



Education Coordinating Council
February 16, 2022
9:00 a.m. | via Zoom

Present: Mónica Garcia, ECC Co-Chair, Los Angeles Unified School District
Fabricio Segovia, ECC Vice Chair (former foster youth)
Judge Akemi Arakaki, Presiding Judge of the Juvenile Court
Cesar Casarrubias, Pomona Unified School District
Matt Case, Antelope Valley High School District
Jessica Chandler, Department of Children and Family Services (former foster and probation youth)
Jesus Corral, Probation Department
Sylvia de Toledo, Grandparents as Parents
Alicia Garoupa-Bolinger, Los Angeles County Office of Education
Stefanie Gluckman, ECC Director
Denise Grande, Department of Arts and Culture
Leslie Starr Heimov, Children’s Law Center
Kathy Hunter, William S. Hart Union High School District
Odalys Jimenez, El Rancho Unified School District
Jodi Kurata, Association of Community Human Service Agencies
Jeanette Mann, Commission for Children and Families
Brian McDonald, Pasadena Unified School District
Denise Miranda, Los Angeles Unified School District
Judge Michael Nash, Office of Child Protection
Kanchana Tate, Department of Mental Health
Rachelle Touzard, Los Angeles County Office of Education

Speakers and Guests: Debra Duardo, Superintendent, Los Angeles County Office of Education
Pia Escudero, Los Angeles Unified School District
Ana Gutierrez, West Covina Unified School District
Tamara Hunter, Commission for Children and Families
Kym Renner, Department of Children and Family Services
Mark Rodgers, Bonita Unified School District
Luciana Svidler, Children’s Law Center

Barbara Spyrou Lundqvist, Office of Child Protection
Elisabeth Salazar, Office of Child Protection
Jacqueline Robles, Office of Child Protection
Alex Bowen, Office of Child Protection
Regina Chen, Office of Child Protection

Maral Karacussian, Fourth Supervisorial District
Lisa Pinto, Third Supervisorial District

Chair Mónica Garcia brought the meeting to order, expressing gratitude to everyone who has stepped up during the re-opening of schools as the COVID pandemic surge lessens.

Barbara Spyrou Lundqvist covered virtual-meeting housekeeping topics, including the online [location of meeting materials](#), which will remain available following adjournment.

Arts/Mental Health Update

Denise Grande from the Department of Arts and Culture (DAC) shared the progress being made to ensure that the arts are embedded across all efforts to support young people, particularly now. “Arts and culture are uniquely positioned to provide authentic opportunities for self-expression, engaged learning, transformational practices, and even healing,” she said. Grande then shared updates on key strategies for increasing mental health, wellness, and positive youth development for young people and the adults who serve them.

- The Creative Wellbeing collaboration between DAC, the Office of Child Protection, the Department of Mental Health (DMH) and the Department of Children and Family Services (DCFS) brings the strengths of the arts together with evidence-based mental health practices to build protective factors for youth and families. It additionally offers professional development and self-care for the adults who support those clients—educators, caregivers, social service providers, and community-based organizations. The work is now up and running in three school districts (Pasadena Unified, Pomona Unified, and Whittier City), two DCFS-contracted Short-Term Residential Therapeutic Programs (STRTPs), and two DCFS Temporary Shelter Care Facilities, and efforts are on pace this year to engage more than 650 youth and nearly 4,000 teachers, school psychologists, social workers, and caregivers.
- DAC also has a long-standing partnership with the Los Angeles County Office of Education’s Center for Distance and Online Learning to develop and produce [TEAL](#) (Technology Enhanced Arts Learning), which offers professional development for K–6 teachers to help build their capacity to provide culturally relevant, integrated arts instruction that also centers on social/emotional learning for all students. This professional development now also focuses on cultural equity, helping educators build an understanding of antiracist practices and demonstrating how the arts can be used to nurture access, equity, and inclusion for all students. A video clip from TEAL is available [here](#).

Last month, the [Center for Distance and Online Learning](#) also produced two all-day professional-development sessions (one foundational, one advanced) that were attended by 250 educators, school counselors, and mental health professionals from 33 different school districts, a large percentage of which serve what the [Portrait of Los Angeles County](#) identified in 2017 as ‘precarious LA’ communities.

- DAC likewise collaborates with the Los Angeles County Office of Education (LACOE) to support its monthly Kindness, Health, Wellness, and Equity Training speaker series, which provides professional development for educators to support safe in-person instruction and to address health disparities for youth from low-income households, English-language learners, and those in need of mental health supports.
- This April, DAC will present a four-part series (including study guides and resources) focused on Pathways to Healing through the Arts, which afterward will be available online via the [Department of Mental Health + UCLA Public Partnership for Wellbeing](#).

- In partnership with Southern California Grantmakers, DAC yesterday hosted an Arts Education Forum focused on ‘The Role of the Arts in Healing-Centered Engagement for L.A. County Youth.’ The keynote speaker was Dr. Shawn Ginwright, a national leader, scholar, and practitioner who coined the term ‘healing-centered engagement’ and co-founded [Flourish Agenda](#). Starting March 4, Ginwright will lead a series of free [monthly learning sessions](#) to provide educators and professionals with an introductory understanding of a healing-centered framework and explore ways that arts-based healing-centered engagement can advance equitable outcomes for youth across Los Angeles County. Registration is available [here](#). “These sessions are intentionally aimed to support educators’ health and wellness,” Grande added, “and to communicate how important it is for educators themselves to engage in the arts as well.”

Mental Health and Other Education Issues During COVID

ECC Executive Director Stefanie Gluckman introduced the speaker presentations by emphasizing the immense toll that the COVID-19 pandemic has taken on children and families over the last couple of years—especially those from vulnerable populations such as foster youth, who are more likely than others to experience adverse effects on their education. The pandemic has also affected the mental health of youth in care and highlighted the need for investments in youth mental health. Gluckman indicated that today’s presenters would focus on the issues of mental health needs, learning loss, attendance and engagement, and lessons learned from the pandemic.

LACOE head and Superintendent of Los Angeles County Schools Debra Duardo acknowledged the challenges of supporting 80 school districts through the pandemic—weekly meetings with superintendents, assistance with vaccine efforts and COVID testing, distributing personal protective equipment, and so on—and began her remarks by expressing gratitude to County departments for all their help.

“Mental health support for youth was an issue before the pandemic,” she continued, “and the U.S. Surgeon General’s recent report has underlined that crisis, especially given the disproportionate need for those supports experienced by students of color and low-income students.” LACOE’s Community Schools initiative, in place now for four years, focuses on structuring schools as hubs of community services—providing access to whatever assistance the individual community determines it needs—through partnerships funded in part by the Board of Supervisors, LACOE itself, and philanthropy. LACOE has also expanded its employee assistance services program, making available, among other offerings, free online/in-person counseling to on-campus staff exhausted by pandemic pressures.

As part of an overall effort to prioritize wellness and well-being, Duardo brought on board Alicia Garoupa-Bolinger in January as LACOE’s Chief of Wellbeing and Support Services, overseeing employee assistance services for education, student support services, and Community Schools. Plans are in the works to expand LACOE’s social-work internship program, enhance professional-development trainings for all Los Angeles County school districts, more proactively identify and support children in need, and maximize funding coming to schools for behavioral health services via partnerships with managed care organizations.

Kym Renner from the **Department of Children and Family Services** (DCFS) reported hearing great results from non-traditional mental-health supports being provided through arts programs in STRTPs, as mentioned by DAC’s Denise Grande. “The arts are helping these kids in ways they didn’t know they needed,” Renner said. “They often reject clinical counseling sessions, but they don’t reject fun and relatable experiences with writing, self-expression through art, and other participatory activities. Gaining their acceptance and engagement is half the battle, and this

new approach is working well. I hope we find ourselves making these ‘non-traditional’ methods our normal model.” One issue creating complexities, however, is the current hiring crisis with mental health professionals, which is leading to waiting lists and delays in accessing services, at least in certain communities. “We should be thinking through ways to figure that out together,” Renner maintained.

(Renner also reported that in July 2021, preliminary data shows that 20 percent of school-aged children eligible for the vaccine—ages 12 and up at that time—were inoculated against COVID-19. By November 2021, that number had risen to 40%. A new tracking cohort began in December that includes now-eligible children ages five to 11 as well.)

Mark Rogers from **Bonita Unified School District** described his district’s increasing its therapeutic team by half, with marriage and family therapists providing support at schools not just for students, but for families struggling with the effects of the pandemic. “That need became vivid to us during the first year of COVID,” he said. “We doubled social-worker support by hiring two more full-time people plus eight or nine social-work interns, expanded tutoring programs, and contracted with Care Solace for more mental health access. We paid for these structural changes with American Recovery Plan funds and other pandemic-related one-time dollars, but we have also committed to continue this emphasis going forward. Keeping people healthy is critical, both now and in the future.”

The need to build out programs with an equity lens has also become evident. “Are the students who need them most coming to them?” Rogers asked. “How can we provide transportation, food, and aftercare—not just in the mornings, but all day? Is it easy to get kids back and forth to these services? It’s not just the academic stuff. We’re using money and staff creatively to get as many students as possible involved.” Of the high number of foster youth served in the Bonita district, nearly all are coming to school, reducing school-refusal rates that in the past were high. “Who does well in a school setting and who does well remotely?” Rogers said. “We need to keep schools open for students who need them, yes, but we also need to offer remote programs if they’re a better fit.”

Mental health needs were high prior to the pandemic, said the **Department of Mental Health’s** (DMH’s) Kanchana Tate, and they are even higher now, for families, educators, and clinicians alike. “There is a workforce crisis,” Tate stated, confirming Kym Renner’s comments. “We’re seeing a mass exodus of mental health professionals going to other systems, and that’s creating access-to-care issues. This not only heightens the importance of our department’s partnerships with community-based organizations, but it highlights how essential preventive care is. How can we prevent kids’ mental health situations from getting worse? How can we build awareness so they access services sooner rather than later?” DMH supports 80 school districts with links to triage and mental health services; among numerous available resources are:

- [School Based Community Access Platform](#) (SBCAP), with resources for parents/caregivers, students, and providers and schools, plus a page on [Accessing Mental Health Care & Other Resources](#)
- General DMH [resources](#)
- The Public Partnership for Wellbeing (PP4W), a [partnership](#) with the UCLA Prevention Center of Excellence
- A great [School Wellbeing Toolkit](#)

(Community-based mental health providers are likewise facing dramatic employee turnover and severe recruitment challenges, added Jodi Kurata from the **Association of Community Human Service Agencies**, or ACHSA. In February, for instance, 134 DMH provider sites were not accepting referrals, a more than two-fold increase—from 52—over the past 12 months.)

Chronic Absenteeism

Cesar Casarrubias reported that the **Pomona Unified School District**'s traditionally 'reactive' system is shifting to one that is more 'proactive,' in part by collecting/tracking data on the work of its enhanced school-counseling team. At mid-year, counselors had logged more than 168,000 contacts with students, an average of seven per student. District administrators are aware, however, that despite that average, some students have had no contact with counselors at all. A similar situation occurs with linking students to community-based services—one student may be served by two or three agencies, while others are not served by anyone in the community. "Our chronic absentee rate is very high," Casarrubias said, "and as we meet families, we're finding that much of that is COVID-related. We need to differentiate that data and respond accordingly."

"Engagement is the work," added LACOE's Alicia Garoupa-Bolinger. "Connection, expression, and movement—those are key to stress reduction for students, teachers, everyone. We need to bring joy back to school so that attendance is not a tug of war."

What resources, then, can be invested in healing-informed arts education and practices, Gluckman asked? Can American Rescue Plan dollars be used to support non-traditional services/prevention?

Debra Duardo acknowledged that historic levels of funding from the federal government are shoring up businesses and institutions across the country, but stressed that for everyone, including schools, these are short-term, one-time dollars. "It will take us more than a couple of years to recover from this pandemic," she said. "We need to engage children and get them *wanting* to come to school, wanting to be involved. We need to develop the types of programs that make that happen—and also continue advocating for healing-informed components. These are *not* 'luxuries,' but ways to help kids thrive in school. LACOE data-sharing systems have access to live data and are collecting it to demonstrate the benefits of these programs. We know they work."

Pia Escudero from the **Los Angeles Unified School District** (LAUSD) agreed that crisis recovery from the pandemic will take years, possibly decades. "Our board of education has selected social/emotional learning as a goal," she said, "but there's no time for social/emotional learning in the curriculum. It has to become not a side dish, but truly baked into the educational process in all areas, including science and math. It's transformational work, and we need to fight to bring that work into the instructional day."

Escudero also noted issues with data systems and privacy statutes. "We have COVID data that's covered by HIPAA [the Health Insurance Portability and Accountability Act of 1996] and attendance data that's covered by FERPA [the Family Educational Rights and Privacy Act], and we can't automatically combine that information. Desegregating it is a complex task. But we need to start looking at attendance data differently. If a kid is coming to school even half the time, that's still a win!"

Other issues raised include staff turnover at LACOE (where those who can retire tend to be doing so), an uptick in school expulsions for youth in care, and the fact that court-ordered mental health services are provided virtually—a less-than-ideal option for traumatized individuals, particularly the young. As one meeting attendee put it, "The future of mental health has changed, yes, and virtual sessions will doubtless continue. That shouldn't be a one-size-fits-all decision, though."

Participants agreed:

- Mental health and well-being are a top priority.
- We must address disparities in access to mental health services and health care in general.
- We must likewise address disparities in the quality of education/instruction students receive.
- Closing the digital divide still needs much work. Every student must have access to high-quality, high-speed internet for schoolwork at home.
- Parents are increasingly using technology through telehealth and communications with their children's schools, and that engagement should be supported.
- Students should feel connected to their school—that it's their home and their safe place. Getting help there should be possible because they feel comfortable there.

Digital Divide

Concerns remain about a lack of devices and connectivity for foster youth. Not all school districts have the same policies, and some youth are still without consistent access to functioning devices and robust connectivity.

LACOE's José Smith cited similar issues encountered by Foster Youth Services Coordinating Program staff working one-on-one with high-school seniors to assist in the electronic completion of their FAFSAs (Free Application for Federal Student Aid). Especially in short-term residential treatment program (STRTP) settings, eight students may sign up for a FAFSA workshop but have only a single laptop to use, or the facility's internet service may keep cutting out. "The technology divide is very evident there," Smith said, "and it lines up with data showing that STRTP students have the lowest FAFSA completion rates in the foster/probation system."

The Children's Law Center (CLC)—the firm of nonprofit attorneys who represent all foster youth in the Los Angeles County system—has partnered for months with [iFoster](#), school districts, and DCFS to ensure that all foster youth in Los Angeles County have computers and connectivity. CLC executive director Leslie Heimov was dismayed to hear this was still an issue, especially in STRTPs. "If kids don't have laptops," she stated unequivocally, "we can get them."

CLC's [Luciana Svidler](#) and ACHSA's [Jodi Kurata](#) will coordinate this effort; please contact one of them to make arrangements.

Transforming Mandated Reporting to Mandated *Supporting*

Stefanie Gluckman introduced Dr. Tamara Hunter, executive director of the Los Angeles County Commission for Children and Families, to explain this new strategic approach, which balances the need to keep children and youth safe with the need to support youth and family well-being and provide resources when needed.

Hunter presented the statistics on the mandated reporting of suspected child abuse and neglect in 2019 and 2020 that appear in Attachment 1 to these meeting minutes.

Notifications of suspected child abuse and neglect made by 'mandated reporters'—law enforcement, counselors/therapists, child-welfare system staff, medical/health care personnel, educators, and other professionals—represent the largest category of reports made to Los Angeles County's Child Protection Hotline. In 2019, however, fewer than 10 percent of those allegations were ultimately substantiated. Some concerns about mandated reporting include:

- ‘General neglect,’ a common reported suspicion, is often a proxy for poverty.
- Educators observe situations that may not rise to the level of requiring a DCFS investigation, but they still feel obligated to make a report.
- Harm can also be caused by oversurveillance by child protective services.

Black families’ involvement in child welfare often begins with a Hotline call; although Black children are only 7.7 percent of the overall population, they are the subject of 20 percent of DCFS investigations, make up 27.5 percent of children in foster care, and comprise 33.9 percent of youth aging out of the child-welfare system.

The goal of the Commission effort (page 2 of Attachment 1) is to transform current practice to “a system of mandated supporting that keeps children safe *and* facilitates family well-being, provides support to families in need, and addresses the role of mandated reporting in racial disproportionality and disparity.”

As a ‘mini’ listening session, similar to others yet to be scheduled, Commissioner Jeanette Mann asked mandated reporters attending the ECC meeting a number of questions.

In your experience, do mandated reporters sometimes contact the Child Protection Hotline when they don’t suspect abuse or neglect, but believe that the child and their family are in need?

As a former abuse investigator, Alicia Garoupa-Bolinger is confident that mandated reporters err on the side of reporting versus non-reporting, and Kym Renner agreed. “When something goes wrong for a child,” Renner said, “the Monday-morning quarterbacking starts, and everyone involved gets blamed. ‘If I don’t sound the alarm now, will I be next to be interviewed by the press?’ We really need to correct that system to create a culture of learning and safety, instead of over-reporting and over-involvement.”

What are concrete ways to transform from a system of mandated reporting to mandated supporting among educators?

- Train school-district and on-campus staff on what the Hotline is looking for, what happens during/after a Hotline call, and what constitutes a ‘reasonable suspicion’ of child abuse or neglect.
- Employ the Community Schools model of using trusted on-campus individuals to assess follow-through. What is really happening with the youth? What is driving their behaviors? Have knowledgeable, reliable people available for educators to consult.
- DCFS is working with districts in the South Bay to accustom school staff to the [CARES](#) electronic portal (Child Abuse Reporting Electronic System)—whose use is restricted to mandated reporters—that allows educators to log on and answer questions about specific situations via the same algorithms as in the Structured Decision Making[®] tool used by DCFS social workers.

How might we overcome any potential barriers to implementing this?

- Nurture a partnership between education and DCFS and develop a system of communication between the two. What resources can students be connected to from the school campus? With a heightened sense of community, all players will have a role in supporting the student/family.

- Raise awareness with families, empowering them to know what is acceptable and what the boundaries of ‘punishment’ should be.
 - Lots of education across systems
 - Legislative changes
-

Gluckman thanked everyone for the rich discussion and encouraged ECC members and constituents to contact [Tamara Hunter](#) to become part of the Commission’s championing of this effort.

Public Comment

- Suzanne Silverstein from Cedars-Sinai Medical Center’s [Share & Care](#) program spoke of the therapy and mindfulness practices it brings to students at 30 schools in LAUSD, with a waiting list of 40 schools wanting to participate. “The kids are *there* on Share & Care days,” she said, “and it makes a difference to their mental health. But we need to help the mental health of teachers, campus staff, district staff, and parents, too. Principals are exhausted; every new task comes with a ton of paperwork. Kids may be doing better in class, but parents are struggling. The entire school community needs to be looked at.”
- Materials on the SEED School of Los Angeles County, “a college-prep boarding school for career readiness in transportation infrastructure, STEM, and the humanities,” are available in Attachment 2 to these minutes. Admission lottery takes place in March!

Next Meeting

The Education Coordinating Council’s next meeting is scheduled for:

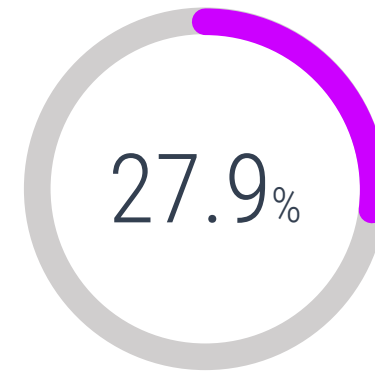
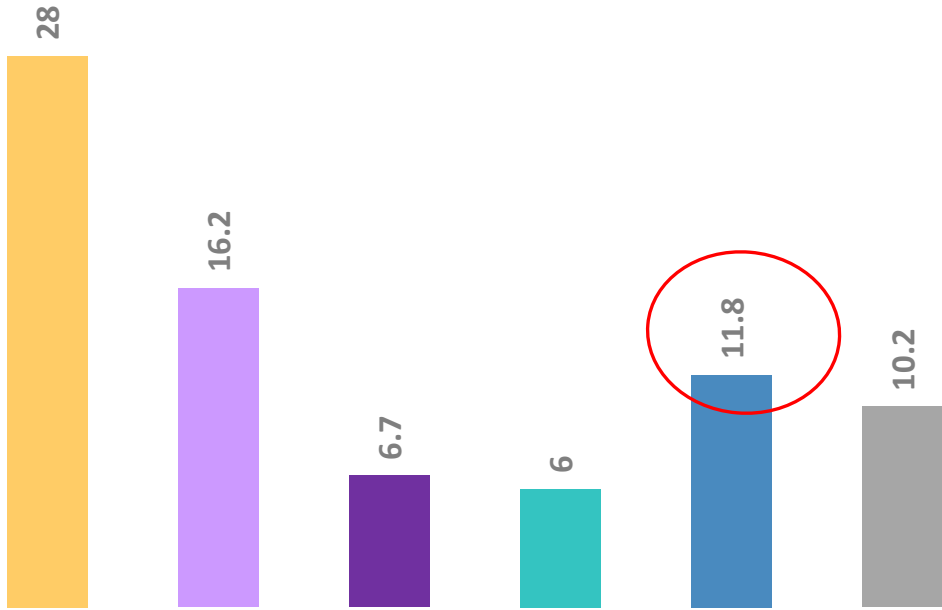
Wednesday, May 25, 2022
9:00 a.m. to 11:00 a.m.
Zoom link to come

Adjournment

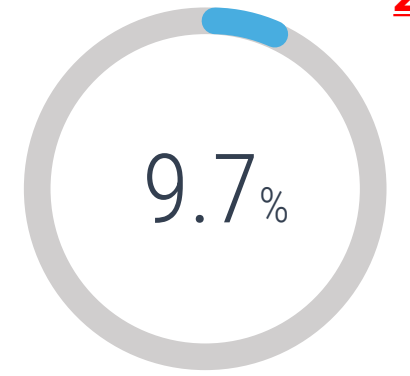
There being no further public comment, the meeting was adjourned at 10:55 a.m.

2020

- Law Enforcement
- Counselors/Therapists
- CWS Staff
- Medical
- Education
- Other Professionals



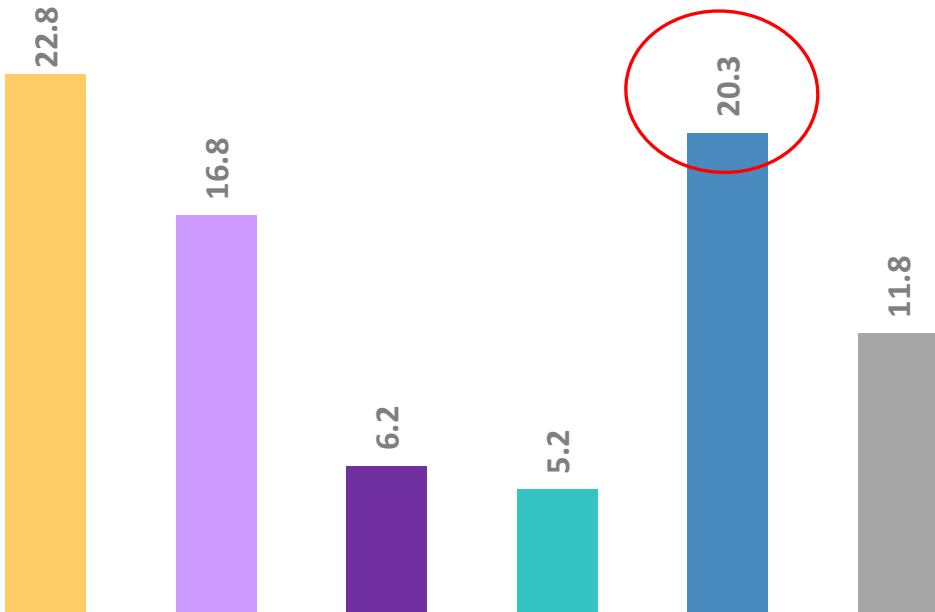
Allege General Neglect



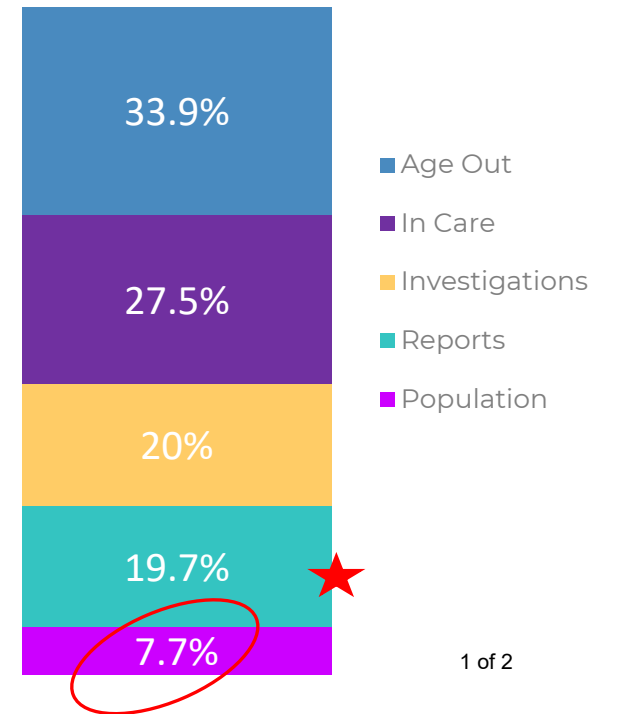
Substantiated Allegations

2019

- Law Enforcement
- Counselors/Therapists
- CWS Staff
- Medical
- Education
- Other Professionals



Black Children



GOAL

Transform to a system of mandated supporting which:

- keeps children safe *and facilitates family well-being*;
- provides support to families in need; and,
- addresses the role of mandated reporting in racial disproportionality and disparity.

IMPACT AREASPHASE I METHODS

- Data Analysis
- Curricula Review
- Listening Sessions
- Policy Review
- Informational Interviews
- Best Practices Scan

THE SEED SCHOOL OF LOS ANGELES COUNTY

| A college-prep boarding school for career readiness
| in transportation infrastructure, STEM and the humanities



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TO OUR COMMUNITY

As the Founding Head of School of The SEED School of Los Angeles County (SEED LA), I am honored to bring the county's first college-prep boarding school that provides students with a pathway to college and career readiness by engaging in computer sciences, engineering, and studies of systems and societies through transportation infrastructure.

This upcoming summer, August 2022, we will open our doors to 125 ninth graders who will be our founding SEED LA cohort of students. Growing one cohort every year over the next four school years, we will reach full capacity of 400 students. As a boarding school, we provide our students with the gift of time by spending 120 hours per week on campus with us from Sunday through Friday with an enthusiastic and committed group of teachers, counselors, advisors, and staff.

What a commitment to college and career readiness looks like in our classes is students engaging in a rich curriculum across all content areas that are grounded in close reading, writing, and critical thinking skills. This work will lead to opportunities for building models, debates, capstone projects, and Ted Talks to support collaborative learning. It also looks like students asking questions of one another and finding joy in curiosity—and ultimately, it feels like inspiration.

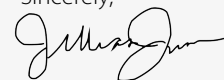
After-school and in the evenings, we foster learning opportunities through our Student Life Program which provides academic support to students through structured study and extracurricular activities such as dance, robotics, gardening, and engineering to name just a few. Boys and girls basketball and soccer teams will be offered as part of our Athletics Program and are essential pieces of our school community. In walking the campus during after school hours, you might see courage as students try something new or cheers when a student lands a solution to a challenging problem. It feels like community.

Ensuring high quality education for our students also means a belief that learning extends beyond the walls of our campus. External partnerships will offer a wide range of learning experiences such as international trips, internships and community service-learning projects that contribute to college readiness and success.

I cannot say enough about the impact of SEED LA on the lives of students, our communities, and Los Angeles County and would love the opportunity to share more with you. Feel free to reach out to us anytime by emailing info@seedschoola.org.

I look forward to getting to know families, students, and partners in the next coming months.

Sincerely,



Jillian Juman
Head of School
The SEED School of Los Angeles County



OUR MISSION, VISION & CORE VALUES

OUR MISSION

The SEED School of Los Angeles County's mission is to provide an outstanding, intensive educational program that prepares children, both academically and socially, for success in college and beyond.

OUR VISION

We believe that all young people, regardless of their circumstances, should be able to achieve their true potential in life. Together with students, families, educators, activists, communities, and policymakers who share this belief, SEED strives to foster a nation where:

- Students who need it most have access to a high-quality, college-preparatory, public boarding education
- Low-income, first-generation college-bound students receive the support they need to thrive in college and beyond
- Our public education system embraces innovation to empower all students to own their educational journey

OUR CORE VALUES

Our core values are essential to our work with students and families, our collaboration as a team, and our partnerships with stakeholders. These values provide guidance to ensure that SEED and the people who make up the SEED community—including all SEED schools across the country—are working from a shared understanding that best helps us achieve our vision and clearly define our culture and identity.



I show **RESPECT** for all people by being civil, cordial, courteous, and having unconditional appreciation for the value and dignity of all people and things.



I display **RESPONSIBILITY** by taking ownership and being accountable for my words, actions, and results.



I exemplify **PERSEVERANCE** by having steady commitment, persistence, and patience, even when there are obstacles or discouragement.



I act with **INTEGRITY** by being honest and fair and doing the right thing even when no one is looking.



I exhibit **COMPASSION** by showing concern and empathy, being helpful, and supporting others.



I show **GRATITUDE** by extending kindness and expressing appreciation for the gifts, time, and talent of others.



I demonstrate **GROWTH** through my commitment to excellence, continuous improvement, and learning.





ABOUT THE SEED SCHOOL OF LOS ANGELES COUNTY



The SEED School of Los Angeles County (SEED LA) is a unique, public, college-preparatory boarding school that engages students in math, science, technology, and infrastructure to prepare for college and beyond. Students live and learn on campus Sunday – Friday. Similar to existing SEED schools which includes—The SEED School of Washington, D.C, The SEED School of Maryland, and The SEED School of Miami—SEED LA will provide college-prep academics, social emotional skills/non-cognitive skills development, college knowledge advising/advising through career selection, wrap around services, family and community engagement, experiential learning, and connected-work based learning.

SEED LA will serve 400 students in grades 9-12 who reside in Los Angeles County with preference for students who live in the Vermont-Manchester or nearby South LA communities, identify as homeless or housing insecure, have interacted with the Department of Children and Family Services, have had contact with the probation department, or who has an immediate family member who is incarcerated at the time of applying for admission to the school. There will be a separate lottery for self-identified females and males. Students will be selected through a lottery system in the spring.



			
Coming Fall 2022	Will serve 400 students Grades 9-12	For 24 hours a day	Focus on career readiness in transportation, infrastructure, STEM, and humanities

We follow the traditional school year calendar, but we are a five-day-a-week boarding school, where students come to school Sunday night and go home on Friday night. There will be transportation provided for students anywhere in Los Angeles County to community hubs near where a student lives. For example, if a student lives in Lancaster, the drop off and pick up may be a Boys and Girls Club. We begin in late August and end in early June for summer break. Students also go home for winter break, spring break, professional development days, and federal holidays.

OUR EDUCATION MODEL

SEED LA's education model is a rigorous college-preparatory program for all students with an intensive focus on literacy and math including coordinated instruction and support opportunities within a 24-hour boarding environment. All coursework is designed to prepare students to matriculate to post-secondary education. Academic and student life curricula are coordinated to promote critical social and non-cognitive skills (e.g. resiliency, long-term goal-setting) and habits of mind (e.g. critical and analytical thinking, academic inquisitiveness) that contribute to personal success within a college environment and career. College preparation and support continue through college with targeted support and assistance from the school-based college counseling office and our College Transition and Success (CTS) Team.



KEY PROGRAMMATIC THEMES

SEED LA's key programmatic themes incorporate SEED's core model with signature practices proposed by LA Metro's leadership:



TECHNOLOGICALLY ADVANCED

Students have one-to-one computer access and understand how to use a host of computer programs.



PRESENTATIONS OF LEARNING

Learning does not just live within the classroom walls. Students have multiple opportunities to showcase their learning to a community and real-world audience through presentations, competitions, and exhibitions. Annual POLs will require students to present a summary of performance-based assessments in each course and to reflect on their academic and social growth that school year.



ARTS AND HUMANITIES

SEED LA will incorporate its STEM program with an arts and humanities program through interdisciplinary assignments and projects and external experiences, including partnerships with local youth-based art initiatives at the community and university level, to appeal to the talents and interests of all students.



RESTORATIVE JUSTICE

School discipline focuses on repairing harm through inclusive restorative justice practices that engage all stakeholders rather than punitive measures. Practices allow students who have interacted with the juvenile justice system the opportunity to take accountability for the harm they caused, take action to repair that harm, and restore trust in the school community justice practices that engage all stakeholders rather than punitive measures. Practices allow offenders the opportunity to take accountability for the harm they caused, take action to repair that harm, and restore trust in the school community.



COLLEGE PREP ACADEMICS

Students will receive a college-preparatory education that provides them with the academic, organizational and professional life skills to enable the student to attend and succeed in college. Although not implemented in its inaugural year, SEED LA will also include dual enrollment and CTE/industry certifications once the program reaches full scale.



SOCIAL EMOTIONAL SKILLS

Students will enhance their social and emotional skills through the student life program. The core component of the student life program is SEED's HALLS (Habits for Achieving Life-Long Success) which has three areas of focus: providing academic support, leading the development of social and non-cognitive skills and providing enrichment and community building.



COLLEGE KNOWLEDGE & ADVISING

In addition to a rigorous instructional program, SEED LA will include a structured college counseling and success program, beginning with the student's entry to SEED, based on frequent and varied college exposure and targeted instruction on how to navigate the college completion process.



WRAP-AROUND SERVICES

Students will receive supports that address all barriers to success in education, career, and life. SEED LA's student support services will comprise of mental health services delivered by licensed practitioners and skilled mental health professionals in addition to health/wellness and physical education.



FAMILY AND COMMUNITY ENGAGEMENT

Students are civically engaged, active participants in the continual improvement of their surrounding community. Similar to existing SEED schools SEED LA will feature a F.A.C.E. (Family and Community Engagement) Office that will feature staff focused on family outreach, home visits and programming for families that support SEED LA's mission.



EXPERIENTIAL LEARNING

Students learn and practice real-world skills through on-site learning laboratories outfitted with state-of-the-art STEM equipment. Students will also develop a network of career connections through internships, social enterprise and mentorships. The boarding program will include external opportunities such as lecture series, field trips to ports and professional lab tours in infrastructure and engineering. The boarding curriculum will include courses in coding, Makerspace and robotics.



EDIBLE GARDEN

SEED LA will have a rooftop edible garden. Students will have an opportunity to embrace agriculture with a diverse group of herbs, vegetables, and fruits. The curriculum with support sustainable gardening and healthy eating.

ACADEMIC & STUDENT LIFE PROGRAM

SEED LA's high school instructional practices are based on the belief that ALL students can achieve success at the highest levels and realize their dreams. The below is a sample schedule which incorporates diverse electives that emphasize the program's transportation infrastructure, STEM, innovation, and humanities themes. Students will also be required to give 100 hours of service to their community.

Subject	Duration
English	4 years
Math	4 years
Ethnic Studies	1 year
World History	1 year
US History	1 year
American Gov.	½ year
Economics	½ year
Science	3 years lab sciences + environmental sciences
World Language	2 + years
Physical Education	2 years
Health	½ year
Arts/Music	2 years
Electives	3 years

Transportation infrastructure industry electives offered will include opportunities for students to engage in career options in the transportation infrastructure industry focused on research, development, and evaluation, as well as the social and environmental impacts of global transportation infrastructure needs.

SAMPLE SCHOOL WEEK SCHEDULE

SEED LA's boarding program consists of academic support as well as the development of social/non-cognitive skills and life skills. The boarding program works hand-in-hand with all other school departments and in partnership with students' families to support students and help them achieve academic success. Every morning, student life staff prepare a report for the academic staff that details each student's status. In the evening, teachers report to the student life staff by providing that day's lesson plans and homework assignments.

One of our boarding program's goals is to provide enrichment and community building for students. Community building begins upon students' arrival at SEED. Each student lives in a "house" – a small group of typically 12-15 students supervised by a resident assistant (RA). Each house is named after a college or university and is decorated with banners, posters and inspirational items from that college or university. That RA will support each student, actively monitor their academic and social progress, and communicate weekly with parents/guardians, with formal communications scheduled for at least quarterly. As a group, houses participate in extracurricular activities, host events, and meet as a group to discuss topics from house rules to current events.

Below is a sample school day schedule for SEED LA students.

Student Schedule	Mon - Thurs	Student Schedule	Friday
Wakeup, Shower, Dress	7:30 – 8:00 a.m.	Wakeup, Shower, Dress	7:30 – 7:30 a.m.
Chores	8:05 – 8:30 a.m.	Chores	7:35 – 7:55 a.m.
Breakfast	8:35-8:55 a.m.	Breakfast	8:00 – 8:20 a.m.
Transition to Classrooms	8:55 – 9:00 a.m.	Transition to Classrooms	8:20 – 8:25 a.m.
Period 1	9:00 – 10:45 a.m.	Period 1	8:25– 9:10 a.m.
Period 2	10:50 – 12:35 p.m.	Period 2	9:15 – 10:00 a.m.
Nutrition/ Wellness Break	12:35 – 12:50 p.m.	Period 3	10:05 – 10:50 a.m.
Period 3	12:55 – 1:40 p.m.	Nutrition/ Wellness Break	10:50 – 11:05 a.m.
LUNCH	1:40 – 2:25 p.m.	Period 4	11:10 – 11:55 a.m.
Period 4	2:30 – 4:30 p.m.	Period 5	12:00 – 12:45 p.m.
Community Meeting (Mon.) - Targeted Tutoring (Tues. - Thurs.) - Snacks Offered	4:35 – 5:05 p.m.	Period 6	12:50 – 1:35 p.m.
Athletics/ SPARKS	5:05 – 5:45 p.m.	LUNCH	1:35 – 2:00 p.m.
DINNER	6:35 – 7:05 p.m.	Student Check-Out	2:00 – 2:30 p.m.
Study Hall	7:10– 9:40 p.m.		
Student Wellness/ Community Time	9:40 – 10:10 p.m.		
Quiet House	10:10 – 10:35 p.m.		
Lights Out	10: 35 p.m.		

EXTERNAL OPPORTUNITIES

SEED LA recognizes that the authentic experiences of extracurricular activities is an important way to demonstrate or expand academic knowledge, explore and find individual passions, and gain new experiences to thrive in a career. Through its external opportunities program, SEED LA will offer exposure to field trips and other activities such as lectures and regional college tours that directly relate to the school's academic disciplines.

In partnership with existing SEED campuses on the East Coast, SEED LA students will travel to major transportation infrastructure systems in Baltimore, Miami, and Washington D.C. To maximize SEED LA's location and resources, the campus will host summer institutes for SEED students across the nation to further broaden the network of potential youth exposed to the transportation infrastructure industry and unique opportunities within Los Angeles County.

Additionally, SEED LA will include international opportunities that help young people see themselves as global citizens with voice, purpose and access in their community and communities abroad. To offer opportunities for international study during the spring and summer breaks, SEED LA will partner with other international study abroad programs that sponsor programs that align with the scope of SEED LA's international transportation infrastructure curriculum. Each travel experience will require students to explore research and/ or intern with a transportation infrastructure system or industry and reflect on the experience in their annual Presentation of Learning.



COLLEGE & CAREER READINESS

Studies show that college degree attainment continues to be a challenge for low-income, first-generation (LIFG) students. The achievement gaps that exist between subgroups in the elementary and secondary school years are persisting throughout the college years. Because LIFG students are disproportionately from ethnic and racial minority backgrounds, even fewer African American and Latino LIFG students are graduating from college compared to students from more affluent socioeconomic backgrounds. SEED LA proactively addresses this challenge with its college-counseling programs.

SEED LA will include campus-based college-knowledge advising, preparation and support that will continue through college with targeted assistance from our team. In partnership with SEED's College Support Team, students will receive help preparing for college, selecting a college, and navigating obstacles to college graduation through individualized support.

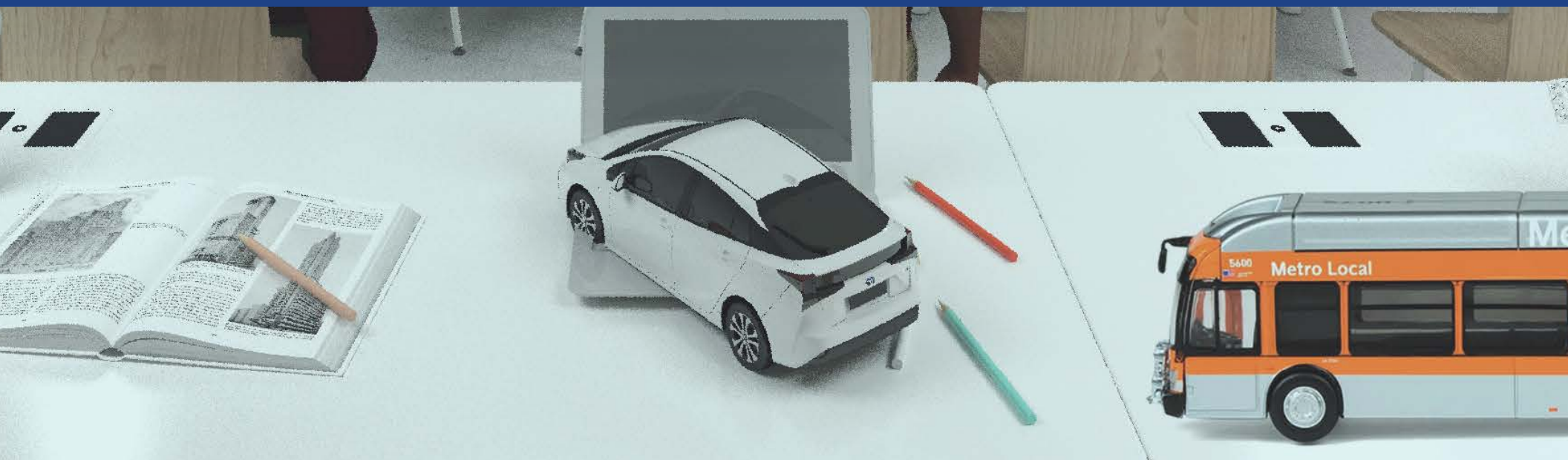
Our primary focus is to endorse colleges with a track record of success for underrepresented students with strong performance in high college graduation rates, affordable financial aid packages, and high-quality campus-based support systems. Sixty-four percent of SEED graduates who start at a SEED-endorsed colleges graduate. That's more than double the rate for students who start at non-SEED endorsed colleges.





JOIN US

Interested in learning more about SEED?
Visit us at www.seedschoolla.org for more details.





THE SEED SCHOOL OF LOS ANGELES COUNTY

A college-prep boarding school for career readiness in transportation infrastructure, STEM and the humanities for LA County students.



$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$



**SUPPORT SERVICES 24
HOURS PER DAY
5 DAYS PER WEEK**



**ACADEMIC RIGOR &
SUPPORT THROUGH
COLLEGE COMPLETION**



**FREE MEALS AND
TRANSPORTATION**



NO COST TO ATTEND



90%

**OF SEED 9TH GRADERS
GRADUATE FROM HIGH
SCHOOL**



97%

**OF SEED STUDENTS
ACCEPTED TO COLLEGE***



94%

**OF GRADUATES
ENROLL IN
COLLEGE**

*SEED Network Class of 2021



THE SEED SCHOOL OF LOS ANGELES COUNTY

SEED LA is a college-preparatory boarding school whose mission is to provide an outstanding, intensive educational program that prepares students, both academically and socially, for success in college and beyond.

ACADEMICS

CURRICULUM PROVIDES STUDENTS WITH THE ADVANCED ACADEMIC SKILLS NEEDED FOR SUCCESS IN COLLEGE

- SMALL STUDENT TO TEACHER RATIO
- INDIVIDUALIZED SUPPORT & INSTRUCTION
- SMALL GROUP TARGETED INTERVENTIONS
- SMALL GROUP ENRICHMENT OPPORTUNITIES
- ESE & ESOL ACCOMMODATIONS
- 1:1 TECHNOLOGY

STUDENT LIFE

THE STUDENT LIFE PROGRAM IS THE BOARDING COMPONENT OF THE 24-HOUR DAY

- DAILY STUDY HALL
- H.A.L.L.S. LESSONS (HABITS FOR ACHIEVING LIFELONG SUCCESS)
- EXPOSURE OPPORTUNITIES (FIELD TRIPS, COMMUNITY SERVICE, WORKSHOPS, ETC.)
- SPARKS (SPORTS & CLUBS)
- ATHLETICS
- EXTRACURRICULAR ACTIVITIES

COLLEGE TRANSITION & SUCCESS

AT SEED, WE DON'T JUST SEND STUDENTS TO COLLEGE--WE EQUIP THEM WITH THE KNOWLEDGE AND RESOURCES THEY WILL NEED TO GRADUATE. OUR HOLISTIC PROGRAM ENCOMPASSES ACADEMIC, FINANCIAL LITERACY, AND SOCIAL/EMOTIONAL WELL-BEING TO PREPARE STUDENTS FOR EVERY ASPECT OF THE COLLEGE EXPERIENCE

- ACT PREP COURSES
- INTERNSHIP OPPORTUNITIES
- FINANCIAL LITERACY
- PRE-COLLEGE PROGRAMMING
- COLLEGE MATCHING
- SUMMER OPPORTUNITIES
- AP COURSES
- TRAVEL EXPERIENCES
- SENIOR SEMINAR
- COLLEGE TRANSITION SERVICES

STUDENT SUPPORT

STUDENT SUPPORT STAFF ENSURES STUDENTS ACHIEVE THEIR OPTIMAL PHYSICAL, SOCIAL, EMOTIONAL & PERSONAL HEALTH

- ON-CAMPUS CLINIC & MEDICATION MANAGEMENT
- BASIC MENTAL HEALTH COUNSELING FAMILY WORKSHOPS
- EMBEDDED INCENTIVE PROGRAM
- HONORS ASSEMBLIES, PEP RALLIES, SCHOOL DANCES



SEED LA is open to ALL students who are residents of Los Angeles County. We are currently recruiting rising 9th grade students for the 2022-2023 school year.



SCAN ME

CONTACT OUR ADMISSIONS TEAM TODAY TO COMPLETE YOUR CHILD'S APPLICATION

WWW.SEEDSCHOOLA.ORG | info@seedschoolla.org
8400 S VERMONT AVE, LOS ANGELES, CA 90044



WWW.SEEDSCHOOLA.ORG



FACEBOOK.COM/THESEEDSCHOOLA



TWITTER.COM/THESEEDSCHOOLA



LINKEDIN.COM/COMPANY/SEEDLA

JOIN US!

The SEED School of Los Angeles County Information Session

Jump start your college journey by joining our information session. At SEED LA, students in grades 9 – 12, will live and learn on campus Sunday – Friday. In partnership with LA Metro, our 24-hour, five-day-a-week college-preparatory school immerses students in math, science, and technology programming all geared towards ensuring career readiness.

Join us to learn how SEED LA can help bring you closer to your college dreams.

Scan here to register and for more details!



Using your mobile camera phone



Speak directly with the Head of School



Learn about our college success programs



Learn about our application process



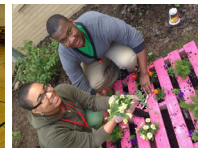
Hear stories about our SEED graduates

Questions? Contact:

INFO@SEEDSCHOOLLA.ORG | (323) 843-6700

WWW.SEEDSCHOOLLA.ORG/FAMILY-INFO-SESSION

ATTACHMENT 2



¡ACOMPÁÑANOS!

Sesión informativa de la Escuela SEED del condado de Los Ángeles

Participa en nuestra sesión informativa para comenzar tu recorrido hacia la universidad. En SEED LA, los estudiantes de los grados 9 a 12 vivirán y aprenderán en el campus de domingo a viernes. En asociación con LA Metro, nuestra escuela de preparación universitaria abierta las 24 horas, cinco días a la semana sumerge a los estudiantes en un programa de matemáticas, ciencias y tecnología orientado a garantizar la preparación profesional.

Acompáñanos para informarte sobre la manera en que SEED LA puede ayudarte a acercarte a tus sueños universitarios.

¡Escanea aquí para inscribirte para más información!



Usa la cámara de tu teléfono celular



Habla directamente con el líder de la escuela



Proceso de solicitud programas para el éxito universitario



Infórmate sobre nuestro proceso de solicitud



Escucha las historias de nuestros graduados de SEED

¿TIENES ALGUNA PREGUNTA? COMUNÍCATE CON:
INFO@SEEDSCHOOLLA.ORG | (323) 843-6700

WWW.SEEDSCHOOLLA.ORG/FAMILY-INFO-SESSION

ATTACHMENT 2





YOUR COLLEGE JOURNEY BEGINS NOW.

We are accepting applications for ninth-graders for the fall 2022 semester.



ENROLL TODAY

The SEED School of Los Angeles County (SEED LA), is the country's first public, college-preparatory boarding school that engages students in math, science, technology, and infrastructure to prepare for college and beyond.

Secure your digital or paper application at www.seedschoolla.org/enrollment or scan the below QR code.



Using your mobile camera phone

ENROLLMENT LOTTERY WILL BE IN MARCH 2022.

www.seedschoolla.org



TU RECORRIDO HACIA LA UNIVERSIDAD COMIENZA YA.

Estamos aceptando solicitudes de noveno grado para el semestre de otoño de 2022.



INSCRÍBETE HOY MISMO

La Escuela SEED del condado de Los Ángeles (SEED LA) es el primer internado público de preparación universitaria del país que fomenta la participación de los estudiantes en las matemáticas, ciencias, tecnología e infraestructura para prepararlos para la vida universitaria y más allá.

Obtén tu solicitud digital o impresa en
www.seedschoolla.org/enrollment o escanea el siguiente código QR.



Usa la cámara de tu teléfono celular

LA LOTERÍA DE INSCRIPCIONES SE HARÁ EN MARZO DE 2022.

www.seedschoolla.org