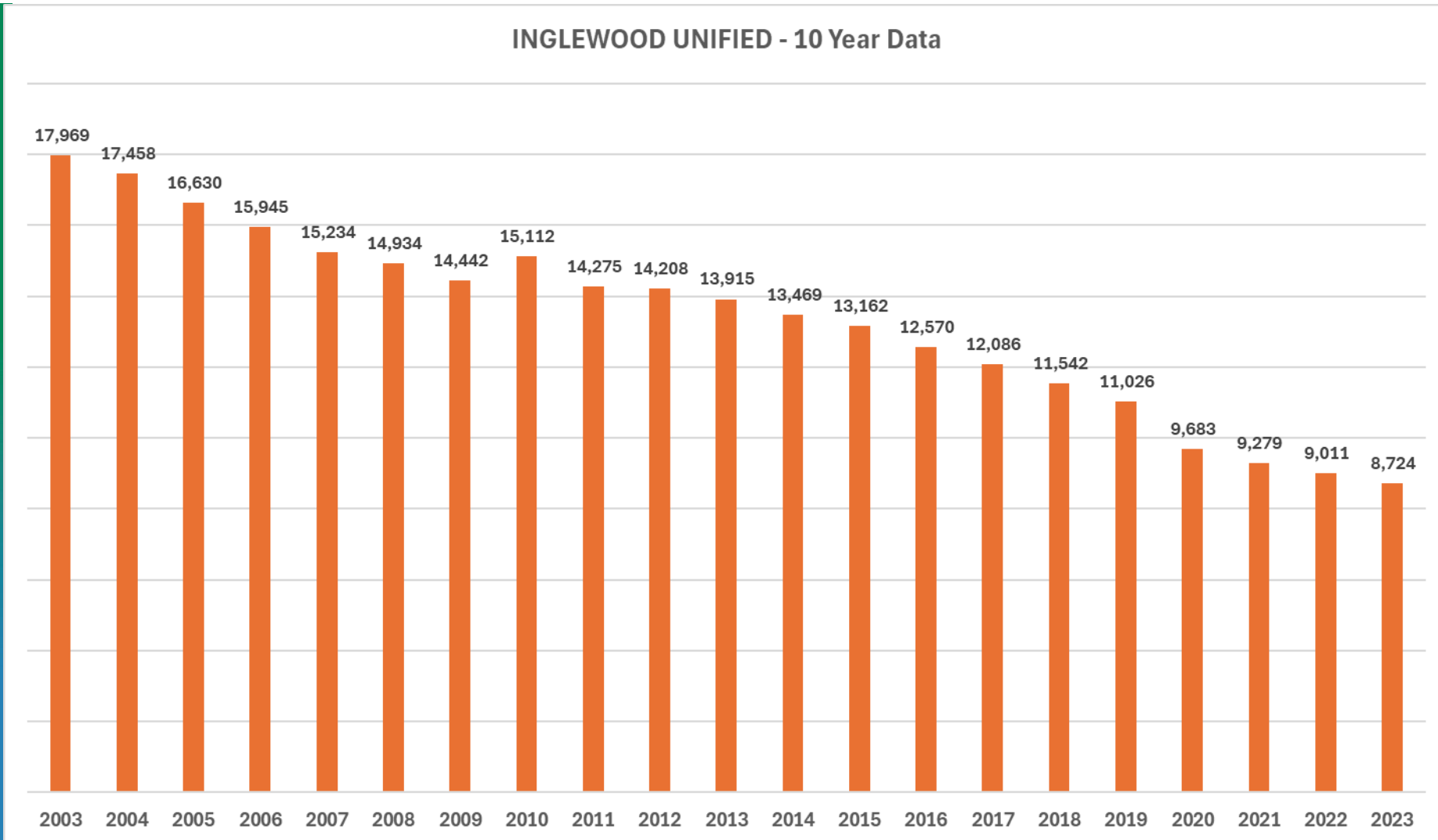
Progress on FCMAT Standards 2023 Update





Enrollment Projections

This chart provides a summary of historic enrollment.





School Capacity

School	Site Size (Acres)	Enrollment Capacity	29/30 Projected Enrollment	Seats Available	Available Capacity
Bennett/Kew P-8 Leadership Academy of Excellence	5.46	900	430	470	52%
Beulah Payne P-8 STEAM Academy	3.5	1,024	497	527	51%
Centinela TK-8 Elementary	4.61	1,230	371	859	70%
City Honors International Preparatory High	6.38	612	246	366	60%
Crozier (George W.) Middle	4.61	748	220	528	71%
Frank D. Parent TK-8	9.29	1,024	301	723	71%
Highland Elementary	5.85	990	329	661	67%
Hudnall (Claude) Elementary	2.49	630	315	315	50%
Inglewood High	16.19	2,482	596	1,886	76%
Kelso (William H.) Elementary	3.49	780	337	443	57%
La Tijera K-8 Academy of Excellence Charter	8.59	1,088	460	628	58%
Morningside High	27.1	1,020	222	798	78%
Oak Street Elementary	4.45	928	444	484	52%
Woodworth-Monroe TK-8 Academy* + Worthington	7.36	1,696	588	1,108	65%
Districtwide Total		15,152	5356	9,796	65%
Districtwide Averages		1,082	383	700	65%



Lessons Learned

- Focus on Students
- Planning
- Sensitivity
- Overcommunicate



Closing a School: Available Resources



- CDE Best Practices Guide
- Attorney General April 2023 Guidance
- Policy Analysis for California Education (PACE) September 2023 Equity Centered School Closure Process
- AB 1912 (Effective September 2022)



Closing a School: Summary of Best Practices



1. Gather the facts – be transparent in the use of empirical evidence
2. Engage the community with a focus on equity
3. Make an informed decision, determine which school(s) to close
4. Plan the Transition with a student focus
5. Comply with Ed Code in disposal of school property

AB 1912 - *Effective September 6, 2022*

Required for Fiscally Distressed Districts receiving state emergency apportionments

- Conduct an equity impact analysis
 - Develop a set of metrics shared at a public board meeting for the equity impact analysis
- Provide recommendations regarding closures & consolidations to the public and share how the list was prepared





**Los Angeles County
Office of Education**



Thank You!

Q & A



**Los Angeles County
Office of Education**

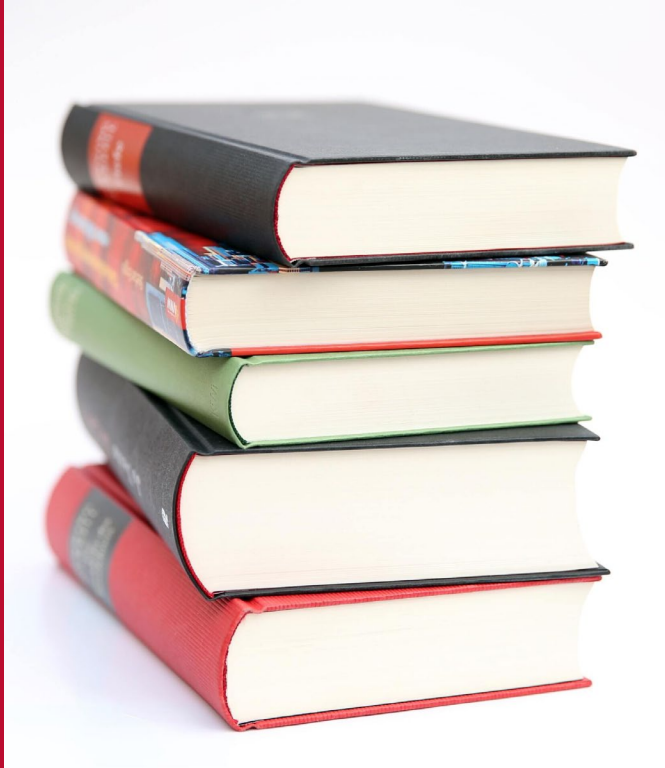
Appendix

Closing a School: CDE Best Practices



1. Gather the facts. Use empirical evidence.
 - Form a committee (include community input)
 - Utilize a district Facility Master Plan
 - Consider alternatives to closure
2. Decide which school(s) to close.
 - Consider condition of the facility
 - Consider operating costs
 - Consider capacity & special programs
 - Consider demographics & neighborhoods
 - Consider property value

Closing a School: CDE Best Practices



3. Make an informed decision

- Superintendent recommendation to the school board
- Conduct public hearings with candid data details
- Consider a board resolution (not required)

Closing a School: CDE Best Practices



Legal Provisions

- Ed Code 17387 requires community involvement before decisions are made about school closure or the use of surplus space.
- Ed Code 17388 & 17389 mandate appointment of a District Advisory Committee (DAC) also referred to the "7/11 Committee" to advise on the disposition of surplus property.
- Govt Code 65560 zoning considerations
- California Code Title 5, responsibility to avoid racial segregation among schools
- CEQA – impact to receiving school site

Closing a School: CDE Best Practices

4. Making the Transition

- Form a district transition team
- Communication is key
 - Staff, Parents, Community
 - Include timeline
 - Communicate often
- Collective Bargaining Agreements, implications



Closing a School: CDE Best Practices



5. Disposing of school property

- Form a DAC (7/11 Committee) to advise district board.
- Sale of property
 - Proceeds must be used for capital projects or maintenance of district property
- Lease of property, few restrictions on income
- Required order of offering for sale or lease
 1. Low-income housing, park & recreation
 2. Park & Recreation departments

Other noted offerings may be waived by State Board or Education.

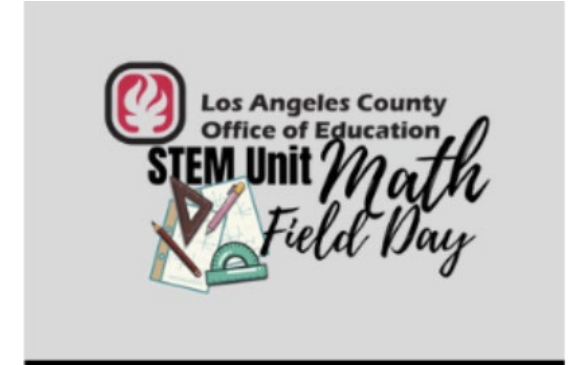
Board Meeting – June 11, 2024

Item III. Presentations

A. Recognition of the 2023-24 STEM Math and Science Competitions and Other Student Opportunities

The County Board and Superintendent will recognize STEM Math and Science Competitions and Other Student Opportunities, which will include events involving LACOE collaboration and partnerships with various organizations.

Ms. Shaun Hawke, Dr. Christina Lincoln-Moore, and Mr. Anthony Quan will be providing a presentation to the County Board



Recognition of 2023-2024

Math and Science Competitions & Other Student Opportunities

Outdoor and Marine Science Field Studies

Shaun Hawke
Project Director III



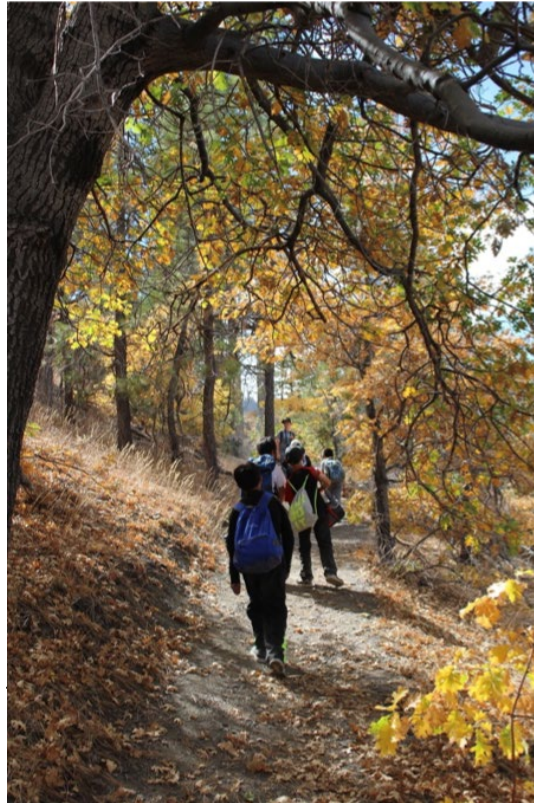
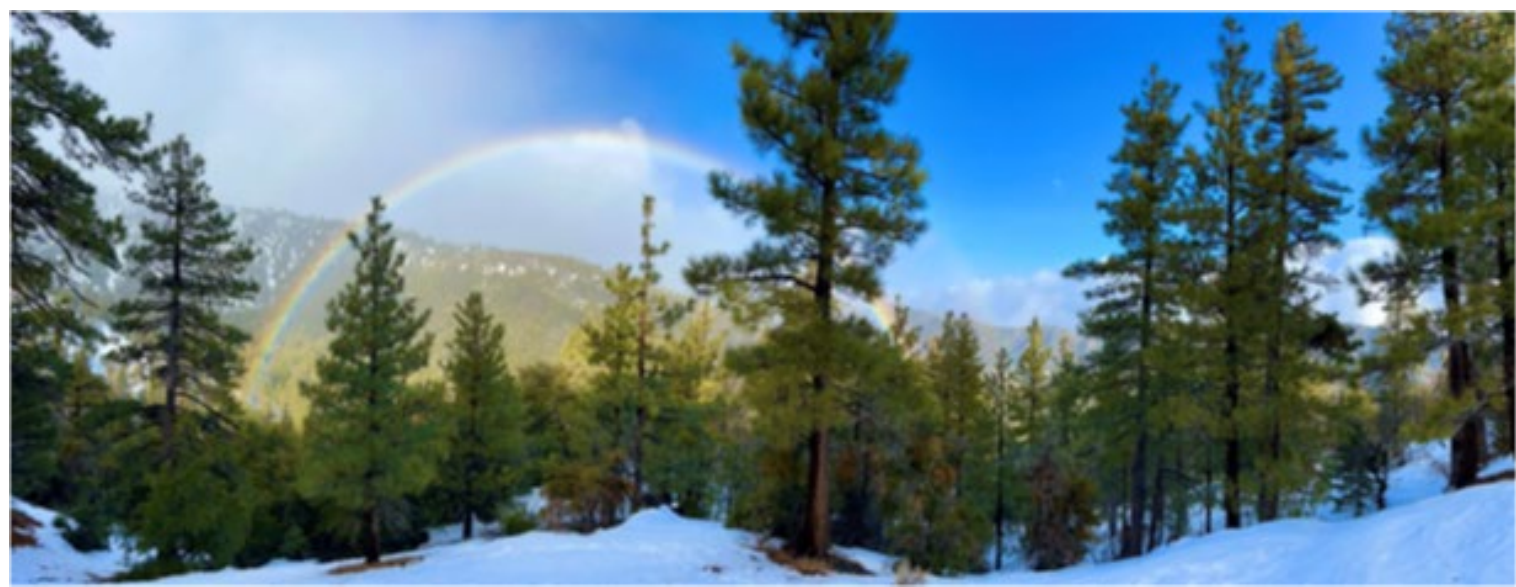
Outdoor & Marine Science Field Study

The **Los Angeles
County Outdoor
Science School**

and

the **Marine Science
Floating Lab**

Highlights for 2023-24





Outdoor Science School

"The Best Education on Earth!"

- Operating for Los Angeles County districts and schools since 1960
- Serving over 3000 students in 2023-24
- 26 weeks of program
- Overnight programs for 3 to 5 days
- Phenomena-based NGSS science
- Supporting social-emotional learning

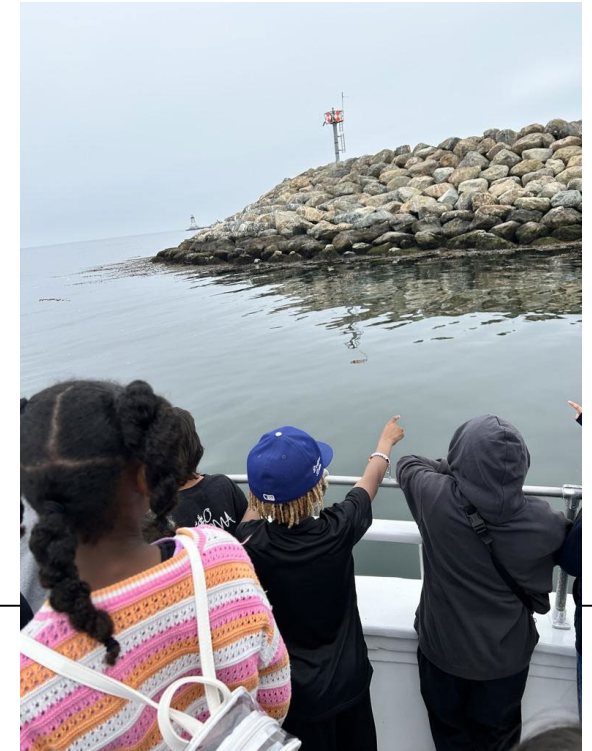


Los Angeles County
Office of Education

Outdoor & Marine Science Field Study

- Inquiry-based
- Phenomena rich
- Think Earth

Foundation sponsored 15 trips, funded mainly by the Clearwater project of the Los Angeles Sanitation Districts



STEM Mathematics Unit

2024 Math Field Day Update



Los Angeles County
Office of Education


STEM Unit *Math*




math@laoe.edu




Los Angeles County
Office of Education



Christina Lincoln-Moore
Elementary Mathematics
Coordinator II



Jessica Mejia
Secondary Mathematics
Coordinator II



Deborah Atwell
STEM Math Unit Lead
Coordinator III

The Mathematics Unit at the Los Angeles County Office of Education supports student achievement by cultivating the joy in mathematics through professional learning, networking, and family and community engagement.



Improve Student Outcomes

We will improve student outcomes by making measurable gains in **literacy** and **numeracy** rates, reducing achievement gaps for targeted student populations and increasing access to vocational and continuing education programs for **justice-impacted youth**.



Communicate Effectively

By focusing on accessibility and leveraging multiple techniques and platforms, we will improve the effectiveness of our **internal** and **external** communication efforts.



Strengthen Community with Children at the Center

Through strategic **partnerships**, the expansion of our **Community Schools Initiative** and ensuring that the recruitment of students for LACOE **specialized high schools** reflects the County's student demographics, we will leverage relationships and resources from across our communities to better support children.

**25
Districts**

**108
Teams**

Grades 4-11



Los Angeles County
Office of Education

Los Angeles County
40th Annual
Math Field Day

Sponsored by the
Division of Curriculum and Instructional Services
San Gabriel High School
Saturday, April 27, 2024

 **Los Angeles County
Office of Education**

The poster features a dark blue background with a grid pattern. It is decorated with various colorful mathematical symbols and numbers, including 2, 0, 5, +, 1, 0, %, 1, 9, x, =, 1, 5, +, 1, 0, and a square root symbol. The text is prominently displayed in white and yellow, with the '40th' in a glowing yellow font.



ABC Unified

Aspire Public

Bonita Unified

City of Knowledge

Compton Unified

Garvey Unified

Glendale Unified

Global Education Academy

Hacienda La Puente

Inner City Education Foundation

La Cañada Unified

LAUSD-Region East

LAUSD-Region South

Lawndale Unified

Lowell Joint

Manhattan Beach

Magnolia Charter

Palos Verdes Unified

Pasadena Unified

Pomona Unified

Rosemead Unified








Torrance Unified


West Covina Unified

Westridge School

432

STUDENTS!





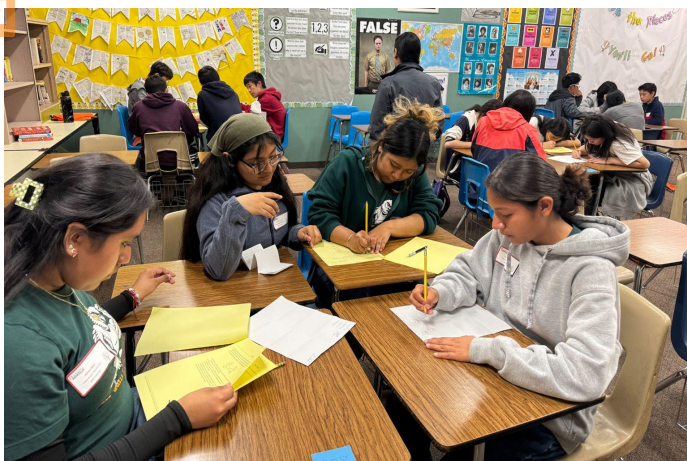
Los Angeles County
Office of Education



**1,200
Family and
Community
Members!**



**Los Angeles County
Office of Education**



In collaboration with
ARETEEM Institute

Three Categorical Rounds:

- Conceptual Understanding
- Problem Solving
- Procedural Proficiency



Los Angeles County
Office of Education



Individual and Team Recognition

- Bronze, Silver and Gold medals for each round of competition
- Top teams vied for best overall team trophies
- Top teams demonstrated strong teamwork, mathematical reasoning, and conceptual understanding skill





Math Field Day Promotes:

Math Reasoning and Problem Solving

Teamwork

Student Agency and Identity

Family and Community Engagement

Joy in Mathematics!



Los Angeles County
Office of Education



Los Angeles County
Office of Education



CA Math Framework 2023

- Focus on students doing the heavy lifting; being the doers of mathematics
- Emphasis on instructional strategies that create equitable opportunities for all learners

The framework offers guidance for enacting the standards through curriculum and instructional approaches grounded in research and reflecting best practices across the globe. The goal is to ensure equity and excellence in math learning so that all California students become powerful users of mathematics to better understand and positively impact the world—in their careers, in college, and in civic life.

2023 CA Math Framework Summary

Anticipated Changes for MFD 2025

Parent programming to promote understanding of the importance of equitable and engaging math instruction

Collection of student demographic data to ensure the equitable engagement of historically marginalized youth

Larger venue

Continuation of *Mathchella!*



Los Angeles County
Office of Education

Board Members and Executive Cabinet

**YOU'RE
INVITED!**



Los Angeles County
Office of Education



**Los Angeles County
Office of Education**

STEM Unit



*Math
Field Day*

April 26, 2025

**Coordinator
Trainings begin
September 2024**





**Los Angeles County
Office of Education**

STEM Science Unit

Anthony Quan

Coordinator III, STEM Science

CREEC Region 11 Coordinator

Christie Pearce

Coordinator II, STEM Science



Engaging Girls in STEM





ALLYNE
WINDERMAN

Advertising non-profit organizations on urban design and architecture projects.

ARCHITECT



COLUMBIA
SCHOOL OF
ARCHITECTURE

Working with the public to understand their goals for their community and giving them a path to achieve those goals.



CHRISTINE
CHENG

I am leading a part of the design of a new satellite system; which means figuring out how to talk to the satellites and get data sent back.

SATELLITE SYSTEMS ENGINEER



CAL TECH
USC

CHEMICAL ENGINEERING;
BS & PHD

I love working on complex technical problems and figuring out new solutions everyday. I get to learn and grow everyday. And I love working with other ladies in STEM!

www.linkedin.com/in/christine-xcheng/



SHAAMA
SHARADA

Utilization chemistry of atmospheric carbon dioxide.

ASSOCIATE PROFESSOR



IIT BOMBAY
CHEMICAL ENGINEERING

I love working with students that are enthusiastic about science and engineering.



DUA
RAZA

I do research on companies and the types of projects they want to complete in the space industry. I help companies determine the requirements of their projects and how to best spend their money.

SPACE VEHICLE SYSTEMS ENGINEER
BUSINESS DEVELOPMENT ASSOCIATE



CORNELL UNIVERSITY
CHEMICAL ENGINEERING

I love working on capturing new business for my company. Being a systems engineer allows me to practice big picture thinking and understand the greater impact of the work I do. My role is not just designing a space vehicle, it is also understanding how much it costs, how it integrates with ground systems, and what part the space vehicle plays in the overall constellation of satellites. One other aspect of my job that I love is the ability to work on committees that have a greater impact on the community than my engineering work.

www.linkedin.com/in/dua-raza



DR. AIDYL
GONZALEZ

AstroBiology
Analog Astronaut

RESEARCH SCIENTIST



CAL TECH
MOLECULAR GENETICS

I love that my job allows me to live in extreme environments.

www.linkedin.com/in/aidyl-gonzalez-setiiochior/



ANAHY
GARZA

I am currently working on my masters research project, where I test the chemical defense secretion of local sea slugs (Alderia spp.) on common mudflat detritivores (worms, brittle sea stars, and sea anemones). I also test if predatory gastropods (marine snails, other sea slugs) can feed on these Alderia slugs. I am also teaching a biological sciences course where I go through fun, hands-on activities with undergraduate students to teach them about how different living organisms evolve and survive.

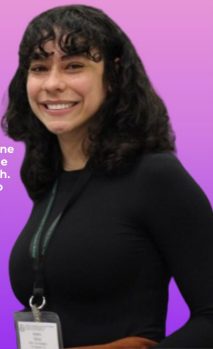
GRADUATE RESEARCH
& TEACHING ASSISTANT

CAL STATE LA

TEXAS A&M
MARINE BIOLOGY

I enjoy being able to learn new information about the field of marine biology and ecology, and being able to apply what I learn to my research. I also enjoy having opportunities to share my research with the public and to mentor students looking to pursue a career in STEM.

www.linkedin.com/in/anahy-garza-1802b14a/



NISHTHA
AGARWAL

- Increasing awareness about careers in cancer.
- Encouraging students to participate in pre-med summer scholars program.
- Pathways to leadership program.

DIRECTOR
OFFICE OF CANCER TRAINING
& EDUCATION



CAL STATE LONG BEACH
MASTER OF PUBLIC HEALTH

I enjoy the collaborative environment in my workplace and I love engaging and networking with students, faculty, and staff on a regular basis. The success stories, career outcomes, and career enhancement are rewarding to witness.

www.linkedin.com/in/nishtha-agarwal-bds-mph-7bb6b114



JULIE
NEWMAN

I'm currently working on a huge satellite that will launch this year to provide satellite internet to Indonesia!

PROGRAM CHIEF
ENGINEER



CALTECH
ELECTRICAL
ENGINEERING

I love how creative it is and how I get to work with so many amazing people!

<https://www.linkedin.com/in/julie-j-newman/>



DIANE
MARTIN

2024 History Day LA which is an annual competition for students grades 4-12 in LA County. They select a history topic related to an annual theme and conduct extensive research online, in libraries, archives, and museums. They then present their conclusions and evidence through exhibits, performances, podcasts, documentaries, or websites.

SECRETARY



CAL STATE LONG BEACH
BACHELOR OF FINE ARTS
BIOLOGY

I enjoy partnering with my mentors and colleagues, meeting new people to add to my network, and learning new things to expand my skills.

www.linkedin.com/in/diane-martin-5a86801b



MELINA SARAI
RUANO

I am currently working on the Mission Operations team for the Space Development Agency Programs at Northrop Grumman.

ASSOCIATE SYSTEMS ENGINEER



CAL POLY - SAN LUIS OBISPO
AEROSPACE ENGINEERING

What I love most about my job is learning about Space Systems and all their stages within the Systems Engineering V-model. I get to see subjects I learned in my Orbital Mechanics and Space Environment classes come to life. I love everything that has to do with outer space, so contributing to the development of satellites that will launch this year is so exciting.

www.linkedin.com/in/melina-ruano-3b75b11b5

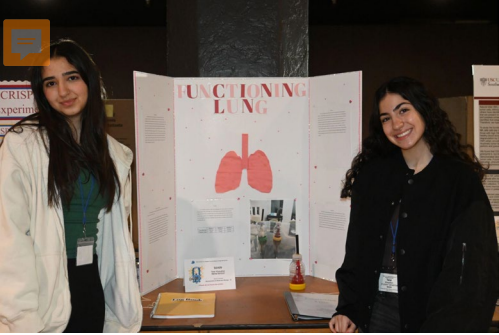


Los Angeles County
Office of Education



74th Annual Los Angeles County Science and Engineering Fair





2024 LA County Science and Engineering Fair Highlights!



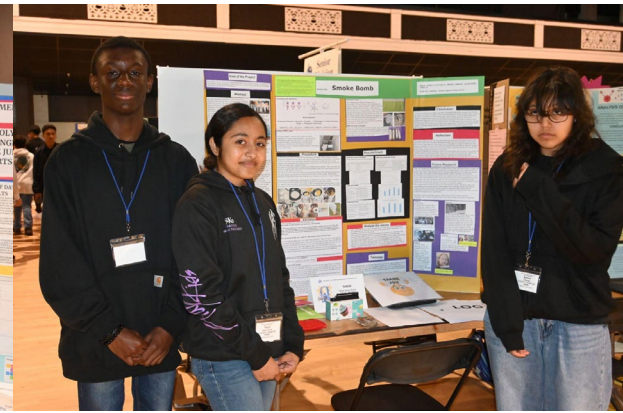
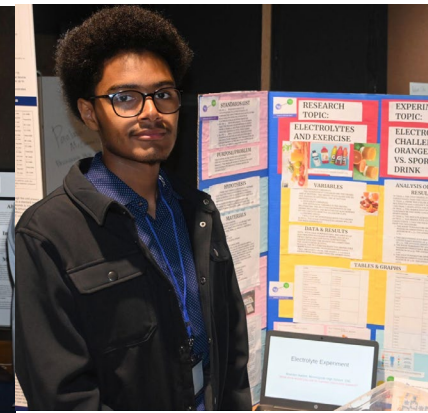
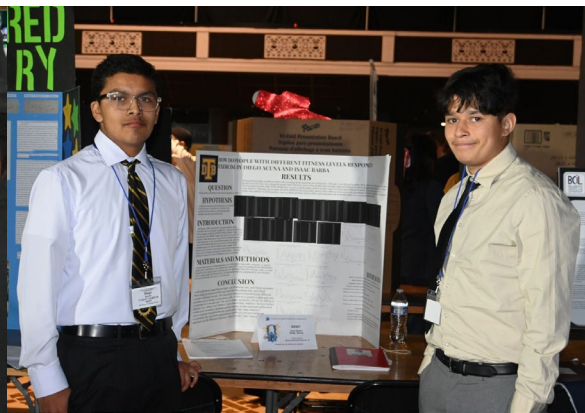
Over 900 Students
Over 100 Schools

13 brand new to science fair
20% increase from last year

22 Junior Categories
15 Senior Categories

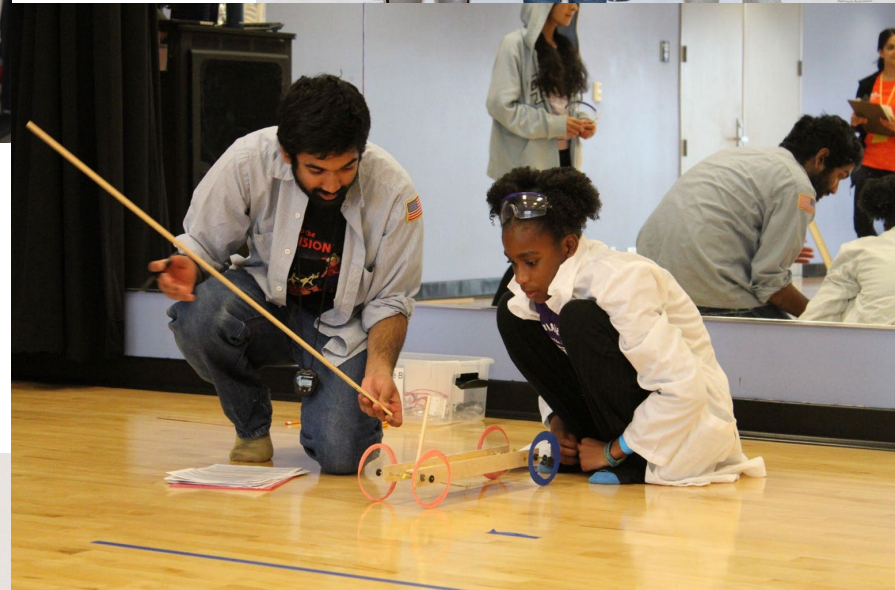
16 Junior Projects Sweepstakes
Finalists

13 Senior Projects Sweepstakes
Finalists



Los Angeles County Science Olympiad







Thank you!

We look forward to the 2024-2025 Academic Year!



Los Angeles County
Office of Education

Board Meeting – June 11, 2024

Item IV. Hearings

A. Public Hearing on the Draft Local Control and Accountability Plan (LCAP) 2024-2027 (Enclosure)

The Superintendent recommends that a Public Hearing on the Draft 2024-2027 Local Control and Accountability Plan be held on Tuesday, June 11, 2024, at 3:00 p.m.

In compliance with the requirement of Education Code Section 52068, the Board of Education will now conduct a Public Hearing.

All Educational Programs schools posted the Notice of Public Hearing on June 7, 2024.

The purpose of today's Public Hearing will be to receive the public's comment, if any, to the Draft 2024-2027 Local Control and Accountability Plan.

NOTICE OF PUBLIC HEARING ON LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

In accordance with California Education Code Section 52068, the Los Angeles County Board of Education will conduct a public hearing to solicit public comments on the Local Control and Accountability Plan prior to final adoption.

DATE: June 11, 2024

TIME: 3:00 p.m.

LOCATION: Los Angeles County Office of Education
9300 Imperial Highway
Downey, CA 90242

VIRTUAL BOARD MEETING

**Board Meetings
Los Angeles County Board of Education**



TO LISTEN BY TELEPHONE

(669) 900-9128

Meeting ID: 822 2518 9839

Passcode: 241814



To Listen to the audio stream online

<https://tinyurl.com/LACOEBoardMeeting>

Meeting ID: 822 2518 9839

Passcode: 241814

Note: Users who do not have the Zoom application can join the meeting by clicking the link above, Cancel the Open Zoom dialog box, then click the "join from your browser" link at the bottom of the Open Zoom meeting page.

The Local Control and Accountability Plan (LCAP) will be available for in-person inspection at the following location:

**Los Angeles County Office of Education
9300 Imperial Highway, Education Center Reception Desk
Downey, CA 90242-2890**

It can also be accessed on the link below:

<https://www.lacoe.edu/education/lacoe-schools/lacoe-lcap>

AVISO DE AUDENCIA PUBLICA DE LA OFICINA DE EDUCACION DEL CONDADO DE LOS ANGELES PLAN DE CONTINUIDAD Y ASISTENCIA DEL APRENDIZAJE

De acuerdo con el código de educación del estado de California de la sección 52068, la junta de Educación del Condado de Los Ángeles llevara a cabo una audiencia pública para solicitar comentarios públicos acerca del Plan de Continuidad y Asistencia antes de su adopción final.

FECHA: 11 de junio, 2024
HORA: 3:00 p.m.
UBICACION: Los Angeles County Office of Education
9300 Imperial Highway
Downey, CA 90242

JUNTA DE LA MESA DIRECTIVA VIRTUAL

**Junta de la Mesa Directiva de Educacion del Condado
de Los Angeles**



**PARA ESCUCHAR POR TELEFONO
(669) 900-9128**

**ID de la Junta: 822 2518 9839
Codigo de acceso: 241814**



Para escuchar la transmission de audio en linea:

<https://tinyurl.com/LACOEBoardMeeting>

**ID de la Junta: 822 2518 9839
Codigo de acceso: 241814**

Nota: Los usuarios que no tienen la aplicación Zoom pueden unirse a la reunión haciendo clic en el enlace de arriba, Cancelar el cuadro de diálogo y Abrir Zoom, luego hacer clic en el enlace "unirse desde su navegador" en la parte inferior de la página de la reunión Abrir Zoom.

El Plan de Continuidad y Asistencia estará disponible para su inspección en el lugar siguiente:

**Los Angeles County Office of Education
9300 Imperial Highway, Education Center Reception Desk
Downey, CA 90242-2890**

Página web de la Oficina de Educación del Condado de Los Ángeles:

<https://www.lacoe.edu/education/lacoe-schools/lacoe-lcap>

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Los Angeles County Office of Education

CDS Code: 19101990000000

School Year: 2024-25

LEA contact information:

Diana Velasquez

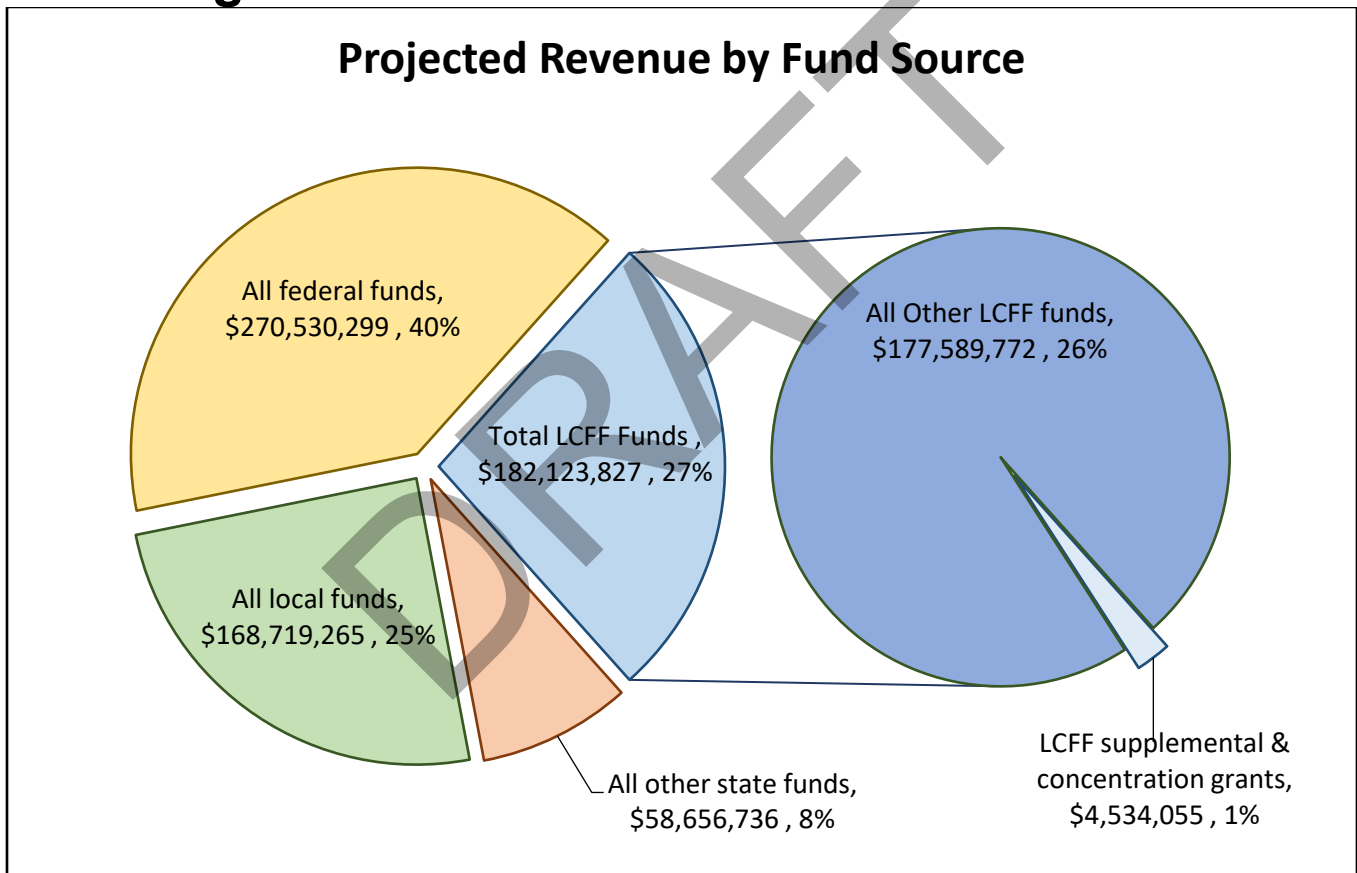
Executive Director

velasquez_diana@lacoed.edu

562-940-1864

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

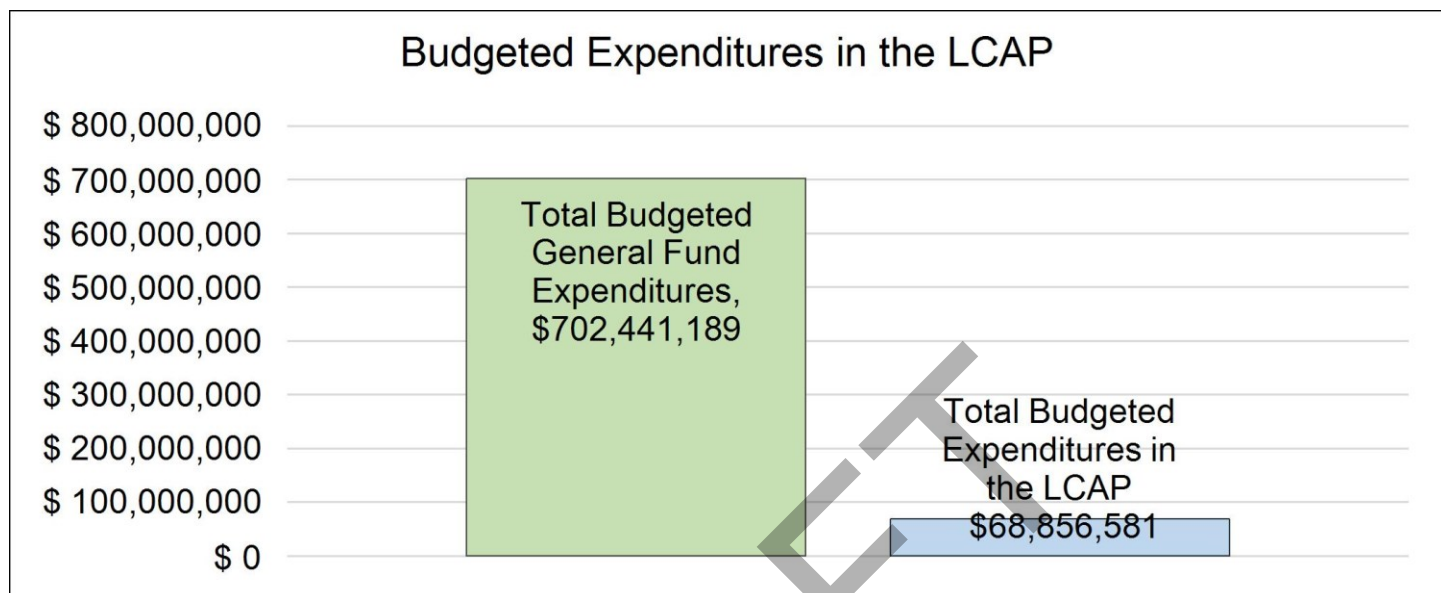


This chart shows the total general purpose revenue Los Angeles County Office of Education expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Los Angeles County Office of Education is \$680,030,127, of which \$182,123,827 is Local Control Funding Formula (LCFF), \$58,656,736 is other state funds, \$168,719,265 is local funds, and \$270,530,299 is federal funds. Of the \$182,123,827 in LCFF Funds, \$4,534,055 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Los Angeles County Office of Education plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Los Angeles County Office of Education plans to spend \$702,441,189 for the 2024-25 school year. Of that amount, \$68,856,581.00 is tied to actions/services in the LCAP and \$633,584,608 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

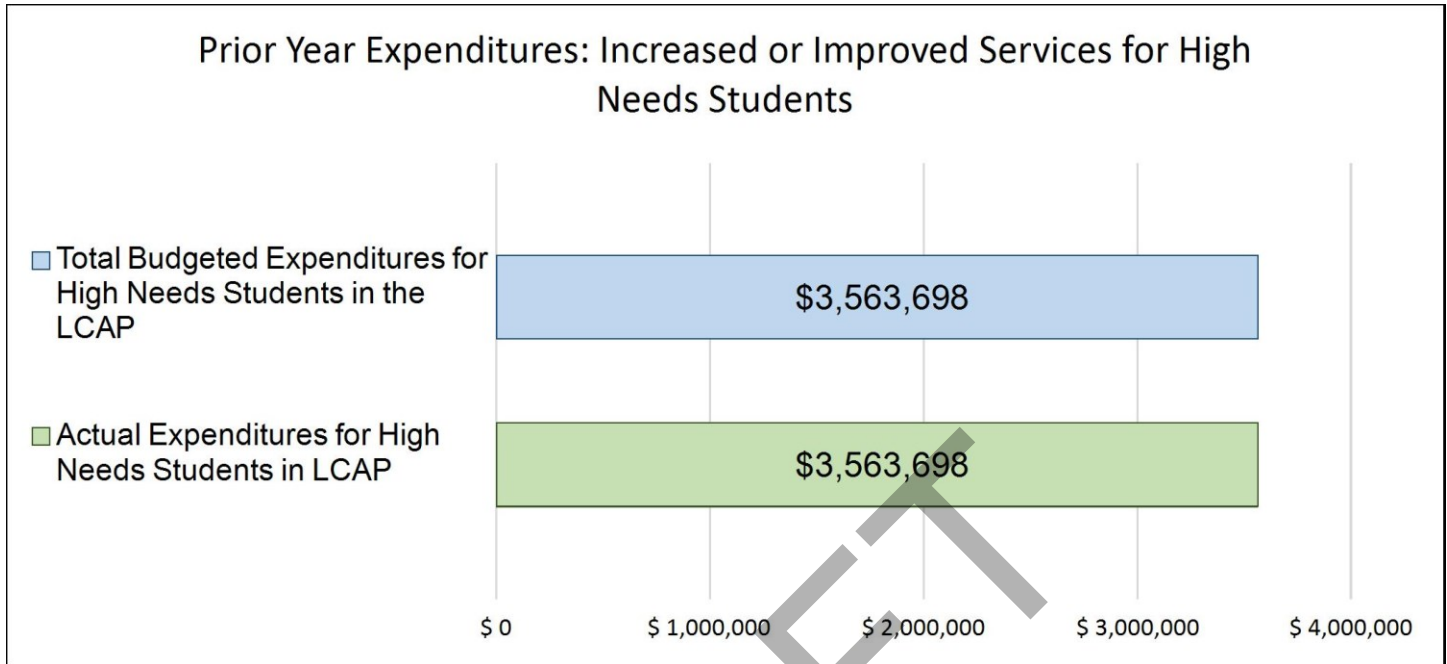
The budgeted expenditures that are not included in the LCAP will be used for the following: As a County Office of Education, services are provided to local districts in addition to county administered programs. These services are paid using the county office General Funds. This includes programs such as the Superintendent's Office, Communications, Office of General Counsel, Grant Development Office, Board of Education, Personnel Commission, Assistant Superintendent's Office, School Financial Services, parts of Controller's Office and Facilities, and parts of Technology Services. These General Fund Budgeted Expenditures are not included in the Local Control and Accountability Plan.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Los Angeles County Office of Education is projecting it will receive \$4,534,055 based on the enrollment of foster youth, English learner, and low-income students. Los Angeles County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. Los Angeles County Office of Education plans to spend \$15,831,491.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Los Angeles County Office of Education budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Los Angeles County Office of Education estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Los Angeles County Office of Education's LCAP budgeted \$3,563,698.00 for planned actions to increase or improve services for high needs students. Los Angeles County Office of Education actually spent \$3,563,698.00 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Los Angeles County Office of Education	Diana Velasquez Executive Director	Velasquez_diana@laoe.edu 562-940-1864

DRAFT

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate	Graduation rate at IPoly is 98%, LACHSA is 95% and 22.6% JCS/CCS (Naviance and PowerBI, 2019)	Graduation rate: IPoly - 100% LACHSA - 99% JCS & CCS - 24.9% (Naviance and PowerBI, 2021)	Graduation rate: IPoly – 95% LACHSA – 94.6% JCS & CCS – 42.6% (Annual Report & PowerBI, 2022)	Graduation rate: IPoly – 98.9% LACHSA –91.2% JCS & CCS – 42.4% (Dashboard)	For each year, graduation rates at each site shall increase by two percentage points or maintain a rate of 98% or higher.
College Credit Course	50% - per California Dashboard (2019-2020)	Indicator not measured in the 2020-21 school year.	Indicator not measured in the 2021-22 school year on the Dashboard.	47.6% - Additional Reports, California Dashboard (2022-23)	The college credit course rate shall increase 50% or higher by the end of the third year of implementation as measured by the California Dashboard.
A-G Completion	89.1% - per California Dashboard (2019-2020)	Indicator not measured in the 2020-21 school year.	63.7%* - 2022 California Dashboard Additional Reports *36.9% - Dataquest	68.7% - CA School Dashboard 2023	The A-G requirements shall expand reach within the three years, showing an increase in rates, achieving a 90% rate or higher for the three-year outcome.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE Pathway Completion	0% - (California Dashboard, 2019-20)	0.4% pathway completion (California Dashboard, 2020-21)	0% - (CALPADS Reports 15.1, 2021-22) 0% - Specialized high schools 0% - JCS 0% - CCS	0% - (Additional Reports, California Dashboard, 2022-23) 0% - Specialized high schools 0% - JCS 0% - CCS	CTE Pathway courses shall be offered to students who will be able to complete the three-year program and result in 4% completion rate within the year 3 outcome.
CTE Certification	37% completion (local indicator)	59% CTE certification (local indicator)	60% CTE certification (local indicator)	20%* CTE certification (local indicator)	CTE certifications shall result in a 40% increase by the third year of implementation of the LCAP.
Advanced Placement Examination	16.2% (California Dashboard, 2019-20)	Indicator not measured in the 2020-21 school year	69% - LACHSA	76% - LACHSA	Each year, there shall be an increase in the percentage of students passing the Advanced Placement examination with a score of 3 or higher of at least 1%.
Early Assessment Program (EAP) Assessment	58% of 11th graders met or exceeded standard for English Language Arts 39% of 11th graders met or exceeded standard for mathematics (CAASPP scores, 2018-19)	42% of 11th graders met or exceeded standard for English language arts. 23% of 11th graders met or exceeded standard for mathematics.	48.44% of 11th graders met or exceeded standard for English language arts. 25% of 11th graders met or exceeded standard for mathematics. (CAASPP scores, 2021-22)	53.5% of 11th graders met or exceeded standard for English language arts. 26.7% of 11th graders met or exceeded standard for mathematics. (CAASPP scores, 2022-23)	Eleventh graders at LACOE shall meet or exceed standard for English Language Arts by 61%. Eleventh graders at LACOE shall meet or exceed standard in mathematics by 42%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Standards-aligned instructional Materials	100% of students have access to standards-aligned materials (SARC, 2020).	Meeting 100% (SARC, 2021)	100% of students have access to standards-aligned materials (SARC, 2022).	100% of students have access to standards-aligned materials (SARC, 2023).	100% of students shall continue to have access to standards-aligned materials.
Implementation of academic content and performance standards.	Academic content and performance standards are 100% implemented for all students (as measured by standards-aligned checklist).	Meeting 100% (as measured by standards-aligned checklist).	Meeting 100%	Meeting 100%	Academic content and performance standards shall be implemented 100% for all students.
School Facilities	Maintain 100% of facilities in good repair as indicated by a range of 90% or higher on the facilities inspection tool to meet safety and accountability standards as measured by the William's Compliance regulations.	Meeting 100% of facilities in good repair.	78% of facilities in good repair.	90% of facilities in good repair.	Maintain the William's Compliance rating of 90% or higher for each school.
Dropout Rate	Middle School – 1 Student High School – 6 students CALPADS, 2019-2020	Middle School - 0 students High School - 5 students (CALPADS, 2020-21)	Middle School – 1 student High School – 110 students (CALPADS, 2021-22)	Middle School – 0 students High School – 0 students (CALPADS 2022-23, Dataquest - 2022-23)	Middle and high school dropouts will be reduced every year until there are zero dropouts in each grade level.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no significant differences in the implementation of the actions in this goal as compared to the actions as described in the plan. Successes included implementation of Career Technical Education programs described in Action 1.4. The CTE OSHA Certification continues to be in successful as more participants are receiving access to these programs at the JCS. Additionally, a new pathway at LACSHA is expected to produce the outcomes by the 3rd or 4th pathway year. In focus groups, students frequently mentioned CTE OSHA programs as valuable parts of the educational experience.

Action 1.3, College Courses was successfully implemented at selected sites, but with some challenges. Parents, students and staff shared positive comments about the opportunities for dual enrollment courses; however some students indicated that timing of the classes made it difficult for them to always participate.

Another challenge impacting action 1.1 School Facilities was the mandated closure of Central Juvenile Hall, the move to a new facility. Challenges included moving and transferring equipment and providing maintenance in a timely manner to avoid disruptions to educational programs

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable. No material differences.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

All actions were found to be effective in providing students with equitable access to a 21st century education; however, some actions will be eliminated, modified or enhanced in response to changing school conditions, student needs and input from the engagement process and to better align services.

1.1 School Facilities - Going into school year 2023-24, we made some changes at Renaissance PAU due to low and declining enrollment. Outreach efforts to recruit and enroll students did not yield sustainable results and the difficult decision was made to close Bermudez CCS, Second Chance IS, Tri-C CCS, Valley IS, Visions, CCS and relocated Bermudez IS to Mujeres y Hombres CCS.

Additionally, Barry J. Nidorf Juvenile Hall youth pending adjudication were moved to Los Padrinos leaving SYTF youth at the facility. The youth from Central Juvenile Hall were also moved to Los Padrinos Juvenile Hall. This posed many challenges for students, staff and families as they had to adjust to new learning and working environments.

1.2 Graduation Rates - Schools have implemented multidisciplinary teams to identify struggling learners and provide the necessary early interventions needed. There is a focus through grade level teams to identify struggling learners and provide them with the necessary support needed to be successful. We have seen improvements in graduation rates with our JCS/CCS (42.4%) and IPoly (91.2%) We do not have full implementation of mastery based grading practices at all of our sites. It is something that continues to be an area of need as we break away from traditional grading practices and transition to more novel approaches to grading that are helpful to students. We saw a slight drop in graduation at LACHSA with a 91.2% graduation rate.

1.3 College Courses - CCAPs were executed with LACCD, Mount Sac, and Cerritos College. Pending CCAP with Citrus College. Many courses are still in the process of receiving board approval. As such, elective courses were offered at 5 of the 7 sites for spring semester 2024. Continued coordination and educating our community college partners on school site logistics will be continued to expand the dual enrollment program at all sites. Effectiveness is measured by the availability of dual enrollment courses by semester at each site. Dual enrollment has been tentative because our community college partners are not familiar with juvenile court school settings. The selection of courses is specific to our students' need for graduation requirements and must be board approved before proceeding. Students are more successful with in-person instruction and our partners are having difficulty securing professors willing to work in a high school setting.

1.4 Access to Courses - At the 3 sites where CTE pathways are offered, Rockey, Paige and Afflerbaugh, students receive instruction from CTE credentialed instructors with industry expertise. Core academic knowledge is integrated with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. All courses are enhanced with Career Engagement Events coordinated through the CTE unit that offers industry and business exposure to students. This includes guest speakers, real world activities such as competitions and projects and field trips when possible. Students also have the chance to earn industry certification, giving them the necessary entry-level skills. Effectiveness is measured by enrollment and percentage of completion of industry certification. Overall YTD enrollment of 98 with a 43.8% completion rate for industry certification. World Languages are part of the Graduation Requirements that encompass 10 credits of either World Languages, CTE or Fine Arts. CTE pathways are not offered at all sites due to a lack of classroom availability and a countywide shortage of CTE teachers. CTE pathways are difficult to implement because students are not enrolled at the school sites long enough to complete them. No World Languages are taught at any JCS school sites.

1.5 Technology Professional Development - Professional development in digital technologies and digital supports is ongoing. As content professional development included delivery of instruction supported by technology and how to embed technology with content is taken into account. Teachers are trained to use technology in conjunction with content delivery. Monitoring the embedding of technology is an ongoing process and challenges still continue. Several staff still have challenges in operating several digital technologies. When this occurs PD is provided to them. This action will be moved to the Professional Development Action 3, along with the RTSA Saturday Summits to ensure coordination of professional development activities.

1.6 Middle and High School Dropouts - Supports we have seen as effective are student planning team meetings where teams get together to understand why students are struggling academically and/or with attendance. The Student Planning Teams identify appropriate supports. At many of our sites, personal phone calls have proven to be effective to inform parents when students have missed school. Tutoring

opportunities have also provided students with additional supports needed to be successful in school. Dropout rates decreased over the past two years from 1 to 0 in middle school and 110 to 82 in high school. We continue to see many students suspended, particularly at our JCS sites. We know that suspensions disrupt learning and creates a sense of detachment from school.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

To improve graduation and dropout rates staff will review attendance records and schedule counseling sessions with students to develop an implementation plan to support each student experiencing challenges with engagement. Timelines will be implemented, intervention and Social Emotional Learning (SEL) action plans will be updated and developed to support this action. Action 1.2, Graduation Rates, will be revised to include additional monitoring for low-performing student groups. Action 1.5, Professional Development Technology, was removed and included with action 3.13 to align with other professional development activities.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rates	<p>The average attendance rate was:</p> <p>JCS: 92.3% CCS: 76.2% IPoly: 97.9% LACHSA: 95.9%</p> <p>(Aeries, 2019-20)</p>	<p>Attendance Rate 2020-21</p> <p>JCS - 94% CCS - 66% IPoly - 94% LACHSA - 94%</p> <p>(CALPADS 14.2)</p>	<p>Attendance Rate 2021-22</p> <p>JCS: 93.8% CCS: 64.6% IPoly: 94.1% LACHSA: 94.0%</p> <p>(CALPADS 14.2)</p>	<p>Attendance Rate 2022-23</p> <p>JCS: 91.2% CCS: 41.0% IPoly: 95.6% LACHSA: 91.2%</p> <p>(CALPADS 14.2)</p>	<p>At the end of each year, the average attendance rate shall increase by 1%. By the 2021-24 school year, the average attendance rate will be:</p> <p>JCS: 95% CCS: 79% IPoly: 99% LACHSA: 98%</p>
Chronic Absenteeism	<p>Chronic absenteeism at the JCS is 23.7%*, at the CCS it is 20.6%*</p> <p>*Aeries Analytics (2019-20)</p>	<p>Chronic absenteeism:</p> <p>JCS - 11% CCS -35%</p>	<p>Chronic absenteeism:</p> <p>JCS: 21% CCS: 79.6% IPoly: 16.4% LACHSA: 18.6%</p> <p>(Data Quest, 2021-22)</p>	<p>Chronic absenteeism:</p> <p>JCS: 30.6% CCS: 76.2% IPoly 9.2% LACHSA: 30.4%</p> <p>(Data Quest, 2022-23)</p>	<p>At the end of each year, the chronic absenteeism rate at the JCS and CCS shall not be more than 19%.</p>
Suspension Rate (Local indicator)	<p>25.71% JCS sites 5.75% CCS sites</p>	<p>20% JCS sites 7% CCS sites</p>	<p>JCS: 19.5% CCS: 8.9%</p>	<p>JCS: 21.5% CCS: 2.05%</p>	<p>At the end of each year, the suspension</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	0.00% IPoly 0.00% LACHSA (Internally created PowerBI dashboard, 2019-20)	0.00% IPoly 0.00% LACHSA (Internally created PowerBI dashboard, 2019-20)	IPoly: 0.2% LACHSA: 0.6% (Data Quest, 2021-22)	IPoly: 0% LACHSA: 0% (Power BI, 2023-24)	rates shall not be more than 20% at the JCS, 5% at the CCS and 1% at IPoly and LACHSA.
Expulsion Rate	Expulsion Rate – 0% (Data Quest, 2019-20)	Expulsion Rate - 0% (Data Quest, 2020-21)	Expulsion Rate - 0% (Data Quest, 2021-22)	Expulsion Rate - 0% (Data Quest, 2022-23)	LACOE will continue to have a 0% expulsion rate by the year 2024.
Professional Development	97% of staff representing all sites have received mental health/social emotional based professional development. (Local indicator, 2020-21)	100% of staff have received mental health/social emotional based professional development. (local indicator, 2021-22)	100% of staff have received mental health/social emotional based professional development. (local indicator, 2022-23)	100% of staff have received mental health/social emotional based professional development. (local indicator, 2023-24)	a100% of staff representing all sites will have received mental health/social emotional based professional development.
Parent Participation	During the 2019-20 school year, 66% of parents/family participated in PFECF meetings (local indicator: parent/family count in attendance / unduplicated student count for the year).	During the 2020-21 school year, 75% of parents/family participated in PFECF meetings (local indicator: parent/family count in attendance / unduplicated student count for the year).	During the 2021-22 school year, 90% of parents/family participated in PFECF meetings (local indicator: parent/family count in attendance / unduplicated student count for the year).	During the 2022-23 school year, 94% of parents/family participated in PFECF meetings (local indicator: parent/family count in attendance / unduplicated student count for the year).	At the end of each year, the parent/family participation (PFECF meetings) shall represent at least 20% of the student population at the JCS/CCS sites.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Suspension rates and chronic absenteeism will be areas of focus in the 2024-25 LCAP. Chronic Absenteeism at CCS and LACHSA has increased from 2022-23 to 2023-24, with the County Community Schools reaching a 66.4% and a 25.7% rate at LACHSA. The increase in chronic absenteeism called for the following action steps in addition to the actions proposed initially:

- School staff follows up with students with non-probation related attendance concerns. Students are offered supports on SEL and PBIS expectations.
- Collaborate with Community Schools staff on supporting students with attendance concerns
- Hold Student Planning Team meetings (SPTs)
- Phone calls to home. LACHSA sends out daily notifications regarding student absences and parents/guardians have access to AERIES attendance. Families are notified if the student is in danger of Probation. SSTs are conducted to assist students with chronic absenteeism.
- Create attendance plan
- Implement an end of year attendance review

Some professional development activities in Action 2.3 , Mental Health Support, were reconfigured or rescheduled based on scheduling needs and others were added. The School Mental Health Program did not provide Professional Development at our Pupil Free Day in August because it coincided with LACOE's Annual Wellbeing Fest. However, the afternoon PD was provided by EASE and the topic was on mental health - it was titled "Filling Our Emotional Toolbox". Some professional development activities scheduled for this Spring were not implemented.

An in-person professional development (PD) at iPoly was originally schedule for all staff but it was canceled twice. Instead, mental health staff offered a PD on Suicide Awareness and Prevention to all staff and parents the week of October 11 (via Zoom during the Parent Workshops). Staff also provided resources to school staff in October for Depression Awareness Month. Following a January suicide prevention training at LAHSCA , on January 11th, 2024, mental health staff held another presentation for staff on Tips for Helping a Grieving Student at School, Crisis Response Outcomes, and provided additional resources for staff support-25 school staff.

High suspension rates at the Juvenile Court Schools (JCS) have required additional supports . One key addition was the development and implementation of a Behavioral Matrix, which was created by an interdisciplinary team.

The PFECP central office team experienced a reduction in staff who assisted with program implementation which reduced the capacity of the team.

Other than the modifications noted, all actions in Goal 1 were implemented as planned

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

NA. No material differences

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Overall, the actions in this goal were effective in ensuring students have equitable access to a 21st century education to become college and career ready.

2.1 Community and Family Engagement - Parent Survey indicated that the school provides parents with advice and resources to support their child's social and emotional needs. Effectiveness is measured by participation numbers which total 1,962 YTD. Additionally, 173 learning opportunities such as parenting classes, workshops, and other events have been offered to parents between August 1, 2024 and May 31, 2024. 78% of respondents to the California School Parent Survey indicated (agreed or strongly agreed) that the school their child attends provides parents with advice and resources to support their child's social and emotional needs.

2.2 PBIS - Effectiveness is measured by 1) the number of LACOE JCS/ CCS / SYTF sites that have at least 70% implementation of PBIS Tier 1; 2) The decrease in the number of school suspensions and 3). Observable increases were seen in the levels of Optimism (+14% in 12th Grade) and Life Satisfaction (+8% in 12th Grade) as well as decreases in cases of social and emotional distress and experiences of chronic sadness/hopelessness (-14% in continuation schools). There have been challenges with site PBIS team members attendance at district PBIS trainings due to date and time conflicts; the opening and closing of facilities have also been a large challenge with implementation. The sites often face the issue of competing priorities which frequently does not leave time for focus on training and support with implementation. Additionally, the sites have experienced several challenges with FTE vacancies that play a vital role in the implementation of PBIS at the site.

2.3 Mental Health Support - Using a logic model that is updated annually, the School Mental Health (SMH) Program uses the multi-tiered system of support (MTSS) framework to provide mental health support at three LACOE schools- IPoly, Renaissance PAU, and LACHSA. Effectiveness is measured by a combination of service delivery and summative survey methods (CHKS). Using a logic model that is updated annually, the SMH Program uses the multi-tiered system of support (MTSS) framework to provide mental health support at three LACOE schools- IPoly, Renaissance PAU, and LACHSA.

The SMH Program also trains graduate level mental health interns. Interns provide supplemental mental health services and support. Cohort four included nine interns- two at IPoly, two at LACHSA, and five at Renaissance PAU.

Staff training and professional development opportunities are offered to supplement staff needs. Training is offered in response to CHKS findings indicating a mental health need or gap in service.

Effectiveness is measured by a combination of service delivery and summative survey methods including the CHKS survey.

Observable increases were seen in the levels of Optimism (+14% in 12th Grade) and Life Satisfaction (+8% in 12th Grade) as well as decreases in cases of social and emotional distress and experiences of chronic sadness/hopelessness (-14% in continuation schools).

The SMH Program was short-staffed during Spring semester by two FTE Senior Program Specialists and a FTE Research and Evaluation Coordinator Professional development offered was difficult to schedule at school sites.

2.4 Attendance - Schools review attendance reports monthly to review the impact of implemented strategies. Schools have seen positive results from attendance campaigns and recognition efforts to celebrate improvement. Schools are also referring students to community-based services to address challenges for students with attendance struggles. We have also noted that CBO's that are of high interest to students have a positive impact on attendance as students want to be engaged.

2.5 Chronic Absenteeism -Schools review attendance reports monthly to assess impact of implemented strategies. Schools actively work on Universal strategies with attendance campaigns and incentives to reward students for improvement. Schools also work with families to get alignment and support with the importance of school attendance. Mutli-disciplinary teams develop plans that can support improvement and growth.

This area continues to be an area of growth. Some outreach was done with families but more needs to be done to address the importance of attendance as we are recovering from being in a pandemic. Chronic Absenteeism has increased from 58.5% to 63.4% in 22-23 as shown on the Dashboard.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A reflection of prior practice has yielded some outcomes that need further review and intensive focus, such as chronic absenteeism and suspension. More frequent monitoring and more intensive support is needed. Additional steps to address this need will be identified in the 24-25 LCAP. Additional monitoring, counseling and intervention for the lowest performing student groups will be added to action 2.4, Attendance and 2.5, Chronic Absenteeism.

Use of a behavioral matrix by LACOE in collaboration with probation staff, will be added to the PBIS Action 2.2. This tool will help staff identify students in need of additional support to maintain regular school attendance.

To help reduce suspension rates, professional development focused on creating welcoming and supportive classroom environments responsive to the needs of all students will be added to the Culturally Responsive Pedagogy action in goal 3 (3.14)

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP - ELA	CCS – 9% JCS – 2%* (*average) IPOLY – 89% LACHSA – 91% (2018-19, CASSPP Website)	CCS – 19% JCS – 4%* (*average) IPOLY – 84% LACHSA – 93% (2020-21, CASSPP Website)	CCS – 6.38% JCS – 5%* (*average) IPOLY – 79.5% LACHSA – 76.1% (2021-22, CASSPP Website)	CCS – 12.3% JCS – 4.28%* (*average) IPOLY – 86.4% LACHSA – 73.5% (2022-23, CASSPP Website)	Each year CAASPP–ELA scores shall increase at least 2% at all sites.
CAASPP - Math	CCS - 3% JCS – 3%* (*average) IPOLY – 63% LACHSA – 55% (2018-19, CASSPP Website)	CCS - 2% JCS – 2%* (*average) IPOLY – 51% LACHSA – 49% (2020-21, CASSPP Website)	CCS - 2% JCS – 0%* (*average) IPOLY – 51.8% LACHSA – 34% (2021-22, CASSPP Website)	CCS – 0% JCS – 0%* (*average) IPOLY – 52.4% LACHSA – 30.5% (2022-23, CASSPP Website)	Each year CAASPP – Math scores shall increase at least 2% at all sites.
Reclassification Rate	Reclassification rate at LACOE: 4% (2019-20, Dataquest)	Reclassification rate at LACOE: 4% (2021-22)	Reclassification rate at LACOE: 1.8% (2021-22)	Reclassification rate at LACOE: 9.8% (2022-23)	Each year reclassification rate shall increase at least 2%, reflecting a desired outcome of 8% at the end of year three.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Progress towards English Proficiency	7.63% of LACOE English learners received a score of level 4 on the ELPAC (2018-19, Summative ELPAC)	7.14% of LACOE English learners received a score of level 4 on the ELPAC (2020-21, Summative ELPAC)	11.11% of LACOE English learners received a score of level 4 on the ELPAC (2021-22, Summative ELPAC)	7.6% of LACOE English learners received a score of level 4 on the ELPAC (2022-23, Summative ELPAC)	Each year, there shall be a 1% increase in the number of students scoring a level 4 in the English Language Proficiency Assessments for California (ELPAC)
STAR Math data (JCS and CCS sites)	<p>STAR results demonstrate the average Grade Level Equivalency (GLE) by student group.</p> <p>JCS and CCS Overall: 6.1 Foster Youth: 6.4 Homeless: 6.5 SPED: 5.6 EL: 5.5 African American: 5.7 Latinx: 6.2</p> <p>(STAR Data, 2020-21)</p>	<p>STAR results demonstrate the average Grade Level Equivalency (GLE) by student group.</p> <p>JCS and CCS Overall: 5.3 Foster Youth: 4.7 Homeless: 5.7 SPED: 3.7 EL: 4.8 African American: 4.3 Latinx: 5.5</p> <p>(STAR Data, 2021-22)</p>	<p>STAR results demonstrate the average Grade Level Equivalency (GLE) by student group.</p> <p>JCS and CCS Overall: 5.5 Foster Youth: 4.9 Homeless: 5.3 SPED: 4.6 EL: 4.6 African American: 5.2 Hispanic/Latino: 5.5</p> <p>(STAR Data, 2022-23)</p>	<p>STAR results demonstrate the average Grade Level Equivalency (GLE) by student group.</p> <p>JCS and CCS Overall: 5.5 Foster Youth: 4.8 Homeless: 5.3 SPED: 4.6 EL: 4.8 African American: 5.0 Hispanic/Latino: 5.7</p> <p>(STAR Data, 2023-24)</p>	Each year the overall average Grade Level Equivalency outcome shall increase by 0.3 points in mathematics
STAR Reading data (JCS and CCS sites)	<p>STAR results demonstrate the average Grade Level Equivalency (GLE) by student group.</p> <p>JCS and CCS Overall: 5.1 Foster Youth: 4.9 Homeless: 5.6</p>	<p>STAR results demonstrate the average Grade Level Equivalency (GLE) by student group.</p> <p>JCS and CCS Overall: 5.3 Foster Youth: 5.3 Homeless: 6.2</p>	<p>STAR results demonstrate the average Grade Level Equivalency (GLE) by student group.</p> <p>JCS and CCS Overall: 5.2 Foster Youth: 5 Homeless: 4.9</p>	<p>STAR results demonstrate the average Grade Level Equivalency (GLE) by student group.</p> <p>JCS and CCS Overall: 5.5 Foster Youth: 5.4 Homeless: 5.2</p>	Each year the overall average Grade Level Equivalency outcome shall increase by 0.3 points in reading.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SPED: 4.6 EL: 3.8 African American: 4.5 Latinx: 5.1 (STAR Data, 2020-21)	SPED: 4.4 EL: 4.1 African American: 5.3 Latinx: 5.2 (STAR Data, 2022-22)	SPED: 4.7 EL: 4 African American: 4.9 Hispanic/Latino: 5.2 (STAR Data, 2022-23)	SPED: 4.9 EL: 4.4 African American: 5.3 Hispanic/Latino: 5.5 (STAR Data, 2023-24)	
Credentialed Teachers	100% of LACOE teachers have a full credential (percentage determined as follows: teachers with full credential/total number of teachers). (SARC, 2019-20)	100% of LACOE teachers have a full credential. Data subject to change (percentage determined as follows: teachers with full credential/total number of teachers).	99.47% of LACOE teachers have a full credential. 2021-22 TAMO Report (percentage determined as follows: Total Teaching FTE /misassignment).	100% of LACOE teachers have a full credential (percentage determined as follows: teachers with full credential/total number of teachers).	100% of LACOE teachers shall have a full credential (percentage determined as follows: teachers with full credential/total number of teachers).

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in the planned actions and actual implementation of the actions included in this goal. Implementation of many actions was impacted by changes in program facilities, student population and staffing. These changes created disruptions and affected consistency of services; however staff were able to make adjustments to implement actions in new environments, in some cases with new staff, while adjusting to meet the needs of new student populations.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

NA No material differences.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

3.1 Basic Services for English Learners - LACOE Educational Programs' classrooms provide all students standards-based, direct instruction. ELs receive continuous and systematic instruction in core subjects through SDAIE Vocabulary development, reading comprehension, fluency and writing proficiency are the academic goals for all students. For ELs, differentiated classroom instruction is essential to reach these performance goals. Primary language support can be used as appropriate to further clarify, direct, support, and explain. LACOE met its metric in reclassification for EL students. LACOE will continue to focus on reclassification of students. Progress toward English Proficiency is still a metric which LACOE is monitoring. Professional development in the area of EL strategies along digital programs English 3d and Rosetta Stone are in place to support the overall program. Staff regularly monitor EL students via the EL monitoring form to be better able to support the struggling learners. EL Leads are in place at each site to support all EL learners with providing access to core curriculum.

3.2 Reclassification - All ELs are measured on a 40-60-80 day benchmark plan. The ELD 40-60-80 Benchmark Progress Report is used to track student's mastery of the ELA/ELD California Common Core State Standards. Teachers use the 40-60-80 day benchmark plan to determine a student's ability to meet identified English language function. Proficiency will be 75% and above for each language function domain, communication mode, language process, and foundational skill outlined in the ELA/ELD California Common Core State Standards. If students are proficient, they begin a new cycle and it is noted in the student's file. If at the end of the assessment cycle, or 80 days, the student meets proficient status, the student is released from the 40-60-80 tracking benchmark plan and follows a semester based curriculum program. Reclassification rate has increased according to LEA metrics, from 1.8% (21-22) to 9.8% (22-23). Professional development will still continue to focus on strategies to increase student English proficiency along with reclassification rates.

3.3 Interventions - Tutoring and extended learning opportunities are provided to students at juvenile court schools, community schools and specialized high schools through in-person and virtual sessions. Teachers, support staff and contracted providers offer tutoring to students needing academic support. Parents are appreciative and receptive of the services offered to students. Effectiveness is measured by an increase in CAASPP scores from 44.93% to 50.35% in ELA. Math scores increased 23.31% to 25%. Tutoring will continue to be offered to students. Tutoring and extended learning at secure facilities may be impacted due to disruptions as the secure facilities. Security events within these secure facilities may prevent service providers from offering tutoring and extended learning to students.

3.4 Expelled Youth - Effectiveness is measured by the percentage of students that are able to clear their District of Residence (DOR) expulsions with the assistance of school site counselors and the partnering with CBOs and agency partners. Many expelled students return

to their respective DOR at the end of each semester. Transition Counselors at LACOE CDS meet with students and parents to ensure students complete their respective rehabilitation plans to return to (District of Residence) DOR.

3.5 Foster Youth - Foster Youth students are identified upon enrollment at each school site and are listed as Foster Youth in AERIES database to track all services for Foster Youth Students. Foster Youth are referred to Mental Health Counselors but many are already receiving outside Wrap-Around Services. Foster Youth students meet with school counselors to ensure foster students are on track to graduate with their class and may initiate the AB 216 process to graduate under AB 216. Transition Counselors interface with after-care services and partner agencies in completing a Transition Plan for Foster Youth students. Foster Youth Students are provided transportation services to and from LACOE CDS.

3.6 Dissemination of Data - During DA, SAM Instructional collaboration meeting and annual report data is distributed in the areas of literacy, math, suspension, grad rates, subgroup data taken from California Dashboard, STAR assessment, AREIES and Power BI. Site have access to utilize to plan and focus o strategies to support learning gaps in student performance. During DA, SAM Instructional collaboration meeting and annual report data is distributed in the areas of literacy, math, suspension, grad rates, subgroup data taken from California Dashboard, STAR assessment, AREIES and Power BI. Site have access to utilize to plan and focus o strategies to support learning agaps in student performance. LACOE will continue to provide support in dissemination of data. Further focus will be to continue proved data protocol to analyze the data to ensure strategies utilize are effective. Challenges are school site having the time to analyzze given data to effective plan instruction.

3.7 Instruction - RTSA monitoring visits have and will continue throughout the school year. Three times a year. A focus on instruction and providing site with effective professional development based on instructional walkthrough of site/district administration. Weekly site administrator walkthrough will continue with constructive feedback via digital application. Challenges in scheduling walkthrough feedback along with several changes at sites feedback have hindered the monitoring of initiatives. Sites where walkthroughs have been continually implemented positive results have been determined.

3.8 Teacher Credentialing - For the 22-23 Assignment monitoring we had 14 misassignments. 1 was a EL misassignment and has been corrected. The other 13 were specific to the challenges of the JCS settings. 13 of the misassignments were caused by the daily changes within the Juvenile Court Schools and the need for overflow teacher assignments. This remains a challenge as we seek stable staffing at our Juvenile Hall school.

3.9 Conditions of Learning - Most of our schools have a Good rating based on the SARC. Two of our schools are noted as Exemplary – Kirby and Kilpatrick. Afflerbaugh-Paige was listed as fair due to some water damage on the ceiling tiles. Some of the challenges with our facilities are relying on another partner organization for repairs. We have noted a much-improved response when there is need for repairs in buildings we operate.

3.10 Homeless Students - Homeless Students are identified upon enrollment and throughout the academic year. Students who are experiencing homelessness are identified in AERIES under Special Programs. Homeless Students receive SNA vouchers, Target gift cards on a monthly basis in addition to Hygiene packs and school supply backpacks. In collaboration “Community-Schools” Consortium with bus passes and clothing.

3.11 Assessments - PD on using interim assessments has helped tailor lessons to meet our learners' needs. In particular, the use of STAR Reading and Math and NWEA has helped RTSA/PBL curriculum being implemented in our programs. Identified areas of growth is the consistent implementation of interim assessments that help inform instruction.

3.12 Data Chats (Continuous Improvement) - Data has been provided to site administration for review. Meetings such as DA, SAM, Instructional Collaboration team have time for data chats to review effectiveness of programs and determine next steps. Specific data chats given by site administration have not been implemented this year
Data chats with specific sites have been a challenge due to time constraints, changes in staffing or lack of staffing.
Professional Development will continue to be monitored via staff evaluations along with student achievement data. Site administration will monitor implementation of given professional development to ensure implementation of given initiatives.

3.13 Professional Development - Professional Development data implementation is effective. PD is delivered in person or virtual manner. Evaluation report most to all staff are satisfied with the variety and thoroughness of the professional development and presenters' knowledge of the content provided.

Saturday Summit 4

Pupil Free Days 2

Saturday Content Academies 4

Getting Reading Right PD 10

Ethnic Studies Micro certification PD 26

SAM 10

Instructional Collaboration Meetings 4

EL Lead meetings 6

Literacy Specialist meetings/support 10

Interventions (digital platforms) Professional Developments.

CTE 4

AREIES Trainings 2

Assessment Training 11

Professional Development will continue to be monitored via staff evaluations along with student achievement data. Site administration will monitor implementation of given professional development to ensure implementation of given initiatives

3.14 Culturally Responsive Teaching - Several LACOE teachers participated in an Ethnic Studies micro certification program provided by LACOE in conjunction with Cutting Edge Education. Teachers participated in a 10 month course which met monthly to deliver professional development in the area of ethnic studies. Teachers are tasked with providing site professional development and embedding content into the RTSA curriculum. Also receiving a micro certification through California State University Chico.

Several teachers also participated in LACOE CIS ethnic studies PD provide by LACOE CIS department.

2024 summer volunteer teachers will participate in a UCLA Ethnic Studies course provide by UCLA and funded by LACOE.

Summer Curriculum Equity and Justice novels books are selected by school sites with a culturally focus on Equity and Justice. Students are part a 10 week summer Equity and Justice Reading Program.

LACOE has had effective implementation of ethnic studies. As staff become more familiar with the ethnic concepts, monitoring by site administration should increase the implementation of ethnic studies content.

3.15 Students with Disabilities - To support reduced suspensions students have more consistently been provided with 1-1 behavior support and oversight from a BCBA. Trainings have been provided to support teachers writing better IEP goals in the area of Math and ELA. Trainings have been provided to parents so they have increased awareness of the IEP process and opportunities to be more involved.

Parent Trainings

4 Community Advisory Committee Trainings throughout the year – Topics include: Parent Participation in IEPs, Local Plan Sections, and statewide assessments

3 SPED Parent Academies in conjunction with the PFECF – Topics include - Special Ed Within Court and Community Schools, Parent Input in Special Education, IEP process During School Transitions, Special Education Resources for Families

1 Parent Advisory Board Training (LACHSA)

Special Education Overview

Teacher/Admin Trainings

2 Goalbook Trainings –

Topics include - Goalbook Overview & Writing Present Levels & Goals

2 Teacher Training (SELPA) -

Writing Data-Driven IEPs

SPED-X Training of Trainers

Admin Training -

Service Documentation & Writing Data-Driven IEPs

Numerous 1:1 or Small Group Site-Based Trainings

Topics Include – Present Levels, Writing Measurable Goals, Progress Monitoring

While trainings have been provided monitoring teacher implementation highlights this as an area of continued improvement. Tracking and communicating to parent of their students progress on IEP goals is a continued area of improvement.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Additional Professional Development will be implemented to support content areas and literacy and math via the RTSA curriculum for JCS and the intended curriculum for IPOLY and LACHSA. Also, additional Professional Development will be provided on ELD Strategies and monitoring of English Learner progress, including more intensive support for Long-term English Learners.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

DRAFT

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Los Angeles County Office of Education	Diana Velasquez Executive Director	Velasquez_diana@laoe.edu 562-940-1864

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

<p>Los Angeles County Office of Education Educational Programs serves an average of 1,600 students daily in grades 7-12 from throughout Los Angeles County. As a Local Educational Agency (LEA), Los Angeles County Office of Education Educational Programs consists of nine schools with 6.6% of its student population as English learners, 16.6% Students with Disabilities, 49.5% Socio-Economically Disadvantaged, 52.4% Latino/Hispanic, 0.1% American Indian/Alaskan Native, 7.1% Asian, 14% Black/African American, 0.1% Native Hawaiian/Other Pacific Islander, 15.8% White, and 4.6% Other (multiple ethnicities).</p>
<p>Juvenile Court Schools</p> <p>Los Angeles County Office of Education operates the nation’s largest Juvenile Court Schools (JCS) system. The goal of LACOE is to support students in meeting their high school graduation requirements and in successfully transitioning to college, careers, and their communities. Schools, including residential education centers, are grouped as Juvenile Halls and Camps. LACOE’s Juvenile Court Schools implement the award-winning Road To Success Academy model of instruction to its justice impacted youth. The approach features interdisciplinary, project-based learning focused on themes that address students’ academic and mental health needs. It incorporates activities to promote self-esteem and empower students to make positive choices and behavior change.</p> <p>Los Padrinos Juvenile Hall in Downey, CA, opened in July 2023, to serve students from Central and Barry J. Nidorf juvenile halls that were mandated to specific closure actions by the State Board of Corrections. Predisposed youth were transferred from Barry J. Nidorf to Los Padrinos Juvenile Hall in July 2023.</p>
<p>Juvenile Hall</p> <p>Los Padrinos Juvenile Hall is the only juvenile hall serving predisposition youth in the Los Angeles County. The mandated closure of Central Juvenile Hall and restructuring of Barry J Nidorf School created the housing of approximately 250 students on the Los Padrinos site in</p>

Downey, CA. This transition impacted students, staff, and administrators in profound ways as some staff had to adapt to the change of facilities and quick move. Instructional models at both schools were also implemented at the beginning of the school year by creating a new master schedule, systems, protocols, and procedures.

The cumulative enrollment for Los Padrinos in 2023-24 is 249.

Student Group Enrollment

100% Socio-Economically Disadvantaged
41% Students with Disabilities
17.7% English Learner
14.6% Long Term English Learners
8.4% Homeless Enrollment
59% Hispanic/Latino
35.3% Black or African American
4.4% White
0% American Indian/Alaskan Native
0% Asian
1.2% Other (Multiple)

Secure Track Youth Facilities

The mandated closure of Barry J. Nidorf Juvenile Hall was completed by July 14, 2023, with the transfer of pre-dispositioned students to Los Padrinos Juvenile Hall. The mandate converted Barry J. Nidorf to a Secure-Track Youth Facility serving 17 students on Census Day. Barry J. Nidorf consists of the following student groups:

100% Socio-Economically Disadvantaged
61% Students with Disabilities
52% English Learner
52% Long Term English Learners
0% Homeless Enrollment
5.6% Foster Youth
70.6% Hispanic/Latino
34.6% Black or African American

Road to Success Academies (RTSA) Kilpatrick also served students in a Secure Track Youth Facilities serving six students on Census Day representing the following student groups:

49.5% Socio-Economically Disadvantaged
16.6% Students with Disabilities
6.6% English Learner
16.6% Homeless Enrollment
4.3% Foster Youth
33% Hispanic/Latino
33% Black or African American
16.7% White
16.7% Asian

Camps

Los Angeles County Office of Education operates three camp schools throughout Los Angeles County with a one-day total student enrollment snapshot of 128 students (Afflerbaugh-Paige 45, Rockey 32, and Kirby 51).

Afflerbaugh-Paige Camp (La Verne)
Glenn Rockey Camp (San Dimas)
Dorothy Kirby School (Commerce)

The 3 camps consist of the following student groups:

Afflerbaugh-Paige
100% Socio-Economically Disadvantaged
44% Students with Disabilities
0% Homeless
13.3% English Learner
52.4% Latino/Hispanic
13.9% Black or African American
.13% American Indian/Alaskan Native
4.2% Filipino
.31% Pacific Islander
15.8% White
0% Asian
4.63% Multiple

Dorothy Kirby
100% Socio-Economically Disadvantaged
72.5 % Students with Disabilities
0% Homeless
13.7% English Learner

64.7% Latino/Hispanic
3.21% Black or African American
.20% American Indian/Alaskan Native
11.65% Filipino
.20% Pacific Islander
6.6% White
11.2% Asian
2.8% Multiple

Glenn Rockey
100% Socio-Economically Disadvantaged
37.3% Students with Disabilities
0% Homeless
3.1% English Learner
59.4% Latino/Hispanic
34.4% Black or African American
3.1% White
0% Asian
3.1% Multiple

County Community Schools

County Community Schools are operated by LACOE in response to school district needs and serve students from the surrounding area who would normally attend local schools. They provide an educational placement for students who are expelled from their regular schools, are on probation, are experiencing homelessness or face other issues that affect their ability to succeed in school. Parents or guardians also may request that their child attend a County Community School. These programs help promote community safety by providing structured educational activities for at-risk youth, including after-school programs — keeping students positively engaged during the peak hours when juvenile crime may occur. LACOE currently operates 3 Community Schools countywide: Boys Republic of Monrovia (Monrovia), Jonas Salk (Hawthorne), and Mujeres y Hombres Nobles CCS (Monterey Park). It also maintains Independent Studies programs at Jonas Salk/La Brea IS (Hawthorne), and Mujeres y Hombres Nobles CCS (Monterey Park).

In the 2023-24 school year, Renaissance PAU reconfigured to focus services to three primary service areas at Boys Republic of Monrovia (Monrovia), Jonas Salk (Hawthorne), and Mujeres y Hombres Nobles CCS (Monterey Park). As a Principal's Administrative Unit, Renaissance Community Schools has 148 students consisting of the following student groups:

16.9% English Learners
16.9% Long Term English Learners
9.5% Students with Disabilities
7.4% Homeless
6.7% Foster Youth

76.4% Socio-Economically Disadvantaged
75% Hispanic/Latino
1.4% White
2.0% Asian
18.9% Black or African American
2.7% Other

Specialized Schools

The two Los Angeles County Office of Education's specialized high schools are recognized for their award-winning academic program and high graduation rates.

LACHSA

Los Angeles County High School for the Arts The Los Angeles County High School for the Arts (LACHSA) offers a specialized program combining college-preparatory academic instruction and conservatory-style training in the visual and performing arts. Founded in 1985, the tuition-free public school is run by the Los Angeles County Office of Education in partnership with, and on the campus of California State University, Los Angeles (CSULA). Recognized as one of the premier public arts high schools in the U.S., LACHSA is the recipient of numerous awards, including the California Distinguished School for Academic Excellence, Golden Bell Award, Grammy Signature School, Bravo Award for excellence in arts education and the Exemplary School Designation by the Arts Schools Network. LACHSA is also routinely identified as one of "America's Best High Schools" by Newsweek Magazine and one of LA's best high schools by Los Angeles Magazine. Most recently, it was recognized by NICHE as the number one high school for the arts in the country. The school serves 551 culturally and socioeconomically diverse teens from more than 80 school districts in the county. Prospective students must meet minimum academic, attendance and behavioral standards, and must audition for acceptance into one of six departments: Cinematic Arts, Dance, Music (vocal and instrumental), Theatre, or Visual Arts, Design and Production. Each department selects its own students through a juried audition or portfolio review process. Once admitted, students can audition to dual-major in Musical Theatre productions. The 551 students at LACHSA consist of:

0.9% English Learners
7.4% Students with Disabilities
0.2% Homeless
0% Foster Youth
21.4% Socio-Economically Disadvantaged
31% Hispanic/Latino
36.1% White
9.4% Asian
7.8% Black/African American
12% Other (Multiple Races)
2.9% Missing

The recovery from COVID-19 pandemic is an ongoing impact affecting students and staff as seen at LACHSA in several ways including as related to the California Assessment of Student Performance and Progress (CAASPP) in English language arts/literacy and mathematics, graduation rates, and attendance rates in the 2023-24 school year.

International Polytechnic High School

Located in the sprawling East San Gabriel Valley, International Polytechnic High School (IPoly High School) is a specialized secondary high school focused on project-based learning, collaboration, interdisciplinary and thematic instruction, international and global awareness, and community service and civic understanding. IPoly an alternative to the large, traditional high school with a current enrollment of 498 students from 483 in 2022-23. The student population consists of:

1.2% English Learners
4.2% Students with Disabilities
31.5% Socio-Economically Disadvantaged
1% Homeless
0% Foster Youth
63.1% Hispanic/Latino
6.6% White
0% American Indian/Alaskan Native
11.2% Asian
3.2% Black/African American
11.6% Filipino
4% Other (Multiple Races)

The Los Angeles County Office of Education operates IPoly High School in partnership with California State Polytechnic University, Pomona (Cal Poly Pomona). IPoly is a tuition-free, public high school located on the campus of Cal Poly Pomona and is affiliated with the College of Education and Integrative Studies (CEIS). IPoly strives to maintain a student body that is representative of larger high schools in the Los Angeles area. The population comes from 40 cities and represents a broad range of backgrounds and preparation. IPoly seeks a broad range of students, academically and demographically. A minimum academic GPA of 2.5 is required for admission, and students must take placement exams in Mathematics. All candidates are reviewed by an admission selection committee. At IPoly High School, all students take the same integrated, project-based curriculum that is designed to challenge and inspire rigorous learning.

Based on its performance and progress on the state indicators as specified on the California School Dashboard, IPoly High School was selected as a 2024 California Distinguished School.

The following schools are receiving Equity Multiplier funds in 2024-25: Barry J Nidorf, Dorthy Kirby Camp, Afflerbaugh-Paige Camp, Glenn Rocky Camp, Road to Success Academy at Camp Kilpatrick, Renaissance County Community. Central Juvenile Hall also generated Equity

Multiplier funding; however, since the facility was closed and students were moved to Los Padrinos Juvenile Hall, the funds will be used at that site.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

LACOE Educational Programs' successes and challenges identified by the LEA, include increases in academic performance and areas of improvement based on School Dashboard performance indicators were increases where observed. Areas of focus were very low or "Red" rating student performance on the Chronic Absenteeism and Suspension were recorded as very low/Red rating on the California School Dashboard. Low graduation is also an area of focus based on dashboard performance.

SUCSESSES

Student performance on the Academic and Performance Content Standards in English Language Arts and Mathematics, where students demonstrated a "Yellow" performance level on the California School Dashboard, 19 points below Distance from Standards (DFS) which reflects an increase of 39 points in English Language Arts. Overall, student performance was above the State average of 13.6 points below DFS, an "Orange" performance rating. In mathematics, overall student performance demonstrated an "Orange" rating, increasing 36.6 points with 103.5 points below DFS in math. Compared to the state average "Orange" rating, with 2.6 maintenance and 49.1 points below DFS. Based on performance on the academic indicators, no student group performed in the 'Red' level in ELA or Math on the CAASPP in the 2022-23 school year.

IPOLY's and JCS/CCS graduation rates

IPOLY's graduation rate increased to 98.9% from 95.4 prior years, meeting the highest performance level of "Blue" and is significantly higher than the state average of 86.4%. Hispanic and Socioeconomically Disadvantaged students achieved a "Blue," the highest rating on the CA School Dashboard. LACOE Student Educational Programs also utilizes local data to measure graduation rates at the JCS and CCS, which experience transitory student populations due to the nature of the programs with various timelines based on court-mandated outcomes. The modified 2022-23 graduation rate of 42.4% for JCS and CCS is based on local data from students enrolled in JCS and CCS for more than a 90-day enrollment.

Graduation rates

Student graduation rates for Juvenile Court Schools and County Community Schools in 2022-23 demonstrated a five percent increase with an overall rate of 68.7% of students graduating. At International Polytechnic High School (iPoly) there was an increase of 3.4% with an overall rate of 98.9% of students graduating. However, seven (7) student groups: African American, English Learners, Foster Youth, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities achieved the lowest rating of "Red" level, which contributes to an area of focus for all student groups, except White. Similarly, four (4) schools: Afflerbaugh-Paige, Barry J. Nidorf,

Renaissance County Community and Central (closed) were identified as Comprehensive Support and Improvement (CSI) due to low graduation rates. An additional site, Kirby, was identified due to low performance. Specific information about the CSI plan is found in the next section: Comprehensive Support and Improvement. LACHSA's 22-23 graduation rate of 91.2% is a 3.4% decrease from prior year. Action steps to address LACHSA's graduation rate include: monitoring progress to support with early intervention, grade-level teams focusing on struggling learner, and mastery based grading practices.

CHALLENGES

Two challenging areas have been in increasing levels of chronic absenteeism and suspension rates. These areas and the steps being implemented to address them are described below. In terms of program implementation, a key challenge this year has been the impact on school programs of the closing and reopening of probation facilities in which the schools operate and changes in student populations served by the schools impacted by the transfer of students from state facilities to our programs. These changes impacted most of the actions included in the plan and will be reflected throughout the plan.

Lowest Performance Levels on One or More State Indicator on the 2023 Dashboard

Schools: (Actions and Outcomes addressed in Goal 4, Equity Multiplier Schools)

Central Juvenile Hall, which is now closed, received the lowest performance levels in suspension rate and graduation rates

Dorothy Kirby Camp received the lowest performance level in suspension rates.

Renaissance CCS received the lowest performance levels in the English learner progress indicator and graduation rate.

Student groups within the LEA: (Actions to support these student groups in these areas are found in: 1.2 Graduation Rate; 1.3 College Courses; 3.14 Culturally Responsive Teaching; 3.15 Students with Disabilities; 2.5 Chronic Absenteeism. Outcomes included in 1.2 Graduation Rate; 1.3 A-G Completion; 2.3 Suspension Rate).

English learners - Grad Rate, College and Career Readiness (CCR)

Foster Youth - Suspension rate, Grad rate, CCR

Homeless - Grad rate, CCR

Socioeconomically Disadvantaged - Chronic Absenteeism, Suspension rate, Grad rate

Students with Disabilities - Suspension rate, Grad rate, CCR

Black/African American - Suspension rate, Grad rate, CCR

Hispanic - Grad rate

Two or more races - Suspension rates

Student groups within a school: (Actions and Outcomes addressed in Goal 4, Equity Multiplier Schools)

Afflerbaugh-Paige:

Students with Disabilities/Suspension rate; Hispanic/Grad rate

Central Juvenile Hall (closed):

English learners, Foster Youth, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, African American - Suspension rate:

Socioeconomically Disadvantaged - Graduation rate, CCR; Hispanic - Grad rate

Dorothy Kirby Camp:

Foster Youth, Students with Disabilities, Black/African American, Socioeconomically Disadvantaged, Hispanic - Suspension rate;
Socioeconomically Disadvantaged - Suspension rate, CCR

Nidorf :

Foster Youth, Students with Disabilities, Black/African American - Suspension rate; Socioeconomically Disadvantaged - CCR

Renaissance:

English learners - English Learner Indicator; Socioeconomically Disadvantaged, Hispanic - Grad rate, CCR

Focus Areas based on CA School Dashboard

Chronic Absenteeism

Focus areas in Chronic Absenteeism and Suspension were identified based on "Red"/very low overall student performance. The 2023 Dashboard reflected a 4.9% increase leading to 63.4% chronically absent, which was captured from a pool of 41 students. All and Socioeconomically-Disadvantaged students performed "Very Low". Action steps taken to address the red level include following the recommendations of a County Task force on Chronic Absenteeism and working with school staff to follow up with students with non-probation related attendance concerns. Students are offered support on SEL and PBIS expectations. Collaboration is also coordinated with Community School staff to support students with attendance concerns. Strategies including holding Student Planning Team meetings , making phone calls, creating attendance plans, and implementing an End of Year assessment review (roundup).

Suspension

An overall 3.9% increase in suspension rate based on the School Dashboard led to the identification of a "Red"/Very High overall rating. Specifically, five (5) student groups: African American, Foster Youth, Two or more Races, Socioeconomically-Disadvantaged, and Students with Disabilities were identified in the Very High suspension rating. LACOE's Educational Programs continues to focus on the implementation of a PBIS program in each JCS and CCS in collaboration with our partner agency, Probation Department, as applicable. Five student groups, including Black/African-American students, Hispanic/Latino, Socio-Economically Disadvantaged, Students with Disabilities, and Foster Youth scored "Red"/Very High at Dorothy Kirby School and the school received an overall scored a "Red"/Very High suspension rating calling for additional support. A PBIS program specialist was added in 23-24 to support the school site. Three student groups (Black/African-American student, Students with Disabilities, and Foster Youth) from Barry J. Nidorf also performed in the lowest performance rating of Red. LCAP 21-24 Goal 3, Action 3.15, Students with Disabilities provides for the disaggregation of discipline data of Students with Disabilities.

Revised Actions

Several actions identified in the LCAP 21-24 must be readdressed and revised moving forward to better align with the existing needs of students, staff, and school sites. For example, Action 1.5 and 3.13, focus on aspects of Professional Development, which will be combined.

Goal 1, Action 1.5 - Professional Development Technology will be removed as an action in the 24-27 LCAP, but will be embedded in the overall annual Professional Development Plan developed and updated with input from site administrations, site personnel, and district level staff. Additionally, Content Academies, were recently implemented and will be added to the actions of ongoing Professional Development efforts in conjunction with the Road to Success Academy (RTSA) Saturday Summits.

Due to the red performance rating for Suspension, Goal 2, Action 2.2, PBIS will be revised to include implementation of a PBIS behavioral matrix in collaboration with LACOE Ed Programs and Probation, its agency partner, in assisting with behavioral goals, expectations and outcomes.

Renaissance CCS scored a "Red lowest performance level in in graduation rate, ELPI, and a very low College/Career Indicator. Additionally, RTSA Kilpatrick, Kirby, and Afflerbaugh-Paige also performed in the lowest performance level on the College/Career Indicator. Actions needed to further make process include developing a system to ensure increases in OSHA completions.

Black/African American students, Foster Youth, Socioeconomically Disadvantaged students and Students with Disabilities, all performed in the lowest performance levels on three state academic indicators, calling for further steps to address the need for intervention, monitoring, and support in the levels of achievement in meeting graduation goals, discipline outcomes, and being College-Career Ready. With that said, LACOE Ed Programs has implemented a dual enrollment program at the Juvenile Court Schools that will provide students access to college courses through the Rising Scholars Program. Additionally, there is a need to continue to support the Black/African American learner on meeting educational outcomes. A review of the Black/African American Action Plan for Raising Student Achievement serves as a starting point. In 2023-24, LACOE Ed Programs convened a groups of educational partners to discuss topics relevant to the Black/African American learner experience in LACOE schools. LCAP Goal 3, Action 3.14 has expanded to include specific actions identified by this committee. Likewise, as a group that receives coverage through the LCFF, disaggregating data of Foster Youth students will be added as an action to LCAP Goal 3, Action 3.5 (OR 3.6?), Foster Youth.

Overall, 2023-24 mid-year reading and math scores on STAR reading and math formative assessments reveal average grade-level equivalency of 5.5, which is grade 5, month 5, in both Reading and math. The breakdown by student group including Long-Term English Learners (LTELs) is as follows for Juvenile Court and County Community Schools:

Reading Math		
All	5.5	5.5
Homeless	5.2	5.3
Foster	5.2	4.8
African-American	5.3	5.0
Hispanic	5.5	5.7
SPED	4.8	4.6
EL	4.4	4.8
LTEL	4.1	4.8

Long-term English Learners (LTELs) have the lowest grade-level equivalent (GLE) in Reading of 4.1, which is grade 4, month 1. In math, Students with Disabilities averaged a 4.6 GLE. LCAP Goal 3, Actions 3.3 and 3.15 have been revised to account for these intensive literacy and numeracy needs.

In addition, the following actions have also been revised to better address the needs of student groups that achieved the lowest performance levels in the areas addressed by the actions. These include: 1.2 Graduation Rate; 1.3 College courses; 3.5 Foster Youth; 3.6 Dissemination of Data; 3.15 Students with Disabilities.

New Goals/Actions

Goal 4 has been added to address the needs of students in schools receiving Equity Multiplier funds.

Student Voice and School Connectedness

Establishing systems for incorporating student voice is a proven engagement method that can contribute to improving chronic absenteeism, decreasing suspensions, and overall improvements in school connectedness. In 2022-23, The County Community Schools (CCS) had a 76% chronic absenteeism rate followed by LACHSA with a 30.4%. Among the student population that experienced higher levels of chronic absenteeism were African American and "Not Reported" students from LACHSA with a 42.5% and a 56% rate, respectively.

Similarly, during LCAP engagement sessions with students, the group from the CCS felt that more activities and field trips were necessary and would add to making school less "boring". The group requested physical activities/sports teams and a ping-pong table. Students also asked for shades in the outdoor area. Students also indicated a need for quiet time and other supports including small classes, one on one support, music, counseling and therapy to assist them in being able to focus.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

LACOE was identified for Differentiated Assistance based on the lowest performance levels for the following groups in two or more state priority areas as indicated based on CA Dashboard data:

African American-Grad Rate, Suspension Rate, and College/Career

Foster Youth-Grad Rate, Suspension and College/Career

Students with Disabilities - Grad Rate, Suspension Rate and College/Career

Socioeconomically Disadvantaged -Grad Rate and Suspension Rate

English Learners -Grad Rate and College/Career

Homeless -Grad Rate and College/Career

Technical Assistance was originally provided through Kern County Superintendent of Schools and transitioned mid-year to Orange County Department of Education as the technical assistance provider. LACOE worked with both providers to develop administrative capacity to establish systems to analyze data and identify the root causes of low performance and provide effective support to decrease suspension rates, increase graduation rates and improve achievement and college and career readiness.

Los Angeles County Office of Education Educational Programs (LACOE EP) supported training efforts in developing the individual sites' problem of practice and root causes using data from the California Dashboard. STAR assessment data were reviewed in conjunction with Dashboard data to assist school teams with their planning and revising their School Plans for Student Achievement. The team consists of 15

members in total, including site-level teachers, administrators, and central office staff. The Differentiated Assistance (DAS) Team operating through the Continuous Improvement Plan (CIP) including: site level teachers, administrators and central office staff assess need, following the process for the CIP, LACOE's LCAP is reviewed, the Problem of Practice is identified, Root Cause Analysis is conducted, and the Action Plan is developed to address the needs of the students at each site. Based on the Differentiated Assistance Support (DAS) team recommendations, the Continuous Improvement Plan (CIP) identifies the Problem of Practice, conducts a Root Cause Analysis, and develops the Action Plan to address the needs of the students at each site. Defining LACOE Educational Program's problem of practice and root causes is instrumental to informing and articulating the direct work with students and staff at the school site level for CSI. All CSI interventions/strategies/activities align to the goals, actions, and services of the LCAP. (Action 3.12)

Focus Areas

Although LACOE's overall performance on the 2023 CAASPP in English and Language Arts was Medium, due to JCS/CCS STAR Reading data results discussed in the Reflections section of this LCAP, the focus on intensive literacy remains a great need and has been identified as an ongoing need and action to continue to focus through the 2024-27 LCAP.

During the 2023-24 school year the need to focus on literacy was addressed by the Getting Reading Right professional development for all sites. Digital resources for teachers provided to all staff for use with students. (Action 3.13) This action focused on literacy strategies to address the needs of the secondary learner. Staff professional development also focused on literacy standards professional development focusing on California Common Core standards. AVID professional development also focused on literacy strategies which would provide students with the most effective strategies.

Digital resources were and are available to staff to be readily accessible for student implementation. (Action 3.13) RTSA framework is designed to address literacy and monthly professional developments focusing on the RTSA framework. (Action 3.7) Services provided by LACOE CIS on a monthly basis and as needed basis. RTSA Saturday Summits along with pupil free days focus on strategies to core content areas of the RTSA unit plan math, literacy, science, social studies and strategies to support SPED and EL learners. (Actions 3.1, 3.13, 3.15)

Math professional developments via content academies are and have been implemented to address math support. Digital online math intervention via Imagine Math, one on one tutoring, and AVID strategies have been and are continuing to be implemented to support students to reach grade level in mathematics. (Action 3.3) Continuous data review by school site are in place to target specific discrepancies and focus on effective strategies to improve student achievement.

CAASPP

Improving our assessment infrastructure remains an ongoing needed. Specifically, addressing testing administration to increase participation rates remains essential to the reliability of all assessments including the CAASPP. In the 2022-23 school year, several JCS sites and LACHSA did not achieve the required 95% participation rate. Ninety-four percent of LACHSA 11th grade students participated in the 22-23 CAASPP testing administration.

For the 2023-24 school year testing schedule, direct and focused efforts were made to testing administration to increase student testing participation. Testing leads at each site supported the overall testing of students along with site leadership creating schedules and plans to directly affect the participation rates of students.

CAASPP Performance. (Action 3.11)

While student performance on the 2022-23 CAASPP in English-Language Arts demonstrated increased in performance, only 4.2% of students in the JCS Met or Exceeded the Standards. The need for focusing on intensive literacy supports remains and will be highlighted in the actions and services in the 2024-27 LCAP.

Zero percent of JCS/CCS students Met or Exceeded the performance standards in math on the CAASPP. And, thirty percent of LACHSA and 52 percent of IPOLY's 11th grade students Met or Exceeded the performance standard in math. Due to the CAASPP and the previously discussed STAR math data results, the focus on intensive numeracy remains a great need and has been identified as an ongoing need and action to continue to focus through the 2024-27 LCAP.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

In February 2024, the California Department of Education (CDE) updated the list of schools identified for Comprehensive Support and Improvement (CSI). The list identifies schools for CSI low graduation and low performance as identified by the CDE. Five schools operated by LACOE Educational Programs were identified for CSI assistance, however, one identified school, Central Juvenile Hall was closed in July 2023. The following schools are currently eligible for Comprehensive Support and Improvement:

- Afflerbaugh-Paige Camp – low-graduation
- Dorothy Kirby School – low-performance
- Nidorf Juvenile Hall School - low-graduation
- Renaissance County Community - low-graduation
- Central Juvenile Hall (closed) - low graduation

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Los Angeles County Office of Education Educational Programs (LACOE EP) built on the Differentiated Assistance work to provide support, training and monitoring for individual sites' in developing their problem of practice and identifying root causes of low achievement. Data from the California Dashboard was reviewed in conjunction with local data to assist school teams with their planning and revising their School Plans for Student Achievement to address areas of low achievement. The LACOE-EP team consists of 15 members in total, including site-level teachers, administrators, and central office staff. Defining each site's problem of practice and root causes of low achievement has been instrumental to informing revisions to the School Plan for Student Achievement and articulating the direct work with students and staff at the school site level for Comprehensive Support and Improvement.

LACOE's Theory of Action was developed to address the differentiated needs of schools within the LEA. This theory of action identifies the creation of student-centered professional practices modeled by all adults, and provides system-wide structures to build staff capacity in the areas of content standards, instructional techniques, and social-emotional learning and a system of shared accountability in the implementation of identified initiatives. The result is that LACOE Ed Programs maintains a system-wide culture of shared practices that demonstrate high academic and behavioral expectations ensuring educational equity for all students.

Educational Program's Title I office also supports the schools in Comprehensive Support and Improvement by providing training on developing an effective School Plan for Student Achievement and ensuring revisions are made to reflect current student needs. Besides using student and staff data to build their plan, the schools use input from their educational partners to develop their plans. This includes the School Site Councils, Shared Decision-Making meetings with the bargaining units, and the English Learners Advisory Committee. Once the school sites complete the School Plans for Student Achievement, the Title I office project director reviews the plans to ensure they align with the local control and accountability strategies and are include research-based practices for increasing student achievement in both English language arts and mathematics. In cases where a plan does not meet the academic needs of the students or the school site needs additional support, the central office provides additional training and one-on-one support to the school administration and their School Site Councils. School Site Councils reviewed the data to identify their needs, resource inequities, and a comprehensive needs assessments process was used for developing the SPSA to determine focus areas. A Teacher on Special Assignment supports Renaissance PAU, two paraeducators support Nidorf, additional literacy supports will be added at the remaining CSI-eligible sites.

Additionally, evidence-based interventions from the What Works Clearinghouse (WWC) repository were reviewed to determine alignment with identified needs. The focus areas identified in the review of student academic performance and achievement data and the SPSA include increasing literacy and math proficiency. Literacy program specialists, assessment specialists, and a math specialist will be added to support CSI-eligible schools in implementing the Science of Reading program and to reinforce the need to improve the summative and formative assessment administration. A review of state and local data included reviewing data with support from a consultant. Studying testing participation rates led to identifying improving assessment participation and administrations as a focus of need. A reflection of resource inequities offers a glimpse of LEA-level factors that may lead to inequities. However, further exploration is needed. As previously noted, the AB216 policy affords schools to support student graduates as the goal is for students to exit from the JCS and CCS.

It was determined that 2022-23 graduation rates were low at these sites (Juvenile Court Schools and CCS), partially due to the inability to establish a consistent cohort due to mobility and transiency. Also, students were impacted by ongoing academic needs and COVID-related

recovery factors. Raising literacy and academic proficiency, improving student engagement, and testing culture are key strategies towards improvement that will be implemented in the 2024-25 school year.

Suspension rates are higher at these court schools than at specialized high schools, which means that continued implementation and monitoring of PBIS and MTSS can support a decrease in suspension rates to help students earn credits—additionally, identifying engagement strategies to support students staying in school will be a focus for the coming year. Focusing on PBIS implementation and identifying and supporting individual students with risk factors needs to be more intensive.

CAASPP test data offers growth opportunities, particularly assessing underlying causes of low performance and participation rates. The schools reviewed data to determine if specific outcomes may be attributed to students who are not focusing on tests, the testing culture; students who do not have academic support, loss of learning; curriculum. Results from the California Healthy Kids Survey (CHKS) from 1,054 students expressed that High Expectations from adults (57%) slightly decreased from 61% on last year's administration of the CHKS.

English learners perform at the same level from year to year. For example, Renaissance PAU aims to achieve a 95% testing participation rate in 2023-24. These outcomes suggest a need to further focus on specific ELD instructional strategies, support teachers in administering the ELPAC and increase participation. LACOE central office staff will provide training and support to these schools in effective instructional strategies for English learners.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Comprehensive Support and Improvement schools review student achievement and performance data with the central office staff and other school site administrators. The data reviews aim to identify areas of strength and areas where the school needs additional support to increase student achievement. Another purpose of the data review is for school administrators to hear other schools' best practices with similar student demographics to replicate the strategies at their school site. The data analysis and interpretation align with the local control and accountability plan and their School Plan for Student Achievement.

Comprehensive Support and Improvement schools also reviewed student and staff data from the California Healthy Kids survey. Once the data was reviewed at the central office and site level, the staff developed an action plan to address the areas of need. In addition, the Differentiated Assistance Support team and Continuous Improvement Plan members took a deep dive into reviewing student and staff data from various metrics (chronic absenteeism, attendance rate, local assessment data, special educational data, etc.) to determine the needs of Comprehensive Support and Improvement schools.

In addition to the support and monitoring provided by the Title I office with SPSA reviews and support with planning and program implementation, support is provided through the Differentiated Assistance Support and Continuous Improvement Plan team. As a team, the members meet periodically throughout the academic years to develop a plan to support the schools. The ongoing review of student achievement and performance by an assessment specialist and PLC-Level analysis will assist in monitoring the implementation of site testing

systems. PLC-level analysis and training to improve testing systems are needed to improve test participation rates. Every CSI site needs a PLC refresher; PLCs can improve and gain from identifying strategies to review student work and data analysis. Also, using local data (i.e., STAR and CHKS) with fidelity to drive data-informed decision-making.

Data were also presented during LCAP engagement presentation to all staff, which included LCAP goals, metrics, and actions tied to the California School Dashboard data and other accountability measures to support alignment of SPSAs and the LCAP. A needs assessment revealed areas of need related to low graduation and performance rates at the identified schools. Similar themes were identified at the halls (Nidorf), camps (Kirby and Afflerbaugh-Paige), and county community schools (Renaissance).

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Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Students	The California Healthy Kids Survey (CHKS) survey, focus groups, and interviews were conducted with students to better understand their school experience. The CHKS Survey measures perspective on school climate and safety, student wellness, and youth resiliency. The survey administration was held December 2023 through February 2024. 1,054 responses were submitted. Focus groups were also conducted at individual sites on April 2, May 2, May 3, 9, 10, 13 and May 30, 2024. 99 students participated in the focus groups including students representing low-income students, foster youth and English learners.
Parents	The California Healthy Kids Survey for Parents (CSPS) measures perspective on school climate and safety, student wellness, and youth resiliency. The survey administration was held December 2023 through February 2024. 521 responses were submitted. Additional site level focus groups were held at LACHSA and IPOLY on April 23, and April 30, 2024. May 9 and May 13, 2024. Parent/Guardian focus groups were also conducted on February 12, 2024, April 9, April 22, April 30, 2024 and May 9, 13, and 22, 2024 with parents/guardians of the following: Students with Disabilities, English Learners, and Black/African students. 160 parents participated in the focus groups.
Teachers and Staff	The California School Staff Survey (CSSS) measures perspective on school climate and safety, student wellness, and youth resiliency. The survey administration was held December 2023 through February 2024. 98 responses were submitted through the CSSS survey for staff. LCAP Engagement presentations were also conducted at

Educational Partner(s)	Process for Engagement
	school sites on March 14, 2024, April 4, 2024, May 17, 22, and 23, 2024. 34 teachers also participated in a local priority survey.
Labor Partners	Consultation with labor representatives took place on May 31, 2024.
SELPA Administrator	In addition to ongoing consultation with administrative staff regarding the needs of Students with Disabilities (SWD) at sites served by Educational Programs, the SELPA administrator met with staff to discuss services for SWD in the 2024-25 LCAP on May 16 and May 29, 2024.
Administrators	Feedback from administrators is solicited during monthly meetings. Administrators also attend Differentiated Assistance and Support/Continuous Improvement (DAS/CIS) meetings during the 23-24 school year. Specifically, DAS/CIS meetings were held on January 24, 2024, April 3, 2024, and May 1, 2024. Central office administrators also provided input through a survey of vendor provided services.
Principals	Site principals participated in school level LCAP Engagement presentations and input sessions conducted on March 14, 2024, April 4, 2024, May 17, 21, 22, 23, and June 3rd 2024.
Other School Personnel	School level LCAP Engagement presentations and input sessions were conducted on March 14, 2024, April 4, 2024, May, 17, 21, 22, and 23, 2024. 10 paraeducators and 5 counselors also participated in a survey of local priorities.
DAC/DELAC	The LCAP was presented to the DAC and the DELAC on May 30, 2024. The superintendent responded to comments from the committees. The superintendent's responses to comments from the committees are posted on the LACOE website.
Educational Partners at Equity Multiplier Schools	Focus groups with educational partners at Equity Multiplier schools took place on March 14, April 4, May 21 and May 23.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Many students commented on the support they received to ensure they meet graduation requirements. They cited counseling services, tutoring and review of credits to help them move toward graduation. Comments included the value of counseling support to help them better understand where they stand and what is needed to meet graduation requirements. They also noted increased motivation after receiving guidance to better understand their status in meeting graduation requirements and setting a plan to move forward. Most students who had not received graduation support had recently entered the program. As a result Action 1.2 will be continued with additional supports added to

support student groups with the lowest performance levels in graduation rate. A number of students commented on opportunities and supports available to support college and career readiness. Some of those mentioned were speakers and presentations, opportunity to take college courses and work experience opportunities such as culinary arts and other OSHA programs. As a result, Action 1.3 College Courses will remain with additional supports for student groups in the lowest level for college and career readiness.

Students frequently commented on the need for support services when transitioning to their local school after release from the juvenile justice system. Students indicated that support in ensuring they are enrolled in appropriate classes with opportunities for tutoring and individualized support was important to their success. They also indicated the need for school placement that provides opportunities for after school activities including sports and enrichment activities. As a result, action 2.6 has been added to support transition services.

Parents were generally supportive of the services and supports; however, many indicated they would like more information about the availability of various services for parents and students. Therefore Action 2.1 Community and Family Engagement, will remain unchanged but increased emphasis will be focused on strategies in place to communicate with families.

Another area identified by both students and parents was the need for mental health services. Specifically, counseling and therapy were named as important services. A number of students indicated a need for assistance in learning how to focus their attention in school and other settings. As a result, Action 2.3, Mental Health will be continued and expanded.

In addition, 22 staff including teachers, counselors, paraeducators and administrators participated in an evaluation of tutoring and other enrichment services provided by outside vendors. Tutoring services were mentioned by staff as an effective and valuable support for students. As a result, tutoring will remain a component of Action 3.3 Interventions. Coaching support was also identified by staff as a need. This will be part of professional development described in Action 3.13.

Engagement at Equity Multiplier schools identified a variety of supplemental supports. Input from the Equity Multiplier meetings at Renaissance included request for tutoring, EL teachers, credit recovery, dual enrollment, CTE, incentives for PBIS, mental health services, drug diversion, art, and PE. Other sites mentioned the need for coaches/TOSAs, PBIS coordinator, CTE, PD for Juvenile Justice teachers, and literacy. Not all input was directed to the priorities identified for red student groups. The actions in Goal 4 reflect this input.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will have equitable access to a 21st century education by providing them with standards-aligned instructional materials and with the technology needed to become college and career ready.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

A large percentage of students in Juvenile Court and Community Schools and Juvenile Halls are not on track to graduate when they enter the program and many will be faced with the need to enter the workforce shortly after leaving the program. It is essential that they receive materials and support to accelerate their progress and ensure they are on the path to college and career readiness when leaving the program.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Graduation Rate	Graduation rate: All 68.7% EL 52.2% FY 51.5% Homeless 52.5% SED 61.3% SWD 54.5% AA 51.5% Hispanic 52.2% IPoly – 98.9% LACHSA –91.2%			For each year, graduation rates at each site, and for each identified student group will increase by two percentage points or maintain a rate of 98% or higher.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		JCS & CCS – 42.4% (Dataquest, 2023)				
1.2	College & Career Readiness /College Course Credit	<p>47.6% of the students enrolled in college courses (69) have received course credit</p> <p>SED - 56.7 (34) EL - 50% (1) Fy 100% (1) Homeless - 80% (4) SWD 77.8% (7)</p> <p>(Additional Reports, California Dashboard 2022-23)</p>			Overall and for each identified student group, at least 70% of the enrolled students will receive course credit.	
1.3	A-G Completion	68.7% - CA School Dashboard 2023			The A-G requirements shall expand to a rate of at least 80% by 2026 based on the 2026 CA Dashboard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	CTE Pathway Completion	0% - (Additional Reports, California Dashboard, 2022-23) 0% - Specialized high schools 0% - JCS 0% - CCS			CTE Pathway completion rates will increase to at least 4% overall and for Specialized high schools, JCS and CCS.	
1.5	CTE and A-G Rate	All - 0% SED - 0% EL - 0% FY - 0% Homeless - 0% SWD - 0% California Dashboard: Additional Reports 22-23			All students and student groups will achieve 2% growth per year for a 3 year increase of 6%.	
1.6	Advanced Placement Examination	76% - LACHSA DataQuest 22-23			There will be an annual increase of 1% in students at LACHSA passing the AP exam with a score of 3 or higher.	
1.7	Early Assessment Program (EAP) Assessment	53.5% of 11th graders met or exceeded standard for English language arts. 26.7% of 11th graders met or exceeded standard for mathematics.			61% of LACOE 11th grade students will meet or exceed the standard for ELA within 3 years. 42% of LACOE 11th grade students will meet or exceed the standard for	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(CAASPP scores, 2022-23)			mathematics within 3 years.	
1.8	CTE Certification	20% CTE certification (local indicator)			CTE certifications will reach 40% within 3 years.	
1.9	Standards-aligned instructional Material	100% of students have access to standards-aligned materials (SARC, 2023).			100% of students will have access to standards aligned material each year.	
1.10	School Facilities	90% SARC			A Williams compliance rating of 90% or higher will be achieved annually.	
1.11	Implementation of Academic Content and Performance Standards	Meeting 100% Local Indicator			Academic content and performance standards will be fully implemented for 100% of LACOE students annually.	
1.12	Dropout Rate	Middle School – 0 students High School – 82 students (Dataquest - 2022-23)			Middle and high school dropouts will be reduced annually to 0 dropouts by year 3.	

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	School Facilities	LACOE will continue to inspect school facilities and undertake appropriate measures to ensure that all facilities are in good repair. LACOE will also collaborate with property owners to resolve any concerns with facilities including monitoring ongoing maintenance needs. With the closing of sites, additional costs may be incurred for moving and transferring of equipment and providing maintenance.	\$3,106,973.00	No
1.2	Graduation Rates	Students who are credit deficient will be provided with support so they can make progress toward meeting their graduation requirements. LACOE will adopt and adhere to the alternative graduation cohort to measure an accurate graduation rate for the Juvenile Court Schools. Additional monthly monitoring of academic progress for Foster Youth, Socioeconomically Disadvantaged students, Students with Disabilities, and African American Students, will be conducted through the student information system at all sites. Students whose progress indicates they are at risk of not being on track to meet graduation requirements will be provided with tutoring, intervention and/or counseling support as needed.	\$5,022,395.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	College Courses	<p>LACOE will expand access to college courses to students by partnering with local community colleges. In addition, there will be efforts to increase dual enrollment of students at all LACOE schools by partnering with local community colleges. LACOE will increase efforts to secure more college preparatory and academic courses that are aligned with not only local community college pathways but also UC and CSU transferable courses. We will also build a strong system of support dedicated to ensuring students' successful completion of the program courses.</p> <p>For student groups achieving the lowest performance level in the College and Career indicator (English learners, foster youth, homeless students, socioeconomically disadvantaged students, and students with disabilities), staff will review their progress in college and career readiness by reviewing their academic coursework and progress in CTE pathways, assess their eligibility for dual enrollment opportunities and provide counseling regarding this opportunity.</p>	\$5,022,395.00	No
1.4	Access to Courses	<p>LACOE will continue to offer all students the appropriate course placement in English, mathematics, science, history social science, English Language Development, Career Technical Education, Visual Arts and Performing Arts, and other board approved courses. Career Technical Education courses will be expanded to additional school sites to support career readiness. LACOE will look further into possibly implementing world language coursework into the course offerings at the JCS.</p> <p>The Career Technical Education (CTE) programs include hands-on activities. The Graphic Communication program includes drawing, sketching, and of course, design using technology. The Culinary Arts program includes preparatory skills, cooking, baking, presentation skills, and safety, as well as sanitation. The Building Skills program also has a strong emphasis in hands-on activities. Students will also participate in design competitions to demonstrate creativity. Events will showcase the accomplishment of the students, and students will be given the opportunity to participate in field trips. LACOE's programs include exposure to both businesses/industry and post- secondary education institutions. LACOE will increase efforts to secure more CTE programs that are aligned with local community college pathways for a successful transition, as well as</p>	\$394,246.00	No

Action #	Title	Description	Total Funds	Contributing
		the continued use of platforms that allow students to explore college (2 and 4 year) and career options and access to scholarships and grants.		
1.5	Middle and High School Dropouts	LACOE will continue to monitor students in middle school and high school who are in danger of dropping out by identifying students with poor attendance, deficient in school credits, family obligations, or challenging issues. Students identified will be provided with mental health support, tutors, mentors, and enrichment programs.	\$2,307,181.00	No

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Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

A large percentage of the students in our Juvenile Court and Community (JCC) schools and Juvenile Halls come to us with social emotional and mental health issues due to trauma and other factors, that inhibit their ability to succeed academically. Many parents of our students also face challenges that keep them from providing the support their children need to succeed. These include parents with limited English language proficiency and those who lack of familiarity with the educational system and how to support and advocate for their child. Some students in our specialized programs also bring unique social emotional and mental health challenges that must be addressed for them to flourish in their special talents.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rates	Attendance Rate 2022-23 All 86.62% SED 82.54% EL 77.16% Foster Youth (no data) JCS: 92.3% CCS: 76.2% IPoly: 97.9% LACHSA: 95.9%			Attendance rates overall and for each school and student group will increase by 1% annually.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CALPADS report 14.2 student absences for 2022-23.				
2.2	Chronic Absenteeism	Chronic absenteeism: 2022-23 All 32.4% SED 38.7% EL 42.3% Foster Youth 36.4% JCS: 30.6% CCS: 76.2% IPoly 9.2% LACHSA: 30.4% (Data Quest, 2022-23)			Chronic absenteeism rates overall and for each school and student group will be 19% or less within 3 years.	
2.3	Suspension Rate	All 14.8% FY 32.8% SED 20.4% SWD 35.7%% AA 26.4% Two or more races 7.8% JCS: 21.5% CCS: 2.05% IPoly: 0% LACHSA: 0% (DataQuest 2022-23)			Suspension rates overall and for each school and student group will be reduced by 2% per year or maintain at 0%	
2.4	Expulsion Rate	Expulsion Rate - 0% (Data Quest, 2022-23)			Expulsion rates will be maintained at 0 annually.	
2.5	Professional Development	100% of staff have received mental health/social emotional			100% of staff at all sites will receive mental	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		based professional development. (Local indicator, 2023-24)			health/socio-emotional based professional development annually.	
2.6	Parent Participation & Decision-making	During the 2022-23 school year, 94% of parents/family participated in PFECF meetings (local indicator: parent/family count in attendance / unduplicated student count for the year). 24% of parents/family reported the school actively seeks the input of parents before making important decisions (2023-24 California Parent Survey)			At least 95% of parents will participate in PFECF meetings annually; Within 3 years, 50% of parents will report the school actively seeks input of parents before making important decisions (based on CA parent survey)	
2.7	Safety & Connected-ness	Safety Parents 39% of parents indicated school is a safe place for my child. Staff 33% of staff strongly agree school is a safe place for staff. Students JCS/CCS			Within 3 years, 50% of parents, staff and students will indicate they feel school is safe school by indicating "agree" or "strongly agree" to questions about school safety in the CA Healthy Kids survey.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>7-12% Very safe /41% safe 22% Very Safe/ 40% safe</p> <p>Connectedness Parents- 31% of LACOE parents strongly agree schools promote parent involvement.</p> <p>Staff- 31% of LACOE staff strongly agree that the school is a supportive and inviting place to work.</p> <p>Students reporting Agree or Strongly Agree to questions about school connectedness JCS/CCS</p> <ul style="list-style-type: none"> • 54% <p>(CA Healthy Kids Survey)</p>			<p>Within 3 years, parents, staff and students will indicate they feel connected to school based on at least 50% responding "agree or "strongly agree" to questions about school connectedness on the CA Healthy Kids Survey.</p>	

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Community and Family Engagement	<p>The Parent and Family Education and Consultation Program (PFECPP) builds relationships with families through a multi-tiered system of support. The PFECPP team currently includes 11 staff members from each school site and the central office. PFECPP also has several community partners and contracts with paid vendors to support with community engagement. The California School Climate, Health, and Learning Surveys (CalSCHLS) is administered to LACOE students, parents, caregivers and staff to measure school climate, connectedness, and academic interests. The California School Parent Survey (CSPS), the parent component of CalSCHLS, was administered to parents and caregivers December 2023 – February 2024. 481 parent surveys were collected across all LACOE school sites. 31% strongly agree that the school promotes parental involvement.</p> <p>Throughout the course of the school year, parents will be provided with approximately 146 events in the form of in person and virtual programming, through their participation in learning opportunities offered through the Parent and Family Education and Consultation Program (PFECPP). Through the PFECPP, parents will be invited to attend classes on topics such as Special Education, Social Emotional Learning, Empowerment, Motivation, Technology, Emotional Intelligence, Youth Advocacy and Trauma Informed Parenting.</p>	\$341,460.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>LACOE disseminates school announcements, in English, Spanish or other requested languages, to increase parental involvement. Communication is sent through letters, flyers, and invitations mailed to families and postings on social media. PFECP staff also conduct additional outreach in the form of phone calls, communications via Aeries Parent Square, and reminder text messages.</p> <p>Using digital marketing and other relationship-building strategies, PFECP staff work to increase parent participation at the site level in School Site Council meetings and the English Learner Advisory Committee, most notably at two sites, Barry J. Nidorf and Renaissance County Community Schools. Parents have the opportunity to be active participants in the decision making of the school to improve the academic achievement of all students including low-income students, English learners, and foster youth.</p> <p>Parents participate in various capacity-building opportunities such as the Parent Advisory Committee and District English Learner Advisory Committee that prepare them to be actively involved in the education of their students. PFECP staff encourage parents/caregivers at the beginning of every event to participate in meetings where information is shared or decisions are made. All parents, including parents of students with disabilities, continue to receive weekly communication from PFECP staff, to provide them with timely information and updates on services and programming for them and their students.</p> <p>Parents are invited to attend school-sponsored events such as the Road to Success Academy (RTSA) Exhibitions. The objective of the RTSA Exhibition is for parents, school staff and community partners to observe a student-led and student-focused showcase of classroom learning and projects. Parents and community partners, along with school and district office staff, walk through classrooms to observe, ask students questions and provide feedback. Parent engagement at RTSA Exhibitions have been a challenge at juvenile court schools due to the requirements and approvals from the Los Angeles County Probation Department to allow parents on site.</p>		

Action #	Title	Description	Total Funds	Contributing
2.2	PBIS	<p>A Coordinator II position will be responsible for the administration of professional development on classroom strategies that support the framework for PBIS and training on laws, policies, and best practices related to student discipline.</p> <p>A Senior Program Specialist is responsible for providing PBIS tier-level training to all sites to support a decrease in the number of discipline incidents and increase school safety.</p> <p>These positions also work with the school sites to provide Restorative practice training and strategies that aid in the effort of building positive school culture and climate, fostering good rapport between staff, students, and agency partners.</p> <p>PBIS, Nonviolent Crisis Intervention (NCI), and Dialectical Behavior Therapy (DBT) training will be continuously provided at all JCS and CCS sites to support a decrease in the number of discipline incidents and increase school safety.</p> <p>Interagency collaborative training will be implemented and ongoing use of PBIS points in day-to-day operations will be monitored and expanded. Beginning with the 2024-25 LCAP, staff will begin use of a behavior matrix, developed in 2023-24, collaboratively with Los Angeles County Probation Department staff. The behavioral matrix aligns with PBIS and will assist in the implementation and monitoring of behavioral goals, expectations, and outcomes.</p>	\$372,212.00	No
2.3	Mental Health Support	<p>A school mental health program will be implemented at Renaissance PAU, IPOLY, and LACHSA sites. The mental health program staff will support JCS sites with various needs as necessary (e.g., training, consultation, etc.). School staff will be provided with at least one professional development training in relation to mental health (e.g., trauma-informed approaches, psychological first aid, etc.) Individual, group, and family mental health counseling will be made available to students. Graduate-level social work interns will be utilized to assist in providing services to students and families, such as relationship building and healing. School staff will be provided with mental health consultations regarding concerns related to students. Crisis and threat assessment teams will be employed</p>	\$264,120.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>for students and staff in the event of a crisis, natural disaster, or act of violence/terrorism.</p> <p>The California Healthy Kids Survey will be administered annually to assess the current status of students sense of safety at the school site and connectedness. The data from the survey will be analyzed and presented to the central office, as well as site administrators to develop a plan of action. School principals will get disaggregated data to better address the needs of the students at their respective school sitse.</p>		
2.4	Attendance	<p>LACOE office staff, site administrators and teachers will be provided with attendance data on a regular basis to impact student engagement. Support staff will review, plan, and provide students with resources and guidance in order to improve their overall attendance. Support staff will review attendance plans and monitor attendance on a regular basis to impact engagement.</p>	\$6,785,269.00	Yes
2.5	Chronic Absenteeism	<p>LACOE office staff, site administrators and teachers will be provided with chronic absenteeism data on a regular basis to impact student engagement. Support staff will review, plan, and provide students with resources and guidance to improve their overall attendance.</p> <p>In addition, the school social workers will provide at-promise students and those currently chronically absent with support by doing home visitations. Home visitations will allow the social workers to talk to the students and family members about their obstacles in attending school regularly to find solutions.</p> <p>To further address chronic absenteeism, there will be an ongoing emphasis on supporting students and families with any obstacles that may be preventing them from attending school on a regular basis. Staff working with our at-promise students support with referrals to medical, dental, mental health care services, and food resources, as appropriate and needed. Additionally, schools will continue to set up rooms to support students with basic needs such as clothing, shoes, and school supplies. In addition, the following will be implemented for Socioeconomically Disadvantaged students who achieved the lowest performance level in</p>	\$6,785,269.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>chronic absenteeism. The following actions will be added focused on socioeconomically disadvantaged students, to address this need. School staff will follow up with students with non-probation related attendance concerns. Students are offered supports on SEL and PBIS expectations.</p> <p>Collaborate with Community Schools staff on supporting students with attendance concerns.</p> <p>Hold Student Planning Team meetings (SPTs)</p> <p>Phone calls to home. LACHSA will continue sending daily notifications regarding student absences. Families are notified if the student is in danger of Probation. SSTs are conducted to assist students with chronic absenteeism.</p> <p>An attendance plan will be created to monitor student attendance. An end of year attendance review will be Implemented.</p>		
2.6	Transition Services	<p>LACOE school counselors located at each school site will complete an Individualized Learning Plan (ILP) or 4 year plan with all students enrolling in LACOE schools. The plan will incorporate Academic, Transition, and post-secondary goals developed by the student in collaboration with the school counselor. The LACOE Transition and/or Support Counselor will work with each student, their Ed Rights holder and valued stakeholders to develop a Transition plan that identifies the next school of enrollment (High School, Post Secondary, Adult, etc), education contacts and resources that will enable a successful education transition for the student. LACOE counselors will also meet with students and families to provide information on accessing post-secondary college and career pathways, as well as offer information and assistance with financial aid applications and resources. Before or upon exiting LACOE schools, each student will be provided an Exit packet that contains the Transition Plan and all needed education records. LACOE Transition and Support counselors will reach out to students and ed rights holders post-exit to determine if additional support with their transition is needed.</p>	\$6,785,269.00	No

Action #	Title	Description	Total Funds	Contributing

DRAFT

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All students will be assigned the necessary support, including a fully credentialed teacher, required to close the opportunity gap and ensure they make expected progress on statewide assessments as well as improving overall English proficiency.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)
 Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
 Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Students in our programs need a strong academic program, including targeted interventions and language support to ensure they leave the program able to return to their school, further their education or enter the workforce and be successful. The actions in this goal ensure all students have access to a comprehensive instructional program and additional supports, as needed, based data, to ensure success in all content areas. This requires core instruction by credentialed teachers, instructional materials and core instruction and additional supports as needed for all student groups. The actions in this goal address those needs and support success for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CAASPP - ELA	CCS – 12.3% JCS – 4.28%* (*average) IPOLY –86.4% LACHSA –73.5% All 50.35% SED 28.86% FY 9.52% EL 2.94%			Each year CAASPP ELA will increase by at least 2% overall, at each site and for each student group.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(2022-23, CAASPP)				
3.2	CAASPP - Math	CCS – 0% JCS – 0%* (*average) IPOLY –52.4% LACHSA –30.5 All 25% SED 11.46%% FY 0% EL 0% (2022-23, CAASPP)			Each year CAASPP math will increase by at least 2% overall, at each site and for each student group.	
3.3	Reclassification Rate	Reclassification rate at LACOE: 9.8% (2022-23)			Each year reclassification rate will increase at least 2%.	
3.4	Progress towards English Proficiency	7.6% of LACOE English learners received a score of level 4 on the ELPAC (2022-23, Summative ELPAC)			Each year there will be a minimum 1% increase in the number of students scoring a level 4 in the English Language Proficiency Assessments for California (ELPAC)	
3.5	STAR Math data (JCS and CCS sites)	STAR results demonstrate the average Grade Level Equivalency (GLE) by student group. JCS and CCS Overall: 5.5			Each year, overall and for each student group Grade Level Equivalency outcome will increase by 0.3	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth: 4.8 Homeless: 5.3 SPED: 4.6 EL: 4.8 African American: 5.0 Hispanic/Latino: 5.7 (STAR Data, 2023-24)			points in mathematics.	
3.6	STAR Reading data (JCS and CCS sites)	STAR results demonstrate the average Grade Level Equivalency (GLE) by student group. JCS and CCS Overall: 5.5 Foster Youth: 5.4 Homeless: 5.2 SPED: 4.9 EL: 4.4 African American: 5.3 Hispanic/Latino: 5.5 (STAR Data, 2023-24)			Each year, overall and for each student group Grade Level Equivalency outcome will increase by 0.3 points in reading.	
3.7	California Science Test (CAST)	Standard Exceeded 5.1% Standard Met 30.10% Standard Nearly Met 48.47% Standard Not Met 16.3% CAASPP, 22-23			Within 3 years, the percentage of students exceeding standard will increase by 5% and the percentage meeting standard will increase by 10%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	Credentialed Teachers	100% of LACOE teachers have a full credential (percentage determined as follows: teachers with full credential/total number of teachers).			Annually, 100% of LACOE teachers will have a full credential	

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Basic Services for English Learners	LACOE will continue to offer English Learners a variety of courses that include designated and integrated English Language Development (ELD). The implementation of designated English Language Development (ELD) at the CCS is a high need. The English Learner Master Plan will be implemented at all LACOE school sites to provide oversight and monitoring	\$11,122,006.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>of English Learners, as well as reclassified students, for four years. English Learners will continue to be supported through classroom instruction, interventions, and enrichment activities, so they can achieve annual progress in learning English and reach reclassification.</p> <p>Newcomer English Learners will be assessed in mathematics and reading using the Star Renaissance Assessment to measure their level of proficiency in their primary language. English Learners Teachers on Special Assignment (TOSA) will provide intensive support in speaking, reading, and writing to students scoring in the “Beginning to Develop” level of the ELPAC.</p> <p>English learners will receive additional language support from the teachers and paraeducators when student data demonstrates a need for additional support. Individualized instruction will be provided to English Learners during class time to assist them in building their oral language, reading, and writing skills. This support will help the students improve at least one ELPAC level per school year.</p> <p>The following actions will be implemented for Long Term English Learners: Interviews, focus groups, and classroom observations will be conducted to analyze strengths and needs in current practice for LTELs.</p> <p>Additional instructional opportunities and tutoring support will focus on strategies for building academic language and improving writing skills.</p>		
3.2	Reclassification	Reclassified students will also be monitored for four years after reclassification and if needed, will be provided with extra support to ensure they succeed academically.	\$969,568.00	No
3.3	Interventions	Extended learning opportunities will be provided to students to support student achievement through tutoring opportunities for students who need academic support. Classroom teacher and counselors will identify students in need of additional support, identify areas of need, facilitate implementation of tutorial services and monitor student progress.	\$2,260,953.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Provide academic support, including coordination of instruction, interventions, enrichment opportunities, and/or tutoring to expelled youth and monitor their growth.</p> <p>Based on disaggregated internal STAR formative assessment data, Long Term English Learners achieved an average grade level equivalent of 4.1, the lowest of all student groups. To address this need, additional support in academic language and writing instruction will be provided in class and tutoring sessions.</p>		
3.4	Expelled Youth	<p>LACOE staff will collaborate and align services with local agencies and community-based organizations for Expelled Youth in order to coordinate instruction and their Individual Learning Plans. Training and professional development will be continuously provided for administrators, counselors, and teachers on developing and monitoring student Individual Learning Plans.</p> <p>Procedures in place at the central office will ensure requests from the juvenile court on student information will be provided in a timely manner. Coordination of necessary educational services will also be made to provide services to students. The Student Registrar office will develop and implement a mechanism for the efficient expeditious transfer of health and education record and the health and education passport. The office will monitor the speed in which records are transferred and will revise the plan based on data collected.</p>	\$2,260,953.00	No
3.5	Foster Youth	<p>LACOE will identify foster youth using the LACOE developed Educational Passport System (EPS) and continue to send educational related data to shared database, A Educational Passport and Aftercare. Foster youth will be referred to partner agencies who support and monitor students' progress along with coordinate service agencies.</p> <p>LACOE will work with the county child welfare agency to minimize changes in students' school placement. In addition, education-related information will be provided to the county child welfare agency to assist in the delivery of searches to foster children, including educational status and progress information that is required to be included in court reports.</p>	\$3,607,418.00	No

Action #	Title	Description	Total Funds	Contributing
3.6	Dissemination of Data	LACOE will disseminate data by student group on a regular basis to LACOE office staff and site administrators on the ELPAC, CAASPP, Star Renaissance assessment, the California Dashboard, DataQuest, and other databases to improve the academic achievement of all students. Data from student surveys will be disseminated to inform LACOE of student and stakeholder input, needs, challenges, and areas of growth. There will also be a continuation of the use of Microsoft's Power BI to support data chats and review student achievement.	\$192,008.00	No
3.7	Instruction	RTSA will continue to be implemented at all JCS and CCS schools and professional development will be provided to teachers in order to increase student achievement. Administrative observations and walkthroughs will be used to provide instructional feedback to teachers in order to improve instruction. Curriculum and instruction will be monitored and reviewed to connect the Common Core State Standards and the California English Language Development standards.	\$433,224.00	No
3.8	Teacher Credentialing	LACOE will assign fully credentialed teachers to support all students and ensure the unique needs of low-income, English learners, expelled youth and foster youth students are met.	\$2,980,375.00	No
3.9	Conditions of Learning	Data will be reported on conditions for learning (textbooks and facilities) on a regular basis. School facilities will be inspected to take appropriate measures in ensuring that all facilities are in good repair. Textbooks will be inventoried, ordered, and distributed so that all students have access to a standards-aligned textbooks and curriculum. Textbook sufficiency reports will continue on a yearly basis.	\$179,955.00	No

Action #	Title	Description	Total Funds	Contributing
3.10	Homeless Students	The LACOE staff will conduct training and professional development on laws, policies, and best practices for homeless students. They will also participate in all LACOE-FYS/Homeless Education Liaison meetings. The homeless liaison and/or counselors will monitor progress for homeless students toward meeting graduation requirements in a four year period. Counselors will provide counseling for homeless student to assist them in college and career planning.	\$214,291.00	No
3.11	Assessments	LACOE will continue to administer state required assessments (CAASPP, ELPAC, IABs, etc.) and the STAR Renaissance assessment at the JCS and CCS. Student progress will be measured quarterly using the STAR reading and mathematics assessment to determine the effectiveness of courses implemented. Student work will also be used to determine student mastery of course content and offer additional support, if needed, for academic improvement. STAR data will be monitored and analyzed for all student groups. The NWEA assessment will be administered at the specialized high schools periodically. Teachers will receive ongoing training on their respective local assessment to monitor student growth and provide the appropriate interventions for students in need. Increasing testing participation and culture will be a focus in the administration of formative and summative assessments.	\$91,460.00	No
3.12	Data Chats (Continuous Improvement)	Data-driven discussions will continue to occur on a regular basis at the district and site level. During Professional Learning Communities (PLC), Site administrators and teachers will review test data from state and local assessments to create RTSA unit plans to address the needs as well as direct support and programs. District and site level data reviews will occur multiple times of the year to inform the development of school plans and goal monitoring. The system of data management will be assessed for further development and alignment with complementary LCAP actions.	\$7,088,905.00	No

Action #	Title	Description	Total Funds	Contributing
3.13	Professional Development	<p>Teachers, paraeducators, administrators, and district office staff will be provided with ongoing professional development in the RTSA unit plan, Common Core State Standards in English Language Arts and mathematics. For IPOLY and LACHSA this professional development will be provide via the intended curriculum for those school programs. They will also receive ongoing professional development in History-Social Science, the Next Generation Science Standards, the English Learners Master Plan and other subject areas to improve student assessment results.</p> <p>Ongoing training will be provided on ELPAC and English Language Development strategies to support English learners in reading, listening, speaking, and writing. and monitoring of English Learner progress, including strategies for providing more intensive, targeted support for Long-term English Learners.</p> <p>Professional development will be provided to counselors and other support staff to ensure appropriate placement and monitoring of progress for LTELs.</p> <p>Teachers of LTELs will receive professional development in research based strategies for LTELs, including instruction in academic language and writing</p> <p>Administrators will be provided professional development about the diversity of English learners including LTELs.</p> <p>Teachers and site administrators will receive ongoing professional development in technology to embed technology tools in the curriculum and improve pedagogy. Teachers will provide students with technology lessons within the RTSA lessons to teach students current technology skills that will help them succeed academically and in a career.</p> <p>Content Academies, were recently implemented and these continue as part of ongoing Professional Development efforts in conjunction with the RTSA Saturday Summits.</p> <p>Professional development activities will be followed up with ongoing coaching support to ensure effective implementation of strategies from trainings.</p>	\$224,945.00	No

Action #	Title	Description	Total Funds	Contributing
3.14	Culturally Responsive Pedagogy	<p>Culturally Responsive pedagogy will be used to address the needs of all students and ensure equity and access with a focus on African American students in the areas of English Language Arts and mathematics. Culturally relevant books and curriculum to be implemented and continue to develop an Ethnic Studies curriculum and arts integration.</p> <p>To support the needs of student groups identified as lowest performing for suspension rates and reduce suspensions among these students (Foster Youth, Socioeconomically Disadvantaged, Students with Disabilities, African American and students identifying as two or more races), professional development and follow-up coaching will be provided for teachers, administrators and support staff on strategies for creating positive and supportive classroom environments that are sensitive to individual and cultural needs of all students and build support systems to maintain student engagement and reduce behaviors leading to suspension.</p>	\$179,955.00	No
3.15	Students With Disabilities	<p>Students with disabilities achieved the lowest performance level in suspension rates, graduation rates and college and career readiness, in addition, local data identified a needs for reading intervention for special education students. The following actions are designed to address these need;</p> <p>Suspensions LACOE will reduce the number of suspensions of students with disabilities at the camps and halls schools. This is an area of focus for LACOE's Division of Student Programs' Continuous Improvement Monitoring Plan. To increase teacher understanding of students with disabilities general education teachers will be given access to the LACOE Special Education Information System (SPED-X) and substitute teachers will be provided access students' Behavioral Intervention Plan (BIP). Restorative practice requirements for students with behavioral difficulties will be increased (i.e. re-entry conferences rather than 2-day suspension). Procedures, including monitoring, will be implemented to ensure Behavioral Intervention Plans are implemented and data is collected.</p>	\$55,784.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Graduation Rate Counselors will be invited to IEP meetings, or if they are unable to attend , a shared document will be provided including missing transcripts and AB216 status. IEP meetings will be held at all school sites when a student earns a D at a reporting period. Parents and students will be be provided information on the impact of not earning a diploma (job eligibility, pay disparity, etc.) To improve transitions services for students with disabilities, transition information will be included in students' IEPs. IEP progress reports will be sent home, If students are consistently not meeting benchmarks, an IEP meeting will be scheduled..</p> <p>College and Career Readiness To improve transition services, training will be provided for teachers and services to support college and career readiness will be added to students' IEP. A career exploration class will be added and available to students with disabilities who are in need of support and guidance with career exploration initial and triennial assessments will be enhanced to better identify transition needs.</p> <p>Reading (need based on local data) Students with disabilities will be provided academic support/interventions to increase their academic achievement in English Language Arts and mathematics. Parent engagement will be used to collaborate with parents to provide students with the appropriate IEP goals and interventions to increase test participation as well as scores. Training will be provided to teachers in understanding dyslexia. Improved access to intensive reading intervention services will be provided for special education students.</p>		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	<p>Students with Disabilities at Afflerbaugh-Paige, Kirby and Nidorf sites and African American students at Dorothy Kirby will achieve a decrease in suspension rates of at least 2% annually to a rate of 0% within 3 years based on DataQuest.</p> <p>Hispanic students at Afflerbaugh-Paige, Nidorf, and Renaissance and Socioeconomically disadvantaged students at Nidorf and Renaissance will increase graduation rates by at least 2% annually to a rate of 98% within 3 years as based on DataQuest.</p> <p>Socioeconomically disadvantaged students at Kirby, Nidorf and Renaissance will demonstrate increased college and career readiness as measured by an 80% college course completion rate within 3 years.</p> <p>English learners at Renaissance will demonstrate improved performance on the English Language Progress indicator advancing at least one level on the English learner Progress Indicator on the 2025 Dashboard.</p> <p>Central Juvenile Hall received equity multiplier funds; however, the school was closed and will remain closed in 2024-25. The equity multiplier funds that were received for that school are being held in anticipation of the amendments being proposed to Education Code Section 42238.02(b)</p>	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Based on the 2023 Dashboard results:

Students with Disabilities at Afflerbaugh-Paige, Dorothy Kirby Camp and Nidorf Juvenile Hall achieved the lowest performance level on the state indicator for suspension rates on the 2023 Dashboard. African American Students at Dorothy Kirby camp also achieved the lowest level in suspension rate.

Hispanic students at Afflerbaugh-Paige, Nidorf and Renaissance and Socioeconomically Disadvantaged students at Nidorf and Renaissance achieved the lowest performance level in Graduation Rate.

Socioeconomically Disadvantaged students at Kirby, Nidorf and Renaissance achieved the lowest level on the College and Career Readiness indicator.

English learners at Renaissance achieved the lowest achievement level on the Graduation Rate and English Learner Progress Indicator.

Students with Disabilities and Socioeconomically Disadvantaged students at Rockey-Glenn achieved a low (orange) level in suspension rates.

Dashboard data is not available for RTS Kilpatrick.

Based on this data and engagement with educational partners, it has been determined that it is important to focus this goal on reducing suspension rates, increasing graduation rates and college and career readiness. In addition, additional supports will be provided for English learners at Renaissance to improved English language development for those students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Suspension Rate	<p>Students with Disabilities at:</p> <ul style="list-style-type: none"> Afflerbaugh-Paige 68.8% Kirby 33.0% Nidorf 39.2% <p>African American Students at:</p> <ul style="list-style-type: none"> Kirby 43.9% <p>Foster Youth</p> <ul style="list-style-type: none"> Kirby 36.7% Nidorf <p>Socioeconomically Disadvantaged</p> <ul style="list-style-type: none"> Kirby 25.5% Nidorf Renaissance <p>Hispanic</p> <ul style="list-style-type: none"> Kirby 20% <p>(DataQuest 2022-23)</p>			<p>Suspension rates for each school and student group will decrease by at least 5% each year or a maximum of 19% within 3 years.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Graduation Rate	<p>Hispanic Students at:</p> <ul style="list-style-type: none"> Afflerbaugh-Paige 57.7% Renaissance 35.6% <p>Socioeconomically Disadvantaged Students at:</p> <ul style="list-style-type: none"> Renaissance 36.2% <p>(DataQuest 2022-23)</p>			Graduation rates for each will increase annually by 2% points. (DataQuest 2022-23)	
4.3	<p>College & Career Readiness</p> <p>College Credit Course</p>	<p>Socioeconomically Disadvantaged Students</p> <ul style="list-style-type: none"> Kirby 0% Nidorf 100% (1) Renaissance <p>(College Credit Course, CA Dashboard)</p>			<p>Within 3 years College Course Credit rates for socially disadvantaged students at Kirby, Nidorf and Renaissance will be at least 80% .</p> <p>(College Credit Course, local data)</p>	
4.4	English Learner Progress Indicator	<p>English Learners Progress Indicator at:</p> <ul style="list-style-type: none"> Renaissance 13.3% <p>(CA Dashboard 2023)</p>			<p>English Learners at:</p> <ul style="list-style-type: none"> Renaissance will achieve an annual improvement of 2% annually 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					on the English Language Progress Indicator. (CA Dashboard 2023)	

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Supplemental Professional Development	Supplemental, evidence-based professional development and follow-up coaching will be provided to instructional and administrative staff at Afflerbaugh-Paige, Kirby and Nidorf focused on creating supportive	\$550,366.00	No

Action #	Title	Description	Total Funds	Contributing
		classroom environments and providing alternatives to suspension. Professional development will be focused on the unique needs of Students with Disabilities.Foster Youth, Socioeconomically Disadvantaged and African American students.		
4.2	Supplemental Graduation Support	Student progress toward meeting graduation requirements for Socioeconomically Disadvantaged students, at Afflerbaugh-Paige, and Renaissance will be monitored on a monthly basis through the student information system. Counselors, teachers and support staff will provide individual counseling to students not on track to meet requirements to graduate in a 4 year period.	\$672,602.00	No
4.3	Supplemental College & Career Readiness Services	At Kirby, Nidorf, Afflerbaugh-Paige, and Kilpatrick, transcripts for Socioeconomically Disadvantaged students will be reviewed upon entry for progress in completing A-G requirements, and progress in CTE Pathways. Staff (counselors/teachers) will identify students not making adequate progress and assist them with enrolling in appropriate courses, receiving necessary tutorial support, and participating in dual enrollment and/or career training opportunities.	\$550,366.00	No
4.4	EL Support	In addition to the services for English learners and LTELs described in Action 3.1, and the professional development described in Action 3.13 focused on the needs of those students. Additional professional development and follow-up coaching will be provided to teachers at Renaissance to better identify and support the needs of English learners and LTELs. Additional materials and resources will be provided to support instruction in language development, academic language and writing for English learners. Central office staff will meet with school staff to analyze the need for additional services and supports for English learners at this site.	\$588,105.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$4,534,055	\$223,835

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
2.490%	0.000%	\$0.00	2.490%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.4	Action: Attendance Need: Foster youth, English learners and low-income students in our schools have lower attendance rates and demonstrate less engagement with school than other student groups. This is a result of multiple factors significantly impacting these student groups. For foster youth, frequent, often unplanned moves leading to	To address the unique needs of foster youth, English learners and low-income students to increase attendance rates, counselors and other support staff will work with these students, their families and school staff to provide support, training and strategies to meet the unique needs of each of these student groups with the goal of increasing engagement with school leading to improved attendance rates. Counselors will make calls and meet individually with students to ensure they are regularly attending school. Counselors	Disaggregated attendance rates for foster youth, English learners and low-income students will be used to monitor effectiveness of this action.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>frequent school changes often lead to negative school experiences and an inconsistent educational program which does not support regular school attendance. Including, the traumatic experiences associated with the disruption of their home life tend to take precedence over engagement with school. Our low income students need support in establishing regular school attendance habits since they have often missed school to assist with child care for siblings, work to support the family or other family needs. In addition, some of our low-income students have a family history of inconsistent school attendance and need support in learning to prioritize regular school attendance. Limited English language proficiency is often an impediment for many of our English learners. Families need support learning how to enroll in school and maintain communication with the school since these can be barriers to maintaining regular school attendance for families with limited English language proficiency.</p> <p>Scope: Schoolwide</p>	<p>will also provide research-based professional development for teachers and other school staff on engagement strategies targeted to the needs of these student populations Teachers, para-educators and support staff will also receive tools specifically designed to address the needs of the three identified student groups.</p> <p>School staff will identify foster youth, English learners and low income students who are at risk for poor attendance.</p>	
2.5	<p>Action: Chronic Absenteeism</p> <p>Need: The factors leading to low attendance rates for foster youth, English learners and low-income students such as the impact of trauma, negative school experiences, lack of engagement with school, family history of</p>	<p>To address the needs of foster youth, English learners, low-income students who are experiencing chronic absenteeism, counselors and social workers will follow up with these students to conduct home visits to understand and address issues impacting regular school attendance. Referrals will be made, as needed, for medical, dental, mental health services, food assistance, clothing and shoes, and school supplies.</p>	<p>Disaggregated chronic absenteeism rates for foster youth, English learners and low-income students will be used to monitor effectiveness of this action.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>inconsistent school attendance and barriers to home-school communication have led to a history of chronic absenteeism for these groups at schools. Unaddressed health issues, basic needs such as food and clothing can be barriers for low-income students as can lack of basic school supplies.</p> <p>Scope: Schoolwide</p>		
3.3	<p>Action: Interventions</p> <p>Need: Foster youth, low-income students and English learners in our schools have unique needs that often inhibit their progress in the same interventions that may be effective for other students. The challenges faced by each of these groups is exacerbated by their involvement with the juvenile justice system. Foster youth served by our schools have experienced multiple moves that have disrupted their schooling leading to an inconsistent educational experience and gaps in learning. This, coupled with the trauma resulting from their experiences can lead to gaps in their education with resulting low levels of academic achievement. Low income students often lack resources in the home such as reading materials, a quiet study area, to support academic achievement. They also may not have had the opportunity for enrichment activities outside school that support academic success,. The limited</p>	<p>To identify the unique needs of students in each of these groups, data will be reviewed for individual students in each of these groups to determine what factors may be inhibiting their progress in intervention programs and what additional, intensive supports are needed to enhance their progress and increase their achievement in reading and mathematics. Additional supports may include additional tutoring services, additional access to technology or translation of program materials or resources into their primary language.</p>	<p>Disaggregated CAASPP ELA and Math results for foster youth, English learners and low-income students and internal school assessments in ELA and math will be used to monitor effectiveness of this action.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>English language proficiency experienced by English learners inhibits their progress in all academic areas. Long Term English learners in our programs are achieving below other groups in reading ability.</p> <p>Scope: Schoolwide</p>		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

DESCRIBE STAFF INCREASES AT OVER 55% SCHOOLS

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	ADD ALL OTHER JCS CCS HERE	iADD IPOLY AND LACHSA DATA HERE
Staff-to-student ratio of certificated staff providing direct services to students	SAME	SAME

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2024-25 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	182,123,827	4,534,055	2.490%	0.000%	2.490%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$66,352,107.00			\$5,057,921.00	\$71,410,028.00	\$71,410,028.00	

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	School Facilities	All		No				Ongoing	\$3,106,973.00	\$0.00	\$3,106,973.00				\$3,106,973.00	
1	1.2	Graduation Rates	All		No				Ongoing	\$5,022,395.00	\$0.00	\$5,022,395.00				\$5,022,395.00	
1	1.3	College Courses	All		No				Ongoing	\$5,022,395.00	\$0.00	\$5,022,395.00				\$5,022,395.00	
1	1.4	Access to Courses	All		No				Ongoing	\$394,246.00	\$0.00	\$394,246.00				\$394,246.00	
1	1.5	Middle and High School Dropouts	All		No				Ongoing	\$2,307,181.00	\$0.00	\$2,260,953.00			\$46,228.00	\$2,307,181.00	
2	2.1	Community and Family Engagement	All		No				Ongoing	\$341,460.00	\$0.00				\$341,460.00	\$341,460.00	
2	2.2	PBIS	All		No				Ongoing	\$372,212.00	\$0.00				\$372,212.00	\$372,212.00	
2	2.3	Mental Health Support	All		No				Ongoing	\$264,120.00	\$0.00				\$264,120.00	\$264,120.00	
2	2.4	Attendance	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BJN, Kirby, Renaissance CCS, Rockey, Kilpatrick, Afflerbaugh-Paige	Ongoing	\$6,785,269.00	\$0.00	\$6,785,269.00				\$6,785,269.00	
2	2.5	Chronic Absenteeism	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: Nidorf, Kirby,	Ongoing	\$6,785,269.00	\$0.00	\$6,785,269.00				\$6,785,269.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income	Renaissance CCS									
2	2.6	Transition Services	All	No				Ongoing	\$6,785,269.00	\$0.00	\$6,785,269.00				\$6,785,269.00	
3	3.1	Basic Services for English Learners	English Learners All	No				Ongoing	\$11,122,006.00	\$0.00	\$9,941,526.00			\$1,180,480.00	\$11,122,006.00	
3	3.2	Reclassification	Reclassified English Learners All	No				Ongoing	\$969,568.00	\$0.00				\$969,568.00	\$969,568.00	
3	3.3	Interventions	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BJN, Kirby Renaissance CCS, Rockey, Kilpatrick, Afflerbaugh-Paige	Ongoing	\$2,260,953.00	\$0.00	\$2,260,953.00				\$2,260,953.00	
3	3.4	Expelled Youth	All	No				Ongoing	\$2,260,953.00	\$0.00	\$2,260,953.00				\$2,260,953.00	
3	3.5	Foster Youth	Foster Youth All	No				Ongoing	\$3,607,418.00	\$0.00	\$2,260,953.00			\$1,346,465.00	\$3,607,418.00	
3	3.6	Dissemination of Data	All	No				Ongoing	\$192,008.00	\$0.00	\$192,008.00				\$192,008.00	
3	3.7	Instruction	All	No				Ongoing	\$433,224.00	\$0.00	\$433,224.00				\$433,224.00	
3	3.8	Teacher Credentialing	All	No				Ongoing	\$2,980,375.00	\$0.00	\$2,980,375.00				\$2,980,375.00	
3	3.9	Conditions of Learning	All	No				Ongoing	\$179,955.00	\$0.00	\$179,955.00				\$179,955.00	
3	3.10	Homeless Students	Homeless Students All	No				Ongoing	\$214,291.00	\$0.00	\$214,291.00				\$214,291.00	
3	3.11	Assessments	All	No				Ongoing	\$91,460.00	\$0.00	\$91,460.00				\$91,460.00	
3	3.12	Data Chats (Continuous Improvement)	All	No				Ongoing	\$7,088,905.00	\$0.00	\$6,596,507.00			\$492,398.00	\$7,088,905.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.13	Professional Development	All	No				Ongoing	\$224,945.00	\$0.00	\$179,955.00			\$44,990.00	\$224,945.00	
3	3.14	Culturally Responsive Pedagogy	All	No				Ongoing	\$179,955.00	\$0.00	\$179,955.00				\$179,955.00	
3	3.15	Students With Disabilities	Students with Disabilities	No				Ongoing	\$55,784.00	\$0.00	\$55,784.00				\$55,784.00	
4	4.1	Supplemental Professional Development	All	No				Ongoing	\$550,366.00	\$0.00	\$550,366.00				\$550,366.00	
4	4.2	Supplemental Graduation Support	All	No				Ongoing	\$672,602.00	\$0.00	\$672,602.00				\$672,602.00	
4	4.3	Supplemental College & Career Readiness Services	All	No				Ongoing	\$550,366.00	\$0.00	\$550,366.00				\$550,366.00	
4	4.4	EL Support	English Learners All	No				Ongoing	\$588,105.00	\$0.00	\$588,105.00				\$588,105.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
182,123,827	4,534,055	2.490%	0.000%	2.490%	\$15,831,491.00	0.000%	8.693 %	Total:	\$15,831,491.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$15,831,491.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	Attendance	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BJN, Kirby, Renaissance CCS, Rockey, Kilpatrick, Afflerbaugh-Paige	\$6,785,269.00	
2	2.5	Chronic Absenteeism	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nidorf. Kirby, Renaissance CCS	\$6,785,269.00	
3	3.3	Interventions	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BJN, Kirby Renaissance CCS, Rockey, Kilpatrick, Afflerbaugh-Paige	\$2,260,953.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$42,731,322.00	\$54,066,990.96

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	1.1	School Facilities	No	\$2,550,898.00	\$2,550,898.00
1	1.2	Graduation Rates	No	\$4,159,630.00	\$4,159,630.00
1	1.3	College Courses	No	\$4,159,630.00	\$4,159,630.00
1	1.4	Access to Courses	No	\$373,946.00	\$373,946.00
1	1.5	Technology Professional Development	No	\$170,632.00	\$170,632.00
1	1.6	Middle and high school dropouts	No	\$1,960,236.00	\$1,960,916.00
2	2.1	Community and Family Engagement	No	\$201,214.00	180,578.00
2	2.2	PBIS	No	\$633,827.00	348,220.00
2	2.3	Mental Health Support	No	\$349,256.00	330,662.00
2	2.4	Attendance	Yes	\$1,785,457.00	5,850,986.80

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Chronic Absenteeism K-8	Yes	\$758,819.00	5,936,377.20
3	3.1	Basics Services for English Learners	No	9,883,901	9,884,519
3	3.2	Reclassification	No	\$974,548.00	916,779
3	3.3	Interventions	Yes	\$3,659,477.00	3,037,766
3	3.4	Expelled Youth	No	\$1,916,634.00	\$1,916,634.00
3	3.5	Foster Youth	No	\$1,916,634.00	\$1,916,634.00
3	3.6	Dissemination of Data	No	\$198,733.00	\$198,733.00
3	3.7	Instruction	No	\$391,617.00	\$391,617.00
3	3.8	Teacher Credentialing	No	\$2,431,299.00	\$2,431,299.00
3	3.9	Conditions for Learning	No	\$170,632.00	\$170,632.00
3	3.10	Homeless Students	No	\$203,314.00	\$203,314.00
3	3.11	Assessments	No	\$254,530.00	\$221,775
3	3.12	Data Chats (Continuous Improvement)	No	\$3,139,799.00	6,265,834.96
3	3.13	Professional Development	No	\$213,290.00	215,609

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.14	Culturally Responsive Pedagogy	No	\$220,632.00	\$220,632.00
3	3.15	Students with Disabilities	No	\$52,737.00	\$52,737.00

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2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$3,563,698.00	\$0.00	\$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
This section is included to assist with development of Annual Update Action Tables but is not required, and should not be printed, as part of the LCAP Annual Update.							
This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.							
2	2.4	Attendance	Yes	\$1,785,457.00			
2	2.5	Chronic Absenteeism K-8	Yes	\$758,819.00			
3	3.3	Interventions	Yes	\$1,019,422.00			

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
			0.000%	\$0.00	0.000%	0.000%	\$0.00	0.000%

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Board Meeting – June 11, 2024

Item IV. Hearings

- B. Public Hearing on the Annual Budget and Service Plans and Section B: Governance and Administration for The Los Angeles Office of Education Special Education Local Plan Area (LACOE SELPA)

In compliance with the requirements of Education Codes 56195 and 56205(a)(b), the Board of Education will conduct a Public Hearing.

The purpose of today's Public Hearing will be to receive the public's comment, if any, to the Annual Budget and Service Plans and Section B: Governance and Administration for the Los Angeles County Office of Education Special Education Local Plan Area (LACOE SELPA).

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

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B. Governance and Administration

California *Education Code (EC)* sections 56195 et seq. and 56205

Participating Local Educational Agencies

Participating local educational agencies (LEAs) included in the Special Education Local Plan Area (SELPA) local plan must be identified in Attachment I.

Special Education Local Plan Area—Local Plan Requirements

1. Describe the geographic service area covered by the local plan: [EC 56195.1(d); EC 56195.1(a)(1); EC 56211; EC 56212]

LACOE SELPA is responsible for students enrolled in schools operated by the Los Angeles County Office of Education's Division of Educational Programs. These schools include: the Juvenile Court Schools, County Community Schools, Los Angeles County High School for the Arts and International Polytechnic High School. Students enrolled within these schools may come from any of the many LEA's within Los Angeles County and adjacent counties. Students within the Juvenile Court Schools are enrolled subsequent to arriving at a Juvenile Hall School or as adjudicated by the Court to a Probation Camp School.

2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable: [EC 56195.1(b)(1)-(3)(c); EC 56205(a)(12)]

The Los Angeles County Office of Education (LACOE) shall act as both the Responsible Local Administrative Agency (RLA) and the Administrative Unit (AU) for the LACOE Special Education Local Plan Area (LACOE SELPA), a single LEA SELPA.

The Los Angeles County Board of Education serves as the governance entity for the LACOE SELPA. The Board of Education is responsible for approval of Local Plan sections including: Section B. Governance and Administration; Section C. Annual Assurances Support Plan; Section D. Annual Budget Plan; Section E. Annual Services Plan and all necessary and related attachments

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and certification in conjunction with Education Code, CDE requirements, guidance and templates.

The administrative structure implements and coordinates the *Special Education Local Plan* and assures compliance with the *Individuals with Disabilities Education Improvement Act (IDEA or IDEIA)* including identification and services pursuant to an *Individualized Education Program (IEP)* for all students enrolled in LACOE Schools.

The function of the SELPA is to provide technical assistance, guidance, professional development and direct program support to improve outcomes for students with disabilities.

All such programs and related special education funding allocations will be utilized in an effective manner consistent with the funding provisions of Education Code Section 56836 et. seq., IDEA, other applicable laws and the policies and procedures of the SELPA.

Responsibility is defined at both the Superintendent level and the SELPA Administrator level. The policy- making responsibilities of the local governing Board of the Los Angeles County Office of Education pertaining to the LACOE SELPA include:

Local Governing Board

- 1) Hold a *Public Hearing* as required before approval and adoption of local plan sections.
- 2) Approval and Adoption of the all required sections of the *Special Education Local Plan Area* including the: *Annual Assurance Support Plan, Annual Budget Plan, Annual Service Plan*
- 3) Adoption of Board Policies related to special education
- 4) Approve members to the Community Advisory Committee (CAC)

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LACOE Superintendent of Schools

- 1) Review and recommend to the Board approval of SELPA budgets
- 2) Review and recommend to the Board approval of *Board Policies* specific to special education
- 3) Implement *Board Policy* and adopt and implement related *Administrative Regulations*.
- 4) Review and approve SELPA policies in accordance with Education Code 56205.
- 5) Review all sections of the *Local Plan* for Board approval
- 6) Review budgets and the allocation of funds to implement the Local Plan
- 7) Hire, supervise and assign personnel for:
 - a) Data collection, report preparation and submission as required by Education Code and the CDE.
 - b) Personnel development
 - c) Program review and evaluation
 - d) Development and maintenance of data management information systems
 - e) Curriculum development
 - f) Inter-agency collaboration and coordination.

SELPA Director

As a single LEA SELPA, the LACOE SELPA Director has the responsibility for implementing and administering the *Special Education Local Plan Area* in accordance with Education Code 56195.1 (a) (1) and 56205 et seq. The SELPA Director and SELPA staff meet regularly with LEA staff and other agencies toward improving outcomes for students and special education compliance. A *SELPA Procedural Handbook*, available to all LEA staff, contains specific procedures and policies for the coordination and implementation of the *Local Plan* to ensure students requiring special education services are identified and served. Information specific to *State Performance Plan Indicators*, compliance monitoring and corrective actions are disseminated to LEA staff as needed to improve student performance.

Section B: Governance and Administration

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3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan: [EC 56195.7(i)(j)(1)(2)]

LACOE SELPA, as a single LEA SELPA and as described in #2 above, engages in a policy making process involving the LACOE Board of Education, the LACOE Superintendent of Schools, and all stakeholders through both the collective bargaining process and the Brown Act to implement and coordinate the Local Plan. Specifically, Board Policies are adopted by the LACOE Board of Education and Administrative Regulations are developed and adopted by the Superintendent to ensure coordination and implementation of the LACOE SELPA Local Plan. Policies specific to the SELPA are included below in the Policies, Procedures and Programs section pursuant to EC sections 56122 and 56205(a), to ensure conformity with Title 20 United States Code (USC) and in accordance with Title 34 Code of Federal Regulations (CFR) Section 300.201.

4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan: [EC 56195.1(c); EC 56205(a)(12)(D)(i); EC 56195.5]

LACOE is designated as both the Administrative Unit (AU) and the Responsible Local Agency (RLA) for the SELPA. It is responsible for administrative functions as described throughout this Local Plan and specifically as identified below: Administrative Unit Responsibilities

1. Receipt and distribution of funds for the operation of special education programs and services.
2. Receipt and distribution of special education funds designated strictly for SELPA use.
3. The employment of staff for the implementation of the Local Plan, special education programs and services and to ensure all required SELPA functions.

4. Special Education data collection, monitoring and reporting.

5. Development and submission of fiscal and data reports as required Responsible Local Agency Responsibilities

- Oversight of regionalized services, funds, and the provision of administrative support.
- Employment, supervision and evaluation of the SELPA Director and SELPA staff using LACOE-adopted employment and evaluation policies and regulations.
- Implement Board Policies, Administrative Regulations and SELPA Procedures for special education programs and services provided throughout the SELPA. Such policies, administrative regulations and procedures shall include, but not be limited to, all areas specified in applicable sections of the both federal and state laws.
- Upon the recommendation of the Superintendent, the Board, as the governing board of the RLA, is responsible for approval of the required components of the Local plan as specified in sections above.

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5. Does the SELPA have policies and procedures that allow for the participation of charter schools in the local plan? [EC 56207.5]

☒ Yes

☐ No

If No, explain why the SELPA does not have the policy and procedures.

Due to both the unique funding and the nature of the LACOE SELPA as a single district LEA, it is unlikely a Charter School would seek LEA membership status within the LACOE SELPA. Additionally and as an option, the Los Angeles County Charter SELPA exists and is structured to serve Charter Schools who choose to apply for SELPA membership.

Should a Charter School seek membership within the LACOE SELPA, a meeting to discuss the specific nature of the LACOE SELPA funding structure as identified in Education Code 56836 (a)(2) et seq. would be held. If Charter School membership application within the LACOE SELPA continued past this meeting, evaluation procedures for membership and participation aligned to the existing procedures of the LAC Charter SELPA would be followed and a recommendation would be brought before the LACOE Board of Education as the governance entity of the LACOE SELPA.

6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan: [EC 56194(a)(b)(d); EC 56195.9(a)]

The community advisory committee shall serve only in an advisory capacity. The members of the community advisory committee shall be appointed by and responsible to the LACOE Board of Education. Volunteer CAC members may be sought through all LEA parent engagement efforts including and in alignment with LCAP Priority 2 and State Performance Plan Indicator 8 and other recruitment efforts of LEA staff and stakeholders. CAC volunteers will submit a SELPA Community Advisory Committee application. Applications will be reviewed and recommendations will be brought forward in the approval process to the LACOE Board of Education. Applications will be approved to meet the requirements below:

Community Advisory Committee Term and Composition

1. Terms of appointment are for at least two years and are annually staggered to insure a majority of stakeholders is on term.
2. The community advisory committee shall be composed of:
 - a. Parents of individuals with exceptional needs enrolled in public or private schools
 - b. Parents of other pupils enrolled in school
 - c. Pupils and adults with disabilities
 - d. Regular education teachers
 - e. Special education teachers
 - f. Other school personnel
 - g. Representatives of other public and private agencies
 - h. Persons concerned with the needs of individuals with exceptional needs.
3. The majority of the CAC committee shall be composed of parents of pupils enrolled in LACOE SELPA Schools. This majority of parents shall be parents of individuals with exceptional needs.
4. The community advisory committee shall have the authority and fulfill the following responsibilities:

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- a. Advising the policy and administrative entity of the special education local plan area regarding the development, amendment, and review of the local plan. The entity shall review and consider comments from the community advisory committee.
- b. Recommending annual priorities to be addressed by the plan.
- c. Assisting in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the plan.
- d. Encouraging community involvement in the development and review of the local plan.
- e. Supporting activities on behalf of individuals with exceptional needs.
- f. Assisting in parent awareness of the importance of regular school attendance.
- g. Supporting community involvement in the parent advisory committee established pursuant to Section 52063 to encourage the inclusion of parents of individuals with exceptional needs to the extent these pupils also fall within one or more of the definitions in Section 42238.01.

7. Describe the SELPA's process for regular consultations regarding the plan development with representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC: [EC 56205(a)(12)(E); EC 56205(b)(7)]

SELPA staff meet regularly with and provide ongoing training and professional development for central office and site staff including administrators, special education teachers, general education teachers, paraeducators, and clerical staff. Additionally, through the collective bargaining process with LACEA, CSEA and SEIU, all certificated and classified staff are engaged in the work of providing instruction and services to students with disabilities. Additionally, SELPA staff provide weekly data reports to monitor special education efforts including: Child Find, IEP services and compliance efforts around IEP meetings and required assessments.

The Community Advisory Committee will convene as necessary to meet the requirements referred to above and at a minimum will meet four times during a school year. In order to maximize stakeholder engagement and input, the SELPA will participate in LEA parent engagement efforts to inform and develop stakeholder knowledge of students with disabilities and improving outcomes. During various parent engagement meetings, time will be allocated to solicit stakeholder input and recommendations for the ongoing development of the Local Plan. This offers parents and other stakeholders opportunities to participate in discussions about support, services, and programs impacting students with disabilities.

8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan: [EC 56836.01(a)(b); EC 56205(a)(12)(D)(ii); EC 56195(b)(3); EC 56030]

LACOE SELPA, as a single LEA SELPA collaborates with various LACOE staff and departments in the implementation of the Local Plan. Various LACOE Divisions and Departments are involved in the required RLA/AU described below:

Identification and Description of RLA/AU Staff

- Business Services: Receipt and Distribution of Funds

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- Human Resource Services: Administrative and Personnel Support
- Personnel Commission: Administrative and Personnel Support
- Educational Services: Professional Development and Consultation with the Division of Special Education
- Educational Programs: Special Education Program Implementation; SELPA Oversight; Direct Responsibility of Schools and LACOE enrolled students.
- Technology Services: Data Management Information Systems Development and Support
- Office of General Counsel: Compliance and legal monitoring
- Communications: Administrative Support
- Governmental Relations: Legislative engagement and information

9. Describe the contractual agreements and the SELPA's system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan: [EC 56195.7. EC 56195.1(b)(c)]

LACOE SELPA contracts with nonpublic, nonsectarian schools (NPS) and nonpublic, nonsectarian agencies (NPA) certified by the CDE, via the appropriate certification process. The SELPA has the authority to visit, observe, monitor and report on the educational program provided by any NPS/NPA under contract with the LACOE or involved in a potential placement within the SELPA. Any request for a waiver shall be considered and approved through collaboration with LACOE Contract Services, Risk Management and SELPA Administration.

The SELPA shall consider the needs of the individual student and the recommendations of the IEP team when entering into agreements with nonpublic, nonsectarian schools or agencies. The IEP team shall remain accountable for monitoring the progress of students placed in nonpublic, nonsectarian programs, towards the goals identified in each student's IEP.

The SELPA will submit Contract Amendment Requests (CAR's), Individual Service Agreements and NPS/NPA Master Contracts for approval pursuant to LACOE Board Policies and Administrative Regulations. Each Master Contract is modeled after the State Master Contract and Service Agreement which contains requirements to allow the SELPA to monitor the placement and services of students in certified nonpublic, nonsectarian schools. The school shall have at least an annual IEP meeting that will facilitate the evaluation of the placement and services to ensure implementation of the IEP. The Master Contract provided by the SELPA contains language requiring reporting from the certified nonpublic, nonsectarian school regarding IEP progress as frequently as required by the District. At each annual IEP meeting, which shall include a representative of the SELPA, the certified nonpublic, nonsectarian school shall provide documentation as to the student's progress towards annual goals and objectives. The annual data provided by the certified nonpublic, nonsectarian schools shall be authentic curriculum-based measurements, in accordance with state-adopted grade level standards.

The SELPA's contract with a nonpublic, nonsectarian school shall evaluate the placement of its student(s) in such schools on an annual basis as part of the annual IEP review. The SELPA shall collaboratively review with the nonpublic, nonsectarian school the evaluations conducted by the school to ensure that they were appropriate and valid for measuring student progress. The SELPA may choose to administer additional assessments as necessary, with parental consent, to determine whether the student is making appropriate educational progress.

Additionally, LACOE SELPA participates in and works with the Collective Bargaining Units including

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LACEA, CSEA and SEIU and their respective contracts in the ongoing development and implementation of the Local Plan to ensure services to students with disabilities and compliance with all requirements of local policy and regulations and state and federal laws and regulations.

10. For multi-LEA local plans, specify:

- a. The responsibilities of each participating COE and LEA governing board in the policymaking process: [EC 56205(a)(12)(D)(i)]

Not Applicable as LACOE SELPA is a Single LEA SELPA

- b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan: [EC 56205(a)(12)(D)(i)]

Not Applicable as LACOE SELPA is a Single LEA SELPA

- c. The responsibilities of district and county administrators of special education in coordinating the administration of the local plan: [EC 56205(a)(12)(D)(i)]

Not Applicable as LACOE SELPA is a Single LEA SELPA

11. Identify the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA related to:

- a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan: [EC 56205(a)(12)(D)(ii)(I)]

The procedure for the employment of the LACOE SELPA Director will be the responsibility of the Administrative Unit, the Los Angeles County Office of Education. The Chief of Educational Programs, or their designee, will be directly responsible for the supervision and evaluation in accordance with LACOE Board policies and Administrative Regulations.

- b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA: [EC 56205(a)(12)(D)(ii)(II); EC 56195.7(i)]

As a single LEA SELPA, distribution of federal and state funds will follow LACOE accounting and budget development procedures according to Board Policies, Administrative Regulations and the SELPA Local Plan. Funds will be distributed in accordance to all state and federal laws to ensure students with disabilities are served and special education compliance is maintained.

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c. The operation of special education programs: [EC 56205(a)(12)(D)(ii)(III)]

As a single LEA SELPA, the LACOE SELPA oversees and implements all programming for students with disabilities and special education programming. Under the supervision of Educational Programs and in collaboration with the Division of Student Programs and the Division of Pupil Services and other Divisions of LACOE, staff are hired, supervised and trained to provide specialized academic instruction and related services to students with disabilities.

d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs: [EC 56205(a)(12)(D)(ii)(IV)]

LACOE as the RLA/AU assures it will not be used to reduce the level of support beyond the amount permitted under federal law and regulations. LACOE as the RLA/AU follows Standardized Accounting practices within the SAC's system and structures and participates in regular required auditing practices according to all Board Policies, Administrative Regulations, accepted accounting practices and state and federal laws and regulations. es the maintenance of fiscal support and understands that Part B funds will

12. Describe how specialized equipment and services will be distributed within the SELPA in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environments: [EC 56206]

For students that require alternative means and modes necessary to complete LACOE's prescribed course of study and to meet or exceed proficiency standards required for graduation; specialized services, materials, and equipment for students with low incidence disabilities will be procured in collaboration with the SELPA and the Division of Student Programs. Specialized equipment and services will be provided at the site the Individualized Education Program (IEP) team has determined as the program where the student will receive a Free Appropriate Education in the least restrictive environment.

Policies, Procedures, and Programs

Pursuant to *EC* sections 56122 and 56205(a), the SELPA ensures conformity with Title 20 *United States Code (USC)* and in accordance with Title 34 *Code of Federal Regulations (CFR)* Section 300.201 and has in effect policies, procedures, and programs. For each of the following 23 areas, identify whether or not, each of the following provisions of law are adopted as stated. If the policy is not adopted as stated, briefly describe the SELPA's policy for the given area. In all cases, provide the SELPA policy and procedure numbers (If applicable. Leave blank if not applicable); the document title; and the physical location where the policy can be found.

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1. Free Appropriate Public Education: 20 USC Section 1412(a)(1); EC 56205(a)(1)

Policy/Procedure Number: LACOE Board Policy and Administrative Regulation 0430

Document Title: Comprehensive Local Plan for Special Education

Document Location: <https://www.lacoe.edu/about/board/policies>

"It shall be the policy of this LEA that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No**2. Full Educational Opportunity: 20 USC Section 1412(a)(2); EC 56205(a)(2)**

Policy/Procedure Number: LACOE Board Policy and Administrative Regulation 0430

Document Title: Comprehensive Local Plan for Special Education

Document Location: <https://www.lacoe.edu/about/board/policies>

"It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No**3. Child Find: 20 USC Section 1412(a)(3); EC 56205(a)(3)**

Policy/Procedure Number: LACOE Board Policy and Administration Regulation 6164.4 Instruction

Document Title: Identification And Evaluation Of Individuals For Special Education

Document Location: <https://www.lacoe.edu/about/board/policies>

"It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, who are in need of special education and related services, are identified, located, and evaluated. A practical method has been developed and

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implemented to determine which children with disabilities are currently receiving needed special education and related services." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP): 20 USC Section 1412(a)(4); EC 56205(a)(4)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 USC Section 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 USC Section 1414 (d). It shall be the policy of this LEA that an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

5. Least Restrictive Environment: USC Section 1412(a)(5); EC 56205(a)(5)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

6. Procedural Safeguards: 20 USC Section 1412(a)(6); EC 56205(a)(6)

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Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

7. Evaluation: 20 USC Section 1412(a)(7); EC 56205(a)(7)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at least once every three years or more frequently, if appropriate." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

8. Confidentiality: 20 USC Section 1412(a)(8); EC 56205(a)(8)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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9. Part C to Part B Transition: 20 USC Section 1412(a)(9); EC 56205(a)(9)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children participating in early intervention programs under the Individuals with Disabilities Education Act (IDEA), Part C, and who will participate in preschool programs, experience a smooth and effective transition to preschool programs in a manner consistent with 20 USC Section 1437(a)(9). The transition process shall begin prior to the child's third birthday."The policy is adopted by the SELPA as stated:

☐ Yes ☒ No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

LACOE SELPA participating schools don't have programs for early intervention or preschool students. LACOE SELPA schools include Juvenile Court Schools, International Polytechnic High School, Los Angeles County High School for the Arts and the County Community Schools.

10. Private Schools: 20 USC Section 1412(a)(10); EC 56205(a)(10)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents." The policy is adopted by the SELPA as stated:

☐ Yes ☒ No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

LACOE as a County Office of Education is not a district of residence. As such, should a

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student with an IEP disenroll from a LACOE school and be voluntarily enrolled by their parents in a private school, LACOE staff would support the transition to the responsible district of residence or LEA specific to special education responsibilities and accountability in accordance with all applicable Federal State Codes and Regulations.

11. Local Compliance Assurances: 20 USC Section 1412(a)(11); EC 56205(a)(11)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the IDEA; the Federal Rehabilitation Act of 1973, Section 504 of Public Law; and the provisions of the California EC, Part 30." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

12. Interagency: 20 USC Section 1412(a)(12); EC 56205(a)(12)(D)(iii)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

13. Governance: 20 USC Section 1412(a)(13); EC 56205(a)(12)

Policy/Procedure Number:

Document Title:

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Document Location:

"It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the local plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Education Agency." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

14. Personnel Qualifications; *EC 56205(a)(13)*

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to ensure that personnel providing special education related services are appropriately and adequately prepared and trained, and that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

15. Performance Goals and Indicators: *20 USC Section 1412(a)(15); EC 56205(a)(14)*

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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16. Participation in Assessments: 20 USC Section 1412(a)(16); EC 56205(a)(15)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs described in 20 USC Subsection 6311. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments where necessary and as indicated in their respective Reps.." The policy is adopted by the SELPA as stated:

☐ Yes ☐ No

17. Supplementation of State, Local, and Federal Funds: 20 USC Section 1412(a)(17); EC 56205(a)(16)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA, and will be used to supplement and not to supplant state, local, and other federal funds." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

18. Maintenance of Effort: 20 USC Section 1412(a)(18); EC 56205(a)(17)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal laws and regulations." The policy is adopted by the SELPA as stated:

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☒ Yes ☐ No

19. Public Participation: 20 USC Section 1412(a)(19); EC 56205(a)(18)

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

"It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public, including individuals with disabilities and parents of children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

20. Suspension and Expulsion: 20 USC Section 1412(a)(22); EC 56205(a)(19)

Policy/Procedure Number:

Document Title:

Document Location:

"The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be revised." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

21. Access to Instructional Materials: 20 USC Section 1412(a)(23); EC 56205(a)(20)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide instructional materials to blind students or other

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students with print disabilities in a timely manner according to the state-adopted National Instructional Materials Accessibility Standard." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

22. Over-identification and Disproportionality: 20 USC Section 1412(a)(24); EC 56205(a)(21)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prevent the inappropriate over-identification or disproportionate representation by race and ethnicity of children as children with disabilities." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

23. Prohibition on Mandatory Medicine: 20 USC Section 1412(a)(25); EC 56205(a)(22)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

Administration of Regionalized Operations and Services

Pursuant to EC sections 56195.7(c), 56205(a)(12)(B), 56368, and 56836.23, describe the regionalized operation and service functions. Descriptions must include an explanation of the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the document title and the location (e.g., SELPA office) for each function."

1. Coordination of the SELPA and the implementation of the local plan:

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Document Title:	Comprehensive Local Plan for Special Education
Document Location:	https://www.lacoe.edu/education/lacoe-schools/selpa
Description:	<p>Direct Instructional support provided by program specialists/ SELPA staff: SELPA staff support the coordination and implementation of the local plan.</p> <p>Role of the RLA/AU: LACOE Division of Business Services is responsible for the receipt and distribution of special education funds within and for LACOE SELPA to coordinate and implement the local plan.</p> <p>Role of the Administrator of the SELPA: The SELPA Administrator will ensure that the local plan is coordinated and implemented. They will facilitate the review, revision, and administration of the local plan. They will also facilitate development and approval of SELPA policies and procedures necessary to implement the local plan.</p> <p>Role of the individual LEAs: LACOE is a single district SELPA and each school and the Central Office will ensure a full continuum of services are available in order to provide a free and appropriate public education to all students with disabilities enrolled within their schools. Each school and the Central Office will implement the local plan as well as any LEA policies and procedures needed to support the coordination and implementation of the local plan.</p>

2. Coordinated system of identification and assessment:

Document Title:	Instruction Identification And Evaluation Of Individuals For Special Education - BP 6159
Document Location:	https://www.lacoe.edu/about/board/policies
Description:	<p>Direct Instructional support provided by program specialists/ SELPA staff: Program specialists or other staff assigned to carry out these duties, whether they are employed by the SELPA or the LEA, will provide technical assistance and guidance through observation and consultation to assist service providers, as appropriate.</p> <p>Role of the RLA/AU: Not applicable.</p> <p>Role of the Administrator of the SELPA: The SELPA Administrator or SELPA staff will ensure each school conducts child find activities through monitoring of each schools data. The SELPA will also provide targeted and intensive support to schools as needed to assist them in meeting compliance requirements and improved outcomes for students with disabilities.</p> <p>The SELPA will also participate in child find activities by establishing procedures for the schools and ensuring appropriate interagency agreements are</p>

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in place. The SELPA Administrator, or designee, will serve on committees as interagency agreements are being reviewed, revised, or developed. The SELPA Administrator will ensure that interagency agreements are in place as required by California Education Code, and provide technical assistance and dispute resolution as needed. The SELPA Administrator, or designee, will also provide guidance to parents, as needed.

Role of the individual LEAs: Each school is responsible for identifying and assessing enrolled students as needed. They are also responsible for conducting child find activities and implementing SELPA and LACOE policies and procedures. The schools will also provide guidance to parents, staff, and community members.

3. Coordinated system of procedural safeguards:

Document Title: Procedural Safeguards And Complaints For Special Education

Document Location: <https://www.lacoe.edu/education/lacoe-schools/selpa>

Description:

Direct Instructional support provided by the program specialist/ SELPA staff: The program specialists/SELPA staff or others assigned to carry out these duties provide for alternate dispute resolution as requested by schools or parents. Program specialists/SELPA staff assist parents with filing due process or compliance complaints when requested. The program specialists/ SELPA staff also assure procedural safeguards by providing technical assistance and guidance on forms and procedures to schools in the areas of assessment, identification, and placement.

Role of the RLA/AU: Not applicable

Role of the Administrator of the SELPA: The SELPA Administrator, or their designee, provides for alternate dispute resolution with schools as requested by parents. When requested, the SELPA Administrator, or their designee, assists parents with filing due process or compliance complaints. The SELPA Administrator, or their designee, also assures procedural safeguards by providing technical assistance and guidance on forms and procedures to LEAs in the areas of assessment, identification, and placement. The Administrator, or their designee, will also provide parents with a copy of their procedural safeguards upon request and will maintain a copy on their website. The SELPA Administrator, or their designee, also reviews compliance complaint determinations provided by the CDE and provides targeted or intensive assistance as appropriate.

Role of the individual LEAs: The LEAs provide procedural safeguards to parents consistent with the education code, assist parents with understanding them, and ensure that they are implemented. The LEAs assist parents with filing complaints when requested. The LEAs will respond to all complaints.

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4. Coordinated system of staff development and parent and guardian education:

Document Title:	Staff Development and Parent Involvement - BP 4131 & 6020
Document Location:	https://www.lacoe.edu/about/board/policies
Description:	<p>Direct Instructional support provided by the program specialist/SELPA staff: The program specialists and others that are assigned to carry out these duties support parent and guardian education, provide for staff development, program development, and innovation of special methods and approaches.</p> <p>Role of the RLA/AU: LACOE Educational Services including Curriculum Instructional Services (CIS), Accountability Support and Monitoring (ASM) and Student Support Services are also a part of this coordinated effort.</p> <p>Role of the Administrator of the SELPA: The SELPA administrator ensures a coordinated system of staff development and parent and guardian education across all programs within LACOE SELPA including professional development opportunities for staff and coordination of parent and guardian education aligned with the parent advisory committee across LACOE Schools.</p> <p>Role of the individual LEAs: SELPA staff will coordinate with schools and the Central Office to facilitate professional development and parent/ guardian education and engagement.</p>

5. Coordinated system of curriculum development and alignment with the core curriculum:

Document Title:	Curriculum Development And Evaluation -BP 6141(a)
Document Location:	https://www.lacoe.edu/about/board/policies
Description:	<p>Direct Instructional support provided by the program specialist/SELPA staff: The program specialists and others that are assigned to carry out these duties coordinate curricular resources in collaboration with Central Office and school staff.</p> <p>Role of the RLA/AU: Not applicable.</p> <p>Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will provide technical assistance and staff development on curriculum develop and alignment with the common core, as determined appropriate.</p> <p>Role of the individual LEAs: In collaboration with SELPA and the Division of Student Programs, schools will ensure that each student with a disability has full access to the required core curriculum, any alternative curriculum and textbooks, and supplementary curriculum and textbooks as appropriate, and instructional</p>

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materials to students identified with blindness or other students with print disabilities.

6. Coordinated system internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system:

Document Title: Comprehensive Local Plan for Special Education

Document Location: <https://www.lacoe.edu/education/lacoe-schools/selpa>

Description:

Direct Instructional support provided by the program specialist/ SELPA staff: SELPA staff and others are assigned to carry out these duties to evaluate the effectiveness of programs for students with disabilities. This includes the regular review of SPED-X reports including but not limited to: the 100 P-SPED Report; 201 Administrative Services Report; and the 310 IEP Compliance Report.

Role of the RLA/AU: LACOE Technology Services are responsible in collaboration with SELPA and Central Office staff to support all student data systems and reports to support this requirement.

Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will facilitate the review of the Annual Budget and Service Plans, LACOE's Annual Performance Indicators and bi-weekly reports including but not limited to: the 100 P-SPED Report; 201 Administrative Services Report; and the 310 IEP Compliance Report. SELPA will facilitate reviews by the LEA leaders, CAC, and other SELPA stakeholders including collaborating agencies.

Role of the individual LEAs: Schools are responsible in collaboration with all SELPA stakeholders to ensure services to students, improved student outcomes, improved instruction and compliance with all codes, regulations, policies and procedures. Schools will also review not less than twice weekly and during their PLC's, regular staff meetings and also special education team meetings, the SPED-X reports including but not limited to: the 100 P-SPED Report; 120 and 121 Service Providers Registers; 201 Administrative Services Report; and the 310 IEP Compliance Report.

Schools will also actively participate in all required CDE monitoring activities; OAH findings and determinations and CDE Compliance Complaints and all specific corrective actions to increase or maintain compliance. Schools will provide leadership for cooperative action toward the implementation, administration, and operation of the local plan.

7. Coordinated system of data collection and management:

Document Title: Comprehensive Local Plan for Special Education

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Document Location: <https://www.lacoe.edu/education/lacoe-schools/selpa>

Description:

Direct Instructional support provided by the program specialist/SELPA staff: SELPA staff and others assigned to carry out these duties will provide technical assistance and guidance on SPED-X special education data management systems.

Role of the RLA/AU: LACOE's Technology Services in collaboration with SELPA and other stakeholders support and maintain student information management systems including SPED-X and Aeries and also support and provide technical assistance, guidance and professional development supporting these systems for this requirement.

Role of the Administrator of the SELPA: The SELPA Administrator or designee will certify the California Longitudinal Assessment and Pupil Data System (CALPADS) submission as required by the California Department of Education. The SELPA Administrator, or designee, in collaboration with LACOE Technology Services will provide technical assistance and staff development on data collection from student data information systems including SPED-X.

Role of the individual LEAs: Schools are responsible for data entry, accuracy, and integrity. Schools will gather, interpret, and report special education program data and quality indicators regarding current program operations and effectiveness in collaboration with all SELPA stakeholders. LACOE will certify the California Longitudinal Assessment and Pupil Data System (CALPADS) submission as required by the California Department of Education in preparation for SELPA Certification.

8. Coordination of interagency agreements:

Document Title: Nonpublic, Nonsectarian School And Agency Services For Special Education - BP 0430

Document Location: <https://www.lacoe.edu/about/board/policies>

Direct Instructional support provided by the program specialist/SELPA staff: SELPA staff support the coordination of interagency agreements with non-public schools and non-public agencies and others as needed.

Role of the RLA/AU: LACOE Business services facilitates the processing of contracts using the SELPA Master Contract as required and amended to address LACOE specific needs.

Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will serve on committees as interagency agreements are

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Description:

being reviewed, revised, or developed. The SELPA Administrator will ensure that interagency agreements are in place as required by California Education Code, and provide technical assistance and dispute resolution as needed.

Role of the individual LEAs: Schools will request services that may be needed to ensure the students IEP services are provided. Schools will communicate with the SELPA when a non-public agency is needed for services to be delivered. Schools will provide school site access to service providers, data base access to document services and coordination of all requirements to ensure services are being delivered including monitoring service registers within SPED-4 to support compliance with service delivery and accountability in the billing process along with SELPA staff.

9. Coordination of services to medical facilities:

Document Title:

School Health Services - BP 5141.6(a)

Document Location:

<https://www.lacoe.edu/about/board/policies>

Description:

Direct Instructional support provided by the program specialist/SELPA staff: SELPA and school health services staff will provide technical assistance and guidance for IEP teams when students are temporarily placed in medical facilities.

Role of the RLA/AU: Not applicable.

Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will facilitate the coordination of these services and provide technical assistance and guidance to the medical facilities and schools as needed.

Role of the individual LEAs: Schools will work with Central Office and SELPA staff when students are temporarily placed in medical facilities.

10. Coordination of services to licensed children's institutions and foster family homes:

Document Title:

Education For Foster Youth - BP 6173.1

Document Location:

<https://www.lacoe.edu/about/board/policies>

Direct Instructional support provided by the program specialist/SELPA staff: SELPA staff will coordinate with the LACOE Central Office staff and all other agencies to ensure pupils have a full educational opportunity upon transition

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Description:

from LACOE schools.

Role of the RLA/AU: LACOE Educational Services, Student Support Services provides support to LACOE Educational Programs staff when needed to support transitioning students from LACOE schools to other LEA's across LA County and other Counties as needed.

Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will facilitate the coordination of these services by the designated LEAs and provide technical assistance and guidance to the licensed children's institutions and foster family homes and LEAs as appropriate related to special education services, IEP's and related codes and regulations.

Role of the individual LEAs: Special education services for students with disabilities residing in foster family homes or licensed children's institutions shall be the responsibility of the LEA in which the foster family home or the licensed children's institution is located, unless based on education code there is another district of special education accountability which would be responsible.

11. Preparation and transmission of required special education local plan area reports:

Document Title:

Comprehensive Local Plan For Special Education BP 0430

Document Location:

<https://www.lacoe.edu/about/board/policies>

Description:

Direct Instructional support provided by the program specialist/SELPA staff: SELPA staff support the preparation and transmission of required special education local plan area reports.

Role of the RLA/AU: The RLA/AU may review, sign and submit as appropriate various required special education local plan area reports.

Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will ensure timely review and transmission of required reports and provide technical assistance all LACOE SELPA stakeholders in completing those reports.

Role of the individual LEAs: Schools are responsible for data entry, accuracy, and integrity and will submit required data and reports in order for timely submission to the CDE as required.

12. Fiscal and logistical support of the CAC:

Document Title:

Comprehensive Local Plan For Special Education & Parent Involvement

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Document Location:

<https://www.lacoe.edu/education/lacoe-schools/selpa>

Description:

Direct Instructional support provided by the program specialist/SELPA staff: SELPA staff support and participate in the Community Advisory Committee through all Educational Programs parent outreach, support and engagement efforts.

Role of the RLA/AU: LACOE as an organization supports all parent engagement activities of it's various Divisions and Programs.

Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will provide fiscal and logistical support for CAC meetings, events, and trainings.

Role of the individual LEAs: Schools and Parent Liaisons provide support and outreach in collaboration with Central Office staff on parent engagement activities.

13. Coordination of transportation services for individuals with exceptional needs:

Document Title:

Individualized Education Program - BP 6159

Document Location:

<https://www.lacoe.edu/about/board/policies>

Description:

Direct Instructional support provided by the program specialist/SELPA staff: SELPA staff will support IEP teams and questions about the necessity of transportation. SELPA staff also coordinates transportation for students to residential treatment centers when LACOE has offered FAPE through an IEP.

Role of the RLA/AU: LACOE business services processes contracts necessary for transportation of students.

Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will provide technical assistance, training and support in coordinating transportation as requested by the LEA.

Role of the LEA: Students in LACOE schools receive transportation services when it is necessary to implement an offer of FAPE as agreed to in an IEP. Should the IEP team have questions on the necessity of transportation necessary to implement the students IEP, the school administrator or designee will contact the SELPA for guidance.

14. Coordination of career and vocational education and transition services:

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Document Title:	6178 Career Technical Education 6178.1 Work Experience Education
Document Location:	https://www.lacoe.edu/about/board/policies
Description:	<p>Direct Instructional support provided by the program specialist/SELPA staff: SELPA staff supports schools and all SELPA stakeholders in developing career technical education and work experience opportunities.</p> <p>Role of the RLA/AU: LACOE business services facilitates contracts to implement related program for this requirement.</p> <p>Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will provide technical assistance and staff development as needed. The SELPA Administrator, or designee, may provide targeted or intensive support to schools based on identified needs in the Annual Performance Report and assist schools in completing any monitoring activities required by the CDE specific to this item.</p> <p>Role of the individual LEAs: School staff will support students and access to these programs and contract requirements.</p>

15. Assurance of full educational opportunity:

Document Title:	Comprehensive Local Plan For Special Education - BP 0430
Document Location:	https://www.lacoe.edu/about/board/policies
Description:	<p>Direct Instructional support provided by program specialist/SELPA Staff: The program specialists and others that are assigned to carry out these duties, assure students have a full educational opportunity in collaboration with schools and IEP teams.</p> <p>Role of the RLA/AU: LACOE as an entire agency supports the assurance of full educational opportunity.</p> <p>Role of the Administrator of the SELPA: Through approval of the Annual Services Plan the SELPA Administrator will ensure that the full continuum of services is provided. The SELPA Administrator, or designee, will assist with intra- and inter-SELPA transfers, as needed. Additionally, professional development and technical assistance is available upon request or as determined to be needed by the SELPA to schools in this requirement.</p> <p>Role of the individual LEAs: Each school and IEP team will determine the regional programs needed to meet the needs of the students with disabilities within the SELPA. Additionally, each school, in collaboration with the SELPA and all SELPA stakeholders is responsible for providing a full continuum of</p>

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services for enrolled students.

16. Fiscal administration and the allocation of state and federal funds pursuant to *EC* Section 56836.01—The SELPA Administrator's responsibility for the fiscal administration of the annual budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.

Document Title: Comprehensive Local Plan For Special Education - BP 0430

Document Location: <https://www.lacoe.edu/about/board/policies>

Description:

Direct Instructional support provided by the program specialist/SELPA staff:
Not applicable

Role of the RLA/AU: LACOE as the RLA/AU receives federal and state funds on behalf of the LACOE SELPA, and distribute the funds as determined through established LACOE personnel, budget and business practices.

Role of the Administrator of the SELPA: The SELPA Administrator will be responsible for oversight and accountability for special education revenues, expenditures, budgets and reporting requirements through established LACOE policies and procedures and in collaboration with all LACOE SELPA stakeholders. The SELPA Administrator will also facilitate the completion and submission of the Annual Budget Plan.

Role of the individual LEAs: Each school will collaborate with all SELPA stakeholders to be fiscally responsible with special education funding and ensuring resources are allocated to serve enrolled students in their schools in accordance with the student IEP.

17. Direct instructional program support that maybe provided by program specialists in accordance with *EC* Section 56368:

Document Title: 4100 Certificated Personnel - SP
4200 Classified Personnel - SP

Document Location: <https://www.lacoe.edu/about/board/policies>

Direct Instructional support provided by the program specialist/SELPA Staff: A program specialist may possessing (or eligible for) one of the following California credentials: Special Education teaching credential, Clinical Rehabilitative Services, Adapted Physical Education, or School Psychology and Administrative Service Credential. A program specialist shall also have an in-depth knowledge of specific disabilities, preschool, and/or vocational development, depending upon the needs of the SELPA. The program specialists

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Description:

and others that are assigned to carry out these duties shall be available to all students with disabilities, their families, and LEA staff. They shall work in a cooperative manner planning activities to meet the needs of the students with disabilities within the SELPA. They help to coordinate the delivery of services by serving on all SELPA stakeholder committees to provide staff development, CAC parent engagement and providing technical assistance and guidance on all special education matters as needed across the SELPA. Program specialists' services and responsibilities may include, but are not limited to:

- Assure that students with disabilities have full educational opportunity
- Plan, direct, coordinate and evaluate instructional programs in accordance with state and federal regulations
- Provide direct instructional support, as directed
- Identify needs and develop short and long-range plans for staff development, curriculum development, and program effectiveness
- Provide staff development and training for general and special education administrators and staff
- Represent the SELPA on committees
- Coordinate student placements across LEA and SELPA boundaries
- Develop and disseminate forms, policies and procedures throughout the SELPA
- Monitor services and programs in nonpublic schools
- Provide direction to schools regarding complaints filed with the CDE
- Develop and submit proposals for grants and research projects, as requested
- Assure appropriate coordination of general and special education instructional resources for students
- Serve as LEA representatives and commit LEA resources, as appropriate on LACOE and interagency committees
- Interpret and implement new laws and regulations (Federal and State)
- Design and implement alternative dispute resolution strategies
- Coordinate mediation and due process issues
- Serve as liaison to collaborate with other public agencies.
- Provide support to schools in the area of positive behavior intervention
- Coordinate program reviews of the effectiveness of the Local Plan
- Assist in the preparation, implementation and follow-up of reviews by the state including those that are part of CDE monitoring activities
- Conduct audits or reviews as requested

Role of the RLA/AU: LACOE will hire staff to perform these legally required duties and responsibilities.

Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will hire, supervise, evaluate, and discipline the program specialists who are employed by the SELPA, and provide technical support needed for the implementation of the duties above for those carrying out these functions. The SELPA Administrator will annually review budget allocations for the services of the staff required to provide the function in EC 56836 to serve SELPA-wide needs in collaboration with LACOE SELPA stakeholders.

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Role of the individual LEAs: Schools will collaborate with LACOE SELPA and SELPA stakeholders to ensure all requirements this section.

Special Education Local Plan Area Services

1. A description of programs for early childhood special education from birth through five years of age:

Document Title: Birth To Five Early Care And Education - BP 5148.3(a)

Document Location: <https://www.lacoe.edu/about/board/policies>

Description: While the LACOE SELPA has no schools or programs for students birth to five years, LACOE as the County Office of Education does work more broadly with this identified age of students through other LACOE Divisions. The County Superintendent or designee will work cooperatively with the local child care and development planning councils, such as the Los Angeles County Children's Planning Council, public and private agencies, parents/guardians, and other community members to assess child care needs in the community, establish program priorities, obtain ongoing feedback

2. A description of the method by which members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, may address questions or concerns to the SELPA governing body or individual administrator:

Document Title: Procedural Safeguards And Complaints For Special Education - BP 6159.1

Document Location: <https://www.lacoe.edu/about/board/policies>

Description: LACOE websites, including directory information to members of administration and governing bodies are regularly updated and offer current information to assist the public with making contact with LACOE personnel. Members of the public, including parents or guardians of students with disabilities who are receiving services under the local plan may address questions or concerns to the SELPA governing body or individual administrator in a number of ways. They may:

- Contact school of attendance/site administrator
- Contact the SELPA office/SELPA Administrator
- Contact the Superintendent or designee
- Interact with the LACOE governing board through Public Comment.
- This contact information is available to the public at the LACOE website.

3. A description of a dispute resolution process, including mediation and final and binding

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arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan:

Document Title:	Procedural Safeguards And Complaints For Special Education BP 6159.1
Document Location:	https://www.lacoe.edu/about/board/policies
Description:	The dispute resolution process, including mediation and arbitration is outlined in the Procedural Safeguards, which are updated on a yearly basis. Parents are given a copy of Procedural Safeguards along with the assessment plan for initial assessment. Procedural Safeguards are offered at least yearly during the Annual IEP, but often at various meetings throughout the year as well. Parents are given an explanation of their rights at each meeting at which the Safeguards are offered, and are given the opportunity to ask clarifying questions. Additionally, copies of the Procedural Safeguards are available for viewing and printing on the LACOE website and the LACOE SELPA website and hard copies are available at school sites and the SELPA office.

4. A description of the process being used to ensure a student is referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized:

Document Title:	Identification And Evaluation Of Individuals For Special Education - BP 6164.4(a)
Document Location:	https://www.lacoe.edu/about/board/policies
Description:	Students are referred for Special Education assessment through the Student Planning Team process after a team has convened to review and consider whether all general education resources have been adequately utilized. A three-tiered intervention model is utilized to ensure that students have access to appropriate supports before being referred to special education.

5. A description of the process being used to oversee and evaluate placements in nonpublic, nonsectarian schools and the method of ensuring that all requirements of each student's individualized education program are being met. The description shall include a method for evaluating whether the student is making appropriate educational progress:

Document Title:	Nonpublic, Nonsectarian School And Agency Services For Special Education - BP 0430(a)
Document Location:	https://www.lacoe.edu/about/board/policies
	When LACOE contracts with a nonpublic, nonsectarian school shall evaluate the placement of its pupil(s) in such schools, the County Superintendent or designee

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Description:

shall ensure that the IEP team: (Education Code 56043, 56341.1, 56380; 20 USC 1414(d)(4); 34 CFR 300.324)

1. Reviews the IEP periodically, but at least annually, to determine whether the annual goals for the student are being achieved and the appropriateness of placement
2. Revises the IEP, as appropriate, to address:
 - a. Any lack of expected progress toward the annual goals and in the general education curriculum, where appropriate
 - b. The results of any reassessment conducted pursuant to Education Code 56381
 - c. Information about the student provided to or by the parents/guardians regarding review of evaluation data pursuant to 34 CFR 305(a)(2) and Education Code 56381(b)
 - d. The student's anticipated needs
 - e. Other matters
3. Considers the special factors listed in items #5-9 above when reviewing the IEP of a student with a disability who has additional behavior or communication needs LACOE will observe a pupil during instruction and will conduct a walkthrough of the facility.

A SELPA representative shall review the master contract, the individual services agreements, and the IEP to ensure that all services agreed upon and specified in the IEP are provided.

6. A description of the process by which the SELPA will fulfill the obligations to provide free and appropriate public education (FAPE) to a student age 18 to 21 (or age 22 under the circumstances described in *EC* 56026(c)(4)) who has been incarcerated in a county jail and remains eligible for special education services:

The obligation to make FAPE available extends to those otherwise-eligible adults in county jail, age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (*EC* Section 56040)

It is the responsibility of the district of residence (DOR) to provide special education services and related services to an adult student in county jail who remains eligible for these services and wishes to receive them. The DOR is the district in which the student's parents resided when the student turned 18, unless and until the parents move to a new DOR. For conserved students, the DOR is based on the residence of the conservator. (*EC* Section 56041)

Document Title:

Individualized Education Program - BP 6159

Document Location:

<https://www.lacoe.edu/about/board/policies>

Pursuant to the Garcia Settlement Site Procedures any student (18-22 years of age), receiving special education and/or related services, transferring from a

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Description:

LACOE Hall or Camp to a Los Angeles County Jail facility will require the site to:

1. Provide the “Student Notice of Transfer to LACJ Letter”,
2. Provide the student a copy of his/her last IEP to be placed in the accompanying, student’s file,
3. Send the District of Residence the “Notification of Transfer to Los Angeles County Jail Letter” with the student’s records (IEP, transcripts, etc.), provided the adult student signs the consent on the bottom of the Letter. If the adult student does not provide consent or if the student is not 18 years old yet, send the Letter that informs the DOR that records will be sent upon request (there are two letters- one sent with the records and one informing the DOR to request the records),
4. Fax the California Dept. of Education (CDE) a copy of the DOR “Notification of Transfer to Los Angeles County Jail Letter”,
5. Fax the LACJ probation liaison (email address is on the Letter) a copy of the “Student Notice of Transfer to LACJ Letter”,
6. Complete the “Students Transferred from Hall to LACJ Log”, make sure to specify the date each item was done/sent and,
7. Send SELPA an electronic copy of the Log when completed.
8. LACOE contact person available to assist in arranging and participate by phone in student's first IEP meeting at LACJ

LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

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Local Plan Section D: Annual Budget Plan

Projected special education budget funding, revenues, and expenditures by LEAs are specified in **Attachments II–V**. This includes supplemental aids and services provided to meet the needs of students with disabilities as defined by the Individuals with Disabilities Education Act (IDEA) who are placed in regular education classrooms and environments, and those who have been identified with low incidence disabilities who also receive special education services.

IMPORTANT: Adjustments to any year’s apportionment must be received by the California Department of Education (CDE) from the SELPA prior to the end of the first fiscal year (FY) following the FY to be adjusted. The CDE will consider and adjust only the information and computational factors originally established during an eligible FY, if the CDE's review determines that they are correct. California *Education Code (EC)* Section 56048

Pursuant to *EC* Section 56195.1(2)(b)(3), each Local Plan must include the designation of an administrative entity to perform functions such as the receipt and distribution of funds. Any participating local educational agency (LEA) may perform these services. The administrative entity for a multiple LEA SELPA or an LEA that joined with a county office of education (COE) to form a SELPA, is typically identified as a responsible local agency or administrative unit. Whereas, the administrative entity for single LEA SELPA is identified as a responsible individual. Information related to the administrative entity must be included in Local Plan Section A: Contacts and Certifications.

Section D: Annual Budget Plan

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TABLE 1

Special Education Projected Revenue Reporting (Items D-1 to D-3)

D-1. Special Education Revenue by Source

Using the fields below, identify the special education projected revenue by funding source. The total projected revenue and the percent of total funding by source is automatically calculated.

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	893,115	8.34%
AB 602 Property Taxes	8,120,510	75.85%
Federal IDEA Part B	565,007	5.28%
Federal IDEA Part C		0.00%
State Infant/Toddler		0.00%
State Mental Health	711,531	6.65%
Federal Mental Health	116,271	1.09%
Other Projected Revenue	300,000	2.80%
Total Projected Revenue:	10,706,434	100.00%

D-2. "Other Revenue" Source Identification

Identify all revenue identified in the "Other Revenue" category above, by revenue source, that is received by the SELPA specifically for the purpose of special education, including any property taxes allocated to the SELPA pursuant to *EC* Section 2572. *EC* Section 56205(b)(1)(B)

Local revenue to provide Residential Treatment Services pursuant to an IEP.

D-3. Attachment II: Distribution of Projected Special Education Revenue

Using the form template provided in **Attachment II**, complete a distribution of revenue to all LEAs participating in the SELPA by funding source.

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TABLE 2

Total Projected Budget Expenditures by Object Code (Items D-4 to D-6)

D-4. Total Projected Budget by Object Code

Using the fields below, identify the special education expenditures by object code. The total expenditures and the percent of total expenditures by object code is automatically calculated.

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	7,427,881	42.77%
Object Code 2000—Classified Salaries	1,979,952	11.40%
Object Code 3000—Employee Benefits	4,508,431	25.96%
Object Code 4000—Supplies	84,744	0.49%
Object Code 5000—Services and Operations	1,759,791	10.13%
Object Code 6000—Capital Outlay	0	0.00%
Object Code 7000—Other Outgo and Financing	1,604,425	9.24%
Total Projected Expenditures:	17,365,224	100.00%

D-5. Attachment III: Projected Local Educational Agency Expenditures by Object Code

Using the templates provided in **Attachment III**, complete a distribution of projected expenditures by LEAs participating in the SELPA by object code.

D-6. Code 7000—Other Outgo and Financing

Include a description for the expenditures identified under object code 7000:

Indirect Cost

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TABLE 3

Federal, State, and Local Revenue Summary (Items D-7 to D-8)

D-7. Federal Categorical, State Categorical, and Local Unrestricted Funding

Using the fields below, enter the projected funding by revenue jurisdiction. The "Total Revenue From All Sources" and the "Percentage of Total Funding" fields are automatically calculated.

Revenue Source	Amount	Percentage of Total Funding
Projected State Special Education Revenue	10,025,156	57.73%
Projected Federal Revenue	681,278	3.92%
Local Contribution	6,658,790	38.35%
Total Revenue from all Sources:	17,365,224	100.00%

D-8. Attachment IV: Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency

Using the CDE-approved template provided in **Attachment IV**, provide a complete distribution of revenues to all LEAs participating in the SELPA by federal and state funding source.

D-9. Special Education Local Plan Area Allocation Plan

- a. Describe the SELPA's allocation plan, including the process or procedure for allocating special education apportionments, including funds allocated to the RLA/AU/responsible person pursuant to *EC* Section 56205(b)(1)(A).

LACOE SELPA, 1901, is a single LEA SELPA. All funds are used by the LEA to identify and serve students with disabilities.

- b. ☒ YES ☐ NO

If the allocation plan specifies that funds will be apportioned to the RLA/AU/AE, or to the SELPA administrator (for single LEA SELPAs), the administrator of the SELPA, upon receipt, distributes the funds in accordance with the method adopted pursuant to *EC* Section 56195.7(i). This allocation plan was approved according to the SELPA's local policymaking process and is consistent with SELPA's summarized policy statement identified in Local Plan Section B: Governance and Administration item B-4. If the response is "NO," then either Section D should be edited, or Section B must be amended according to the SELPA's adopted policy making process, and resubmitted to the COE and CDE for approval.

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TABLE 4**Special Education Local Plan Area Expenditures (Items D-10 to D-11)****D-10. Regionalized Operations Budget**

Using the fields below, identify the total operating expenditures projected for the SELPA, exclusively. Expenditure line items are according SACS object codes. Include the projected amount budgeted for the SELPA's exclusive use. The "Percent of Total" expenses is automatically calculated. NOTE: Table 4 does not include district LEA, charter LEA, or COE LEA expenditures, there is no Attachment to be completed for Table 4.

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	409,151	21.22%
Object Code 2000—Classified Salaries	525,855	27.28%
Object Code 3000—Employee Benefits	594,032	30.81%
Object Code 4000—Supplies	250	0.01%
Object Code 5000—Services and Operations	220,496	11.44%
Object Code 6000—Capital Outlay	0	0.00%
Object Code 7000—Other Outgo and Financing	178,128	9.24%
Total Projected Operating Expenditures:	1,927,912	100.00%

D-11. Object Code 7000 --Other Outgo and Financing Description

Include a description of the expenditures identified under "Object Code 7000—Other Outgo and Financing" by SACS codes. See Local Plan Guidelines for examples of possible entries.

Indirect Cost

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TABLE 5

Supplemental Aids and Services and Students with Low Incidence Disabilities (D-12 to D-15)

The standardized account code structure (SACS), goal 5760 is defined as "Special Education, Ages 5–22." Students with a low incidence (LI) disability are classified severely disabled. The LEA may elect to have locally defined goals to separate low-incidence disabilities from other severe disabilities to identify these costs locally.

D-12. Defined Goals for Students with LI Disabilities

Does the SELPA, including all LEAs participating in the SELPA, use locally defined goals to separate low-incidence disabilities from other severe disabilities?

☒ YES ☐ NO

D-13. Total Projected Expenditures for Supplemental Aids and Services in the Regular Classroom and for Students with LI Disabilities

Enter the projected expenditures budgeted for Supplemental Aids and Services (SAS) disabilities in the regular education classroom.

0

D-14. Total Projected Expenditures for Students with LI Disabilities

Enter the total projected expenditures budgeted for students with LI disabilities.

13,633

D-15. Attachment V: Projected Expenditures by LEA for SAS Provided to Students with Exceptional Needs in the Regular Classroom and Students with LI Disabilities

Using the current CDE-approved template provided for Attachment V, enter the SELPA's projected funding allocations to each LEA for the provision of SAS to students with exceptional needs placed in the regular classroom setting and for those who are identified with LI disabilities. Information included in this table must be consistent with revenues identified in Section D, Table 5.

LOCAL PLAN
Section E: Annual Service Plan
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

Local Plan Section E: Annual Service Plan

California *Education Code (EC)* sections 56205(b)(2) and (d); 56001; and 56195.9

The Local Plan Section E: Annual Service Plan must be adopted at a public hearing held by the SELPA. Notice of this hearing shall be posted in each school in the SELPA at least 15 days before the hearing. Local Plan Section E: Annual Service Plan may be revised during any fiscal year according to the SELPA's process as established and specified in Section B: Governance and Administration portion of the Local Plan consistent with *EC* sections 56001(f) and 56195.9. Local Plan Section E: Annual Service Plan must include a description of services to be provided by each local educational agency (LEA), including the nature of the services and the physical location where the services are provided (Attachment VI), regardless of whether the LEA is participating in the Local Plan.

Services Included in the Local Plan Section E: Annual Service Plan

All entities and individuals providing related services shall meet the qualifications found in Title 34 of the *Code of Federal Regulations (34 CFR)* Section 300.156(b), Title 5 of the *California Code of Regulations (5 CCR)* 3001(r) and the applicable portions 3051 et. seq.; and shall be either employees of an LEA or county office of education (COE), employed under contract pursuant to *EC* sections 56365-56366, or employees, vendors or contractors of the State Departments of Health Care Services or State Hospitals, or any designated local public health or mental health agency. Services provided by individual LEAs and school sites are to be included in **Attachment VI**.

Include a description each service provided. If a service is not currently provided, please explain why it is not provided and how the SELPA will ensure students with disabilities will have access to the service should a need arise.

- ☒ 330—Specialized Academic Instruction/
Specially Designed Instruction

Provide a detailed description of the services to be provided under this code.

Adapting, as appropriate, to the needs of the child with a disability the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children. (34 CFR 300.39(b)(3)).

☐ Service is Not Currently Provided

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☐ 210–Family Training, Counseling, Home Visits (Ages 0-2 only)

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

This student population, 0-2 only, is not served within LACOE SELPA.

☐ 220–Medical (Ages 0-2 only)

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

☐ 230–Nutrition (Ages 0-2 only)

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

This student population, 0-2 only, is not served within LACOE SELPA.

☐ 240–Service Coordination (Ages 0-2 only)

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

This student population, 0-2 only, is not served within LACOE SELPA.

☐ 250–Special Instruction (Ages 0-2 only)

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

This student population, 0-2 only, is not served within LACOE SELPA.

☐ 260–Special Education Aide (Ages 0-2 only)

☒ *Service is Not Currently Provided*

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Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

This student population, 0-2 only, is not served within LACOE SELPA.

☐ 270—Respite Care (Ages 0-2 only)

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

This student population, 0-2 only, is not served within LACOE SELPA.

☒ 340—Intensive Individual Instruction

Provide a detailed description of the services to be provided under this code.

Individualized Education Program (IEP) Team determination that student requires additional support for all or part of the day to meet his or her IEP goals.

☐ *Service is Not Currently Provided*

☒ 350—Individual and Small Group Instruction

Provide a detailed description of the services to be provided under this code.

This student population, 3-5 only, is not served within LACOE SELPA.

☒ *Service is Not Currently Provided*

☒ 415—Speech and Language

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, or expression of spoken language. Language differences or speech patterns resulting from unfamiliarity with

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the English language and from environmental, economic, or cultural factors are not included. Services include: specialized instruction and services, monitoring, reviewing, and consultation.

☒ 425–Adapted Physical Education

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually designed developmental activities, games, sports and rhythms, for strength development and fitness, suited to the capabilities, limitations, and interests of individual students with disabilities who may not safely, successfully or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical education program. (CCR Title 5 §3051.5).

☒ 435–Health and Nursing: Specialized
Physical Health Care

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Health care services means those health services prescribed by the child's licensed physician and/or surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (CCR §3051.12(b)(1)(A)). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration and glucose testing (EC §49423.5 (d)).

☒ 436–Health and Nursing: Other

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals, and maintaining communication with agencies and health care providers. These services do not include any physician-supervised or specialized health care service. IEP-required health and nursing services are expected to supplement the regular health services program. (34 CFR 300.34; CCR Title 5 §3051.12 (a)).

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☒ 445–Assistive Technology

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Any specialized training or technical support for the incorporation of assistive devices, adapted computer technology, or specialized media with the educational programs to improve access for students. The term includes a functional analysis of the student's needs for assistive technology; selecting, designing, fitting, customizing, or repairing appropriate devices; coordinating services with assistive technology devices; training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services, and employers. (34 CFR Part 300.6).

☒ 450–Occupational Therapy

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities. Both direct and indirect services may be provided within the classroom, other educational settings or the home; in a group or on an individual basis; and may include therapeutic techniques to develop abilities; adaptations to the student's environment or curriculum; and consultation and collaboration with other staff and parents. Services are provided, pursuant to an Individualized Education Program (IEP), by a qualified occupational therapist registered with the American Occupational Therapy Certification Board. (CCR Title 5 §. 3051.6, EC Part 30 §56363).

☒ 460–Physical Therapy

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services are provided, pursuant to an Individualized Education Program (IEP), by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home; and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents. (B&PC Ch. 5.7, CCR Title 5 §3051.6, EC Part 30 §56363, GC-Interagency Agreements Ch. 26.5 §7575(a)(2)).

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☒ 510–Individual Counseling

Provide a detailed description of the services to be provided under this code.

One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program. (34 CFR §300.24(b)(2), (CCR Title 5 §3051.9).

☐ *Service is Not Currently Provided*

☒ 515–Counseling and Guidance

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. IEP-required group counseling is expected to supplement the regular guidance and counseling program. (34 CFR §300.24(b)(2)); CCR Title 5 §3051.9) Guidance services include interpersonal, intrapersonal or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling program. (34 CFR 300.306; CCR Title 5 §3051.9).

☒ 520–Parent Counseling

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Individual or group counseling provided by a qualified individual pursuant to an Individualized Education Program (IEP) to assist the parent(s) of special education students in better understanding and meeting their child's needs; may include parenting skills or other pertinent issues. IEP-required parent counseling is expected to supplement the regular guidance and counseling program. (34 CFR §300.31(b)(7); CCR Title 5 §3051.11).

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☒ 525–Social Worker

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Services provided pursuant to an Individualized Education Program (IEP) by a qualified individual, includes, but are not limited to, preparing a social or developmental history of a child with a disability; group and individual counseling with the child and family; working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program. (34 CFR §300.24(b)(13); CCR Title 5 §3051.13).

☒ 530–Psychological

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services, provided by a credentialed or licensed psychologist pursuant to an Individualized Education Program (IEP), include interpreting assessment results to parents and staff in implementing the IEP; obtaining and interpreting information about child behavior and conditions related to learning; planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. (CFR Part 300 §300.24). IEP-required psychological services are expected to supplement the regular guidance and counseling program. (34 CFR §300.24; CCR Title 5 §3051.10).

☒ 535–Behavior Intervention

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment. (CCR Title 5 §3001(d)).

☒ 540–Day Treatment

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Provide a detailed description of the services to be provided under this code.

Structured education, training and support services to address the student's mental health needs. (Health & Safety Code, Div.2, Chap.3, Article 1, §1502(a)(3)).

☐ *Service is Not Currently Provided*

☒ 545–Residential Treatment

Provide a detailed description of the services to be provided under this code.

A 24-hour out-of-home placement that provides intensive therapeutic services to support the educational program. (Welfare and Institutions Code, Part 2, Chapter 2.5, Art. 1, §5671)).

☐ *Service is Not Currently Provided*

☒ 610–Specialized Service for Low Incidence
Disabilities

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Low incidence services are defined as those provided to the student population of orthopedically impaired (OI), visually impaired (VI), deaf, hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or the itinerant teacher/specialist. Consultation is provided to the teacher, staff and parents as needed. These services must be clearly written in the student's Individualized Education Program (IEP), including frequency and duration of the services to the student. (CCR Title 5 §3051.16 & 3051.18).

☒ 710–Specialized Deaf and Hard of Hearing

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services include speech therapy, speech reading, auditory training and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel may also be included. (CCR Title 5 §3051.16 and 3051.18).

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☒ 715–Interpreter

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter.

☒ 720–Audiological

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services include measurements of acuity, monitoring amplification, and frequency modulation system use. Consultation services with teachers, parents or speech pathologists must be identified in the Individualized Education Program (IEP) as to reason, frequency and duration of contact; infrequent contact is considered assistance and would not be included. (CCR Title 5 §3051.2).

☒ 725–Specialized Vision

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs, including Braille, large type, and aural media; instruction in areas of need; concept development and academic skills; communication skills (including alternative modes of reading and writing); social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students (such as transcribers, readers, counselors, orientation and mobility specialists, career/vocational staff, and others) and collaboration with the student's classroom teacher. (CCR Title 5 §3030(d), EC 56364.1).

☒ 730–Orientation and Mobility

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an Individualized Education Program (IEP).

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☒ 735–Braille Transcription

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Any transcription services to convert materials from print to Braille. It may include textbooks, tests, worksheets, or anything necessary for instruction. The transcriber should be qualified in English Braille as well as Nemeth Code (mathematics) and be certified by appropriate agency.

☒ 740–Specialized Orthopedic

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment. (CCR Title 5 §3030(e) & 3051.16).

☒ 745–Reading

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Any specialized assistance provided for students who are print-impaired, whether the impairment is the result of a visual disability, other physical disability, or reading disability. This may include but is not limited to, readers provided for examinations, textbooks, and other course related reading assignments and may also include recorded materials.

☒ 750–Note Taking

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Any specialized assistance given to the student for the purpose of taking notes when the student is unable to do so independently. This may include, but is not limited to, copies of notes taken by another student, transcription of tape-recorded information from a class, or aide designated to take notes. This does not include instruction in the process of learning how to take notes.

☒ 755–Transcription

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Any transcription service to convert materials from print to a mode of communication suitable

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for the student. This may also include dictation services as it may pertain to textbooks, tests, worksheets, or anything necessary for instruction.

☒ 760–Recreation Service, Including
Therapeutic Recreation

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Therapeutic recreation and specialized instructional programs designed to assist pupils to become as independent as possible in leisure activities, and when possible and appropriate, facilitate the pupil's integration into general recreation programs. (CCR Title 5 §3051.15; 20 USC 1401(26(A)(1)) (34 CFR 300.24).

☒ 820–College Awareness

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

The result of acts that promote and increase student learning about higher education opportunities, information and options that are available including, but not limited to, career planning, course prerequisites, admission eligibility and financial aid.

☒ 830–Vocational Assessment, Counseling,
Guidance, and Career Assessment

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions. (CCR Title 5 §3051.14).

☒ 840–Career Awareness

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Transition services include a provision in paragraph (1)(c)(vi), self-advocacy, career planning, and career guidance. There is a need for coordination between this provision and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds. (34 CFR §300.29).

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☒ 850–Work Experience Education

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree. (34 CFR 300.26).

☒ 855–Job Coaching

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

A service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled, and trained on the job who can determine how the employee that is experiencing difficulty learns best and formulate a training plan to improve job performance.

☒ 860–Mentoring

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

A sustained coaching relationship between a student and teacher through on-going involvement and offers support, guidance, encouragement, and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal as in planned, structured instruction or informal that occurs naturally through friendship, counseling and collegiality in a casual, unplanned way.

☒ 865–Agency Linkages (referral and placement)

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Service coordination and case management that facilitates the linkage of individualized education programs under this part and individualized family service plans under part C with individualized service plans under multiple Federal and State programs, such as Title I of the Rehabilitation Act of 1973 (vocational rehabilitation), Title XIX of the Social Security Act (Medicaid), and Title XVI of the Social Security Act (supplemental security income). (34 CFR §613).

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☒ 870–Travel and Mobility Training

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Orientation and mobility services: (i) Means services provided to blind or visually impaired children by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community.

☒ 890–Other Transition Services

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and postsecondary agencies.

☒ 900–Other Related Service

Pursuant to Title 5 of the *California Code of Regulations* (5 CCR) 3051.24, "other related services" not identified in sections 5 CCR sections 3051.1 through 3051.23 must be provided only by staff who possess a license to perform the service issued by an entity within the Department of Consumer Affairs or another state licensing office; or by staff who hold an credential issued by the California Commission on Teacher Credentialing authorizing the service. If code 900 is used, include the information below. Users may select the "+" and "-" buttons to add or delete responses.

☐ *Service is Not Currently Provided*



Description of the "Other Related Service"

Any other specialized service required for a student with a disability to receive educational benefit.

Qualifications of the Provider Delivering "Other Related Service"

LOCAL PLAN
Attachments
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

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Attachment I—Local Educational Agency Listing

Participating Local Educational Agency Identification

Enter the California Department of Education (CDE) issued county/district/school code (CDS) and the full name for each local educational agency (LEA) participating in the Local Plan. The LEA names will automatically populate the remaining attachments. Pursuant to California *Education Code (EC)* sections 56205(a)(12)(D)(iii) and 56195.1(b) and (c). SELPAs with one or more LEAs, or those who join with the county office of education (COE) to submit a Local Plan to the CDE for consideration of approval must include copies of joint powers agreements or contractual agreements, as appropriate.

In the table below, enter the CDE issued CDS code and the official name as listed in the California School Directory <https://www.cde.ca.gov/SchoolDirectory/> for each COE, District, Joint Powers Authority (JPA), and SELPA participating in the Local Plan and receiving a special education funding allocation for services and programs provided to students with disabilities.

To Add or Delete Rows:

To add or delete table rows, select the "plus" or "minus" buttons bellow. Actions taken here will be automatically repeated for each of the tables in Attachments II through VI. Users must manually enter LEA information in Attachment VII.

LEA Membership Changes:

If an LEA was previously reported to the CDE in fiscal year 2021–22 or 2022–23 and there is a change in SELPA membership, **DO NOT DELETE** the entry. Instead, under the "LEA Status" column, select the drop-down menu and choose the applicable status option for the LEA membership change.

SELPA County/District/School Codes

- If a SELPA does not have a CDS code, then the associated fields should be left blank. NOTE: If a CDS code section begins with a "0," the zero will not appear in the user's entry.
- If a SELPA does not have a complete CDS code, then leave the associated district and school code blank.
- If a SELPA is not a charter LEA, then leave the associated charter code blank.

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Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	1	19	10199	0	1901	Los Angeles County Office of Education	Jim	Anderson	(562)803-8338	Anderson_Jim@la coe.edu	Previously Reported

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Each SELPA must adhere to requirements for developing and reporting special education budget revenue and expenditures. The following excerpt is taken from California School Accounting Manual (CSAM): Procedure 755 Special Education on page 755-1 and included to assist the SELPA with completing Section D: Annual Budget Plan information for each LEA participating in the SELPA's Local Plan.

Special education budgets are complex and are of great interest to the public, both locally and statewide. *EC* Section 56205(b)(1) requires that a special education budget shall identify particular elements. Identification of the following elements is facilitated by the standardized account code structure (SACS):

1. Apportionment received by the LEA in accordance with the allocation plan adopted by the SELPA. (The apportionment is tracked in SACS in the resource field in combination with the revenue code in the object field.)
2. Administrative costs of the plan. (These costs are tracked in the function field.)
3. Costs of special education services to pupils with severe disabilities and low-incidence disabilities. (This population is identified by the goal field.)
4. Costs of special education services to pupils with nonsevere disabilities. (This population is identified by the goal field.)
5. Costs of supplemental aids and services provided to meet the individual needs of pupils placed in regular education classrooms and environments. (Costs of these aids and services are tracked in the function field.)
6. Costs of regionalized operations and services and direct instructional support by program specialists in accordance with Part 30, Chapter 7.2, Article 6, of the California *EC*, Program Specialists and Administration of Regionalized Operations and Services. (These costs are tracked in the goal field for regionalized operations and in the function field for instructional services.)
7. Use of property taxes allocated to the SELPA pursuant to *EC* Section 2572. (Property taxes allocated to the SELPA are tracked in the resource field and identified by a revenue code in the object field.)

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Attachment II—Projected Special Education Revenue by Local Educational Agency

For each LEA participating in the Local Plan, enter the projected special education revenue funding sources allowed by the Individuals with Disabilities Education Act (IDEA). Information included in this table must be consistent with revenues identified in Section D, Table 1. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 1.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
1	Los Angeles County Office of Education	893,115	8,120,510	0	565,007	0	711,531	116,271	300,000	10,706,434
Totals:		893,115	8,120,510	0	565,007	0	711,531	116,271	300,000	10,706,434

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Attachment III—Projected Expenditures by Object Code by Local Educational Agency

For each LEA participating in the Local Plan, enter the projected special education expenditures by LEA and object code as allowed by the IDEA. Information included in this table must be consistent with expenditures identified in Section D, Tables 2 . NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 2.

List	LEA Official Name (District, Charter, COE, JPA, <i>and</i> SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
1	Los Angeles County Office of Education	7,427,881	1,979,952	4,508,431	84,744	1,759,791	0	1,604,425	17,365,224
Totals:		7,427,881	1,979,952	4,508,431	84,744	1,759,791	0	1,604,425	17,365,224

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Attachment IV—Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency

For each LEA participating in the Local Plan, enter the projected special education revenue received by each funding source. Information provided must be consistent with revenues identified in Section D, Table 3. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 3.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
1	Los Angeles County Office of Education	681,278	100.00%	10,025,156	100.00%	6,658,790	10,706,434
Totals:		681,278	100.00%	10,025,156	100.00%	6,658,790	10,706,434

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Attachment V—Projected Expenditures by Local Educational Agency for Supplemental Aids and Services in the Regular Classroom for Students with Disabilities and Those Identified with Low Incidence Disabilities

Enter the revenue allocated to each LEA for supplemental aids and services (SAS) for those students with disabilities placed in the regular classroom setting and those who are identified with low incidence (LI) disabilities. Information included in this table must be consistent with revenues identified in Section D, Table 5. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 5.

List	LEA Official Name (District, Charter, COE, JPA, <i>and</i> SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
1	Los Angeles County Office of Education	0	13,633
Totals:		0	13,633

Attachment VII

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Fiscal Year: 2024-25

Attachment VII—Special Education Local Plan Area Membership Transfers and Mergers (to and from the SELPA)

Educational programs and services already in operation may not be transferred to another LEA unless all provisions of *EC* Section 56207 have been met by the SELPA as demonstrated by the completion and submission of Attachment VII. The effective date of the transfer must not be prior to the July 1 of the second fiscal year after the date the sending or receiving SELPA informed the other agency and the governing body of multiple LEA SELPAs or the responsible individual of single LEA SELPAs notified the other agency, unless both the sending and receiving SELPA unanimously agree the transfer date will take effect on the July 1 of the first fiscal year following the notification date.

LEA Name	Add or Delete Row	LEA Status	Impacted SELPA Name	Impacted District, Charter, or School Name	Initiating SELPA Notification Date	SELPA Governing Board Notification Date	COE Notification Date	CDE Notification Date	Agreed Upon Effective Fiscal Year
Los Angeles County Office of Education		Delete This Row							

DO NOT
DISTRIBUTE

Board Meeting – June 11, 2024

Item IV. Hearings

- C. Public Hearing: Proposed 2024-25 County School Service Fund and Other Funds Budget (Enclosure)

The Superintendent recommends that a public hearing be held on the County School Service Fund and Other Funds Proposed 2024-25 Budget. Education Code Section 1620 states that a public hearing must be held prior to the proposed budget adoption.

2024-25 Proposed Budget



**Los Angeles County
Office of Education**





By the numbers...

48%

Specifically Funded Projects
\$291 Million

23%

Administration & District Support
\$173 Million

19%

Contracted Services &
Entrepreneurial Programs
\$168 Million

10%

Educational Programs
\$70 Million



Fiscal Services

Monitor 142 LEA budgets totaling
\$24 Billion

175,000

Monthly payroll warrants for
school staff at 98 LEAs

Budget Building Blocks – Key Assumptions

Continued Declining
Enrollment
Countywide

State Cost of Living
for
Base Funding
(LCFF)

Updated Funding
Model for JCS

Increasing liability
insurance rates

COP debt, assumed
to be paid off June
2024

Negotiations open
for all bargaining
units

All Vacancies
budgeted as filled
July 1

Budget Annual
Reductions for all
Divisions

Departmental Budget - General Fund Development (page 1 of 3)

Department	2024-25 Proposed	Notes
Superintendent & Board of Education	\$3.30 million 14.00 FTEs	<ul style="list-style-type: none"> The Board of Education is a seven-member board appointed by the Los Angeles County Board of Supervisors. Five members serve four-year terms, and two members serve two-year terms. Two student representatives each serve one-year terms. The Superintendent provides vision, leadership, and coordination for the organization and gives counsel to the Board of Education in setting policy and conducts the affairs of the organization within established policies.
Deputy Superintendent's Office	\$5.45 million 17.00 FTEs	<ul style="list-style-type: none"> The Deputy Superintendent provides operational leadership. The office provides organizational development and management, strategic planning, and assists the superintendent in meeting LACOE goals and supporting public education.
Office of General Counsel & Charter Schools	\$3.99 million 16.50 FTEs	<ul style="list-style-type: none"> Office of General Counsel provides and coordinates legal services to internal LACOE divisions. The Charter Schools Office is responsible for the charter petition review process and monitoring LACOE-approved charter schools.
Governmental Relations	\$0.97 million 4.00 FTEs	<ul style="list-style-type: none"> Governmental Relations Department gives the County Office articulated involvement in all appropriate matters relating to education legislation. Specific roles include lobbying, legislative liaison, sponsoring legislation, publications, reports, and correspondence, legislative resource materials; programming, public speaking, and public relations.
Public Affairs & Communications	\$4.26 million 21.00 FTEs	<ul style="list-style-type: none"> The Public Affairs & Communications Department highlights, promotes, and supports LACOE through offering services such as video production, copywriting, media relations, graphic design, web design, social media tools, and event planning/support. The department also manages crisis communications and response.
Technology Services & BEST	\$79.22 million 195.50 FTEs	<ul style="list-style-type: none"> Technology Services is responsible for support and coordination of technology utilization and services for LACOE. Services are provided both to internal LACOE organizations and to Local Educational Agencies (LEAs). Technology includes the following divisions: Technology Program Administration and Cybersecurity, Technology, Learning and Support Systems (which includes Instructional Technology Outreach and Personal Computing Support), Technology Infrastructure Services, Network Engineering and Telecommunications, Application Development and Support, and Business Enhancement System Transformation (BEST).

Departmental Budget - General Fund Development (page 2 of 3)

Department	2024-25 Proposed	Notes
Business Services Internal LACOE	\$38.61 million 206.69 FTEs	<ul style="list-style-type: none"> The Division of Accounting & Budget Development maintains the LACOE budget and provides essential accounting and budgeting services for all programs and divisions of the Office. The Controller's Office is responsible for various administrative, contract, and procurement activities. This includes procuring goods and services, managing warehouse stock items, and fiscal monitoring, budgeting, reporting, cash management and administrative support to the Head Start/State Preschool programs. Risk management is a component of this division. The Division of Facilities and Construction is responsible for various planning and operational activities including facilities planning and real estate services, construction management, maintenance and operations services, security and emergency preparedness. Internal Audit and Analysis performs proactive financial, operational and compliance internal audits, prioritized through an annual risk assessment. Grants Development Office coordinates organization-wide grant applications, gifts, and donations.
Business Services LEA Oversight	\$82.49 million 219.00 FTEs	<ul style="list-style-type: none"> LEA Oversight encompasses the administrative responsibilities for the external business divisions of Business Advisory Services and School Financial Services, with fiscal oversight of 142 districts & agencies countywide.
Human Resources	\$8.86 million 36.50 FTEs	<ul style="list-style-type: none"> Human Resources Office plans, organizes, directs, and manages human resource services across all programs, services, and departments of LACOE. Office of Labor Relations represents the Superintendent in negotiating collective bargaining agreements; coordinates implementation, interpretation, and administration of agreements reached; oversees the grievance procedure for matters relating to bargaining unit members; prepares and processes employee disciplinary actions; investigates workplace misconduct, discrimination and harassment claims. Beginning Teacher Program are included.
Personnel Commission	\$3.37 million 18.00 FTEs	<ul style="list-style-type: none"> The Personnel Commission executes the Merit System of employment. The functions of the office include: the establishment and maintenance of the job classification and salary structure for classified employees, the establishment of merit-based eligibility lists used in staffing classified positions, the lawful assignment of persons to vacant classified positions, the adjudication of examination and disciplinary appeals, and the establishment of rules and regulations pertaining to these functions.

Departmental Budget – General Fund Development (page 3 of 3)

Department	2024-25 Proposed	Notes
Head Start	\$ 201.22 million 108.26 FTEs	<ul style="list-style-type: none"> LACOE Head Start and Early Learning Division (Federal Program) offers a comprehensive prenatal-to-five early learning program. Head Start partners with families, communities, and providers to give children of all abilities the skills to succeed in school and life.
Ed Programs – Alternative Education	\$31.39 million 130.19 FTEs	<ul style="list-style-type: none"> Alternative Education Programs consists of County Community Schools, Juvenile Court Schools, Student Programs, and Pupil Services. Students served include justice-involved youth in Los Angeles County Probation facilities and students expelled from regular schools or at high risk of dropping out. These programs are \$18.9 million underfunded from the state.
Educational Programs – Other	\$85.75 million 234.88 FTEs	<ul style="list-style-type: none"> Other Educational Programs include categorical programs and specialized high schools (IPOLY and LACHSA) serving gifted and talented students with specialized interests. All school sites offer a curriculum based on state standards and are fully accredited by the Western Association of Schools and Colleges (WASC).
Ed Programs - LACOE Special Education & Charter SELPA	\$18.09 million 85.93 FTEs	<ul style="list-style-type: none"> The Los Angeles County Office of Education Special Education Local Plan Area (LACOE SELPA) serves students with disabilities who are in juvenile halls, juvenile detention camps, residential community education centers, county community schools, Independent Study Programs, Los Angeles County High School for the Arts (LACHSA), and International Polytechnic High School (IPoly). The services provided include specialized academic instruction through special education teachers and service providers, individual counseling, counseling and guidance, parent counseling, social work services, behavior intervention and psychological services from school psychologists, speech and language therapy, adaptive physical education, services for students with visual impairments, orientation and mobility, services for students who are deaf or hard of hearing, and any other services students may need pursuant to their Individual Education Plan (IEP). This program is \$6.5 million underfunded. The LAC Charter Special Education Local Plan Area (LAC Charter SELPA) is responsible to ensure students with disabilities have full educational opportunities within the member schools of the SELPA
Ed Services	\$57.73 million 144.00 FTEs	<ul style="list-style-type: none"> Ed Services oversees the Academic Team, including the Division of Curriculum and Instructional Services (CIS), Division of Accountability, Support and Monitoring (ASM), and the Division of Special Education (DSE). This includes LCAP monitoring and the Differentiated Assistance program.
Wellbeing & Student Support	\$77.74 million 211.05 FTEs	<ul style="list-style-type: none"> Wellbeing and Support Services has administrative oversight for Student Support Services, Community Schools Initiative, Equity Diversity & Inclusion, and Employee Assistance Service for Education. Wellbeing and Support Services has primary responsibility for addressing the physical and mental health of students, caregivers, and district employees. This department partners with the Differentiated Assistance program.

Combined General Fund

Description	Proposed Budget FY 2024-2025		
	Unrestricted	Restricted	Combined
Revenues			
LCFF Sources	190,244,337	0	190,244,337
LCFF Transfers	(8,120,510)	8,120,510	0
Federal Revenue	0	270,530,299	270,530,299
Other State Revenue	2,324,047	56,332,689	58,656,736
Other Local Revenue	115,326,992	53,392,273	168,719,265
Interfund Transfers In	99,900	0	99,900
Contributions - LACOE SELPA	(6,658,790)	6,658,790	0
Contributions - other/encroachment	(8,835,002)	8,835,002	0
Total Revenues	<u>284,380,974</u>	<u>403,869,563</u>	<u>688,250,537</u>
Expenditures			
Certificated Salaries	42,898,933	29,501,192	72,400,125
Classified Salaries	83,970,989	37,932,726	121,903,715
Employee Benefits	69,427,913	40,791,771	110,219,684
Books and Supplies	7,346,710	5,373,094	12,719,804
Services and Other Operating Expenditures	46,808,451	267,727,747	314,536,198
Capital Outlay	8,433,987	410,168	8,844,155
Other Outgo	36,021,202	7,017,596	43,038,798
Other Outgo - Transfers of Indirect Costs	(22,058,121)	19,186,831	(2,871,290)
Interfund Transfers Out	21,650,000	0	21,650,000
Total Expenditures	<u>294,500,064</u>	<u>407,941,125</u>	<u>702,441,189</u>
Current Year Revenue & Expenditures	<u>(10,119,090)</u>	<u>(4,071,562)</u>	<u>(14,190,652)</u>



Multi-Year Projection

Description	Proposed Budget FY 2024-2025			Projected Budget FY 2025-26			Projected Budget FY 2026-27		
	Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined
Revenues									
LCFF Sources	190,244,337	0	190,244,337	193,559,485		193,559,485	196,731,635		196,731,635
LCFF Transfers	(8,120,510)	8,120,510	0	(8,120,510)	8,120,510	0	(8,120,510)	8,120,510	0
Federal Revenue	0	270,530,299	270,530,299		264,647,393	264,647,393		264,647,393	264,647,393
Other State Revenue	2,324,047	56,332,689	58,656,736	2,324,047	53,971,431	56,295,478	2,324,047	53,971,431	56,295,478
Other Local Revenue	115,326,992	53,392,273	168,719,265	115,326,992	33,249,528	148,576,520	115,326,992	33,249,528	148,576,520
Interfund Transfers In	99,900	0	99,900	99,900		99,900	99,900		99,900
Contributions - LACOE SELPA	(6,658,790)	6,658,790	0	(6,658,790)	6,658,790	0	(6,658,790)	6,658,790	0
Contributions - other/encroachment	(8,835,002)	8,835,002	0	(8,835,002)	8,835,002	0	(8,835,002)	8,835,002	0
Total Revenues	284,380,974	403,869,563	688,250,537	287,696,122	375,482,654	663,178,776	290,868,272	375,482,654	666,350,926
Expenditures									
Certificated Salaries	42,898,933	29,501,192	72,400,125	42,340,496	29,711,388	72,051,884	41,789,329	29,923,082	71,712,411
Classified Salaries	83,970,989	37,932,726	121,903,715	82,865,553	38,144,689	121,010,242	81,774,669	38,410,749	120,185,418
Employee Benefits	69,427,913	40,791,771	110,219,684	67,254,543	40,867,215	108,121,757	68,035,591	42,339,725	110,375,316
Books and Supplies	7,346,710	5,373,094	12,719,804	7,422,969	5,283,785	12,706,754	7,482,560	5,283,785	12,766,345
Services and Other Operating Expenditures	46,808,451	267,727,747	314,536,198	45,971,842	256,814,878	302,786,720	45,156,943	256,175,483	301,332,426
Capital Outlay	8,433,987	410,168	8,844,155	8,265,307	327,168	8,592,475	8,100,001	327,168	8,427,169
Other Outgo	36,021,202	7,017,596	43,038,798	36,021,202	7,017,596	43,038,798	36,021,202	7,017,596	43,038,798
Other Outgo - Transfers of Indirect Costs	(22,058,121)	19,186,831	(2,871,290)	(21,197,217)	18,325,927	(2,871,290)	(21,192,831)	18,321,541	(2,871,290)
Interfund Transfers Out	21,650,000	0	21,650,000	21,650,000		21,650,000	21,650,000		21,650,000
Total Expenditures	294,500,064	407,941,125	702,441,189	290,594,695	396,492,646	687,087,341	288,817,465	397,799,128	686,616,593
Current Year Revenue & Expenditures	(10,119,090)	(4,071,562)	(14,190,652)	(2,898,573)	(21,009,992)	(23,908,565)	2,050,807	(22,316,474)	(20,265,667)
Beginning Balance	131,160,749	118,662,673	249,823,423	121,041,659	114,591,111	235,632,771	118,143,086	93,581,119	211,724,205
Projected Ending Balance - Surplus (Deficit)	121,041,659	114,591,111	235,632,771	118,143,086	93,581,119	211,724,205	120,193,894	71,264,645	191,458,539
Restricted			114,591,111			93,581,119			71,264,645
Unspendable			720,000			720,000			720,000
Assignments			49,712,015			48,478,769			49,478,769
Available			70,609,644			68,944,317			69,995,125
		Reserve	10.05%		Reserve	10.03%		Reserve	10.19%



Other Funds



**Fund 10.0
Special Education
Pass-Through**

Starting Reserves: \$0

Revenue: \$26.5m
Expenses: \$26.5m

Ending Reserves: \$0

**Fund 12.0
Early Head Start/
State Preschool**

Starting Reserves: \$0.37m

Revenue: \$87.6m
Expense: \$87.6m

Ending Reserves: \$0.37m

**Fund 16.0
Forest Reserve Fund**

Starting Reserves: \$0

Revenue: \$0.67m
Expenses: \$0.67m

Ending Reserves: \$0

**Fund 17.0
Special Reserve (Pension
& Accr. Leave)**

Starting Reserves: \$166.5m

Revenue: \$21.6m
Expenses \$ 0.0m

Ending Reserves: \$188.1m



**Fund 35
State Funded
Construction**

Starting Reserves: \$12.9m

Revenue: \$ 0.0m
Expenses: \$5.7m

Ending Reserves: \$7.2m

**Fund 40
Special Reserve
Capital Projects**

Starting Reserves: \$31.9m

Revenue: \$ 0.0m
Expense: \$10.9m

Ending Reserves: \$21.0m

**Fund 67
Actuarial Determined
Self Insurance**

Starting Reserves: \$31.9m

Revenue: \$12.2m
Expenses: \$12.0m

Ending Reserves: \$32.1m

2024-25 Proposed Budget



**Los Angeles County
Office of Education**



SACS 1

Los Angeles County Office of Education
Los Angeles County

Budget, July 1
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Form TC
F8BTRBYHYT(2024-25)

G = General
Ledger Data; S =
Supplemental
Data

Data Supplied For:			
Form	Description	2023-24 Estimated Actuals	2024-25 Budget
01	General Fund/County School Service Fund	GS	GS
08	Student Activity Special Revenue Fund	G	G
09	Charter Schools Special Revenue Fund		
10	Special Education Pass-Through Fund	G	G
11	Adult Education Fund		
12	Child Development Fund	G	G
13	Cafeteria Special Revenue Fund		
14	Deferred Maintenance Fund		
15	Pupil Transportation Equipment Fund		
16	Forest Reserve Fund	G	G
17	Special Reserve Fund for Other Than Capital Outlay Projects	G	G
18	School Bus Emissions Reduction Fund		
19	Foundation Special Revenue Fund		
20	Special Reserve Fund for Postemployment Benefits		
21	Building Fund		
25	Capital Facilities Fund		
30	State School Building Lease-Purchase Fund		
35	County School Facilities Fund	G	G
40	Special Reserve Fund for Capital Outlay Projects	G	G

53	Tax Override Fund		
56	Debt Service Fund		
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62	Charter Schools Enterprise Fund		
63	Other Enterprise Fund		
66	Warehouse Revolving Fund		
67	Self-Insurance Fund	G	G
71	Retiree Benefit Fund		
73	Foundation Private-Purpose Trust Fund		
76	Warrant/Pass-Through Fund		
95	Student Body Fund		
A	Average Daily Attendance	S	S
ASSET	Schedule of Capital Assets		
CASH	Cashflow Worksheet		S
CB	Budget Certification		S
CC	Workers' Compensation Certification		S
DEBT	Schedule of Long-Term Liabilities	S	
ESMOE	Every Student Succeeds Act Maintenance of Effort	GS	
ICR	Indirect Cost Rate Worksheet	GS	
L	Lottery Report	GS	
MYP	Multiyear Projections - General Fund		GS
SEA	Special Education Revenue Allocations	S	S
SEAS	Special Education Revenue Allocations Setup (SELPA Selection)	S	S

SIAA	Summary of Interfund Activities - Actuals	G	
SIAB	Summary of Interfund Activities - Budget		G
01CS	Criteria and Standards Review	GS	GS

			2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Resource Codes	Object Codes							
A. REVENUES									
1) LCFF Sources		8010-8099	182,168,229.00	8,120,510.00	190,288,739.00	182,123,827.00	8,120,510.00	190,244,337.00	0.0%
2) Federal Revenue		8100-8299	0.00	349,059,175.00	349,059,175.00	0.00	270,530,299.00	270,530,299.00	-22.5%
3) Other State Revenue		8300-8599	2,392,974.90	66,157,071.00	68,550,045.90	2,324,047.00	56,332,689.00	58,656,736.00	-14.4%
4) Other Local Revenue		8600-8799	112,675,788.00	84,478,829.23	197,154,617.23	115,326,992.00	53,392,273.00	168,719,265.00	-14.4%
5) TOTAL, REVENUES			297,236,991.90	507,815,585.23	805,052,577.13	299,774,866.00	388,375,771.00	688,150,637.00	-14.5%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	35,782,775.00	34,607,322.56	70,390,097.56	42,898,933.00	29,501,192.00	72,400,125.00	2.9%
2) Classified Salaries		2000-2999	74,489,614.00	44,214,099.85	118,703,713.85	83,970,989.00	37,932,726.00	121,903,715.00	2.7%
3) Employee Benefits		3000-3999	58,259,432.00	48,141,137.91	106,400,569.91	69,427,913.00	40,791,771.00	110,219,684.00	3.6%
4) Books and Supplies		4000-4999	7,510,822.00	12,282,138.70	19,792,960.70	7,346,710.00	5,373,094.00	12,719,804.00	-35.7%
5) Services and Other Operating Expenditures		5000-5999	42,345,025.18	316,553,479.41	358,898,504.59	46,808,451.00	267,727,747.00	314,536,198.00	-12.4%
6) Capital Outlay		6000-6999	8,300,425.00	777,490.00	9,077,915.00	8,433,987.00	410,168.00	8,844,155.00	-2.6%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	50,890,820.00	4,841,601.00	55,732,421.00	36,021,202.00	7,017,596.00	43,038,798.00	-22.8%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(24,860,959.74)	20,777,902.56	(4,083,057.18)	(22,058,121.00)	19,186,831.00	(2,871,290.00)	-29.7%
9) TOTAL, EXPENDITURES			252,717,953.44	482,195,171.99	734,913,125.43	272,850,064.00	407,941,125.00	680,791,189.00	-7.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			44,519,038.46	25,620,413.24	70,139,451.70	26,924,802.00	(19,565,354.00)	7,359,448.00	-89.5%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	93,000.00	0.00	93,000.00	99,900.00	0.00	99,900.00	7.4%
b) Transfers Out		7600-7629	32,265,000.00	0.00	32,265,000.00	21,650,000.00	0.00	21,650,000.00	-32.9%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(16,026,804.00)	16,026,804.00	0.00	(15,493,792.00)	15,493,792.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(48,198,804.00)	16,026,804.00	(32,172,000.00)	(37,043,892.00)	15,493,792.00	(21,550,100.00)	-33.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(3,679,765.54)	41,647,217.24	37,967,451.70	(10,119,090.00)	(4,071,562.00)	(14,190,652.00)	-137.4%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	134,840,514.75	77,015,455.27	211,855,970.02	131,160,749.21	118,662,672.51	249,823,421.72	17.9%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			134,840,514.75	77,015,455.27	211,855,970.02	131,160,749.21	118,662,672.51	249,823,421.72	17.9%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			134,840,514.75	77,015,455.27	211,855,970.02	131,160,749.21	118,662,672.51	249,823,421.72	17.9%
2) Ending Balance, June 30 (E + F1e)			131,160,749.21	118,662,672.51	249,823,421.72	121,041,659.21	114,591,110.51	235,632,769.72	-5.7%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash:		9711	80,000.00	0.00	80,000.00	80,000.00	0.00	80,000.00	0.0%
Stores		9712	230,000.00	0.00	230,000.00	230,000.00	0.00	230,000.00	0.0%
Prepaid Items		9713	410,000.00	0.00	410,000.00	410,000.00	0.00	410,000.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	118,662,672.51	118,662,672.51	0.00	114,591,110.63	114,591,110.63	-3.4%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	52,186,038.00	0.00	52,186,038.00	49,712,015.00	0.00	49,712,015.00	-4.7%
BEST Project	0000	9780	24,000,000.00		24,000,000.00			0.00	
Part O Carryover	0000	9780	4,500,000.00		4,500,000.00			0.00	
Differentiated Assistance	0000	9780	18,655,371.00		18,655,371.00			0.00	
Specialized High School Carryover	0000	9780	5,030,667.00		5,030,667.00			0.00	
BEST Project	0000	9780			0.00	24,000,000.00		24,000,000.00	
Part O Carryover	0000	9780			0.00	4,500,000.00		4,500,000.00	
Differentiated Assistance Carryover	0000	9780			0.00	16,233,246.00		16,233,246.00	
Specialized High School Carryover	0000	9780			0.00	4,978,769.00		4,978,769.00	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	76,717,812.54	0.00	76,717,812.54	70,244,118.90	0.00	70,244,118.90	-8.4%
Unassigned/Unappropriated Amount		9790	1,536,898.67	0.00	1,536,898.67	365,525.31	(.12)	365,525.19	-76.2%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	0.00	0.00	0.00				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				

DescriptionResource CodesObject Codes			2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
c) in Revolving Cash Account		9130	0.00	0.00	0.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	0.00	0.00				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			0.00	0.00	0.00				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	0.00	0.00	0.00				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			0.00	0.00	0.00				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00	0.00	0.00				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year	8011		86,141,872.00	0.00	86,141,872.00	89,220,915.00	0.00	89,220,915.00	3.6%
Education Protection Account State Aid - Current Year	8012		152,418.00	0.00	152,418.00	108,016.00	0.00	108,016.00	-29.1%
State Aid - Prior Years	8019		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions									
Homeowners' Exemptions	8021		540,508.00	0.00	540,508.00	536,865.00	0.00	536,865.00	-0.7%
Timber Yield Tax	8022		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes	8029		4,965.00	0.00	4,965.00	5,046.00	0.00	5,046.00	1.6%
County & District Taxes									
Secured Roll Taxes	8041		127,945,260.00	0.00	127,945,260.00	122,654,885.00	0.00	122,654,885.00	-4.1%
Unsecured Roll Taxes	8042		3,050,310.00	0.00	3,050,310.00	3,145,623.00	0.00	3,145,623.00	3.1%
Prior Years' Taxes	8043		3,347,448.00	0.00	3,347,448.00	6,736,895.00	0.00	6,736,895.00	101.3%
Supplemental Taxes	8044		1,929,879.00	0.00	1,929,879.00	2,113,677.00	0.00	2,113,677.00	9.5%
Education Revenue Augmentation Fund (ERAF)	8045		26,051,766.00	0.00	26,051,766.00	32,317,644.00	0.00	32,317,644.00	24.1%
Community Redevelopment Funds (SB 617/699/1992)	8047		6,088,397.00	0.00	6,088,397.00	6,489,365.00	0.00	6,489,365.00	6.6%
Penalties and Interest from Delinquent Taxes	8048		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Receipt from Co. Board of Sups.	8070		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses	8081		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes	8082		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment	8089		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			255,252,823.00	0.00	255,252,823.00	263,328,931.00	0.00	263,328,931.00	3.2%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	(73,084,594.00)	8,120,510.00	(64,964,084.00)	(81,205,104.00)	8,120,510.00	(73,084,594.00)	12.5%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			182,168,229.00	8,120,510.00	190,288,739.00	182,123,827.00	8,120,510.00	190,244,337.00	0.0%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	793,464.00	793,464.00	0.00	550,200.00	550,200.00	-30.7%
Special Education Discretionary Grants		8182	0.00	328,024.00	328,024.00	0.00	495,992.00	495,992.00	51.2%
Child Nutrition Programs		8220	0.00	173,689.00	173,689.00	0.00	111,523.00	111,523.00	-35.8%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

DescriptionResource CodesObject Codes			2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		5,948,520.00	5,948,520.00		5,701,124.00	5,701,124.00	-4.2%
Title I, Part D, Local Delinquent Programs	3025	8290		3,990,343.00	3,990,343.00		4,750,944.00	4,750,944.00	19.1%
Title II, Part A, Supporting Effective Instruction	4035	8290		40,624.00	40,624.00		47,098.00	47,098.00	15.9%
Title III, Immigrant Student Program	4201	8290		0.00	0.00		0.00	0.00	0.0%
Title III, English Learner Program	4203	8290		39,103.00	39,103.00		27,727.00	27,727.00	-29.1%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 3183, 4037, 4038, 4123, 4124, 4126, 4127, 4128, 4204, 5630	8290		21,682,402.00	21,682,402.00		15,708,069.00	15,708,069.00	-27.6%
Career and Technical Education	3500-3599	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	316,063,006.00	316,063,006.00	0.00	243,137,622.00	243,137,622.00	-23.1%
TOTAL, FEDERAL REVENUE			0.00	349,059,175.00	349,059,175.00	0.00	270,530,299.00	270,530,299.00	-22.5%
OTHER STATE REVENUE									
Other State Apportionments									
ROC/P Entitlement									
Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan									
Current Year	6500	8311		1,590,794.00	1,590,794.00		1,794,103.00	1,794,103.00	12.8%
Prior Years	6500	8319		1,000.00	1,000.00		1,000.00	1,000.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	133,354.00	133,354.00	0.00	131,858.00	131,858.00	-1.1%
Mandated Costs Reimbursements		8550	1,633,274.00	0.00	1,633,274.00	1,493,929.00	0.00	1,493,929.00	-8.5%
Lottery - Unrestricted and Instructional Materials		8560	299,370.00	117,987.00	417,357.00	309,466.00	126,720.00	436,186.00	4.5%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from									
State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		154,342.00	154,342.00		106,035.00	106,035.00	-31.3%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6680, 6685, 6690, 6695	8590		2,428,098.00	2,428,098.00		2,409,795.00	2,409,795.00	-0.8%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		323,023.00	323,023.00		287,835.00	287,835.00	-10.9%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		850,000.00	850,000.00		1,125,920.00	1,125,920.00	32.5%
All Other State Revenue	All Other	8590	460,330.90	60,558,473.00	61,018,803.90	520,652.00	50,349,423.00	50,870,075.00	-16.6%
TOTAL, OTHER STATE REVENUE			2,392,974.90	66,157,071.00	68,550,045.90	2,324,047.00	56,332,689.00	58,656,736.00	-14.4%
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	110,860.00	0.00	110,860.00	71,520.00	0.00	71,520.00	-35.5%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	742,366.00	0.00	742,366.00	792,177.00	0.00	792,177.00	6.7%
Interest		8660	16,603,586.00	0.00	16,603,586.00	15,000,000.00	0.00	15,000,000.00	-9.7%

DescriptionResource CodesObject Codes			2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	18,430,377.00	11,457,427.00	29,887,804.00	19,208,947.00	14,195,601.00	33,404,548.00	11.8%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	15,111,455.00	14,930,634.00	30,042,089.00	17,939,468.00	14,123,074.00	32,062,542.00	6.7%
Other Local Revenue									
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	35,000,000.00	0.00	35,000,000.00	35,000,000.00	0.00	35,000,000.00	0.0%
All Other Local Revenue		8699	10,352,847.00	58,090,768.23	68,443,615.23	9,807,585.00	25,073,598.00	34,881,183.00	-49.0%
Tuition		8710	16,324,297.00	0.00	16,324,297.00	17,507,295.00	0.00	17,507,295.00	7.2%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			112,675,788.00	84,478,829.23	197,154,617.23	115,326,992.00	53,392,273.00	168,719,265.00	-14.4%
TOTAL, REVENUES			297,236,991.90	507,815,585.23	805,052,577.13	299,774,866.00	388,375,771.00	688,150,637.00	-14.5%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	13,230,919.00	7,376,067.95	20,606,986.95	13,635,737.00	5,296,372.00	18,932,109.00	-8.1%
Certificated Pupil Support Salaries		1200	2,786,253.00	6,193,924.00	8,980,177.00	3,788,037.00	4,716,719.00	8,504,756.00	-5.3%
Certificated Supervisors' and Administrators' Salaries		1300	15,993,720.00	12,721,849.61	28,715,569.61	20,595,886.00	11,326,036.00	31,921,922.00	11.2%
Other Certificated Salaries		1900	3,771,883.00	8,315,481.00	12,087,364.00	4,879,273.00	8,162,065.00	13,041,338.00	7.9%
TOTAL, CERTIFICATED SALARIES			35,782,775.00	34,607,322.56	70,390,097.56	42,898,933.00	29,501,192.00	72,400,125.00	2.9%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	434,274.00	3,283,240.00	3,717,514.00	691,582.00	2,385,073.00	3,076,655.00	-17.2%
Classified Support Salaries		2200	4,515,514.00	1,475,869.00	5,991,383.00	4,355,569.00	1,490,234.00	5,845,803.00	-2.4%
Classified Supervisors' and Administrators' Salaries		2300	12,745,724.00	6,416,319.00	19,162,043.00	12,877,776.00	5,527,248.00	18,405,024.00	-4.0%
Clerical, Technical and Office Salaries		2400	55,948,777.00	21,468,697.85	77,417,474.85	65,113,317.00	17,783,987.00	82,897,304.00	7.1%
Other Classified Salaries		2900	845,325.00	11,569,974.00	12,415,299.00	932,745.00	10,746,184.00	11,678,929.00	-5.9%
TOTAL, CLASSIFIED SALARIES			74,489,614.00	44,214,099.85	118,703,713.85	83,970,989.00	37,932,726.00	121,903,715.00	2.7%
EMPLOYEE BENEFITS									
STRS		3101-3102	7,227,321.00	12,767,082.09	19,994,403.09	7,944,947.00	10,621,329.00	18,566,276.00	-7.1%
PERS		3201-3202	18,822,154.00	13,717,280.00	32,539,434.00	28,091,517.00	12,361,732.00	40,453,249.00	24.3%
OASDI/Medicare/Alternative		3301-3302	6,916,662.00	3,953,027.90	10,869,689.90	7,004,247.00	3,245,308.00	10,249,555.00	-5.7%
Health and Welfare Benefits		3401-3402	17,919,797.00	12,864,926.05	30,784,723.05	18,758,821.00	10,476,276.00	29,235,097.00	-5.0%
Unemployment Insurance		3501-3502	83,939.18	125,729.00	209,668.18	63,465.00	33,746.00	97,211.00	-53.6%
Workers' Compensation		3601-3602	6,408,867.82	4,067,853.87	10,476,721.69	6,676,551.00	3,549,958.00	10,226,509.00	-2.4%
OPEB, Allocated		3701-3702	257,980.00	187,934.00	445,914.00	265,190.00	141,045.00	406,235.00	-8.9%
OPEB, Active Employees		3751-3752	494,751.00	363,580.00	858,331.00	506,915.00	286,897.00	793,812.00	-7.5%
Other Employee Benefits		3901-3902	127,960.00	93,725.00	221,685.00	116,260.00	75,480.00	191,740.00	-13.5%
TOTAL, EMPLOYEE BENEFITS			58,259,432.00	48,141,137.91	106,400,569.91	69,427,913.00	40,791,771.00	110,219,684.00	3.6%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	414,119.00	1,221,526.00	1,635,645.00	454,092.00	29,885.00	483,977.00	-70.4%
Books and Other Reference Materials		4200	194,085.00	725,571.00	919,656.00	156,417.00	503,408.00	659,825.00	-28.3%
Materials and Supplies		4300	5,096,465.00	7,569,380.70	12,665,845.70	5,716,450.00	3,552,313.00	9,268,763.00	-26.8%
Noncapitalized Equipment		4400	1,742,527.00	2,456,018.00	4,198,545.00	909,374.00	1,042,107.00	1,951,481.00	-53.5%
Food		4700	63,626.00	309,643.00	373,269.00	110,377.00	245,381.00	355,758.00	-4.7%
TOTAL, BOOKS AND SUPPLIES			7,510,822.00	12,282,138.70	19,792,960.70	7,346,710.00	5,373,094.00	12,719,804.00	-35.7%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	234,832,328.00	234,832,328.00	0.00	174,109,447.00	174,109,447.00	-25.9%
Travel and Conferences		5200	1,310,177.00	2,843,894.79	4,154,071.79	1,216,534.00	3,060,527.00	4,277,061.00	3.0%
Dues and Memberships		5300	317,362.00	169,936.00	487,298.00	303,372.00	183,074.00	486,446.00	-0.2%

DescriptionResource CodesObject Codes			2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Insurance		5400 - 5450	35,506.00	34,700.00	70,206.00	38,102.00	43,200.00	81,302.00	15.8%
Operations and Housekeeping Services		5500	1,999,834.00	109,500.00	2,109,334.00	1,991,200.00	125,000.00	2,116,200.00	0.3%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	3,088,615.00	5,505,001.00	8,593,616.00	3,023,408.00	2,943,993.00	5,967,401.00	-30.6%
Transfers of Direct Costs		5710	(11,097,211.82)	11,097,211.82	0.00	(8,123,369.00)	8,123,369.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(1,880,404.00)	0.00	(1,880,404.00)	(1,142,590.00)	0.00	(1,142,590.00)	-39.2%
Professional/Consulting Services and Operating Expenditures		5800	45,513,991.00	61,410,032.80	106,924,023.80	46,694,678.00	78,587,082.00	125,281,760.00	17.2%
Communications		5900	3,057,156.00	550,875.00	3,608,031.00	2,807,116.00	552,055.00	3,359,171.00	-6.9%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			42,345,025.18	316,553,479.41	358,898,504.59	46,808,451.00	267,727,747.00	314,536,198.00	-12.4%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	413,125.00	413,125.00	0.00	83,000.00	83,000.00	-79.9%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	8,300,425.00	364,365.00	8,664,790.00	8,433,987.00	327,168.00	8,761,155.00	1.1%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			8,300,425.00	777,490.00	9,077,915.00	8,433,987.00	410,168.00	8,844,155.00	-2.6%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict									
Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	35,000,000.00	0.00	35,000,000.00	35,000,000.00	0.00	35,000,000.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	3,000,000.00	3,000,000.00	0.00	3,000,000.00	3,000,000.00	0.0%
Debt Service									
Debt Service - Interest		7438	2,520,006.00	601,022.00	3,121,028.00	104,146.00	1,623,310.00	1,727,456.00	-44.7%
Other Debt Service - Principal		7439	13,370,814.00	1,240,579.00	14,611,393.00	917,056.00	2,394,286.00	3,311,342.00	-77.3%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			50,890,820.00	4,841,601.00	55,732,421.00	36,021,202.00	7,017,596.00	43,038,798.00	-22.8%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(20,777,901.74)	20,777,902.56	.82	(19,186,831.00)	19,186,831.00	0.00	-100.0%
Transfers of Indirect Costs - Interfund		7350	(4,083,058.00)	0.00	(4,083,058.00)	(2,871,290.00)	0.00	(2,871,290.00)	-29.7%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(24,860,959.74)	20,777,902.56	(4,083,057.18)	(22,058,121.00)	19,186,831.00	(2,871,290.00)	-29.7%
TOTAL, EXPENDITURES			252,717,953.44	482,195,171.99	734,913,125.43	272,850,064.00	407,941,125.00	680,791,189.00	-7.4%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	93,000.00	0.00	93,000.00	99,900.00	0.00	99,900.00	7.4%
(a) TOTAL, INTERFUND TRANSFERS IN			93,000.00	0.00	93,000.00	99,900.00	0.00	99,900.00	7.4%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	32,265,000.00	0.00	32,265,000.00	21,650,000.00	0.00	21,650,000.00	-32.9%
(b) TOTAL, INTERFUND TRANSFERS OUT			32,265,000.00	0.00	32,265,000.00	21,650,000.00	0.00	21,650,000.00	-32.9%

SACS 9

Los Angeles County Office of Education
Los Angeles County

Budget, July 1
County School Service Fund
Unrestricted and Restricted
Expenditures by Object

19 10199 000000
Form 01
F8BTRBYHYT(2024-25)

			2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Resource Codes	Object Codes							
OTHER SOURCES/USES									
SOURCES									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
County School Bldg Aid		8961	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(16,026,804.00)	16,026,804.00	0.00	(15,493,792.00)	15,493,792.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(16,026,804.00)	16,026,804.00	0.00	(15,493,792.00)	15,493,792.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			(48,198,804.00)	16,026,804.00	(32,172,000.00)	(37,043,892.00)	15,493,792.00	(21,550,100.00)	-33.0%

			2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Function Codes	Object Codes							
A. REVENUES									
1) LCFF Sources		8010-8099	182,168,229.00	8,120,510.00	190,288,739.00	182,123,827.00	8,120,510.00	190,244,337.00	0.0%
2) Federal Revenue		8100-8299	0.00	349,059,175.00	349,059,175.00	0.00	270,530,299.00	270,530,299.00	-22.5%
3) Other State Revenue		8300-8599	2,392,974.90	66,157,071.00	68,550,045.90	2,324,047.00	56,332,689.00	58,656,736.00	-14.4%
4) Other Local Revenue		8600-8799	112,675,788.00	84,478,829.23	197,154,617.23	115,326,992.00	53,392,273.00	168,719,265.00	-14.4%
5) TOTAL, REVENUES			297,236,991.90	507,815,585.23	805,052,577.13	299,774,866.00	388,375,771.00	688,150,637.00	-14.5%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999	Except 7600-7699	22,074,623.00	245,906,747.69	267,981,370.69	24,701,295.00	185,228,066.00	209,929,361.00	-21.7%
2) Instruction - Related Services	2000-2999		36,390,776.00	98,049,641.78	134,440,417.78	46,670,636.00	85,772,955.00	132,443,591.00	-1.5%
3) Pupil Services	3000-3999		13,545,137.00	45,481,192.63	59,026,329.63	16,231,658.00	44,133,620.00	60,365,278.00	2.3%
4) Ancillary Services	4000-4999		46,300.00	1,182,552.00	1,228,852.00	46,300.00	942,392.00	988,692.00	-19.5%
5) Community Services	5000-5999		379,428.00	45,006,788.00	45,386,216.00	412,919.00	47,829,129.00	48,242,048.00	6.3%
6) Enterprise	6000-6999		15,164,080.00	2,873,397.27	18,037,477.27	15,243,506.00	4,662,812.00	19,906,318.00	10.4%
7) General Administration	7000-7999		103,291,880.44	24,722,444.62	128,014,325.06	123,029,980.00	20,492,834.00	143,522,814.00	12.1%
8) Plant Services	8000-8999		10,934,909.00	14,130,807.00	25,065,716.00	10,492,568.00	11,861,721.00	22,354,289.00	-10.8%
9) Other Outgo	9000-9999		50,890,820.00	4,841,601.00	55,732,421.00	36,021,202.00	7,017,596.00	43,038,798.00	-22.8%
10) TOTAL, EXPENDITURES			252,717,953.44	482,195,171.99	734,913,125.43	272,850,064.00	407,941,125.00	680,791,189.00	-7.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			44,519,038.46	25,620,413.24	70,139,451.70	26,924,802.00	(19,565,354.00)	7,359,448.00	-89.5%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	93,000.00	0.00	93,000.00	99,900.00	0.00	99,900.00	7.4%
b) Transfers Out		7600-7629	32,265,000.00	0.00	32,265,000.00	21,650,000.00	0.00	21,650,000.00	-32.9%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(16,026,804.00)	16,026,804.00	0.00	(15,493,792.00)	15,493,792.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(48,198,804.00)	16,026,804.00	(32,172,000.00)	(37,043,892.00)	15,493,792.00	(21,550,100.00)	-33.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(3,679,765.54)	41,647,217.24	37,967,451.70	(10,119,090.00)	(4,071,562.00)	(14,190,652.00)	-137.4%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	134,840,514.75	77,015,455.27	211,855,970.02	131,160,749.21	118,662,672.51	249,823,421.72	17.9%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			134,840,514.75	77,015,455.27	211,855,970.02	131,160,749.21	118,662,672.51	249,823,421.72	17.9%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			134,840,514.75	77,015,455.27	211,855,970.02	131,160,749.21	118,662,672.51	249,823,421.72	17.9%
2) Ending Balance, June 30 (E + F1e)			131,160,749.21	118,662,672.51	249,823,421.72	121,041,659.21	114,591,110.51	235,632,769.72	-5.7%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	80,000.00	0.00	80,000.00	80,000.00	0.00	80,000.00	0.0%
Stores		9712	230,000.00	0.00	230,000.00	230,000.00	0.00	230,000.00	0.0%
Prepaid Items		9713	410,000.00	0.00	410,000.00	410,000.00	0.00	410,000.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	118,662,672.51	118,662,672.51	0.00	114,591,110.63	114,591,110.63	-3.4%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	52,186,038.00	0.00	52,186,038.00	49,712,015.00	0.00	49,712,015.00	-4.7%
BEST Project	0000	9780	24,000,000.00		24,000,000.00			0.00	
Part O Carryover	0000	9780	4,500,000.00		4,500,000.00			0.00	
Differentiated Assistance	0000	9780	18,655,371.00		18,655,371.00			0.00	
Specialized High School Carryover	0000	9780	5,030,667.00		5,030,667.00			0.00	
BEST Project	0000	9780			0.00	24,000,000.00		24,000,000.00	
Part O Carryover	0000	9780			0.00	4,500,000.00		4,500,000.00	
Differentiated Assistance Carryover	0000	9780			0.00	16,233,246.00		16,233,246.00	
Specialized High School Carryover	0000	9780			0.00	4,978,769.00		4,978,769.00	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	76,717,812.54	0.00	76,717,812.54	70,244,118.90	0.00	70,244,118.90	-8.4%
Unassigned/Unappropriated Amount		9790	1,536,898.67	0.00	1,536,898.67	365,525.31	(.12)	365,525.19	-76.2%

Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
6266	Educator Effectiveness, FY 2021-22	3,179,523.00	0.00
6300	Lottery: Instructional Materials	22,814.50	22,814.50
6332	CA Community Schools Partnership Act - Implementation Grant	0.00	6,657.00
6333	CA Community Schools Partnership Act - Coordination Grant	40,204.00	0.00
6500	Special Education	1,505,822.44	1,120,213.44
6546	Mental Health-Related Services	9,634.00	9,634.00
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	962,389.00	0.00
7028	Child Nutrition: Kitchen Infrastructure Upgrade Funds	21,027.00	0.00
7029	Child Nutrition: Food Service Staff Training Funds	3,722.00	0.00
7032	Child Nutrition: Kitchen Infrastructure and Training Funds - 2022 KIT Funds	113,406.00	0.00
7085	Learning Communities for School Success Program	402,641.69	402,641.69
7311	Classified School Employee Professional Development Block Grant	187,694.00	0.00
7339	Dual Enrollment Opportunities	200,000.00	0.00
7399	LCFF Equity Multiplier	2,555,214.00	2,954,460.00
7412	A-G Access/Success Grant	258,474.72	19,556.72
7413	A-G Learning Loss Mitigation Grant	96,268.61	22,698.61
7425	Expanded Learning Opportunities (ELO) Grant	557,854.88	0.00
7435	Learning Recovery Emergency Block Grant	2,863,463.00	2,863,463.00
7810	Other Restricted State	10,840,875.02	10,383,845.02
8150	Ongoing & Major Maintenance Account (RMA: Education Code Section 17070.75)	34,599,377.96	38,272,665.96
9010	Other Restricted Local	60,242,266.69	58,512,460.69
Total, Restricted Balance		118,662,672.51	114,591,110.63

SACS 12

Los Angeles County Office of Education
Los Angeles County

Budget, July 1
Student Activity Special Revenue Fund
Expenditures by Object

19 10199 0000000
Form 08
F8BTRBYHYT(2024-25)

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	106,933.43	106,933.43	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			106,933.43	106,933.43	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			106,933.43	106,933.43	0.0%
2) Ending Balance, June 30 (E + F1e)			106,933.43	106,933.43	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	106,933.43	106,933.43	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenues		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30					
(G10 + H2) - (I6 + J2)			0.00		
REVENUES					
Sale of Equipment and Supplies		8631	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternativ e		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Transfers from Funds of					
Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from					
Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES					
(a- b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	106,933.43	106,933.43	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			106,933.43	106,933.43	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			106,933.43	106,933.43	0.0%
2) Ending Balance, June 30 (E + F1e)			106,933.43	106,933.43	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	106,933.43	106,933.43	0.0%
c) Committed					

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

		2023-24 Estimated Actuals	2024-25 Budget
Resource	Description		
8210	Student Activity Funds	106,933.43	106,933.43
Total, Restricted Balance		106,933.43	106,933.43

SACS 19

Los Angeles County Office of Education
Los Angeles County

Budget, July 1
Special Education Pass-Through Fund
Expenditures by Object

19 10199 0000000
Form 10
F8BTRBYHYT(2024-25)

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	6,942,695.00	5,900,000.00	-15.0%
3) Other State Revenue		8300-8599	20,813,882.00	20,598,275.00	-1.0%
4) Other Local Revenue		8600-8799	93,413.00	0.00	-100.0%
5) TOTAL, REVENUES			27,849,990.00	26,498,275.00	-4.9%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	27,756,577.00	26,498,275.00	-4.5%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			27,756,577.00	26,498,275.00	-4.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			93,413.00	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			93,413.00	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	(93,413.37)	(.37)	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			(93,413.37)	(.37)	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			(93,413.37)	(.37)	-100.0%
2) Ending Balance, June 30 (E + F1e)			(.37)	(.37)	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	(.37)	(.37)	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY (G10 + H2) - (I6 + J2)			0.00		
LCFF SOURCES					
LCFF Transfers					
Property Taxes Transfers		8097	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
FEDERAL REVENUE					
Pass-Through Revenues from					
Federal Sources		8287	6,942,695.00	5,900,000.00	-15.0%
TOTAL, FEDERAL REVENUE			6,942,695.00	5,900,000.00	-15.0%
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	19,796,691.00	19,803,387.00	0.0%
Prior Years	6500	8319	42,059.00	794,888.00	1,789.9%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	975,132.00	0.00	-100.0%
TOTAL, OTHER STATE REVENUE			20,813,882.00	20,598,275.00	-1.0%
OTHER LOCAL REVENUE					
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	93,413.00	0.00	-100.0%
Other Local Revenue					
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.0%
Transfers of Apportionments					
From Districts or Charter Schools		8791	0.00	0.00	0.0%
From County Offices		8792	0.00	0.00	0.0%
From JPAs		8793	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			93,413.00	0.00	-100.0%
TOTAL, REVENUES			27,849,990.00	26,498,275.00	-4.9%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	7,917,827.00	5,900,000.00	-25.5%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments					
To Districts or Charter Schools	6500	7221	19,838,750.00	20,598,275.00	3.8%
To County Offices	6500	7222	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
To JPAs	6500	7223	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			27,756,577.00	26,498,275.00	-4.5%
TOTAL, EXPENDITURES			27,756,577.00	26,498,275.00	-4.5%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	6,942,695.00	5,900,000.00	-15.0%
3) Other State Revenue		8300-8599	20,813,882.00	20,598,275.00	-1.0%
4) Other Local Revenue		8600-8799	93,413.00	0.00	-100.0%
5) TOTAL, REVENUES			27,849,990.00	26,498,275.00	-4.9%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	27,756,577.00	26,498,275.00	-4.5%
10) TOTAL, EXPENDITURES			27,756,577.00	26,498,275.00	-4.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			93,413.00	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			93,413.00	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	(93,413.37)	(.37)	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			(93,413.37)	(.37)	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			(93,413.37)	(.37)	-100.0%
2) Ending Balance, June 30 (E + F1e)			(.37)	(.37)	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	(.37)	(.37)	0.0%

Resource	Description	2023-24	2024-25
		Estimated Actuals	Budget
Total, Restricted Balance		0.00	0.00

SACS 24

Los Angeles County Office of Education
Los Angeles County

Budget, July 1
Child Development Fund
Expenditures by Object

19 10199 0000000
Form 12
F8BTRBYHYT(2024-25)

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	260,997.00	1,859,496.00	612.5%
3) Other State Revenue		8300-8599	89,222,605.00	85,801,641.00	-3.8%
4) Other Local Revenue		8600-8799	1,826,242.00	0.00	-100.0%
5) TOTAL, REVENUES			91,309,844.00	87,661,137.00	-4.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	947,047.00	674,074.00	-28.8%
2) Classified Salaries		2000-2999	4,970,303.00	4,691,274.00	-5.6%
3) Employee Benefits		3000-3999	3,234,733.25	3,116,335.00	-3.7%
4) Books and Supplies		4000-4999	2,170,555.00	594,450.00	-72.6%
5) Services and Other Operating Expenditures		5000-5999	82,473,359.36	74,781,563.00	-9.3%
6) Capital Outlay		6000-6999	545,232.00	545,232.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	334,918.00	386,919.00	15.5%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	4,083,058.00	2,871,290.00	-29.7%
9) TOTAL, EXPENDITURES			98,759,205.61	87,661,137.00	-11.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(7,449,361.61)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(7,449,361.61)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	7,823,511.17	374,149.56	-95.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			7,823,511.17	374,149.56	-95.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			7,823,511.17	374,149.56	-95.2%
2) Ending Balance, June 30 (E + F1e)			374,149.56	374,149.56	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	374,149.56	374,149.56	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
Child Nutrition Programs		8220	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	260,997.00	1,859,496.00	612.5%
TOTAL, FEDERAL REVENUE			260,997.00	1,859,496.00	612.5%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
State Preschool	6105	8590	50,538,252.00	55,620,614.00	10.1%
All Other State Revenue	All Other	8590	38,684,353.00	30,181,027.00	-22.0%
TOTAL, OTHER STATE REVENUE			89,222,605.00	85,801,641.00	-3.8%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	1,826,242.00	0.00	-100.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,826,242.00	0.00	-100.0%
TOTAL, REVENUES			91,309,844.00	87,661,137.00	-4.0%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	582,675.00	440,076.00	-24.5%
Other Certificated Salaries		1900	364,372.00	233,998.00	-35.8%
TOTAL, CERTIFICATED SALARIES			947,047.00	674,074.00	-28.8%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Classified Support Salaries		2200	92,749.00	85,440.00	-7.9%
Classified Supervisors' and Administrators' Salaries		2300	1,160,980.00	897,643.00	-22.7%
Clerical, Technical and Office Salaries		2400	3,716,574.00	3,708,191.00	-0.2%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			4,970,303.00	4,691,274.00	-5.6%
EMPLOYEE BENEFITS					
STRS		3101-3102	241,614.00	172,919.00	-28.4%
PERS		3201-3202	1,358,243.00	1,489,922.00	9.7%
OASDI/Medicare/Alternative		3301-3302	391,647.00	363,321.00	-7.2%
Health and Welfare Benefits		3401-3402	899,578.25	767,705.00	-14.7%
Unemployment Insurance		3501-3502	8,522.00	2,686.00	-68.5%
Workers' Compensation		3601-3602	292,288.00	282,390.00	-3.4%
OPEB, Allocated		3701-3702	12,895.00	11,273.00	-12.6%
OPEB, Active Employees		3751-3752	22,874.00	19,859.00	-13.2%
Other Employee Benefits		3901-3902	7,072.00	6,260.00	-11.5%
TOTAL, EMPLOYEE BENEFITS			3,234,733.25	3,116,335.00	-3.7%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	46,000.00	0.00	-100.0%
Materials and Supplies		4300	1,881,555.00	461,950.00	-75.4%
Noncapitalized Equipment		4400	243,000.00	132,500.00	-45.5%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			2,170,555.00	594,450.00	-72.6%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	32,681,318.36	32,868,730.00	0.6%
Travel and Conferences		5200	52,983.00	34,773.00	-34.4%
Dues and Memberships		5300	29,750.00	29,750.00	0.0%
Insurance		5400-5450	27,000.00	0.00	-100.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	368,404.00	144,057.00	-60.9%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	1,873,504.00	1,135,690.00	-39.4%
Professional/Consulting Services and Operating Expenditures		5800	47,401,384.00	40,421,429.00	-14.7%
Communications		5900	39,016.00	147,134.00	277.1%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			82,473,359.36	74,781,563.00	-9.3%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	545,232.00	545,232.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			545,232.00	545,232.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	113,742.00	197,607.00	73.7%
Other Debt Service - Principal		7439	221,176.00	189,312.00	-14.4%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			334,918.00	386,919.00	15.5%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	4,083,058.00	2,871,290.00	-29.7%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			4,083,058.00	2,871,290.00	-29.7%
TOTAL, EXPENDITURES			98,759,205.61	87,661,137.00	-11.2%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8911	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	260,997.00	1,859,496.00	612.5%
3) Other State Revenue		8300-8599	89,222,605.00	85,801,641.00	-3.8%
4) Other Local Revenue		8600-8799	1,826,242.00	0.00	-100.0%
5) TOTAL, REVENUES			91,309,844.00	87,661,137.00	-4.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		33,928,487.36	33,593,730.00	-1.0%
2) Instruction - Related Services	2000-2999		59,956,652.25	50,490,162.00	-15.8%
3) Pupil Services	3000-3999		150,239.00	143,586.00	-4.4%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		4,083,058.00	2,871,290.00	-29.7%
8) Plant Services	8000-8999		305,851.00	175,450.00	-42.6%
9) Other Outgo	9000-9999	Except 7600-7699	334,918.00	386,919.00	15.5%
10) TOTAL, EXPENDITURES			98,759,205.61	87,661,137.00	-11.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(7,449,361.61)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(7,449,361.61)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	7,823,511.17	374,149.56	-95.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			7,823,511.17	374,149.56	-95.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			7,823,511.17	374,149.56	-95.2%
2) Ending Balance, June 30 (E + F1e)			374,149.56	374,149.56	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	374,149.56	374,149.56	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
5058	Child Development: Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act - One-time Stipend	374,149.56	374,149.56
Total, Restricted Balance		374,149.56	374,149.56

SACS 30

Los Angeles County Office of Education
Los Angeles County

Budget, July 1
Forest Reserve Fund
Expenditures by Object

19 10199 0000000
Form 16
F8BTRBYHYT(2024-25)

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	620,000.00	666,000.00	7.4%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			620,000.00	666,000.00	7.4%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	527,000.00	566,100.00	7.4%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			527,000.00	566,100.00	7.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			93,000.00	99,900.00	7.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	93,000.00	99,900.00	7.4%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(93,000.00)	(99,900.00)	7.4%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00	0.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
Forest Reserve Funds		8260	93,000.00	99,900.00	7.4%
Pass-Through Revenues from					
Federal Sources		8287	527,000.00	566,100.00	7.4%
TOTAL, FEDERAL REVENUE			620,000.00	666,000.00	7.4%
OTHER LOCAL REVENUE					
Other Local Revenue					
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			620,000.00	666,000.00	7.4%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	527,000.00	566,100.00	7.4%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			527,000.00	566,100.00	7.4%
TOTAL, EXPENDITURES			527,000.00	566,100.00	7.4%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	93,000.00	99,900.00	7.4%
(b) TOTAL, INTERFUND TRANSFERS OUT			93,000.00	99,900.00	7.4%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	620,000.00	666,000.00	7.4%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			620,000.00	666,000.00	7.4%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	527,000.00	566,100.00	7.4%
10) TOTAL, EXPENDITURES			527,000.00	566,100.00	7.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			93,000.00	99,900.00	7.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	93,000.00	99,900.00	7.4%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(93,000.00)	(99,900.00)	7.4%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00	0.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2023-24	2024-25
		Estimated Actuals	Budget
Total, Restricted Balance		0.00	0.00

SACS 34

Los Angeles County Office of Education
Los Angeles County

Budget, July 1
Special Reserve Fund for Other Than Capital Outlay Projects
Expenditures by Object

19 10199 0000000
Form 17
F8BTRBYHYT(2024-25)

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	31,000,000.00	21,650,000.00	-30.2%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			31,000,000.00	21,650,000.00	-30.2%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			31,000,000.00	21,650,000.00	-30.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	135,491,550.18	166,491,550.18	22.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			135,491,550.18	166,491,550.18	22.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			135,491,550.18	166,491,550.18	22.9%
2) Ending Balance, June 30 (E + F1e)			166,491,550.18	188,141,550.18	13.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	166,491,550.18	188,141,550.18	13.0%
Compensated Absences	0000	9780	15,738,864.00		
Pension Obligations	0000	9780	150,752,686.18		
Compensated Absences	0000	9780		15,738,864.00	
Pension Obligations	0000	9780		172,402,686.18	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	31,000,000.00	21,650,000.00	-30.2%
(a) TOTAL, INTERFUND TRANSFERS IN			31,000,000.00	21,650,000.00	-30.2%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
(a-b+e)			31,000,000.00	21,650,000.00	-30.2%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	31,000,000.00	21,650,000.00	-30.2%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			31,000,000.00	21,650,000.00	-30.2%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			31,000,000.00	21,650,000.00	-30.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	135,491,550.18	166,491,550.18	22.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			135,491,550.18	166,491,550.18	22.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			135,491,550.18	166,491,550.18	22.9%
2) Ending Balance, June 30 (E + F1e)			166,491,550.18	188,141,550.18	13.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	166,491,550.18	188,141,550.18	13.0%
Compensated Absences	0000	9780	15,738,864.00		
Pension Obligations	0000	9780	150,752,686.18		
Compensated Absences	0000	9780		15,738,864.00	
Pension Obligations	0000	9780		172,402,686.18	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2023-24	2024-25
		Estimated Actuals	Budget
Total, Restricted Balance		0.00	0.00

SACS 38

Los Angeles County Office of Education
Los Angeles County

Budget, July 1
County School Facilities Fund
Expenditures by Object

19 10199 0000000
Form 35
F8BTRBYHYT(2024-25)

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	555,500.00	0.00	-100.0%
5) TOTAL, REVENUES			555,500.00	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	221,521.00	221,521.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	4,094,300.00	5,553,878.00	35.6%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			4,315,821.00	5,775,399.00	33.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(3,760,321.00)	(5,775,399.00)	53.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(3,760,321.00)	(5,775,399.00)	53.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	16,715,251.59	12,954,930.59	-22.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			16,715,251.59	12,954,930.59	-22.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			16,715,251.59	12,954,930.59	-22.5%
2) Ending Balance, June 30 (E + F1e)			12,954,930.59	7,179,531.59	-44.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	12,954,930.59	7,179,531.59	-44.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
School Facilities Apportionments		8545	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	555,500.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			555,500.00	0.00	-100.0%
TOTAL, REVENUES			555,500.00	0.00	-100.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	16,521.00	16,521.00	0.0%
Noncapitalized Equipment		4400	205,000.00	205,000.00	0.0%
TOTAL, BOOKS AND SUPPLIES			221,521.00	221,521.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	4,094,300.00	5,553,878.00	35.6%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			4,094,300.00	5,553,878.00	35.6%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			4,315,821.00	5,775,399.00	33.8%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
To: State School Building Fund/County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
CONTRIBUTIONS					

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	555,500.00	0.00	-100.0%
5) TOTAL, REVENUES			555,500.00	0.00	-100.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		4,315,821.00	5,775,399.00	33.8%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			4,315,821.00	5,775,399.00	33.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(3,760,321.00)	(5,775,399.00)	53.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(3,760,321.00)	(5,775,399.00)	53.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	16,715,251.59	12,954,930.59	-22.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			16,715,251.59	12,954,930.59	-22.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			16,715,251.59	12,954,930.59	-22.5%
2) Ending Balance, June 30 (E + F1e)			12,954,930.59	7,179,531.59	-44.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	12,954,930.59	7,179,531.59	-44.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

		2023-24 Estimated Actuals	2024-25 Budget
Resource	Description		
7710	State School Facilities Projects	12,954,930.59	7,179,531.59
Total, Restricted Balance		12,954,930.59	7,179,531.59

SACS 44

Los Angeles County Office of Education
Los Angeles County

Budget, July 1
Special Reserve Fund for Capital Outlay Projects
Expenditures by Object

19 10199 0000000
Form 40
F8BTRBYHYT(2024-25)

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	2,351,725.00	0.00	-100.0%
5) TOTAL, REVENUES			2,351,725.00	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	41,400.00	41,400.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	2,156,000.00	2,156,000.00	0.0%
6) Capital Outlay		6000-6999	8,693,066.00	8,693,066.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			10,890,466.00	10,890,466.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(8,538,741.00)	(10,890,466.00)	27.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(8,538,741.00)	(10,890,466.00)	27.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	40,428,165.00	31,889,424.00	-21.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			40,428,165.00	31,889,424.00	-21.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			40,428,165.00	31,889,424.00	-21.1%
2) Ending Balance, June 30 (E + F1e)			31,889,424.00	20,998,958.00	-34.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	25,801,354.15	17,505,888.15	-32.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	6,088,069.85	3,493,069.85	-42.6%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	2,351,725.00	0.00	-100.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			2,351,725.00	0.00	-100.0%
TOTAL, REVENUES			2,351,725.00	0.00	-100.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	9,800.00	9,800.00	0.0%
Noncapitalized Equipment		4400	31,600.00	31,600.00	0.0%
TOTAL, BOOKS AND SUPPLIES			41,400.00	41,400.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,975,000.00	1,975,000.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	181,000.00	181,000.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,156,000.00	2,156,000.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	8,693,066.00	8,693,066.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			8,693,066.00	8,693,066.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			10,890,466.00	10,890,466.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	2,351,725.00	0.00	-100.0%
5) TOTAL, REVENUES			2,351,725.00	0.00	-100.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		10,890,466.00	10,890,466.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			10,890,466.00	10,890,466.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(8,538,741.00)	(10,890,466.00)	27.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(8,538,741.00)	(10,890,466.00)	27.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	40,428,165.00	31,889,424.00	-21.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			40,428,165.00	31,889,424.00	-21.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			40,428,165.00	31,889,424.00	-21.1%
2) Ending Balance, June 30 (E + F1e)			31,889,424.00	20,998,958.00	-34.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	25,801,354.15	17,505,888.15	-32.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	6,088,069.85	3,493,069.85	-42.6%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

		2023-24 Estimated Actuals	2024-25 Budget
Resource	Description		
9010	Other Restricted Local	25,801,354.15	17,505,888.15
Total, Restricted Balance		25,801,354.15	17,505,888.15

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Los Angeles County Office of Education
Los Angeles County

Budget, July 1
Self-Insurance Fund
Expenses by Object

19 10199 0000000
Form 67
F8BTRBYHYT(2024-25)

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	10,088,830.00	12,220,258.00	21.1%
5) TOTAL, REVENUES			10,088,830.00	12,220,258.00	21.1%
B. EXPENSES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	615,867.00	668,352.00	8.5%
3) Employee Benefits		3000-3999	372,689.00	404,705.00	8.6%
4) Books and Supplies		4000-4999	39,600.00	39,100.00	-1.3%
5) Services and Other Operating Expenses		5000-5999	9,082,674.00	10,906,090.00	20.1%
6) Depreciation and Amortization		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			10,110,830.00	12,018,247.00	18.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(22,000.00)	202,011.00	-1,018.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	1,265,000.00	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			1,265,000.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			1,243,000.00	202,011.00	-83.7%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	30,651,866.37	31,894,866.37	4.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			30,651,866.37	31,894,866.37	4.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			30,651,866.37	31,894,866.37	4.1%
2) Ending Net Position, June 30 (E + F1e)			31,894,866.37	32,096,877.37	0.6%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	31,894,866.37	32,096,877.37	0.6%
c) Unrestricted Net Position		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) Fixed Assets					
a) Land		9410	0.00		
b) Land Improvements		9420	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
c) Accumulated Depreciation - Land Improvements		9425	0.00		
d) Buildings		9430	0.00		
e) Accumulated Depreciation - Buildings		9435	0.00		
f) Equipment		9440	0.00		
g) Accumulated Depreciation - Equipment		9445	0.00		
h) Work in Progress		9450	0.00		
i) Lease Assets		9460	0.00		
j) Accumulated Amortization-Lease Assets		9465	0.00		
k) Subscription Assets		9470	0.00		
l) Accumulated Amortization-Subscription Assets		9475	0.00		
11) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) Long-Term Liabilities					
a) Subscription Liability		9660	0.00		
b) Net Pension Liability		9663	0.00		
c) Total/Net OPEB Liability		9664	0.00		
d) Compensated Absences		9665	0.00		
e) COPs Payable		9666	0.00		
f) Leases Payable		9667	0.00		
g) Lease Revenue Bonds Payable		9668	0.00		
h) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
Net Position, June 30 (G11 + H2) - (I7 + J2)			0.00		
OTHER STATE REVENUE					
STRS On-Behalf Pension Contributions	7690	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	1,243,000.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
In-District Premiums/					
Contributions		8674	8,845,830.00	12,220,258.00	38.1%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			10,088,830.00	12,220,258.00	21.1%
TOTAL, REVENUES			10,088,830.00	12,220,258.00	21.1%
CERTIFICATED SALARIES					
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Classified Supervisors' and Administrators' Salaries		2300	143,572.00	154,140.00	7.4%
Clerical, Technical and Office Salaries		2400	472,295.00	514,212.00	8.9%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			615,867.00	668,352.00	8.5%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	210,934.00	228,910.00	8.5%
OASDI/Medicare/Alternativ e		3301-3302	47,114.00	51,129.00	8.5%
Health and Welfare Benefits		3401-3402	81,082.00	82,918.00	2.3%
Unemployment Insurance		3501-3502	1,231.00	335.00	-72.8%
Workers' Compensation		3601-3602	25,990.00	35,155.00	35.3%
OPEB, Allocated		3701-3702	1,416.00	1,404.00	-0.8%
OPEB, Active Employees		3751-3752	2,922.00	2,854.00	-2.3%
Other Employee Benef its		3901-3902	2,000.00	2,000.00	0.0%
TOTAL, EMPLOYEE BENEFITS			372,689.00	404,705.00	8.6%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	34,100.00	34,100.00	0.0%
Noncapitalized Equipment		4400	5,500.00	5,000.00	-9.1%
TOTAL, BOOKS AND SUPPLIES			39,600.00	39,100.00	-1.3%
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	9,000.00	9,000.00	0.0%
Dues and Memberships		5300	1,600.00	1,600.00	0.0%
Insurance		5400-5450	3,335,974.00	4,367,513.00	30.9%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	500.00	500.00	0.0%
Transfers of Direct Costs - Interfund		5750	6,900.00	6,900.00	0.0%
Professional/Consulting Services and					
Operating Expenditures		5800	5,726,000.00	6,517,877.00	13.8%
Communications		5900	2,700.00	2,700.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			9,082,674.00	10,906,090.00	20.1%
DEPRECIATION AND AMORTIZATION					
Depreciation Expense		6900	0.00	0.00	0.0%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.0%
Amortization Expense-Subscription Assets		6920	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			0.00	0.00	0.0%
TOTAL, EXPENSES			10,110,830.00	12,018,247.00	18.9%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	1,265,000.00	0.00	-100.0%
(a) TOTAL, INTERFUND TRANSFERS IN			1,265,000.00	0.00	-100.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES					
(a-b+e)			1,265,000.00	0.00	-100.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	10,088,830.00	12,220,258.00	21.1%
5) TOTAL, REVENUES			10,088,830.00	12,220,258.00	21.1%
B. EXPENSES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		10,110,830.00	12,018,247.00	18.9%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENSES			10,110,830.00	12,018,247.00	18.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(22,000.00)	202,011.00	-1,018.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	1,265,000.00	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			1,265,000.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			1,243,000.00	202,011.00	-83.7%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	30,651,866.37	31,894,866.37	4.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			30,651,866.37	31,894,866.37	4.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			30,651,866.37	31,894,866.37	4.1%
2) Ending Net Position, June 30 (E + F1e)			31,894,866.37	32,096,877.37	0.6%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	31,894,866.37	32,096,877.37	0.6%
c) Unrestricted Net Position		9790	0.00	0.00	0.0%

Resource		Description	2023-24 Estimated Actuals	2024-25 Budget
9010		Other Restricted Local	31,894,866.37	32,096,877.37
Total, Restricted Net Position			31,894,866.37	32,096,877.37

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Los Angeles County Office of Education
Los Angeles County

Budget, July 1
Warrant/Pass-Through Fund
Expenditures by Object

19 10199 0000000
Form 76
F8BTRBYHYT(2024-25)

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. ADDITIONS					
1) Other Local Revenue		8600-8799	0.00	0.00	0.0%
2) Funds Collected for Others		8800	0.00	0.00	0.0%
3) TOTAL, ADDITIONS			0.00	0.00	0.0%
B. DEDUCTIONS					
1) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
2) Funds Distributed for Others		7500	0.00	0.00	0.0%
3) TOTAL, DEDUCTIONS			0.00	0.00	0.0%
C. NET INCREASE (DECREASE) IN NET POSITION (A3 - B3)			0.00	0.00	0.0%
D. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (D1a + D1b)			0.00	0.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (D1c + D1d)			0.00	0.00	0.0%
2) Ending Net Position, June 30 (C + D1e)			0.00	0.00	0.0%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	0.00	0.00	0.0%

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Los Angeles County Office of Education
Los Angeles County

Budget, July 1
Warrant/Pass-Through Fund
Expenditures by Object

19 10199 0000000
Form 76
F8BTRBYHYT(2024-25)

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
E. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Other Funds		9310	0.00		
5) Other Current Assets		9340	0.00		
6) TOTAL, ASSETS			0.00		
F. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
G. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Other Funds		9610	0.00		
3) Due to Student Groups/Other Agencies		9620	0.00		
4) TOTAL, LIABILITIES			0.00		
H. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
I. NET POSITION					
Net Position, June 30 (E6 + F2) - (G4 + H2)			0.00		

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Los Angeles County Office of Education
Los Angeles County

Budget, July 1
Warrant/Pass-Through Fund
Expenditures by Object

19 10199 0000000
Form 76
F8BTRBYHYT(2024-25)

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
TOTAL ADDITIONS					
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Funds Collected for Others		8800	0.00	0.00	0.0%
TOTAL, ADDITIONS			0.00	0.00	0.0%
TOTAL DEDUCTIONS					
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Funds Distributed to Others		7500	0.00	0.00	0.0%
TOTAL, DEDUCTIONS			0.00	0.00	0.0%

Description	2023-24 Estimated Actuals			2024-25 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education Grant ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps	506.72	503.11	704.74	500.10	500.10	500.10
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	37.20	36.82	57.35	36.82	36.82	39.98
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	543.92	539.93	762.09	536.92	536.92	540.08
2. District Funded County Program ADA						
a. County Community Schools	111.07	110.28	110.28	111.11	111.11	111.11
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	997.95	1,064.43	1,064.43	1,044.37	1,044.37	1,044.37
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	1,109.02	1,174.71	1,174.71	1,155.48	1,155.48	1,155.48
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	1,652.94	1,714.64	1,936.80	1,692.40	1,692.40	1,695.56
4. Adults in Correctional Facilities						
5. County Operations Grant ADA	1,171,670.57	1,171,670.57	1,171,670.57	1,136,555.12	1,136,555.12	1,136,555.12
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:	JUNE									
A. BEGINNING CASH			228,958,457.00	176,869,634.00	196,164,204.00	180,365,600.00	170,544,015.00	167,329,846.00	248,312,140.00	244,058,137.00
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		3,035,582.00	3,035,552.00	9,792,522.00	7,471,040.00	7,471,040.00	7,562,494.00	7,471,040.00	8,504,789.00
Property Taxes	8020-8079		2,858,524.00	4,030,036.00	(112,650.00)	1,296.00	2,031,634.00	52,495,109.00	14,921,725.00	6,754,235.00
Miscellaneous Funds	8080-8099		5,167.00	7,883.00		2,043.00	11,171.00	8,114.00	424,492.00	838.00
Federal Revenue	8100-8299		8,080,933.00	26,692,335.00	11,558,514.00	10,775,352.00	17,872,648.00	36,713,739.00	12,395,668.00	20,666,605.00
Other State Revenue	8300-8599		1,331,384.00	1,747,564.00	4,718,321.00	4,581,607.00	5,525,497.00	15,602,705.00	3,135,428.00	8,695,033.00
Other Local Revenue	8600-8799		4,128,333.00	7,888,877.00	8,295,090.00	14,870,961.00	11,578,232.00	24,429,875.00	16,332,944.00	17,332,776.00
Interfund Transfers In	8900-8929									
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			19,439,923.00	43,402,247.00	34,251,797.00	37,702,299.00	44,490,222.00	136,812,036.00	54,681,297.00	61,954,276.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		64,209.00	5,036,451.00	5,987,625.00	5,913,106.00	5,968,944.00	6,071,914.00	5,676,808.00	6,000,478.00
Classified Salaries	2000-2999		208,231.00	9,475,549.00	9,366,650.00	9,596,901.00	9,828,224.00	10,016,148.00	9,827,423.00	9,941,191.00
Employee Benefits	3000-3999		466,344.00	5,613,614.00	5,722,081.00	8,660,932.00	8,753,723.00	8,943,739.00	8,935,077.00	9,075,134.00
Books and Supplies	4000-4999		282,168.00	859,206.00	897,844.00	972,586.00	833,879.00	819,254.00	801,274.00	930,821.00
Services	5000-5999		10,068,743.00	13,842,417.00	12,895,879.00	22,354,378.00	26,161,181.00	21,436,650.00	37,917,049.00	21,767,099.00
Capital Outlay	6000-6999		16,894.00	216,249.00	809,552.00	260,779.00	190,768.00	1,458,730.00	1,215,422.00	1,324,014.00
Other Outgo	7000-7499		2,619,908.00	(2,535.00)	4,098,745.00	3,592,538.00	1,668,996.00	5,948,840.00	(430,136.00)	6,198,341.00
Interfund Transfers Out	7600-7629									

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			13,726,497.00	35,040,951.00	39,778,376.00	51,351,220.00	53,405,715.00	54,695,275.00	63,942,917.00	55,237,078.00
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199		39.00		(11,044,255.00)	(15,755.00)	(5,015.00)	5,039.00	(5,000.00)	(1,077.00)
Accounts Receivable	9200-9299		10,194,199.00	16,807,644.00	11,268,582.00	3,857,934.00	1,483,478.00	3,994,636.00	4,559,272.00	4,366,333.00
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Lease Receivable	9380									
Deferred Outflows of Resources	9490									
SUBTOTAL		0.00	10,194,238.00	16,807,644.00	224,327.00	3,842,179.00	1,478,463.00	3,999,675.00	4,554,272.00	4,365,256.00
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599		67,743,184.00	5,874,370.00	10,496,352.00	(410,194.00)	(4,903,114.00)	(2,492,300.00)	(577,412.00)	(2,383,214.00)
Due To Other Funds	9610									
Current Loans	9640									
Unearned Revenues	9650		253,303.00			425,037.00	680,253.00	7,626,442.00	124,067.00	48,926.00
Deferred Inflows of Resources	9690									
SUBTOTAL		0.00	67,996,487.00	5,874,370.00	10,496,352.00	14,843.00	(4,222,861.00)	5,134,142.00	(453,345.00)	(2,334,288.00)
<u>Nonoperating</u>										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		0.00	(57,802,249.00)	10,933,274.00	(10,272,025.00)	3,827,336.00	5,701,324.00	(1,134,467.00)	5,007,617.00	6,699,544.00
E. NET INCREASE/DECREASE (B - C + D)			(52,088,823.00)	19,294,570.00	(15,798,604.00)	(9,821,585.00)	(3,214,169.00)	80,982,294.00	(4,254,003.00)	13,416,742.00
F. ENDING CASH (A + E)			176,869,634.00	196,164,204.00	180,365,600.00	170,544,015.00	167,329,846.00	248,312,140.00	244,058,137.00	257,474,879.00
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF:	JUNE								
A. BEGINNING CASH		257,474,879.00	215,513,329.00	248,689,553.00	276,435,889.00				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	8,301,629.00	8,737,146.00	8,988,093.00	8,958,004.00	0.00		89,328,931.00	89,328,931.00
Property Taxes	8020-8079	595,851.00	37,792,277.00	41,068,921.00	11,563,042.00			174,000,000.00	174,000,000.00
Miscellaneous Funds	8080-8099	(35,529,494.00)	2,455.00		(38,017,263.00)			(73,084,594.00)	(73,084,594.00)
Federal Revenue	8100-8299	24,649,417.00	19,090,854.00	17,930,804.00	64,103,430.00			270,530,299.00	270,530,299.00
Other State Revenue	8300-8599	7,953,077.00	5,354,278.00	(2,930,933.00)	2,942,775.00			58,656,736.00	58,656,736.00
Other Local Revenue	8600-8799	10,083,885.00	15,895,274.00	11,021,459.00	26,861,559.00			168,719,265.00	168,719,265.00
Interfund Transfers In	8900-8929				99,900.00			99,900.00	99,900.00
All Other Financing Sources	8930-8979							0.00	0.00
TOTAL RECEIPTS		16,054,365.00	86,872,284.00	76,078,344.00	76,511,447.00	0.00	0.00	688,250,537.00	688,250,537.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	5,964,179.00	6,547,546.00	6,422,076.00	12,746,789.00	0.00		72,400,125.00	72,400,125.00
Classified Salaries	2000-2999	9,679,774.00	11,089,410.00	11,075,609.00	21,798,605.00			121,903,715.00	121,903,715.00
Employee Benefits	3000-3999	8,975,980.00	9,571,648.00	10,002,512.00	25,498,900.00			110,219,684.00	110,219,684.00
Books and Supplies	4000-4999	1,083,893.00	1,186,271.00	1,045,092.00	3,007,516.00			12,719,804.00	12,719,804.00
Services	5000-5999	31,797,428.00	25,653,853.00	21,907,343.00	68,734,178.00			314,536,198.00	314,536,198.00
Capital Outlay	6000-6999	(960,358.00)	1,171,338.00	939,796.00	2,200,971.00			8,844,155.00	8,844,155.00
Other Outgo	7000-7499	1,515,623.00	(138,436.00)	(29,489.00)	15,125,113.00			40,167,508.00	40,167,508.00
Interfund Transfers Out	7600-7629				21,650,000.00			21,650,000.00	21,650,000.00
All Other Financing Uses	7630-7699							0.00	0.00

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
TOTAL DISBURSEMENTS		58,056,519.00	55,081,630.00	51,362,939.00	170,762,072.00	0.00	0.00	702,441,189.00	702,441,189.00
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199	930,502.00	(6,883.00)	78.00	11,065,220.00			922,893.00	
Accounts Receivable	9200-9299	1,343,005.00	(690,021.00)	(1,304,502.00)	(57,732,763.00)			(1,852,203.00)	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Lease Receivable	9380							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		2,273,507.00	(696,904.00)	(1,304,424.00)	(46,667,543.00)	0.00	0.00	(929,310.00)	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599	(1,180,294.00)	(2,082,474.00)	(4,335,355.00)	(99,451,636.72)			(33,702,087.72)	
Due To Other Funds	9610							0.00	
Current Loans	9640							0.00	
Unearned Revenues	9650	3,413,197.00			56,588.00			12,627,813.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		2,232,903.00	(2,082,474.00)	(4,335,355.00)	(99,395,048.72)	0.00	0.00	(21,074,274.72)	
<u>Nonoperating</u>									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		40,604.00	1,385,570.00	3,030,931.00	52,727,505.72	0.00	0.00	20,144,964.72	
E. NET INCREASE/DECREASE (B - C + D)		(41,961,550.00)	33,176,224.00	27,746,336.00	(41,523,119.28)	0.00	0.00	5,954,312.72	(14,190,652.00)
F. ENDING CASH (A + E)		215,513,329.00	248,689,553.00	276,435,889.00	234,912,769.72				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								234,912,769.72	

ANNUAL BUDGET REPORT:

July 1, 2024 Budget Adoption

This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the County Board of Education pursuant to Education Code sections 1620, 1622, 33129, 52066, 52067, and 52068.

Public Hearing:

Place: Downey, California
Date: 6/11/24
Time: 3:00 p.m.

Adoption Date: 6/18/24

Signed: _____
Clerk/Secretary of the County Board
(Original signature required)

Contact person for additional information on the budget reports:

Name: Marjam Clark
Title: Director, Accounting & Budget Development
Telephone: (562) 803-8251
E-mail: Clark_Marjam@lacoed.edu

To update our mailing database, please complete the following:

Superintendent's Name: Debra Duardo, MSW, Ed.D.
Chief Business Official's Name: Karen Kimmel
CBO's Title: Chief Financial Officer
CBO's Telephone: (562) 922-6124

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met" and supplemental information and additional fiscal indicators that are "Yes" may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1a	Average Daily Attendance (ADA) - County Operations Grant	Projected County Operations Grant ADA has not been overestimated by more than the standard for the first prior fiscal year, or two or more of the previous three fiscal years.	X	
1b	ADA - County Programs	Projected funded ADA for county programs has not exceeded the standard for the budget and two subsequent fiscal years.		X
2	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.		X
3	Salaries and Benefits	Projected total salaries and benefits are within the standard for the budget and two subsequent fiscal years.	X	
4a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
4b	Other Expenditures	Projected expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
5	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
6	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	
7a	Fund Balance	Unrestricted county school service fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
7b	Cash Balance	Projected county school fund cash balance will be positive at the end of the current fiscal year.	X	
8	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	

SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Exps.	Are there ongoing county school service fund expenditures in excess of one percent of the total county school service fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Exps.	Are there large non-recurring county school service fund expenditures that are funded with ongoing county school service fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?		X
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the county school service fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		X
SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the county office have long-term (multi year) commitments or debt agreements? • If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2023-24) annual payment?		X
S7a	Postemployment Benefits Other than Pensions	Does the county office provide postemployment benefits other than pensions (OPEB)? • If yes, are they lifetime benefits? • If yes, do benefits continue beyond age 65? • If yes, are benefits funded by pay-as-you-go?		X
S7b	Other Self-insurance Benefits	Does the county office provide other self-insurance benefits (e.g., workers' compensation, employee health and welfare, or property and liability)?		X
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for: • Certificated? (Section S8A, Line 1) • Classified? (Section S8B, Line 1) • Management/supervisor/confidential? (Section S8C, Line 1)		X
S9	Local Control and Accountability Plan (LCAP)	• Did or will the county office of education's governing board adopt an LCAP or an update to the LCAP effective for the budget year? • Adoption date of the LCAP or an update to the LCAP		X
S10	LCAP Expenditures	Does the county office of education's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X
			06/18/2024	
ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the county office will end the budget year with a negative cash balance in the county school service fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?		X
A3	Declining ADA	Is County Operations Grant ADA decreasing in both the prior fiscal year and budget year?		X
A4	New Charter Schools Impacting County Office ADA	Are any new charter schools operating in county boundaries that are impacting the county office's ADA, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the county office entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
A6	Uncapped Health Benefits	Does the county office provide uncapped (100% employer paid) health benefits for current or retired employees?		X
ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A7	Fiscal Distress Reports	Does the county office have any reports that indicate fiscal distress? If yes, provide copies to the CDE.	X	
A8	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

Pursuant to Education Code Section 42141, if a county office of education is self-insured for workers' compensation claims, the county superintendent of schools annually shall provide information to the governing board of the county board of education regarding the estimated accrued but unfunded cost of those claims. The county board of education annually shall certify to the Superintendent of Public Instruction the amount of money, if any, that has been reserved in the budget of the county office of education for the cost of those claims.

To the Superintendent of Public Instruction:

☒ Our county office of education is self-insured for workers' compensation claims as defined in Education Code Section 42141(a):

Total liabilities actuarially determined:	\$ 19,065,000.00
Less: Amount of total liabilities reserved in budget:	\$ 19,065,000.00
Estimated accrued but unfunded liabilities:	\$ 0.00

This county office of education is self-insured for workers' compensation claims through a JPA, and offers the following information:

This county office of education is not self-insured for workers' compensation claims.

Signed

Clerk/Secretary of the Governing Board

(Original signature required)

Date of Meeting: 6/18/2024

For additional information on this certification, please contact:

Name: James McGuirk

Title: Risk Management Officer

Telephone: (562) 401-5760

E-mail: McGuirk_James@laoe.edu

Description	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30	Amounts Due Within One Year
Governmental Activities:							
General Obligation Bonds Payable			0.00			0.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable	13,490,280.00		13,490,280.00	751,165.00	14,241,445.00	0.00	0.00
Leases Payable	31,602,278.00	(1,263,541.00)	30,338,737.00	643,891.00	3,790,372.00	27,192,256.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability	347,175,219.00		347,175,219.00	62,269,213.00	43,913,882.00	365,530,550.00	
Total/Net OPEB Liability	11,493,693.00		11,493,693.00	3,722,097.00	13,611,255.00	1,604,535.00	
Compensated Absences Payable	15,738,864.00		15,738,864.00	771,717.00	771,716.50	15,738,864.50	
Subscription Liability	1,232,546.00		1,232,546.00	177,854.00	698,718.00	711,682.00	
Governmental activities long-term liabilities	420,732,880.00	(1,263,541.00)	419,469,339.00	68,335,937.00	77,027,388.50	410,777,887.50	0.00
Business-Type Activities:							
General Obligation Bonds Payable			0.00			0.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Leases Payable			0.00			0.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability			0.00			0.00	
Total/Net OPEB Liability			0.00			0.00	
Compensated Absences Payable			0.00			0.00	
Subscription Liability			0.00			0.00	
Business-type activities long-term liabilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00

SACS 67

Los Angeles County Office of Education
Los Angeles County

Budget, July 1
2023-24 Estimated Actuals
Every Student Succeeds Act Maintenance of Effort
Expenditures

19 10199 0000000
Form ESMOE
F8BTRBYHYT(2024-25)

Section I - Expenditures	Funds 01, 09, and 62			2023-24 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	767,178,125.43
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	326,617,941.00
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	43,742,957.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999 except 6600, 6910	8,447,561.00
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	15,906,341.00
4. Other Transfers Out	All	9200	7200-7299	38,000,000.00
5. Interfund Transfers Out	All	9300	7600-7629	32,265,000.00
6. All Other Financing Uses	All	9100	7699	0.00
		9200	7651	
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	40,059,255.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	16,324,297.00

9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			0.00
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				194,745,411.00
D. Plus additional MOE expenditures:			1000-7143, 7300-7439	
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	minus 8000-8699	0.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			0.00
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				245,814,773.43
Section II - Expenditures Per ADA				2023-24 Annual ADA/Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines B1d and C9)				539.93
B. Expenditures per ADA (Line I.E divided by Line II.A)				455,271.56

Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)	Total	Per ADA
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE calculation). (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	212,223,568.31	410,411.08
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)	0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	212,223,568.31	410,411.08
B. Required effort (Line A.2 times 90%)	191,001,211.48	369,369.97
C. Current year expenditures (Line I.E and Line II.B)	245,814,773.43	455,271.56
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00

<div>E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)</div> <div>F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2025-26 may be reduced by the lower of the two percentages)</div>	MOE Met	
	0.00%	0.00%
SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)		
Description of Adjustments	Total Expenditures	Expenditures Per ADA
Total adjustments to base expenditures	0.00	0.00

Part I - General Administrative Share of Plant Services Costs

California's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of plant services costs (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative offices. The calculation of the plant services costs attributed to general administration and included in the pool is standardized and automated using the percentage of salaries and benefits relating to general administration as proxy for the percentage of square footage occupied by general administration.

A. Salaries and Benefits - Other General Administration and Centralized Data Processing

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 7200-7700, goals 0000 and 9000) 19,872,705.00
2. Contracted general administrative positions not paid through payroll
 - a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800. _____
 - b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

B. Salaries and Benefits - All Other Activities

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) 275,175,762.32

C. Percentage of Plant Services Costs Attributable to General Administration

(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) 7.22%

Part II - Adjustments for Employment Separation Costs

When an employee separates from service, the local educational agency (LEA) may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "normal" or "abnormal or mass" separation costs.

Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. Normal separation costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. State programs may have similar restrictions. Where federal or state program guidelines required that the LEA charge an employee's normal separation costs to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify and enter these costs on Line A for inclusion in the indirect cost pool.

Abnormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such as a Golden Handshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be charged to federal programs as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of positions in general administrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusion from the pool.

A. Normal Separation Costs (optional)

Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool. 120,000.00

Retain supporting documentation.

B. Abnormal or Mass Separation Costs (required)

Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero. 0.00

Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)**A. Indirect Costs**

1. Other General Administration, less portion charged to restricted resources or specific goals
(Functions 7200-7600, objects 1000-5999, minus Line B9) 15,083,404.18
2. Centralized Data Processing, less portion charged to restricted resources or specific goals
(Function 7700, objects 1000-5999, minus Line B10) 8,989,887.00

3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000 - 5999)	193,300.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000 - 5999)	1,061,725.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	1,491,479.88
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	35,880.37
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	120,000.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	26,975,676.42
9. Carry-Forward Adjustment (Part IV, Line F)	(6,981,446.33)
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	19,994,230.10
B. Base Costs	
1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	52,593,172.69
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	124,503,422.78
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	52,575,947.63
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	1,228,852.00
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	41,466,734.00
6. Enterprise (Function 6000, objects 1000-5999 except 4700 and 5100)	18,012,477.27
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	10,087,901.00
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000 - 5999, minus Part III, Line A3)	0.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	40,325,377.06
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	48,240,458.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	19,166,136.12
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	3,753,525.63
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	120,000.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	0.00
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	61,114,679.25
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
18. Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	472,948,683.44
C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment	
(For information only - not for use when claiming/recovering indirect costs)	
(Line A8 divided by Line B19)	5.70%
D. Preliminary Proposed Indirect Cost Rate	
(For final approved fixed-with-carry-forward rate for use in 2025-26 see www.cde.ca.gov/fg/ac/ic)	
(Line A10 divided by Line B19)	4.23%
Part IV - Carry-forward Adjustment	
The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates	

the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.

Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs, or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than the approved rate. Rates used to recover costs from programs are displayed in Exhibit A.

A. Indirect costs incurred in the current year (Part III, Line A8)	26,975,676.42
B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	226,160.57
2. Carry-forward adjustment amount deferred from prior year(s), if any	0.00
C. Carry-forward adjustment for under- or over-recovery in the current year	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (10.18%) times Part III, Line B19); zero if negative	0.00
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (10.18%) times Part III, Line B19) or (the highest rate used to recover costs from any program (12.06%) times Part III, Line B19); zero if positive	(20,944,338.98)
D. Preliminary carry-forward adjustment (Line C1 or C2)	(20,944,338.98)
E. Optional allocation of negative carry-forward adjustment over more than one year	
Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.	
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	1.28%
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment (\$-10472169.49) is applied to the current year calculation and the remainder (\$-10472169.49) is deferred to one or more future years:	3.49%
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment (\$-6981446.33) is applied to the current year calculation and the remainder (\$-13962892.65) is deferred to one or more future years:	4.23%
LEA request for Option 1, Option 2, or Option 3	3
F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)	(6,981,446.33)

Approved
indirect cost
rate: 10.18%

Highest rate
used in any
program: 12.06%

Note: In one or more
resources, the rate
used is greater than
the approved rate.

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	3010	5,398,914.00	549,606.00	10.18%
01	3025	3,621,659.00	368,684.00	10.18%
01	3060	2,406,158.00	244,947.00	10.18%
01	3061	272,864.00	27,778.00	10.18%
01	3110	4,200.00	428.00	10.19%
01	3182	1,190,159.74	121,158.26	10.18%
01	3183	2,570,063.00	261,632.00	10.18%
01	3212	171,170.00	17,425.00	10.18%
01	3213	12,704,400.00	1,293,307.00	10.18%
01	3310	720,153.00	73,311.00	10.18%
01	3326	138,810.00	14,131.00	10.18%
01	3327	105,528.00	10,743.00	10.18%
01	3386	13,614.00	1,386.00	10.18%
01	3395	39,764.00	4,048.00	10.18%
01	3410	1,191,323.00	121,277.00	10.18%
01	3724	997,019.00	101,496.00	10.18%
01	4035	36,869.00	3,755.00	10.18%
01	4037	1,526,834.00	122,147.00	8.00%
01	4038	1,411,456.00	112,917.00	8.00%
01	4123	2,068,648.00	210,589.00	10.18%
01	4127	405,177.00	41,247.00	10.18%
01	4203	35,490.00	3,613.00	10.18%
01	4204	511,726.00	52,095.00	10.18%
01	5035	1,555,091.00	158,308.00	10.18%
01	5210	39,433,277.00	4,755,658.00	12.06%
01	5454	295,862.00	14,971.00	5.06%
01	5630	440,528.00	44,846.00	10.18%
01	5632	1,252,615.00	127,516.00	10.18%
01	5633	1,216,941.00	123,885.00	10.18%
01	5634	106,777.00	10,869.00	10.18%
01	5810	2,167,381.00	219,053.00	10.11%
01	6010	211,200.00	10,560.00	5.00%
01	6266	685,630.27	69,797.00	10.18%
01	6332	3,508,130.00	357,128.00	10.18%
01	6333	817,880.00	83,260.00	10.18%
01	6334	4,605,043.00	468,793.00	10.18%

01	6387	293,178.00	29,845.00	10.18%
01	6388	78,809.00	3,153.00	4.00%
01	6500	16,033,949.00	1,632,256.00	10.18%
01	6520	237,334.00	24,161.00	10.18%
01	6545	680,704.00	69,296.00	10.18%
01	6546	645,790.00	65,741.00	10.18%
01	6680	167,343.00	17,036.00	10.18%
01	6685	191,297.00	19,476.00	10.18%
01	6695	656,638.00	66,846.00	10.18%
01	6770	68,604.95	686.05	1.00%
01	7085	583,406.06	59,391.00	10.18%
01	7365	1,017,110.00	103,543.00	10.18%
01	7366	6,239,810.00	635,213.00	10.18%
01	7368	2,537,946.00	258,363.00	10.18%
01	7370	771,465.57	78,534.43	10.18%
01	7412	4,940.00	503.00	10.18%
01	7413	2,088.00	213.00	10.20%
01	7422	2,943,305.00	299,628.00	10.18%
01	7435	2,226,892.00	226,697.00	10.18%
01	7810	13,230,173.00	1,108,555.00	8.38%
01	8150	4,577,843.00	466,025.00	10.18%
01	9010	54,392,439.52	5,410,376.82	9.95%
12	5066	0.00	19,686.00	N/A
12	6054	8,502,904.00	865,596.00	10.18%
12	6057	6,294,331.25	640,762.00	10.18%
12	6105	36,136,246.00	1,524,529.00	4.22%
12	6106	523,454.00	53,288.00	10.18%
12	6127	6,094,239.00	620,393.00	10.18%
12	6128	2,906,396.00	295,868.00	10.18%
12	6160	53,399.00	5,436.00	10.18%
12	7810	575,000.00	57,500.00	10.00%

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR					
1. Adjusted Beginning Fund Balance	9791-9795	527,475.41		1,895,805.50	2,423,280.91
2. State Lottery Revenue	8560	299,370.00		117,987.00	417,357.00
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
6. Total Available (Sum Lines A1 through A5)		826,845.41	0.00	2,013,792.50	2,840,637.91
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	60,000.00		0.00	60,000.00
2. Classified Salaries	2000-2999	29,937.00		0.00	29,937.00
3. Employee Benefits	3000-3999	16,946.00		0.00	16,946.00
4. Books and Supplies	4000-4999	503,671.00		1,990,978.00	2,494,649.00
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	51,000.00			51,000.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800			0.00	0.00
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			0.00	0.00
6. Capital Outlay	6000-6999	0.00		0.00	0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211, 7212, 7221, 7222, 7281, 7282	0.00			0.00
b. To JPAs and All Others	7213, 7223, 7283, 7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399	0.00			0.00
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11)		661,554.00	0.00	1,990,978.00	2,652,532.00
C. ENDING BALANCE (Must equal Line A6 minus Line B12)	979Z	165,291.41	0.00	22,814.50	188,105.91
D. COMMENTS:					

Data from this report will be used to prepare a report to the Legislature as required by Control Section 24.60 of the Budget Act.

*Pursuant to Government Code Section 8880.4(a)(2)(B) and the definition in Education Code Section 60010(h), Resource 6300 funds are to be used for the purchase of instructional materials only. Any amounts in the shaded cells of this column should be reviewed for appropriateness.

SACS 77

Los Angeles County Office of Education
Los Angeles County

Budget, July 1
County School Service Fund
Multiyear Projections
Unrestricted

19 10199 0000000
Form MYP
F8BTRBYHYT(2024-25)

Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 Projection (E)
County Operations Grant ADA (Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted from Form A, Line B5)		1,136,555.12	-3.00%	1,102,493.13	-3.00%	1,069,453.00
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	182,123,827.00	1.82%	185,438,975.00	1.71%	188,611,125.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	2,324,047.00	0.00%	2,324,047.00	0.00%	2,324,047.00
4. Other Local Revenues	8600-8799	115,326,992.00	0.00%	115,326,992.00	0.00%	115,326,992.00
5. Other Financing Sources						
a. Transfers In	8900-8929	99,900.00	0.00%	99,900.00	0.00%	99,900.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	(15,493,792.00)	0.00%	(15,493,791.00)	0.00%	(15,493,791.00)
6. Total (Sum lines A1 thru A5c)		284,380,974.00	1.17%	287,696,123.00	1.10%	290,868,273.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				42,898,933.00		42,340,496.00
b. Step & Column Adjustment				299,542.00		295,643.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(857,979.00)		(846,810.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	42,898,933.00	-1.30%	42,340,496.00	-1.30%	41,789,329.00
2. Classified Salaries						
a. Base Salaries				83,970,989.00		82,865,553.00
b. Step & Column Adjustment				573,984.00		566,427.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(1,679,420.00)		(1,657,311.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	83,970,989.00	-1.32%	82,865,553.00	-1.32%	81,774,669.00
3. Employee Benefits	3000-3999	69,427,913.00	-3.13%	67,254,543.00	1.16%	68,035,591.00
4. Books and Supplies	4000-4999	7,346,710.00	1.04%	7,422,969.00	0.80%	7,482,560.00
5. Services and Other Operating Expenditures	5000-5999	46,808,451.00	-1.79%	45,971,842.00	-1.77%	45,156,943.00
6. Capital Outlay	6000-6999	8,433,987.00	-2.00%	8,265,307.00	-2.00%	8,100,001.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	36,021,202.00	0.00%	36,021,202.00	0.00%	36,021,202.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(22,058,121.00)	-3.90%	(21,197,217.00)	-0.02%	(21,192,831.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	21,650,000.00	0.00%	21,650,000.00	0.00%	21,650,000.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00

Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 Projection (E)
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		294,500,064.00	-1.33%	290,594,695.00	-0.61%	288,817,464.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(10,119,090.00)		(2,898,572.00)		2,050,809.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		131,160,749.21		121,041,659.21		118,143,087.21
2. Ending Fund Balance (Sum lines C and D1)		121,041,659.21		118,143,087.21		120,193,896.21
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	720,000.00		720,000.00		720,000.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	49,712,015.00		48,478,769.00		49,478,769.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	70,244,118.90		68,708,734.00		68,661,659.00
2. Unassigned/Unappropriated	9790	365,525.31		235,584.21		1,333,468.21
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		121,041,659.21		118,143,087.21		120,193,896.21
E. AVAILABLE RESERVES						
1. County School Service Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	70,244,118.90		68,708,734.00		68,661,659.00
c. Unassigned/Unappropriated	9790	365,525.31		235,584.21		1,333,468.21
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750			0.00		0.00
b. Reserve for Economic Uncertainties	9789			0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves (Sum lines E1a thru E2c)		70,609,644.21		68,944,318.21		69,995,127.21
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
B.1.d & B.2.d 2% cost cutting measures						

Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 Projection (E)
County Operations Grant ADA (Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted from Form A, Line B5)						
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	8,120,510.00	0.00%	8,120,510.00	0.00%	8,120,510.00
2. Federal Revenues	8100-8299	270,530,299.00	-2.17%	264,647,393.00	0.00%	264,647,393.00
3. Other State Revenues	8300-8599	56,332,689.00	-4.19%	53,971,431.00	0.00%	53,971,431.00
4. Other Local Revenues	8600-8799	53,392,273.00	-37.73%	33,249,528.00	0.00%	33,249,528.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	15,493,792.00	0.00%	15,493,791.00	0.00%	15,493,791.00
6. Total (Sum lines A1 thru A5c)		403,869,563.00	-7.03%	375,482,653.00	0.00%	375,482,653.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				29,501,192.00		29,711,388.00
b. Step & Column Adjustment				210,196.00		211,694.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	29,501,192.00	0.71%	29,711,388.00	0.71%	29,923,082.00
2. Classified Salaries						
a. Base Salaries				37,932,726.00		38,144,689.00
b. Step & Column Adjustment				264,216.00		266,059.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(52,253.00)		
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	37,932,726.00	0.56%	38,144,689.00	0.70%	38,410,748.00
3. Employee Benefits	3000-3999	40,791,771.00	0.18%	40,867,215.00	3.60%	42,339,725.00
4. Books and Supplies	4000-4999	5,373,094.00	-1.66%	5,283,785.00	0.00%	5,283,785.00
5. Services and Other Operating Expenditures	5000-5999	267,727,747.00	-4.08%	256,814,878.00	-0.25%	256,175,483.00
6. Capital Outlay	6000-6999	410,168.00	-20.24%	327,168.00	0.00%	327,168.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	7,017,596.00	0.00%	7,017,596.00	0.00%	7,017,596.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	19,186,831.00	-4.49%	18,325,927.00	-0.02%	18,321,541.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)						

Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 Projection (E)
11. Total (Sum lines B1 thru B10)		407,941,125.00	-2.81%	396,492,646.00	0.33%	397,799,128.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(4,071,562.00)		(21,009,993.00)		(22,316,475.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		118,662,672.51		114,591,110.51		93,581,117.51
2. Ending Fund Balance (Sum lines C and D1)		114,591,110.51		93,581,117.51		71,264,642.51
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	114,591,110.63		93,581,117.51		71,264,642.51
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	(.12)		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		114,591,110.51		93,581,117.51		71,264,642.51
E. AVAILABLE RESERVES						
1. County School Service Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
B.2.d Adjustment to Student Behavioral Health grant spending						

Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 Projection (E)
County Operations Grant ADA (Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted from Form A, Line B5)		1,136,555.12	-3.00%	1,102,493.13	-3.00%	1,069,453.00
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	190,244,337.00	1.74%	193,559,485.00	1.64%	196,731,635.00
2. Federal Revenues	8100-8299	270,530,299.00	-2.17%	264,647,393.00	0.00%	264,647,393.00
3. Other State Revenues	8300-8599	58,656,736.00	-4.03%	56,295,478.00	0.00%	56,295,478.00
4. Other Local Revenues	8600-8799	168,719,265.00	-11.94%	148,576,520.00	0.00%	148,576,520.00
5. Other Financing Sources						
a. Transfers In	8900-8929	99,900.00	0.00%	99,900.00	0.00%	99,900.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		688,250,537.00	-3.64%	663,178,776.00	0.48%	666,350,926.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				72,400,125.00		72,051,884.00
b. Step & Column Adjustment				509,738.00		507,337.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(857,979.00)		(846,810.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	72,400,125.00	-0.48%	72,051,884.00	-0.47%	71,712,411.00
2. Classified Salaries						
a. Base Salaries				121,903,715.00		121,010,242.00
b. Step & Column Adjustment				838,200.00		832,486.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(1,731,673.00)		(1,657,311.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	121,903,715.00	-0.73%	121,010,242.00	-0.68%	120,185,417.00
3. Employee Benefits	3000-3999	110,219,684.00	-1.90%	108,121,758.00	2.08%	110,375,316.00
4. Books and Supplies	4000-4999	12,719,804.00	-0.10%	12,706,754.00	0.47%	12,766,345.00
5. Services and Other Operating Expenditures	5000-5999	314,536,198.00	-3.74%	302,786,720.00	-0.48%	301,332,426.00
6. Capital Outlay	6000-6999	8,844,155.00	-2.85%	8,592,475.00	-1.92%	8,427,169.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	43,038,798.00	0.00%	43,038,798.00	0.00%	43,038,798.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(2,871,290.00)	0.00%	(2,871,290.00)	0.00%	(2,871,290.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	21,650,000.00	0.00%	21,650,000.00	0.00%	21,650,000.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00

Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 Projection (E)
11. Total (Sum lines B1 thru B10)		702,441,189.00	-2.19%	687,087,341.00	-0.07%	686,616,592.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(14,190,652.00)		(23,908,565.00)		(20,265,666.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		249,823,421.72		235,632,769.72		211,724,204.72
2. Ending Fund Balance (Sum lines C and D1)		235,632,769.72		211,724,204.72		191,458,538.72
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	720,000.00		720,000.00		720,000.00
b. Restricted	9740	114,591,110.63		93,581,117.51		71,264,642.51
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	49,712,015.00		48,478,769.00		49,478,769.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	70,244,118.90		68,708,734.00		68,661,659.00
2. Unassigned/Unappropriated	9790	365,525.19		235,584.21		1,333,468.21
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		235,632,769.72		211,724,204.72		191,458,538.72
E. AVAILABLE RESERVES						
1. County School Service Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	70,244,118.90		68,708,734.00		68,661,659.00
c. Unassigned/Unappropriated	9790	365,525.31		235,584.21		1,333,468.21
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z	(.12)		0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		70,609,644.09		68,944,318.21		69,995,127.21
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		10.05%		10.03%		10.19%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For counties that serve as the administrative unit (AU) of a special education local plan area (SELPA):						

Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 Projection (E)
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	Yes					
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
Los Angeles Charter SELPA (LA)						
2. Special education pass-through funds						
(Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)		26,498,275.00		26,498,275.00		26,498,275.00
2. County Office's Total Expenditures and Other Financing Uses						
Used to determine the reserve standard percentage level on line F3d (Line B11, plus line F1b2 if line F1a is No)		702,441,189.00		687,087,341.00		686,616,592.00
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		702,441,189.00		687,087,341.00		686,616,592.00
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		702,441,189.00		687,087,341.00		686,616,592.00
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 8 for calculation details)		2.00%		2.00%		2.00%
e. Reserve Standard - By Percent (Line F3c times F3d)		14,048,823.78		13,741,746.82		13,732,331.84
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 8 for calculation details)		2,584,000.00		2,584,000.00		2,584,000.00
g. Reserve Standard (Greater of Line F3e or F3f)		14,048,823.78		13,741,746.82		13,732,331.84
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

Description	2023-24 Actual	2024-25 Budget	% Diff.
SELPA Name: (DP)			
Date allocation plan approved by SELPA governance: 6/11/2024			
I. TOTAL SELPA REVENUES			
A. Base Plus Taxes and Excess ERAF			
1. Base Apportionment	(305,686.73)	(197,846.66)	-35.28%
2. Local Special Education Property Taxes	8,281,648.00	8,120,510.00	-1.95%
3. Applicable Excess ERAF	0.00	0.00	0.00%
4. Total Base Apportionment, Taxes, and Excess ERAF	7,975,961.27	7,922,663.34	-0.67%
B. Program Specialist/Regionalized Services Apportionment	168,370.07	168,230.04	-0.08%
C. Program Specialist/Regionalized Services for NSS Apportionment	0.00	0.00	0.00%
D. Low Incidence Apportionment	7,298.14	13,633.02	86.80%
E. Out of Home Care Apportionment	906,230.00	909,098.78	0.32%
F. Extraordinary Cost Pool for NPS/LCI and NSS Mental Health Services Apportionment	0.00	0.00	0.00%
G. Adjustment for NSS with Declining Enrollment	0.00	0.00	0.00%
H. Grand Total Apportionment, Taxes and Excess ERAF (Sum lines A4 through G)	9,057,859.48	9,013,625.18	-0.49%
I. Federal IDEA Local Assistance Grants - Preschool	0.00	0.00	0.00%
J. Federal IDEA - Section 619 Preschool	0.00	0.00	0.00%
K. Other Federal Discretionary Grants	924,542.00	681,278.00	-26.31%
L. Other Adjustments	1,016,435.00	1,011,531.00	-0.48%
M. Total SELPA Revenues (Sum lines H through L)	10,998,836.48	10,706,434.18	-2.66%
II. ALLOCATION TO SELPA MEMBERS			
Los Angeles County Office of Education (DP00)	10,998,836.48	10,706,434.18	-2.7%
Total Allocations (Sum all lines in Section II) (Amount must equal Line I.M)	10,998,836.48	10,706,434.18	-2.66%
Preparer Name: Alyssa Martinez			
Title: Financial Operations Consultant			
Phone: (562) 922-8899			

Description	2023-24 Actual	2024-25 Budget	% Diff.
SELPA Name: Los Angeles Charter SELPA (LA)			
Date allocation plan approved by SELPA governance: 5/23/2024			
I. TOTAL SELPA REVENUES			
A. Base Plus Taxes and Excess ERAF			
1. Base Apportionment	22,428,080.00	22,438,070.00	0.04%
2. Local Special Education Property Taxes	0.00	0.00	0.00%
3. Applicable Excess ERAF	0.00	0.00	0.00%
4. Total Base Apportionment, Taxes, and Excess ERAF	22,428,080.00	22,438,070.00	0.04%
B. Program Specialist/Regionalized Services Apportionment	269,437.00	271,259.00	0.68%
C. Program Specialist/Regionalized Services for NSS Apportionment	0.00	0.00	0.00%
D. Low Incidence Apportionment	306,522.00	136,330.00	-55.52%
E. Out of Home Care Apportionment	438,762.00	499,567.00	13.86%
F. Extraordinary Cost Pool for NPS/LCI and NSS Mental Health Services Apportionment	0.00	0.00	0.00%
G. Adjustment for NSS with Declining Enrollment	0.00	0.00	0.00%
H. Grand Total Apportionment, Taxes and Excess ERAF (Sum lines A4 through G)	23,442,801.00	23,345,226.00	-0.42%
I. Federal IDEA Local Assistance Grants - Preschool	0.00	0.00	0.00%
J. Federal IDEA - Section 619 Preschool	0.00	0.00	0.00%
K. Other Federal Discretionary Grants	3,465,655.00	2,900,000.00	-16.32%
L. Other Adjustments	0.00	0.00	0.00%
M. Total SELPA Revenues (Sum lines H through L)	26,908,456.00	26,245,226.00	-2.46%
II. ALLOCATION TO SELPA MEMBERS			
Los Angeles County Office of Education (LA00)	1,342,975.00	1,100,768.00	-18.0%
Academia Avance Charter (LAA01)	276,187.00	260,360.00	-5.7%
Jardin de la Infancia (LAA07)	16,532.00	16,216.00	-1.9%
Intellectual Virtues Academy (LAA10)	112,192.00	101,559.00	-9.5%
Russell Westbrook Why Not? Middle (LAA11)	169,766.00	135,537.00	-20.2%
ISANA Achenar Academy (LAA12)	462,345.00	407,494.00	-11.9%
Russell Westbrook Why Not? High (LAA16)	261,028.00	233,506.00	-10.5%
Heartland Charter (LAA17)	5,324,259.00	5,156,046.00	-3.2%
Lashon Academy (LAA18)	573,263.00	551,724.00	-3.8%
Opportunities for Learning - Duarte (LAA19)	307,696.00	328,890.00	6.9%
Opportunities for Learning - William S. Hart (LAA20)	1,289,862.00	1,397,671.00	8.4%
Soleil Academy Charter (LAA22)	315,467.00	305,204.00	-3.3%
Da Vinci RISE High (LAA23)	189,407.00	151,937.00	-19.8%
Granite Mountain Charter (LAA24)	4,085,725.00	3,930,913.00	-3.8%
ICEF Inglewood Elementary Charter Academy (LAA25)	369,288.00	360,476.00	-2.4%
International School for Science and Culture (LAA26)	167,157.00	128,378.00	-23.2%
Lake View Charter (LAA27)	0.00	0.00	0.0%
Lashon Academy City (LAA28)	92,785.00	92,239.00	-0.6%
Sycamore Creek Community Charter (LAA29)	162,538.00	156,035.00	-4.0%
Academia Moderna (LAA31)	415,712.00	401,197.00	-3.5%
Blue Ridge Academy (LAA32)	7,162,701.00	6,913,037.00	-3.5%
Edward B. Cole Academy (LAA33)	415,131.00	401,081.00	-3.4%
Options for Youth-Acton (LAA34)	2,070,439.00	2,383,570.00	15.1%
PREPA TEC - Los Angeles (LAA35)	296,350.00	284,491.00	-4.0%
Village Charter Academy (LAA37)	264,895.00	307,370.00	16.0%
We the People High (LAA38)	37,904.00	41,637.00	9.8%
Bridges Preparatory Academy (LAA40)	131,894.00	126,057.00	-4.4%
Irvine International Academy (LAA41)	316,766.00	315,515.00	-0.4%

Description	2023-24 Actual	2024-25 Budget	% Diff.
The SEED School of Los Angeles County (LAA42)	180,273.00	170,642.00	-5.3%
Los Angeles College Prep Academy (LAA43)	42,557.00	29,789.00	-30.0%
Mayacamas Charter Middle (LAA44)	55,362.00	55,887.00	0.9%
Total Allocations (Sum all lines in Section II) (Amount must equal Line I.M)	26,908,456.00	26,245,226.00	-2.46%
Preparer Name: Alyssa Martinez			
Title: Financial Operations Consultant			
Phone: (562) 922-8899			

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Los Angeles County Office of Education
Los Angeles County

Budget, July 1
2023-24 Estimated Actuals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

19 10199 0000000
Form SIAA
F8BTRBYHYT(2024-25)

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
01 COUNTY SCHOOL SERVICE FUND								
Expenditure Detail	0.00	(1,880,404.00)	0.00	(4,083,058.00)				
Other Sources/Uses Detail					93,000.00	32,265,000.00		
Fund Reconciliation							0.00	0.00
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	1,873,504.00	0.00	4,083,058.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
16 FOREST RESERVE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	93,000.00		
Fund Reconciliation							0.00	0.00
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Expenditure Detail								
Other Sources/Uses Detail					31,000,000.00	0.00		
Fund Reconciliation							0.00	0.00
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00

Budget, July 1
2023-24 Estimated Actuals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

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Form SIAA
F8BTRBYHYT(2024-25)

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
67 SELF-INSURANCE FUND								
Expenditure Detail	6,900.00	0.00						
Other Sources/Uses Detail					1,265,000.00	0.00		
Fund Reconciliation							0.00	0.00
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
TOTALS	1,880,404.00	(1,880,404.00)	4,083,058.00	(4,083,058.00)	32,358,000.00	32,358,000.00	0.00	0.00

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Los Angeles County Office of Education
Los Angeles County

Budget, July 1
2024-25 Budget Budget, July 1
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

19 10199 0000000
Form SIAB
F8BTRBYHYT(2024-25)

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
01 COUNTY SCHOOL SERVICE FUND								
Expenditure Detail	0.00	(1,142,590.00)	0.00	(2,871,290.00)				
Other Sources/Uses Detail					99,900.00	21,650,000.00		
Fund Reconciliation								
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	1,135,690.00	0.00	2,871,290.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
16 FOREST RESERVE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	99,900.00		
Fund Reconciliation								
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
Expenditure Detail								
Other Sources/Uses Detail					21,650,000.00	0.00		
Fund Reconciliation								
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
67 SELF-INSURANCE FUND								
Expenditure Detail	6,900.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
TOTALS	1,142,590.00	(1,142,590.00)	2,871,290.00	(2,871,290.00)	21,749,900.00	21,749,900.00		

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the approval of the budget.

CRITERIA AND STANDARDS

1.	CRITERION: Average Daily Attendance								
A.	STANDARD: Projected County Operations Grant average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:								
	<table><tr><th>Percentage Level</th><th>County Operations Grant ADA</th></tr><tr><td>3.0%</td><td>0 to 6,999</td></tr><tr><td>2.0%</td><td>7,000 to 59,999</td></tr><tr><td>1.0%</td><td>60,000 and over</td></tr></table>	Percentage Level	County Operations Grant ADA	3.0%	0 to 6,999	2.0%	7,000 to 59,999	1.0%	60,000 and over
Percentage Level	County Operations Grant ADA								
3.0%	0 to 6,999								
2.0%	7,000 to 59,999								
1.0%	60,000 and over								
	<table><tr><td>County Office ADA (Form A, Estimated Funded ADA column, Line B5):</td><td>1,136,555</td></tr><tr><td>County Office County Operations Grant ADA Standard Percentage Level:</td><td>1.00%</td></tr></table>	County Office ADA (Form A, Estimated Funded ADA column, Line B5):	1,136,555	County Office County Operations Grant ADA Standard Percentage Level:	1.00%				
County Office ADA (Form A, Estimated Funded ADA column, Line B5):	1,136,555								
County Office County Operations Grant ADA Standard Percentage Level:	1.00%								

1A-1. Calculating the County Office's County Operations Grant ADA Variances

DATA ENTRY: Enter the County Operations Grant Funded ADA in the Original Budget column for all fiscal years. All other data are extracted or calculated.

Fiscal Year	County Operations Grant Funded ADA		ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
	Original Budget	Estimated/Unaudited Actuals		
	(Form A, Line B5)			
Third Prior Year (2021-22)	1,373,635.34	1,204,643.83	12.30%	Not Met
Second Prior Year (2022-23)	1,216,372.54	1,207,832.84	0.70%	Met
First Prior Year (2023-24)	1,138,589.27	1171670.57	N/A	Met

1A-2. Comparison of County Office County Operations Grant ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a.	STANDARD MET - Projected County Operations Grant ADA has not been overestimated by more than the standard percentage level for the first prior year.		
	<table><tr><td>Explanation: (required if NOT met)</td><td></td></tr></table>	Explanation: (required if NOT met)	
Explanation: (required if NOT met)			
1b.	STANDARD MET - Projected County Operations Grant ADA has not been overestimated by more than the standard percentage level for two or more of the previous three years.		
	<table><tr><td>Explanation: (required if NOT met)</td><td></td></tr></table>	Explanation: (required if NOT met)	
Explanation: (required if NOT met)			

1. CRITERION: Average Daily Attendance (continued)

- B. STANDARD: Projected funded ADA for county operated programs for any of the budget year or two subsequent fiscal years has not increased from the historical average from the three prior fiscal years by more than two percent (2%) each year.

1B-1. Calculating the County Office's Historical Average Projected ADA for County Operated Programs

DATA ENTRY: All data are extracted or calculated.

Average Daily Attendance (Form A, Estimated Actuals, Funded ADA)

Fiscal Year	County and Charter School Alternative Education Grant ADA (Form A, Lines B1d and C2d)	District Funded County Program ADA (Form A, Line B2g)	County Operations Grant ADA (Form A, Line B5)	Charter School ADA and Charter School Funded County Program ADA (Form A, Lines C1 and C3f)
Third Prior Year (2021-22)	463.52	1,027.95	1,204,643.83	0.00
Second Prior Year (2022-23)	517.10	1,098.93	1,207,832.84	0.00
First Prior Year (2023-24)	762.09	1,174.71	1,171,670.57	0.00
Historical Average:	580.90	1,100.53	1,194,715.75	0.00

County Office's County Operated Programs ADA Standard:

Budget Year (2024-25) (historical average plus 2%):	592.52	1,122.54	1,218,610.06	0.00
1st Subsequent Year (2025-26) (historical average plus 4%):	604.14	1,144.55	1,242,504.38	0.00
2nd Subsequent Year (2026-27) (historical average plus 6%):	615.76	1,166.56	1,266,398.69	0.00

1B-2. Calculating the County Office's Projected ADA for County Operated Programs

DATA ENTRY: Budget year data will be extracted from Form A. Enter the remaining data in each of the 1st and 2nd Subsequent Years. If Form MYP exists, County Operations Grant ADA will be extracted for the two subsequent fiscal years.

Average Daily Attendance (Form A, Estimated Funded ADA)

Fiscal Year	County and Charter School Alternative Education Grant ADA (Form A, Lines B1d and C2d)	District Funded County Program ADA (Form A, Line B2g)	County Operations Grant ADA (Form A, Line B5)	Charter School ADA and Charter School Funded County Program ADA (Form A, Lines C1 and C3f)
Budget Year (2024-25)	540.08	1,155.48	1,136,555.12	0.00
1st Subsequent Year (2025-26)	533.29	1,155.48	1102493.13	0.00
2nd Subsequent Year (2026-27)	533.29	1,155.48	1069453.0	0.00
Status:	Met	Not Met	Met	Met

1B-3. Comparison of County Office Projected County Operated Programs ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Projected ADA for county operated programs is above the standard for one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard, a description of the methods and assumptions used in projecting ADA, and what changes, if any, will be made to bring the projected ADA within the standard.

Explanation:

(required if NOT met)

Due to the popularity of LACOE's Specialized High Schools, enrollment is not expected to decline.

2. CRITERION: LCFF Revenue

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the county office's cost-of-living adjustment (COLA) plus or minus one percent.

For excess property tax counties, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

2A. County Office's LCFF Revenue Standard

Indicate which standard applies:

LCFF Revenue
Excess Property Tax/Minimum State Aid

The County office must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: LCFF Revenue

2A-1. Calculating the County Office's LCFF Revenue Standard

DATA ENTRY: Section I, enter applicable data for all fiscal years. Section I-a is completed by a county office funded at Target, and Section 1-b is completed by a county office funded at Hold Harmless. Per AB 181, Chapter 52, Statutes of 2022, hold harmless COEs include a COLA add-on. Section I-b1, enter the projected County Operations Grant for all fiscal years and Section I-b2, enter the projected Alternative Education Grant for all fiscal years to calculate the add-on COLA amount. Section II, enter data in Step 2b1 for all fiscal years. Section III, all data are extracted or calculated. Section IV, enter data in Step 1a for the two subsequent fiscal years, Step 2b1 for all fiscal years, and Step 2b3 for current year only. All other data are extracted or calculated.

NOTE: Enter data in Section I, Line c1 and Section IV only if the county office has charter school funded county program ADA corresponding to financial data reported in Fund 01. Regardless of the standard selected, criterion 2A-1 must be completed to obtain the total change in population and funding level.

Projected LCFF Revenue

Select County Office's LCFF revenue funding status:

At Target
Hold Harmless
Status: Hold Harmless

		Prior Year (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
I. LCFF Funding					
a.	COE funded at Target LCFF				
a1.	County Operations Grant	N/A	N/A	N/A	N/A
a2.	Alternative Education Grant	N/A	N/A	N/A	N/A
b.	COE funded at Hold Harmless LCFF				
b1.	County Operations Grant (informational only)	112,588,965.00	110,154,410.00	110,733,377.00	111,746,182.00
b2.	Alternative Education Grant (informational only)	19,289,896.00	13,788,845.00	14,050,217.00	14,433,707.00
c.	Charter Funded County Program				
c1.	LCFF Entitlement	154,846,543.00	152,952,226.00	156,229,210.00	160,020,111.00
d.	Total LCFF (Sum of a or b, and c)	154,846,543.00	152,952,226.00	156,229,210.00	160,020,111.00

II. County Operations Grant

Step 1 - Change in Population

a.	ADA (Funded) (Form A, line B5 and Criterion 1B-2)	1,171,670.57	1,136,555.12	1,102,493.13	1,069,453.00
b.	Prior Year ADA (Funded)		1,171,670.57	1,136,555.12	1,102,493.13
c.	Difference (Step 1a minus Step 1b (At Target) or 0 (Hold Harmless))		0.00	0.00	0.00
d.	Percent Change Due to Population (Step 1c divided by Step 1b)		0.00%	0.00%	0.00%

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Los Angeles County Office of Education
Los Angeles County

2024-25 Budget, July 1
County School Service Fund
County Office of Education Criteria and Standards
Review

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Form 01CS
F8BTRBYHYT(2024-25)

Step 2 - Change in Funding Level

a.	Prior Year LCFF Funding (Section I-a1 At Target or Section I-b1 Hold Harmless), prior year column	112,588,965.00	110,154,410.00	110,733,377.00
b1.	COLA percentage	0.0%	2.7%	3.1%
b2.	COLA amount (proxy for purposes of this criterion)	0.00	3,007,215.39	3,443,808.02
c.	Total Change (Step 2b2)	0.00	3,007,215.39	3,443,808.02
d.	Percent Change Due to Funding Level (Step 2c divided by Step 2a)	0.00%	2.73%	3.11%

Step 3 - Weighted Change in Population and Funding Level

a.	Percent change in population and funding level (Step 1d plus Step 2d)	0.00%	2.73%	3.11%
b.	LCFF Percent allocation (Section I-a1 divided by Section I-d (At Target) or Section I-b divided by Section I-d (Hold Harmless))	0.00%	0.00%	0.00%
c.	Weighted Percent change (Step 3a x Step 3b)	0.00%	0.00%	0.00%

III. Alternative Education Grant

Step 1 - Change in Population

	Prior Year (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
a.	ADA (Funded) (Form A, lines B1d, C2d, and Criterion 1B-2)	762.09	540.08	533.29
b.	Prior Year ADA (Funded)	762.09	540.08	533.29
c.	Difference (Step 1a minus Step 1b)	(222.01)	(6.79)	0.00
d.	Percent Change Due to Population (Step 1c divided by Step 1b)	-29.13%	-1.26%	0.00%

Step 2 - Change in Funding Level

a.	Prior Year LCFF Funding (Section I-a2 At Target or Section I-b2 Hold Harmless), prior year column	19,289,896.00	13,788,845.00	14,050,217.00
b1.	COLA percentage (Section II-Step 2b1)	0.00%	2.73%	3.11%
b2.	COLA amount (proxy for purposes of this criterion)	0.00	376,435.47	436,961.75
c.	Total Change (Step 2b2)	0.00	376,435.47	436,961.75
d.	Percent Change Due to Funding Level (Step 2c divided by Step 2a)	0.00%	2.73%	3.11%

Step 3 - Weighted Change in Population and Funding Level

a.	Percent change in population and funding level (Step 1d plus Step 2d)	-29.13%	1.47%	3.11%
b.	LCFF Percent allocation (Section I-a2 divided by Section I-d (At Target) or Section I-b divided by Section I-d (Hold Harmless))	0.00%	0.00%	0.00%
c.	Weighted Percent change (Step 3a x Step 3b)	0.00%	0.00%	0.00%

IV. Charter Funded County Program

Step 1 - Change in Population

	Prior Year (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
a.	ADA (Funded) (Form A, line C3f)	0.00	0.00	0.00
b.	Prior Year ADA (Funded)	0.00	0.00	0.00
c.	Difference (Step 1a minus Step 1b)	0.00	0.00	0.00
d.	Percent Change Due to Population (Step 1c divided by Step 1b)	0.00%	0.00%	0.00%

Step 2 - Change in Funding Level

a.	Prior Year LCFF Funding (Section I-c1, prior year column)	154,846,543.00	152,952,226.00	156,229,210.00
b1.	COLA percentage			
b2.	COLA amount (proxy for purposes of this criterion)	0.00	0.00	0.00
c.	Percent Change Due to Funding Level (Step 2c divided by Step 2a)	0.00%	0.00%	0.00%

Step 3 - Weighted Change in Population and Funding Level

a.	Percent change in population and funding level (Step 1d plus Step 2c)	0.00%	0.00%	0.00%
b.	LCFF Percent allocation (Section I-c1 divided by Section I-d)	100.00%	100.00%	100.00%
c.	Weighted Percent change (Step 3a x Step 3b)	0.00%	0.00%	0.00%

V. Weighted Change

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
a.	Total weighted percent change (Step 3c in sections II, III and IV)	0.00%	0.00%
LCFF Revenue Standard (line V-a, plus/minus 1%):		-1.00% to 1.00%	-1.00% to 1.00%

2B. Alternate LCFF Revenue Standard - Excess Property Tax / Minimum State Aid

DATA ENTRY: If applicable to your county office, input data in the 1st and 2nd Subsequent Years for projected local property taxes; all other data are extracted or calculated.

Excess Property Tax or Minimum State Aid County Office Projected LCFF Revenue

	Prior Year (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Projected local property taxes (Form 01, Objects 8021 - 8089)	168,958,533.00	174,000,000.00	174,000,000.00	174,000,000.00
Excess Property Tax/Minimum State Aid Standard (Percent change over previous year, plus/minus 1%):		N/A	N/A	N/A

2C. Calculating the County Office's Projected Change in LCFF Revenue

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Years for LCFF Revenue; all other data are extracted or calculated.

	Prior Year (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
1. LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	255,252,823.00	263,328,931.00	266,644,079.00	269,816,229.00
County Office's Projected Change in LCFF Revenue:		3.16%	1.26%	1.19%
Standard:		-1.00% to 1.00%	-1.00% to 1.00%	-1.00% to 1.00%
Status:		Not Met	Not Met	Not Met

2D. Comparison of County Office LCFF Revenue to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Projected change in LCFF revenue is outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard(s) and a description of the methods and assumptions used in projecting LCFF revenue.

Explanation (required if NOT met)	Increase in SELPA property tax
--------------------------------------	--------------------------------

3. CRITERION: Salaries and Benefits

STANDARD: Projected total salaries and benefits for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year amount by more than the change in funded COLA plus or minus five percent.

3A. Calculating the County Office's Salaries and Benefits Standard Percentages

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
1. County Office's Change in Funding Level (Criterion 2C):	3.16%	1.26%	1.19%
2. County Office's Salaries and Benefits Standard (Line 1, plus/minus 5%):	-1.84% to 8.16%	-3.74% to 6.26%	-3.81% to 6.19%

3B. Calculating the County Office's Projected Change in Salaries and Benefits

DATA ENTRY: If Form MYP exists, Salaries and Benefits for the 1st and 2nd Subsequent Years will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Salaries and Benefits (Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3)	Percent Change Over Previous Year	Status
First Prior Year (2023-24)	295,494,381.32		
Budget Year (2024-25)	304,523,524.00	3.06%	Met
1st Subsequent Year (2025-26)	301,183,884.00	(1.10%)	Met
2nd Subsequent Year (2026-27)	302,273,144.00	0.36%	Met

3C. Comparison of County Office Change in Salaries and Benefits to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Ratio of total salaries and benefits to total expenditures has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

4. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the change in funded COLA plus or minus ten percent.

For each major object category, changes that exceed the percentage change in the funded COLA plus or minus five percent must be explained.

4A. Calculating the County Office's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
1. County Office's Change in Funding Level (Criterion 2C):	3.16%	1.26%	1.19%
2. County Office's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	-6.84% to 13.16%	-8.74% to 11.26%	-8.81% to 11.19%
3. County Office's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-1.84% to 8.16%	-3.74% to 6.26%	-3.81% to 6.19%

4B. Calculating the County Office's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 4A, Line 3)

DATA ENTRY: If Form MYP exists, the 1st and 2nd Subsequent Year data for each revenue and expenditure section will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Explanations must be entered for each category if the percent change for any year exceeds the county office's explanation percentage range.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2023-24)	349,059,175.00		
Budget Year (2024-25)	270,530,299.00	-22.50%	Yes
1st Subsequent Year (2025-26)	264,647,393.00	-2.17%	No
2nd Subsequent Year (2026-27)	264,647,393.00	0.00%	No

Explanation:

(required if Yes)

ESSER III and Federal Expanded Learning Opportunities (ELO) grant funding sunseting on 9/30/2024 (\$5.9 million). Head Start and Early Head Start carry over will be budgeted when GAN is received mid-year.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)

First Prior Year (2023-24)	68,550,045.90		
Budget Year (2024-25)	58,656,736.00	-14.43%	Yes
1st Subsequent Year (2025-26)	56,295,478.00	-4.03%	Yes
2nd Subsequent Year (2026-27)	56,295,478.00	0.00%	No

Explanation:

(required if Yes)

2025: \$9.5 million decrease due to sunseting of multi-year programs and \$1 million reduction in LCFF Equity Multiplier funding. 2026: Sunseting of In Person Instruction (IPI) funding \$2.4 million.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)

First Prior Year (2023-24)	197,154,617.23		
Budget Year (2024-25)	168,719,265.00	-14.42%	Yes
1st Subsequent Year (2025-26)	148,576,520.00	-11.94%	Yes
2nd Subsequent Year (2026-27)	148,576,520.00	0.00%	No

Explanation:

(required if Yes)

Student Behavioral Health program funds are received in 2024, 2025, and 2026 with carry over to be spent in 2026 and 2027.

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Books and Supplies (Fund 01, Objects 4000-4999) (Form MYR, Line B4)

First Prior Year (2023-24)	19,792,960.70		
Budget Year (2024-25)	12,719,804.00	-35.74%	Yes
1st Subsequent Year (2025-26)	12,706,754.00	-0.10%	No
2nd Subsequent Year (2026-27)	12,766,345.00	0.47%	No

Explanation:

(required if Yes)

The following have reduced spending in 2025 compared to 2024: \$1.9M Restricted Lottery, \$1M ESSER III, \$999k Head Start, \$665k 21st Century CSEA Research Expansion grant, \$568k Community Schools Initiative, and \$299k Unrestricted Lottery.

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYR, Line B5)

First Prior Year (2023-24)	358,898,504.59		
Budget Year (2024-25)	314,536,198.00	-12.36%	Yes
1st Subsequent Year (2025-26)	302,786,720.00	-3.74%	No
2nd Subsequent Year (2026-27)	301,332,426.00	-0.48%	No

Explanation:

(required if Yes)

Head Start will budget carryover when GAN is received mid-year. Student Behavioral Health spending is increased by \$7.8M. Various other program increases and decreases net to the remaining \$600k difference.

4C. Calculating the County Office's Change in Total Operating Revenues and Expenditures (Section 4A, Line 2)

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
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Total Federal, Other State, and Other Local Revenue (Section 4B)

First Prior Year (2023-24)	614,763,838.13		
Budget Year (2024-25)	497,906,300.00	-19.01%	Not Met
1st Subsequent Year (2025-26)	469,519,391.00	-5.70%	Met
2nd Subsequent Year (2026-27)	469,519,391.00	0.00%	Met

Total Books and Supplies, and Services and Other Operating Expenditures (Section 4B)

First Prior Year (2023-24)	378,691,465.29		
Budget Year (2024-25)	327,256,002.00	-13.58%	Not Met
1st Subsequent Year (2025-26)	315,493,474.00	-3.59%	Met
2nd Subsequent Year (2026-27)	314,098,771.00	-0.44%	Met

4D. Comparison of County Office Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 4B if the status in Section 4C is not met; no entry is allowed below.

- 1a. STANDARD NOT MET - Projected total operating revenues have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 4B above and will also display in the explanation box below.

Explanation:

Federal Revenue

(linked from 4B

if NOT met)

ESSER III and Federal Expanded Learning Opportunities (ELO) grant funding sunseting on 9/30/2024 (\$5.9 million). Head Start and Early Head Start carryover will be budgeted when GAN is received mid-year.

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Explanation:
Other State Revenue
(linked from 4B
if NOT met)

2025: \$9.5 million decrease due to sunseting of multi-year programs and \$1 million reduction in LCFF Equity Multiplier funding. 2026: Sunseting of In Person Instruction (IPI) funding \$2.4 million.

Explanation:
Other Local Revenue
(linked from 4B
if NOT met)

Student Behavioral Health program funds are received in 2024, 2025, and 2026 with carry over to be spent in 2026 and 2027.

- 1b. STANDARD NOT MET - Projected total operating expenditures changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 4B above and will also display in explanation box below.

Explanation:
Books and Supplies
(linked from 4B
if NOT met)

The following have reduced spending in 2025 compared to 2024: \$1.9M Restricted Lottery, \$1M ESSER III, \$999k Head Start, \$665k 21st Century CSEA Research Expansion grant, \$568k Community Schools Initiative, and \$299k Unrestricted Lottery.

Explanation:
Services and Other Exps
(linked from 4B
if NOT met)

Head Start will budget carry over when GAN is received mid-year. Student Behavioral Health spending is increased by \$7.8M. Various other program increases and decreases net to the remaining \$600k difference.

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5. CRITERION: Facilities Maintenance

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the county office is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52066(d)(1) and 17002(d)(1).

Determining the County Office's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE: EC Section 17070.75 requires the county office to deposit into the account a minimum amount equal to or greater than three percent of the total unrestricted general fund expenditures and other financing uses for that fiscal year.

DATA ENTRY: All data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

	Budgeted Unrestricted Expenditures and Other Financing Uses (Form 01, Resources 0000-1999, Objects 1000-7999)	3% Required Minimum Contribution (Unrestricted Budget times 3%)	Budgeted Contribution ¹ to the Ongoing and Major Maintenance Account	Status
Ongoing and Major Maintenance/Restricted Maintenance Account	294,500,064.00	8,835,001.92	8,835,002.00	Met

¹ Fund 01, Resource 8150, Objects 8900-8999

If standard is not met, enter an X in the box that best describes why the minimum required contribution was not made:

Explanation: (required if NOT met and Other is marked)	<input type="checkbox"/>	Not applicable (county office does not participate in the Leroy F. Greene School Facilities Act of 1998)
	<input type="checkbox"/>	Other (explanation must be provided)

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6. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources), as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the county office's available reserves¹ as a percentage of total expenditures and other financing uses², in two out of three prior fiscal years.

6A. Calculating the County Office's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

	Third Prior Year (2021-22)	Second Prior Year (2022-23)	First Prior Year (2023-24)
1. County Office's Available Reserve Amounts (resources 0000-1999)			
a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	71,433,003.73	57,508,158.90	76,717,812.54
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	6,215,542.08	2,156,017.73	1,536,898.67
d. Negative County School Service Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, foreach of resources 2000-9999)	0.00	0.00	0.00
e. Available Reserves (Lines 1a through 1d)	77,648,545.81	59,664,176.63	78,254,711.21
2. Expenditures and Other Financing Uses			
a. County Office's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	714,330,037.30	575,081,588.96	767,178,125.43
b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)	23,127,868.33	25,200,872.21	27,756,577.00
c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	737,457,905.63	600,282,461.17	794,934,702.43
3. County Office's Available Reserve Percentage (Line 1e divided by Line 2c)	10.50%	9.90%	9.80%
County Office's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	3.50%	3.30%	3.30%

¹ Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the County School Service Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the County School Service Fund.

² A county office of education that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

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6B. Calculating the County Office's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2021-22)	(7,255,265.01)	238,619,711.39	3.04%	Met
Second Prior Year (2022-23)	25,546,040.47	241,705,562.38	N/A	Met
First Prior Year (2023-24)	(3,679,765.54)	284,982,953.44	1.29%	Met
Budget Year (2024-25) (Information only)	(10,119,090.00)	294,500,064.00		

6C. Comparison of County Office Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Unrestricted deficit spending, if any, has not exceeded the standard percentage level in two or more of the three prior years.

Explanation:
(required if NOT met)

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7. CRITERION: Fund and Cash Balances

- A. STANDARD: Budgeted beginning unrestricted county school service fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels:

Percentage Level ¹		County Office Total Expenditures and Other Financing Uses ²
1.7%	0	to \$7,653,999
1.3%	\$7,654,000	to \$19,138,999
1.0%	\$19,139,000	to \$86,123,000
0.7%	\$86,123,001	and over

¹ Percentage levels equate to a rate of deficit spending which would eliminate recommended reserves for economic uncertainties over a three year period.

² A county office of education that is the Administrative Unit of a Special Education Local Plan Area may exclude from its expenditures the distribution of funds to its participating members.

County Office's Expenditures and Other Financing Uses (Criterion 8A1), plus
SELPA Pass-through

(Criterion 7A2b) if Criterion 7A, Line 1 is No:

702,441,189.00

County Office's Fund Balance Standard Percentage Level:

0.70%

7A-1. Calculating the County Office's Special Education Pass-through Exclusions (only for county offices that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Budget Year data are extracted.

For county offices that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude pass-through funds distributed to SELPA members from the calculations for fund balance and reserves?

Yes

2. If you are the SELPA AU and are excluding special education pass-through funds:

a. Enter the name(s) of the SELPA(s):

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b. Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223):

Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
26,498,275.00	26,498,275.00	26,498,275.00

7A-2. Calculating the County Office's Unrestricted County School Service Fund Beginning Balance Percentages

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

Fiscal Year	Unrestricted County School Service Fund Beginning Balance (Form 01, Line F1e, Unrestricted Column)		Beginning Fund Balance Variance Level	
	Original Budget	Estimated/Unaudited Actuals	(If overestimated, else N/A)	Status
Third Prior Year (2021-22)	115,793,621.58	127,460,332.54	N/A	Met
Second Prior Year (2022-23)	141,601,498.39	109,294,474.28	22.8%	Not Met
First Prior Year (2023-24)	120,522,551.28	134,840,514.75	N/A	Met
Budget Year (2024-25) (Information only)	131,160,749.21			

³ Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

7A-3. Comparison of County Office Unrestricted Beginning Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Unrestricted county school service fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

- B. Cash Balance Standard: Projected county school service fund cash balance will be positive at the end of the current fiscal year.

7B-1. Determining if the County Office's Ending Cash Balance is Positive

DATA ENTRY: If Form CASH exists, data will be extracted; if not, data must be entered below.

Ending Cash Balance		
County School Service Fund		
Fiscal Year	(Form CASH, Line F, June Column)	Status
Current Year (2024-25)	234,912,769.72	Met

7B-2. Comparison of the County Office's Ending Cash Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Projected county school service fund cash balance will be positive at the end of the current fiscal year.

Explanation:
(required if NOT met)

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8. CRITERION: Reserves

STANDARD: Available reserves¹ for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts as applied to total expenditures and other financing uses²:

Percentage Level ³	County Office Total Expenditures and Other Financing Uses ³	
5% or \$87,000 (greater of)	0	to \$7,653,999
4% or \$383,000 (greater of)	\$7,654,000	to \$19,138,999
3% or \$766,000 (greater of)	\$19,139,000	to \$86,123,000
2% or \$2,584,000 (greater of)	\$86,123,001	and over

¹Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the County School Service Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the County School Service Fund.

² A county office of education that is the Administrative Unit of a Special Education Local Plan Area may exclude from its expenditures the distribution of funds to its participating members.

³ Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment, as referenced in Education Code Section 2574, rounded to the nearest thousand.

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
County Office's Expenditures and Other Financing Uses (Criterion 8A1), plus SELPA Pass-through (Criterion 7A2b) if Criterion 7A, Line 1 is No:	702,441,189.00	687,087,341.00	686,616,592.00
County Office's Reserve Standard Percentage Level:	2.00%	2.00%	2.00%

8A. Calculating the County Office's Reserve Standard

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for line 1 will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	702,441,189.00	687,087,341.00	686,616,592.00
2. Plus: Special Education Pass-through (Criterion 7A, Line 2b if Criterion 7A, Line 1 is No)	26,498,275.00	26,498,275.00	26,498,275.00
3. Total Expenditures and Other Financing Uses (Line A1 plus Line A2)	702,441,189.00	687,087,341.00	686,616,592.00
4. Reserve Standard Percentage Level	2.00%	2.00%	2.00%
5. Reserve Standard - by Percent (Line A3 times Line A4)	14,048,823.78	13,741,746.82	13,732,331.84
6. Reserve Standard - by Amount (From percentage level chart above)	2,584,000.00	2,584,000.00	2,584,000.00
7. County Office's Reserve Standard (Greater of Line A5 or Line A6)	14,048,823.78	13,741,746.82	13,732,331.84

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8B. Calculating the County Office's Budgeted Reserve Amount

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years.

All other data are extracted or calculated.

Reserve Amounts (Unrestricted resources 0000-1999 except lines 4, 8, and 9):

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
1. County School Service Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00	0.00	0.00
2. County School Service Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	70,244,118.90	68,708,734.00	68,661,659.00
3. County School Service Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	365,525.31	235,584.21	1,333,468.21
4. County School Service Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	(.12)	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00	0.00	0.00
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00	0.00	0.00
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00	0.00	0.00
8. County Office's Budgeted Reserve Amount (Lines B1 thru B7)	70,609,644.09	68,944,318.21	69,995,127.21
9. County Office's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 8A, Line 3)	10.05%	10.03%	10.19%
County Office's Reserve Standard (Section 8A, Line 7):	14,048,823.78	13,741,746.82	13,732,331.84
Status:	Met	Met	Met

8C. Comparison of County Office Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected available reserves have met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

- 1a. Does your county office have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?
- 1b. If Yes, identify the liabilities and how they may impact the budget:

No

S2. Use of One-time Revenues for Ongoing Expenditures

- 1a. Does your county office have ongoing county school service fund expenditures in the budget in excess of one percent of the total county school service fund expenditures that are funded with one-time resources?
- 1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

No

S3. Use of Ongoing Revenues for One-time Expenditures

- 1a. Does your county office have large non-recurring county school service fund expenditures that are funded with ongoing county school service fund revenues?
- 1b. If Yes, identify the expenditures:

No

S4. Contingent Revenues

- 1a. Does your county office have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?
- 1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

Yes

Forest Reserve revenue is contingent upon it being awarded annually. If, for some reason, budgeted funds are not received, no funds will be passed through to districts and funds used for LACOE's Outdoor Ed program will be replaced by the General Fund or related services will be discontinued.

S5. Contributions

Identify projected contributions from unrestricted resources in the county school service fund to restricted resources in the county school service fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the county school service fund to cover operating deficits in either the county school service fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the county school service fund operational budget.

County Office's Contributions and Transfers Standard:

-10.0% to +10.0% or -\$20, 000
to +\$20, 000

S5A. Identification of the County Office's Projected Contributions, Transfers, and Capital Projects that may Impact the County School Service Fund

DATA ENTRY: For Contributions, enter data in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Year data will be extracted. For Transfers In and Transfers Out, the First Prior Year and Budget Year data will be extracted. If Form MYP exists, the data will be extracted for the 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data for the 1st and 2nd Subsequent Years. Click the appropriate button for 1d. All other data are extracted or calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. Contributions, Unrestricted County School Service Fund (Fund 01, Resources 0000-1999, Object 8980)				
First Prior Year (2023-24)	(16,026,804.00)			
Budget Year (2024-25)	(15,493,792.00)	(533,012.00)	(3.3%)	Met
1st Subsequent Year (2025-26)	(15,158,790.00)	(335,002.00)	(2.2%)	Met
2nd Subsequent Year (2026-27)	(15,158,790.00)	0.00	0.0%	Met
1b. Transfers In, County School Service Fund *				
First Prior Year (2023-24)	93,000.00			
Budget Year (2024-25)	99,900.00	6,900.00	7.4%	Met
1st Subsequent Year (2025-26)	99,900.00	0.00	0.0%	Met
2nd Subsequent Year (2026-27)	99,900.00	0.00	0.0%	Met
1c. Transfers Out, County School Service Fund *				
First Prior Year (2023-24)	32,265,000.00			
Budget Year (2024-25)	21,650,000.00	(10,615,000.00)	(32.9%)	Not Met
1st Subsequent Year (2025-26)	21,650,000.00	0.00	0.0%	Met
2nd Subsequent Year (2026-27)	21,650,000.00	0.00	0.0%	Met

1d. Impact of Capital Projects

Do you have any capital projects that may impact the county school service fund operational budget?

No

* Include transfers used to cover operating deficits in either the county school service fund or any other fund.

S5B. Status of the County Office's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

1a. MET - Projected contributions have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

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- 1b. MET - Projected transfers in have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

- 1c. NOT MET - The projected transfers out of the county school service fund have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify the amount(s) transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the county office's plan, with timeframes, for reducing or eliminating the transfers.

Explanation:
(required if NOT met)

The 2024 budget includes a transfer to Fund 17 to align with pension actuarial report.

- 1d. NO - There are no capital projects that may impact the county school service fund operational budget.

Project Information:
(required if YES)

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S6. Long-term Commitments

Identify all existing and new multiyear commitments¹ and their annual required payment for the budget year and two subsequent fiscal years. Explain how any increase in annual payments will be funded.

Also, explain how any decrease to funding sources used to pay long-term commitments will be replaced. ¹ Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the County Office's Long-term Commitments

DATA ENTRY: Click the appropriate button in item 1 and enter data in all columns of item 2 for applicable long-term commitments; there are no extractions in this section.

1. Does your county office have long-term (multiyear) commitments?

(If No, skip item 2 and sections S6B and S6C)

Yes

2. If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in Criterion S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For:		Principal Balance as of July 1, 2024
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Leases	varies	General Fund	General Fund/Child Development Fund-objects 7438,7439	27,192,256
Certificates of Participation	0			0
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences	n/a	Funds 01/12/67	Funds 01/12/67-objects 1xxx-2xxx	15,738,864

Other Long-term Commitments (do not include OPEB):

Subscription Liability				711,682
Net Pension liability				365,530,550
TOTAL:				409,173,352

Type of Commitment (continued)	Prior Year (2023-24) Annual Payment (P & I)	Budget Year (2024-25) Annual Payment (P & I)	1st Subsequent Year (2025-26) Annual Payment (P & I)	2nd Subsequent Year (2026-27) Annual Payment (P & I)
Leases	4,800,877	4,497,453	4,519,090	4,483,919
Certificates of Participation	12,761,831	0	0	0
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
Subscription Liability	744,803	390,717	167,100	168,433
Net Pension liability	55,868,265	53,643,076	55,950,018	57,499,003
Total Annual Payments:	74,175,776	58,531,246	60,636,208	62,151,355
Has total annual payment increased over prior year (2023-24)?	No	No	No	No

S6B. Comparison of County Office's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

- 1a. NO - Annual payments for long-term commitments have not increased in one or more of the budget and two subsequent fiscal years.

Explanation:
(required if Yes to increase
in total annual payments)

S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in item 1; if Yes, an explanation is required in item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2. NO - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

Explanation:
(required if Yes)

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S7. Unfunded Liabilities

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and, indicate how the obligation is funded (level of risk retained, funding approach, etc.).

S7A. Identification of the County Office's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

- 1 Does your county office provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5)

Yes

2. For the county office's OPEB:

a. Are they lifetime benefits?

No

b. Do benefits continue past age 65?

No

c. Describe any other characteristics of the county office's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:

Employees that retire from the Office on or after attaining age 55 with at least 10 years of service are eligible for the benefit. The benefit is received for 5 years, or until age 65, whichever occurs first. The maximum annual contribution by the Office under this program is \$3,004 per year for retirees with 10 years of service, and \$6,000 for retirees with 20 years of service.

- 3 a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method?

Pay-as-you-go

b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or government fund

Self-Insurance Fund

Government Fund

12,083,704

0

4. OPEB Liabilities

a. Total OPEB liability

14,475,095.00

b. OPEB plan(s) fiduciary net position (if applicable)

12,870,560.00

c. Total/Net OPEB liability (Line 4a minus Line 4b)

1,604,535.00

d. Is total OPEB liability based on the county office's estimate or an actuarial valuation?

Actuarial

e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation.

Jul 01, 2023

5. OPEB Contributions

Budget Year

1st Subsequent Year

2nd Subsequent Year

(2024-25)

(2025-26)

(2026-27)

a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement

Method

800,524.00

800,524.00

800,524.00

b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)

1,235,437.00

1,235,437.00

1,235,437.00

c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)

1,146,142.00

1,146,142.00

1,146,142.00

d. Number of retirees receiving OPEB benefits

110.00

110.00

110.00

S7B. Identification of the County Office's Unfunded Liability for Self-Insurance Programs

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

1	Does your county office operate any self-insurance programs such as workers' "compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section 7A) (If No, skip items 2-4)"	<div style="border: 1px solid black; padding: 5px; width: 100px; margin: 0 auto;">Yes</div>
---	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------

2	Describe each self-insurance program operated by the county office, including details for each such as level of risk retained, funding approach, basis for the valuation (county office's estimate or actuarial valuation), and date of the valuation:
---	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

The Office is self-insured for workers' compensation losses up to \$500,000 per occurrence. An insurance policy is purchased to cover claims in excess of \$500,000. The Office is also self-insured for general liability claims up to \$500,000 and employment practice liability claims up to \$500,000. An insurance policy is purchased for claims in excess of self-insured amounts up to \$1,000,000. For claims between \$1,000,000 and \$5,000,000 the Office participates in the Schools Excess Liability Fund consortium. Actuarial valuations are obtained annually.

3.	Self-Insurance Liabilities
----	----------------------------

a.	Accrued liability for self-insurance programs	<div style="border: 1px solid black; padding: 2px; width: 100px; margin: 0 auto;">21,345,000.00</div>
b.	Unfunded liability for self-insurance programs	<div style="border: 1px solid black; padding: 2px; width: 100px; margin: 0 auto;">0.00</div>

4.	Self-Insurance Contributions
----	------------------------------

a.	Required contribution (funding) for self-insurance programs
b.	Amount contributed (funded) for self-insurance programs

Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
0.00	0.00	0.00
10,544,054.00	10,544,054.00	10,544,054.00

S8. Status of Labor Agreements

Analyze the status of all employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:

The county office of education must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the California Department of Education (CDE) with an analysis of the cost of the settlement and its impact on the operating budget.

The CDE shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the governing board and the county superintendent of schools.

S8A. Cost Analysis of County Office's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Number of certificated (non-management) full - time - equivalent(FTE) positions	195.30	186.30	186.30	1,863.00

Certificated (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, and the corresponding public disclosure documents have not been filed with the CDE, complete questions 2-4.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 5 and 6.

Negotiations were settled through 6/30/2024.

Negotiations Settled

2. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

3. Period covered by the agreement:

Begin Date:

End
Date:

4. Salary settlement:

Budget Year
(2024-25)

1st Subsequent Year
(2025-26)

2nd Subsequent Year
(2026-27)

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

One Year Agreement

Total cost of salary settlement

% change in salary schedule from prior year

or

Multiyear Agreement

Total cost of salary settlement

% change in salary schedule from prior year (may enter text, such as "Reopener")

Identify the source of funding that will be used to support multiyear salary commitments:

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Negotiations Not Settled

5. Cost of a one percent increase in salary and statutory benefits

307,047

Budget Year

1st Subsequent Year

2nd Subsequent Year

(2024-25)

(2025-26)

(2026-27)

6. Amount included for any tentative salary schedule increases

0

0

Budget Year

1st Subsequent Year

2nd Subsequent Year

(2024-25)

(2025-26)

(2026-27)

Certificated (Non-management) Health and Welfare (H&W) Benefits

1. Are costs of H&W benefit changes included in the budget and MYPs?
2. Total cost of H&W benefits
3. Percent of H&W cost paid by employer
4. Percent projected change in H&W cost over prior year

Yes

Yes

Yes

94.5%

94.5%

94.5%

0.0%

5.0%

5.0%

Certificated (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?

No

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

Certificated (Non-management) Step and Column Adjustments

1. Are step & column adjustments included in the budget and MYPs?
2. Cost of step & column adjustments
3. Percent change in step & column over prior year

Yes

Yes

Yes

Certificated (Non-management) Attrition (layoffs and retirements)

1. Are savings from attrition included in the budget and MYPs?
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?

Yes

Yes

Yes

No

No

No

Certificated (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

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S8B. Cost Analysis of County Office's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Number of classified (non-management) FTE positions	612	564	564	564

Classified (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, and the corresponding public disclosure documents have not been filed with the CDE, complete questions 2-4.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 5 and 6.

Negotiations have been settled through 6/30/2024.

Negotiations Settled

2. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

3. Period covered by the agreement:

Begin Date:

End Date:

4. Salary settlement:

Budget Year
(2024-25)

1st Subsequent Year
(2025-26)

2nd Subsequent Year
(2026-27)

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

One Year Agreement

Total cost of salary settlement

% change in salary schedule from prior year

or

Multiyear Agreement

Total cost of salary settlement

% change in salary schedule from prior year (may enter text, such as "Reopener")

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

5. Cost of a one percent increase in salary and statutory benefits

590,846

Budget Year
(2024-25)

1st Subsequent Year
(2025-26)

2nd Subsequent Year
(2026-27)

6. Amount included for any tentative salary schedule increases

0

0

0

Classified (Non-management) Health and Welfare (H&W) Benefits

1. Are costs of H&W benefit changes included in the budget and MYPs?
2. Total cost of H&W benefits
3. Percent of H&W cost paid by employer
4. Percent projected change in H&W cost over prior year

Budget Year
(2024-25)

1st Subsequent Year
(2025-26)

2nd Subsequent Year
(2026-27)

Yes

Yes

Yes

94.5%

94.5%

94.5%

0.0%

5.0%

5.0%

Classified (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?

No

If Yes, amount of new costs included in the budget and MYPs

--	--	--

If Yes, explain the nature of the new costs:

--

Classified (Non-management) Step and Column Adjustments

Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
--------------------------	----------------------------------	----------------------------------

- 1. Are step & column adjustments included in the budget and MYPs?
- 2. Cost of step & column adjustments
- 3. Percent change in step & column over prior year

Yes	Yes	Yes

Classified (Non-management) Attrition (layoffs and retirements)

Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
--------------------------	----------------------------------	----------------------------------

- 1. Are savings from attrition included in the budget and MYPs?
- 2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?

Yes	Yes	Yes
No	No	No

Classified (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

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S8C. Cost Analysis of County Office's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Number of management, supervisor, and confidential FTE positions	993.7	953.0	953.0	953.0

Management/Supervisor/Confidential

Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

Negotiations were settled through 6/30/2024.

If n/a, skip the remainder of Section S8C.

Negotiations Settled

2. Salary settlement:

Budget Year
(2024-25)

1st Subsequent Year
(2025-26)

2nd Subsequent Year
(2026-27)

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

Total cost of salary settlement

% change in salary schedule from prior year (may enter text, such as "Reopener")

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits

1,401,615

Budget Year
(2024-25)

1st Subsequent Year
(2025-26)

2nd Subsequent Year
(2026-27)

4. Amount included for any tentative salary schedule increases

0

0

0

Management/Supervisor/Confidential

Health and Welfare (H&W) Benefits

1. Are costs of H&W benefit changes included in the budget and MYPs?
2. Total cost of H&W benefits
3. Percent of H&W cost paid by employer
4. Percent projected change in H&W cost over prior year

Budget Year
(2024-25)

1st Subsequent Year
(2025-26)

2nd Subsequent Year
(2026-27)

Yes	Yes	Yes
94.5%	94.5%	94.5%
0.0%	5.0%	5.0%

Management/Supervisor/Confidential

Step and Column Adjustments

1. Are step & column adjustments included in the budget and MYPs?
2. Cost of step & column adjustments
3. Percent change in step & column over prior year

Budget Year
(2024-25)

1st Subsequent Year
(2025-26)

2nd Subsequent Year
(2026-27)

Yes	Yes	Yes

Management/Supervisor/Confidential

Other Benefits (mileage, bonuses, etc.)

1. Are costs of other benefits included in the budget and MYPs?
2. Total cost of other benefits
3. Percent change in cost of other benefits over prior year

Budget Year
(2024-25)

1st Subsequent Year
(2025-26)

2nd Subsequent Year
(2026-27)

Yes	Yes	Yes

S9. Local Control and Accountability Plan (LCAP)

Confirm that the county office of education's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the county office of education's governing board adopt an LCAP or an update to the LCAP effective for the budget year?

Yes

2. Adoption date of the LCAP or an update to the LCAP.

Jun 18, 2024

S10. LCAP Expenditures

Confirm that the county office of education's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

Does the county office of education's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?

Yes

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review. DATA ENTRY: Click the appropriate Yes or No button for items A1 through A8 except item A3, which is automatically completed based on data in Criterion 1.

A1.	Do cash flow projections show that the county office will end the budget year with a negative cash balance in the county school service fund?	No
A2.	Is the system of personnel position control independent from the payroll system?	Yes
A3.	Is the County Operations Grant ADA decreasing in both the prior fiscal year and budget year? (Data from Criterion 1, Sections 1B-1 and 1B-2, County Operations Grant ADA column, are used to determine Yes or No)	
A4.	Are new charter schools operating in county office boundaries that impact the county office's ADA, either in the prior fiscal year or budget year?	Yes
A5.	Has the county office entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	No
A6.	Does the county office provide uncapped (100% employer paid) health benefits for current or retired employees?	Yes
A7.	Does the county office have any reports that indicate fiscal distress? (If Yes, provide copies to CDE)	No
A8.	Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?	No

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:
(optional)

A.6. The County offers uncapped, lifetime benefits to two former Board members and one former Superintendent.

End of County Office Budget Criteria and Standards Review

Budget, July 1
Budget 2024-25
Technical Review Checks
Phase - All
Display - Exceptions Only

Los Angeles County Office of Education

Los Angeles County

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)

W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)

O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

GENERAL LEDGER CHECKS

EFB-POSITIVE - (Warning) - Ending balance (Object 979Z) is negative for the following resources. Please explain the cause of the negative balances and your plan to resolve them. NOTE: Negative ending balances in Fund 01 restricted resources will be offset against available reserves calculated in Form 01CS and Form MYP, which can negatively affect the criteria and standards.

Exception

FUND	RESOURCE	NEG. EFB
01	1400	(\$257,872.00)
Explanation: Overpayment in fiscal year 2021 was collected by CDE in 2022 leaving a negative balance. 2023 and current year (2024) revenues have been applied to reduce the negative balance.		
Total of negative resource balances for Fund 01		(\$257,872.00)

OBJ-POSITIVE - (Warning) - The following objects have a negative balance by resource, by fund:

Exception

FUND	RESOURCE	OBJECT	VALUE
01	1400	9790	(\$257,872.00)
Explanation: Overpayment in fiscal year 2021 was collected by CDE in 2022 leaving a negative balance. 2023 and current year (2024) revenues have been applied to reduce the negative balance.			

Budget, July 1
 Estimated Actuals 2023-24
Technical Review Checks
 Phase - All
 Display - Exceptions Only

Los Angeles County Office of Education

Los Angeles County

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)

W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)

O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

GENERAL LEDGER CHECKS

EFB-POSITIVE - (Warning) - Ending balance (Object 979Z) is negative for the following resources. Please explain the cause of the negative balances and your plan to resolve them.

Exception

FUND	RESOURCE	NEG. EFB
01	1400	(\$257,872.00)
Explanation: Overpayment in fiscal year 2021 was collected by CDE in 2022 leaving a negative balance. 2023 and current year (2024) revenues have been applied to reduce the negative balance.		
Total of negative resource balances for Fund 01		(\$257,872.00)

OBJ-POSITIVE - (Warning) - The following objects have a negative balance by resource, by fund:

Exception

FUND	RESOURCE	OBJECT	VALUE
01	1400	9790	(\$257,872.00)
Explanation: Overpayment in fiscal year 2021 was collected by CDE in 2022 leaving a negative balance. 2023 and current year (2024) revenues have been applied to reduce the negative balance.			

SUPPLEMENTAL CHECKS

DEBT-ACTIVITY - (Informational) - Long-term debt exists, but it appears that no activity has been entered in the Schedule of Long-Term Liabilities (Form DEBT) for the following long-term debt types:

Exception

Long-Term Liability Type	Beginning Balance	Ending Balance
DEBT.GOV.COPS.9666		\$13,490,280.00
Explanation: Certificates of Participation will be defeased before June 30, 2024.		

Board Meeting — June 11, 2024

Item V. Reports / Study Topics

- A. Report on Board Policy (BP), Administrative Regulation (AR) 3550 (Food Service/Child Nutrition Program); BP/AR 3553 (Free and Reduced Price Meals); Board Bylaw (BB) 9320 (Meetings and Notices) and BB 9323.2 (Actions by the Board) (Enclosure)

The Board Policies reflect changes to bring policies into compliance with Education Code and other appropriate statutes, regulations and court decisions.

Report on Board Policies

#	Title	Executive Cabinet
1.	BP/AR 3550 Food Service/Child Nutrition Program	Ms. Alicia Garoupa
2.	BP/AR 3553 Free and Reduced Price Meals	Ms. Alicia Garoupa
3.	BB 9320 Meetings and Notices	Ms. Vibiana Andrade
4.	BB 9323.2 Actions by the Board	Ms. Vibiana Andrade

Business and Noninstructional Operations

BP 3550(a)

FOOD SERVICE/CHILD NUTRITION PROGRAM

The County Board recognizes that adequate, nourishing food is essential to student health and wellbeing, development, and ability to learn. The County Superintendent or designee will develop strategies to increase students' access to and participation in LACOE's food service programs and maintain fiscal integrity of the programs in accordance with law.

Each school day, a nutritionally adequate breakfast and lunch shall be made available at no cost to any student who requests a meal, including a student enrolled in an independent study program on any school day in which the student is scheduled for in-person educational activities of two or more hours. A nutritionally adequate breakfast or lunch is one that qualifies for reimbursement under the most current meal pattern for the federal School Breakfast Program or National School Lunch Program.

Foods and beverages available through LACOE's food service program will:

1. Be carefully selected so as to contribute to students' nutritional well-being and the prevention of disease

(cf. 5141.27 - Food Allergies/Special Dietary Needs)

2. Meet or exceed nutritional standards specified in law

(cf. 3552 - Summer Meal Program)

(cf. 3554 - Other Food Sales)

(cf. 5030 - Student Wellness)

(cf. 5148 - Child Care and Development)

(cf. 5148.2 - Before/After School Programs)

(cf. 5148.3 - Preschool/Early Childhood Education)

3. Be prepared in ways that will appeal to students, retain nutritive quality, and foster lifelong healthful eating habits

(cf. 6142.8 - Comprehensive Health Education)

4. Be served in age-appropriate portions

5. ~~Be provided at no cost to students who request a meal~~

(cf. 3551 - Food Service Operations/Cafeteria Fund)

(cf. 3553 - Free and Reduced Price Meals)

At the beginning of each school year, the County Superintendent or designee will communicate information related to LACOE's food service programs to the public through available means, including, but not limited to, LACOE's website, social media, flyers, and school publications.

LACOE's food service program will give priority to serving unprocessed foods and fresh fruits and vegetables.

BP 3550(b)

FOOD SERVICE/CHILD NUTRITION PROGRAM

LACOE schools are encouraged to establish school gardens and/or farm-to-school projects to increase the availability of safe, fresh, seasonal fruits and vegetables, meals, positively impact students' knowledge related to food and nutrition, for school meals and to support LACOE's nutrition education program and increase students' consumption of these foods and participation in school meals.

(cf. 6142.8 - Comprehensive Health Education)

To the extent possible, the school meal program will be coordinated with the nutrition education program, instructional program for teachers, parents/guardians and food service employees, available community resources, and other related district programs.

To encourage student participation in school meal programs, schools may offer multiple choices of food items within a meal service, provided all food items meet nutrition standards and all students are given an opportunity to select any food item.

The County Superintendent or designee will encourage the participation of students and parents/guardians in the selection of foods of good nutritional quality for school menus.

Students will be allowed adequate time and space to eat meals. To the extent possible, school, recess, and transportation schedules will be designed to promote participation in school meal programs.

Students shall be allowed adequate time and space to eat meals. (Education Code 49501.5)
To the extent possible, school schedules shall be designed to promote participation in school meal programs.

The County Superintendent or designee will periodically review the adequacy of school ~~cafeterias and~~ facilities for food ~~preparation~~ consumption.

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 3517- Facilities Inspection)

(cf. 7110 - Facilities Master Plan)

In accordance with law, the County Superintendent or designee will develop and maintain a food safety program in order to reduce the risk of foodborne hazards at each step of the food ~~preparation and~~ service process.

The County Superintendent or designee will annually report to the County Board on student participation in LACOE's nutrition programs and the extent to which LACOE's food service program meets state and federal nutritional standards for foods and beverages. In addition, the County Superintendent or designee will provide all necessary and available documentation required for the Administrative Review conducted by the California Department of Education (CDE) to ensure the food service program's compliance with federal requirements related to

FOOD SERVICE/CHILD NUTRITION PROGRAM (continued)

nutrition standards, meal patterns, provision of drinking water, school meal environment, food safety, and other areas as required by the CDE.

(cf. 0500 - Accountability)

(cf. 3555 - Nutrition Program Compliance)

Legal References:

EDUCATION CODE

35182.5 Contracts, non-nutritious beverages

38080-38103 Cafeteria, establishment and use

45103.5 Contracts for management consulting services; restrictions

49430-49434 Pupil Nutrition, Health, and Achievement Act of 2001

49490-49494 School breakfast and lunch programs

~~49500-49505 School meals~~

49501.5-49506 School meals

~~49501.5 California Universal Meals Program~~

49510-49520 Nutrition

49530-49536 Child Nutrition Act

49540-49546 Child care food program

49547-49548.3 Comprehensive nutrition services

49550-49562 Meals for needy students

49570 National School Lunch Act

51795-~~51797~~51798 School Instructional Gardens

HEALTH AND SAFETY CODE

113700-114437 California Retail Food Code; sanitation and safety requirements

CODE OF REGULATIONS, TITLE 5

15510 Mandatory meals for needy students

15530-15535 Nutrition education

15550-15565 School lunch and breakfast programs

15575-15578 Requirements for foods and beverages outside federal meals program

UNITED STATES CODE, TITLE 42

1751-1769j National School Lunch Program, including:

1758b Local wellness policy

1761 Summer Food Service Program and Seamless Summer Feeding Option

1769a Fresh Fruit and Vegetable Program

1771-1793 Child nutrition, especially:

1772 Special Milk Program

1773 School breakfast program

CODE OF FEDERAL REGULATIONS, TITLE 7

210.1-210.31 National School Lunch Program

215.1-215.8 Special Milk Program

220.1-220.21 National School Breakfast Program

245.1-245.13 Eligibility for free and reduced-priced meals and free milk

References (continued)

FOOD SERVICE/CHILD NUTRITION PROGRAM (continued)

Management Resources:

CALIFORNIA PROJECT LEAN PUBLICATIONS

Policy in Action: A Guide to Implementing Your Local School Wellness Policy, October 2006

<https://www.californiaprojectlean.org/docuserfiles/policy%20in%20Action%20Guide%20FINAL.pdf>

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Healthy Children Ready to Learn, January 2005

Professional Standards in the School Nutrition Programs, Management Bulletin SNP 13-2020, Updated January 2022 (<https://www.cde.ca.gov/ls/nu/sn/mbsnp132020.asp>)

California Department of Food and Agriculture Publication

Planting the Seed: Farm to School Roadmap for Success, February 2022 (https://www.gov.ca.gov/wp-content/uploads/2022/02/Farm_To_School_Report_20220222-small.pdf)

CSBA PUBLICATIONS

Building Healthy Communities: A School Leader's Guide to Collaboration and Community Engagement, 2009

Nutrition Standards for Schools: Implications for Student Wellness, Policy Brief, ~~rev.~~ October

2007 (<https://www.csba.org/~media/3A78FEAF129D488FA34CFAAA16B38911.ashx>)

Monitoring for Success: Student Wellness Policy Implementation Monitoring Report and Guide, 2007-2008

Monitoring for Success: A Guide for Assessing and Strengthening Student Wellness Policies, 2012

<https://www.csba.org/~media/CSBA/Files/GovernanceResources/EducationIssues/ConditionsofChildren/201211MonitoringForSuccess.ashx?la=en&rev=90a8b252b84a4e80b2ebd6c1a6899865>

Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. April 2006

Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, April 2006

<https://www.csba.org/~media/B5947DF3DE58432C9B038C9C38360684.ashx>

U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS

School Breakfast Toolkit (<https://www.fns.usda.gov/sbp/toolkit>)

Civil Rights Compliance and Enforcement - Nutrition Programs and Activities, FNS Instruction 113-1, November 2005 (<https://www.fns.usda.gov/cr/fns-instruction-113-1>)

Dietary Guidelines for Americans, 2005-2020 (https://www.dietaryguidelines.gov/sites/default/files/2020-12/Dietary_Guidelines_for_Americans_2020-2025.pdf)

Food Buying Guide for Child Nutrition Programs, ~~December 2007~~ May 2022 (<https://www.fns.usda.gov/tn/food-buying-guide>)

Fresh Fruit and Vegetable Program: Handbook for Schools, December 2010

<https://www.fns.usda.gov/ffvp/fresh-fruits-and-vegetable-program-handbook-schools>

Guidance for School Food Authorities: Developing a School Food Safety Program Based on the Process Approach to HACCP Principles, June 2005 (<https://www.fns.usda.gov/fs/developing-school-food-safety-program-based-process-approach-haccp>)

Food Buying Guide for Child Nutrition Programs, ~~December 2007~~ May 2022 (<https://www.fns.usda.gov/tn/food-buying-guide>)

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Nutrition Services Division: <http://www.cde.ca.gov/ls/nu>

California Department of Education, School Nutrition (<https://www.cde.ca.gov/ls/nu/sn/>)

California Department of Public Health: <http://www.cdph.ca.gov>

California Farm Bureau Federation: <http://www.cfbf.com>

Nourish California: <http://www.cfpa.net>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

California Project LEAN (Leaders Encouraging Activity and Nutrition):

<http://www.californiaprojectlean.org>

California School Nutrition Association: <http://www.calsna.org>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

National Alliance for Nutrition and Activity: <http://www.cspinet.org/nutritionpolicy/nana.html>

U.S. Department of Agriculture, Food and Nutrition Service: <http://www.nal.usda.gov/fnic>

<https://www.fns.usda.gov>

Business and Noninstructional Operations

AR 3550(a)

FOOD SERVICE/CHILD NUTRITION PROGRAM

Nutrition Standards for School Meals

Meals, food items, and beverages provided through LACOE's food services program will (Education Code 49501.5, 49553; 42 USC 1758, 1773):

1. Comply with the National School Lunch and/or Breakfast Program standards for meal patterns, nutrient levels, and calorie requirements for the ages/grade levels served, as specified in 7 CFR 210.10 or 220.8 as applicable.
2. Not be deep fried, par fried, or flash fried, as defined in Education Code 49430 and 49430.7

(cf. 3552 - Summer Meal Program)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 3554 - Other Food Sales)

(cf. 5030 - Student Wellness)

(cf. 5141.27 - Food Allergies/Special Dietary Needs)

Drinking Water

LACOE will provide access to free, fresh drinking water during meal times in food service areas at all schools, including, but not limited to, areas where reimbursable meals under the National School Lunch or Breakfast Program are served or consumed. (Education Code 38086; 42 USC 1758)

Food Safety

The County Superintendent or designee will ensure that LACOE's food service program meets the applicable sanitation and safety requirements of the California Retail Food Code as set forth in Health and Safety Code 113700-114437.

For all schools participating in the National School Lunch and/or School Breakfast Program, the County Superintendent or designee will implement a written food safety program for the storage, preparation, and service of school meals which complies with the national Hazard Analysis and Critical Control Point (HACCP) system. LACOE's HACCP plan will include, but not be limited to, a determination of critical control points and critical limits at each stage of food production, monitoring procedures, corrective actions, and recordkeeping procedures. (42 USC 1758; 7 CFR 210.13, 220.7)

The County Superintendent or designee will ensure that food service directors, managers, and staff complete an annual continuing education or training as required by law. Any new employee, substitute, or volunteer will complete initial food safety training prior to handling food. For each employee, the County Superintendent or designee will document the date, trainer, and subject of each training.

FOOD SERVICE/CHILD NUTRITION PROGRAM (continued)

(cf. 4231 - Staff Development)

The Superintendent or designee will assign staff to maintain records and logs documenting food safety activities, including, but not limited to, records of food deliveries, time and temperature monitoring during food production, equipment temperature (freezer, cooler, thermometer calibration), corrective actions, verification or review of safety efforts, and staff training.

Inspection of Food Facilities

All food preparation and service areas will be inspected in accordance with Health and Safety Code 113725-113725.1 and applicable county regulations.

Each school participating in the National School Lunch and/or Breakfast Program will, during each school year, obtain a minimum of two food safety inspections conducted by the county environmental health agency. (42 USC 1758; 7 CFR 210.13, 220.7)

The County Superintendent or designee will retain records from the most recent food safety inspection. All schools will post a notice indicating that the most recent inspection report is available to any interested person upon request. (Health and Safety Code 113725.1; 42 USC 1758; 7 CFR 210.13, 210.15, 220.7)

(cf. 1340 - Access to LACOE Records)

(cf. 3580 - LACOE Records)

Business and Noninstructional Operations

BP 3553(a)

FREE AND REDUCED PRICE MEALS

The County Board recognizes that adequate nutrition is essential to the development, health and wellbeing, and learning of all students. The County Superintendent or designee will facilitate and encourage the participation of all students in LACOE's contracted food service program.

Each school day, LACOE will ~~provide~~, make available, free of charge, ~~a one~~ nutritionally adequate breakfast and one nutritionally adequate lunch for any student who requests a meal. (Education Code 49501.5)

(cf. 5030 - Student Wellness)

(cf. 5148.3 – Birth to Five Early Care and Education)

After a student has been provided a school meal at no cost, the district may sell the student the entrée from an additional nutritiously adequate meal that qualifies for federal reimbursement, from the same meal service. (Education Code 49431)

To provide optimal nutrition and ensure that schools receive maximum federal meal reimbursement, the County Superintendent or designee shall assess the eligibility of county schools to operate a federal universal meal service provision, such as Provision 2 or the Community Eligibility Provision, pursuant to 42 USC 1759a.

The County Superintendent or designee shall submit an application to operate a federal universal meal provision to the California Department of Education (CDE) on behalf of any LACOE school that meets the definition of a "high poverty school." (Education Code 49564.3)

The County Superintendent or designee will ensure that meals served under the school nutrition program meet applicable state and/or federal nutritional standards, as specified in ~~accordance with law, County Board policy, and administrative regulation.~~ LACOE-adopted guidelines.

(cf. 3550 - Food Service/Child Nutrition Program)

The County Superintendent or designee shall approve, and shall submit to the CDE for approval, a plan that ensures that students eligible to receive free or reduced-price meals are not treated differently from other students. Education Code 49557.

(cf. 0410 - Nondiscrimination in LACOE Programs and Activities)

(cf. 3555 - Nutrition Program Compliance)

(cf. 5145.3 - Nondiscrimination/Harassment)

Confidentiality/Release of Records

All applications and records related to eligibility for the free and reduced-price meal program shall be confidential except and may not be disclosed as provided by law and authorized by the County Board or pursuant to a court order. (Education Code 49558)

FREE AND REDUCED PRICE MEALS (continued)

The County ~~Board Superintendent or designee~~ authorizes designated employees to use records pertaining to an individual student's eligibility for any free and reduced-price meal program for the purposes of: (Education Code 49558)

1. Disaggregation of academic achievement data

(cf. 6162.51 - State Academic Achievement Tests)

2. Identification of students eligible for services under the federal Elementary and Secondary Education Act pursuant to 20 USC 6301-6576

(cf. 6171 - Title I Programs)

3. Facilitation of targeted educational services and supports to individual students based on the local control accountability plan

If a student transfers from LACOE the district to another district, charter school, county office of education program, or private school, the County Superintendent or designee may share the student's meal eligibility information to the other educational agency to assist that other educational agency in ensuring that the student continues to receive school meals.

The County Superintendent or designee may release the name and eligibility status of a student participating in the free or reduced-price meal program to another school district, charter school, or county office of education that is serving a student living in the same household for purposes related to program eligibility and data used in local control funding formula (LCFF) calculations (Education Code 49558).

The County Superintendent or designee may release the name and eligibility status of a student participating in the free or reduced-price meal program to the Superintendent of Public Instruction for purposes of determining allocations under the LCFF and for assessing accountability of that funding. (Education Code 49558)

FREE AND REDUCED PRICE MEALS (continued)

The County Superintendent or designee may release information on the school lunch program application to the local agency that determines eligibility for participation in the Medi-Cal program if the student has been approved for free meals or, if included in the agreement with the local agency, for reduced-price meals. The Superintendent or designee also may release information on the school lunch program application to the local agency that determines eligibility for CalFresh or another nutrition assistance program authorized under 7 CFR 210.1 if the student has been approved for free or reduced-price meals. Information may be released for these purposes only if the student's parent/guardian consents to the sharing of the information and LACOE has entered into a memorandum of understanding with the local agency which, at a minimum, includes the roles and responsibilities of LACOE and the local agency, and the process for sharing the information. After sharing information with the local agency for purposes of determining eligibility for that program, no further information shall be shared unless otherwise authorized by law. (Education Code 49557.2, 49557.3, 49558)

(cf. 5141.6 - School Health Services)

Legal References:

EDUCATION CODE

48980 Parent/Guardian notifications

49430-49436 Pupil Nutrition, Health, and Achievement Act of 2001

49490-49494 School breakfast and lunch programs

~~49500-49505 School meals~~

49501.5-49506 School meals

~~49501.5 California Universal Meals Program~~

49510-49520 Nutrition

49530-49536 Child Nutrition Act

49547-49548.3 Comprehensive nutrition service

49550-49564.5 Meals for needy students

49564.3 High-poverty schools; universal meal service

CODE OF REGULATIONS, TITLE 5

15510 Mandatory meals for needy students

15530-15535 Nutrition education

15550-15565 School lunch and breakfast programs

UNITED STATES CODE, TITLE 20

1232g Federal Educational Rights and Privacy Act of 1974

6301-6576 Title I Improving the Academic Achievement of the Disadvantaged

UNITED STATES CODE, TITLE 42

1751-1769j School lunch program

1771-1791 Child nutrition

1773 School breakfast program

CODE OF FEDERAL REGULATIONS, TITLE 7

210.1-210.31 National School Lunch Program

220.10-220.21 National School Breakfast Program

245.1-245.13 Eligibility for free and reduced-price meals and free milk

FREE AND REDUCED PRICE MEALS (continued)

Management Resources:

CSBA PUBLICATIONS

Monitoring for Success: A Guide for Assessing and Strengthening Student Wellness Policies, rev. 2012
([https://www.csba.org/-](https://www.csba.org/-/media/CSBA/Files/GovernanceResources/EducationIssues/ConditionsofChildren/201211MonitoringForSuccess.ashx?la=en&rev=90a8b252b84a4e80b2ebd6c1a6899865)

[/media/CSBA/Files/GovernanceResources/EducationIssues/ConditionsofChildren/201211MonitoringForSuccess.ashx?la=en&rev=90a8b252b84a4e80b2ebd6c1a6899865](https://www.csba.org/-/media/CSBA/Files/GovernanceResources/EducationIssues/ConditionsofChildren/201211MonitoringForSuccess.ashx?la=en&rev=90a8b252b84a4e80b2ebd6c1a6899865))

Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. April 2012-April 2006

(<https://www.csba.org/~/-/media/B5947DF3DE58432C9B038C9C38360684.ashx>)

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Clarification on the Sharing of Individual Student Eligibility Information for Local Control and Accountability Plan Purposes, Management Bulletin SNP-02-2018, May 2018

(<https://www.cde.ca.gov/ls/nu/sn/mbsnp022018.asp>)

Updated Guidance on Sharing of School Meal Applications and the Passing of Assembly Bill 1599, Management Bulletin SNP-12-2015, July 2015 (<https://www.cde.ca.gov/ls/nu/sn/mbsnp122015.asp>)

U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS

Provision 2 Guidance: National School Lunch and School Breakfast Programs, Summer 2002

(<https://www.fns.usda.gov/cn/provision-2-guidance-national-school-lunch-and-school-breakfast-programs>)

Eligibility Manual for School Meals: Determining and Verifying Eligibility July 2017

(<https://www.fns.usda.gov/cn/eligibility-manual-school-meals>)

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Nutrition Services Division: <http://www.cde.ca.gov/ls/nu>

Nourish California: <https://cfpa.net>

California Project LEAN (Leaders Encouraging Activity and Nutrition):

<http://www.californiaprojectlean.org>

U.S. Department of Agriculture, Food and Nutrition Service: <http://www.fns.usda.gov/cnd>

Business and Noninstructional Operations

AR 3553(a)

FREE AND REDUCED PRICE MEALS

Applications

The County Superintendent or designee shall ensure that the application form for free or reduced-price meals and related materials include the statements specified in Education Code 49557 and 7 CFR 245.5. LACOE's application packet shall include the notifications and information listed in Education Code 49557.2.

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 3551 - Food Service Operations/Cafeteria Fund)
(cf. 3552 - Summer Meal Program)

The application form and related information shall be distributed in paper form to all parents/guardians at the beginning of each school year and shall be available to students at all times during the school day. (Education Code 48980, 49520, 49557; 42 USC 1758; 7 CFR 245.5)

(cf. 5145.6 - Parental Notifications)

In addition, the LACOE's application form for free and reduced price meals shall be available online. The online application form shall require completion of only those questions necessary for determining eligibility, contain clear instructions for families that are ~~homeless or migrant~~, experiencing homelessness or who are migratory and comply with other requirements specified in Education Code 49557.

At the beginning of each school year, the County Superintendent or designee shall send a public release, containing the same information supplied to parents/guardians and including eligibility criteria, to local media, the local unemployment office, and any major employers in LACOE's attendance area contemplating large layoffs. Copies of the public release shall be made available upon request to any interested person. (7 CFR 245.5)

An application form and related information shall also be provided whenever a new student is enrolled.

Eligibility

The County Superintendent or designee shall determine students' eligibility for the free and reduced-price meal program based on the criteria specified in 42 USC 1758 and 1773 and 7 CFR 245.1-245.13 and made available by the California Department of Education.

~~The County Superintendent or designee shall determine students' eligibility for the free and reduced-price meals program based on the criteria specified in 42 USC 1758 and 1773 and 7 CFR 245.1-245.13 and made available by the California Department of Education.~~

FREE AND REDUCED PRICED MEALS (continued)

Participants in the CalFresh, California Work Opportunity and Responsibility to Kids (CalWORKS), and Medi-Cal programs shall be directly certified, for enrollment in the free and reduced-price meal program without further application. Participants in other state or federal programs may be directly certified when authorized by law. (Education Code 49561, 49562; 42 USC 1758; 7_CFR 245.6)

(cf. 6173 - Education for Homeless Children and Youth)
(cf. 6173.1 - Education for Foster Youth)

Verification of Eligibility

Not later than November 15 of each year, the County Superintendent or designee shall verify the eligibility of a sample of household applications approved for the school year in accordance with the sample sizes and procedures specified in 42 USC 1758 and 7 CFR 245.6a. (~~42 USC 1758; 7 CFR 245.6a~~)

If the review indicates that the initial eligibility determination is correct, the County Superintendent or designee shall verify the approved household application. If the review indicates that the initial eligibility determination is incorrect, the County Superintendent or designee shall: (42 USC 1758; 7 CFR 245.6a)

1. If the eligibility status changes from reduced price to free, make the increased benefits immediately available and notify the household of the change in benefits
2. If the eligibility status changes from free to reduced price, first verify the application, then notify the household of the correct eligibility status, and, when required by law, send a notice of adverse action as described below
3. If the eligibility status changes from free or reduced price to paid, send the household a notice of adverse action as described below

FREE AND REDUCED PRICE MEALS (continued)

If as a result of verification activities, the eligibility of a household that is receiving free or reduced-price benefits cannot be confirmed, or if the household fails to cooperate with verification efforts, the County Superintendent or designee shall reduce or terminate benefits, as applicable, and shall properly document and retain on file in LACOE the reasons for the household's ineligibility. At least 10 days prior to the actual reduction or termination, the County Superintendent or designee shall send a notice of adverse action to the household. The notice shall advise the household of: (7 CFR 245.6a)

1. The change and the reasons for the change
2. The right to appeal, when the appeal must be filed to ensure continued benefits while awaiting a hearing and decision, and instructions on how to appeal
3. The right to reapply at any time during the school year

Confidentiality/Release of Records

The County Superintendent designates the following employee(s) to disclose a student's name and eligibility status from individual meal records only for the purpose of disaggregation of academic achievement data and/or the provision of services under the federal Elementary and Secondary Education Act pursuant to 20 USC 6301-6576.

Chief Educational Programs Officer/Associate Superintendent
(title or position)

In permitting the disclosure of student records for such purposes, the County Superintendent or Designee shall ensure that: (Education Code 49558)

1. No individual indicators of participation in the free and reduced-price meal program are maintained in the permanent records of any student if not otherwise allowed by law.

(cf. 5125 - Student Records)

2. Information regarding individual student participation in the free and reduced-price meal program is not publicly released.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

3. All other confidentiality provisions required by law are met.

FREE AND REDUCED PRICE MEALS (continued)

4. Information collected regarding individual students certified to participate in the free and reduced-price meal program is destroyed when no longer needed for its intended purpose.

Nondiscrimination Plan

In implementing LACOE's food service programs for students who are eligible to receive free or reduced-price meals, LACOE shall ensure the following: (Education Code 49557; 42 USC 1758)

1. The names of the students shall not be published, posted, or announced in any manner, or used for any purpose other than the National School Lunch and School Breakfast Programs, unless otherwise provided by law.
2. There shall be no overt identification of any of the students by the use of special tokens or tickets or by any other means.
3. The students shall not be required to work for their meals.
4. The students shall not be required to use a separate dining area, go through a separate serving line or entrance, or consume their meals at a different time.

(cf. 0410 - Nondiscrimination in LACOE Programs and Activities)
(cf. 3555 - Nutrition Program Compliance)

Regulation
approved: October 18, 2022

LOS ANGELES COUNTY OFFICE OF EDUCATION
Downey, California

Board Bylaws

BB 9320(a)

MEETINGS AND NOTICES

Meetings of the County Board are conducted to meet the responsibilities and the discharge the duties delegated to it by the Constitution of the State of California, the California Education Code, and the rules and regulations of the State Board of Education. In accordance with state open meeting laws (Brown Act), the County Board shall hold its meetings in public and shall conduct closed sessions during such meetings only as authorized by law. County Board meetings shall provide the opportunityies for questions and comments by members of the public to directly address the County Board. All meetings shall be conducted in accordance with law and the County Board's bylaws, policies, and administrative regulations.

(cf. 9321 - Closed Session Purposes and Agendas)

(cf. 9321.1 - Closed Session Actions and Reports)

(cf. 9323 - Meeting Conduct)

(cf. 9322 - Agenda/Meeting Materials)

A County Board meeting exists whenever a majority of County Board members gather at the same time and location, including teleconference location to hear, discuss, deliberate, or take action upon any item within the subject matter jurisdiction of the County Board or LACOE. (Government Code 54952.2)

A majority of the County Board shall not, outside of an authorized meeting, use a series of communications of any kind, directly or through intermediaries, including social media and other electronic communications, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the County Board. (Government Code 54952.2)

However, the County Superintendent of Schools or designee ~~an employee or LACOE official~~ may engage in separate conversations or communications with County Board members in order to answer questions or provide information regarding an item within the subject matter jurisdiction of the County Board, as long as that ~~employee or LACOE official~~ or designee does not communicate the comments or position of any County Board members to other County Board members. (Government Code 54952.2)

In order to help ensure participation of individuals with disabilities at County Board meetings, the County Superintendent or designee shall promptly provide appropriate disability-related accommodations or modifications upon request in accordance with the Americans with Disabilities Act. (Government Code 54953.2, 54954.1, 54954.2) Any doubt about a request shall be resolved in favor of accessibility.

Meeting notices and agendas shall specify that any individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the County Board meeting should contact the County Superintendent or designee. (Government Code 54954.2) Notice for resolving requests shall also be given when the agenda is posted.

BB 9320(b)

MEETINGS AND NOTICES (continued)

The ex-officio secretary and executive officer shall prepare an agenda and shall cause minutes to be taken and filed for all regular and special meetings.

A County Board member, with the approval of the County Superintendent and/or the County Board President, may place any item on the agenda no later than 9 a.m. on the Wednesday preceding the meeting at which the item is to be considered.

Regular Meetings

Regular meetings of the County Board shall be held the first three Tuesdays of each month at 3:00 p.m., in the Board Room located at 9300 Imperial Highway in Downey, California, unless the County Board establishes a different time, date, and/or location for a specific meeting. Meetings shall be held throughout the year, except that no regular meeting shall be scheduled for the last week of December.

When a holiday falls on the day on which a regular meeting of the County Board is scheduled, the meeting of the County Board shall be rescheduled to be held on the following business day, unless otherwise provided by action of the County Board.

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public and on LACOE's Internet website. (Government Code 54954.2)

(cf. 9322 - Agenda/Meeting Materials)

Each agenda shall also list the address(es) or website address designated by the County Superintendent or designee for public inspection of agenda documents that are distributed to all or the majority of the County Board less than 72 hours before the meeting. (Government Code 54957.5)

Special Meetings

Special meetings of the County Board may be called at any time by the presiding officer or a majority of the County Board members. However, a special meeting shall not be called regarding the salary, salary schedule, or other compensation of the County Superintendent, deputy superintendent, or other management employee as described in Government Code 3511.1. (Government Code 54956)

MEETINGS AND NOTICES (continued)

Written notice of special meetings shall be delivered personally or by any other means to all County Board members and the local media who have requested such notice in writing. The notice also shall be posted on LACOE's Internet website. The notice shall be delivered ~~received~~ at least 24 hours before the time of the meeting. The notice shall also be posted at least 24 hours before the meeting in a location freely accessible to the public. The notice shall specify the time and location of the meeting and the business to be transacted or discussed. No other business shall be considered at this meeting. (Education Code 35144; Government Code 54956)

Any County Board member may waive the 24-hour written notice requirement prior to the time of the meeting by filing a written waiver of notice with the clerk or secretary of the County Board or by being present at the meeting at the time it convenes. (Government Code 54956)

Every notice of a special meeting shall provide an opportunity for members of the public to directly address the County Board concerning any item that has been described in the meeting notice, before or during the item's consideration. (Government Code 54954.3)

Emergency Meetings

In the case of an *emergency situation* for which prompt action is necessary due to the disruption or threatened disruption of public facilities, the County Board may hold an emergency meeting without complying with the 24-hour notice and/or 24-hour posting requirement for special meetings pursuant to Government Code 54956. The County Board shall comply with all other requirements for special meetings during an emergency meeting. (Government Code 54956.5)

~~An *emergency situation* means either of the following: (Government Code 54956.5)~~

- ~~1. An emergency, which shall be defined as a work stoppage, crippling activity, or other activity that severely impairs public health and/or safety as determined by a majority of the members of the County Board~~

~~(cf. 4141.6/4241.6 – Concerted Action/Work Stoppage)~~

- ~~2. A dire emergency, which shall be defined means as a crippling disaster, ~~mass destruction~~, terrorist activity, or threatened terrorist act that poses peril so immediate and significant that requiring the County Board to provide one-hour notice before holding an emergency meeting may endanger the public health and/or safety as determined by a majority of the members of the County Board~~

~~(cf. 3516 – Emergencies and Disaster Preparedness Plan)~~

(Government Code 54956.5)

MEETINGS AND NOTICES (continued)

Except in the case of a dire emergency, the County Board President or designee shall give notice of the emergency meeting by telephone at least one hour before the meeting to the local media that have requested notice of special meetings. All telephone numbers provided by the media in the most recent request for notification shall be exhausted. If telephone services are not functioning, the notice requirement of one hour is waived and, as soon after the meeting as possible, the County Board shall notify those media representatives of the meeting and shall describe the purpose of the meeting and any action taken by the County Board. In the case of a dire emergency, the County Board President or designee shall give such notice at or near the time notification is given to the other members of the County Board about the meeting. (Government Code 54956.5)

The minutes of the meeting, a list of persons the County Board President or designee notified or attempted to notify, a copy of the roll call vote, and any actions taken at the meeting shall be posted for at least 10 days in a public place as soon after the meeting as possible. (Government Code 54956.5)

The County Board may meet in closed session during emergency meetings so long as two-thirds of the members present agree or if less than two-thirds of the members are present, by unanimous vote of the members present. (Government Code 54956.5)

Adjourned/Continued Meetings

The County Board may adjourn/continue any regular or special meeting to a later time and location that shall be specified in the order of adjournment. Less than a quorum of the County Board may adjourn such a meeting. If no County Board members are present, the secretary or the clerk may declare the meeting adjourned to a later time and shall give notice in the same manner required for special meetings. (Government Code 54955)

Within 24 hours after the time of adjournment, a copy of the order or notice of adjournment/continuance shall be conspicuously posted on or near the door of the location ~~place~~ where the meeting was held. (Government Code 54955)

Study Sessions, Retreats, Public Forums, and Discussion Meetings

The County Board may occasionally convene a study session to study an issue in more detail or to receive information from staff or feedback from members of the public.

The County Board may also convene a retreat or discussion meeting to discuss County Board roles and relationships.

(cf. 9000 - Role of the Board)
(cf. 9005 - Governance Standards)

MEETINGS AND NOTICES (continued)

Public notice shall be given in accordance with law when a quorum of the County Board is attending a study session, retreat, or discussion meeting. All such meetings shall comply with the Brown Act and shall be held in open session and within LACOE boundaries. Action items shall not be included on the agenda for these meetings. Any such meeting, regardless of title or topic shall be held as a regular or special meeting, and shall comply with all other requirements for regular or special meetings. (Government Code 54956)

~~Public notice shall be given in accordance with law when a quorum of the County Board is attending a study session, retreat, or discussion meeting. All such meetings shall comply with the Brown Act and shall be held in open session and within LACOE boundaries. Action items shall not be included on the agenda for these meetings.~~

Other Gatherings

Attendance by a majority of County Board members at any of the following events is not subject to the Brown Act provided that a majority of the County Board members do not discuss specific LACOE business among themselves other than as part of the scheduled program: (Government Code 54952.2)

1. A conference or similar public gathering open to the public that involves a discussion of issues of general interest to the public or to County Board members
2. An open, publicized meeting organized by a person or organization other than LACOE to address a topic of local community concern so long as issues or business of a specific nature under the County Board's jurisdiction are not discussed.
3. An open and noticed meeting of another body of LACOE
4. An open and noticed meeting of a legislative body of another local agency
5. A purely social or ceremonial occasion
6. An open and noticed meeting of a standing committee of the County Board, provided that the County Board members who are not members of the standing committee attend only as observers

(cf. 9130 - Board Committees)

Individual contacts or conversations between a County Board member and any other person that are not part of a series of communications prohibited by the Brown Act are permitted ~~not subject to the Brown Act.~~ (Government Code 54952.2)

MEETINGS AND NOTICES (continued)

Location of Meetings

Meetings shall not be held in a facility that prohibits the admittance of any person on the basis of ancestry or any characteristic listed in Government Code 11135. In addition, meetings shall not be held in a facility which is inaccessible to disabled persons or where members of the public must make a payment or purchase in order to be admitted. (Government Code 54961)

(cf. 0410 - Nondiscrimination in LACOE Programs and Activities)

Unless the County Board is holding a teleconference meeting during a proclaimed state of emergency, all meetings shall be held within LACOE boundaries, except to do any of the following: (Government Code 54954)

1. Comply with state or federal law or court order or attend a judicial or administrative proceeding to which LACOE is a party
2. Inspect real or personal property which cannot conveniently be brought into LACOE, provided that the topic of the meeting is limited to items directly related to the property
3. Participate in meetings or discussions of multiagency significance, provided these meetings are held within one of the other agencies' boundaries, with all participating agencies giving the notice required by law
4. Meet with elected or appointed state or federal officials when a local meeting would be impractical, solely to discuss legislative or regulatory issues affecting LACOE over which the state or federal officials have jurisdiction
5. Meet in or near a facility owned by LACOE but located outside Los Angeles County, provided the meeting agenda is limited to items directly related to that facility
6. Visit the office of LACOE's outside legal counsel for a closed session on pending litigation, when doing so would reduce legal fees or costs

All meetings regardless of location shall comply with the applicable notice and ~~exempted from the boundary requirements, as specified in items #1–6 above, shall still be subject to the notice and open meeting requirements for regular and special meetings, when a quorum of the County Board attends the meeting.~~

If a fire, flood, earthquake, or other emergency renders the regular meeting place unsafe, and the deadline for posting the location of the meeting has passed, meetings shall be held for the duration of the emergency at a location designated by the County Board President or designee. The County Board President in conjunction with the County Superintendent shall inform news media who have requested notice of special meetings by the most rapid available means of communication. (Government Code 54954)

BB 9320(g)

MEETINGS AND NOTICES (continued)

Traditional Teleconferencing

A teleconference is a meeting of the County Board in which County Board members are in different locations, connected by electronic means through audio and/or video. (Government Code 54953)

The County Board may use teleconferences for all purposes in connection with any meeting within the County Board’s subject matter jurisdiction. All votes taken during a teleconference meeting shall be by roll call. (Government Code 54953)

During the teleconference, at least a quorum of the members of the County Board shall participate from locations within LACOE boundaries. (Government Code 54953)

All teleconference locations shall be accessible to the public, and the location listed on the agenda, and the agenda posted in advance of the meeting, or as required by law. All teleconferenced meetings shall be conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the County Board, including the right of the public to address the County Board directly at each teleconference location and to observe in person the Board member participating. (Government Code 54953)

All County Board policies, administrative regulations, and bylaws shall apply equally to meetings that are teleconferenced. The County Superintendent or designee shall facilitate public participation in the meeting at each teleconference location.

All meetings of the County Board that are open and public shall meet the protections and prohibitions contained in Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132) and the federal rules and regulations adopted in implementation thereof. (Government Code 54953.2)

Unless a County Board member participates by teleconference pursuant to the provisions described in the sections “Teleconferencing During a Personal Emergency,” “Teleconferencing For ‘Just Cause’” or “Teleconferencing During a Proclaimed State of Emergency” below, agendas shall be posted at all teleconference locations and shall list all teleconference locations whenever they are posted elsewhere.

Teleconferencing ~~During a Personal~~ Due to Emergency Circumstances

Until January 1, 2026, with approval from the majority of the County Board, a County Board member ~~may be permitted to~~ participate in a meeting remotely when a physical or family medical emergency prevents the County Board member from attending in person. The County Board member requesting to appear remotely shall notify the County Board of the emergency situation as soon as possible and provide a concise general description of the emergency necessitating circumstances relating to the County Board member’s request ~~need~~ to appear

BB 9320(h)

MEETINGS AND NOTICES (continued)

remotely. The County Board member shall not be required to disclose any disability, medical diagnosis, or personal medical information exempt under existing law. (Government Code 54953)

A County Board member may not appear remotely under emergency circumstances for more than 20 percent of the County Board's regular meetings or for more than three consecutive months. (Government Code 54953)

When a County Board member is approved to participate remotely due to emergency circumstances, the County Board member is not required to participate from a location which is accessible to the public and the location does not need to be identified on the agenda. (Government Code 54953)

If permitted to participate remotely, the County Board member shall utilize both audio and visual technology and publicly disclose, before any action is taken, whether any other individuals 18 years or older are present in the remote location with the County Board member, and the general nature of the member's relationship with such individuals. (Government Code 54953)

LACOE shall also provide public access to the meeting via a two-way audiovisual platform or a two-way audio service and a live webcast, with public comment being allowed via the remote platform as well as in person and the public shall be able to offer comments in real time. The agenda shall include information describing how members of the public can access the platform. (Government Code 54953)

If a disruption prevents broadcasting the meeting to members of the public using the call-in option or internet-based service option, or a disruption that is within the County Board's control prevents members of the public from offering public comments using the call-in option or internet-based service option, the County Board shall not take action on agenda items until public access to the meeting is restored. (Government Code 54953)

Teleconferencing for "Just Cause"

Until January 1, 2026, a A County Board member may be permitted to appear remotely; ~~pursuant to the provisions below,~~ for just cause for no more than two meetings per calendar year. A County Board member appearing for just cause shall notify the County Board at the earliest possible opportunity of the need to participate in the meeting remotely, including at the start of a regular meeting. (Government Code 54953)

Just Cause may exist for any of the following: (Government Code 54953)

1. A childcare or caregiving need of a child, parent, grandparent, grandchild, sibling, spouse, or domestic partner that requires a County Board member to participate remotely

MEETINGS AND NOTICES (continued)

2. A contagious illness prevents a County Board member from attending in person
3. A County Board member has a need related to a physical or mental disability not otherwise reasonably accommodated
4. A County Board member is traveling while on official business of the County Board or another state or local agency

When a County Board member participates remotely for just cause, the County Board member is not required to participate from a location which is accessible to the public and the location does not need to be identified on the agenda, nor an agenda to be posted. (Government Code 54953)

If the County Board member participates remotely, the County Board member shall utilize both audio and visual technology and publicly disclose, before any action is taken, whether any other individuals 18 years or older are present in the remote location with the County Board member, and the general nature of the member's relationship with such individuals. (Government Code 54953)

LACOE shall also provide public access to the meeting via a two-way audiovisual platform or a two-way audio service and a live webcast, with public comment being allowed via the remote platform as well as in person and the public shall be able to offer comments in real time. The agenda shall include information describing how members of the public can access the platform. (Government Code 54953)

If a disruption prevents broadcasting the meeting to members of the public using the call-in option or internet-based service option, or a disruption that is within the County Board's control prevents members of the public from offering public comments using the call-in option or internet-based service option, the meeting may continue, but the County Board shall not take action on agenda items until public access to the meeting the disruption is restored is restored. (Government Code 54953)

MEETINGS AND NOTICES (continued)

Legal Reference:

EDUCATION CODE

1011 Time and place of meetings

1009 Annual organizational meeting, date, and notice

1012 Special meeting

GOVERNMENT CODE

3511.1 Local agency executives

11135 State programs and activities, prohibition of discrimination

54950-54963 The Ralph M. Brown Act, especially:

54953 Meetings to be open and public; attendance

54954 Time and place of regular meetings

54954.2 Agenda posting requirements, board actions

54956 Special meetings; call; notice

54956.5 Emergency meetings

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.160 Effective communications for individuals with disabilities

36.303 Auxiliary aids and services for individuals with disabilities

COURT DECISIONS

Garnier v. Poway Unified School District, No. 17-cv-2215-W (JLB), 2019 WL 4736208 (S.D. Cal. September 26, 2019)

Knight First Amendment Institute at Columbia University v. Trump, 928 F.3d 226 (2019)

Wolfe v. City of Fremont, (2006) 144 Cal.App. 544

ATTORNEY GENERAL OPINIONS

88 Ops.Cal.Atty.Gen. 218 (2005)

84 Ops.Cal.Atty.Gen. 181 (2001)

84 Ops.Cal.Atty.Gen. 30 (2001)

79 Ops.Cal.Atty.Gen. 69 (1996)

78 Ops.Cal.Atty.Gen. 327 (1995)

Management Resources:

CSBA PUBLICATIONS

The Brown Act: School Boards and Open Meeting Laws, rev. 2019

INSTITUTE FOR LOCAL GOVERNMENT PUBLICATIONS

The ABCs of Open Government Laws

ATTORNEY GENERAL PUBLICATIONS

The Brown Act: Open Meetings for Legislative Bodies, 2003

LEAGUE OF CALIFORNIA CITIES PUBLICATIONS

Open and Public IV: A Guide to the Ralph M. Brown Act, 2nd Ed., 2010

WEBSITES

CSBA: <http://www.csba.org>

CSBA, GAMUT Meetings: <https://www.csba.org/ProductsandServices/AllServices/GamutMeetingsPolicy>

California Attorney General's Office: <http://oag.ca.gov/home>

Institute for Local Government: <http://www.cacities.org/index.jsp?zone=ilsg>

League of California Cities: <http://www.cacities.org>

Board Bylaws

BB 9323.2(a)

ACTIONS BY THE BOARD

The County Board shall act by a majority vote of four of the members constituting the County Board, unless otherwise required by law. To prevail on any matter, a motion must have four affirmative votes. Any fewer votes is considered a failed motion.

An “action” by the County Board means: (Government Code 54952.6)

1. A collective decision by a majority of the County Board members
2. A collective commitment or promise by a majority of the County Board members to make a positive or negative decision
3. A vote by a majority of the County Board members when sitting as the County Board upon a motion, proposal, charter appeal, interdistrict appeal, expulsion appeal, resolution, or order. This includes a failed motion.
4. A tie vote by the County Board members shall have the same effect as a failed motion.

The County Board shall not take action by secret ballot, whether preliminary or final. (Government Code 54953)

The Board President will explain the meaning and the number of votes required for a measure to pass prior to the vote being taken.

Actions taken by the County Board in open session shall be recorded in the County Board minutes. (Education Code 35145)

All votes on any action taken by the County Board shall be by roll call and recorded.

(cf. 9324 - Minutes and Recordings)

No action shall be taken on any item that does not appear on the posted meeting agenda, except under any of the following conditions and after publicly identifying the Item: (Government Code 54954.2)

1. When a majority of the County Board determines that an emergency situation exists, as defined for emergency meetings pursuant to Government Code 54956.5
2. When two-thirds of the County Board members present, or if less than two-thirds of the County Board members are present then by a unanimous vote of all County Board members present, determine that the need to take immediate action came to LACOE’s attention after the agenda was posted

ACTIONS BY THE BOARD (continued)

3. When an item appeared on the agenda of, and was continued from, a meeting that occurred not more than five days earlier
4. Until December 31, 2025, when a County Board member requests to participate remotely due to emergency circumstances pursuant to Government Code 54953 so long as the timing of the request did not allow for sufficient time to place it on the agenda

(cf. 9320 - Meetings and Notices)

(cf. 9322 - Agenda/Meeting Materials)

Challenging Board Actions

Any interested person or the district attorney's office may present a demand that the County Board cure and correct a County Board action which he/she alleges is in violation of law regarding any of the following: (Government Code 54960.1)

1. Open meeting and teleconferencing (Government Code 54953)
2. Agenda posting (Government Code 54954.2)
3. Closed session item descriptions (Government Code 54954.5)
4. Special meetings (Government Code 54956)
5. Emergency meetings (Government Code 54956.5)

Any demand to "cure and correct" an alleged violation shall clearly describe the challenged action and the nature of the alleged violation and shall be presented to the County Board in writing within 90 days of the date when the action was taken. If the alleged violation concerns action taken in an open session but in violation of Government Code 54954.2 (agenda posting), the written demand must be made within 30 days of the date when the alleged action took place. (Government Code 54960.1)

Within 30 days of receiving the demand, the County Board shall do one of the following: (Government Code 54960.1)

1. Cure or correct the challenged action and inform the demanding party in writing of its actions to cure or correct.
2. Determine not to cure or correct the alleged violation and inform the demanding party in writing of its decision to not cure or correct.
3. Take no action. If the County Board takes no action within the 30-day review period, its inaction shall be considered a decision not to cure or correct the action.

ACTIONS BY THE BOARD (continued)

The district attorney's office or any interested person may file an action in court for the purpose of: (Government Code 54960, 54960.2)

1. Stopping or preventing the Board's violation or threatened violation of the Brown Act
2. Determining the applicability of the Brown Act to ongoing or future threatened Board actions
3. In addition, the district attorney's office or any interested party may file an action in court to determine the applicability of the Brown Act to any past Board action not specified in Government Code 54960.1, if (Government Code 54960.2)
 - a. Within nine months of the alleged violation, a cease and desist letter is submitted to the Board, clearly describing the past Board action and the nature of the alleged violation.
 - b. The time for the Board to respond has expired and the Board has not provided an unconditional commitment to cease and desist from and not repeat the past action alleged to have violated the Brown Act.
 - c. The action is brought within the time required by Government Code 54960.2.
4. Determining the validity, under state or federal law, of any Board rule or action which penalizes any of its members or otherwise discourages their expression
5. Compelling the Board to audio record its closed sessions because of a court's finding of the Board's violation of any applicable Government Code provision

ACTIONS BY THE BOARD (continued)

Legal Reference:

EDUCATION CODE

15266 School construction bonds
17466 Declaration of intent to sell or lease real property
17481 Lease of property with residence for nondistrict purposes
17510-17511 Resolution requiring unanimous vote of all members constituting board
17546 Private sale of personal property
17556-17561 Dedication of real property
17582-17583 District deferred maintenance fund
35140-35149 Meetings
35160-35178.4 Powers and duties
48660-48661 Community day schools establishment and restrictions

CODE OF CIVIL PROCEDURE

425.16 Special motion to strike in connection with a public issue
1245.240 Eminent domain vote requirements
1245.245 Eminent domain, resolution adopting different use

GOVERNMENT CODE

53090-53097.5 Regulation of local agencies by counties and cities
53724 Parcel tax resolution requirements
53790-53792 Exceeding the budget
53820-53833 Temporary borrowing
53850-53858 Temporary borrowing
54950-54963 The Ralph M. Brown Act, especially:
54952.6 Action taken, definition
54953 Meetings to be open and public; attendance; secret ballots
54960 Action to prevent violations
65352.2 Coordination with planning agency

PUBLIC CONTRACT CODE

3400 Bid specifications
20111 Contracts over \$50,000; contracts for construction; award to lowest responsible bidder
20113 Emergencies, award of contracts without bids

COURT DECISIONS

Los Angeles Times Communications LLC v. Los Angeles County Board of Supervisors, (2003) 112 Cal.App.4th 1313
McKee v. Orange Unified School District, (2003) 110 Cal.App.4th 1310
Bell v. Vista Unified School District, (2002) 82 Cal.App.4th 672
Boyle v. City of Redondo Beach, (1999) 70 Cal.App.4th 1109

Management Resources:

CSBA PUBLICATIONS

The Brown Act: School Boards and Open Meeting Laws, 2009

ATTORNEY GENERAL PUBLICATIONS

The Brown Act: Open Meetings for Local Legislative Bodies, 2003

LEAGUE OF CALIFORNIA CITIES PUBLICATIONS

Open and Public IV: A Guide to the Ralph M. Brown Act, 2007

WEB SITES

CSBA: <http://www.csba.org>

California Attorney General's Office: <http://www.caag.state.ca.us>

Institute of Local Government: <http://www.ca-ilg.org>

Bylaw
adopted: October 20, 2020

LOS ANGELES COUNTY OFFICE OF EDUCATION
Downey, California

Board Meeting – June 11, 2024

Item V. Reports / Study Topics

B. Los Angeles County Office of Education's Proposed Budget 2024-2025

The 2024-2025 Proposed Budget for the Los Angeles County Office of Education will be presented.

On June 18, 2024, the County Board will receive the recommendation for the Proposed Budget.

2024-25 Proposed Budget



**Los Angeles County
Office of Education**



By the numbers...

48%

Specifically Funded Projects
\$291 Million

23%

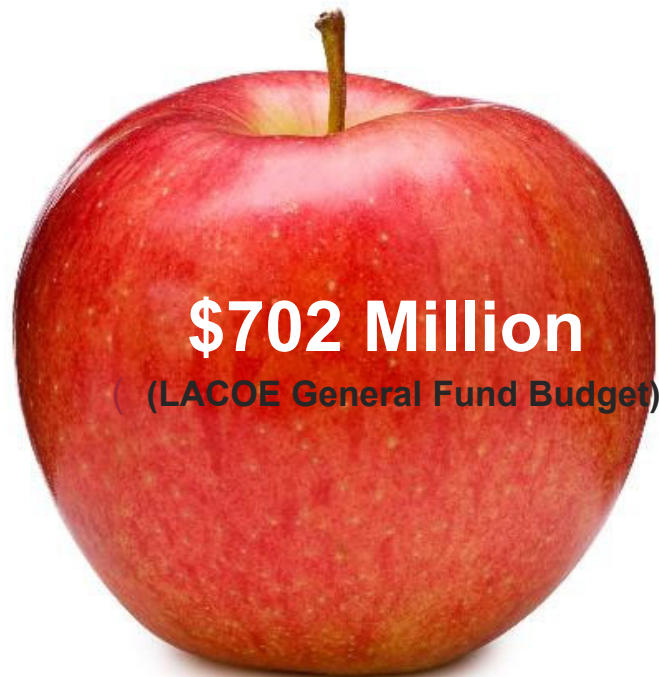
Administration & District Support
\$173 Million

19%

Contracted Services &
Entrepreneurial Programs
\$168 Million

10%

Educational Programs
\$70 Million



Fiscal Services

Monitor 142 LEA budgets totaling
\$24 Billion

175,000

Monthly payroll warrants for
school staff at 98 LEAs

Budget Building Blocks – Key Assumptions

Continued Declining
Enrollment
Countywide

State Cost of Living
for
Base Funding
(LCFF)

Updated Funding
Model for JCS

Increasing liability
insurance rates

COP debt, assumed
to be paid off June
2024

Negotiations open
for all bargaining
units

All Vacancies
budgeted as filled
July 1

Budget Annual
Reductions for all
Divisions

Departmental Budget - General Fund Development (page 1 of 3)

Department	2024-25 Proposed	Notes
Superintendent & Board of Education	\$3.30 million 14.00 FTEs	<ul style="list-style-type: none"> The Board of Education is a seven-member board with appointed by the Los Angeles County Board of Supervisors. Five members serve four-year terms, and two members serve two-year terms. Two student representatives each serve one-year terms. The Superintendent provides vision, leadership, and coordination for the organization and gives counsel to the Board of Education in setting policy and conducts the affairs of the organization within established policies.
Deputy Superintendent's Office	\$5.45 million 17.00 FTEs	<ul style="list-style-type: none"> The Deputy Superintendent provides operational leadership. The office provides organizational development and management, strategic planning, and assists the superintendent in meeting LACOE goals and supporting public education.
Office of General Counsel & Charter Schools	\$3.99 million 16.50 FTEs	<ul style="list-style-type: none"> Office of General Counsel provides and coordinates legal services to internal LACOE divisions. The Charter Schools Office is responsible for the charter petition review process and monitoring LACOE-approved charter schools.
Governmental Relations	\$0.97 million 4.00 FTEs	<ul style="list-style-type: none"> Governmental Relations Department gives the County Office articulated involvement in all appropriate matters relating to education legislation. Specific roles include lobbying, legislative liaison, sponsoring legislation, publications, reports, and correspondence, legislative resource materials; programming, public speaking, and public relations.
Public Affairs & Communications	\$4.26 million 21.00 FTEs	<ul style="list-style-type: none"> The Public Affairs & Communications Department highlights, promotes, and supports LACOE through offering services such as video production, copywriting, media relations, graphic design, web design, social media tools, and event planning/support. The department also manages crisis communications and response.
Technology Services & BEST	\$79.22 million 195.50 FTEs	<ul style="list-style-type: none"> Technology Services is responsible for support and coordination of technology utilization and services for LACOE. Services are provided both to internal LACOE organizations and to Local Educational Agencies (LEAs). Technology includes the following divisions: Technology Program Administration and Cybersecurity, Technology, Learning and Support Systems (which includes Instructional Technology Outreach and Personal Computing Support), Technology Infrastructure Services, Network Engineering and Telecommunications, Application Development and Support, and Business Enhancement System Transformation (BEST).

Departmental Budget - General Fund Development (page 2 of 3)

Department	2024-25 Proposed	Notes
Business Services Internal LACOE	\$38.61 million 206.69 FTEs	<ul style="list-style-type: none"> The Division of Accounting & Budget Development maintains the LACOE budget and provides essential accounting and budgeting services for all programs and divisions of the Office. The Controller's Office is responsible for various administrative, contract, and procurement activities. This includes procuring goods and services, managing warehouse stock items, and fiscal monitoring, budgeting, reporting, cash management and administrative support to the Head Start/State Preschool programs. Risk management is a component of this division. The Division of Facilities and Construction is responsible for various planning and operational activities including facilities planning and real estate services, construction management, maintenance and operations services, security and emergency preparedness. Internal Audit and Analysis performs proactive financial, operational and compliance internal audits, prioritized through an annual risk assessment. Grants Development Office coordinates organization-wide grant applications, gifts, and donations.
Business Services LEA Oversight	\$82.49 million 219.00 FTEs	<ul style="list-style-type: none"> LEA Oversight encompasses the administrative responsibilities for the external business divisions of Business Advisory Services and School Financial Services, with fiscal oversight of 142 districts & agencies countywide.
Human Resources	\$8.86 million 36.50 FTEs	<ul style="list-style-type: none"> Human Resources Office plans, organizes, directs, and manages human resource services across all programs, services, and departments of LACOE. Office of Labor Relations represents the Superintendent in negotiating collective bargaining agreements; coordinates implementation, interpretation, and administration of agreements reached; oversees the grievance procedure for matters relating to bargaining unit members; prepares and processes employee disciplinary actions; investigates workplace misconduct, discrimination and harassment claims. Beginning Teacher Program are included.
Personnel Commission	\$3.37 million 18.00 FTEs	<ul style="list-style-type: none"> The Personnel Commission executes the Merit System of employment. The functions of the office include: the establishment and maintenance of the job classification and salary structure for classified employees, the establishment of merit-based eligibility lists used in staffing classified positions, the lawful assignment of persons to vacant classified positions, the adjudication of examination and disciplinary appeals, and the establishment of rules and regulations pertaining to these functions.

Departmental Budget – General Fund Development (page 3 of 3)

Department	2024-25 Proposed	Notes
Head Start	\$ 201.22 million 108.26 FTEs	<ul style="list-style-type: none"> LACOE Head Start and Early Learning Division (Federal Program) offers a comprehensive prenatal-to-five early learning program. Head Start partners with families, communities, and providers to give children of all abilities the skills to succeed in school and life.
Ed Programs – Alternative Education	\$31.39 million 130.19 FTEs	<ul style="list-style-type: none"> Alternative Education Programs consists of County Community Schools, Juvenile Court Schools, Student Programs, and Pupil Services. Students served include justice-involved youth in Los Angeles County Probation facilities and students expelled from regular schools or at high risk of dropping out. These programs are \$18.9 million underfunded from the state.
Educational Programs – Other	\$85.75 million 234.88 FTEs	<ul style="list-style-type: none"> Other Educational Programs include categorical programs and specialized high schools (IPOLY and LACHSA) serving gifted and talented students with specialized interests. All school sites offer a curriculum based on state standards and are fully accredited by the Western Association of Schools and Colleges (WASC).
Ed Programs - LACOE Special Education & Charter SELPA	\$18.09 million 85.93 FTEs	<ul style="list-style-type: none"> The Los Angeles County Office of Education Special Education Local Plan Area (LACOE SELPA) serves students with disabilities who are in juvenile halls, juvenile detention camps, residential community education centers, county community schools, Independent Study Programs, Los Angeles County High School for the Arts (LACHSA), and International Polytechnic High School (IPoly). The services provided include specialized academic instruction through special education teachers and service providers, individual counseling, counseling and guidance, parent counseling, social work services, behavior intervention and psychological services from school psychologists, speech and language therapy, adaptive physical education, services for students with visual impairments, orientation and mobility, services for students who are deaf or hard of hearing, and any other services students may need pursuant to their Individual Education Plan (IEP). This program is \$6.5 million underfunded. The LAC Charter Special Education Local Plan Area (LAC Charter SELPA) is responsible to ensure students with disabilities have full educational opportunities within the member schools of the SELPA
Ed Services	\$57.73 million 144.00 FTEs	<ul style="list-style-type: none"> Ed Services oversees the Academic Team, including the Division of Curriculum and Instructional Services (CIS), Division of Accountability, Support and Monitoring (ASM), and the Division of Special Education (DSE). This includes LCAP monitoring and the Differentiated Assistance program.
Wellbeing & Student Support	\$77.74 million 211.05 FTEs	<ul style="list-style-type: none"> Wellbeing and Support Services has administrative oversight for Student Support Services, Community Schools Initiative, Equity Diversity & Inclusion, and Employee Assistance Service for Education. Wellbeing and Support Services has primary responsibility for addressing the physical and mental health of students, caregivers, and district employees. This department partners with the Differentiated Assistance program.

Combined General Fund

Description	Proposed Budget FY 2024-2025		
	Unrestricted	Restricted	Combined
Revenues			
LCFF Sources	190,244,337	0	190,244,337
LCFF Transfers	(8,120,510)	8,120,510	0
Federal Revenue	0	270,530,299	270,530,299
Other State Revenue	2,324,047	56,332,689	58,656,736
Other Local Revenue	115,326,992	53,392,273	168,719,265
Interfund Transfers In	99,900	0	99,900
Contributions - LACOE SELPA	(6,658,790)	6,658,790	0
Contributions - other/encroachment	(8,835,002)	8,835,002	0
Total Revenues	284,380,974	403,869,563	688,250,537
Expenditures			
Certificated Salaries	42,898,933	29,501,192	72,400,125
Classified Salaries	83,970,989	37,932,726	121,903,715
Employee Benefits	69,427,913	40,791,771	110,219,684
Books and Supplies	7,346,710	5,373,094	12,719,804
Services and Other Operating Expenditures	46,808,451	267,727,747	314,536,198
Capital Outlay	8,433,987	410,168	8,844,155
Other Outgo	36,021,202	7,017,596	43,038,798
Other Outgo - Transfers of Indirect Costs	(22,058,121)	19,186,831	(2,871,290)
Interfund Transfers Out	21,650,000	0	21,650,000
Total Expenditures	294,500,064	407,941,125	702,441,189
Current Year Revenue & Expenditures	(10,119,090)	(4,071,562)	(14,190,652)



Multi-Year Projection

Description	Proposed Budget FY 2024-2025			Projected Budget FY 2025-26			Projected Budget FY 2026-27		
	Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined
Revenues									
LCFF Sources	190,244,337	0	190,244,337	193,559,485		193,559,485	196,731,635		196,731,635
LCFF Transfers	(8,120,510)	8,120,510	0	(8,120,510)	8,120,510	0	(8,120,510)	8,120,510	0
Federal Revenue	0	270,530,299	270,530,299		264,647,393	264,647,393		264,647,393	264,647,393
Other State Revenue	2,324,047	56,332,689	58,656,736	2,324,047	53,971,431	56,295,478	2,324,047	53,971,431	56,295,478
Other Local Revenue	115,326,992	53,392,273	168,719,265	115,326,992	33,249,528	148,576,520	115,326,992	33,249,528	148,576,520
Interfund Transfers In	99,900	0	99,900	99,900		99,900	99,900		99,900
Contributions - LACOE SELPA	(6,658,790)	6,658,790	0	(6,658,790)	6,658,790	0	(6,658,790)	6,658,790	0
Contributions - other/encroachment	(8,835,002)	8,835,002	0	(8,835,002)	8,835,002	0	(8,835,002)	8,835,002	0
Total Revenues	284,380,974	403,869,563	688,250,537	287,696,122	375,482,654	663,178,776	290,868,272	375,482,654	666,350,926
Expenditures									
Certificated Salaries	42,898,933	29,501,192	72,400,125	42,340,496	29,711,388	72,051,884	41,789,329	29,923,082	71,712,411
Classified Salaries	83,970,989	37,932,726	121,903,715	82,865,553	38,144,689	121,010,242	81,774,669	38,410,749	120,185,418
Employee Benefits	69,427,913	40,791,771	110,219,684	67,254,543	40,867,215	108,121,757	68,035,591	42,339,725	110,375,316
Books and Supplies	7,346,710	5,373,094	12,719,804	7,422,969	5,283,785	12,706,754	7,482,560	5,283,785	12,766,345
Services and Other Operating Expenditures	46,808,451	267,727,747	314,536,198	45,971,842	256,814,878	302,786,720	45,156,943	256,175,483	301,332,426
Capital Outlay	8,433,987	410,168	8,844,155	8,265,307	327,168	8,592,475	8,100,001	327,168	8,427,169
Other Outgo	36,021,202	7,017,596	43,038,798	36,021,202	7,017,596	43,038,798	36,021,202	7,017,596	43,038,798
Other Outgo - Transfers of Indirect Costs	(22,058,121)	19,186,831	(2,871,290)	(21,197,217)	18,325,927	(2,871,290)	(21,192,831)	18,321,541	(2,871,290)
Interfund Transfers Out	21,650,000	0	21,650,000	21,650,000		21,650,000	21,650,000		21,650,000
Total Expenditures	294,500,064	407,941,125	702,441,189	290,594,695	396,492,646	687,087,341	288,817,465	397,799,128	686,616,593
Current Year Revenue & Expenditures	(10,119,090)	(4,071,562)	(14,190,652)	(2,898,573)	(21,009,992)	(23,908,565)	2,050,807	(22,316,474)	(20,265,667)
Beginning Balance	131,160,749	118,662,673	249,823,423	121,041,659	114,591,111	235,632,771	118,143,086	93,581,119	211,724,205
Projected Ending Balance - Surplus (Deficit)	121,041,659	114,591,111	235,632,771	118,143,086	93,581,119	211,724,205	120,193,894	71,264,645	191,458,539
Restricted			114,591,111			93,581,119			71,264,645
Unspendable			720,000			720,000			720,000
Assignments			49,712,015			48,478,769			49,478,769
Available			70,609,644			68,944,317			69,995,125
		Reserve	10.05%		Reserve	10.03%		Reserve	10.19%



Other Funds



**Fund 10.0
Special Education
Pass-Through**

Starting Reserves: \$0

Revenue: \$26.5m
Expenses: \$26.5m

Ending Reserves: \$0

**Fund 12.0
Early Head Start/
State Preschool**

Starting Reserves: \$0.37m

Revenue: \$87.6m
Expense: \$87.6m

Ending Reserves: \$0.37m

**Fund 16.0
Forest Reserve Fund**

Starting Reserves: \$0

Revenue: \$0.67m
Expenses: \$0.67m

Ending Reserves: \$0

**Fund 17.0
Special Reserve (Pension
& Accr. Leave)**

Starting Reserves: \$166.5m

Revenue: \$21.6m
Expenses \$ 0.0m

Ending Reserves: \$188.1m



**Fund 35
State Funded
Construction**

Starting Reserves: \$12.9m

Revenue: \$ 0.0m
Expenses: \$5.7m

Ending Reserves: \$7.2m

**Fund 40
Special Reserve
Capital Projects**

Starting Reserves: \$31.9m

Revenue: \$ 0.0m
Expense: \$10.9m

Ending Reserves: \$21.0m

**Fund 67
Actuarial Determined
Self Insurance**

Starting Reserves: \$31.9m

Revenue: \$12.2m
Expenses: \$12.0m

Ending Reserves: \$32.1m

2024-25 Proposed Budget



**Los Angeles County
Office of Education**



Board Meeting – June 11, 2024

Item V. Reports / Study Topics

C. Draft Local Control and Accountability Plan (LCAP) 2024-2027
(Enclosure)

In accordance with EC 52060(g) and 52066(g), LACOE has consulted with the parent advisory council (PAC) and the district English learner advisory committee (DELAC), as well as other educational partners.

This report provides a brief overview of the draft Local Control and Accountability Plan (LCAP) 2024–2027 and provides an additional opportunity to receive feedback. The final LCAP 2024-2027 will be presented to the County Board for approval at the June 18, 2024, Board meeting.



Local Control Accountability Plan (LCAP) Three Year Cycle 2024-25

Presented June 11, 2024



Los Angeles County
Office of Education

Enrollment Demographics



Los Angeles County
Office of Education

LACOE ED Programs



1,597 Students



9

School Sites

Student Ethnicity

Hispanic →

52.4%

White →

15.8%

African
American →

14%

Asian →

7.1%

Filipino →

4.2%

Other →

6.6%

SUBGROUPS



49.3%

SED*



16.4%

SWD*



6.6%

English Learners



4.4%

Foster Youth



2.4%

Homeless

* Data includes: JCS, CCS, IPoly and LACHSA

2023 Dashboard Progress



Los Angeles County
Office of Education

LACOE Progress

Increased
English
Language
Arts



Indicator:
California School
Dashboard



Yellow
Change:
Increased

Increased
Graduation
Rate



Indicator:
California School
Dashboard



Yellow
Change:
Increased

Increased
Suspension
Rate



Indicator:
California School
Dashboard



Change:
Increased



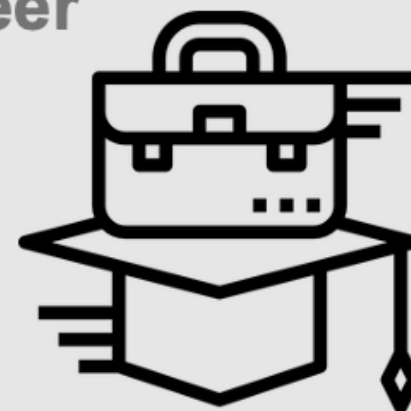
Increased
Mathematics

Indicator:
California School
Dashboard

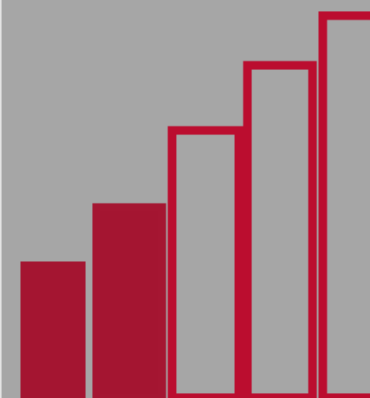


Orange
Change: Increased

College/Career
Students
Prepared
28.5%



Indicator:
California School
Dashboard



Low

Increased
English Learner
Progress

Indicator:
California School
Dashboard



Orange
Change: Increased

Increased
Chronic Absenteeism

Indicator:
California School
Dashboard



Red
Change: Increased

Annual Update 2023-24 LCAP

GOALS	HIGHLIGHTS	CONTINUED WORK
GOAL 1 Equitable Access to a 21st Century Education	Improved Graduation Rate	CTE Pathways and Certifications
GOAL 2 Mental Health and Social Emotional Well Being	Improved Attendance Rate	Chronic Absenteeism
GOAL 3 Progress on statewide assessments as well as improved overall English proficiency.	CAASP ELA Scores at IPoly and CCS	CAASP Scores English Proficiency STAR Scores

Parent Focus Groups for 2024-25 LCAP

School	Dates & Times
Black/African American Families	February 13, 2024, 5:00 pm
Parents of English Learners	April 9, 2024, 5:00 pm
Parents of Students with an IEP	May 22, 2024, 11:30 am
Parent Association Board @ LACHSA	May 13, 2024, 5:15 pm
Parents of BIPOC Students @ LACHSA	April 30, 2024, 6:30 pm
Parents of Students @ IPOLY	May 9, 2024, 3:00 pm
Parents of Students @ IPOLY (Google Feedback)	April 23, 2024, 3:30 pm

Student Focus Groups for 2024-25 LCAP

School	Dates & Times
Renaissance Jonas Salk	April 2, 2024, 10:30 am
BJN and Kilpatrick	May 9, 2024, 12:36 pm
Angeles Forest	May 13, 2024, 1:15 pm
Los Padrinos	May 2, 2024, 10:38 am
Kirby	May 30, 2024, 10:35 am
LACHSA	Fri. May 10 & Mon. May 13
IPOLY	May 3, 2024, 11:30 am



LCAP Engagement Presentations for 2024-25

School	Dates & Times
BJN and Kilpatrick	March 14, 2024, 1:30 pm
Afflerbaugh Paige and Camp Rockey	April 4, 2024, 1:30 pm
Los Padrinos & Kirby	May 23, 2024, 2:30 pm
Renaissance	May 21, 2024, 2:15 pm
I-Poly	May 17, 2024, 3:00 pm
LACHSA	May 22, 2024, 2:30 pm
Labor Leads (SEIU & CSEA)	May 31, 2024, 2:00 pm
PAC & DELAC	May 30, 2024, 5:00 pm
SDMC-C	June 5, 2024, 12:30 pm



Other LCAP Engagement Methods/ Surveys

School	Dates
California Healthy Kids Survey (CHKS)	February 1, 2024
California School Staff Survey (CSSS)	February 1, 2024
California School Parent Survey	January 2, 2024
LCFF Indicator Progress Feedback	February 7, 2024
LCAP Engagement	February 20, 2024
Parent Engagement Survey	August 1, 2023- ongoing
PBIS Survey	October 1-31, 2023, and May 1-31, 2024
DAS Survey	March 27, 2024



Partner Engagement, Feedback & Surveys



Parent

Focus Groups

58 7

Participants Focus Groups



Staff LCAP

Engagement focus Groups

194 9

Participants Focus Groups



Student

Focus Groups

94 7

Participants Focus Groups



California Healthy Kids
Survey(CHKS) 2023 -24

1,037

Respondents



California School
Parents Survey 2023 -24

481

Respondents



California School Staff
Survey 2023 -24

92

Respondents



Other Surveys:
LCFF Local Indicators
Title 1 CBOs
Equity Multiplier

91

Respondents

Educational Partner Feedback Common Themes



Academic Counseling & Transition Support



Guest Speakers and Presentations



More Information to Parents About Services



Tutoring



**College Courses, Work Experience
and OSHA Certifications**



Mental Health Services



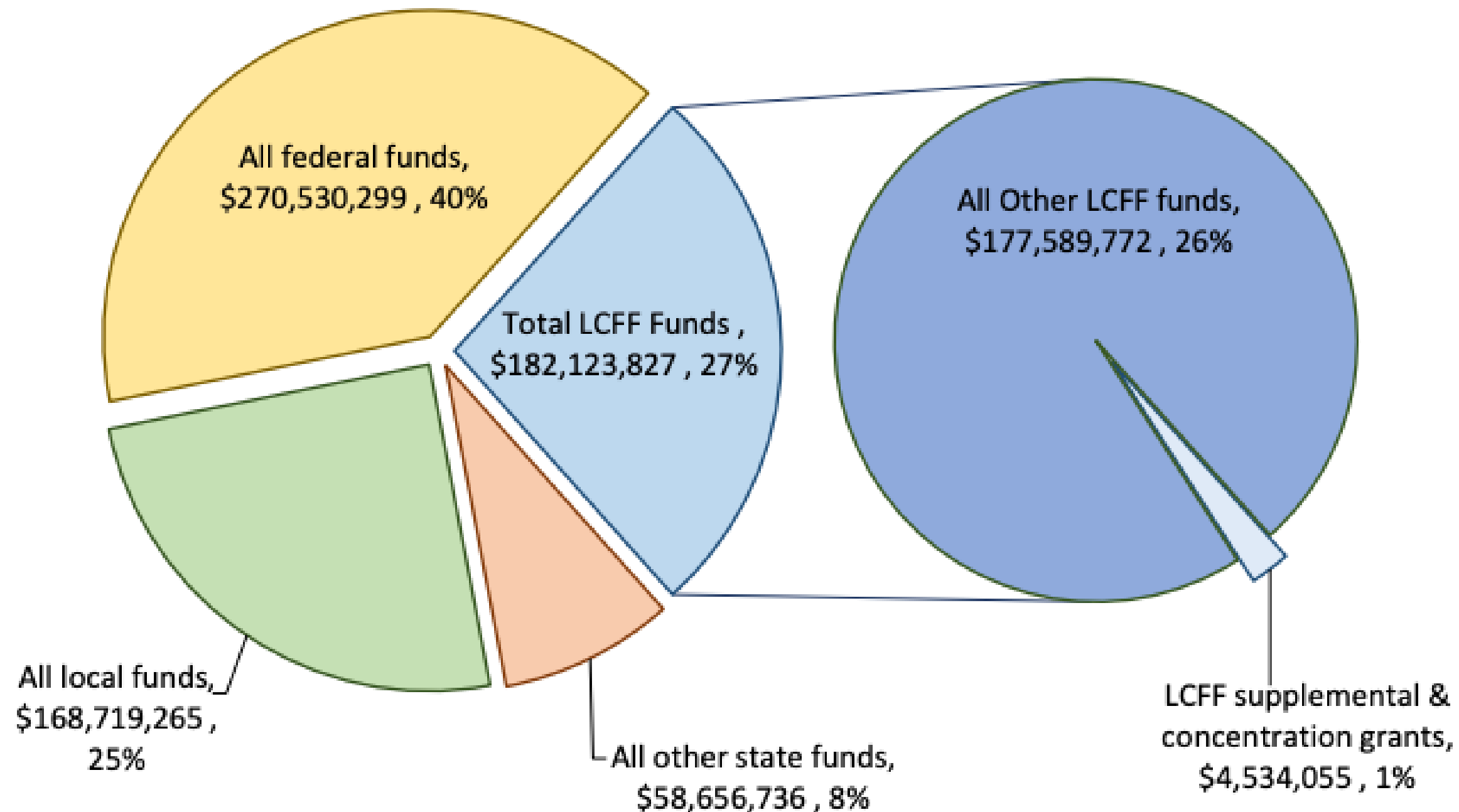
Budget Overview for 2024-25



Los Angeles County
Office of Education

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source



LCAP Goal 1

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



LCAP Goal 1 - Metrics



Graduation Rate

Desired Outcome: Increase by 2% points or maintain a rate of 98% or higher



Drop-out Rates

Desired Outcome: Zero dropouts



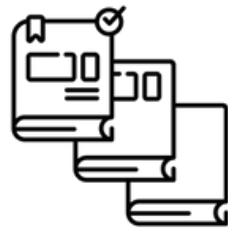
College Credit Course Rate (Dual Enrollment)

Desired Outcome: At least 70 % of enrolled students will receive course credit



CTE Pathways

Desired Outcome: 4% completion rate



A-G Completion

Desired Outcome: 80% rate or higher



AP Exam

Desired Outcome: Increase passing at least 1%



EAP Rate

Desired Outcome: ELA 61% and Math 42%



CTE Certification

Desired Outcome: 40% increase within 3 years



Instructional Materials

Desired Outcome: 100%



Facilities

Desired Outcome: 90% or higher



Academic Standards

Desired Outcome: 100%



LCAP Goal 2

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



LCAP Goal 2 - Metrics



Attendance Rates

Desired Outcome: Increase by 1%



Expulsion Rate

Desired Outcome: 0%



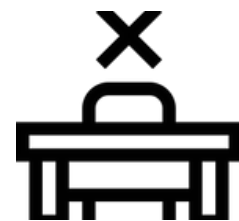
Mental Health PD

Desired Outcome: 100% of staff



Suspension Rate

Desired Outcome: Reduce by 2% per year or maintain at 0%



Chronic Absenteeism

Desired Outcome: 19% or less



Parental Engagement

Desired Outcome: 95% parent participation in PFECP meetings annually



Safety & Connectedness

Desired Outcome: Within 3 years 50% will indicate “agree” or “strongly agree” to feeling safe



LCAP Goal 3

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

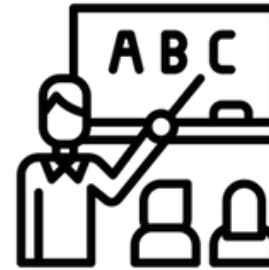


LCAP Goal 3 - Metrics



CAASPP – ELA and Math

Desired Outcome: Increase at least 2%.



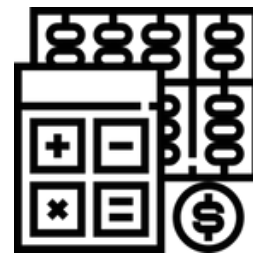
Progress towards English Proficiency

Desired Outcome: 1% increase



English Learner Reclassification

Desired Outcome: Increase at least 2%



STAR Reading and Math

Desired Outcome: GLE increase by 0.3 points



California Science Test (CAST)

Desired Outcome: Within 3 years the % of students exceeding will increase by 5% and meeting by 10%



Credentialed Teachers

Desired Outcome: 100%



LCFF Equity Multiplier *New



Los Angeles County
Office of Education

The Local Control Funding Formula (LCFF) Equity Multiplier provides additional funding to local educational agencies (LEAs) for allocation to schoolsites meeting nonstability and socioeconomically disadvantaged pupil thresholds in the prior year. This funding must be used to provide evidence-based services and supports for students at these schoolsites. LEAs are also required to document the efforts to improve outcomes for students at these schoolsites beginning with the 2024-25 LCAP.

Identified Sites- all of JCCS:

- Kirby
- Afflerbaugh-Paige
- Rockey
- Nidorf
- RTSA at Kilpatrick
- Renaissance

• (Central closed) **The May Revision of the Education Omnibus Trailer Bill includes a provision requiring equity multiplier school sites that close to return Equity Multiplier funds to the CDE.*

LCAP Goal 4

Over the next three years, the following targets have been set related to the Equity Multiplier Goal:

1. **Reduce suspension rates** for students with disabilities at Afflerbaugh-Paige, Kirby, and Nidorf sites, and for African American students at Dorothy Kirby.
2. **Improve graduation rates** for Hispanic students at Afflerbaugh-Paige, Nidorf, and Renaissance, as well as for socioeconomically disadvantaged students at Nidorf and Renaissance.
3. **Enhance college and career readiness** for socioeconomically disadvantaged students at Kirby, Nidorf, Kilpatrick and Renaissance
4. Demonstrate **enhanced performance on the English Language Progress Indicator** for English learners at Renaissance

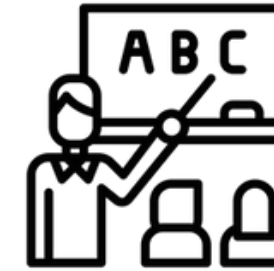


LCAP Goal 4 - Metrics



Graduation Rate

Desired Outcome: Increase by 2% points



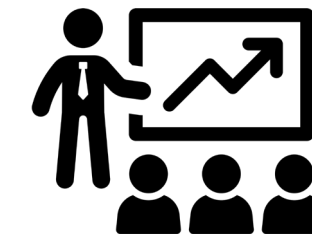
Progress towards English Proficiency

Desired Outcome: 2% increase



Suspension Rate

Desired Outcome: Decrease at least
by 5% each year or max of 19% by
third year.



College Credit Course Rate

Desired Outcome: 80% or higher



Highlights & Focus Areas



Los Angeles County
Office of Education

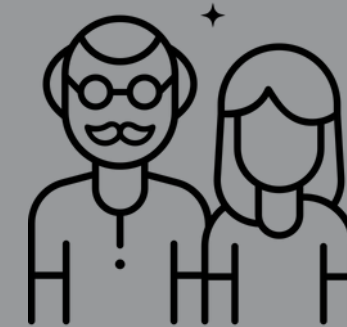
Highlights



Graduation Rates



Professional Development



**Parent & Family
Engagement**



**School Climate
(Suspension)**

Focus Areas



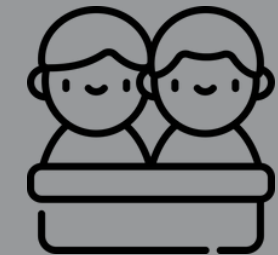
**Student Engagement
(Chronic Absenteeism)**



**School Climate
(Suspensions)**



**Career Technical
Education**



**Pupil Outcomes
CAASPP/STAR**

Questions



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Los Angeles County Office of Education

CDS Code: 19101990000000

School Year: 2024-25

LEA contact information:

Diana Velasquez

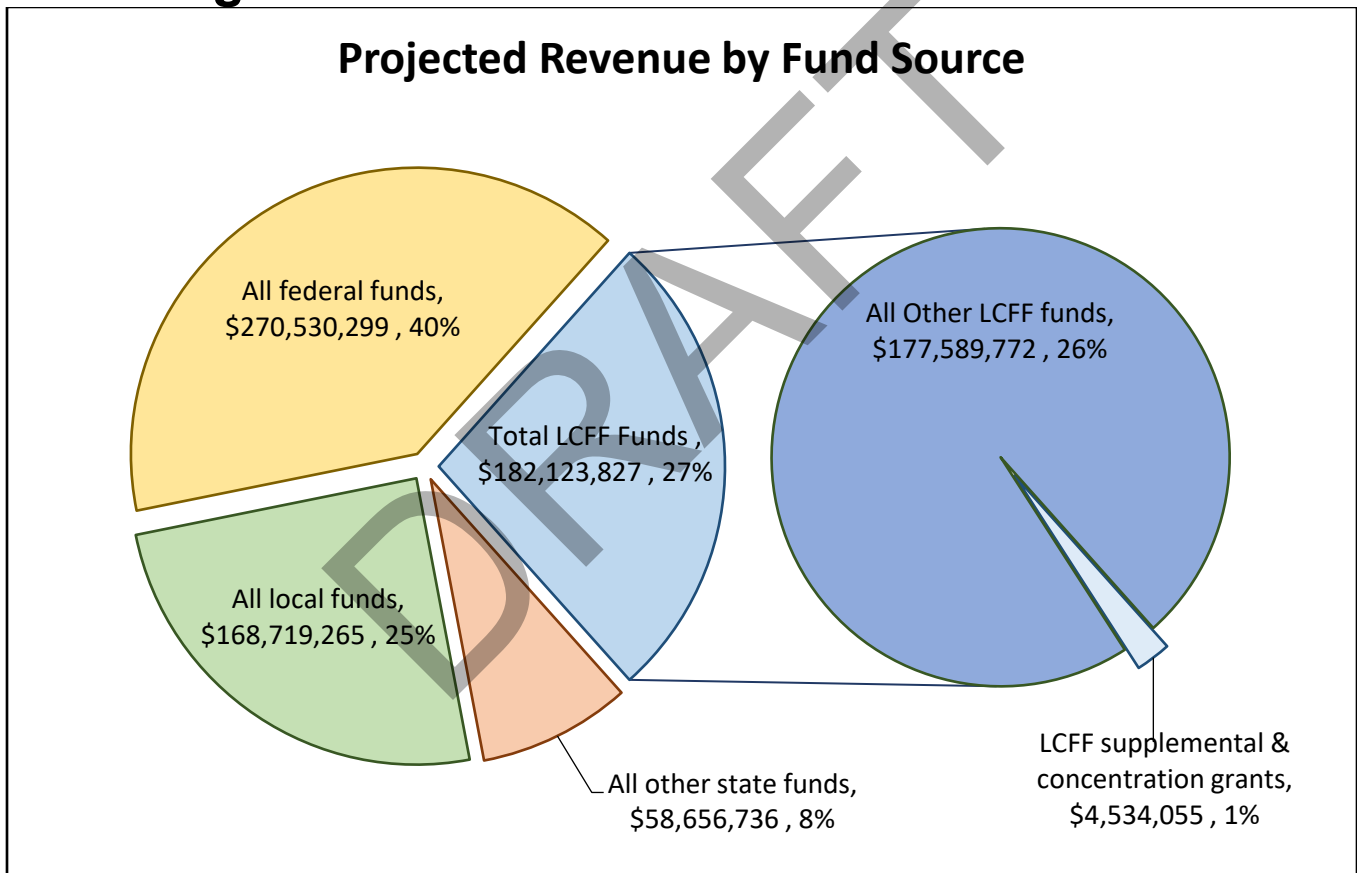
Executive Director

velasquez_diana@laoe.edu

562-940-1864

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

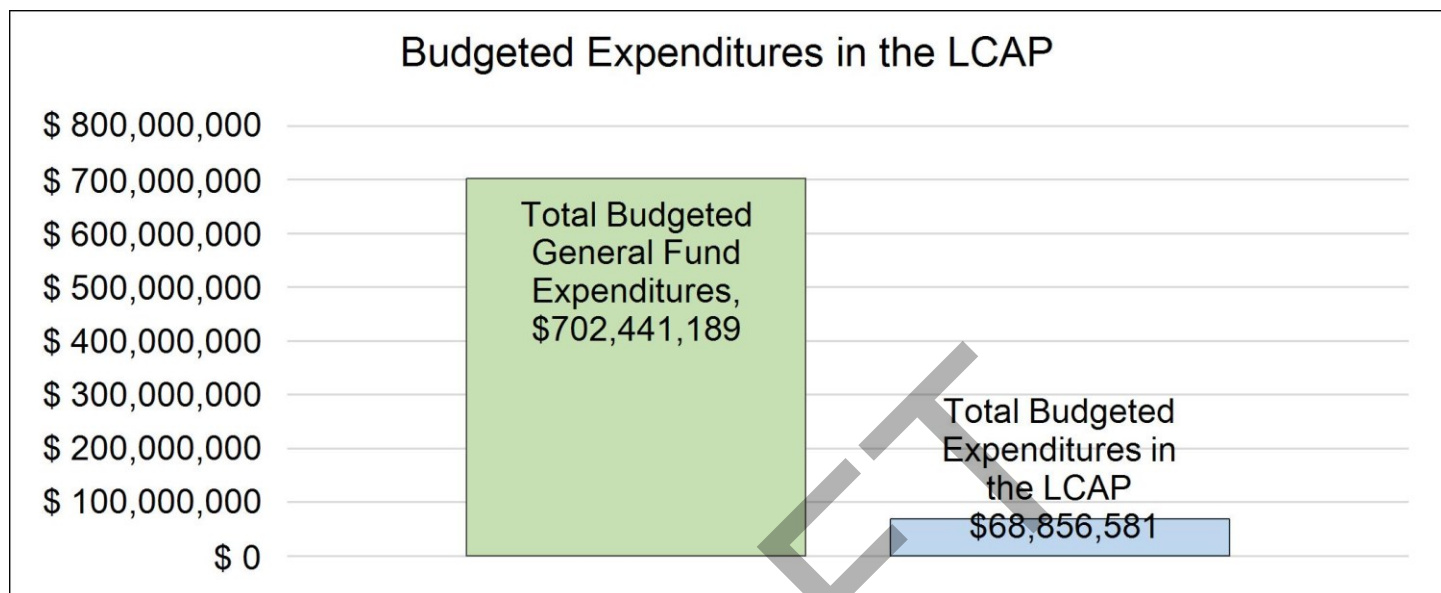


This chart shows the total general purpose revenue Los Angeles County Office of Education expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Los Angeles County Office of Education is \$680,030,127, of which \$182,123,827 is Local Control Funding Formula (LCFF), \$58,656,736 is other state funds, \$168,719,265 is local funds, and \$270,530,299 is federal funds. Of the \$182,123,827 in LCFF Funds, \$4,534,055 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Los Angeles County Office of Education plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Los Angeles County Office of Education plans to spend \$702,441,189 for the 2024-25 school year. Of that amount, \$68,856,581.00 is tied to actions/services in the LCAP and \$633,584,608 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

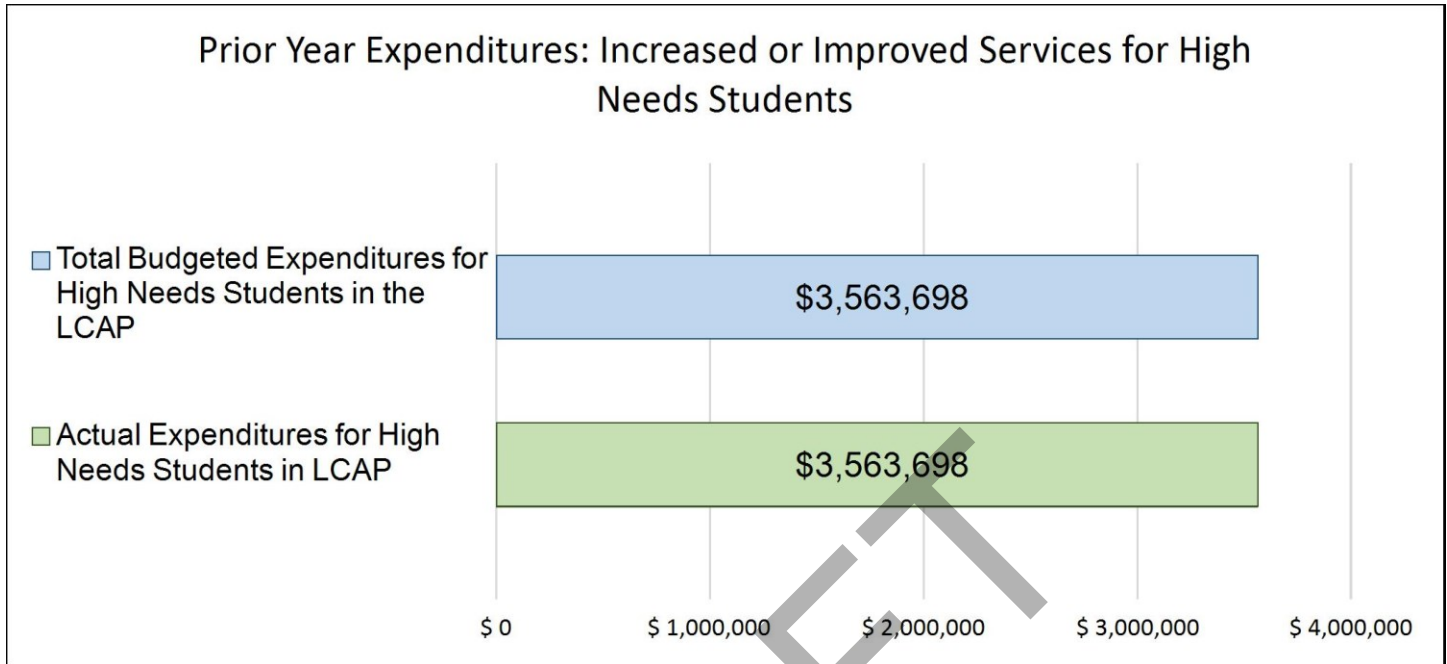
The budgeted expenditures that are not included in the LCAP will be used for the following: As a County Office of Education, services are provided to local districts in addition to county administered programs. These services are paid using the county office General Funds. This includes programs such as the Superintendent's Office, Communications, Office of General Counsel, Grant Development Office, Board of Education, Personnel Commission, Assistant Superintendent's Office, School Financial Services, parts of Controller's Office and Facilities, and parts of Technology Services. These General Fund Budgeted Expenditures are not included in the Local Control and Accountability Plan.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Los Angeles County Office of Education is projecting it will receive \$4,534,055 based on the enrollment of foster youth, English learner, and low-income students. Los Angeles County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. Los Angeles County Office of Education plans to spend \$15,831,491.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Los Angeles County Office of Education budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Los Angeles County Office of Education estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Los Angeles County Office of Education's LCAP budgeted \$3,563,698.00 for planned actions to increase or improve services for high needs students. Los Angeles County Office of Education actually spent \$3,563,698.00 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Los Angeles County Office of Education	Diana Velasquez Executive Director	Velasquez_diana@laoe.edu 562-940-1864

DRAFT

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate	Graduation rate at IPoly is 98%, LACHSA is 95% and 22.6% JCS/CCS (Naviance and PowerBI, 2019)	Graduation rate: IPoly - 100% LACHSA - 99% JCS & CCS - 24.9% (Naviance and PowerBI, 2021)	Graduation rate: IPoly – 95% LACHSA – 94.6% JCS & CCS – 42.6% (Annual Report & PowerBI, 2022)	Graduation rate: IPoly – 98.9% LACHSA –91.2% JCS & CCS – 42.4% (Dashboard)	For each year, graduation rates at each site shall increase by two percentage points or maintain a rate of 98% or higher.
College Credit Course	50% - per California Dashboard (2019-2020)	Indicator not measured in the 2020-21 school year.	Indicator not measured in the 2021-22 school year on the Dashboard.	47.6% - Additional Reports, California Dashboard (2022-23)	The college credit course rate shall increase 50% or higher by the end of the third year of implementation as measured by the California Dashboard.
A-G Completion	89.1% - per California Dashboard (2019-2020)	Indicator not measured in the 2020-21 school year.	63.7%* - 2022 California Dashboard Additional Reports *36.9% - Dataquest	68.7% - CA School Dashboard 2023	The A-G requirements shall expand reach within the three years, showing an increase in rates, achieving a 90% rate or higher for the three-year outcome.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE Pathway Completion	0% - (California Dashboard, 2019-20)	0.4% pathway completion (California Dashboard, 2020-21)	0% - (CALPADS Reports 15.1, 2021-22) 0% - Specialized high schools 0% - JCS 0% - CCS	0% - (Additional Reports, California Dashboard, 2022-23) 0% - Specialized high schools 0% - JCS 0% - CCS	CTE Pathway courses shall be offered to students who will be able to complete the three-year program and result in 4% completion rate within the year 3 outcome.
CTE Certification	37% completion (local indicator)	59% CTE certification (local indicator)	60% CTE certification (local indicator)	20%* CTE certification (local indicator)	CTE certifications shall result in a 40% increase by the third year of implementation of the LCAP.
Advanced Placement Examination	16.2% (California Dashboard, 2019-20)	Indicator not measured in the 2020-21 school year	69% - LACHSA	76% - LACHSA	Each year, there shall be an increase in the percentage of students passing the Advanced Placement examination with a score of 3 or higher of at least 1%.
Early Assessment Program (EAP) Assessment	58% of 11th graders met or exceeded standard for English Language Arts 39% of 11th graders met or exceeded standard for mathematics (CAASPP scores, 2018-19)	42% of 11th graders met or exceeded standard for English language arts. 23% of 11th graders met or exceeded standard for mathematics.	48.44% of 11th graders met or exceeded standard for English language arts. 25% of 11th graders met or exceeded standard for mathematics. (CAASPP scores, 2021-22)	53.5% of 11th graders met or exceeded standard for English language arts. 26.7% of 11th graders met or exceeded standard for mathematics. (CAASPP scores, 2022-23)	Eleventh graders at LACOE shall meet or exceed standard for English Language Arts by 61%. Eleventh graders at LACOE shall meet or exceed standard in mathematics by 42%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Standards-aligned instructional Materials	100% of students have access to standards-aligned materials (SARC, 2020).	Meeting 100% (SARC, 2021)	100% of students have access to standards-aligned materials (SARC, 2022).	100% of students have access to standards-aligned materials (SARC, 2023).	100% of students shall continue to have access to standards-aligned materials.
Implementation of academic content and performance standards.	Academic content and performance standards are 100% implemented for all students (as measured by standards-aligned checklist).	Meeting 100% (as measured by standards-aligned checklist).	Meeting 100%	Meeting 100%	Academic content and performance standards shall be implemented 100% for all students.
School Facilities	Maintain 100% of facilities in good repair as indicated by a range of 90% or higher on the facilities inspection tool to meet safety and accountability standards as measured by the William's Compliance regulations.	Meeting 100% of facilities in good repair.	78% of facilities in good repair.	90% of facilities in good repair.	Maintain the William's Compliance rating of 90% or higher for each school.
Dropout Rate	Middle School – 1 Student High School – 6 students CALPADS, 2019-2020	Middle School - 0 students High School - 5 students (CALPADS, 2020-21)	Middle School – 1 student High School – 110 students (CALPADS, 2021-22)	Middle School – 0 students High School – 0 students (CALPADS 2022-23, Dataquest - 2022-23)	Middle and high school dropouts will be reduced every year until there are zero dropouts in each grade level.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no significant differences in the implementation of the actions in this goal as compared to the actions as described in the plan. Successes included implementation of Career Technical Education programs described in Action 1.4. The CTE OSHA Certification continues to be in successful as more participants are receiving access to these programs at the JCS. Additionally, a new pathway at LACSHA is expected to produce the outcomes by the 3rd or 4th pathway year. In focus groups, students frequently mentioned CTE OSHA programs as valuable parts of the educational experience.

Action 1.3, College Courses was successfully implemented at selected sites, but with some challenges. Parents, students and staff shared positive comments about the opportunities for dual enrollment courses; however some students indicated that timing of the classes made it difficult for them to always participate.

Another challenge impacting action 1.1 School Facilities was the mandated closure of Central Juvenile Hall, the move to a new facility. Challenges included moving and transferring equipment and providing maintenance in a timely manner to avoid disruptions to educational programs

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable. No material differences.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

All actions were found to be effective in providing students with equitable access to a 21st century education; however, some actions will be eliminated, modified or enhanced in response to changing school conditions, student needs and input from the engagement process and to better align services.

1.1 School Facilities - Going into school year 2023-24, we made some changes at Renaissance PAU due to low and declining enrollment. Outreach efforts to recruit and enroll students did not yield sustainable results and the difficult decision was made to close Bermudez CCS, Second Chance IS, Tri-C CCS, Valley IS, Visions, CCS and relocated Bermudez IS to Mujeres y Hombres CCS.

Additionally, Barry J. Nidorf Juvenile Hall youth pending adjudication were moved to Los Padrinos leaving SYTF youth at the facility. The youth from Central Juvenile Hall were also moved to Los Padrinos Juvenile Hall. This posed many challenges for students, staff and families as they had to adjust to new learning and working environments.

1.2 Graduation Rates - Schools have implemented multidisciplinary teams to identify struggling learners and provide the necessary early interventions needed. There is a focus through grade level teams to identify struggling learners and provide them with the necessary support needed to be successful. We have seen improvements in graduation rates with our JCS/CCS (42.4%) and IPoly (91.2%) We do not have full implementation of mastery based grading practices at all of our sites. It is something that continues to be an area of need as we break away from traditional grading practices and transition to more novel approaches to grading that are helpful to students. We saw a slight drop in graduation at LACHSA with a 91.2% graduation rate.

1.3 College Courses - CCAPs were executed with LACCD, Mount Sac, and Cerritos College. Pending CCAP with Citrus College. Many courses are still in the process of receiving board approval. As such, elective courses were offered at 5 of the 7 sites for spring semester 2024. Continued coordination and educating our community college partners on school site logistics will be continued to expand the dual enrollment program at all sites. Effectiveness is measured by the availability of dual enrollment courses by semester at each site. Dual enrollment has been tentative because our community college partners are not familiar with juvenile court school settings. The selection of courses is specific to our students' need for graduation requirements and must be board approved before proceeding. Students are more successful with in-person instruction and our partners are having difficulty securing professors willing to work in a high school setting.

1.4 Access to Courses - At the 3 sites where CTE pathways are offered, Rockey, Paige and Afflerbaugh, students receive instruction from CTE credentialed instructors with industry expertise. Core academic knowledge is integrated with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. All courses are enhanced with Career Engagement Events coordinated through the CTE unit that offers industry and business exposure to students. This includes guest speakers, real world activities such as competitions and projects and field trips when possible. Students also have the chance to earn industry certification, giving them the necessary entry-level skills. Effectiveness is measured by enrollment and percentage of completion of industry certification. Overall YTD enrollment of 98 with a 43.8% completion rate for industry certification. World Languages are part of the Graduation Requirements that encompass 10 credits of either World Languages, CTE or Fine Arts. CTE pathways are not offered at all sites due to a lack of classroom availability and a countywide shortage of CTE teachers. CTE pathways are difficult to implement because students are not enrolled at the school sites long enough to complete them. No World Languages are taught at any JCS school sites.

1.5 Technology Professional Development - Professional development in digital technologies and digital supports is ongoing. As content professional development included delivery of instruction supported by technology and how to embed technology with content is taken into account. Teachers are trained to use technology in conjunction with content delivery. Monitoring the embedding of technology is an ongoing process and challenges still continue. Several staff still have challenges in operating several digital technologies. When this occurs PD is provided to them. This action will be moved to the Professional Development Action 3, along with the RTSA Saturday Summits to ensure coordination of professional development activities.

1.6 Middle and High School Dropouts - Supports we have seen as effective are student planning team meetings where teams get together to understand why students are struggling academically and/or with attendance. The Student Planning Teams identify appropriate supports. At many of our sites, personal phone calls have proven to be effective to inform parents when students have missed school. Tutoring

opportunities have also provided students with additional supports needed to be successful in school. Dropout rates decreased over the past two years from 1 to 0 in middle school and 110 to 82 in high school. We continue to see many students suspended, particularly at our JCS sites. We know that suspensions disrupt learning and creates a sense of detachment from school.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

To improve graduation and dropout rates staff will review attendance records and schedule counseling sessions with students to develop an implementation plan to support each student experiencing challenges with engagement. Timelines will be implemented, intervention and Social Emotional Learning (SEL) action plans will be updated and developed to support this action. Action 1.2, Graduation Rates, will be revised to include additional monitoring for low-performing student groups. Action 1.5, Professional Development Technology, was removed and included with action 3.13 to align with other professional development activities.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rates	<p>The average attendance rate was:</p> <p>JCS: 92.3% CCS: 76.2% IPoly: 97.9% LACHSA: 95.9%</p> <p>(Aeries, 2019-20)</p>	<p>Attendance Rate 2020-21</p> <p>JCS - 94% CCS - 66% IPoly - 94% LACHSA - 94%</p> <p>(CALPADS 14.2)</p>	<p>Attendance Rate 2021-22</p> <p>JCS: 93.8% CCS: 64.6% IPoly: 94.1% LACHSA: 94.0%</p> <p>(CALPADS 14.2)</p>	<p>Attendance Rate 2022-23</p> <p>JCS: 91.2% CCS: 41.0% IPoly: 95.6% LACHSA: 91.2%</p> <p>(CALPADS 14.2)</p>	<p>At the end of each year, the average attendance rate shall increase by 1%. By the 2021-24 school year, the average attendance rate will be:</p> <p>JCS: 95% CCS: 79% IPoly: 99% LACHSA: 98%</p>
Chronic Absenteeism	<p>Chronic absenteeism at the JCS is 23.7%*, at the CCS it is 20.6%*</p> <p>*Aeries Analytics (2019-20)</p>	<p>Chronic absenteeism:</p> <p>JCS - 11% CCS -35%</p>	<p>Chronic absenteeism:</p> <p>JCS: 21% CCS: 79.6% IPoly: 16.4% LACHSA: 18.6%</p> <p>(Data Quest, 2021-22)</p>	<p>Chronic absenteeism:</p> <p>JCS: 30.6% CCS: 76.2% IPoly 9.2% LACHSA: 30.4%</p> <p>(Data Quest, 2022-23)</p>	<p>At the end of each year, the chronic absenteeism rate at the JCS and CCS shall not be more than 19%.</p>
Suspension Rate (Local indicator)	<p>25.71% JCS sites 5.75% CCS sites</p>	<p>20% JCS sites 7% CCS sites</p>	<p>JCS: 19.5% CCS: 8.9%</p>	<p>JCS: 21.5% CCS: 2.05%</p>	<p>At the end of each year, the suspension</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	0.00% IPoly 0.00% LACHSA (Internally created PowerBI dashboard, 2019-20)	0.00% IPoly 0.00% LACHSA (Internally created PowerBI dashboard, 2019-20)	IPoly: 0.2% LACHSA: 0.6% (Data Quest, 2021-22)	IPoly: 0% LACHSA: 0% (Power BI, 2023-24)	rates shall not be more than 20% at the JCS, 5% at the CCS and 1% at IPoly and LACHSA.
Expulsion Rate	Expulsion Rate – 0% (Data Quest, 2019-20)	Expulsion Rate - 0% (Data Quest, 2020-21)	Expulsion Rate - 0% (Data Quest, 2021-22)	Expulsion Rate - 0% (Data Quest, 2022-23)	LACOE will continue to have a 0% expulsion rate by the year 2024.
Professional Development	97% of staff representing all sites have received mental health/social emotional based professional development. (Local indicator, 2020-21)	100% of staff have received mental health/social emotional based professional development. (local indicator, 2021-22)	100% of staff have received mental health/social emotional based professional development. (local indicator, 2022-23)	100% of staff have received mental health/social emotional based professional development. (local indicator, 2023-24)	a100% of staff representing all sites will have received mental health/social emotional based professional development.
Parent Participation	During the 2019-20 school year, 66% of parents/family participated in PFECF meetings (local indicator: parent/family count in attendance / unduplicated student count for the year).	During the 2020-21 school year, 75% of parents/family participated in PFECF meetings (local indicator: parent/family count in attendance / unduplicated student count for the year).	During the 2021-22 school year, 90% of parents/family participated in PFECF meetings (local indicator: parent/family count in attendance / unduplicated student count for the year).	During the 2022-23 school year, 94% of parents/family participated in PFECF meetings (local indicator: parent/family count in attendance / unduplicated student count for the year).	At the end of each year, the parent/family participation (PFECF meetings) shall represent at least 20% of the student population at the JCS/CCS sites.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Suspension rates and chronic absenteeism will be areas of focus in the 2024-25 LCAP. Chronic Absenteeism at CCS and LACHSA has increased from 2022-23 to 2023-24, with the County Community Schools reaching a 66.4% and a 25.7% rate at LACHSA. The increase in chronic absenteeism called for the following action steps in addition to the actions proposed initially:

- School staff follows up with students with non-probation related attendance concerns. Students are offered supports on SEL and PBIS expectations.
- Collaborate with Community Schools staff on supporting students with attendance concerns
- Hold Student Planning Team meetings (SPTs)
- Phone calls to home. LACHSA sends out daily notifications regarding student absences and parents/guardians have access to AERIES attendance. Families are notified if the student is in danger of Probation. SSTs are conducted to assist students with chronic absenteeism.
- Create attendance plan
- Implement an end of year attendance review

Some professional development activities in Action 2.3 , Mental Health Support, were reconfigured or rescheduled based on scheduling needs and others were added. The School Mental Health Program did not provide Professional Development at our Pupil Free Day in August because it coincided with LACOE's Annual Wellbeing Fest. However, the afternoon PD was provided by EASE and the topic was on mental health - it was titled "Filling Our Emotional Toolbox". Some professional development activities scheduled for this Spring were not implemented.

An in-person professional development (PD) at iPoly was originally schedule for all staff but it was canceled twice. Instead, mental health staff offered a PD on Suicide Awareness and Prevention to all staff and parents the week of October 11 (via Zoom during the Parent Workshops). Staff also provided resources to school staff in October for Depression Awareness Month. Following a January suicide prevention training at LAHSCA , on January 11th, 2024, mental health staff held another presentation for staff on Tips for Helping a Grieving Student at School, Crisis Response Outcomes, and provided additional resources for staff support-25 school staff.

High suspension rates at the Juvenile Court Schools (JCS) have required additional supports . One key addition was the development and implementation of a Behavioral Matrix, which was created by an interdisciplinary team.

The PFECP central office team experienced a reduction in staff who assisted with program implementation which reduced the capacity of the team.

Other than the modifications noted, all actions in Goal 1 were implemented as planned

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

NA. No material differences

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Overall, the actions in this goal were effective in ensuring students have equitable access to a 21st century education to become college and career ready.

2.1 Community and Family Engagement - Parent Survey indicated that the school provides parents with advice and resources to support their child's social and emotional needs. Effectiveness is measured by participation numbers which total 1,962 YTD. Additionally, 173 learning opportunities such as parenting classes, workshops, and other events have been offered to parents between August 1, 2024 and May 31, 2024. 78% of respondents to the California School Parent Survey indicated (agreed or strongly agreed) that the school their child attends provides parents with advice and resources to support their child's social and emotional needs.

2.2 PBIS - Effectiveness is measured by 1) the number of LACOE JCS/ CCS / SYTF sites that have at least 70% implementation of PBIS Tier 1; 2) The decrease in the number of school suspensions and 3). Observable increases were seen in the levels of Optimism (+14% in 12th Grade) and Life Satisfaction (+8% in 12th Grade) as well as decreases in cases of social and emotional distress and experiences of chronic sadness/hopelessness (-14% in continuation schools). There have been challenges with site PBIS team members attendance at district PBIS trainings due to date and time conflicts; the opening and closing of facilities have also been a large challenge with implementation. The sites often face the issue of competing priorities which frequently does not leave time for focus on training and support with implementation. Additionally, the sites have experienced several challenges with FTE vacancies that play a vital role in the implementation of PBIS at the site.

2.3 Mental Health Support - Using a logic model that is updated annually, the School Mental Health (SMH) Program uses the multi-tiered system of support (MTSS) framework to provide mental health support at three LACOE schools- IPoly, Renaissance PAU, and LACHSA. Effectiveness is measured by a combination of service delivery and summative survey methods (CHKS). Using a logic model that is updated annually, the SMH Program uses the multi-tiered system of support (MTSS) framework to provide mental health support at three LACOE schools- IPoly, Renaissance PAU, and LACHSA.

The SMH Program also trains graduate level mental health interns. Interns provide supplemental mental health services and support. Cohort four included nine interns- two at IPoly, two at LACHSA, and five at Renaissance PAU.

Staff training and professional development opportunities are offered to supplement staff needs. Training is offered in response to CHKS findings indicating a mental health need or gap in service.

Effectiveness is measured by a combination of service delivery and summative survey methods including the CHKS survey.

Observable increases were seen in the levels of Optimism (+14% in 12th Grade) and Life Satisfaction (+8% in 12th Grade) as well as decreases in cases of social and emotional distress and experiences of chronic sadness/hopelessness (-14% in continuation schools).

The SMH Program was short-staffed during Spring semester by two FTE Senior Program Specialists and a FTE Research and Evaluation Coordinator Professional development offered was difficult to schedule at school sites.

2.4 Attendance - Schools review attendance reports monthly to review the impact of implemented strategies. Schools have seen positive results from attendance campaigns and recognition efforts to celebrate improvement. Schools are also referring students to community-based services to address challenges for students with attendance struggles. We have also noted that CBO's that are of high interest to students have a positive impact on attendance as students want to be engaged.

2.5 Chronic Absenteeism -Schools review attendance reports monthly to assess impact of implemented strategies. Schools actively work on Universal strategies with attendance campaigns and incentives to reward students for improvement. Schools also work with families to get alignment and support with the importance of school attendance. Mutli-disciplinary teams develop plans that can support improvement and growth.

This area continues to be an area of growth. Some outreach was done with families but more needs to be done to address the importance of attendance as we are recovering from being in a pandemic. Chronic Absenteeism has increased from 58.5% to 63.4% in 22-23 as shown on the Dashboard.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A reflection of prior practice has yielded some outcomes that need further review and intensive focus, such as chronic absenteeism and suspension. More frequent monitoring and more intensive support is needed. Additional steps to address this need will be identified in the 24-25 LCAP. Additional monitoring, counseling and intervention for the lowest performing student groups will be added to action 2.4, Attendance and 2.5, Chronic Absenteeism.

Use of a behavioral matrix by LACOE in collaboration with probation staff, will be added to the PBIS Action 2.2. This tool will help staff identify students in need of additional support to maintain regular school attendance.

To help reduce suspension rates, professional development focused on creating welcoming and supportive classroom environments responsive to the needs of all students will be added to the Culturally Responsive Pedagogy action in goal 3 (3.14)

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP - ELA	CCS – 9% JCS – 2%* (*average) IPOLY – 89% LACHSA – 91% (2018-19, CASSPP Website)	CCS – 19% JCS – 4%* (*average) IPOLY – 84% LACHSA – 93% (2020-21, CASSPP Website)	CCS – 6.38% JCS – 5%* (*average) IPOLY – 79.5% LACHSA – 76.1% (2021-22, CASSPP Website)	CCS – 12.3% JCS – 4.28%* (*average) IPOLY – 86.4% LACHSA – 73.5% (2022-23, CASSPP Website)	Each year CAASPP–ELA scores shall increase at least 2% at all sites.
CAASPP - Math	CCS - 3% JCS – 3%* (*average) IPOLY – 63% LACHSA – 55% (2018-19, CASSPP Website)	CCS - 2% JCS – 2%* (*average) IPOLY – 51% LACHSA – 49% (2020-21, CASSPP Website)	CCS - 2% JCS – 0%* (*average) IPOLY – 51.8% LACHSA – 34% (2021-22, CASSPP Website)	CCS – 0% JCS – 0%* (*average) IPOLY – 52.4% LACHSA – 30.5% (2022-23, CASSPP Website)	Each year CAASPP – Math scores shall increase at least 2% at all sites.
Reclassification Rate	Reclassification rate at LACOE: 4% (2019-20, Dataquest)	Reclassification rate at LACOE: 4% (2021-22)	Reclassification rate at LACOE: 1.8% (2021-22)	Reclassification rate at LACOE: 9.8% (2022-23)	Each year reclassification rate shall increase at least 2%, reflecting a desired outcome of 8% at the end of year three.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Progress towards English Proficiency	7.63% of LACOE English learners received a score of level 4 on the ELPAC (2018-19, Summative ELPAC)	7.14% of LACOE English learners received a score of level 4 on the ELPAC (2020-21, Summative ELPAC)	11.11% of LACOE English learners received a score of level 4 on the ELPAC (2021-22, Summative ELPAC)	7.6% of LACOE English learners received a score of level 4 on the ELPAC (2022-23, Summative ELPAC)	Each year, there shall be a 1% increase in the number of students scoring a level 4 in the English Language Proficiency Assessments for California (ELPAC)
STAR Math data (JCS and CCS sites)	<p>STAR results demonstrate the average Grade Level Equivalency (GLE) by student group.</p> <p>JCS and CCS Overall: 6.1 Foster Youth: 6.4 Homeless: 6.5 SPED: 5.6 EL: 5.5 African American: 5.7 Latinx: 6.2</p> <p>(STAR Data, 2020-21)</p>	<p>STAR results demonstrate the average Grade Level Equivalency (GLE) by student group.</p> <p>JCS and CCS Overall: 5.3 Foster Youth: 4.7 Homeless: 5.7 SPED: 3.7 EL: 4.8 African American: 4.3 Latinx: 5.5</p> <p>(STAR Data, 2021-22)</p>	<p>STAR results demonstrate the average Grade Level Equivalency (GLE) by student group.</p> <p>JCS and CCS Overall: 5.5 Foster Youth: 4.9 Homeless: 5.3 SPED: 4.6 EL: 4.6 African American: 5.2 Hispanic/Latino: 5.5</p> <p>(STAR Data, 2022-23)</p>	<p>STAR results demonstrate the average Grade Level Equivalency (GLE) by student group.</p> <p>JCS and CCS Overall: 5.5 Foster Youth: 4.8 Homeless: 5.3 SPED: 4.6 EL: 4.8 African American: 5.0 Hispanic/Latino: 5.7</p> <p>(STAR Data, 2023-24)</p>	Each year the overall average Grade Level Equivalency outcome shall increase by 0.3 points in mathematics
STAR Reading data (JCS and CCS sites)	<p>STAR results demonstrate the average Grade Level Equivalency (GLE) by student group.</p> <p>JCS and CCS Overall: 5.1 Foster Youth: 4.9 Homeless: 5.6</p>	<p>STAR results demonstrate the average Grade Level Equivalency (GLE) by student group.</p> <p>JCS and CCS Overall: 5.3 Foster Youth: 5.3 Homeless: 6.2</p>	<p>STAR results demonstrate the average Grade Level Equivalency (GLE) by student group.</p> <p>JCS and CCS Overall: 5.2 Foster Youth: 5 Homeless: 4.9</p>	<p>STAR results demonstrate the average Grade Level Equivalency (GLE) by student group.</p> <p>JCS and CCS Overall: 5.5 Foster Youth: 5.4 Homeless: 5.2</p>	Each year the overall average Grade Level Equivalency outcome shall increase by 0.3 points in reading.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SPED: 4.6 EL: 3.8 African American: 4.5 Latinx: 5.1 (STAR Data, 2020-21)	SPED: 4.4 EL: 4.1 African American: 5.3 Latinx: 5.2 (STAR Data, 2022-22)	SPED: 4.7 EL: 4 African American: 4.9 Hispanic/Latino: 5.2 (STAR Data, 2022-23)	SPED: 4.9 EL: 4.4 African American: 5.3 Hispanic/Latino: 5.5 (STAR Data, 2023-24)	
Credentialed Teachers	100% of LACOE teachers have a full credential (percentage determined as follows: teachers with full credential/total number of teachers). (SARC, 2019-20)	100% of LACOE teachers have a full credential. Data subject to change (percentage determined as follows: teachers with full credential/total number of teachers).	99.47% of LACOE teachers have a full credential. 2021-22 TAMO Report (percentage determined as follows: Total Teaching FTE /misassignment).	100% of LACOE teachers have a full credential (percentage determined as follows: teachers with full credential/total number of teachers).	100% of LACOE teachers shall have a full credential (percentage determined as follows: teachers with full credential/total number of teachers).

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in the planned actions and actual implementation of the actions included in this goal. Implementation of many actions was impacted by changes in program facilities, student population and staffing. These changes created disruptions and affected consistency of services; however staff were able to make adjustments to implement actions in new environments, in some cases with new staff, while adjusting to meet the needs of new student populations.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

NA No material differences.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

3.1 Basic Services for English Learners - LACOE Educational Programs' classrooms provide all students standards-based, direct instruction. ELs receive continuous and systematic instruction in core subjects through SDAIE Vocabulary development, reading comprehension, fluency and writing proficiency are the academic goals for all students. For ELs, differentiated classroom instruction is essential to reach these performance goals. Primary language support can be used as appropriate to further clarify, direct, support, and explain.

LACOE met its metric in reclassification for EL students. LACOE will continue to focus on reclassification of students.

Progress toward English Proficiency is still a metric which LACOE is monitoring. Professional development in the area of EL strategies along digital programs English 3d and Rosetta Stone are in place to support the overall program. Staff regularly monitor EL students via the EL monitoring form to be better able to support the struggling learners. EL Leads are in place at each site to support all EL learners with providing access to core curriculum.

3.2 Reclassification - All ELs are measured on a 40-60-80 day benchmark plan. The ELD 40-60-80 Benchmark Progress Report is used to track student's mastery of the ELA/ELD California Common Core State Standards. Teachers use the 40-60-80 day benchmark plan to determine a student's ability to meet identified English language function. Proficiency will be 75% and above for each language function domain, communication mode, language process, and foundational skill outlined in the ELA/ELD California Common Core State Standards. If students are proficient, they begin a new cycle and it is noted in the student's file. If at the end of the assessment cycle, or 80 days, the student meets proficient status, the student is released from the 40-60-80 tracking benchmark plan and follows a semester based curriculum program.

Reclassification rate has increased according to LEA metrics, from 1.8% (21-22) to 9.8% (22-23). Professional development will still continue to focus on strategies to increase student English proficiency along with reclassification rates.

3.3 Interventions - Tutoring and extended learning opportunities are provided to students at juvenile court schools, community schools and specialized high schools through in-person and virtual sessions. Teachers, support staff and contracted providers offer tutoring to students needing academic support. Parents are appreciative and receptive of the services offered to students. Effectiveness is measured by an increase in CAASPP scores from 44.93% to 50.35% in ELA. Math scores increased 23.31% to 25%. Tutoring will continue to be offered to students.

Tutoring and extended learning at secure facilities may be impacted due to disruptions as the secure facilities. Security events within these secure facilities may prevent service providers from offering tutoring and extended learning to students.

3.4 Expelled Youth - Effectiveness is measured by the percentage of students that are able to clear their District of Residence (DOR) expulsions with the assistance of school site counselors and the partnering with CBOs and agency partners. Many expelled students return

to their respective DOR at the end of each semester. Transition Counselors at LACOE CDS meet with students and parents to ensure students complete their respective rehabilitation plans to return to (District of Residence) DOR.

3.5 Foster Youth - Foster Youth students are identified upon enrollment at each school site and are listed as Foster Youth in AERIES database to track all services for Foster Youth Students. Foster Youth are referred to Mental Health Counselors but many are already receiving outside Wrap-Around Services. Foster Youth students meet with school counselors to ensure foster students are on track to graduate with their class and may initiate the AB 216 process to graduate under AB 216. Transition Counselors interface with after-care services and partner agencies in completing a Transition Plan for Foster Youth students. Foster Youth Students are provided transportation services to and from LACOE CDS.

3.6 Dissemination of Data - During DA, SAM Instructional collaboration meeting and annual report data is distributed in the areas of literacy, math, suspension, grad rates, subgroup data taken from California Dashboard, STAR assessment, AREIES and Power BI. Site have access to utilize to plan and focus o strategies to support learning gaps in student performance. During DA, SAM Instructional collaboration meeting and annual report data is distributed in the areas of literacy, math, suspension, grad rates, subgroup data taken from California Dashboard, STAR assessment, AREIES and Power BI. Site have access to utilize to plan and focus o strategies to support learning agaps in student performance. LACOE will continue to provide support in dissemination of data. Further focus will be to continue proved data protocol to analyze the data to ensure strategies utilize are effective. Challenges are school site having the time to analyzze given data to effective plan instruction.

3.7 Instruction - RTSA monitoring visits have and will continue throughout the school year. Three times a year. A focus on instruction and providing site with effective professional development based on instructional walkthrough of site/district administration. Weekly site administrator walkthrough will continue with constructive feedback via digital application. Challenges in scheduling walkthrough feedback along with several changes at sites feedback have hindered the monitoring of initiatives. Sites where walkthroughs have been continually implemented positive results have been determined.

3.8 Teacher Credentialing - For the 22-23 Assignment monitoring we had 14 misassignments. 1 was a EL misassignment and has been corrected. The other 13 were specific to the challenges of the JCS settings. 13 of the misassignments were caused by the daily changes within the Juvenile Court Schools and the need for overflow teacher assignments. This remains a challenge as we seek stable staffing at our Juvenile Hall school.

3.9 Conditions of Learning - Most of our schools have a Good rating based on the SARC. Two of our schools are noted as Exemplary – Kirby and Kilpatrick. Afflerbaugh-Paige was listed as fair due to some water damage on the ceiling tiles. Some of the challenges with our facilities are relying on another partner organization for repairs. We have noted a much-improved response when there is need for repairs in buildings we operate.

3.10 Homeless Students - Homeless Students are identified upon enrollment and throughout the academic year. Students who are experiencing homelessness are identified in AERIES under Special Programs. Homeless Students receive SNA vouchers, Target gift cards on a monthly basis in addition to Hygiene packs and school supply backpacks. In collaboration “Community-Schools” Consortium with bus passes and clothing.

3.11 Assessments - PD on using interim assessments has helped tailor lessons to meet our learners' needs. In particular, the use of STAR Reading and Math and NWEA has helped RTSA/PBL curriculum being implemented in our programs. Identified areas of growth is the consistent implementation of interim assessments that help inform instruction.

3.12 Data Chats (Continuous Improvement) - Data has been provided to site administration for review. Meetings such as DA, SAM, Instructional Collaboration team have time for data chats to review effectiveness of programs and determine next steps. Specific data chats given by site administration have not been implemented this year
Data chats with specific sites have been a challenge due to time constraints, changes in staffing or lack of staffing.
Professional Development will continue to be monitored via staff evaluations along with student achievement data. Site administration will monitor implementation of given professional development to ensure implementation of given initiatives.

3.13 Professional Development - Professional Development data implementation is effective. PD is delivered in person or virtual manner. Evaluation report most to all staff are satisfied with the variety and thoroughness of the professional development and presenters' knowledge of the content provided.

Saturday Summit 4

Pupil Free Days 2

Saturday Content Academies 4

Getting Reading Right PD 10

Ethnic Studies Micro certification PD 26

SAM 10

Instructional Collaboration Meetings 4

EL Lead meetings 6

Literacy Specialist meetings/support 10

Interventions (digital platforms) Professional Developments.

CTE 4

AREIES Trainings 2

Assessment Training 11

Professional Development will continue to be monitored via staff evaluations along with student achievement data. Site administration will monitor implementation of given professional development to ensure implementation of given initiatives

3.14 Culturally Responsive Teaching - Several LACOE teachers participated in an Ethnic Studies micro certification program provided by LACOE in conjunction with Cutting Edge Education. Teachers participated in a 10 month course which met monthly to deliver professional development in the area of ethnic studies. Teachers are tasked with providing site professional development and embedding content into the RTSA curriculum. Also receiving a micro certification through California State University Chico.

Several teachers also participated in LACOE CIS ethnic studies PD provide by LACOE CIS department.

2024 summer volunteer teachers will participate in a UCLA Ethnic Studies course provide by UCLA and funded by LACOE.

Summer Curriculum Equity and Justice novels books are selected by school sites with a culturally focus on Equity and Justice. Students are part a 10 week summer Equity and Justice Reading Program.

LACOE has had effective implementation of ethnic studies. As staff become more familiar with the ethnic concepts, monitoring by site administration should increase the implementation of ethnic studies content.

3.15 Students with Disabilities - To support reduced suspensions students have more consistently been provided with 1-1 behavior support and oversight from a BCBA. Trainings have been provided to support teachers writing better IEP goals in the area of Math and ELA. Trainings have been provided to parents so they have increased awareness of the IEP process and opportunities to be more involved.

Parent Trainings

4 Community Advisory Committee Trainings throughout the year – Topics include: Parent Participation in IEPs, Local Plan Sections, and statewide assessments

3 SPED Parent Academies in conjunction with the PFECF – Topics include - Special Ed Within Court and Community Schools, Parent Input in Special Education, IEP process During School Transitions, Special Education Resources for Families

1 Parent Advisory Board Training (LACHSA)

Special Education Overview

Teacher/Admin Trainings

2 Goalbook Trainings –

Topics include - Goalbook Overview & Writing Present Levels & Goals

2 Teacher Training (SELPA) -

Writing Data-Driven IEPs

SPED-X Training of Trainers

Admin Training -

Service Documentation & Writing Data-Driven IEPs

Numerous 1:1 or Small Group Site-Based Trainings

Topics Include – Present Levels, Writing Measurable Goals, Progress Monitoring

While trainings have been provided monitoring teacher implementation highlights this as an area of continued improvement. Tracking and communicating to parent of their students progress on IEP goals is a continued area of improvement.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Additional Professional Development will be implemented to support content areas and literacy and math via the RTSA curriculum for JCS and the intended curriculum for IPOLY and LACHSA. Also, additional Professional Development will be provided on ELD Strategies and monitoring of English Learner progress, including more intensive support for Long-term English Learners.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

DRAFT

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Los Angeles County Office of Education	Diana Velasquez Executive Director	Velasquez_diana@laoe.edu 562-940-1864

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

<p>Los Angeles County Office of Education Educational Programs serves an average of 1,600 students daily in grades 7-12 from throughout Los Angeles County. As a Local Educational Agency (LEA), Los Angeles County Office of Education Educational Programs consists of nine schools with 6.6% of its student population as English learners, 16.6% Students with Disabilities, 49.5% Socio-Economically Disadvantaged, 52.4% Latino/Hispanic, 0.1% American Indian/Alaskan Native, 7.1% Asian, 14% Black/African American, 0.1% Native Hawaiian/Other Pacific Islander, 15.8% White, and 4.6% Other (multiple ethnicities).</p>
<p>Juvenile Court Schools</p> <p>Los Angeles County Office of Education operates the nation’s largest Juvenile Court Schools (JCS) system. The goal of LACOE is to support students in meeting their high school graduation requirements and in successfully transitioning to college, careers, and their communities. Schools, including residential education centers, are grouped as Juvenile Halls and Camps. LACOE’s Juvenile Court Schools implement the award-winning Road To Success Academy model of instruction to its justice impacted youth. The approach features interdisciplinary, project-based learning focused on themes that address students’ academic and mental health needs. It incorporates activities to promote self-esteem and empower students to make positive choices and behavior change.</p> <p>Los Padrinos Juvenile Hall in Downey, CA, opened in July 2023, to serve students from Central and Barry J. Nidorf juvenile halls that were mandated to specific closure actions by the State Board of Corrections. Predisposed youth were transferred from Barry J. Nidorf to Los Padrinos Juvenile Hall in July 2023.</p>
<p>Juvenile Hall</p> <p>Los Padrinos Juvenile Hall is the only juvenile hall serving predisposition youth in the Los Angeles County. The mandated closure of Central Juvenile Hall and restructuring of Barry J Nidorf School created the housing of approximately 250 students on the Los Padrinos site in</p>

Downey, CA. This transition impacted students, staff, and administrators in profound ways as some staff had to adapt to the change of facilities and quick move. Instructional models at both schools were also implemented at the beginning of the school year by creating a new master schedule, systems, protocols, and procedures.

The cumulative enrollment for Los Padrinos in 2023-24 is 249.

Student Group Enrollment

100% Socio-Economically Disadvantaged
41% Students with Disabilities
17.7% English Learner
14.6% Long Term English Learners
8.4% Homeless Enrollment
59% Hispanic/Latino
35.3% Black or African American
4.4% White
0% American Indian/Alaskan Native
0% Asian
1.2% Other (Multiple)

Secure Track Youth Facilities

The mandated closure of Barry J. Nidorf Juvenile Hall was completed by July 14, 2023, with the transfer of pre-dispositioned students to Los Padrinos Juvenile Hall. The mandate converted Barry J. Nidorf to a Secure-Track Youth Facility serving 17 students on Census Day. Barry J. Nidorf consists of the following student groups:

100% Socio-Economically Disadvantaged
61% Students with Disabilities
52% English Learner
52% Long Term English Learners
0% Homeless Enrollment
5.6% Foster Youth
70.6% Hispanic/Latino
34.6% Black or African American

Road to Success Academies (RTSA) Kilpatrick also served students in a Secure Track Youth Facilities serving six students on Census Day representing the following student groups:

49.5% Socio-Economically Disadvantaged
16.6% Students with Disabilities
6.6% English Learner
16.6% Homeless Enrollment
4.3% Foster Youth
33% Hispanic/Latino
33% Black or African American
16.7% White
16.7% Asian

Camps

Los Angeles County Office of Education operates three camp schools throughout Los Angeles County with a one-day total student enrollment snapshot of 128 students (Afflerbaugh-Paige 45, Rockey 32, and Kirby 51).

Afflerbaugh-Paige Camp (La Verne)
Glenn Rockey Camp (San Dimas)
Dorothy Kirby School (Commerce)

The 3 camps consist of the following student groups:

Afflerbaugh-Paige
100% Socio-Economically Disadvantaged
44% Students with Disabilities
0% Homeless
13.3% English Learner
52.4% Latino/Hispanic
13.9% Black or African American
.13% American Indian/Alaskan Native
4.2% Filipino
.31% Pacific Islander
15.8% White
0% Asian
4.63% Multiple

Dorothy Kirby
100% Socio-Economically Disadvantaged
72.5 % Students with Disabilities
0% Homeless
13.7% English Learner

64.7% Latino/Hispanic
3.21% Black or African American
.20% American Indian/Alaskan Native
11.65% Filipino
.20% Pacific Islander
6.6% White
11.2% Asian
2.8% Multiple

Glenn Rockey
100% Socio-Economically Disadvantaged
37.3% Students with Disabilities
0% Homeless
3.1% English Learner
59.4% Latino/Hispanic
34.4% Black or African American
3.1% White
0% Asian
3.1% Multiple

County Community Schools

County Community Schools are operated by LACOE in response to school district needs and serve students from the surrounding area who would normally attend local schools. They provide an educational placement for students who are expelled from their regular schools, are on probation, are experiencing homelessness or face other issues that affect their ability to succeed in school. Parents or guardians also may request that their child attend a County Community School. These programs help promote community safety by providing structured educational activities for at-risk youth, including after-school programs — keeping students positively engaged during the peak hours when juvenile crime may occur. LACOE currently operates 3 Community Schools countywide: Boys Republic of Monrovia (Monrovia), Jonas Salk (Hawthorne), and Mujeres y Hombres Nobles CCS (Monterey Park). It also maintains Independent Studies programs at Jonas Salk/La Brea IS (Hawthorne), and Mujeres y Hombres Nobles CCS (Monterey Park).

In the 2023-24 school year, Renaissance PAU reconfigured to focus services to three primary service areas at Boys Republic of Monrovia (Monrovia), Jonas Salk (Hawthorne), and Mujeres y Hombres Nobles CCS (Monterey Park). As a Principal's Administrative Unit, Renaissance Community Schools has 148 students consisting of the following student groups:

16.9% English Learners
16.9% Long Term English Learners
9.5% Students with Disabilities
7.4% Homeless
6.7% Foster Youth

76.4% Socio-Economically Disadvantaged
75% Hispanic/Latino
1.4% White
2.0% Asian
18.9% Black or African American
2.7% Other

Specialized Schools

The two Los Angeles County Office of Education's specialized high schools are recognized for their award-winning academic program and high graduation rates.

LACHSA

Los Angeles County High School for the Arts The Los Angeles County High School for the Arts (LACHSA) offers a specialized program combining college-preparatory academic instruction and conservatory-style training in the visual and performing arts. Founded in 1985, the tuition-free public school is run by the Los Angeles County Office of Education in partnership with, and on the campus of California State University, Los Angeles (CSULA). Recognized as one of the premier public arts high schools in the U.S., LACHSA is the recipient of numerous awards, including the California Distinguished School for Academic Excellence, Golden Bell Award, Grammy Signature School, Bravo Award for excellence in arts education and the Exemplary School Designation by the Arts Schools Network. LACHSA is also routinely identified as one of "America's Best High Schools" by Newsweek Magazine and one of LA's best high schools by Los Angeles Magazine. Most recently, it was recognized by NICHE as the number one high school for the arts in the country. The school serves 551 culturally and socioeconomically diverse teens from more than 80 school districts in the county. Prospective students must meet minimum academic, attendance and behavioral standards, and must audition for acceptance into one of six departments: Cinematic Arts, Dance, Music (vocal and instrumental), Theatre, or Visual Arts, Design and Production. Each department selects its own students through a juried audition or portfolio review process. Once admitted, students can audition to dual-major in Musical Theatre productions. The 551 students at LACHSA consist of:

0.9% English Learners
7.4% Students with Disabilities
0.2% Homeless
0% Foster Youth
21.4% Socio-Economically Disadvantaged
31% Hispanic/Latino
36.1% White
9.4% Asian
7.8% Black/African American
12% Other (Multiple Races)
2.9% Missing

The recovery from COVID-19 pandemic is an ongoing impact affecting students and staff as seen at LACHSA in several ways including as related to the California Assessment of Student Performance and Progress (CAASPP) in English language arts/literacy and mathematics, graduation rates, and attendance rates in the 2023-24 school year.

International Polytechnic High School

Located in the sprawling East San Gabriel Valley, International Polytechnic High School (IPoly High School) is a specialized secondary high school focused on project-based learning, collaboration, interdisciplinary and thematic instruction, international and global awareness, and community service and civic understanding. IPoly an alternative to the large, traditional high school with a current enrollment of 498 students from 483 in 2022-23. The student population consists of:

1.2% English Learners
4.2% Students with Disabilities
31.5% Socio-Economically Disadvantaged
1% Homeless
0% Foster Youth
63.1% Hispanic/Latino
6.6% White
0% American Indian/Alaskan Native
11.2% Asian
3.2% Black/African American
11.6% Filipino
4% Other (Multiple Races)

The Los Angeles County Office of Education operates IPoly High School in partnership with California State Polytechnic University, Pomona (Cal Poly Pomona). IPoly is a tuition-free, public high school located on the campus of Cal Poly Pomona and is affiliated with the College of Education and Integrative Studies (CEIS). IPoly strives to maintain a student body that is representative of larger high schools in the Los Angeles area. The population comes from 40 cities and represents a broad range of backgrounds and preparation. IPoly seeks a broad range of students, academically and demographically. A minimum academic GPA of 2.5 is required for admission, and students must take placement exams in Mathematics. All candidates are reviewed by an admission selection committee. At IPoly High School, all students take the same integrated, project-based curriculum that is designed to challenge and inspire rigorous learning.

Based on its performance and progress on the state indicators as specified on the California School Dashboard, IPoly High School was selected as a 2024 California Distinguished School.

The following schools are receiving Equity Multiplier funds in 2024-25: Barry J Nidorf, Dorthy Kirby Camp, Afflerbaugh-Paige Camp, Glenn Rocky Camp, Road to Success Academy at Camp Kilpatrick, Renaissance County Community. Central Juvenile Hall also generated Equity

Multiplier funding; however, since the facility was closed and students were moved to Los Padrinos Juvenile Hall, the funds will be used at that site.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

LACOE Educational Programs' successes and challenges identified by the LEA, include increases in academic performance and areas of improvement based on School Dashboard performance indicators were increases where observed. Areas of focus were very low or "Red" rating student performance on the Chronic Absenteeism and Suspension were recorded as very low/Red rating on the California School Dashboard. Low graduation is also an area of focus based on dashboard performance.

SUCSESSES

Student performance on the Academic and Performance Content Standards in English Language Arts and Mathematics, where students demonstrated a "Yellow" performance level on the California School Dashboard, 19 points below Distance from Standards (DFS) which reflects an increase of 39 points in English Language Arts. Overall, student performance was above the State average of 13.6 points below DFS, an "Orange" performance rating. In mathematics, overall student performance demonstrated an "Orange" rating, increasing 36.6 points with 103.5 points below DFS in math. Compared to the state average "Orange" rating, with 2.6 maintenance and 49.1 points below DFS. Based on performance on the academic indicators, no student group performed in the 'Red' level in ELA or Math on the CAASPP in the 2022-23 school year.

IPOLY's and JCS/CCS graduation rates

IPOLY's graduation rate increased to 98.9% from 95.4 prior years, meeting the highest performance level of "Blue" and is significantly higher than the state average of 86.4%. Hispanic and Socioeconomically Disadvantaged students achieved a "Blue," the highest rating on the CA School Dashboard. LACOE Student Educational Programs also utilizes local data to measure graduation rates at the JCS and CCS, which experience transitory student populations due to the nature of the programs with various timelines based on court-mandated outcomes. The modified 2022-23 graduation rate of 42.4% for JCS and CCS is based on local data from students enrolled in JCS and CCS for more than a 90-day enrollment.

Graduation rates

Student graduation rates for Juvenile Court Schools and County Community Schools in 2022-23 demonstrated a five percent increase with an overall rate of 68.7% of students graduating. At International Polytechnic High School (iPoly) there was an increase of 3.4% with an overall rate of 98.9% of students graduating. However, seven (7) student groups: African American, English Learners, Foster Youth, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities achieved the lowest rating of "Red" level, which contributes to an area of focus for all student groups, except White. Similarly, four (4) schools: Afflerbaugh-Paige, Barry J. Nidorf,

Renaissance County Community and Central (closed) were identified as Comprehensive Support and Improvement (CSI) due to low graduation rates. An additional site, Kirby, was identified due to low performance. Specific information about the CSI plan is found in the next section: Comprehensive Support and Improvement. LACHSA's 22-23 graduation rate of 91.2% is a 3.4% decrease from prior year. Action steps to address LACHSA's graduation rate include: monitoring progress to support with early intervention, grade-level teams focusing on struggling learner, and mastery based grading practices.

CHALLENGES

Two challenging areas have been in increasing levels of chronic absenteeism and suspension rates. These areas and the steps being implemented to address them are described below. In terms of program implementation, a key challenge this year has been the impact on school programs of the closing and reopening of probation facilities in which the schools operate and changes in student populations served by the schools impacted by the transfer of students from state facilities to our programs. These changes impacted most of the actions included in the plan and will be reflected throughout the plan.

Lowest Performance Levels on One or More State Indicator on the 2023 Dashboard

Schools: (Actions and Outcomes addressed in Goal 4, Equity Multiplier Schools)

Central Juvenile Hall, which is now closed, received the lowest performance levels in suspension rate and graduation rates

Dorothy Kirby Camp received the lowest performance level in suspension rates.

Renaissance CCS received the lowest performance levels in the English learner progress indicator and graduation rate.

Student groups within the LEA: (Actions to support these student groups in these areas are found in: 1.2 Graduation Rate; 1.3 College Courses; 3.14 Culturally Responsive Teaching; 3.15 Students with Disabilities; 2.5 Chronic Absenteeism. Outcomes included in 1.2 Graduation Rate; 1.3 A-G Completion; 2.3 Suspension Rate).

English learners - Grad Rate, College and Career Readiness (CCR)

Foster Youth - Suspension rate, Grad rate, CCR

Homeless - Grad rate, CCR

Socioeconomically Disadvantaged - Chronic Absenteeism, Suspension rate, Grad rate

Students with Disabilities - Suspension rate, Grad rate, CCR

Black/African American - Suspension rate, Grad rate, CCR

Hispanic - Grad rate

Two or more races - Suspension rates

Student groups within a school: (Actions and Outcomes addressed in Goal 4, Equity Multiplier Schools)

Afflerbaugh-Paige:

Students with Disabilities/Suspension rate; Hispanic/Grad rate

Central Juvenile Hall (closed):

English learners, Foster Youth, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, African American - Suspension rate:

Socioeconomically Disadvantaged - Graduation rate, CCR; Hispanic - Grad rate

Dorothy Kirby Camp:

Foster Youth, Students with Disabilities, Black/African American, Socioeconomically Disadvantaged, Hispanic - Suspension rate;
Socioeconomically Disadvantaged - Suspension rate, CCR

Nidorf :

Foster Youth, Students with Disabilities, Black/African American - Suspension rate; Socioeconomically Disadvantaged - CCR

Renaissance:

English learners - English Learner Indicator; Socioeconomically Disadvantaged, Hispanic - Grad rate, CCR

Focus Areas based on CA School Dashboard

Chronic Absenteeism

Focus areas in Chronic Absenteeism and Suspension were identified based on "Red"/very low overall student performance. The 2023 Dashboard reflected a 4.9% increase leading to 63.4% chronically absent, which was captured from a pool of 41 students. All and Socioeconomically-Disadvantaged students performed "Very Low". Action steps taken to address the red level include following the recommendations of a County Task force on Chronic Absenteeism and working with school staff to follow up with students with non-probation related attendance concerns. Students are offered support on SEL and PBIS expectations. Collaboration is also coordinated with Community School staff to support students with attendance concerns. Strategies including holding Student Planning Team meetings , making phone calls, creating attendance plans, and implementing an End of Year assessment review (roundup).

Suspension

An overall 3.9% increase in suspension rate based on the School Dashboard led to the identification of a "Red"/Very High overall rating. Specifically, five (5) student groups: African American, Foster Youth, Two or more Races, Socioeconomically-Disadvantaged, and Students with Disabilities were identified in the Very High suspension rating. LACOE's Educational Programs continues to focus on the implementation of a PBIS program in each JCS and CCS in collaboration with our partner agency, Probation Department, as applicable. Five student groups, including Black/African-American students, Hispanic/Latino, Socio-Economically Disadvantaged, Students with Disabilities, and Foster Youth scored "Red"/Very High at Dorothy Kirby School and the school received an overall scored a "Red"/Very High suspension rating calling for additional support. A PBIS program specialist was added in 23-24 to support the school site. Three student groups (Black/African-American student, Students with Disabilities, and Foster Youth) from Barry J. Nidorf also performed in the lowest performance rating of Red. LCAP 21-24 Goal 3, Action 3.15, Students with Disabilities provides for the disaggregation of discipline data of Students with Disabilities.

Revised Actions

Several actions identified in the LCAP 21-24 must be readdressed and revised moving forward to better align with the existing needs of students, staff, and school sites. For example, Action 1.5 and 3.13, focus on aspects of Professional Development, which will be combined.

Goal 1, Action 1.5 - Professional Development Technology will be removed as an action in the 24-27 LCAP, but will be embedded in the overall annual Professional Development Plan developed and updated with input from site administrations, site personnel, and district level staff. Additionally, Content Academies, were recently implemented and will be added to the actions of ongoing Professional Development efforts in conjunction with the Road to Success Academy (RTSA) Saturday Summits.

Due to the red performance rating for Suspension, Goal 2, Action 2.2, PBIS will be revised to include implementation of a PBIS behavioral matrix in collaboration with LACOE Ed Programs and Probation, its agency partner, in assisting with behavioral goals, expectations and outcomes.

Renaissance CCS scored a "Red lowest performance level in in graduation rate, ELPI, and a very low College/Career Indicator. Additionally, RTSA Kilpatrick, Kirby, and Afflerbaugh-Paige also performed in the lowest performance level on the College/Career Indicator. Actions needed to further make process include developing a system to ensure increases in OSHA completions.

Black/African American students, Foster Youth, Socioeconomically Disadvantaged students and Students with Disabilities, all performed in the lowest performance levels on three state academic indicators, calling for further steps to address the need for intervention, monitoring, and support in the levels of achievement in meeting graduation goals, discipline outcomes, and being College-Career Ready. With that said, LACOE Ed Programs has implemented a dual enrollment program at the Juvenile Court Schools that will provide students access to college courses through the Rising Scholars Program. Additionally, there is a need to continue to support the Black/African American learner on meeting educational outcomes. A review of the Black/African American Action Plan for Raising Student Achievement serves as a starting point. In 2023-24, LACOE Ed Programs convened a groups of educational partners to discuss topics relevant to the Black/African American learner experience in LACOE schools. LCAP Goal 3, Action 3.14 has expanded to include specific actions identified by this committee. Likewise, as a group that receives coverage through the LCFF, disaggregating data of Foster Youth students will be added as an action to LCAP Goal 3, Action 3.5 (OR 3.6?), Foster Youth.

Overall, 2023-24 mid-year reading and math scores on STAR reading and math formative assessments reveal average grade-level equivalency of 5.5, which is grade 5, month 5, in both Reading and math. The breakdown by student group including Long-Term English Learners (LTELs) is as follows for Juvenile Court and County Community Schools:

Reading Math		
All	5.5	5.5
Homeless	5.2	5.3
Foster	5.2	4.8
African-American	5.3	5.0
Hispanic	5.5	5.7
SPED	4.8	4.6
EL	4.4	4.8
LTEL	4.1	4.8

Long-term English Learners (LTELs) have the lowest grade-level equivalent (GLE) in Reading of 4.1, which is grade 4, month 1. In math, Students with Disabilities averaged a 4.6 GLE. LCAP Goal 3, Actions 3.3 and 3.15 have been revised to account for these intensive literacy and numeracy needs.

In addition, the following actions have also been revised to better address the needs of student groups that achieved the lowest performance levels in the areas addressed by the actions. These include: 1.2 Graduation Rate; 1.3 College courses; 3.5 Foster Youth; 3.6 Dissemination of Data; 3.15 Students with Disabilities.

New Goals/Actions

Goal 4 has been added to address the needs of students in schools receiving Equity Multiplier funds.

Student Voice and School Connectedness

Establishing systems for incorporating student voice is a proven engagement method that can contribute to improving chronic absenteeism, decreasing suspensions, and overall improvements in school connectedness. In 2022-23, The County Community Schools (CCS) had a 76% chronic absenteeism rate followed by LACHSA with a 30.4%. Among the student population that experienced higher levels of chronic absenteeism were African American and "Not Reported" students from LACHSA with a 42.5% and a 56% rate, respectively.

Similarly, during LCAP engagement sessions with students, the group from the CCS felt that more activities and field trips were necessary and would add to making school less "boring". The group requested physical activities/sports teams and a ping-pong table. Students also asked for shades in the outdoor area. Students also indicated a need for quiet time and other supports including small classes, one on one support, music, counseling and therapy to assist them in being able to focus.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

LACOE was identified for Differentiated Assistance based on the lowest performance levels for the following groups in two or more state priority areas as indicated based on CA Dashboard data:

African American-Grad Rate, Suspension Rate, and College/Career

Foster Youth-Grad Rate, Suspension and College/Career

Students with Disabilities - Grad Rate, Suspension Rate and College/Career

Socioeconomically Disadvantaged -Grad Rate and Suspension Rate

English Learners -Grad Rate and College/Career

Homeless -Grad Rate and College/Career

Technical Assistance was originally provided through Kern County Superintendent of Schools and transitioned mid-year to Orange County Department of Education as the technical assistance provider. LACOE worked with both providers to develop administrative capacity to establish systems to analyze data and identify the root causes of low performance and provide effective support to decrease suspension rates, increase graduation rates and improve achievement and college and career readiness.

Los Angeles County Office of Education Educational Programs (LACOE EP) supported training efforts in developing the individual sites' problem of practice and root causes using data from the California Dashboard. STAR assessment data were reviewed in conjunction with Dashboard data to assist school teams with their planning and revising their School Plans for Student Achievement. The team consists of 15

members in total, including site-level teachers, administrators, and central office staff. The Differentiated Assistance (DAS) Team operating through the Continuous Improvement Plan (CIP) including: site level teachers, administrators and central office staff assess need, following the process for the CIP, LACOE's LCAP is reviewed, the Problem of Practice is identified, Root Cause Analysis is conducted, and the Action Plan is developed to address the needs of the students at each site. Based on the Differentiated Assistance Support (DAS) team recommendations, the Continuous Improvement Plan (CIP) identifies the Problem of Practice, conducts a Root Cause Analysis, and develops the Action Plan to address the needs of the students at each site. Defining LACOE Educational Program's problem of practice and root causes is instrumental to informing and articulating the direct work with students and staff at the school site level for CSI. All CSI interventions/strategies/activities align to the goals, actions, and services of the LCAP. (Action 3.12)

Focus Areas

Although LACOE's overall performance on the 2023 CAASPP in English and Language Arts was Medium, due to JCS/CCS STAR Reading data results discussed in the Reflections section of this LCAP, the focus on intensive literacy remains a great need and has been identified as an ongoing need and action to continue to focus through the 2024-27 LCAP.

During the 2023-24 school year the need to focus on literacy was addressed by the Getting Reading Right professional development for all sites. Digital resources for teachers provided to all staff for use with students. (Action 3.13) This action focused on literacy strategies to address the needs of the secondary learner. Staff professional development also focused on literacy standards professional development focusing on California Common Core standards. AVID professional development also focused on literacy strategies which would provide students with the most effective strategies.

Digital resources were and are available to staff to be readily accessible for student implementation. (Action 3.13) RTSA framework is designed to address literacy and monthly professional developments focusing on the RTSA framework. (Action 3.7) Services provided by LACOE CIS on a monthly basis and as needed basis. RTSA Saturday Summits along with pupil free days focus on strategies to core content areas of the RTSA unit plan math, literacy, science, social studies and strategies to support SPED and EL learners. (Actions 3.1, 3.13, 3.15)

Math professional developments via content academies are and have been implemented to address math support. Digital online math intervention via Imagine Math, one on one tutoring, and AVID strategies have been and are continuing to be implemented to support students to reach grade level in mathematics. (Action 3.3) Continuous data review by school site are in place to target specific discrepancies and focus on effective strategies to improve student achievement.

CAASPP

Improving our assessment infrastructure remains an ongoing needed. Specifically, addressing testing administration to increase participation rates remains essential to the reliability of all assessments including the CAASPP. In the 2022-23 school year, several JCS sites and LACHSA did not achieve the required 95% participation rate. Ninety-four percent of LACHSA 11th grade students participated in the 22-23 CAASPP testing administration.

For the 2023-24 school year testing schedule, direct and focused efforts were made to testing administration to increase student testing participation. Testing leads at each site supported the overall testing of students along with site leadership creating schedules and plans to directly affect the participation rates of students.

CAASPP Performance. (Action 3.11)

While student performance on the 2022-23 CAASPP in English-Language Arts demonstrated increased in performance, only 4.2% of students in the JCS Met or Exceeded the Standards. The need for focusing on intensive literacy supports remains and will be highlighted in the actions and services in the 2024-27 LCAP.

Zero percent of JCS/CCS students Met or Exceeded the performance standards in math on the CAASPP. And, thirty percent of LACHSA and 52 percent of IPOLY's 11th grade students Met or Exceeded the performance standard in math. Due to the CAASPP and the previously discussed STAR math data results, the focus on intensive numeracy remains a great need and has been identified as an ongoing need and action to continue to focus through the 2024-27 LCAP.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

In February 2024, the California Department of Education (CDE) updated the list of schools identified for Comprehensive Support and Improvement (CSI). The list identifies schools for CSI low graduation and low performance as identified by the CDE. Five schools operated by LACOE Educational Programs were identified for CSI assistance, however, one identified school, Central Juvenile Hall was closed in July 2023. The following schools are currently eligible for Comprehensive Support and Improvement:

- Afflerbaugh-Paige Camp – low-graduation
- Dorothy Kirby School – low-performance
- Nidorf Juvenile Hall School - low-graduation
- Renaissance County Community - low-graduation
- Central Juvenile Hall (closed) - low graduation

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Los Angeles County Office of Education Educational Programs (LACOE EP) built on the Differentiated Assistance work to provide support, training and monitoring for individual sites' in developing their problem of practice and identifying root causes of low achievement. Data from the California Dashboard was reviewed in conjunction with local data to assist school teams with their planning and revising their School Plans for Student Achievement to address areas of low achievement. The LACOE-EP team consists of 15 members in total, including site-level teachers, administrators, and central office staff. Defining each site's problem of practice and root causes of low achievement has been instrumental to informing revisions to the School Plan for Student Achievement and articulating the direct work with students and staff at the school site level for Comprehensive Support and Improvement.

LACOE's Theory of Action was developed to address the differentiated needs of schools within the LEA. This theory of action identifies the creation of student-centered professional practices modeled by all adults, and provides system-wide structures to build staff capacity in the areas of content standards, instructional techniques, and social-emotional learning and a system of shared accountability in the implementation of identified initiatives. The result is that LACOE Ed Programs maintains a system-wide culture of shared practices that demonstrate high academic and behavioral expectations ensuring educational equity for all students.

Educational Program's Title I office also supports the schools in Comprehensive Support and Improvement by providing training on developing an effective School Plan for Student Achievement and ensuring revisions are made to reflect current student needs. Besides using student and staff data to build their plan, the schools use input from their educational partners to develop their plans. This includes the School Site Councils, Shared Decision-Making meetings with the bargaining units, and the English Learners Advisory Committee. Once the school sites complete the School Plans for Student Achievement, the Title I office project director reviews the plans to ensure they align with the local control and accountability strategies and are include research-based practices for increasing student achievement in both English language arts and mathematics. In cases where a plan does not meet the academic needs of the students or the school site needs additional support, the central office provides additional training and one-on-one support to the school administration and their School Site Councils. School Site Councils reviewed the data to identify their needs, resource inequities, and a comprehensive needs assessments process was used for developing the SPSA to determine focus areas. A Teacher on Special Assignment supports Renaissance PAU, two paraeducators support Nidorf, additional literacy supports will be added at the remaining CSI-eligible sites.

Additionally, evidence-based interventions from the What Works Clearinghouse (WWC) repository were reviewed to determine alignment with identified needs. The focus areas identified in the review of student academic performance and achievement data and the SPSA include increasing literacy and math proficiency. Literacy program specialists, assessment specialists, and a math specialist will be added to support CSI-eligible schools in implementing the Science of Reading program and to reinforce the need to improve the summative and formative assessment administration. A review of state and local data included reviewing data with support from a consultant. Studying testing participation rates led to identifying improving assessment participation and administrations as a focus of need. A reflection of resource inequities offers a glimpse of LEA-level factors that may lead to inequities. However, further exploration is needed. As previously noted, the AB216 policy affords schools to support student graduates as the goal is for students to exit from the JCS and CCS.

It was determined that 2022-23 graduation rates were low at these sites (Juvenile Court Schools and CCS), partially due to the inability to establish a consistent cohort due to mobility and transiency. Also, students were impacted by ongoing academic needs and COVID-related

recovery factors. Raising literacy and academic proficiency, improving student engagement, and testing culture are key strategies towards improvement that will be implemented in the 2024-25 school year.

Suspension rates are higher at these court schools than at specialized high schools, which means that continued implementation and monitoring of PBIS and MTSS can support a decrease in suspension rates to help students earn credits—additionally, identifying engagement strategies to support students staying in school will be a focus for the coming year. Focusing on PBIS implementation and identifying and supporting individual students with risk factors needs to be more intensive.

CAASPP test data offers growth opportunities, particularly assessing underlying causes of low performance and participation rates. The schools reviewed data to determine if specific outcomes may be attributed to students who are not focusing on tests, the testing culture; students who do not have academic support, loss of learning; curriculum. Results from the California Healthy Kids Survey (CHKS) from 1,054 students expressed that High Expectations from adults (57%) slightly decreased from 61% on last year's administration of the CHKS.

English learners perform at the same level from year to year. For example, Renaissance PAU aims to achieve a 95% testing participation rate in 2023-24. These outcomes suggest a need to further focus on specific ELD instructional strategies, support teachers in administering the ELPAC and increase participation. LACOE central office staff will provide training and support to these schools in effective instructional strategies for English learners.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Comprehensive Support and Improvement schools review student achievement and performance data with the central office staff and other school site administrators. The data reviews aim to identify areas of strength and areas where the school needs additional support to increase student achievement. Another purpose of the data review is for school administrators to hear other schools' best practices with similar student demographics to replicate the strategies at their school site. The data analysis and interpretation align with the local control and accountability plan and their School Plan for Student Achievement.

Comprehensive Support and Improvement schools also reviewed student and staff data from the California Healthy Kids survey. Once the data was reviewed at the central office and site level, the staff developed an action plan to address the areas of need. In addition, the Differentiated Assistance Support team and Continuous Improvement Plan members took a deep dive into reviewing student and staff data from various metrics (chronic absenteeism, attendance rate, local assessment data, special educational data, etc.) to determine the needs of Comprehensive Support and Improvement schools.

In addition to the support and monitoring provided by the Title I office with SPSA reviews and support with planning and program implementation, support is provided through the Differentiated Assistance Support and Continuous Improvement Plan team. As a team, the members meet periodically throughout the academic years to develop a plan to support the schools. The ongoing review of student achievement and performance by an assessment specialist and PLC-Level analysis will assist in monitoring the implementation of site testing

systems. PLC-level analysis and training to improve testing systems are needed to improve test participation rates. Every CSI site needs a PLC refresher; PLCs can improve and gain from identifying strategies to review student work and data analysis. Also, using local data (i.e., STAR and CHKS) with fidelity to drive data-informed decision-making.

Data were also presented during LCAP engagement presentation to all staff, which included LCAP goals, metrics, and actions tied to the California School Dashboard data and other accountability measures to support alignment of SPSAs and the LCAP. A needs assessment revealed areas of need related to low graduation and performance rates at the identified schools. Similar themes were identified at the halls (Nidorf), camps (Kirby and Afflerbaugh-Paige), and county community schools (Renaissance).

DRAFT

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Students	The California Healthy Kids Survey (CHKS) survey, focus groups, and interviews were conducted with students to better understand their school experience. The CHKS Survey measures perspective on school climate and safety, student wellness, and youth resiliency. The survey administration was held December 2023 through February 2024. 1,054 responses were submitted. Focus groups were also conducted at individual sites on April 2, May 2, May 3, 9, 10, 13 and May 30, 2024. 99 students participated in the focus groups including students representing low-income students, foster youth and English learners.
Parents	The California Healthy Kids Survey for Parents (CSPS) measures perspective on school climate and safety, student wellness, and youth resiliency. The survey administration was held December 2023 through February 2024. 521 responses were submitted. Additional site level focus groups were held at LACHSA and IPOLY on April 23, and April 30, 2024. May 9 and May 13, 2024. Parent/Guardian focus groups were also conducted on February 12, 2024, April 9, April 22, April 30, 2024 and May 9, 13, and 22, 2024 with parents/guardians of the following: Students with Disabilities, English Learners, and Black/African students. 160 parents participated in the focus groups.
Teachers and Staff	The California School Staff Survey (CSSS) measures perspective on school climate and safety, student wellness, and youth resiliency. The survey administration was held December 2023 through February 2024. 98 responses were submitted through the CSSS survey for staff. LCAP Engagement presentations were also conducted at

Educational Partner(s)	Process for Engagement
	school sites on March 14, 2024, April 4, 2024, May 17, 22, and 23, 2024. 34 teachers also participated in a local priority survey.
Labor Partners	Consultation with labor representatives took place on May 31, 2024.
SELPA Administrator	In addition to ongoing consultation with administrative staff regarding the needs of Students with Disabilities (SWD) at sites served by Educational Programs, the SELPA administrator met with staff to discuss services for SWD in the 2024-25 LCAP on May 16 and May 29, 2024.
Administrators	Feedback from administrators is solicited during monthly meetings. Administrators also attend Differentiated Assistance and Support/Continuous Improvement (DAS/CIS) meetings during the 23-24 school year. Specifically, DAS/CIS meetings were held on January 24, 2024, April 3, 2024, and May 1, 2024. Central office administrators also provided input through a survey of vendor provided services.
Principals	Site principals participated in school level LCAP Engagement presentations and input sessions conducted on March 14, 2024, April 4, 2024, May 17, 21, 22, 23, and June 3rd 2024.
Other School Personnel	School level LCAP Engagement presentations and input sessions were conducted on March 14, 2024, April 4, 2024, May, 17, 21, 22, and 23, 2024. 10 paraeducators and 5 counselors also participated in a survey of local priorities.
DAC/DELAC	The LCAP was presented to the DAC and the DELAC on May 30, 2024. The superintendent responded to comments from the committees. The superintendent's responses to comments from the committees are posted on the LACOE website.
Educational Partners at Equity Multiplier Schools	Focus groups with educational partners at Equity Multiplier schools took place on March 14, April 4, May 21 and May 23.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Many students commented on the support they received to ensure they meet graduation requirements. They cited counseling services, tutoring and review of credits to help them move toward graduation. Comments included the value of counseling support to help them better understand where they stand and what is needed to meet graduation requirements. They also noted increased motivation after receiving guidance to better understand their status in meeting graduation requirements and setting a plan to move forward. Most students who had not received graduation support had recently entered the program. As a result Action 1.2 will be continued with additional supports added to

support student groups with the lowest performance levels in graduation rate. A number of students commented on opportunities and supports available to support college and career readiness. Some of those mentioned were speakers and presentations, opportunity to take college courses and work experience opportunities such as culinary arts and other OSHA programs. As a result, Action 1.3 College Courses will remain with additional supports for student groups in the lowest level for college and career readiness.

Students frequently commented on the need for support services when transitioning to their local school after release from the juvenile justice system. Students indicated that support in ensuring they are enrolled in appropriate classes with opportunities for tutoring and individualized support was important to their success. They also indicated the need for school placement that provides opportunities for after school activities including sports and enrichment activities. As a result, action 2.6 has been added to support transition services.

Parents were generally supportive of the services and supports; however, many indicated they would like more information about the availability of various services for parents and students. Therefore Action 2.1 Community and Family Engagement, will remain unchanged but increased emphasis will be focused on strategies in place to communicate with families.

Another area identified by both students and parents was the need for mental health services. Specifically, counseling and therapy were named as important services. A number of students indicated a need for assistance in learning how to focus their attention in school and other settings. As a result, Action 2.3, Mental Health will be continued and expanded.

In addition, 22 staff including teachers, counselors, paraeducators and administrators participated in an evaluation of tutoring and other enrichment services provided by outside vendors. Tutoring services were mentioned by staff as an effective and valuable support for students. As a result, tutoring will remain a component of Action 3.3 Interventions. Coaching support was also identified by staff as a need. This will be part of professional development described in Action 3.13.

Engagement at Equity Multiplier schools identified a variety of supplemental supports. Input from the Equity Multiplier meetings at Renaissance included request for tutoring, EL teachers, credit recovery, dual enrollment, CTE, incentives for PBIS, mental health services, drug diversion, art, and PE. Other sites mentioned the need for coaches/TOSAs, PBIS coordinator, CTE, PD for Juvenile Justice teachers, and literacy. Not all input was directed to the priorities identified for red student groups. The actions in Goal 4 reflect this input.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will have equitable access to a 21st century education by providing them with standards-aligned instructional materials and with the technology needed to become college and career ready.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

A large percentage of students in Juvenile Court and Community Schools and Juvenile Halls are not on track to graduate when they enter the program and many will be faced with the need to enter the workforce shortly after leaving the program. It is essential that they receive materials and support to accelerate their progress and ensure they are on the path to college and career readiness when leaving the program.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Graduation Rate	Graduation rate: All 68.7% EL 52.2% FY 51.5% Homeless 52.5% SED 61.3% SWD 54.5% AA 51.5% Hispanic 52.2% IPoly – 98.9% LACHSA –91.2%			For each year, graduation rates at each site, and for each identified student group will increase by two percentage points or maintain a rate of 98% or higher.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		JCS & CCS – 42.4% (Dataquest, 2023)				
1.2	College & Career Readiness /College Course Credit	<p>47.6% of the students enrolled in college courses (69) have received course credit</p> <p>SED - 56.7 (34) EL - 50% (1) Fy 100% (1) Homeless - 80% (4) SWD 77.8% (7)</p> <p>(Additional Reports, California Dashboard 2022-23)</p>			Overall and for each identified student group, at least 70% of the enrolled students will receive course credit.	
1.3	A-G Completion	68.7% - CA School Dashboard 2023			The A-G requirements shall expand to a rate of at least 80% by 2026 based on the 2026 CA Dashboard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	CTE Pathway Completion	0% - (Additional Reports, California Dashboard, 2022-23) 0% - Specialized high schools 0% - JCS 0% - CCS			CTE Pathway completion rates will increase to at least 4% overall and for Specialized high schools, JCS and CCS.	
1.5	CTE and A-G Rate	All - 0% SED - 0% EL - 0% FY - 0% Homeless - 0% SWD - 0% California Dashboard: Additional Reports 22-23			All students and student groups will achieve 2% growth per year for a 3 year increase of 6%.	
1.6	Advanced Placement Examination	76% - LACHSA DataQuest 22-23			There will be an annual increase of 1% in students at LACHSA passing the AP exam with a score of 3 or higher.	
1.7	Early Assessment Program (EAP) Assessment	53.5% of 11th graders met or exceeded standard for English language arts. 26.7% of 11th graders met or exceeded standard for mathematics.			61% of LACOE 11th grade students will meet or exceed the standard for ELA within 3 years. 42% of LACOE 11th grade students will meet or exceed the standard for	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(CAASPP scores, 2022-23)			mathematics within 3 years.	
1.8	CTE Certification	20% CTE certification (local indicator)			CTE certifications will reach 40% within 3 years.	
1.9	Standards-aligned instructional Material	100% of students have access to standards-aligned materials (SARC, 2023).			100% of students will have access to standards aligned material each year.	
1.10	School Facilities	90% SARC			A Williams compliance rating of 90% or higher will be achieved annually.	
1.11	Implementation of Academic Content and Performance Standards	Meeting 100% Local Indicator			Academic content and performance standards will be fully implemented for 100% of LACOE students annually.	
1.12	Dropout Rate	Middle School – 0 students High School – 82 students (Dataquest - 2022-23)			Middle and high school dropouts will be reduced annually to 0 dropouts by year 3.	

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	School Facilities	LACOE will continue to inspect school facilities and undertake appropriate measures to ensure that all facilities are in good repair. LACOE will also collaborate with property owners to resolve any concerns with facilities including monitoring ongoing maintenance needs. With the closing of sites, additional costs may be incurred for moving and transferring of equipment and providing maintenance.	\$3,106,973.00	No
1.2	Graduation Rates	Students who are credit deficient will be provided with support so they can make progress toward meeting their graduation requirements. LACOE will adopt and adhere to the alternative graduation cohort to measure an accurate graduation rate for the Juvenile Court Schools. Additional monthly monitoring of academic progress for Foster Youth, Socioeconomically Disadvantaged students, Students with Disabilities, and African American Students, will be conducted through the student information system at all sites. Students whose progress indicates they are at risk of not being on track to meet graduation requirements will be provided with tutoring, intervention and/or counseling support as needed.	\$5,022,395.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	College Courses	<p>LACOE will expand access to college courses to students by partnering with local community colleges. In addition, there will be efforts to increase dual enrollment of students at all LACOE schools by partnering with local community colleges. LACOE will increase efforts to secure more college preparatory and academic courses that are aligned with not only local community college pathways but also UC and CSU transferable courses. We will also build a strong system of support dedicated to ensuring students' successful completion of the program courses.</p> <p>For student groups achieving the lowest performance level in the College and Career indicator (English learners, foster youth, homeless students, socioeconomically disadvantaged students, and students with disabilities), staff will review their progress in college and career readiness by reviewing their academic coursework and progress in CTE pathways, assess their eligibility for dual enrollment opportunities and provide counseling regarding this opportunity.</p>	\$5,022,395.00	No
1.4	Access to Courses	<p>LACOE will continue to offer all students the appropriate course placement in English, mathematics, science, history social science, English Language Development, Career Technical Education, Visual Arts and Performing Arts, and other board approved courses. Career Technical Education courses will be expanded to additional school sites to support career readiness. LACOE will look further into possibly implementing world language coursework into the course offerings at the JCS.</p> <p>The Career Technical Education (CTE) programs include hands-on activities. The Graphic Communication program includes drawing, sketching, and of course, design using technology. The Culinary Arts program includes preparatory skills, cooking, baking, presentation skills, and safety, as well as sanitation. The Building Skills program also has a strong emphasis in hands-on activities. Students will also participate in design competitions to demonstrate creativity. Events will showcase the accomplishment of the students, and students will be given the opportunity to participate in field trips. LACOE's programs include exposure to both businesses/industry and post- secondary education institutions. LACOE will increase efforts to secure more CTE programs that are aligned with local community college pathways for a successful transition, as well as</p>	\$394,246.00	No

Action #	Title	Description	Total Funds	Contributing
		the continued use of platforms that allow students to explore college (2 and 4 year) and career options and access to scholarships and grants.		
1.5	Middle and High School Dropouts	LACOE will continue to monitor students in middle school and high school who are in danger of dropping out by identifying students with poor attendance, deficient in school credits, family obligations, or challenging issues. Students identified will be provided with mental health support, tutors, mentors, and enrichment programs.	\$2,307,181.00	No

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Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

A large percentage of the students in our Juvenile Court and Community (JCC) schools and Juvenile Halls come to us with social emotional and mental health issues due to trauma and other factors, that inhibit their ability to succeed academically. Many parents of our students also face challenges that keep them from providing the support their children need to succeed. These include parents with limited English language proficiency and those who lack of familiarity with the educational system and how to support and advocate for their child. Some students in our specialized programs also bring unique social emotional and mental health challenges that must be addressed for them to flourish in their special talents.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rates	Attendance Rate 2022-23 All 86.62% SED 82.54% EL 77.16% Foster Youth (no data) JCS: 92.3% CCS: 76.2% IPoly: 97.9% LACHSA: 95.9%			Attendance rates overall and for each school and student group will increase by 1% annually.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CALPADS report 14.2 student absences for 2022-23.				
2.2	Chronic Absenteeism	Chronic absenteeism: 2022-23 All 32.4% SED 38.7% EL 42.3% Foster Youth 36.4% JCS: 30.6% CCS: 76.2% IPoly 9.2% LACHSA: 30.4% (Data Quest, 2022-23)			Chronic absenteeism rates overall and for each school and student group will be 19% or less within 3 years.	
2.3	Suspension Rate	All 14.8% FY 32.8% SED 20.4% SWD 35.7% AA 26.4% Two or more races 7.8% JCS: 21.5% CCS: 2.05% IPoly: 0% LACHSA: 0% (DataQuest 2022-23)			Suspension rates overall and for each school and student group will be reduced by 2% per year or maintain at 0%	
2.4	Expulsion Rate	Expulsion Rate - 0% (Data Quest, 2022-23)			Expulsion rates will be maintained at 0 annually.	
2.5	Professional Development	100% of staff have received mental health/social emotional			100% of staff at all sites will receive mental	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		based professional development. (Local indicator, 2023-24)			health/socio-emotional based professional development annually.	
2.6	Parent Participation & Decision-making	During the 2022-23 school year, 94% of parents/family participated in PFECP meetings (local indicator: parent/family count in attendance / unduplicated student count for the year). 24% of parents/family reported the school actively seeks the input of parents before making important decisions (2023-24 California Parent Survey)			At least 95% of parents will participate in PFECP meetings annually; Within 3 years, 50% of parents will report the school actively seeks input of parents before making important decisions (based on CA parent survey)	
2.7	Safety & Connected-ness	Safety Parents 39% of parents indicated school is a safe place for my child. Staff 33% of staff strongly agree school is a safe place for staff. Students JCS/CCS			Within 3 years, 50% of parents, staff and students will indicate they feel school is safe school by indicating "agree" or "strongly agree" to questions about school safety in the CA Healthy Kids survey.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>7-12% Very safe /41% safe 22% Very Safe/ 40% safe</p> <p>Connectedness Parents- 31% of LACOE parents strongly agree schools promote parent involvement.</p> <p>Staff- 31% of LACOE staff strongly agree that the school is a supportive and inviting place to work.</p> <p>Students reporting Agree or Strongly Agree to questions about school connectedness JCS/CCS</p> <ul style="list-style-type: none"> • 54% <p>(CA Healthy Kids Survey)</p>			<p>Within 3 years, parents, staff and students will indicate they feel connected to school based on at least 50% responding "agree or "strongly agree" to questions about school connectedness on the CA Healthy Kids Survey.</p>	

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Community and Family Engagement	<p>The Parent and Family Education and Consultation Program (PFECPP) builds relationships with families through a multi-tiered system of support. The PFECPP team currently includes 11 staff members from each school site and the central office. PFECPP also has several community partners and contracts with paid vendors to support with community engagement. The California School Climate, Health, and Learning Surveys (CalSCHLS) is administered to LACOE students, parents, caregivers and staff to measure school climate, connectedness, and academic interests. The California School Parent Survey (CSPS), the parent component of CalSCHLS, was administered to parents and caregivers December 2023 – February 2024. 481 parent surveys were collected across all LACOE school sites. 31% strongly agree that the school promotes parental involvement.</p> <p>Throughout the course of the school year, parents will be provided with approximately 146 events in the form of in person and virtual programming, through their participation in learning opportunities offered through the Parent and Family Education and Consultation Program (PFECPP). Through the PFECPP, parents will be invited to attend classes on topics such as Special Education, Social Emotional Learning, Empowerment, Motivation, Technology, Emotional Intelligence, Youth Advocacy and Trauma Informed Parenting.</p>	\$341,460.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>LACOE disseminates school announcements, in English, Spanish or other requested languages, to increase parental involvement. Communication is sent through letters, flyers, and invitations mailed to families and postings on social media. PFECP staff also conduct additional outreach in the form of phone calls, communications via Aeries Parent Square, and reminder text messages.</p> <p>Using digital marketing and other relationship-building strategies, PFECP staff work to increase parent participation at the site level in School Site Council meetings and the English Learner Advisory Committee, most notably at two sites, Barry J. Nidorf and Renaissance County Community Schools. Parents have the opportunity to be active participants in the decision making of the school to improve the academic achievement of all students including low-income students, English learners, and foster youth.</p> <p>Parents participate in various capacity-building opportunities such as the Parent Advisory Committee and District English Learner Advisory Committee that prepare them to be actively involved in the education of their students. PFECP staff encourage parents/caregivers at the beginning of every event to participate in meetings where information is shared or decisions are made. All parents, including parents of students with disabilities, continue to receive weekly communication from PFECP staff, to provide them with timely information and updates on services and programming for them and their students.</p> <p>Parents are invited to attend school-sponsored events such as the Road to Success Academy (RTSA) Exhibitions. The objective of the RTSA Exhibition is for parents, school staff and community partners to observe a student-led and student-focused showcase of classroom learning and projects. Parents and community partners, along with school and district office staff, walk through classrooms to observe, ask students questions and provide feedback. Parent engagement at RTSA Exhibitions have been a challenge at juvenile court schools due to the requirements and approvals from the Los Angeles County Probation Department to allow parents on site.</p>		

Action #	Title	Description	Total Funds	Contributing
2.2	PBIS	<p>A Coordinator II position will be responsible for the administration of professional development on classroom strategies that support the framework for PBIS and training on laws, policies, and best practices related to student discipline.</p> <p>A Senior Program Specialist is responsible for providing PBIS tier-level training to all sites to support a decrease in the number of discipline incidents and increase school safety.</p> <p>These positions also work with the school sites to provide Restorative practice training and strategies that aid in the effort of building positive school culture and climate, fostering good rapport between staff, students, and agency partners.</p> <p>PBIS, Nonviolent Crisis Intervention (NCI), and Dialectical Behavior Therapy (DBT) training will be continuously provided at all JCS and CCS sites to support a decrease in the number of discipline incidents and increase school safety.</p> <p>Interagency collaborative training will be implemented and ongoing use of PBIS points in day-to-day operations will be monitored and expanded. Beginning with the 2024-25 LCAP, staff will begin use of a behavior matrix, developed in 2023-24, collaboratively with Los Angeles County Probation Department staff. The behavioral matrix aligns with PBIS and will assist in the implementation and monitoring of behavioral goals, expectations, and outcomes.</p>	\$372,212.00	No
2.3	Mental Health Support	<p>A school mental health program will be implemented at Renaissance PAU, IPOLY, and LACHSA sites. The mental health program staff will support JCS sites with various needs as necessary (e.g., training, consultation, etc.). School staff will be provided with at least one professional development training in relation to mental health (e.g., trauma-informed approaches, psychological first aid, etc.) Individual, group, and family mental health counseling will be made available to students. Graduate-level social work interns will be utilized to assist in providing services to students and families, such as relationship building and healing. School staff will be provided with mental health consultations regarding concerns related to students. Crisis and threat assessment teams will be employed</p>	\$264,120.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>for students and staff in the event of a crisis, natural disaster, or act of violence/terrorism.</p> <p>The California Healthy Kids Survey will be administered annually to assess the current status of students sense of safety at the school site and connectedness. The data from the survey will be analyzed and presented to the central office, as well as site administrators to develop a plan of action. School principals will get disaggregated data to better address the needs of the students at their respective school sitse.</p>		
2.4	Attendance	<p>LACOE office staff, site administrators and teachers will be provided with attendance data on a regular basis to impact student engagement. Support staff will review, plan, and provide students with resources and guidance in order to improve their overall attendance. Support staff will review attendance plans and monitor attendance on a regular basis to impact engagement.</p>	\$6,785,269.00	Yes
2.5	Chronic Absenteeism	<p>LACOE office staff, site administrators and teachers will be provided with chronic absenteeism data on a regular basis to impact student engagement. Support staff will review, plan, and provide students with resources and guidance to improve their overall attendance.</p> <p>In addition, the school social workers will provide at-promise students and those currently chronically absent with support by doing home visitations. Home visitations will allow the social workers to talk to the students and family members about their obstacles in attending school regularly to find solutions.</p> <p>To further address chronic absenteeism, there will be an ongoing emphasis on supporting students and families with any obstacles that may be preventing them from attending school on a regular basis. Staff working with our at-promise students support with referrals to medical, dental, mental health care services, and food resources, as appropriate and needed. Additionally, schools will continue to set up rooms to support students with basic needs such as clothing, shoes, and school supplies. In addition, the following will be implemented for Socioeconomically Disadvantaged students who achieved the lowest performance level in</p>	\$6,785,269.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>chronic absenteeism. The following actions will be added focused on socioeconomically disadvantaged students, to address this need. School staff will follow up with students with non-probation related attendance concerns. Students are offered supports on SEL and PBIS expectations.</p> <p>Collaborate with Community Schools staff on supporting students with attendance concerns.</p> <p>Hold Student Planning Team meetings (SPTs)</p> <p>Phone calls to home. LACHSA will continue sending daily notifications regarding student absences. Families are notified if the student is in danger of Probation. SSTs are conducted to assist students with chronic absenteeism.</p> <p>An attendance plan will be created to monitor student attendance. An end of year attendance review will be Implemented.</p>		
2.6	Transition Services	<p>LACOE school counselors located at each school site will complete an Individualized Learning Plan (ILP) or 4 year plan with all students enrolling in LACOE schools. The plan will incorporate Academic, Transition, and post-secondary goals developed by the student in collaboration with the school counselor. The LACOE Transition and/or Support Counselor will work with each student, their Ed Rights holder and valued stakeholders to develop a Transition plan that identifies the next school of enrollment (High School, Post Secondary, Adult, etc), education contacts and resources that will enable a successful education transition for the student. LACOE counselors will also meet with students and families to provide information on accessing post-secondary college and career pathways, as well as offer information and assistance with financial aid applications and resources. Before or upon exiting LACOE schools, each student will be provided an Exit packet that contains the Transition Plan and all needed education records. LACOE Transition and Support counselors will reach out to students and ed rights holders post-exit to determine if additional support with their transition is needed.</p>	\$6,785,269.00	No

Action #	Title	Description	Total Funds	Contributing

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Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All students will be assigned the necessary support, including a fully credentialed teacher, required to close the opportunity gap and ensure they make expected progress on statewide assessments as well as improving overall English proficiency.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)
 Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
 Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Students in our programs need a strong academic program, including targeted interventions and language support to ensure they leave the program able to return to their school, further their education or enter the workforce and be successful. The actions in this goal ensure all students have access to a comprehensive instructional program and additional supports, as needed, based data, to ensure success in all content areas. This requires core instruction by credentialed teachers, instructional materials and core instruction and additional supports as needed for all student groups. The actions in this goal address those needs and support success for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CAASPP - ELA	CCS – 12.3% JCS – 4.28%* (*average) IPOLY –86.4% LACHSA –73.5% All 50.35% SED 28.86% FY 9.52% EL 2.94%			Each year CAASPP ELA will increase by at least 2% overall, at each site and for each student group.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(2022-23, CAASPP)				
3.2	CAASPP - Math	CCS – 0% JCS – 0%* (*average) IPOLY –52.4% LACHSA –30.5 All 25% SED 11.46%% FY 0% EL 0% (2022-23, CAASPP)			Each year CAASPP math will increase by at least 2% overall, at each site and for each student group.	
3.3	Reclassification Rate	Reclassification rate at LACOE: 9.8% (2022-23)			Each year reclassification rate will increase at least 2%.	
3.4	Progress towards English Proficiency	7.6% of LACOE English learners received a score of level 4 on the ELPAC (2022-23, Summative ELPAC)			Each year there will be a minimum 1% increase in the number of students scoring a level 4 in the English Language Proficiency Assessments for California (ELPAC)	
3.5	STAR Math data (JCS and CCS sites)	STAR results demonstrate the average Grade Level Equivalency (GLE) by student group. JCS and CCS Overall: 5.5			Each year, overall and for each student group Grade Level Equivalency outcome will increase by 0.3	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth: 4.8 Homeless: 5.3 SPED: 4.6 EL: 4.8 African American: 5.0 Hispanic/Latino: 5.7 (STAR Data, 2023-24)			points in mathematics.	
3.6	STAR Reading data (JCS and CCS sites)	STAR results demonstrate the average Grade Level Equivalency (GLE) by student group. JCS and CCS Overall: 5.5 Foster Youth: 5.4 Homeless: 5.2 SPED: 4.9 EL: 4.4 African American: 5.3 Hispanic/Latino: 5.5 (STAR Data, 2023-24)			Each year, overall and for each student group Grade Level Equivalency outcome will increase by 0.3 points in reading.	
3.7	California Science Test (CAST)	Standard Exceeded 5.1% Standard Met 30.10% Standard Nearly Met 48.47% Standard Not Met 16.3% CAASPP, 22-23			Within 3 years, the percentage of students exceeding standard will increase by 5% and the percentage meeting standard will increase by 10%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	Credentialed Teachers	100% of LACOE teachers have a full credential (percentage determined as follows: teachers with full credential/total number of teachers).			Annually, 100% of LACOE teachers will have a full credential	

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Basic Services for English Learners	LACOE will continue to offer English Learners a variety of courses that include designated and integrated English Language Development (ELD). The implementation of designated English Language Development (ELD) at the CCS is a high need. The English Learner Master Plan will be implemented at all LACOE school sites to provide oversight and monitoring	\$11,122,006.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>of English Learners, as well as reclassified students, for four years. English Learners will continue to be supported through classroom instruction, interventions, and enrichment activities, so they can achieve annual progress in learning English and reach reclassification.</p> <p>Newcomer English Learners will be assessed in mathematics and reading using the Star Renaissance Assessment to measure their level of proficiency in their primary language. English Learners Teachers on Special Assignment (TOSA) will provide intensive support in speaking, reading, and writing to students scoring in the “Beginning to Develop” level of the ELPAC.</p> <p>English learners will receive additional language support from the teachers and paraeducators when student data demonstrates a need for additional support. Individualized instruction will be provided to English Learners during class time to assist them in building their oral language, reading, and writing skills. This support will help the students improve at least one ELPAC level per school year.</p> <p>The following actions will be implemented for Long Term English Learners: Interviews, focus groups, and classroom observations will be conducted to analyze strengths and needs in current practice for LTELs.</p> <p>Additional instructional opportunities and tutoring support will focus on strategies for building academic language and improving writing skills.</p>		
3.2	Reclassification	Reclassified students will also be monitored for four years after reclassification and if needed, will be provided with extra support to ensure they succeed academically.	\$969,568.00	No
3.3	Interventions	Extended learning opportunities will be provided to students to support student achievement through tutoring opportunities for students who need academic support. Classroom teacher and counselors will identify students in need of additional support, identify areas of need, facilitate implementation of tutorial services and monitor student progress.	\$2,260,953.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Provide academic support, including coordination of instruction, interventions, enrichment opportunities, and/or tutoring to expelled youth and monitor their growth.</p> <p>Based on disaggregated internal STAR formative assessment data, Long Term English Learners achieved an average grade level equivalent of 4.1, the lowest of all student groups. To address this need, additional support in academic language and writing instruction will be provided in class and tutoring sessions.</p>		
3.4	Expelled Youth	<p>LACOE staff will collaborate and align services with local agencies and community-based organizations for Expelled Youth in order to coordinate instruction and their Individual Learning Plans. Training and professional development will be continuously provided for administrators, counselors, and teachers on developing and monitoring student Individual Learning Plans.</p> <p>Procedures in place at the central office will ensure requests from the juvenile court on student information will be provided in a timely manner. Coordination of necessary educational services will also be made to provide services to students. The Student Registrar office will develop and implement a mechanism for the efficient expeditious transfer of health and education record and the health and education passport. The office will monitor the speed in which records are transferred and will revise the plan based on data collected.</p>	\$2,260,953.00	No
3.5	Foster Youth	<p>LACOE will identify foster youth using the LACOE developed Educational Passport System (EPS) and continue to send educational related data to shared database, A Educational Passport and Aftercare. Foster youth will be referred to partner agencies who support and monitor students' progress along with coordinate service agencies.</p> <p>LACOE will work with the county child welfare agency to minimize changes in students' school placement. In addition, education-related information will be provided to the county child welfare agency to assist in the delivery of searches to foster children, including educational status and progress information that is required to be included in court reports.</p>	\$3,607,418.00	No

Action #	Title	Description	Total Funds	Contributing
3.6	Dissemination of Data	LACOE will disseminate data by student group on a regular basis to LACOE office staff and site administrators on the ELPAC, CAASPP, Star Renaissance assessment, the California Dashboard, DataQuest, and other databases to improve the academic achievement of all students. Data from student surveys will be disseminated to inform LACOE of student and stakeholder input, needs, challenges, and areas of growth. There will also be a continuation of the use of Microsoft's Power BI to support data chats and review student achievement.	\$192,008.00	No
3.7	Instruction	RTSA will continue to be implemented at all JCS and CCS schools and professional development will be provided to teachers in order to increase student achievement. Administrative observations and walkthroughs will be used to provide instructional feedback to teachers in order to improve instruction. Curriculum and instruction will be monitored and reviewed to connect the Common Core State Standards and the California English Language Development standards.	\$433,224.00	No
3.8	Teacher Credentialing	LACOE will assign fully credentialed teachers to support all students and ensure the unique needs of low-income, English learners, expelled youth and foster youth students are met.	\$2,980,375.00	No
3.9	Conditions of Learning	Data will be reported on conditions for learning (textbooks and facilities) on a regular basis. School facilities will be inspected to take appropriate measures in ensuring that all facilities are in good repair. Textbooks will be inventoried, ordered, and distributed so that all students have access to a standards-aligned textbooks and curriculum. Textbook sufficiency reports will continue on a yearly basis.	\$179,955.00	No

Action #	Title	Description	Total Funds	Contributing
3.10	Homeless Students	The LACOE staff will conduct training and professional development on laws, policies, and best practices for homeless students. They will also participate in all LACOE-FYS/Homeless Education Liaison meetings. The homeless liaison and/or counselors will monitor progress for homeless students toward meeting graduation requirements in a four year period. Counselors will provide counseling for homeless student to assist them in college and career planning.	\$214,291.00	No
3.11	Assessments	LACOE will continue to administer state required assessments (CAASPP, ELPAC, IABs, etc.) and the STAR Renaissance assessment at the JCS and CCS. Student progress will be measured quarterly using the STAR reading and mathematics assessment to determine the effectiveness of courses implemented. Student work will also be used to determine student mastery of course content and offer additional support, if needed, for academic improvement. STAR data will be monitored and analyzed for all student groups. The NWEA assessment will be administered at the specialized high schools periodically. Teachers will receive ongoing training on their respective local assessment to monitor student growth and provide the appropriate interventions for students in need. Increasing testing participation and culture will be a focus in the administration of formative and summative assessments.	\$91,460.00	No
3.12	Data Chats (Continuous Improvement)	Data-driven discussions will continue to occur on a regular basis at the district and site level. During Professional Learning Communities (PLC), Site administrators and teachers will review test data from state and local assessments to create RTSA unit plans to address the needs as well as direct support and programs. District and site level data reviews will occur multiple times of the year to inform the development of school plans and goal monitoring. The system of data management will be assessed for further development and alignment with complementary LCAP actions.	\$7,088,905.00	No

Action #	Title	Description	Total Funds	Contributing
3.13	Professional Development	<p>Teachers, paraeducators, administrators, and district office staff will be provided with ongoing professional development in the RTSA unit plan, Common Core State Standards in English Language Arts and mathematics. For IPOLY and LACHSA this professional development will be provide via the intended curriculum for those school programs. They will also receive ongoing professional development in History-Social Science, the Next Generation Science Standards, the English Learners Master Plan and other subject areas to improve student assessment results.</p> <p>Ongoing training will be provided on ELPAC and English Language Development strategies to support English learners in reading, listening, speaking, and writing. and monitoring of English Learner progress, including strategies for providing more intensive, targeted support for Long-term English Learners.</p> <p>Professional development will be provided to counselors and other support staff to ensure appropriate placement and monitoring of progress for LTELs.</p> <p>Teachers of LTELs will receive professional development in research based strategies for LTELs, including instruction in academic language and writing</p> <p>Administrators will be provided professional development about the diversity of English learners including LTELs.</p> <p>Teachers and site administrators will receive ongoing professional development in technology to embed technology tools in the curriculum and improve pedagogy. Teachers will provide students with technology lessons within the RTSA lessons to teach students current technology skills that will help them succeed academically and in a career.</p> <p>Content Academies, were recently implemented and these continue as part of ongoing Professional Development efforts in conjunction with the RTSA Saturday Summits.</p> <p>Professional development activities will be followed up with ongoing coaching support to ensure effective implementation of strategies from trainings.</p>	\$224,945.00	No

Action #	Title	Description	Total Funds	Contributing
3.14	Culturally Responsive Pedagogy	<p>Culturally Responsive pedagogy will be used to address the needs of all students and ensure equity and access with a focus on African American students in the areas of English Language Arts and mathematics. Culturally relevant books and curriculum to be implemented and continue to develop an Ethnic Studies curriculum and arts integration.</p> <p>To support the needs of student groups identified as lowest performing for suspension rates and reduce suspensions among these students (Foster Youth, Socioeconomically Disadvantaged, Students with Disabilities, African American and students identifying as two or more races), professional development and follow-up coaching will be provided for teachers, administrators and support staff on strategies for creating positive and supportive classroom environments that are sensitive to individual and cultural needs of all students and build support systems to maintain student engagement and reduce behaviors leading to suspension.</p>	\$179,955.00	No
3.15	Students With Disabilities	<p>Students with disabilities achieved the lowest performance level in suspension rates, graduation rates and college and career readiness, in addition, local data identified a needs for reading intervention for special education students. The following actions are designed to address these need;</p> <p>Suspensions LACOE will reduce the number of suspensions of students with disabilities at the camps and halls schools. This is an area of focus for LACOE's Division of Student Programs' Continuous Improvement Monitoring Plan. To increase teacher understanding of students with disabilities general education teachers will be given access to the LACOE Special Education Information System (SPED-X) and substitute teachers will be provided access students' Behavioral Intervention Plan (BIP). Restorative practice requirements for students with behavioral difficulties will be increased (i.e. re-entry conferences rather than 2-day suspension). Procedures, including monitoring, will be implemented to ensure Behavioral Intervention Plans are implemented and data is collected.</p>	\$55,784.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Graduation Rate Counselors will be invited to IEP meetings, or if they are unable to attend , a shared document will be provided including missing transcripts and AB216 status. IEP meetings will be held at all school sites when a student earns a D at a reporting period. Parents and students will be be provided information on the impact of not earning a diploma (job eligibility, pay disparity, etc.) To improve transitions services for students with disabilities, transition information will be included in students' IEPs. IEP progress reports will be sent home, If students are consistently not meeting benchmarks, an IEP meeting will be scheduled..</p> <p>College and Career Readiness To improve transition services, training will be provided for teachers and services to support college and career readiness will be added to students' IEP. A career exploration class will be added and available to students with disabilities who are in need of support and guidance with career exploration initial and triennial assessments will be enhanced to better identify transition needs.</p> <p>Reading (need based on local data) Students with disabilities will be provided academic support/interventions to increase their academic achievement in English Language Arts and mathematics. Parent engagement will be used to collaborate with parents to provide students with the appropriate IEP goals and interventions to increase test participation as well as scores. Training will be provided to teachers in understanding dyslexia. Improved access to intensive reading intervention services will be provided for special education students.</p>		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	<p>Students with Disabilities at Afflerbaugh-Paige, Kirby and Nidorf sites and African American students at Dorothy Kirby will achieve a decrease in suspension rates of at least 2% annually to a rate of 0% within 3 years based on DataQuest.</p> <p>Hispanic students at Afflerbaugh-Paige, Nidorf, and Renaissance and Socioeconomically disadvantaged students at Nidorf and Renaissance will increase graduation rates by at least 2% annually to a rate of 98% within 3 years as based on DataQuest.</p> <p>Socioeconomically disadvantaged students at Kirby, Nidorf and Renaissance will demonstrate increased college and career readiness as measured by an 80% college course completion rate within 3 years.</p> <p>English learners at Renaissance will demonstrate improved performance on the English Language Progress indicator advancing at least one level on the English learner Progress Indicator on the 2025 Dashboard.</p> <p>Central Juvenile Hall received equity multiplier funds; however, the school was closed and will remain closed in 2024-25. The equity multiplier funds that were received for that school are being held in anticipation of the amendments being proposed to Education Code Section 42238.02(b)</p>	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

<p>Based on the 2023 Dashboard results:</p> <p>Students with Disabilities at Afflerbaugh-Paige, Dorothy Kirby Camp and Nidorf Juvenile Hall achieved the lowest performance level on the state indicator for suspension rates on the 2023 Dashboard. African American Students at Dorothy Kirby camp also achieved the lowest level in suspension rate.</p> <p>Hispanic students at Afflerbaugh-Paige, Nidorf and Renaissance and Socioeconomically Disadvantaged students at Nidorf and Renaissance achieved the lowest performance level in Graduation Rate.</p> <p>Socioeconomically Disadvantaged students at Kirby, Nidorf and Renaissance achieved the lowest level on the College and Career Readiness indicator.</p> <p>English learners at Renaissance achieved the lowest achievement level on the Graduation Rate and English Learner Progress Indicator.</p>

Students with Disabilities and Socioeconomically Disadvantaged students at Rockey-Glenn achieved a low (orange) level in suspension rates.

Dashboard data is not available for RTS Kilpatrick.

Based on this data and engagement with educational partners, it has been determined that it is important to focus this goal on reducing suspension rates, increasing graduation rates and college and career readiness. In addition, additional supports will be provided for English learners at Renaissance to improved English language development for those students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Suspension Rate	<p>Students with Disabilities at:</p> <ul style="list-style-type: none"> Afflerbaugh-Paige 68.8% Kirby 33.0% Nidorf 39.2% <p>African American Students at:</p> <ul style="list-style-type: none"> Kirby 43.9% <p>Foster Youth</p> <ul style="list-style-type: none"> Kirby 36.7% Nidorf <p>Socioeconomically Disadvantaged</p> <ul style="list-style-type: none"> Kirby 25.5% Nidorf Renaissance <p>Hispanic</p> <ul style="list-style-type: none"> Kirby 20% <p>(DataQuest 2022-23)</p>			<p>Suspension rates for each school and student group will decrease by at least 5% each year or a maximum of 19% within 3 years.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Graduation Rate	<p>Hispanic Students at:</p> <ul style="list-style-type: none"> Afflerbaugh-Paige 57.7% Renaissance 35.6% <p>Socioeconomically Disadvantaged Students at:</p> <ul style="list-style-type: none"> Renaissance 36.2% <p>(DataQuest 2022-23)</p>			Graduation rates for each will increase annually by 2% points. (DataQuest 2022-23)	
4.3	<p>College & Career Readiness</p> <p>College Credit Course</p>	<p>Socioeconomically Disadvantaged Students</p> <ul style="list-style-type: none"> Kirby 0% Nidorf 100% (1) Renaissance <p>(College Credit Course, CA Dashboard)</p>			<p>Within 3 years College Course Credit rates for socially disadvantaged students at Kirby, Nidorf and Renaissance will be at least 80% .</p> <p>(College Credit Course, local data)</p>	
4.4	English Learner Progress Indicator	<p>English Learners Progress Indicator at:</p> <ul style="list-style-type: none"> Renaissance 13.3% <p>(CA Dashboard 2023)</p>			<p>English Learners at:</p> <ul style="list-style-type: none"> Renaissance will achieve an annual improvement of 2% annually 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					on the English Language Progress Indicator. (CA Dashboard 2023)	

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Supplemental Professional Development	Supplemental, evidence-based professional development and follow-up coaching will be provided to instructional and administrative staff at Afflerbaugh-Paige, Kirby and Nidorf focused on creating supportive	\$550,366.00	No

Action #	Title	Description	Total Funds	Contributing
		classroom environments and providing alternatives to suspension. Professional development will be focused on the unique needs of Students with Disabilities.Foster Youth, Socioeconomically Disadvantaged and African American students.		
4.2	Supplemental Graduation Support	Student progress toward meeting graduation requirements for Socioeconomically Disadvantaged students, at Afflerbaugh-Paige, and Renaissance will be monitored on a monthly basis through the student information system. Counselors, teachers and support staff will provide individual counseling to students not on track to meet requirements to graduate in a 4 year period.	\$672,602.00	No
4.3	Supplemental College & Career Readiness Services	At Kirby, Nidorf, Afflerbaugh-Paige, and Kilpatrick, transcripts for Socioeconomically Disadvantaged students will be reviewed upon entry for progress in completing A-G requirements, and progress in CTE Pathways. Staff (counselors/teachers) will identify students not making adequate progress and assist them with enrolling in appropriate courses, receiving necessary tutorial support, and participating in dual enrollment and/or career training opportunities.	\$550,366.00	No
4.4	EL Support	In addition to the services for English learners and LTELs described in Action 3.1, and the professional development described in Action 3.13 focused on the needs of those students. Additional professional development and follow-up coaching will be provided to teachers at Renaissance to better identify and support the needs of English learners and LTELs. Additional materials and resources will be provided to support instruction in language development, academic language and writing for English learners. Central office staff will meet with school staff to analyze the need for additional services and supports for English learners at this site.	\$588,105.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$4,534,055	\$223,835

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
2.490%	0.000%	\$0.00	2.490%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.4	Action: Attendance Need: Foster youth, English learners and low-income students in our schools have lower attendance rates and demonstrate less engagement with school than other student groups. This is a result of multiple factors significantly impacting these student groups. For foster youth, frequent, often unplanned moves leading to	To address the unique needs of foster youth, English learners and low-income students to increase attendance rates, counselors and other support staff will work with these students, their families and school staff to provide support, training and strategies to meet the unique needs of each of these student groups with the goal of increasing engagement with school leading to improved attendance rates. Counselors will make calls and meet individually with students to ensure they are regularly attending school. Counselors	Disaggregated attendance rates for foster youth, English learners and low-income students will be used to monitor effectiveness of this action.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>frequent school changes often lead to negative school experiences and an inconsistent educational program which does not support regular school attendance. Including, the traumatic experiences associated with the disruption of their home life tend to take precedence over engagement with school. Our low income students need support in establishing regular school attendance habits since they have often missed school to assist with child care for siblings, work to support the family or other family needs. In addition, some of our low-income students have a family history of inconsistent school attendance and need support in learning to prioritize regular school attendance. Limited English language proficiency is often an impediment for many of our English learners. Families need support learning how to enroll in school and maintain communication with the school since these can be barriers to maintaining regular school attendance for families with limited English language proficiency.</p> <p>Scope: Schoolwide</p>	<p>will also provide research-based professional development for teachers and other school staff on engagement strategies targeted to the needs of these student populations Teachers, para-educators and support staff will also receive tools specifically designed to address the needs of the three identified student groups.</p> <p>School staff will identify foster youth, English learners and low income students who are at risk for poor attendance.</p>	
2.5	<p>Action: Chronic Absenteeism</p> <p>Need: The factors leading to low attendance rates for foster youth, English learners and low-income students such as the impact of trauma, negative school experiences, lack of engagement with school, family history of</p>	<p>To address the needs of foster youth, English learners, low-income students who are experiencing chronic absenteeism, counselors and social workers will follow up with these students to conduct home visits to understand and address issues impacting regular school attendance. Referrals will be made, as needed, for medical, dental, mental health services, food assistance, clothing and shoes, and school supplies.</p>	<p>Disaggregated chronic absenteeism rates for foster youth, English learners and low-income students will be used to monitor effectiveness of this action.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>inconsistent school attendance and barriers to home-school communication have led to a history of chronic absenteeism for these groups at schools. Unaddressed health issues, basic needs such as food and clothing can be barriers for low-income students as can lack of basic school supplies.</p> <p>Scope: Schoolwide</p>		
3.3	<p>Action: Interventions</p> <p>Need: Foster youth, low-income students and English learners in our schools have unique needs that often inhibit their progress in the same interventions that may be effective for other students. The challenges faced by each of these groups is exacerbated by their involvement with the juvenile justice system. Foster youth served by our schools have experienced multiple moves that have disrupted their schooling leading to an inconsistent educational experience and gaps in learning. This, coupled with the trauma resulting from their experiences can lead to gaps in their education with resulting low levels of academic achievement. Low income students often lack resources in the home such as reading materials, a quiet study area, to support academic achievement. They also may not have had the opportunity for enrichment activities outside school that support academic success,. The limited</p>	<p>To identify the unique needs of students in each of these groups, data will be reviewed for individual students in each of these groups to determine what factors may be inhibiting their progress in intervention programs and what additional, intensive supports are needed to enhance their progress and increase their achievement in reading and mathematics. Additional supports may include additional tutoring services, additional access to technology or translation of program materials or resources into their primary language.</p>	<p>Disaggregated CAASPP ELA and Math results for foster youth, English learners and low-income students and internal school assessments in ELA and math will be used to monitor effectiveness of this action.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>English language proficiency experienced by English learners inhibits their progress in all academic areas. Long Term English learners in our programs are achieving below other groups in reading ability.</p> <p>Scope: Schoolwide</p>		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

DESCRIBE STAFF INCREASES AT OVER 55% SCHOOLS

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	ADD ALL OTHER JCS CCS HERE	iADD IPOLY AND LACHSA DATA HERE
Staff-to-student ratio of certificated staff providing direct services to students	SAME	SAME

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2024-25 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	182,123,827	4,534,055	2.490%	0.000%	2.490%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$66,352,107.00			\$5,057,921.00	\$71,410,028.00	\$71,410,028.00	

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	School Facilities	All		No				Ongoing	\$3,106,973.00	\$0.00	\$3,106,973.00				\$3,106,973.00	
1	1.2	Graduation Rates	All		No				Ongoing	\$5,022,395.00	\$0.00	\$5,022,395.00				\$5,022,395.00	
1	1.3	College Courses	All		No				Ongoing	\$5,022,395.00	\$0.00	\$5,022,395.00				\$5,022,395.00	
1	1.4	Access to Courses	All		No				Ongoing	\$394,246.00	\$0.00	\$394,246.00				\$394,246.00	
1	1.5	Middle and High School Dropouts	All		No				Ongoing	\$2,307,181.00	\$0.00	\$2,260,953.00			\$46,228.00	\$2,307,181.00	
2	2.1	Community and Family Engagement	All		No				Ongoing	\$341,460.00	\$0.00				\$341,460.00	\$341,460.00	
2	2.2	PBIS	All		No				Ongoing	\$372,212.00	\$0.00				\$372,212.00	\$372,212.00	
2	2.3	Mental Health Support	All		No				Ongoing	\$264,120.00	\$0.00				\$264,120.00	\$264,120.00	
2	2.4	Attendance	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BJN, Kirby, Renaissance CCS, Rockey, Kilpatrick, Afflerbaugh-Paige	Ongoing	\$6,785,269.00	\$0.00	\$6,785,269.00				\$6,785,269.00	
2	2.5	Chronic Absenteeism	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: Nidorf, Kirby,	Ongoing	\$6,785,269.00	\$0.00	\$6,785,269.00				\$6,785,269.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income	Renaissance CCS									
2	2.6	Transition Services	All	No				Ongoing	\$6,785,269.00	\$0.00	\$6,785,269.00				\$6,785,269.00	
3	3.1	Basic Services for English Learners	English Learners All	No				Ongoing	\$11,122,006.00	\$0.00	\$9,941,526.00			\$1,180,480.00	\$11,122,006.00	
3	3.2	Reclassification	Reclassified English Learners All	No				Ongoing	\$969,568.00	\$0.00				\$969,568.00	\$969,568.00	
3	3.3	Interventions	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BJN, Kirby Renaissance CCS, Rockey, Kilpatrick, Afflerbaugh-Paige	Ongoing	\$2,260,953.00	\$0.00	\$2,260,953.00				\$2,260,953.00	
3	3.4	Expelled Youth	All	No				Ongoing	\$2,260,953.00	\$0.00	\$2,260,953.00				\$2,260,953.00	
3	3.5	Foster Youth	Foster Youth All	No				Ongoing	\$3,607,418.00	\$0.00	\$2,260,953.00			\$1,346,465.00	\$3,607,418.00	
3	3.6	Dissemination of Data	All	No				Ongoing	\$192,008.00	\$0.00	\$192,008.00				\$192,008.00	
3	3.7	Instruction	All	No				Ongoing	\$433,224.00	\$0.00	\$433,224.00				\$433,224.00	
3	3.8	Teacher Credentialing	All	No				Ongoing	\$2,980,375.00	\$0.00	\$2,980,375.00				\$2,980,375.00	
3	3.9	Conditions of Learning	All	No				Ongoing	\$179,955.00	\$0.00	\$179,955.00				\$179,955.00	
3	3.10	Homeless Students	Homeless Students All	No				Ongoing	\$214,291.00	\$0.00	\$214,291.00				\$214,291.00	
3	3.11	Assessments	All	No				Ongoing	\$91,460.00	\$0.00	\$91,460.00				\$91,460.00	
3	3.12	Data Chats (Continuous Improvement)	All	No				Ongoing	\$7,088,905.00	\$0.00	\$6,596,507.00			\$492,398.00	\$7,088,905.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.13	Professional Development	All	No				Ongoing	\$224,945.00	\$0.00	\$179,955.00			\$44,990.00	\$224,945.00	
3	3.14	Culturally Responsive Pedagogy	All	No				Ongoing	\$179,955.00	\$0.00	\$179,955.00				\$179,955.00	
3	3.15	Students With Disabilities	Students with Disabilities	No				Ongoing	\$55,784.00	\$0.00	\$55,784.00				\$55,784.00	
4	4.1	Supplemental Professional Development	All	No				Ongoing	\$550,366.00	\$0.00	\$550,366.00				\$550,366.00	
4	4.2	Supplemental Graduation Support	All	No				Ongoing	\$672,602.00	\$0.00	\$672,602.00				\$672,602.00	
4	4.3	Supplemental College & Career Readiness Services	All	No				Ongoing	\$550,366.00	\$0.00	\$550,366.00				\$550,366.00	
4	4.4	EL Support	English Learners All	No				Ongoing	\$588,105.00	\$0.00	\$588,105.00				\$588,105.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
182,123,827	4,534,055	2.490%	0.000%	2.490%	\$15,831,491.00	0.000%	8.693 %	Total:	\$15,831,491.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$15,831,491.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	Attendance	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BJN, Kirby, Renaissance CCS, Rockey, Kilpatrick, Afflerbaugh-Paige	\$6,785,269.00	
2	2.5	Chronic Absenteeism	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nidorf. Kirby, Renaissance CCS	\$6,785,269.00	
3	3.3	Interventions	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BJN, Kirby Renaissance CCS, Rockey, Kilpatrick, Afflerbaugh-Paige	\$2,260,953.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$42,731,322.00	\$54,066,990.96

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	1.1	School Facilities	No	\$2,550,898.00	\$2,550,898.00
1	1.2	Graduation Rates	No	\$4,159,630.00	\$4,159,630.00
1	1.3	College Courses	No	\$4,159,630.00	\$4,159,630.00
1	1.4	Access to Courses	No	\$373,946.00	\$373,946.00
1	1.5	Technology Professional Development	No	\$170,632.00	\$170,632.00
1	1.6	Middle and high school dropouts	No	\$1,960,236.00	\$1,960,916.00
2	2.1	Community and Family Engagement	No	\$201,214.00	180,578.00
2	2.2	PBIS	No	\$633,827.00	348,220.00
2	2.3	Mental Health Support	No	\$349,256.00	330,662.00
2	2.4	Attendance	Yes	\$1,785,457.00	5,850,986.80

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Chronic Absenteeism K-8	Yes	\$758,819.00	5,936,377.20
3	3.1	Basics Services for English Learners	No	9,883,901	9,884,519
3	3.2	Reclassification	No	\$974,548.00	916,779
3	3.3	Interventions	Yes	\$3,659,477.00	3,037,766
3	3.4	Expelled Youth	No	\$1,916,634.00	\$1,916,634.00
3	3.5	Foster Youth	No	\$1,916,634.00	\$1,916,634.00
3	3.6	Dissemination of Data	No	\$198,733.00	\$198,733.00
3	3.7	Instruction	No	\$391,617.00	\$391,617.00
3	3.8	Teacher Credentialing	No	\$2,431,299.00	\$2,431,299.00
3	3.9	Conditions for Learning	No	\$170,632.00	\$170,632.00
3	3.10	Homeless Students	No	\$203,314.00	\$203,314.00
3	3.11	Assessments	No	\$254,530.00	\$221,775
3	3.12	Data Chats (Continuous Improvement)	No	\$3,139,799.00	6,265,834.96
3	3.13	Professional Development	No	\$213,290.00	215,609

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.14	Culturally Responsive Pedagogy	No	\$220,632.00	\$220,632.00
3	3.15	Students with Disabilities	No	\$52,737.00	\$52,737.00

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2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$3,563,698.00	\$0.00	\$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
This section is included to assist with development of Annual Update Action Tables but is not required, and should not be printed, as part of the LCAP Annual Update.							
This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.							
2	2.4	Attendance	Yes	\$1,785,457.00			
2	2.5	Chronic Absenteeism K-8	Yes	\$758,819.00			
3	3.3	Interventions	Yes	\$1,019,422.00			

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
			0.000%	\$0.00	0.000%	0.000%	\$0.00	0.000%

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Board Meeting – June 11, 2024

Item V. Reports / Study Topics

- D. Los Angeles County Board of Education Discussion of California County Boards of Education (CCBE) Transition to California School Boards Association (CSBA) and Recommendation on Fiscal Accountability

The County Board will have a discussion related to the Transition from CCBE to CSBA.

Board Meeting – June 11, 2024

Item VII. Recommendations

- A. Approval of the Annual Budget and Service Plans and Section B: Governance and Administration for the Los Angeles County Office of Education Special Education Local Plan Area (LACOE SELPA)

The Superintendent recommends that the Board approve the 2024-25 Annual Budget and Service Plans and Section B: Governance and Administration for the Los Angeles County Office of Education Special Education Local Plan Area (LACOE SELPA).

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

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B. Governance and Administration

California *Education Code (EC)* sections 56195 et seq. and 56205

Participating Local Educational Agencies

Participating local educational agencies (LEAs) included in the Special Education Local Plan Area (SELPA) local plan must be identified in Attachment I.

Special Education Local Plan Area—Local Plan Requirements

1. Describe the geographic service area covered by the local plan: [EC 56195.1(d); EC 56195.1(a)(1); EC 56211; EC 56212]

LACOE SELPA is responsible for students enrolled in schools operated by the Los Angeles County Office of Education's Division of Educational Programs. These schools include: the Juvenile Court Schools, County Community Schools, Los Angeles County High School for the Arts and International Polytechnic High School. Students enrolled within these schools may come from any of the many LEA's within Los Angeles County and adjacent counties. Students within the Juvenile Court Schools are enrolled subsequent to arriving at a Juvenile Hall School or as adjudicated by the Court to a Probation Camp School.

2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable: [EC 56195.1(b)(1)-(3)(c); EC 56205(a)(12)]

The Los Angeles County Office of Education (LACOE) shall act as both the Responsible Local Administrative Agency (RLA) and the Administrative Unit (AU) for the LACOE Special Education Local Plan Area (LACOE SELPA), a single LEA SELPA.

The Los Angeles County Board of Education serves as the governance entity for the LACOE SELPA. The Board of Education is responsible for approval of Local Plan sections including: Section B. Governance and Administration; Section C. Annual Assurances Support Plan; Section D. Annual Budget Plan; Section E. Annual Services Plan and all necessary and related attachments

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and certification in conjunction with Education Code, CDE requirements, guidance and templates.

The administrative structure implements and coordinates the *Special Education Local Plan* and assures compliance with the *Individuals with Disabilities Education Improvement Act (IDEA or IDEIA)* including identification and services pursuant to an *Individualized Education Program (IEP)* for all students enrolled in LACOE Schools.

The function of the SELPA is to provide technical assistance, guidance, professional development and direct program support to improve outcomes for students with disabilities.

All such programs and related special education funding allocations will be utilized in an effective manner consistent with the funding provisions of Education Code Section 56836 et. seq., IDEA, other applicable laws and the policies and procedures of the SELPA.

Responsibility is defined at both the Superintendent level and the SELPA Administrator level. The policy- making responsibilities of the local governing Board of the Los Angeles County Office of Education pertaining to the LACOE SELPA include:

Local Governing Board

- 1) Hold a *Public Hearing* as required before approval and adoption of local plan sections.
- 2) Approval and Adoption of the all required sections of the *Special Education Local Plan Area* including the: *Annual Assurance Support Plan, Annual Budget Plan, Annual Service Plan*
- 3) Adoption of Board Policies related to special education
- 4) Approve members to the Community Advisory Committee (CAC)

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LACOE Superintendent of Schools

- 1) Review and recommend to the Board approval of SELPA budgets
- 2) Review and recommend to the Board approval of *Board Policies* specific to special education
- 3) Implement *Board Policy* and adopt and implement related *Administrative Regulations*.
- 4) Review and approve SELPA policies in accordance with Education Code 56205.
- 5) Review all sections of the *Local Plan* for Board approval
- 6) Review budgets and the allocation of funds to implement the Local Plan
- 7) Hire, supervise and assign personnel for:
 - a) Data collection, report preparation and submission as required by Education Code and the CDE.
 - b) Personnel development
 - c) Program review and evaluation
 - d) Development and maintenance of data management information systems
 - e) Curriculum development
 - f) Inter-agency collaboration and coordination.

SELPA Director

As a single LEA SELPA, the LACOE SELPA Director has the responsibility for implementing and administering the *Special Education Local Plan Area* in accordance with Education Code 56195.1 (a) (1) and 56205 et seq. The SELPA Director and SELPA staff meet regularly with LEA staff and other agencies toward improving outcomes for students and special education compliance. A *SELPA Procedural Handbook*, available to all LEA staff, contains specific procedures and policies for the coordination and implementation of the *Local Plan* to ensure students requiring special education services are identified and served. Information specific to *State Performance Plan Indicators*, compliance monitoring and corrective actions are disseminated to LEA staff as needed to improve student performance.

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3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan: [EC 56195.7(i)(j)(1)(2)]

LACOE SELPA, as a single LEA SELPA and as described in #2 above, engages in a policy making process involving the LACOE Board of Education, the LACOE Superintendent of Schools, and all stakeholders through both the collective bargaining process and the Brown Act to implement and coordinate the Local Plan. Specifically, Board Policies are adopted by the LACOE Board of Education and Administrative Regulations are developed and adopted by the Superintendent to ensure coordination and implementation of the LACOE SELPA Local Plan. Policies specific to the SELPA are included below in the Policies, Procedures and Programs section pursuant to EC sections 56122 and 56205(a), to ensure conformity with Title 20 United States Code (USC) and in accordance with Title 34 Code of Federal Regulations (CFR) Section 300.201.

4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan: [EC 56195.1(c); EC 56205(a)(12)(D)(i); EC 56195.5]

LACOE is designated as both the Administrative Unit (AU) and the Responsible Local Agency (RLA) for the SELPA. It is responsible for administrative functions as described throughout this Local Plan and specifically as identified below: Administrative Unit Responsibilities

1. Receipt and distribution of funds for the operation of special education programs and services.
 2. Receipt and distribution of special education funds designated strictly for SELPA use.
 3. The employment of staff for the implementation of the Local Plan, special education programs and services and to ensure all required SELPA functions.
 4. Special Education data collection, monitoring and reporting.
 5. Development and submission of fiscal and data reports as required Responsible Local Agency Responsibilities
- Oversight of regionalized services, funds, and the provision of administrative support.
 - Employment, supervision and evaluation of the SELPA Director and SELPA staff using LACOE-adopted employment and evaluation policies and regulations.
 - Implement Board Policies, Administrative Regulations and SELPA Procedures for special education programs and services provided throughout the SELPA. Such policies, administrative regulations and procedures shall include, but not be limited to, all areas specified in applicable sections of the both federal and state laws.
 - Upon the recommendation of the Superintendent, the Board, as the governing board of the RLA, is responsible for approval of the required components of the Local plan as specified in sections above.

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5. Does the SELPA have policies and procedures that allow for the participation of charter schools in the local plan? [EC 56207.5]

☒ Yes

☐ No

If No, explain why the SELPA does not have the policy and procedures.

Due to both the unique funding and the nature of the LACOE SELPA as a single district LEA, it is unlikely a Charter School would seek LEA membership status within the LACOE SELPA. Additionally and as an option, the Los Angeles County Charter SELPA exists and is structured to serve Charter Schools who choose to apply for SELPA membership.

Should a Charter School seek membership within the LACOE SELPA, a meeting to discuss the specific nature of the LACOE SELPA funding structure as identified in Education Code 56836 (a)(2) et seq. would be held. If Charter School membership application within the LACOE SELPA continued past this meeting, evaluation procedures for membership and participation aligned to the existing procedures of the LAC Charter SELPA would be followed and a recommendation would be brought before the LACOE Board of Education as the governance entity of the LACOE SELPA.

6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan: [EC 56194(a)(b)(d); EC 56195.9(a)]

The community advisory committee shall serve only in an advisory capacity. The members of the community advisory committee shall be appointed by and responsible to the LACOE Board of Education. Volunteer CAC members may be sought through all LEA parent engagement efforts including and in alignment with LCAP Priority 2 and State Performance Plan Indicator 8 and other recruitment efforts of LEA staff and stakeholders. CAC volunteers will submit a SELPA Community Advisory Committee application. Applications will be reviewed and recommendations will be brought forward in the approval process to the LACOE Board of Education. Applications will be approved to meet the requirements below:

Community Advisory Committee Term and Composition

1. Terms of appointment are for at least two years and are annually staggered to insure a majority of stakeholders is on term.
2. The community advisory committee shall be composed of:
 - a. Parents of individuals with exceptional needs enrolled in public or private schools
 - b. Parents of other pupils enrolled in school
 - c. Pupils and adults with disabilities
 - d. Regular education teachers
 - e. Special education teachers
 - f. Other school personnel
 - g. Representatives of other public and private agencies
 - h. Persons concerned with the needs of individuals with exceptional needs.
3. The majority of the CAC committee shall be composed of parents of pupils enrolled in LACOE SELPA Schools. This majority of parents shall be parents of individuals with exceptional needs.
4. The community advisory committee shall have the authority and fulfill the following responsibilities:

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- a. Advising the policy and administrative entity of the special education local plan area regarding the development, amendment, and review of the local plan. The entity shall review and consider comments from the community advisory committee.
- b. Recommending annual priorities to be addressed by the plan.
- c. Assisting in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the plan.
- d. Encouraging community involvement in the development and review of the local plan.
- e. Supporting activities on behalf of individuals with exceptional needs.
- f. Assisting in parent awareness of the importance of regular school attendance.
- g. Supporting community involvement in the parent advisory committee established pursuant to Section 52063 to encourage the inclusion of parents of individuals with exceptional needs to the extent these pupils also fall within one or more of the definitions in Section 42238.01.

7. Describe the SELPA's process for regular consultations regarding the plan development with representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC: [EC 56205(a)(12)(E); EC 56205(b)(7)]

SELPA staff meet regularly with and provide ongoing training and professional development for central office and site staff including administrators, special education teachers, general education teachers, paraeducators, and clerical staff. Additionally, through the collective bargaining process with LACEA, CSEA and SEIU, all certificated and classified staff are engaged in the work of providing instruction and services to students with disabilities. Additionally, SELPA staff provide weekly data reports to monitor special education efforts including: Child Find, IEP services and compliance efforts around IEP meetings and required assessments.

The Community Advisory Committee will convene as necessary to meet the requirements referred to above and at a minimum will meet four times during a school year. In order to maximize stakeholder engagement and input, the SELPA will participate in LEA parent engagement efforts to inform and develop stakeholder knowledge of students with disabilities and improving outcomes. During various parent engagement meetings, time will be allocated to solicit stakeholder input and recommendations for the ongoing development of the Local Plan. This offers parents and other stakeholders opportunities to participate in discussions about support, services, and programs impacting students with disabilities.

8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan: [EC 56836.01(a)(b); EC 56205(a)(12)(D)(ii); EC 56195(b)(3); EC 56030]

LACOE SELPA, as a single LEA SELPA collaborates with various LACOE staff and departments in the implementation of the Local Plan. Various LACOE Divisions and Departments are involved in the required RLA/AU described below:

Identification and Description of RLA/AU Staff

- Business Services: Receipt and Distribution of Funds

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- Human Resource Services: Administrative and Personnel Support
- Personnel Commission: Administrative and Personnel Support
- Educational Services: Professional Development and Consultation with the Division of Special Education
- Educational Programs: Special Education Program Implementation; SELPA Oversight; Direct Responsibility of Schools and LACOE enrolled students.
- Technology Services: Data Management Information Systems Development and Support
- Office of General Counsel: Compliance and legal monitoring
- Communications: Administrative Support
- Governmental Relations: Legislative engagement and information

9. Describe the contractual agreements and the SELPA's system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan: [EC 56195.7. EC 56195.1(b)(c)]

LACOE SELPA contracts with nonpublic, nonsectarian schools (NPS) and nonpublic, nonsectarian agencies (NPA) certified by the CDE, via the appropriate certification process. The SELPA has the authority to visit, observe, monitor and report on the educational program provided by any NPS/NPA under contract with the LACOE or involved in a potential placement within the SELPA. Any request for a waiver shall be considered and approved through collaboration with LACOE Contract Services, Risk Management and SELPA Administration.

The SELPA shall consider the needs of the individual student and the recommendations of the IEP team when entering into agreements with nonpublic, nonsectarian schools or agencies. The IEP team shall remain accountable for monitoring the progress of students placed in nonpublic, nonsectarian programs, towards the goals identified in each student's IEP.

The SELPA will submit Contract Amendment Requests (CAR's), Individual Service Agreements and NPS/NPA Master Contracts for approval pursuant to LACOE Board Policies and Administrative Regulations. Each Master Contract is modeled after the State Master Contract and Service Agreement which contains requirements to allow the SELPA to monitor the placement and services of students in certified nonpublic, nonsectarian schools. The school shall have at least an annual IEP meeting that will facilitate the evaluation of the placement and services to ensure implementation of the IEP. The Master Contract provided by the SELPA contains language requiring reporting from the certified nonpublic, nonsectarian school regarding IEP progress as frequently as required by the District. At each annual IEP meeting, which shall include a representative of the SELPA, the certified nonpublic, nonsectarian school shall provide documentation as to the student's progress towards annual goals and objectives. The annual data provided by the certified nonpublic, nonsectarian schools shall be authentic curriculum-based measurements, in accordance with state-adopted grade level standards.

The SELPA's contract with a nonpublic, nonsectarian school shall evaluate the placement of its student(s) in such schools on an annual basis as part of the annual IEP review. The SELPA shall collaboratively review with the nonpublic, nonsectarian school the evaluations conducted by the school to ensure that they were appropriate and valid for measuring student progress. The SELPA may choose to administer additional assessments as necessary, with parental consent, to determine whether the student is making appropriate educational progress.

Additionally, LACOE SELPA participates in and works with the Collective Bargaining Units including

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LACEA, CSEA and SEIU and their respective contracts in the ongoing development and implementation of the Local Plan to ensure services to students with disabilities and compliance with all requirements of local policy and regulations and state and federal laws and regulations.

10. For multi-LEA local plans, specify:

- a. The responsibilities of each participating COE and LEA governing board in the policymaking process: [EC 56205(a)(12)(D)(i)]

Not Applicable as LACOE SELPA is a Single LEA SELPA

- b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan: [EC 56205(a)(12)(D)(i)]

Not Applicable as LACOE SELPA is a Single LEA SELPA

- c. The responsibilities of district and county administrators of special education in coordinating the administration of the local plan: [EC 56205(a)(12)(D)(i)]

Not Applicable as LACOE SELPA is a Single LEA SELPA

11. Identify the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA related to:

- a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan: [EC 56205(a)(12)(D)(ii)(I)]

The procedure for the employment of the LACOE SELPA Director will be the responsibility of the Administrative Unit, the Los Angeles County Office of Education. The Chief of Educational Programs, or their designee, will be directly responsible for the supervision and evaluation in accordance with LACOE Board policies and Administrative Regulations.

- b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA: [EC 56205(a)(12)(D)(ii)(II); EC 56195.7(i)]

As a single LEA SELPA, distribution of federal and state funds will follow LACOE accounting and budget development procedures according to Board Policies, Administrative Regulations and the SELPA Local Plan. Funds will be distributed in accordance to all state and federal laws to ensure students with disabilities are served and special education compliance is maintained.

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c. The operation of special education programs: [EC 56205(a)(12)(D)(ii)(III)]

As a single LEA SELPA, the LACOE SELPA oversees and implements all programming for students with disabilities and special education programming. Under the supervision of Educational Programs and in collaboration with the Division of Student Programs and the Division of Pupil Services and other Divisions of LACOE, staff are hired, supervised and trained to provide specialized academic instruction and related services to students with disabilities.

d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs: [EC 56205(a)(12)(D)(ii)(IV)]

LACOE as the RLA/AU assures it will not be used to reduce the level of support beyond the amount permitted under federal law and regulations. LACOE as the RLA/AU follows Standardized Accounting practices within the SAC's system and structures and participates in regular required auditing practices according to all Board Policies, Administrative Regulations, accepted accounting practices and state and federal laws and regulations. es the maintenance of fiscal support and understands that Part B funds will

12. Describe how specialized equipment and services will be distributed within the SELPA in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environments: [EC 56206]

For students that require alternative means and modes necessary to complete LACOE's prescribed course of study and to meet or exceed proficiency standards required for graduation; specialized services, materials, and equipment for students with low incidence disabilities will be procured in collaboration with the SELPA and the Division of Student Programs. Specialized equipment and services will be provided at the site the Individualized Education Program (IEP) team has determined as the program where the student will receive a Free Appropriate Education in the least restrictive environment.

Policies, Procedures, and Programs

Pursuant to *EC* sections 56122 and 56205(a), the SELPA ensures conformity with Title 20 *United States Code (USC)* and in accordance with Title 34 *Code of Federal Regulations (CFR)* Section 300.201 and has in effect policies, procedures, and programs. For each of the following 23 areas, identify whether or not, each of the following provisions of law are adopted as stated. If the policy is not adopted as stated, briefly describe the SELPA's policy for the given area. In all cases, provide the SELPA policy and procedure numbers (If applicable. Leave blank if not applicable); the document title; and the physical location where the policy can be found.

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1. Free Appropriate Public Education: 20 USC Section 1412(a)(1); EC 56205(a)(1)

Policy/Procedure Number: LACOE Board Policy and Administrative Regulation 0430

Document Title: Comprehensive Local Plan for Special Education

Document Location: <https://www.lacoe.edu/about/board/policies>

"It shall be the policy of this LEA that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No**2. Full Educational Opportunity: 20 USC Section 1412(a)(2); EC 56205(a)(2)**

Policy/Procedure Number: LACOE Board Policy and Administrative Regulation 0430

Document Title: Comprehensive Local Plan for Special Education

Document Location: <https://www.lacoe.edu/about/board/policies>

"It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No**3. Child Find: 20 USC Section 1412(a)(3); EC 56205(a)(3)**

Policy/Procedure Number: LACOE Board Policy and Administration Regulation 6164.4 Instruction

Document Title: Identification And Evaluation Of Individuals For Special Education

Document Location: <https://www.lacoe.edu/about/board/policies>

"It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, who are in need of special education and related services, are identified, located, and evaluated. A practical method has been developed and

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implemented to determine which children with disabilities are currently receiving needed special education and related services." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP): 20 USC Section 1412(a)(4); EC 56205(a)(4)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 USC Section 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 USC Section 1414 (d). It shall be the policy of this LEA that an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

5. Least Restrictive Environment: USC Section 1412(a)(5); EC 56205(a)(5)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

6. Procedural Safeguards: 20 USC Section 1412(a)(6); EC 56205(a)(6)

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Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

7. Evaluation: 20 USC Section 1412(a)(7); EC 56205(a)(7)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at least once every three years or more frequently, if appropriate." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

8. Confidentiality: 20 USC Section 1412(a)(8); EC 56205(a)(8)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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9. Part C to Part B Transition: 20 USC Section 1412(a)(9); EC 56205(a)(9)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children participating in early intervention programs under the Individuals with Disabilities Education Act (IDEA), Part C, and who will participate in preschool programs, experience a smooth and effective transition to preschool programs in a manner consistent with 20 USC Section 1437(a)(9). The transition process shall begin prior to the child's third birthday."The policy is adopted by the SELPA as stated:

☐ Yes ☒ No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

LACOE SELPA participating schools don't have programs for early intervention or preschool students. LACOE SELPA schools include Juvenile Court Schools, International Polytechnic High School, Los Angeles County High School for the Arts and the County Community Schools.

10. Private Schools: 20 USC Section 1412(a)(10); EC 56205(a)(10)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents." The policy is adopted by the SELPA as stated:

☐ Yes ☒ No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

LACOE as a County Office of Education is not a district of residence. As such, should a

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student with an IEP disenroll from a LACOE school and be voluntarily enrolled by their parents in a private school, LACOE staff would support the transition to the responsible district of residence or LEA specific to special education responsibilities and accountability in accordance with all applicable Federal State Codes and Regulations.

11. Local Compliance Assurances: 20 USC Section 1412(a)(11); EC 56205(a)(11)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the IDEA; the Federal Rehabilitation Act of 1973, Section 504 of Public Law; and the provisions of the California EC, Part 30." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

12. Interagency: 20 USC Section 1412(a)(12); EC 56205(a)(12)(D)(iii)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

13. Governance: 20 USC Section 1412(a)(13); EC 56205(a)(12)

Policy/Procedure Number:

Document Title:

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Document Location:

"It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the local plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Education Agency." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

14. Personnel Qualifications; *EC 56205(a)(13)*

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to ensure that personnel providing special education related services are appropriately and adequately prepared and trained, and that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

15. Performance Goals and Indicators: *20 USC Section 1412(a)(15); EC 56205(a)(14)*

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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16. Participation in Assessments: 20 USC Section 1412(a)(16); EC 56205(a)(15)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs described in 20 USC Subsection 6311. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments where necessary and as indicated in their respective Reps.." The policy is adopted by the SELPA as stated:

☐ Yes ☐ No

17. Supplementation of State, Local, and Federal Funds: 20 USC Section 1412(a)(17); EC 56205(a)(16)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA, and will be used to supplement and not to supplant state, local, and other federal funds." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

18. Maintenance of Effort: 20 USC Section 1412(a)(18); EC 56205(a)(17)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal laws and regulations." The policy is adopted by the SELPA as stated:

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☒ Yes ☐ No

19. Public Participation: 20 USC Section 1412(a)(19); EC 56205(a)(18)

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

"It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public, including individuals with disabilities and parents of children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

20. Suspension and Expulsion: 20 USC Section 1412(a)(22); EC 56205(a)(19)

Policy/Procedure Number:

Document Title:

Document Location:

"The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be revised." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

21. Access to Instructional Materials: 20 USC Section 1412(a)(23); EC 56205(a)(20)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide instructional materials to blind students or other

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students with print disabilities in a timely manner according to the state-adopted National Instructional Materials Accessibility Standard." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

22. Over-identification and Disproportionality: 20 USC Section 1412(a)(24); EC 56205(a)(21)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prevent the inappropriate over-identification or disproportionate representation by race and ethnicity of children as children with disabilities." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

23. Prohibition on Mandatory Medicine: 20 USC Section 1412(a)(25); EC 56205(a)(22)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

Administration of Regionalized Operations and Services

Pursuant to EC sections 56195.7(c), 56205(a)(12)(B), 56368, and 56836.23, describe the regionalized operation and service functions. Descriptions must include an explanation of the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the document title and the location (e.g., SELPA office) for each function."

1. Coordination of the SELPA and the implementation of the local plan:

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Document Title: Comprehensive Local Plan for Special Education

Document Location: <https://www.lacoe.edu/education/lacoe-schools/selpa>

Description:

Direct Instructional support provided by program specialists/ SELPA staff: SELPA staff support the coordination and implementation of the local plan.

Role of the RLA/AU: LACOE Division of Business Services is responsible for the receipt and distribution of special education funds within and for LACOE SELPA to coordinate and implement the local plan.

Role of the Administrator of the SELPA: The SELPA Administrator will ensure that the local plan is coordinated and implemented. They will facilitate the review, revision, and administration of the local plan. They will also facilitate development and approval of SELPA policies and procedures necessary to implement the local plan.

Role of the individual LEAs: LACOE is a single district SELPA and each school and the Central Office will ensure a full continuum of services are available in order to provide a free and appropriate public education to all students with disabilities enrolled within their schools. Each school and the Central Office will implement the local plan as well as any LEA policies and procedures needed to support the coordination and implementation of the local plan.

2. Coordinated system of identification and assessment:

Document Title: Instruction Identification And Evaluation Of Individuals For Special Education - BP 6159

Document Location: <https://www.lacoe.edu/about/board/policies>

Description:

Direct Instructional support provided by program specialists/ SELPA staff: Program specialists or other staff assigned to carry out these duties, whether they are employed by the SELPA or the LEA, will provide technical assistance and guidance through observation and consultation to assist service providers, as appropriate.

Role of the RLA/AU: Not applicable.

Role of the Administrator of the SELPA: The SELPA Administrator or SELPA staff will ensure each school conducts child find activities through monitoring of each schools data. The SELPA will also provide targeted and intensive support to schools as needed to assist them in meeting compliance requirements and improved outcomes for students with disabilities.

The SELPA will also participate in child find activities by establishing procedures for the schools and ensuring appropriate interagency agreements are

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in place. The SELPA Administrator, or designee, will serve on committees as interagency agreements are being reviewed, revised, or developed. The SELPA Administrator will ensure that interagency agreements are in place as required by California Education Code, and provide technical assistance and dispute resolution as needed. The SELPA Administrator, or designee, will also provide guidance to parents, as needed.

Role of the individual LEAs: Each school is responsible for identifying and assessing enrolled students as needed. They are also responsible for conducting child find activities and implementing SELPA and LACOE policies and procedures. The schools will also provide guidance to parents, staff, and community members.

3. Coordinated system of procedural safeguards:

Document Title: Procedural Safeguards And Complaints For Special Education

Document Location: <https://www.lacoe.edu/education/lacoe-schools/selpa>

Description:

Direct Instructional support provided by the program specialist/ SELPA staff: The program specialists/SELPA staff or others assigned to carry out these duties provide for alternate dispute resolution as requested by schools or parents. Program specialists/SELPA staff assist parents with filing due process or compliance complaints when requested. The program specialists/ SELPA staff also assure procedural safeguards by providing technical assistance and guidance on forms and procedures to schools in the areas of assessment, identification, and placement.

Role of the RLA/AU: Not applicable

Role of the Administrator of the SELPA: The SELPA Administrator, or their designee, provides for alternate dispute resolution with schools as requested by parents. When requested, the SELPA Administrator, or their designee, assists parents with filing due process or compliance complaints. The SELPA Administrator, or their designee, also assures procedural safeguards by providing technical assistance and guidance on forms and procedures to LEAs in the areas of assessment, identification, and placement. The Administrator, or their designee, will also provide parents with a copy of their procedural safeguards upon request and will maintain a copy on their website. The SELPA Administrator, or their designee, also reviews compliance complaint determinations provided by the CDE and provides targeted or intensive assistance as appropriate.

Role of the individual LEAs: The LEAs provide procedural safeguards to parents consistent with the education code, assist parents with understanding them, and ensure that they are implemented. The LEAs assist parents with filing complaints when requested. The LEAs will respond to all complaints.

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4. Coordinated system of staff development and parent and guardian education:

Document Title:	Staff Development and Parent Involvement - BP 4131 & 6020
Document Location:	https://www.lacoe.edu/about/board/policies
Description:	<p>Direct Instructional support provided by the program specialist/SELPA staff: The program specialists and others that are assigned to carry out these duties support parent and guardian education, provide for staff development, program development, and innovation of special methods and approaches.</p> <p>Role of the RLA/AU: LACOE Educational Services including Curriculum Instructional Services (CIS), Accountability Support and Monitoring (ASM) and Student Support Services are also a part of this coordinated effort.</p> <p>Role of the Administrator of the SELPA: The SELPA administrator ensures a coordinated system of staff development and parent and guardian education across all programs within LACOE SELPA including professional development opportunities for staff and coordination of parent and guardian education aligned with the parent advisory committee across LACOE Schools.</p> <p>Role of the individual LEAs: SELPA staff will coordinate with schools and the Central Office to facilitate professional development and parent/ guardian education and engagement.</p>

5. Coordinated system of curriculum development and alignment with the core curriculum:

Document Title:	Curriculum Development And Evaluation -BP 6141(a)
Document Location:	https://www.lacoe.edu/about/board/policies
Description:	<p>Direct Instructional support provided by the program specialist/SELPA staff: The program specialists and others that are assigned to carry out these duties coordinate curricular resources in collaboration with Central Office and school staff.</p> <p>Role of the RLA/AU: Not applicable.</p> <p>Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will provide technical assistance and staff development on curriculum develop and alignment with the common core, as determined appropriate.</p> <p>Role of the individual LEAs: In collaboration with SELPA and the Division of Student Programs, schools will ensure that each student with a disability has full access to the required core curriculum, any alternative curriculum and textbooks, and supplementary curriculum and textbooks as appropriate, and instructional</p>

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materials to students identified with blindness or other students with print disabilities.

6. Coordinated system internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system:

Document Title: Comprehensive Local Plan for Special Education

Document Location: <https://www.lacoe.edu/education/lacoe-schools/selpa>

Description:

Direct Instructional support provided by the program specialist/ SELPA staff: SELPA staff and others are assigned to carry out these duties to evaluate the effectiveness of programs for students with disabilities. This includes the regular review of SPED-X reports including but not limited to: the 100 P-SPED Report; 201 Administrative Services Report; and the 310 IEP Compliance Report.

Role of the RLA/AU: LACOE Technology Services are responsible in collaboration with SELPA and Central Office staff to support all student data systems and reports to support this requirement.

Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will facilitate the review of the Annual Budget and Service Plans, LACOE's Annual Performance Indicators and bi-weekly reports including but not limited to: the 100 P-SPED Report; 201 Administrative Services Report; and the 310 IEP Compliance Report. SELPA will facilitate reviews by the LEA leaders, CAC, and other SELPA stakeholders including collaborating agencies.

Role of the individual LEAs: Schools are responsible in collaboration with all SELPA stakeholders to ensure services to students, improved student outcomes, improved instruction and compliance with all codes, regulations, policies and procedures. Schools will also review not less than twice weekly and during their PLC's, regular staff meetings and also special education team meetings, the SPED-X reports including but not limited to: the 100 P-SPED Report; 120 and 121 Service Providers Registers; 201 Administrative Services Report; and the 310 IEP Compliance Report.

Schools will also actively participate in all required CDE monitoring activities; OAH findings and determinations and CDE Compliance Complaints and all specific corrective actions to increase or maintain compliance. Schools will provide leadership for cooperative action toward the implementation, administration, and operation of the local plan.

7. Coordinated system of data collection and management:

Document Title: Comprehensive Local Plan for Special Education

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Document Location:

<https://www.lacoe.edu/education/lacoe-schools/selpa>

Description:

Direct Instructional support provided by the program specialist/SELPA staff: SELPA staff and others assigned to carry out these duties will provide technical assistance and guidance on SPED-X special education data management systems.

Role of the RLA/AU: LACOE's Technology Services in collaboration with SELPA and other stakeholders support and maintain student information management systems including SPED-X and Aeries and also support and provide technical assistance, guidance and professional development supporting these systems for this requirement.

Role of the Administrator of the SELPA: The SELPA Administrator or designee will certify the California Longitudinal Assessment and Pupil Data System (CALPADS) submission as required by the California Department of Education. The SELPA Administrator, or designee, in collaboration with LACOE Technology Services will provide technical assistance and staff development on data collection from student data information systems including SPED-X.

Role of the individual LEAs: Schools are responsible for data entry, accuracy, and integrity. Schools will gather, interpret, and report special education program data and quality indicators regarding current program operations and effectiveness in collaboration with all SELPA stakeholders. LACOE will certify the California Longitudinal Assessment and Pupil Data System (CALPADS) submission as required by the California Department of Education in preparation for SELPA Certification.

8. Coordination of interagency agreements:

Document Title:

Nonpublic, Nonsectarian School And Agency Services For Special Education - BP 0430

Document Location:

<https://www.lacoe.edu/about/board/policies>

Direct Instructional support provided by the program specialist/SELPA staff: SELPA staff support the coordination of interagency agreements with non-public schools and non-public agencies and others as needed.

Role of the RLA/AU: LACOE Business services facilitates the processing of contracts using the SELPA Master Contract as required and amended to address LACOE specific needs.

Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will serve on committees as interagency agreements are

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being reviewed, revised, or developed. The SELPA Administrator will ensure that interagency agreements are in place as required by California Education Code, and provide technical assistance and dispute resolution as needed.

Role of the individual LEAs: Schools will request services that may be needed to ensure the students IEP services are provided. Schools will communicate with the SELPA when a non-public agency is needed for services to be delivered. Schools will provide school site access to service providers, data base access to document services and coordination of all requirements to ensure services are being delivered including monitoring service registers within SPED-4 to support compliance with service delivery and accountability in the billing process along with SELPA staff.

9. Coordination of services to medical facilities:

Document Title:

School Health Services - BP 5141.6(a)

Document Location:

<https://www.lacoe.edu/about/board/policies>

Description:

Direct Instructional support provided by the program specialist/SELPA staff: SELPA and school health services staff will provide technical assistance and guidance for IEP teams when students are temporarily placed in medical facilities.

Role of the RLA/AU: Not applicable.

Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will facilitate the coordination of these services and provide technical assistance and guidance to the medical facilities and schools as needed.

Role of the individual LEAs: Schools will work with Central Office and SELPA staff when students are temporarily placed in medical facilities.

10. Coordination of services to licensed children's institutions and foster family homes:

Document Title:

Education For Foster Youth - BP 6173.1

Document Location:

<https://www.lacoe.edu/about/board/policies>

Direct Instructional support provided by the program specialist/SELPA staff: SELPA staff will coordinate with the LACOE Central Office staff and all other agencies to ensure pupils have a full educational opportunity upon transition

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from LACOE schools.

Role of the RLA/AU: LACOE Educational Services, Student Support Services provides support to LACOE Educational Programs staff when needed to support transitioning students from LACOE schools to other LEA's across LA County and other Counties as needed.

Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will facilitate the coordination of these services by the designated LEAs and provide technical assistance and guidance to the licensed children's institutions and foster family homes and LEAs as appropriate related to special education services, IEP's and related codes and regulations.

Role of the individual LEAs: Special education services for students with disabilities residing in foster family homes or licensed children's institutions shall be the responsibility of the LEA in which the foster family home or the licensed children's institution is located, unless based on education code there is another district of special education accountability which would be responsible.

11. Preparation and transmission of required special education local plan area reports:

Document Title:

Comprehensive Local Plan For Special Education BP 0430

Document Location:

<https://www.lacoe.edu/about/board/policies>

Description:

Direct Instructional support provided by the program specialist/SELPA staff: SELPA staff support the preparation and transmission of required special education local plan area reports.

Role of the RLA/AU: The RLA/AU may review, sign and submit as appropriate various required special education local plan area reports.

Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will ensure timely review and transmission of required reports and provide technical assistance all LACOE SELPA stakeholders in completing those reports.

Role of the individual LEAs: Schools are responsible for data entry, accuracy, and integrity and will submit required data and reports in order for timely submission to the CDE as required.

12. Fiscal and logistical support of the CAC:

Document Title:

Comprehensive Local Plan For Special Education & Parent Involvement

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Document Location:

<https://www.lacoe.edu/education/lacoe-schools/selpa>

Description:

Direct Instructional support provided by the program specialist/SELPA staff: SELPA staff support and participate in the Community Advisory Committee through all Educational Programs parent outreach, support and engagement efforts.

Role of the RLA/AU: LACOE as an organization supports all parent engagement activities of it's various Divisions and Programs.

Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will provide fiscal and logistical support for CAC meetings, events, and trainings.

Role of the individual LEAs: Schools and Parent Liaisons provide support and outreach in collaboration with Central Office staff on parent engagement activities.

13. Coordination of transportation services for individuals with exceptional needs:

Document Title:

Individualized Education Program - BP 6159

Document Location:

<https://www.lacoe.edu/about/board/policies>

Description:

Direct Instructional support provided by the program specialist/SELPA staff: SELPA staff will support IEP teams and questions about the necessity of transportation. SELPA staff also coordinates transportation for students to residential treatment centers when LACOE has offered FAPE through an IEP.

Role of the RLA/AU: LACOE business services processes contracts necessary for transportation of students.

Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will provide technical assistance, training and support in coordinating transportation as requested by the LEA.

Role of the LEA: Students in LACOE schools receive transportation services when it is necessary to implement an offer of FAPE as agreed to in an IEP. Should the IEP team have questions on the necessity of transportation necessary to implement the students IEP, the school administrator or designee will contact the SELPA for guidance.

14. Coordination of career and vocational education and transition services:

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Document Title:	6178 Career Technical Education 6178.1 Work Experience Education
Document Location:	https://www.lacoe.edu/about/board/policies
Description:	<p>Direct Instructional support provided by the program specialist/SELPA staff: SELPA staff supports schools and all SELPA stakeholders in developing career technical education and work experience opportunities.</p> <p>Role of the RLA/AU: LACOE business services facilitates contracts to implement related program for this requirement.</p> <p>Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will provide technical assistance and staff development as needed. The SELPA Administrator, or designee, may provide targeted or intensive support to schools based on identified needs in the Annual Performance Report and assist schools in completing any monitoring activities required by the CDE specific to this item.</p> <p>Role of the individual LEAs: School staff will support students and access to these programs and contract requirements.</p>

15. Assurance of full educational opportunity:

Document Title:	Comprehensive Local Plan For Special Education - BP 0430
Document Location:	https://www.lacoe.edu/about/board/policies
Description:	<p>Direct Instructional support provided by program specialist/SELPA Staff: The program specialists and others that are assigned to carry out these duties, assure students have a full educational opportunity in collaboration with schools and IEP teams.</p> <p>Role of the RLA/AU: LACOE as an entire agency supports the assurance of full educational opportunity.</p> <p>Role of the Administrator of the SELPA: Through approval of the Annual Services Plan the SELPA Administrator will ensure that the full continuum of services is provided. The SELPA Administrator, or designee, will assist with intra- and inter-SELPA transfers, as needed. Additionally, professional development and technical assistance is available upon request or as determined to be needed by the SELPA to schools in this requirement.</p> <p>Role of the individual LEAs: Each school and IEP team will determine the regional programs needed to meet the needs of the students with disabilities within the SELPA. Additionally, each school, in collaboration with the SELPA and all SELPA stakeholders is responsible for providing a full continuum of</p>

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services for enrolled students.

16. Fiscal administration and the allocation of state and federal funds pursuant to *EC* Section 56836.01—The SELPA Administrator's responsibility for the fiscal administration of the annual budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.

Document Title: Comprehensive Local Plan For Special Education - BP 0430

Document Location: <https://www.lacoe.edu/about/board/policies>

Description:

Direct Instructional support provided by the program specialist/SELPA staff:
Not applicable

Role of the RLA/AU: LACOE as the RLA/AU receives federal and state funds on behalf of the LACOE SELPA, and distribute the funds as determined through established LACOE personnel, budget and business practices.

Role of the Administrator of the SELPA: The SELPA Administrator will be responsible for oversight and accountability for special education revenues, expenditures, budgets and reporting requirements through established LACOE policies and procedures and in collaboration with all LACOE SELPA stakeholders. The SELPA Administrator will also facilitate the completion and submission of the Annual Budget Plan.

Role of the individual LEAs: Each school will collaborate with all SELPA stakeholders to be fiscally responsible with special education funding and ensuring resources are allocated to serve enrolled students in their schools in accordance with the student IEP.

17. Direct instructional program support that maybe provided by program specialists in accordance with *EC* Section 56368:

Document Title: 4100 Certificated Personnel - SP
4200 Classified Personnel - SP

Document Location: <https://www.lacoe.edu/about/board/policies>

Direct Instructional support provided by the program specialist/SELPA Staff: A program specialist may possessing (or eligible for) one of the following California credentials: Special Education teaching credential, Clinical Rehabilitative Services, Adapted Physical Education, or School Psychology and Administrative Service Credential. A program specialist shall also have an in-depth knowledge of specific disabilities, preschool, and/or vocational development, depending upon the needs of the SELPA. The program specialists

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and others that are assigned to carry out these duties shall be available to all students with disabilities, their families, and LEA staff. They shall work in a cooperative manner planning activities to meet the needs of the students with disabilities within the SELPA. They help to coordinate the delivery of services by serving on all SELPA stakeholder committees to provide staff development, CAC parent engagement and providing technical assistance and guidance on all special education matters as needed across the SELPA. Program specialists' services and responsibilities may include, but are not limited to:

- Assure that students with disabilities have full educational opportunity
- Plan, direct, coordinate and evaluate instructional programs in accordance with state and federal regulations
- Provide direct instructional support, as directed
- Identify needs and develop short and long-range plans for staff development, curriculum development, and program effectiveness
- Provide staff development and training for general and special education administrators and staff
- Represent the SELPA on committees
- Coordinate student placements across LEA and SELPA boundaries
- Develop and disseminate forms, policies and procedures throughout the SELPA
- Monitor services and programs in nonpublic schools
- Provide direction to schools regarding complaints filed with the CDE
- Develop and submit proposals for grants and research projects, as requested
- Assure appropriate coordination of general and special education instructional resources for students
- Serve as LEA representatives and commit LEA resources, as appropriate on LACOE and interagency committees
- Interpret and implement new laws and regulations (Federal and State)
- Design and implement alternative dispute resolution strategies
- Coordinate mediation and due process issues
- Serve as liaison to collaborate with other public agencies.
- Provide support to schools in the area of positive behavior intervention
- Coordinate program reviews of the effectiveness of the Local Plan
- Assist in the preparation, implementation and follow-up of reviews by the state including those that are part of CDE monitoring activities
- Conduct audits or reviews as requested

Role of the RLA/AU: LACOE will hire staff to perform these legally required duties and responsibilities.

Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will hire, supervise, evaluate, and discipline the program specialists who are employed by the SELPA, and provide technical support needed for the implementation of the duties above for those carrying out these functions. The SELPA Administrator will annually review budget allocations for the services of the staff required to provide the function in EC 56836 to serve SELPA-wide needs in collaboration with LACOE SELPA stakeholders.

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Role of the individual LEAs: Schools will collaborate with LACOE SELPA and SELPA stakeholders to ensure all requirements this section.

Special Education Local Plan Area Services

1. A description of programs for early childhood special education from birth through five years of age:

Document Title: Birth To Five Early Care And Education - BP 5148.3(a)

Document Location: <https://www.lacoe.edu/about/board/policies>

Description: While the LACOE SELPA has no schools or programs for students birth to five years, LACOE as the County Office of Education does work more broadly with this identified age of students through other LACOE Divisions. The County Superintendent or designee will work cooperatively with the local child care and development planning councils, such as the Los Angeles County Children's Planning Council, public and private agencies, parents/guardians, and other community members to assess child care needs in the community, establish program priorities, obtain ongoing feedback

2. A description of the method by which members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, may address questions or concerns to the SELPA governing body or individual administrator:

Document Title: Procedural Safeguards And Complaints For Special Education - BP 6159.1

Document Location: <https://www.lacoe.edu/about/board/policies>

Description: LACOE websites, including directory information to members of administration and governing bodies are regularly updated and offer current information to assist the public with making contact with LACOE personnel. Members of the public, including parents or guardians of students with disabilities who are receiving services under the local plan may address questions or concerns to the SELPA governing body or individual administrator in a number of ways. They may:

- Contact school of attendance/site administrator
- Contact the SELPA office/SELPA Administrator
- Contact the Superintendent or designee
- Interact with the LACOE governing board through Public Comment.
- This contact information is available to the public at the LACOE website.

3. A description of a dispute resolution process, including mediation and final and binding

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arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan:

Document Title:	Procedural Safeguards And Complaints For Special Education BP 6159.1
Document Location:	https://www.lacoe.edu/about/board/policies
Description:	The dispute resolution process, including mediation and arbitration is outlined in the Procedural Safeguards, which are updated on a yearly basis. Parents are given a copy of Procedural Safeguards along with the assessment plan for initial assessment. Procedural Safeguards are offered at least yearly during the Annual IEP, but often at various meetings throughout the year as well. Parents are given an explanation of their rights at each meeting at which the Safeguards are offered, and are given the opportunity to ask clarifying questions. Additionally, copies of the Procedural Safeguards are available for viewing and printing on the LACOE website and the LACOE SELPA website and hard copies are available at school sites and the SELPA office.

4. A description of the process being used to ensure a student is referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized:

Document Title:	Identification And Evaluation Of Individuals For Special Education - BP 6164.4(a)
Document Location:	https://www.lacoe.edu/about/board/policies
Description:	Students are referred for Special Education assessment through the Student Planning Team process after a team has convened to review and consider whether all general education resources have been adequately utilized. A three-tiered intervention model is utilized to ensure that students have access to appropriate supports before being referred to special education.

5. A description of the process being used to oversee and evaluate placements in nonpublic, nonsectarian schools and the method of ensuring that all requirements of each student's individualized education program are being met. The description shall include a method for evaluating whether the student is making appropriate educational progress:

Document Title:	Nonpublic, Nonsectarian School And Agency Services For Special Education - BP 0430(a)
Document Location:	https://www.lacoe.edu/about/board/policies
	When LACOE contracts with a nonpublic, nonsectarian school shall evaluate the placement of its pupil(s) in such schools, the County Superintendent or designee

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Description:

shall ensure that the IEP team: (Education Code 56043, 56341.1, 56380; 20 USC 1414(d)(4); 34 CFR 300.324)

1. Reviews the IEP periodically, but at least annually, to determine whether the annual goals for the student are being achieved and the appropriateness of placement
2. Revises the IEP, as appropriate, to address:
 - a. Any lack of expected progress toward the annual goals and in the general education curriculum, where appropriate
 - b. The results of any reassessment conducted pursuant to Education Code 56381
 - c. Information about the student provided to or by the parents/guardians regarding review of evaluation data pursuant to 34 CFR 305(a)(2) and Education Code 56381(b)
 - d. The student's anticipated needs
 - e. Other matters
3. Considers the special factors listed in items #5-9 above when reviewing the IEP of a student with a disability who has additional behavior or communication needs LACOE will observe a pupil during instruction and will conduct a walkthrough of the facility.

A SELPA representative shall review the master contract, the individual services agreements, and the IEP to ensure that all services agreed upon and specified in the IEP are provided.

6. A description of the process by which the SELPA will fulfill the obligations to provide free and appropriate public education (FAPE) to a student age 18 to 21 (or age 22 under the circumstances described in *EC* 56026(c)(4)) who has been incarcerated in a county jail and remains eligible for special education services:

The obligation to make FAPE available extends to those otherwise-eligible adults in county jail, age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (*EC* Section 56040)

It is the responsibility of the district of residence (DOR) to provide special education services and related services to an adult student in county jail who remains eligible for these services and wishes to receive them. The DOR is the district in which the student's parents resided when the student turned 18, unless and until the parents move to a new DOR. For conserved students, the DOR is based on the residence of the conservator. (*EC* Section 56041)

Document Title:

Individualized Education Program - BP 6159

Document Location:

<https://www.lacoe.edu/about/board/policies>

Pursuant to the Garcia Settlement Site Procedures any student (18-22 years of age), receiving special education and/or related services, transferring from a

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Description:

LACOE Hall or Camp to a Los Angeles County Jail facility will require the site to:

1. Provide the “Student Notice of Transfer to LACJ Letter”,
2. Provide the student a copy of his/her last IEP to be placed in the accompanying, student’s file,
3. Send the District of Residence the “Notification of Transfer to Los Angeles County Jail Letter” with the student’s records (IEP, transcripts, etc.), provided the adult student signs the consent on the bottom of the Letter. If the adult student does not provide consent or if the student is not 18 years old yet, send the Letter that informs the DOR that records will be sent upon request (there are two letters- one sent with the records and one informing the DOR to request the records),
4. Fax the California Dept. of Education (CDE) a copy of the DOR “Notification of Transfer to Los Angeles County Jail Letter”,
5. Fax the LACJ probation liaison (email address is on the Letter) a copy of the “Student Notice of Transfer to LACJ Letter”,
6. Complete the “Students Transferred from Hall to LACJ Log”, make sure to specify the date each item was done/sent and,
7. Send SELPA an electronic copy of the Log when completed.
8. LACOE contact person available to assist in arranging and participate by phone in student's first IEP meeting at LACJ

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Projected special education budget funding, revenues, and expenditures by LEAs are specified in **Attachments II–V**. This includes supplemental aids and services provided to meet the needs of students with disabilities as defined by the Individuals with Disabilities Education Act (IDEA) who are placed in regular education classrooms and environments, and those who have been identified with low incidence disabilities who also receive special education services.

IMPORTANT: Adjustments to any year’s apportionment must be received by the California Department of Education (CDE) from the SELPA prior to the end of the first fiscal year (FY) following the FY to be adjusted. The CDE will consider and adjust only the information and computational factors originally established during an eligible FY, if the CDE's review determines that they are correct. California *Education Code (EC)* Section 56048

Pursuant to *EC* Section 56195.1(2)(b)(3), each Local Plan must include the designation of an administrative entity to perform functions such as the receipt and distribution of funds. Any participating local educational agency (LEA) may perform these services. The administrative entity for a multiple LEA SELPA or an LEA that joined with a county office of education (COE) to form a SELPA, is typically identified as a responsible local agency or administrative unit. Whereas, the administrative entity for single LEA SELPA is identified as a responsible individual. Information related to the administrative entity must be included in Local Plan Section A: Contacts and Certifications.

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TABLE 1

Special Education Projected Revenue Reporting (Items D-1 to D-3)

D-1. Special Education Revenue by Source

Using the fields below, identify the special education projected revenue by funding source. The total projected revenue and the percent of total funding by source is automatically calculated.

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	893,115	8.34%
AB 602 Property Taxes	8,120,510	75.85%
Federal IDEA Part B	565,007	5.28%
Federal IDEA Part C		0.00%
State Infant/Toddler		0.00%
State Mental Health	711,531	6.65%
Federal Mental Health	116,271	1.09%
Other Projected Revenue	300,000	2.80%
Total Projected Revenue:	10,706,434	100.00%

D-2. "Other Revenue" Source Identification

Identify all revenue identified in the "Other Revenue" category above, by revenue source, that is received by the SELPA specifically for the purpose of special education, including any property taxes allocated to the SELPA pursuant to *EC* Section 2572. *EC* Section 56205(b)(1)(B)

Local revenue to provide Residential Treatment Services pursuant to an IEP.

D-3. Attachment II: Distribution of Projected Special Education Revenue

Using the form template provided in **Attachment II**, complete a distribution of revenue to all LEAs participating in the SELPA by funding source.

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TABLE 2

Total Projected Budget Expenditures by Object Code (Items D-4 to D-6)

D-4. Total Projected Budget by Object Code

Using the fields below, identify the special education expenditures by object code. The total expenditures and the percent of total expenditures by object code is automatically calculated.

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	7,427,881	42.77%
Object Code 2000—Classified Salaries	1,979,952	11.40%
Object Code 3000—Employee Benefits	4,508,431	25.96%
Object Code 4000—Supplies	84,744	0.49%
Object Code 5000—Services and Operations	1,759,791	10.13%
Object Code 6000—Capital Outlay	0	0.00%
Object Code 7000—Other Outgo and Financing	1,604,425	9.24%
Total Projected Expenditures:	17,365,224	100.00%

D-5. Attachment III: Projected Local Educational Agency Expenditures by Object Code

Using the templates provided in **Attachment III**, complete a distribution of projected expenditures by LEAs participating in the SELPA by object code.

D-6. Code 7000—Other Outgo and Financing

Include a description for the expenditures identified under object code 7000:

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TABLE 3

Federal, State, and Local Revenue Summary (Items D-7 to D-8)

D-7. Federal Categorical, State Categorical, and Local Unrestricted Funding

Using the fields below, enter the projected funding by revenue jurisdiction. The "Total Revenue From All Sources" and the "Percentage of Total Funding" fields are automatically calculated.

Revenue Source	Amount	Percentage of Total Funding
Projected State Special Education Revenue	10,025,156	57.73%
Projected Federal Revenue	681,278	3.92%
Local Contribution	6,658,790	38.35%
Total Revenue from all Sources:	17,365,224	100.00%

D-8. Attachment IV: Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency

Using the CDE-approved template provided in **Attachment IV**, provide a complete distribution of revenues to all LEAs participating in the SELPA by federal and state funding source.

D-9. Special Education Local Plan Area Allocation Plan

- a. Describe the SELPA's allocation plan, including the process or procedure for allocating special education apportionments, including funds allocated to the RLA/AU/responsible person pursuant to *EC* Section 56205(b)(1)(A).

LACOE SELPA, 1901, is a single LEA SELPA. All funds are used by the LEA to identify and serve students with disabilities.

- b. ☒ YES ☐ NO

If the allocation plan specifies that funds will be apportioned to the RLA/AU/AE, or to the SELPA administrator (for single LEA SELPAs), the administrator of the SELPA, upon receipt, distributes the funds in accordance with the method adopted pursuant to *EC* Section 56195.7(i). This allocation plan was approved according to the SELPA's local policymaking process and is consistent with SELPA's summarized policy statement identified in Local Plan Section B: Governance and Administration item B-4. If the response is "NO," then either Section D should be edited, or Section B must be amended according to the SELPA's adopted policy making process, and resubmitted to the COE and CDE for approval.

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TABLE 4**Special Education Local Plan Area Expenditures (Items D-10 to D-11)****D-10. Regionalized Operations Budget**

Using the fields below, identify the total operating expenditures projected for the SELPA, exclusively. Expenditure line items are according SACS object codes. Include the projected amount budgeted for the SELPA's exclusive use. The "Percent of Total" expenses is automatically calculated. NOTE: Table 4 does not include district LEA, charter LEA, or COE LEA expenditures, there is no Attachment to be completed for Table 4.

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	409,151	21.22%
Object Code 2000—Classified Salaries	525,855	27.28%
Object Code 3000—Employee Benefits	594,032	30.81%
Object Code 4000—Supplies	250	0.01%
Object Code 5000—Services and Operations	220,496	11.44%
Object Code 6000—Capital Outlay	0	0.00%
Object Code 7000—Other Outgo and Financing	178,128	9.24%
Total Projected Operating Expenditures:	1,927,912	100.00%

D-11. Object Code 7000 --Other Outgo and Financing Description

Include a description of the expenditures identified under "Object Code 7000—Other Outgo and Financing" by SACS codes. See Local Plan Guidelines for examples of possible entries.

Indirect Cost

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TABLE 5

Supplemental Aids and Services and Students with Low Incidence Disabilities (D-12 to D-15)

The standardized account code structure (SACS), goal 5760 is defined as "Special Education, Ages 5–22." Students with a low incidence (LI) disability are classified severely disabled. The LEA may elect to have locally defined goals to separate low-incidence disabilities from other severe disabilities to identify these costs locally.

D-12. Defined Goals for Students with LI Disabilities

Does the SELPA, including all LEAs participating in the SELPA, use locally defined goals to separate low-incidence disabilities from other severe disabilities?

☒ YES ☐ NO

D-13. Total Projected Expenditures for Supplemental Aids and Services in the Regular Classroom and for Students with LI Disabilities

Enter the projected expenditures budgeted for Supplemental Aids and Services (SAS) disabilities in the regular education classroom.

0

D-14. Total Projected Expenditures for Students with LI Disabilities

Enter the total projected expenditures budgeted for students with LI disabilities.

13,633

D-15. Attachment V: Projected Expenditures by LEA for SAS Provided to Students with Exceptional Needs in the Regular Classroom and Students with LI Disabilities

Using the current CDE-approved template provided for Attachment V, enter the SELPA's projected funding allocations to each LEA for the provision of SAS to students with exceptional needs placed in the regular classroom setting and for those who are identified with LI disabilities. Information included in this table must be consistent with revenues identified in Section D, Table 5.

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California *Education Code (EC)* sections 56205(b)(2) and (d); 56001; and 56195.9

The Local Plan Section E: Annual Service Plan must be adopted at a public hearing held by the SELPA. Notice of this hearing shall be posted in each school in the SELPA at least 15 days before the hearing. Local Plan Section E: Annual Service Plan may be revised during any fiscal year according to the SELPA's process as established and specified in Section B: Governance and Administration portion of the Local Plan consistent with *EC* sections 56001(f) and 56195.9. Local Plan Section E: Annual Service Plan must include a description of services to be provided by each local educational agency (LEA), including the nature of the services and the physical location where the services are provided (Attachment VI), regardless of whether the LEA is participating in the Local Plan.

Services Included in the Local Plan Section E: Annual Service Plan

All entities and individuals providing related services shall meet the qualifications found in Title 34 of the *Code of Federal Regulations (34 CFR)* Section 300.156(b), Title 5 of the *California Code of Regulations (5 CCR)* 3001(r) and the applicable portions 3051 et. seq.; and shall be either employees of an LEA or county office of education (COE), employed under contract pursuant to *EC* sections 56365-56366, or employees, vendors or contractors of the State Departments of Health Care Services or State Hospitals, or any designated local public health or mental health agency. Services provided by individual LEAs and school sites are to be included in **Attachment VI**.

Include a description each service provided. If a service is not currently provided, please explain why it is not provided and how the SELPA will ensure students with disabilities will have access to the service should a need arise.

- ☒ 330—Specialized Academic Instruction/
Specially Designed Instruction

Provide a detailed description of the services to be provided under this code.

Adapting, as appropriate, to the needs of the child with a disability the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children. (34 CFR 300.39(b)(3)).

☐ Service is Not Currently Provided

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☐ 210–Family Training, Counseling, Home Visits (Ages 0-2 only)

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

This student population, 0-2 only, is not served within LACOE SELPA.

☐ 220–Medical (Ages 0-2 only)

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

☐ 230–Nutrition (Ages 0-2 only)

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

This student population, 0-2 only, is not served within LACOE SELPA.

☐ 240–Service Coordination (Ages 0-2 only)

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

This student population, 0-2 only, is not served within LACOE SELPA.

☐ 250–Special Instruction (Ages 0-2 only)

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

This student population, 0-2 only, is not served within LACOE SELPA.

☐ 260–Special Education Aide (Ages 0-2 only)

☒ *Service is Not Currently Provided*

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Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

This student population, 0-2 only, is not served within LACOE SELPA.

☐ 270—Respite Care (Ages 0-2 only)

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

This student population, 0-2 only, is not served within LACOE SELPA.

☒ 340—Intensive Individual Instruction

Provide a detailed description of the services to be provided under this code.

Individualized Education Program (IEP) Team determination that student requires additional support for all or part of the day to meet his or her IEP goals.

☐ *Service is Not Currently Provided*

☒ 350—Individual and Small Group Instruction

Provide a detailed description of the services to be provided under this code.

This student population, 3-5 only, is not served within LACOE SELPA.

☒ *Service is Not Currently Provided*

☒ 415—Speech and Language

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, or expression of spoken language. Language differences or speech patterns resulting from unfamiliarity with

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the English language and from environmental, economic, or cultural factors are not included. Services include: specialized instruction and services, monitoring, reviewing, and consultation.

☒ 425–Adapted Physical Education

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually designed developmental activities, games, sports and rhythms, for strength development and fitness, suited to the capabilities, limitations, and interests of individual students with disabilities who may not safely, successfully or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical education program. (CCR Title 5 §3051.5).

☒ 435–Health and Nursing: Specialized
Physical Health Care

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Health care services means those health services prescribed by the child's licensed physician and/or surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (CCR §3051.12(b)(1)(A)). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration and glucose testing (EC §49423.5 (d)).

☒ 436–Health and Nursing: Other

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals, and maintaining communication with agencies and health care providers. These services do not include any physician-supervised or specialized health care service. IEP-required health and nursing services are expected to supplement the regular health services program. (34 CFR 300.34; CCR Title 5 §3051.12 (a)).

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☒ 445–Assistive Technology

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Any specialized training or technical support for the incorporation of assistive devices, adapted computer technology, or specialized media with the educational programs to improve access for students. The term includes a functional analysis of the student's needs for assistive technology; selecting, designing, fitting, customizing, or repairing appropriate devices; coordinating services with assistive technology devices; training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services, and employers. (34 CFR Part 300.6).

☒ 450–Occupational Therapy

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities. Both direct and indirect services may be provided within the classroom, other educational settings or the home; in a group or on an individual basis; and may include therapeutic techniques to develop abilities; adaptations to the student's environment or curriculum; and consultation and collaboration with other staff and parents. Services are provided, pursuant to an Individualized Education Program (IEP), by a qualified occupational therapist registered with the American Occupational Therapy Certification Board. (CCR Title 5 §. 3051.6, EC Part 30 §56363).

☒ 460–Physical Therapy

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services are provided, pursuant to an Individualized Education Program (IEP), by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home; and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents. (B&PC Ch. 5.7, CCR Title 5 §3051.6, EC Part 30 §56363, GC-Interagency Agreements Ch. 26.5 §7575(a)(2)).

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☒ 510–Individual Counseling

Provide a detailed description of the services to be provided under this code.

One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program. (34 CFR §300.24(b)(2), (CCR Title 5 §3051.9).

☐ *Service is Not Currently Provided*

☒ 515–Counseling and Guidance

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. IEP-required group counseling is expected to supplement the regular guidance and counseling program. (34 CFR §300.24(b)(2)); CCR Title 5 §3051.9) Guidance services include interpersonal, intrapersonal or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling program. (34 CFR 300.306; CCR Title 5 §3051.9).

☒ 520–Parent Counseling

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Individual or group counseling provided by a qualified individual pursuant to an Individualized Education Program (IEP) to assist the parent(s) of special education students in better understanding and meeting their child's needs; may include parenting skills or other pertinent issues. IEP-required parent counseling is expected to supplement the regular guidance and counseling program. (34 CFR §300.31(b)(7); CCR Title 5 §3051.11).

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☒ 525–Social Worker

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Services provided pursuant to an Individualized Education Program (IEP) by a qualified individual, includes, but are not limited to, preparing a social or developmental history of a child with a disability; group and individual counseling with the child and family; working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program. (34 CFR §300.24(b)(13); CCR Title 5 §3051.13).

☒ 530–Psychological

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services, provided by a credentialed or licensed psychologist pursuant to an Individualized Education Program (IEP), include interpreting assessment results to parents and staff in implementing the IEP; obtaining and interpreting information about child behavior and conditions related to learning; planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. (CFR Part 300 §300.24). IEP-required psychological services are expected to supplement the regular guidance and counseling program. (34 CFR §300.24; CCR Title 5 §3051.10).

☒ 535–Behavior Intervention

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment. (CCR Title 5 §3001(d)).

☒ 540–Day Treatment

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Provide a detailed description of the services to be provided under this code.

Structured education, training and support services to address the student's mental health needs. (Health & Safety Code, Div.2, Chap.3, Article 1, §1502(a)(3)).

☐ *Service is Not Currently Provided*

☒ 545–Residential Treatment

Provide a detailed description of the services to be provided under this code.

A 24-hour out-of-home placement that provides intensive therapeutic services to support the educational program. (Welfare and Institutions Code, Part 2, Chapter 2.5, Art. 1, §5671)).

☐ *Service is Not Currently Provided*

☒ 610–Specialized Service for Low Incidence
Disabilities

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Low incidence services are defined as those provided to the student population of orthopedically impaired (OI), visually impaired (VI), deaf, hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or the itinerant teacher/specialist. Consultation is provided to the teacher, staff and parents as needed. These services must be clearly written in the student's Individualized Education Program (IEP), including frequency and duration of the services to the student. (CCR Title 5 §3051.16 & 3051.18).

☒ 710–Specialized Deaf and Hard of Hearing

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services include speech therapy, speech reading, auditory training and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel may also be included. (CCR Title 5 §3051.16 and 3051.18).

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☒ 715–Interpreter

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter.

☒ 720–Audiological

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services include measurements of acuity, monitoring amplification, and frequency modulation system use. Consultation services with teachers, parents or speech pathologists must be identified in the Individualized Education Program (IEP) as to reason, frequency and duration of contact; infrequent contact is considered assistance and would not be included. (CCR Title 5 §3051.2).

☒ 725–Specialized Vision

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs, including Braille, large type, and aural media; instruction in areas of need; concept development and academic skills; communication skills (including alternative modes of reading and writing); social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students (such as transcribers, readers, counselors, orientation and mobility specialists, career/vocational staff, and others) and collaboration with the student's classroom teacher. (CCR Title 5 §3030(d), EC 56364.1).

☒ 730–Orientation and Mobility

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an Individualized Education Program (IEP).

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☒ 735–Braille Transcription

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Any transcription services to convert materials from print to Braille. It may include textbooks, tests, worksheets, or anything necessary for instruction. The transcriber should be qualified in English Braille as well as Nemeth Code (mathematics) and be certified by appropriate agency.

☒ 740–Specialized Orthopedic

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment. (CCR Title 5 §3030(e) & 3051.16).

☒ 745–Reading

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Any specialized assistance provided for students who are print-impaired, whether the impairment is the result of a visual disability, other physical disability, or reading disability. This may include but is not limited to, readers provided for examinations, textbooks, and other course related reading assignments and may also include recorded materials.

☒ 750–Note Taking

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Any specialized assistance given to the student for the purpose of taking notes when the student is unable to do so independently. This may include, but is not limited to, copies of notes taken by another student, transcription of tape-recorded information from a class, or aide designated to take notes. This does not include instruction in the process of learning how to take notes.

☒ 755–Transcription

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Any transcription service to convert materials from print to a mode of communication suitable

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for the student. This may also include dictation services as it may pertain to textbooks, tests, worksheets, or anything necessary for instruction.

☒ 760–Recreation Service, Including
Therapeutic Recreation

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Therapeutic recreation and specialized instructional programs designed to assist pupils to become as independent as possible in leisure activities, and when possible and appropriate, facilitate the pupil's integration into general recreation programs. (CCR Title 5 §3051.15; 20 USC 1401(26(A)(1)) (34 CFR 300.24).

☒ 820–College Awareness

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

The result of acts that promote and increase student learning about higher education opportunities, information and options that are available including, but not limited to, career planning, course prerequisites, admission eligibility and financial aid.

☒ 830–Vocational Assessment, Counseling,
Guidance, and Career Assessment

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions. (CCR Title 5 §3051.14).

☒ 840–Career Awareness

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Transition services include a provision in paragraph (1)(c)(vi), self-advocacy, career planning, and career guidance. There is a need for coordination between this provision and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds. (34 CFR §300.29).

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☒ 850–Work Experience Education

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree. (34 CFR 300.26).

☒ 855–Job Coaching

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

A service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled, and trained on the job who can determine how the employee that is experiencing difficulty learns best and formulate a training plan to improve job performance.

☒ 860–Mentoring

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

A sustained coaching relationship between a student and teacher through on-going involvement and offers support, guidance, encouragement, and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal as in planned, structured instruction or informal that occurs naturally through friendship, counseling and collegiality in a casual, unplanned way.

☒ 865–Agency Linkages (referral and placement)

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Service coordination and case management that facilitates the linkage of individualized education programs under this part and individualized family service plans under part C with individualized service plans under multiple Federal and State programs, such as Title I of the Rehabilitation Act of 1973 (vocational rehabilitation), Title XIX of the Social Security Act (Medicaid), and Title XVI of the Social Security Act (supplemental security income). (34 CFR §613).

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☒ 870–Travel and Mobility Training

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Orientation and mobility services: (i) Means services provided to blind or visually impaired children by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community.

☒ 890–Other Transition Services

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and postsecondary agencies.

☒ 900–Other Related Service

Pursuant to Title 5 of the *California Code of Regulations* (5 CCR) 3051.24, "other related services" not identified in sections 5 CCR sections 3051.1 through 3051.23 must be provided only by staff who possess a license to perform the service issued by an entity within the Department of Consumer Affairs or another state licensing office; or by staff who hold an credential issued by the California Commission on Teacher Credentialing authorizing the service. If code 900 is used, include the information below. Users may select the "+" and "-" buttons to add or delete responses.

☐ *Service is Not Currently Provided*



Description of the "Other Related Service"

Any other specialized service required for a student with a disability to receive educational benefit.

Qualifications of the Provider Delivering "Other Related Service"

LOCAL PLAN
Attachments
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

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Attachment I—Local Educational Agency Listing

Participating Local Educational Agency Identification

Enter the California Department of Education (CDE) issued county/district/school code (CDS) and the full name for each local educational agency (LEA) participating in the Local Plan. The LEA names will automatically populate the remaining attachments. Pursuant to California *Education Code (EC)* sections 56205(a)(12)(D)(iii) and 56195.1(b) and (c). SELPAs with one or more LEAs, or those who join with the county office of education (COE) to submit a Local Plan to the CDE for consideration of approval must include copies of joint powers agreements or contractual agreements, as appropriate.

In the table below, enter the CDE issued CDS code and the official name as listed in the California School Directory <https://www.cde.ca.gov/SchoolDirectory/> for each COE, District, Joint Powers Authority (JPA), and SELPA participating in the Local Plan and receiving a special education funding allocation for services and programs provided to students with disabilities.

To Add or Delete Rows:

To add or delete table rows, select the "plus" or "minus" buttons bellow. Actions taken here will be automatically repeated for each of the tables in Attachments II through VI. Users must manually enter LEA information in Attachment VII.

LEA Membership Changes:

If an LEA was previously reported to the CDE in fiscal year 2021–22 or 2022–23 and there is a change in SELPA membership, **DO NOT DELETE** the entry. Instead, under the "LEA Status" column, select the drop-down menu and choose the applicable status option for the LEA membership change.

SELPA County/District/School Codes

- If a SELPA does not have a CDS code, then the associated fields should be left blank. NOTE: If a CDS code section begins with a "0," the zero will not appear in the user's entry.
- If a SELPA does not have a complete CDS code, then leave the associated district and school code blank.
- If a SELPA is not a charter LEA, then leave the associated charter code blank.

Attachment I

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Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	1	19	10199	0	1901	Los Angeles County Office of Education	Jim	Anderson	(562)803-8338	Anderson_Jim@la coe.edu	Previously Reported

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Each SELPA must adhere to requirements for developing and reporting special education budget revenue and expenditures. The following excerpt is taken from California School Accounting Manual (CSAM): Procedure 755 Special Education on page 755-1 and included to assist the SELPA with completing Section D: Annual Budget Plan information for each LEA participating in the SELPA's Local Plan.

Special education budgets are complex and are of great interest to the public, both locally and statewide. *EC* Section 56205(b)(1) requires that a special education budget shall identify particular elements. Identification of the following elements is facilitated by the standardized account code structure (SACS):

1. Apportionment received by the LEA in accordance with the allocation plan adopted by the SELPA. (The apportionment is tracked in SACS in the resource field in combination with the revenue code in the object field.)
2. Administrative costs of the plan. (These costs are tracked in the function field.)
3. Costs of special education services to pupils with severe disabilities and low-incidence disabilities. (This population is identified by the goal field.)
4. Costs of special education services to pupils with nonsevere disabilities. (This population is identified by the goal field.)
5. Costs of supplemental aids and services provided to meet the individual needs of pupils placed in regular education classrooms and environments. (Costs of these aids and services are tracked in the function field.)
6. Costs of regionalized operations and services and direct instructional support by program specialists in accordance with Part 30, Chapter 7.2, Article 6, of the California *EC*, Program Specialists and Administration of Regionalized Operations and Services. (These costs are tracked in the goal field for regionalized operations and in the function field for instructional services.)
7. Use of property taxes allocated to the SELPA pursuant to *EC* Section 2572. (Property taxes allocated to the SELPA are tracked in the resource field and identified by a revenue code in the object field.)

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Attachment II—Projected Special Education Revenue by Local Educational Agency

For each LEA participating in the Local Plan, enter the projected special education revenue funding sources allowed by the Individuals with Disabilities Education Act (IDEA). Information included in this table must be consistent with revenues identified in Section D, Table 1. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 1.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
1	Los Angeles County Office of Education	893,115	8,120,510	0	565,007	0	711,531	116,271	300,000	10,706,434
Totals:		893,115	8,120,510	0	565,007	0	711,531	116,271	300,000	10,706,434

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Attachment III—Projected Expenditures by Object Code by Local Educational Agency

For each LEA participating in the Local Plan, enter the projected special education expenditures by LEA and object code as allowed by the IDEA. Information included in this table must be consistent with expenditures identified in Section D, Tables 2 . NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 2.

List	LEA Official Name (District, Charter, COE, JPA, <i>and</i> SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
1	Los Angeles County Office of Education	7,427,881	1,979,952	4,508,431	84,744	1,759,791	0	1,604,425	17,365,224
Totals:		7,427,881	1,979,952	4,508,431	84,744	1,759,791	0	1,604,425	17,365,224

SELPA: 1901 LACOE SELPA

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Attachment IV—Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency

For each LEA participating in the Local Plan, enter the projected special education revenue received by each funding source. Information provided must be consistent with revenues identified in Section D, Table 3. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 3.

List	LEA Official Name (District, Charter, COE, JPA, <i>and</i> SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
1	Los Angeles County Office of Education	681,278	100.00%	10,025,156	100.00%	6,658,790	10,706,434
Totals:		681,278	100.00%	10,025,156	100.00%	6,658,790	10,706,434

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Attachment V—Projected Expenditures by Local Educational Agency for Supplemental Aids and Services in the Regular Classroom for Students with Disabilities and Those Identified with Low Incidence Disabilities

Enter the revenue allocated to each LEA for supplemental aids and services (SAS) for those students with disabilities placed in the regular classroom setting and those who are identified with low incidence (LI) disabilities. Information included in this table must be consistent with revenues identified in Section D, Table 5. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 5.

List	LEA Official Name (District, Charter, COE, JPA, <i>and</i> SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
1	Los Angeles County Office of Education	0	13,633
Totals:		0	13,633

Attachment VII

SELPA: 1901 LACOE SELPA

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Attachment VII—Special Education Local Plan Area Membership Transfers and Mergers (to and from the SELPA)

Educational programs and services already in operation may not be transferred to another LEA unless all provisions of *EC* Section 56207 have been met by the SELPA as demonstrated by the completion and submission of Attachment VII. The effective date of the transfer must not be prior to the July 1 of the second fiscal year after the date the sending or receiving SELPA informed the other agency and the governing body of multiple LEA SELPAs or the responsible individual of single LEA SELPAs notified the other agency, unless both the sending and receiving SELPA unanimously agree the transfer date will take effect on the July 1 of the first fiscal year following the notification date.

LEA Name	Add or Delete Row	LEA Status	Impacted SELPA Name	Impacted District, Charter, or School Name	Initiating SELPA Notification Date	SELPA Governing Board Notification Date	COE Notification Date	CDE Notification Date	Agreed Upon Effective Fiscal Year
Los Angeles County Office of Education		Delete This Row							

DO NOT
DISTRIBUTE

Board Meeting – June 11, 2024

Item VIII. Informational Items

A. Governmental Relations

Dr. Duardo will provide an update on Governmental Relations.

Board Meeting – June 11, 2024

Item VIII. Informational Items

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

**LOS ANGELES COUNTY
BOARD OF EDUCATION**

**MEETING CALENDAR
June 11 - June 30, 2025**

<p>JUNE 11 2:30 p.m. Study Session: Declining Enrollment and Consolidating District Facilities 3:00 Board Meeting Presentation: Recognition of the 2023-24 STEM Math and Science Competitions and Other Student Opportunities Public Hearing: Public Hearing on the Draft Local Control and Accountability Plan (LCAP) 2024-2027 (Enclosure) Public Hearing: Public Hearing on the Annual Budget and Service Plans and Section B: Governance and Administration for The Los Angeles Office of Education Special Education Local Plan Area (LACOE SELPA) Public Hearing: Public Hearing: Proposed 2024-25 County School Service Fund and Other Funds Budget (Enclosure) Rpt: Report on Board Policy (BP), Administrative Regulation (AR) 3550(Food Service/Child Nutrition Program); BP/AR 3553 (Free and Reduced Price Meals); Board Bylaw (BB) 9320 (Meetings and Notices) and BB 9323.2 (Actions by the Board) (Enclosure) Rpt: Los Angeles County Office of Education's Proposed Budget 2024-2025 (Enclosure) Rpt: Draft Local Control and Accountability Plan (LCAP) 2024-27 (Enclosure) Rpt: Los Angeles County Board of Education Discussion of California County Boards of Education (CCBE) Transition to California School Boards Association (CSBA) and Recommendation on Fiscal Accountability Rec: Approval of First Reading of Policies Rec: Approval of the Annual Budget and Service Plans and Section B: Governance and Administration for the Los Angeles County Office of Education Special Education Local Plan Area (LACOE SELPA) Interdistrict Attendance Appeal 1. Vanesa D.L. v. Paramount USD (Spanish Interpreter) 2. Samantha J. v. Los Angeles USD (Spanish Interpreter) 3. Yoshiey H. v. Inglewood USD (Spanish Interpreter) 4. John V. v. Covina Valley USD (Spanish Interpreter) 5. Dylan W. v. Los Angeles USD 6. Olivia A. v. Los Angeles USD 7. Juniper P. v. Los Angeles USD 8. Sophia B. v. Los Angeles USD 9. Jacob M. v. Los Angeles USD 10. Max M. v. Los Angeles USD 11. Andre J. v. Los Angeles USD 12. Madelyn H. v. Los Angeles USD 13. Ella B. v. Los Angeles USD 14. Penelope C. v. Los Angeles USD 15. Zoe C. v. Los Angeles USD 16. Cozette M. v. Los Angeles USD 17. Arlo Z. v. Los Angeles USD 18. Charlie Z. v. Los Angeles USD 19. Zal H. v. Los Angeles USD 20. Evangelina R. v. Los Angeles USD 21. Caleb M. v. Los Angeles USD 22. Vanesa W. v. Los Angeles USD 23. Vicente C. v. Los Angeles USD 24. Christopher E. v. Los Angeles USD 25. Kimora G. v. Los Angeles USD 26. Mason H. v. Los Angeles USD 27. Natalia C. v. Los Angeles USD 28. Enesa R. v. Los Angeles USD 29. April B. v. Los Angeles USD 30. Paul G. v. ABC USD 31. Sejin T. v. El Monte USD 32. Santiago R. A. v. Pasadena USD 33. Jericho A. v. Compton USD 34. Lukas E. v. Azusa USD 35. James W. v. Azusa USD 36. Charles B. v. Azusa USD 37. Vivian B. v. Azusa USD 38. Priscilla L. v. Azusa USD 39. Eleanor G. v. Azusa USD 40. Ariana D. v. Castaic Union SD 41. Giuliana D. V. Castaic Union SD 42. Ryder S. v. Inglewood SD 43. Rezen S. v. Inglewood USD 44. Kaiden G. v. El Rancho USD Expulsion Appeals 1. <u>Case No. 2324-0007 v. Westside Union SD</u></p> <p>JUNE 18 3:00 Board Meeting Presentation: Academic Bowl 2024 Rpt: Update on Juvenile Court Schools Rpt: LCFF Local Indicator Report Consent Rec: Adoption of Board Resolution No. __; 2024-25 on how funds received from the Education Protection act shall be spent as required by Article XIII, Section 36 of the California Constitution (EPA) – BS Rec: Approval of First Reading of Policies Rec: Approval of Second Reading and Adoption of Policies Rec: Adoption of Local Control Accountability Plan (LCAP) Rec: Adoption of 2024-25 Proposed Budget Rec: Los Angeles County Office of Education – Differentiated Assistance Plan 2024-25 Closed Session: Request for Appeal Hearing for Grade Change Interdistrict Attendance Appeal 1. Yoshiey H. v. Inglewood USD (Spanish Interpreter) 2. Amy L. v. Los Angeles USD (Spanish Interpreter) 3. Yareizi J. T. v. Azusa USD (Spanish Interpreter) 4. Elder J. T. v. T. v. Azusa USD (Spanish Interpreter) 5. Kaiden G. v. El Rancho USD 6. Max M. v. Los Angeles USD 7. Natalia C. v. Los Angeles USD 8. Kimora G. v. Los Angeles USD 9. Evangelina R. v. Los Angeles USD 10. Charlie Z. v. Los Angeles USD 11. Elana S. v. Los Angeles USD 12. Colette S. v. Los Angeles USD 13. Ella L. v. Los Angeles USD 14. Scarlett B. v. Los Angeles USD 15. Stacie D. v. Los Angeles USD 16. Evelyn D. L. v. Los Angeles USD 17. Zoe R. v. Los Angeles USD 18. Royce G. v. Los Angeles USD 19. Andrew M. v. Los Angeles USD 20. Charlie M. v. Los Angeles USD 21. Dez M. W. v. Los Angeles USD 22. Evan O. v. Los Angeles USD 23. Amcera R. v. Los Angeles USD 24. Alejandro S. A. v. Los Angeles USD 25. Luke A. v. Los Angeles USD 26. Areni H. v. Los Angeles USD 27. Alexander G. v. Los Angeles USD 28. Leila H. G. v. Los Angeles USD</p>	<p>2024</p>	<p>JUNE 18 (Cont'd) Interdistrict Attendance Appeal (Cont'd) 29. Mays H. G. v. Los Angeles USD 30. Memphis G. v. Los Angeles USD 31. Kayley Z. v. Los Angeles USD 32. Koushik V. v. Los Angeles USD 33. Koustubh V. v. Los Angeles USD 34. Kathyayni V. v. Los Angeles USD 35. Justin V. v. Los Angeles USD 36. Mama M. v. Los Angeles USD 37. Isabella C. v. Los Angeles USD 38. Cianna C. T. v. Los Angeles USD 39. Chase D. v. Los Angeles USD 40. Nixon D. v. Los Angeles USD 41. Herman S. v. Los Angeles USD 42. Delilah A. v. Los Angeles USD 43. Nikey K. v. Los Angeles USD 44. Charlie F. v. Los Angeles USD 45. Chase F. v. Los Angeles USD 46. Nora B. v. Los Angeles USD 47. Blanca P. v. Los Angeles USD 48. Anthony C. v. Los Angeles USD 49. Santiago C. v. Los Angeles USD 50. Inequelme Z. v. Los Angeles USD 51. Keanu F. v. Los Angeles USD 52. Louis P. v. Los Angeles USD 53. Matthew L. v. Los Angeles USD 54. Elliot K. v. Los Angeles USD 55. Marco L. G. v. Los Angeles USD 56. Michael E. v. Los Angeles USD 57. Emely D. v. Los Angeles USD 58. Kevan D. v. Los Angeles USD 59. Mixelv M. v. Los Angeles USD 60. Arthur P. v. Los Angeles USD 61. Kyra M. W. v. Los Angeles USD 62. Lydia R. v. Los Angeles USD 63. Lavla B. v. Los Angeles USD 64. Samanthan B. v. Los Angeles USD 65. Savannah B. v. Los Angeles USD 66. Simon S. v. Los Angeles USD 67. Benjamin F. v. Los Angeles USD 68. Calah L. v. Los Angeles USD 69. Amy S. v. Los Angeles USD 70. Alma R. F. v. Los Angeles USD 71. Kemper W. v. Los Angeles USD 72. Milan T. v. Los Angeles USD 73. Jaiver D. v. Los Angeles USD 74. Beck N. v. Los Angeles USD 75. Ashleigh M. v. Los Angeles USD 76. Ashleigh F. v. Los Angeles USD 77. Anayah W. v. Los Angeles USD 78. Dylan K. v. Los Angeles USD 79. Raina G. v. Los Angeles USD 80. Gianna M. v. Los Angeles USD 81. Leon N. v. Los Angeles USD 82. Spence T. v. Los Angeles USD 83. Claire T. v. Los Angeles USD 84. Madison A. v. Los Angeles USD 85. Christopher C. v. Los Angeles USD 86. Yubin H. v. Los Angeles USD 87. Richard H. v. Los Angeles USD 88. Sanaii B. v. ABC USD 89. Logan R. v. ABC USD 90. Ashton H. v. ABC USD 91. Tairon T. v. ABC USD 92. Ryder S. v. Inglewood USD 93. Rezen S. v. Inglewood USD 94. Noah S. v. Inglewood USD 95. Andy S. v. Inglewood USD 96. Mitch B. v. Inglewood USD 97. Adrian B. v. Inglewood USD 98. Liam R. v. Inglewood USD 99. Santiago R. A. v. Pasadena USD 100. Athens H. v. Pasadena USD 101. Tayn P. v. Pasadena USD 102. Nehls S. N. v. Pasadena USD 103. Julian R. G. v. Pasadena USD 104. Noah L. v. East Whittier City SD 105. Charles B. v. Azusa USD 106. Vivian B. v. Azusa USD 107. Gianna C. v. Azusa USD 108. Naney S. v. Azusa USD 109. Sebastian M. v. Azusa USD 110. Melany S. v. Azusa USD 111. Leonel S. v. Azusa USD 112. Sienna M. v. Azusa USD 113. Alyssa V. v. Azusa USD 114. Cyrus O. v. Azusa USD 115. Yareizi J. T. v. Azusa USD 116. Elder J. T. v. Azusa USD 117. James V. v. Azusa USD 118. Samuel M. v. Azusa USD 119. Kirsta P. v. Azusa USD 120. Rylee C. v. Azusa USD 121. Joslyne Z. v. Azusa USD 122. Joel Z. v. Azusa USD 123. Jessiah N. v. Azusa USD 124. Madison B. v. Azusa USD 125. Julien B. v. Azusa USD 126. Gavin A. v. Bonita USD 127. Damian A. v. Bonita USD 128. Jax G. v. Compton USD 129. Valeria T. v. Compton USD 130. Aria M. v. El Segundo USD 131. Elise M. v. El Segundo USD 132. Robert M. v. El Segundo USD Expulsion Appeals 1. <u>Case No. 2324-0008 v. Los Angeles USD</u></p>	<p>2024</p>
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**Juneteenth Day – Wednesday, June 19, 2024

6/11/24

JULY 9 2024	JULY 9 (Cont'd) 2024
<p>3:00 Board Meeting</p> <p>Presentation: Recognition of Yvonne Chan's Leadership as Board President, 2023-24</p> <p>Presentation: Organizational Meeting – Nominations/Elections and Seating of 2024-25 Los Angeles County Board of Education Officers</p> <p>Presentation: Recognition of County of Los Angeles Probation Department and Partnership with the Los Angeles County Office of Education - Probation Services Week, July 17-23, 2024</p> <p>Public Hearing: Request for a Material Revision to the Charter of <u>Lashon Academy, Grades TK-8</u></p> <p>Rpt: Report on Policies</p> <p>Consent Rec: Approval to Direct Superintendent to Designate Panel Member under Ed Code § 44944(b)</p> <p>Rec: Approval of Board Member Annual Stipend Compensation Adjustment in Accordance with Education Code section 1090(g)</p> <p>Rec: <u>Approval of Second Reading and Adoption of Policies</u></p> <p>Interdistrict Attendance Appeal</p> <ol style="list-style-type: none"> 1. Amy L. v. Los Angeles USD* (Spanish Interpreter) 2. Justin V. v. Los Angeles USD* (Spanish Interpreter) 3. Yaretzi J. T. v. Azusa USD* (Spanish Interpreter) 4. Elder J. T. v. Azusa USD* (Spanish Interpreter) 5. Ashton H. v. ABCUSD* 6. Tairen T. v. ABCUSD* 7. Mason B. . ABCUSD* 8. Santiago R. A. v. Pasadena USD* 9. Athena H. v. Pasadena USD* 10. Taya P. v. Pasadena USD* 11. Nehla S. N. v. Pasadena USD* 12. Julian R. G. v. Pasadena USD* 13. Gianna C. v. Azusa USD* 14. Nancy S. v. Azusa USD* 15. Sebastian M. v. Azusa USD* 16. Melany S. v. Azusa USD* 17. Sienna M. v. Azusa USD* 18. Alyssa V. v. Azusa USD* 19. Cyrus O. v. Azusa USD* 20. James V. v. Azusa USD* 21. Samuel M. v. Azusa USD* 22. Kirsta P. v. Azusa USD* 23. Rylee C. v. Azusa USD* 24. Joslyne Z. v. Azusa USD* 25. Joel Z. v. Azusa USD* 26. Jessiah N. v. Azusa USD* 27. Madison B. v. Azusa USD* 28. Julien B. v. Azusa USD* 29. Alessandro M. v. Azusa USD* 30. Donovan G. v. Azusa USD* 31. Ian A. v. Azusa USD* 32. Isha B. v. Azusa USD* 33. Dominique S. v. Azusa USD* 34. Issac M. v. Azusa USD* 35. Lynsey P. v. Azusa USD* 36. Gavin A. v. Bonita USD* 37. Damian A. v. Bonita USD* 38. Valeria T. v. Compton USD* 39. Aria M. v. El Segundo USD* 40. Elise M. v. El Segundo USD* 41. Robert M. v. El Segundo USD* 42. Jon-L. K. v. El Segundo USD* 43. Uriel R. v. El Rancho USD* 44. Braxton H. v. Charter Oak USD* 45. Brooklyn A. v. Centinela Valley UHSD* 46. Daniel G. v. Burbank USD* 47. Jackson C. v. San Gabriel USD* 48. Kamila A. G. R. v. Inglewood USD* 49. Royce O. v. Los Angeles USD* 	<p>Interdistrict Attendance Appeal (Cont'd)</p> <ol style="list-style-type: none"> 50. Alexander G. v. Los Angeles USD* 51. Memphis G. v. Los Angeles USD* 52. Nora B. v. Los Angeles USD* 53. Anthony C. v. Los Angeles USD* 54. Jacqueline Z. v. Los Angeles USD* 55. Louis P. v. Los Angeles USD* 56. Matthew I. v. Los Angeles USD* 57. Marco L. G. v. Los Angeles USD* 58. Michael E. v. Los Angeles USD* 59. Mixely M. v. Los Angeles USD* 60. Kyra M. W. v. Los Angeles USD* 61. Simon S. v. Los Angeles USD* 62. Benjamin F. v. Los Angeles USD* 63. Calah L. v. Los Angeles USD* 64. Amy S. v. Los Angeles USD* 65. Alina R. F. v. Los Angeles USD* 66. Kemper W. v. Los Angeles USD* 67. Milan T. v. Los Angeles USD* 68. Jaiveer D. v. Los Angeles USD* 69. Beck N. v. Los Angeles USD* 70. Ashleigh M. v. Los Angeles USD* 71. Adelaida F. v. Los Angeles USD* 72. Dylan K. v. Los Angeles USD* 73. Raina G. v. Los Angeles USD* 74. Gianna M. v. Los Angeles USD* 75. Leon N. v. Los Angeles USD* 76. Spencer T. v. Los Angeles USD* 77. Claire T. v. Los Angeles USD* 78. Madison A. v. Los Angeles USD* 79. Christopher C. v. Los Angeles USD* 80. Yubin H. v. Los Angeles USD* 81. Richard H. v. Los Angeles USD* 82. Yazmin D. v. Los Angeles USD* 83. Orion O. v. Los Angeles USD* 84. Edgar S. T. v. Los Angeles USD* 85. Nancy S. T. v. Los Angeles USD* 86. Joe B. v. Los Angeles USD* 87. Milo K. v. Los Angeles USD* 88. Luca G. v. Los Angeles USD* 89. Rahel T. v. Los Angeles USD* 90. Eitan T. v. Los Angeles USD* 91. Emory D. v. Los Angeles USD* 92. Levon D. v. Los Angeles USD* 93. Raffi D. v. Los Angeles USD* 94. Malakai J. v. Los Angeles USD* 95. Amani J. S. v. Los Angeles USD* 96. Romeo M. v. Los Angeles USD* 97. Eliana L. v. Los Angeles USD* 98. Chasen C. v. Los Angeles USD* 99. Jordan M. v. Los Angeles USD* 100. Alexander E. v. Los Angeles USD* 101. Sebastian E. v. Los Angeles USD* 102. Andrew P. v. Los Angeles USD* 103. Sofia T. v. Los Angeles USD* 104. Aysha H. v. Los Angeles USD* 105. Kobe M. v. Los Angeles USD* <p>JULY 16</p> <p>3:00 Board Meeting</p> <p>Rpt: Uniform Complaint Procedure Quarterly Report for Educational Programs, April 1 to June 30, 2024</p> <p>Rpt: Update on the Business Enhancement System Transformation (BEST) Project</p> <p>Rpt: Juvenile Court Schools Report</p> <p>Rec: Board Audit Committee—Public Representatives Confirmation</p> <p>Rec: <u>First Reading and Adoption of Policies</u></p>

<p>AUGUST 6 2024 3:00 Board Meeting Consent Rec: Approval of Certification of Signatures - 2024-25 Rec: CCBE County Member Board Voting Representative Rec./Public Hearing: Adopt the Superintendent's <u>Recommendation to Approve/Deny the Material Revision to the</u> <u>Charter of <i>Lashon Academy, Grades TK-8</i></u></p> <p>AUGUST 13 3:00 Board Meeting Rec: Approval of Adoption of Textbooks and Instructional Materials List for Educational Programs Schools Rec: Approval of Head Start and Early Learning Division Self- Assessment Improvement Plan with Attached Staff Report Rpt: 45-Days Budget Revision Report</p>	<p>AUGUST 20 2024 3:00 Board Meeting Rpt: Juvenile Court Schools Report Consent Rec: Adoption of Resolution No. __ Attendance Awareness Month – September 2024 – CWSS Consent Rec: Approval of Board Resolution No. __ in Recognition of National Hispanic Heritage Month – September 2024 Consent Rec: Approval of Board Resolution No. __ in Recognition of Native American Day on September __, 2024 Consent Rec: Approval of Board Resolution No. __ Proclaiming September as Suicide Prevention Awareness Month</p>
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<p>SEPTEMBER 3 2024 3:00 Board Meeting</p>	<p>SEPTEMBER 10 2024 3:00 Board Meeting Public Hearing (Time Certain 4 p.m.): On 2024-25 Textbooks and Instructional Materials Sufficiency in Educational Programs (10-month and 12-month schools) Presentation: Learn and Earn Mentor Program Recognition Consent Rec: Adoption of Board Resolution No. __ to Recognize Sunday, Sept 15, 2024 to Saturday, Sept 21, 2024 as National Community Schools Coordinators Appreciate Week (CAW) - CSI Rec: Recommendation for Adoption of Resolution No. ____ for 2024-25 Textbooks and Instructional Materials Sufficiency in Educational Programs (10-month and 12-month schools) with Attached Staff Report</p> <p>SEPTEMBER 17 3:00 Board Meeting Rpt: Juvenile Court Schools Report Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: 2023-24, to Recognize October __, 2024, as Week of the School Administrator in Los Angeles County Consent Rec: Adoption of Board Resolution No. __ to Recognize October 2024 as Filipino American History Month Consent Rec: Adoption of Board Resolution No. __ to Recognize October __, 2024, as Larry Itliong Day Consent Rec: Adoption of Board Resolution No. __ to Recognize October 2024 as National Bullying Prevention Month Consent Rec: Adoption of Board Resolution No. __: Digital Citizenship Week, October __, 2024 Consent Rec: Adoption of Board Resolution No. __: National Disability Employment Awareness Month, October 2024 Consent Rec: Adoption of Board Resolution No. __: National Dropout Prevention Month, October 2024 Consent Calendar: Approval of Board Resolution No. __: Cybersecurity Month, October 2024 Consent Rec: Approval of Board Resolution No. __ in Recognition of Native American Day on September __, 2024</p>
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<p>OCTOBER 1 3:00 Board Meeting Rpt: Report on Policies</p>	<p>2024</p> <p>OCTOBER 8 3:00 Board Meeting Presentation: Week of the School Administrator in Los Angeles County Consent Rec: Adoption of Board Resolution No. __: 2024-25 GANN Limit – BS Rec: Approval of First Reading of Policies</p> <p>OCTOBER 15 3:00 Board Meeting Rpt: Juvenile Court Schools Report Rpt: Uniform Complaint Procedure Quarterly Report for Educational Programs, July 1 to September 30, 2024 Consent Rec: Adoption of Board Resolution No. __: National Homeless Youth Awareness Month, November 2024 Consent Rec: Adoption of Board Resolution No. __: California Sikh American Awareness and Appreciation Month, November 2024 Consent Rec: Adoption of Board Resolution No. __: United Against Hate Week Consent Rec: Approval of Board Resolution No. __ in Recognition of Native American Heritage Month, November 2023 Rec: Approval of Second Reading and Adoption of Policies Rec: Approval of LACOE FY 2023-24 Unaudited Actuals Financial Reports</p>
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<p>NOVEMBER 5 3:00 Board Meeting Rpt: Quarterly Budget Report – 1st Quarter</p>	<p>2024</p> <p>NOVEMBER 12 3:00 Board Meeting Rpt: Update on the Business Enhancement System Transformation (BEST) Project Rpt: Williams Legislation 2023 Annual Report of Findings for the 2023-24 School Visits and Monitoring Consent Rec: Adoption of Board Resolution No. __: National Special Education Day, December __, 2024 Consent Rec: Adoption of Board Resolution No. __: International Migrants Day, December __, 2024 Rec: Approval of Head Start and Early Learning Division Community Assessment and Strategic Planning Update with Attached Staff Report Rec: LACOE 2025 State Legislative Agenda</p> <p>NOVEMBER 19 3:00 Board Meeting Rpt: Juvenile Court Schools Report</p>
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<p>DECEMBER 3 2024</p> <p>3:00 Board Meeting</p> <p>Rec: Approval of the School Plan for Student Achievement (Title I) for Educational Programs Schools 2024-25 with Attached Staff Report</p>	<p>DECEMBER 10 2024</p> <p>2:30 Board Audit Committee Meeting</p> <p>3:00 Board Meeting</p> <p>Rec: Annual Financial Report (AFR) for the Fiscal Year ended June 30, 2024 (Enclosure)</p> <p>Rec: Approval of First Interim Report 2024-25 With Attached Staff Report (Enclosure)</p> <p>DECEMBER 17</p> <p>3:00 Board Meeting</p> <p>Rpt: Juvenile Court Schools Report</p> <p>Consent Rec: Adoption of Board Resolution No. __: Dr. Martin Luther King Jr. Day, January __, 2025</p> <p>Consent Rec: Adoption of Board Resolution No. __: Fred Korematsu Day of Civil Liberties and the Constitution (Education Code 37222.15), January __, 2025</p> <p>Consent Rec: Adoption of Board Resolution No. 20: National Human Trafficking Month, January 2025</p> <p>Rec: Approval of Head Start and Early Learning Division 2025-26 State Programs Continued Funding Application with Attached Staff Report</p>
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<p>JANUARY 7 2025</p> <p>3:00 Board Meeting</p> <p>Consent Rec: Approval of Board Resolution No. 26 to Recognize Religious Freedom Day 2024</p>	<p>JANUARY 14 2025</p> <p>3:00 Board Meeting</p> <p>Rpt: Uniform Complaint Procedure Quarterly Report for Educational Programs, October 1 to December __, 2025</p> <p>Rpt: Local Control and Accountability Plan Parent Engagement Update</p> <p>Consent Rec: Approval of Nominees for the School Attendance Review Board (SARB)</p> <p>JANUARY 21</p> <p>3:00 Board Meeting</p> <p>Presentation: Recognition of Head Start and Early Learning Division Golden Apple Awards</p> <p>Rpt: Update on the Business Enhancement System Transformation (BEST) Project</p> <p>Rpt: Juvenile Court Schools Report</p> <p>Consent Rec: Adoption of Board Resolution No. __: National School Counseling Week, February __, 2025- <i>CWSS</i></p> <p>Consent Rec: Adoption of Board Resolution No. __: National African American History Month, February 2025</p> <p>Consent Rec: Adoption of Board Resolution No. 29 to Recognize and celebrate the Spectrum of Asian American, Native Hawaiian, and Pacific Islander (AANHPI) New Year Traditions</p>
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6/11/24

<p>FEBRUARY 4 3:00 Board Meeting</p> <p>FEBRUARY 11 3:00 Board Meeting Presentation: Introduction of Head Start and Early Learning Division Policy Council Executive Members to the County Board of Education</p>	<p>FEBRUARY 18 3:00 Board Meeting Public Hearing: Disposal of Textbooks and Instructional Materials for Educational Programs School Sites Rpt: Juvenile Court Schools Report Rpt: Preview of 2023-24 Annual Report of Performance Data for LACOE-Operated Educational Programs Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Read Across America Day, March __, 2025 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Anniversary of Boston Massacre and Death of Crispus Attucks, March __, 2025 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: International Day for the Elimination of Racial Discrimination, March __, 2025 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Cesar Chavez Day, March __, 2025 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Arts Education Month in California / Youth Arts Month, March 2025 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: National Nutrition Month, March 2025 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: National Social Work Month, March 2025 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: National Women’s History Month, March 2025 Rec: Approval of Educational Programs 2024-25 Textbooks and Instructional Materials Disposal List</p>
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<p>MARCH 4 3:00 Board Meeting Rpt: Report on Policies Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: to establish a week during the Month of April 2025 as Public Schools Month</p> <p>MARCH 11 3:00 Board Meeting Rec: Approval of First Reading of Policies Rec: Approval of Second Interim Report 2024-25 With Attached Staff Report (Enclosure)</p>	<p>MARCH 18 3:00 Board Meeting Presentation: Visual and Performing Arts Presentation Rpt: Juvenile Court Schools Report Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Declaring April as “Sexual Assault Awareness Month” and April ____, 2025 as “Denim Day” at the Los Angeles County Office of Education Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Dolores Huerta Day, April __, 2025 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Armenian Genocide Remembrance Day, April __, 2025 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: National Child Abuse Prevention Month, April 2025 Consent Rec/Bd. Res.: Adoption of Board Resolution No. 40: Recognizing Earth Day as April __, 2025 Consent Rec: Adoption of Board Resolution No. __: National Arab American Heritage Month, April 2024 Rec: Approval of Second Reading and Adoption of Policies Rec: 2023-24 Annual Report of Performance Data for LACOE-Operated Educational Programs with Attached Staff Report Rec: 2024-25 Approval of Head Start/Early Head Start 2025-26 Consolidated Funding Application with Attached Staff Report</p>
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<p>APRIL 1 3:00 Board Meeting</p> <p>APRIL 8 2:30 Board Audit Committee Meeting 3:00 Board Meeting Rpt: Williams Uniform Complaint Procedure Quarterly Report for Educational Programs, January 1 to March 31, 2025</p>	<p>2025</p> <p>APRIL 15 3:00 Board Meeting Presentation: 2024-25 Los Angeles County Academic Decathlon Winners Rpt: Update on the Business Enhancement System Transformation (BEST) Project Rpt: Juvenile Court Schools Report Consent Rec/Bd. Res.: Adoption of Board Resolution No. ____ to recognize May __, 2025, as El Dia del Maestro, or Day of the Teacher, in Los Angeles County Consent Rec/Bd. Res.: Adoption of Board Resolution No. ____ to recognize May ____, 2025 as Classified School Employees Week in Los Angeles County Consent Rec/Bd. Res.: Adoption of Board Resolution No. ____: May Day, May __, 2025 Consent Rec: Adoption of Board Resolution No. ____: to recognize May __, 2025, as National School Nurse Day Consent Rec: Adoption of Board Resolution No. ____: to recognize May 2025, as National Foster Care Month Consent Rec: Adoption of Board Resolution No. ____: Asian American and Pacific Islander Heritage Month, May 2025 Consent Rec: Adoption of Board Resolution No. ____: to recognize May __, 2025 as Harvey Milk Day Consent Rec: Adoption of Board Resolution No. ____: National Mental Health Month, May 2025 Consent Rec: Adoption of Board Resolution No. ____ to Recognize May as Jewish American Heritage Month Rpt: Approval of Head Start and Early Learning Division Budget Revision – Non-Federal Match Waiver Request with Attached Staff Report</p>
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<p>MAY 6 3:00 Board Meeting Presentation: Day of the Teacher 2025</p>	<p>2025</p> <p>MAY 13 3:00 Board Meeting Presentation: Recognition of Classified School Employees Week Presentation: Recognition of the 2025 Los Angeles County Spelling Bee Consent Rec: Approval of Los Angeles County Board of Education Institutional Memberships for the 2025-26 Fiscal Year</p> <p>MAY 20 3:00 Board Meeting Presentation: History Day Awards 2025 Presentation: Recognition of 2024-25 Science and Math Competition and Other Events Rpt: Local Control and Accountability Plan (LCAP) for Educational Programs Rpt: Juvenile Court Schools Report Consent Rec: Adoption of Board Resolution No. ____: LGBTQ Pride Month, June 2025 Consent Rec: Adoption of Board Resolution No. ____: Immigrant Heritage Month, June 2025</p>
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<p>JUNE 3 2025 3:00 Board Meeting Rpt: Budget Report – Estimated Actuals Rpt: Report on Policies Consent Rec: Approval of Annual Distribution of United States Forest Reserve and Flood Control Funds Consent Rec: Adoption of Board Resolution No. __: Juneteenth, June 19, 2025 Consent Rec: Approval of Re-Issuance of Stale-Dated Warrants Rec: Adoption of Board Resolution No. __: Short-term Cash Loan to School Districts in Los Angeles County – BS Rec: Approval of the Los Angeles County Board of Education Schedule, 2025-2026, Establishment of meeting times, future agenda items, follow up</p> <p>JUNE 10 3:00 Board Meeting Public Hearing: Local Control and Accountability Plan (LCAP) Public Hearing: Public Hearing on the Annual Budget and Service Plans for the Los Angeles County Court Schools Special Education Local Plan Area (LAC Court Schools SELPA) Public Hearing: 2025-26 Proposed Budget Rpt: Los Angeles County Office of Education’s Proposed Budget 2025-26 (Enclosure) Rec: Approval of First Reading of Policies Rec: Annual Budget and Service Plans for the Los Angeles County Court Schools Special Education Local Plan Area (LAC Court Schools SELPA)</p>	<p>JUNE 17 2025 3:00 Board Meeting Presentation: Academic Bowl 2025 Rpt: Juvenile Court Schools Report Rpt: LCFF Local Indicator Report Consent Rec: Adoption of Board Resolution No. __: 2025-26 on how funds received from the Education Protection act shall be spent as required by Article XIII, Section 36 of the California Constitution (EPA) – BS Rec: Approval of Second Reading and Adoption of Policies Rec: Adoption of Local Control Accountability Plan (LCAP) Rec: Adoption of 2025-26 Proposed Budget Rec: Los Angeles County Office of Education – County Office System of Support Annual Summary Report</p>
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Board Meeting – June 11, 2024

Item IX. Interdistrict and Expulsion Appeal Hearings

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

Final decisions on Interdistrict Attendance Appeals

On May 13, 20, 21, 22, and 28, 2024, the Administrative Hearing Consultant heard the appeal(s). The consultant's findings and recommendations were sent to the County Board of Education, along with the hearing folder, for review.

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

**Interdistrict
Attendance Permit Appeal(s)**

Student's Name	Hearing Consultant	Grade	Represented by	Resident District	District Representative	Desired District
1. Paul G.	Mrs. Melissa Schoonmaker	K	Mrs. Nancy Garcia, mother	Fullerton SD	Ms. Angelica Diaz-Naranjo, Child Welfare and Attendance Supervisor	<u>ABCUSD</u>
2. Jericho A.	Mrs. Melissa Schoonmaker	K	Mr. Aaron Allen and Ms. Lauren Barragan, parents	<u>Compton USD</u>	Dr. Rigoberto Roman, Executive Director of Pupil Services	Downey USD
3. Lukas E.	Mrs. Melissa Schoonmaker	6	Mr. Robert Escobar and Mrs. Candace Escobar, parents	<u>Azusa USD</u>	Mr. Paul Hernandez, Director of Student Support Services	Glendora USD
4. James W.	Dr. Jennifer Kottke	6	Mr. Martin Wagner and Mrs. Christine Wagner, parents	<u>Azusa USD</u>	Mr. Paul Hernandez, Director of Student Support Services	Covina-Valley USD
5. Charles B.	Mr. Tom Steele	8	Mr. Charles Bernal and Mrs. Brianne Bernal, parents	<u>Azusa USD</u>	Mr. Paul Hernandez, Director of Student Support Services	Covina-Valley USD
6. Vivian B.	Mr. Tom Steele	6	Mr. Charles Bernal and Mrs. Brianne Bernal, parents	<u>Azusa USD</u>	Mr. Paul Hernandez, Director of Student Support Services	Covina-Valley USD
7. Priscilla L.	Mr. Tom Steele	K	Mrs. Elia Lara, mother	<u>Azusa USD</u>	Mr. Paul Hernandez, Director of Student Support Services	Duarte USD

Board Meeting – June 11, 2024

Item IX. Hearings

B. Los Angeles County Board of Education's Decision on Expulsion Appeals (Enclosures)

Final decision on Expulsion Appeals (Closed session)

Friday, May 24, 2024, the Administrative Hearing Panel heard Case Number 2324-0007 v. Westside Union School District. The panel'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.

Education Code Section 48919.5 authorizes Expulsion Appeals to be heard by an administrative hearing panel appointed by county boards of education.

Expulsion Appeal(s)

Student's Name	Hearing Consultant	Grade	Represented by	Resident District	District Representative
1. Case No. 2324-0007	Dr. Sonya Smith	7	Ms. Jenny Rodriguez-Fee, Esq., Attorney; Phillip Schuler, Law Clerk; Ms. Charity Rexroade, mother	Westside Union SD	Ms. Monica D. Batanero, Esq. and Carol R. Rugh, Esq., Attorneys; Mr. Steve Wood, Director of Student Support Services