



**LAUSD**  
UNIFIED

# Updates on 2023–2024 Committee Recommendations

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September 19, 2024

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# Strategic Plan

## Eliminating Opportunity Gaps

PILLAR 1  
**Academic  
Excellence**



**Strategy:** Expand Universal Preschool and Transitional Kindergarten offerings and use research based curricula to provide engaging play to young learners, focused in communities most in need of academic support



# Topics

**Committee  
Recommendations**

**UTK Workgroup**

**ECED Updates**

# Committee Recommendations from 23-24



## Children and Families in Early Education Committee 2023-2024 School Year Recommendations

The Children and Families in Early Education Committee is charged with addressing how we can collectively and effectively serve the needs of our youngest learners in Los Angeles as well as the ways we engage with their parents and families. The 2023-2024 Committee included parents, school leaders, educators, community partners, local and state advocates, labor partners, and childcare providers. They considered topics including an overview of our different program offerings (Universal Transitional Kindergarten, Early Education and Infant Centers, dual language and special education programs), the current state of the mixed delivery child care system, how we measure program quality, and current supports for District employees with young children.

Based on discussion with the Committee, the following 10 recommendations were made:

### 10 recommendations

- **Explore partnerships with home and center providers.** Consider diversifying our current pathways to meet the needs of our youngest learners (UTK).
- **Prioritize serving more two and three year olds at our Early Education Centers (EECs).** Given the expansion of UTK, pursue legislative advocacy and new district initiatives to make our programs serving two and three year olds more accessible, including:
  - Raising the income thresholds for eligibility to fill available slots.
  - Establishing a sliding scale system with differentiated costs based on income and identifying where we can add programs to offer a competitive lower cost as compared with private options.
- **Tailor marketing strategies to meet families where they are.** In addition to radio, billboard, and television ads that are part of the existing marketing approach, the district should further its canvassing efforts and conduct face-to-face outreach in spaces frequented by families in their particular neighborhoods, such as parks, libraries, local businesses, WIC offices, colleges, healthcare provider offices, or other neighborhood hubs. Marketing should also be conducted in the languages that our families speak.

1. Explore partnerships with home and center providers
2. Prioritize serving more 2 and 3 year olds at our EECs
3. Tailor marketing strategies to meet families where they are
4. Increase infant aide positions from 3 to 6 hours
5. Partner with external providers in support of the mixed delivery system
6. Strengthen the transition from early childhood to kindergarten
7. Leverage early education data for program expansion
8. Reopen shuttered EECs
9. Expand dual language programs and alignment with relevant resolutions
10. Explore additional ways to support LAUSD employees with young children

## Current efforts based on the recommendations



## Tailor marketing strategies to meet families where they are.



**Leverage early education enrollment data for program expansion.**

Targeted marketing  
campaigns based on zip  
codes



## Strengthen the transition from early childhood to kindergarten.



**Expand early dual language programs and ensure alignment with relevant resolutions such as “Exito Y Promesa.”**

# Strengthening Transitions – EESIS to MISIS

## MiSiS-Early Ed App – Remedy Incident Reporting 7/22-8/8/24

Incident Trend



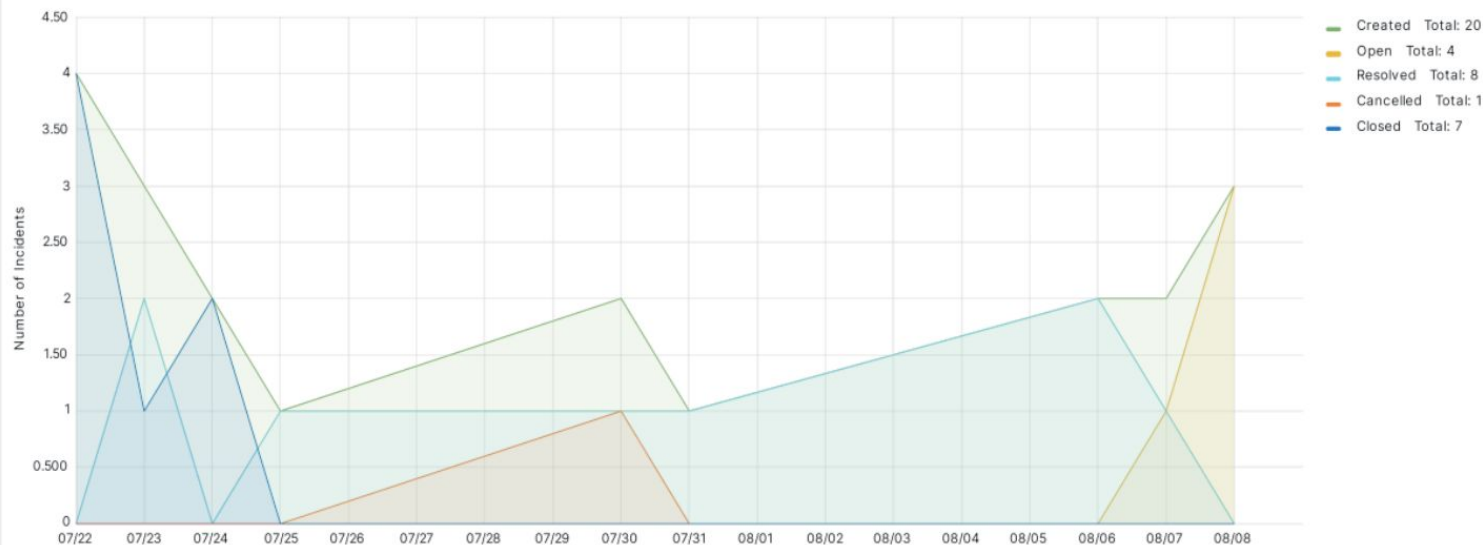
Priority

All ▾

Status

All ▾

Incident Trend





# Creative Curriculum Adoption Districtwide



- 2023–2024 UTK Curriculum options: Benchmark, CKLA and The Creative Curriculum
- **2024–2025 UTK Curriculum: The Creative Curriculum (coherence district wide)**

# At A Glance: Exploring the Topic

Unit

Question  
the Day

Differentiated  
Groupings

## AT A GLANCE

## Exploring the Topic

What do we know about trees?  
What do we want to find out?

Vocabulary—English: definition, tree, branches, leaves, trunk, roots, forest, desert, nursery, neighborhood, nonfiction

Spanish: definición, árbol, ramas, hojas, tronco, raíces, bosque, desierto, vivero, vecindario, no ficción

	Day 1	Day 2	Day 3	Day 4	Make Time for . . .
Question of the Day	Did you see a tree on the way to school today? <b>Materials:</b> none	Are there trees next to our playground?	Can you count how many trees you see?	What do you want to learn about trees? <b>Materials:</b> none	<b>Outdoor Experiences</b> <ul style="list-style-type: none"> <li>Provide the children with baskets, buckets, or bags for the children to collect branches, twigs, leaves, and other tree artifacts to use throughout the study.</li> </ul> <b>Physical Fun</b> <ul style="list-style-type: none"> <li><i>Intentional Teaching Experience</i> P14, "Moving Through the Forest"</li> </ul> <b>Family Partnerships</b> <ul style="list-style-type: none"> <li>Download, customize, and send home the <i>Letter to Families</i> introducing the study. You can access all family resources through <i>MyTeachingStrategies</i>.</li> <li>Encourage families to take their children for a walk around their neighborhood to examine the trees they see. Give each family a small bag and ask them to help their children gather interesting parts that have fallen, such as leaves, twigs, acorns, and bark.</li> <li>Invite families to join the class on a walk to look for trees during large group on Day 2.</li> </ul> <b>Wow! Experiences</b> <ul style="list-style-type: none"> <li>Day 2: Take a walk around the school to look for different kinds of trees.</li> </ul> <b>Planning and Preparations</b> <ul style="list-style-type: none"> <li>Take and print photos of trees outside of the school that the children will see on their walk on Day 2.</li> </ul>
Mighty Minutes <sup>1</sup>	<i>Mighty Minutes Measure</i>			<i>Mighty Minutes</i> 300, "Letter Clues"	
Large Group	<b>The Trees We See</b> <b>Materials:</b> <i>Mighty Minutes</i> 208, "Welcome, Friends" (with accompanying poster); photo of a tree near your school	<b>Find Trees</b> <b>Materials:</b> <i>Mighty Minutes</i> 208, "Clothes Colors" (with accompanying poster); camera; <i>Our Class Definition of Trees</i> chart	<b>Materials:</b> <i>Mighty Minutes</i> 260, "Letter-Sound Trouble"; photos of trees growing in different places (e.g., school's neighborhood, a forest, a desert, a nursery)	<b>What Do We Want to Find Out About Trees?</b> <b>Materials:</b> <i>Mighty Minutes</i> 210, "Collecting Questions" (with accompanying poster); chart paper; marker; <i>What We Know About Tree</i> chart	
Choice Time	<b>Art</b> <b>Materials:</b> materials to create collages (e.g., magazines, printed photos of trees, construction paper, scissors, glue)	<b>Discovery</b> <b>Materials:</b> photos of trees from walk; materials to create observational drawings, e.g., paper, crayons, markers; word cards for parts of trees, e.g., trunk, branches, leaves, roots	<b>Discovery</b> <b>Materials:</b> photos of trees from large group	<b>Library</b> <b>Materials:</b> nonfiction books featuring trees	
Read-Aloud	<i>Chicka Chicka Boom Boom</i>	<i>Pablo's Tree</i> <i>Book Discussion Card</i> 13 (first read-aloud)	<i>Chicka Chicka Boom Boom</i>	<i>Pablo's Tree</i> <i>Book Discussion Card</i> 13 (second read-aloud)	
Small Group	<i>Intentional Teaching Experience</i> 1L12, "Same Sound Sort" <b>Materials:</b> variety of objects, including some with names that begin with the same sound, e.g., boat, button, blanket, and bottle; cardboard box or bag to store objects	<i>Intentional Teaching Experience</i> M36, "We're Going on an Adventure" <b>Materials:</b> box; sheet or long piece of cloth; table; wood; large cardboard box, open on two ends; large plant or barrel; large cardboard box; photographs with geographic features	<i>Intentional Teaching Experience</i> 1L15, "Textured Letters" <b>Materials:</b> uppercase and lowercase letters cut out of a variety of materials, e.g., felt, sandpaper, corrugated cardboard, burlap, velvet, or silk; heavy paper or card stock	<i>Intentional Teaching Experience</i> M42, "Straw Shapes" <b>Materials:</b> geometric shapes, small sticks, pipe cleaners, paper, pencil or crayons	
Large-Group Roundup	<b>Materials:</b> chart paper, marker	<b>Materials:</b> chart paper, marker	<b>Materials:</b> <i>What We Know About Tree</i> chart	<b>Materials:</b> <i>What We Want to Find Out About Tree</i> chart	

Mighty Minutes



# New Guidelines with Enrollment in Early Education Centers: Expansion of income eligibility requirement



**Prioritize  
serving more  
two and three  
year olds.**

**New State Guidelines** allow Early Education Centers to expand their enrollment based on new household income criteria.

For example:

- A family of 4 with a monthly household income of approximately \$12,000 now qualifies
- Family monthly fee approximately \$93



**FREE**

UNIVERSAL TRANSITIONAL KINDERGARTEN is available for free to all children who will have their 4th birthday on/by September 1 of the school year.

**See You in School!**  
Elementary School Starts at 4 years old

**Enroll Now**  
(844) - EARLY ED  
[enrollnow.lausd.net](http://enrollnow.lausd.net)



**To find out more:  
Call (844) EARLY ED**

# Re-opening shuttered centers



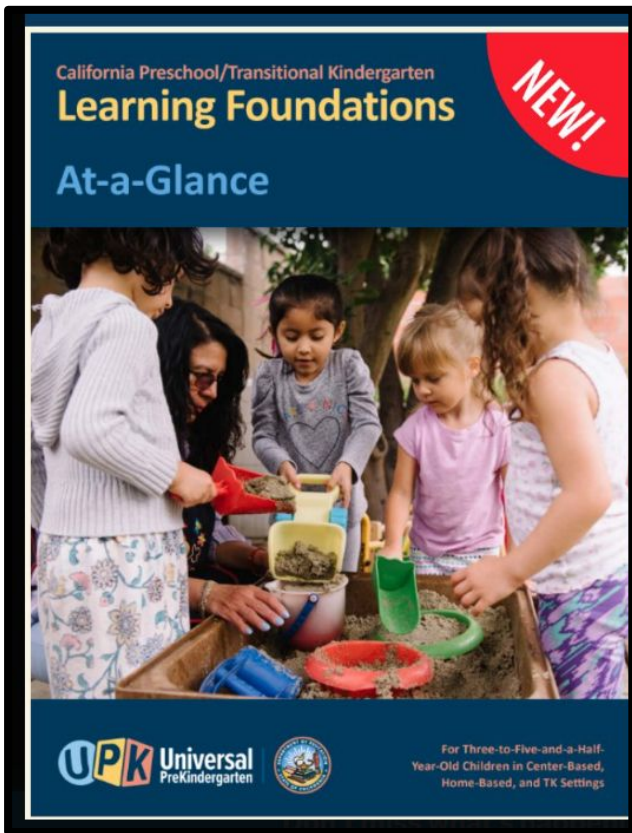
**Re-opening  
Shuttered  
Centers**



# Preschool/Transitional Kindergarten Learning Foundations (PTKLF)

## MAJOR CHANGES

	Prior (2008)	Released July 2024
Revision of the Age Continuum	Preschool <ul style="list-style-type: none"><li>• 36 Months</li><li>• 48 months</li></ul>	Preschool and TK <ul style="list-style-type: none"><li>• Early (3-4 ½ Years)</li><li>• Later (4-5 ½ Years)</li></ul>
Revised Domain	Domain: Social Emotional Development	New domain title: Approaches to Learning
Literacy Domain	Single Language and Literacy Domain	Language and Literacy Domains with <u>two sub domains</u> for Foundational Language Development and English Language Development
Diversity, Equity and Inclusion	Not specifically called out, no examples	Emphasis on diversity, equity, and inclusion



# Formation of a UTK Workgroup

## Goals:

- Develop an alignment guide between the new Preschool Transitional Kindergarten Learning Foundations (PTKLFs) and Kindergarten State Standards
- Implement the new PTKLFs across Early Education programs
- Develop a revised TK Progress Report and progress monitoring based on the new PTKLFs, teacher input, and research on kindergarten readiness

## Composition of workgroup:

- Early Education Center Teachers
- Universal Transitional Kindergarten Teachers
- Special Education Teachers (Preschool)
- Central Office Divisions Leads
- Community Based Organizations

# How Student Progress is Monitored

2023-24

2024-25

2025-26

For Early Education Centers the  
**Desired Results Developmental Profile (DRDP)** is required.

- A revised DRDP is scheduled to be released in the 2025-26 SY

**UTK: Progress Report Card**

**UTK:** Revised Progress  
Report Card

Workgroup established  
to review ongoing  
recommendations for  
monitoring progress  
based on the new PTKLF



# Professional Development: A Year of Learning



- 6 days: Early Education Teachers
- 4 days: UTK Teachers
- 9 days: Dual Language for Early Education Teachers
- 900+ teachers in the UTK Schoology Group
- Additional training dates from September 17, 2024 to June 30, 2025 for teachers, aides, administrators, and classified staff



# Alternative Methodology Updates

Understand how much it costs early care and education providers and programs to provide care and education services.

- Plan was submitted in July 2024 with 90 days to respond
- State performs constituent engagement, review, and feedback (providers, CCPU, others) August - October 2024
- Legislative Process Begins including the budget process Jan.- May 2025
  - CDSS and CDE collaborate in alternative methodology process
  - Governor submits budget
  - CDSS submits budget to legislature
  - Department of finance proposed
  - May revise
  - Implement/not implement in July 2025

In the meantime, the base rates and adjustment factors will remain unchanged for the 24-25 school year.

Thank you

