

**BOARD OF EDUCATION OF THE CITY OF LOS ANGELES**  
**GOVERNING BOARD OF THE LOS ANGELES UNIFIED SCHOOL DISTRICT**

**COMMITTEE OF THE WHOLE**

333 South Beaudry Avenue, Board Room, Los Angeles, CA 90017

10:00 a.m., Tuesday, September 17, 2024

**Method for Accessing the Meeting and Providing Public Comment**

There are three ways members of the public may access this Committee Meeting: (1) online ([Granicus stream](#) or join the [zoom webinar](#)), (2) by telephone by calling (888) 475-4499 and entering the Meeting ID: **841 3628 9341**, or (3) in person.

The Board of Education encourages public comment on the items on this agenda and all other items related to the District. Any individual wishing to address the Board must register to speak using the Speaker Sign Up website: <https://boardmeeting.lausd.net/speakers>, and indicate whether comments will be provided over the phone or in person. Registration will open 24 hours before the meeting. **15** speakers may sign up for general Public Comment, and each speaker will have **two** minutes to present. Each speaker will be allowed a single opportunity to provide comments to the Committee.

Speakers who do not register online to provide comments may use the following alternative methods to provide comments to Board Members:

- Email all Board Members at [boardmembers@lausd.net](mailto:boardmembers@lausd.net);
  - Mail comments via US Mail to 333 S. Beaudry Ave., Los Angeles, CA 90017; and
  - Leave a voicemail message at (213) 443-4472, or fax (213) 241-8953.
- Communications received by 5 p.m. the day before the meeting will be distributed to all Board Members.

Speakers registered to provide public comments over the phone need to follow these instructions:

1. Call (888) 475-4499 and enter Meeting ID: **841 3628 9341** at the beginning of the meeting.
2. Press #, and then # again when prompted for the Participant ID.
3. Remain on hold until it is your turn to speak.
4. Call in from the same phone number entered on the Speaker Sign Up website. If you call in from a private or blocked phone number, we will be unable to identify you.
5. When you receive the signal that your phone has been removed from hold and/or unmuted, please press \*6 (Star 6) to be brought into the meeting.

The Office of the Inspector General would like to remind you that they investigate the misuse of LAUSD funds and resources as well as retaliation for reporting any misconduct. Anyone can make a report via the OIG hotline on their website (<https://www.lausd.org/oig>), by telephone at 213-241-7778, or by emailing [inspector.general@lausd.net](mailto:inspector.general@lausd.net). Reports are confidential, and you can remain anonymous if you wish.

Please contact the Board Secretariat at 213-241-7002 if you have any questions.

## **AGENDA**

- I. Welcome and Introductions** .....Mr. Scott Schmerelson  
Chairperson
- II. Labor Partners**
- III. Presentations**
1. Strong Relationships Between Families, Students,.....Mr. Antonio Plascencia Jr.  
and Their Schools to Improve Student Success Senior Director  
Engagement & Partnerships,  
Division of Communications, Engagement, and Collaboration  
Ms. Megan Guerrero  
Region East Family and Community Engagement Administrator
2. Support for Students Experiencing Homelessness .....Dr. Denise A. Miranda  
and in Foster Care Director, Student Support Programs
3. Building Bright Futures: Early Education .....Ms. Pia C. Sadaqatmal  
for Kindergarten Success Interim Chief of Transitional Programs  
Dr. Dean Tagawa  
Executive Director, Early Childhood Education Division
- IV. Public Comment**
- V. Adjournment**

Requests for disability related modifications or accommodations shall be made 24 hours prior to the meeting to the Board Secretariat by calling (213) 241-7002.

Materials related to an item on this agenda distributed to the Board of Education are available for public inspection at the Security Desk on the first floor of the Administrative Headquarters, and at:  
<https://www.lausd.org/boe#calendar73805/20240903/event/71686>

# TAB 1



# **Strong Relationships Between Families, Students, and Their Schools to Improve Student Success**

**Office of Student, Family and Community Engagement**

Committee of the Whole  
September 17, 2024



**LAUSD**  
**UNIFIED**



# Agenda

- Strategic Plan: Pillars and Priorities
- Family Engagement Organization
- Connection with Families
- School Volunteers
- Central and Region Alignment
  - Leadership Development
  - Family Academy

# Strategic Plan: Pillars and Priorities

3

## Engagement and Collaboration

Strong Relationships

Accessible Information

Leading for Impact

Honoring Perspectives

## Priorities

3A

**Strong Relationships:** Strengthen relationships between families, students, and their schools to improve student success

3B

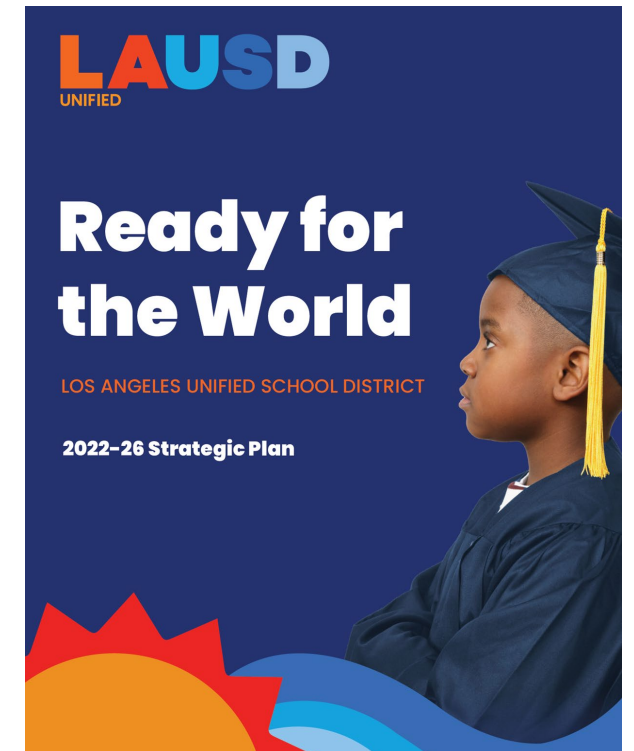
**Accessible Information:** Provide clear, consistent, and accessible information to the community

3C

**Leading for Impact:** Lead and leverage our role as an impactful, key member of local, state, national, and global communities

3D

**Honoring Perspectives:** Honor and act upon the perspectives of students and everyone we serve



# Agenda

- Strategic Plan: Pillars and Priorities
- Family Engagement Organization
- Connection with Families
- School Volunteers
- Central and Region Alignment
  - Leadership Development
  - Family Academy

# Drivers of Engagement and Welcoming Environment

Respect, honor, and value family contributions

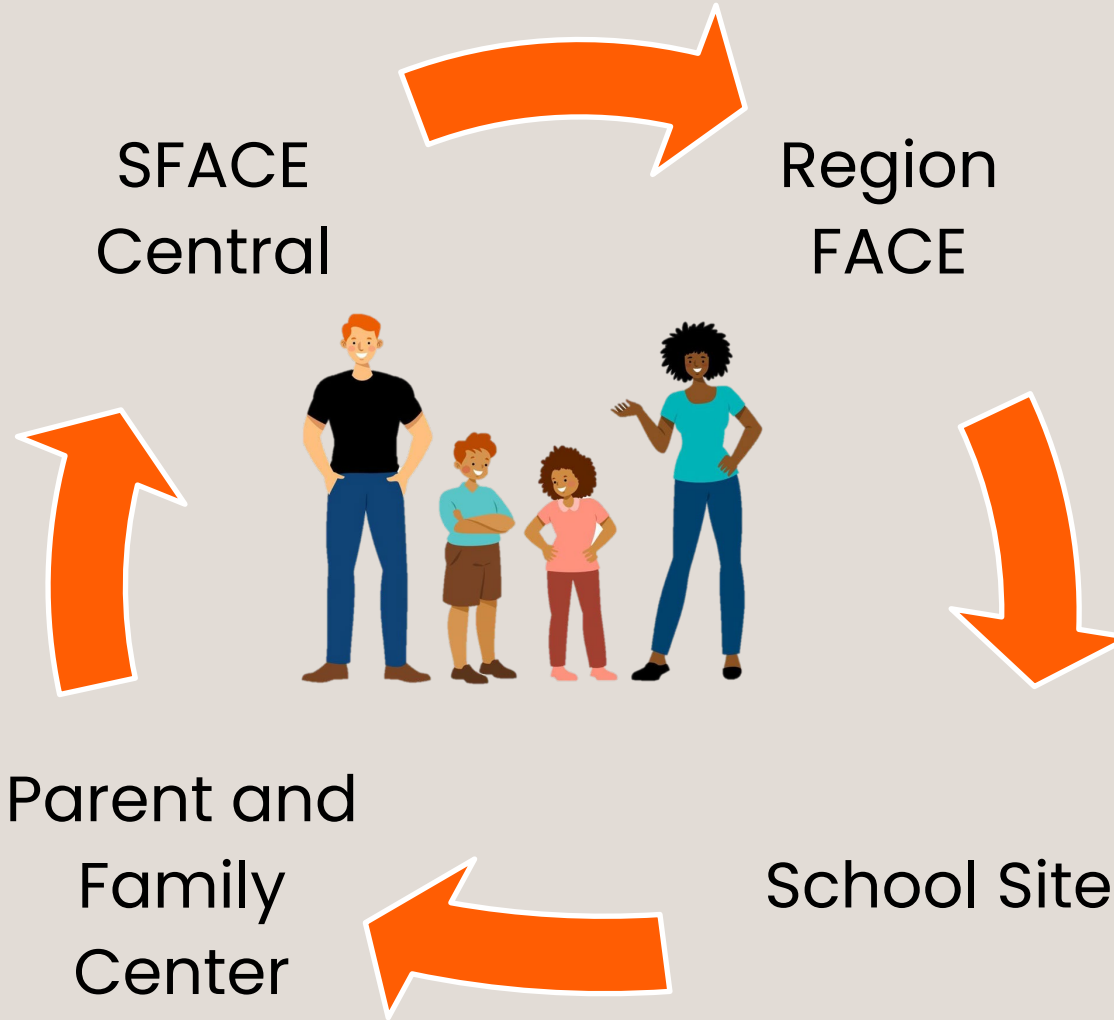
Build trusting reciprocal relationships with families (teamwork)

Focus on building capacity– how to support and communicate

Co-construct learning opportunities with families

# Family Engagement Organization

- Aligns initiatives and procedures to State requirements and District Strategic Plan
- Develops content for Region and school site use



- Conduct Parent and Family Center trainings
- Organize Professional Development and Summits
- Customized school site assistance
- Engages with Region Family Academy and Ambassadors

- Hosts monthly workshops
- Assists with Parent Portal and volunteer applications
- Coordinates with certificated leadership

- Leads family engagement programs and Strategic Plan initiatives



# Agenda

- Strategic Plan: Pillars and Priorities
- Family Engagement Organization
- Connection with Families
- School Volunteers
- Central and Region Alignment
  - Leadership Development
  - Family Academy

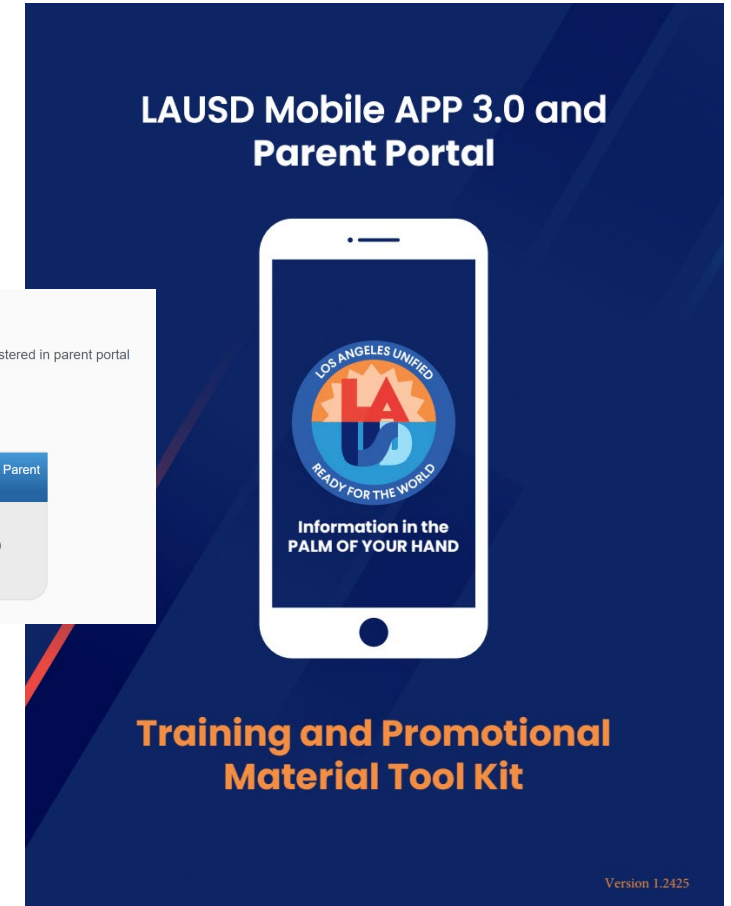
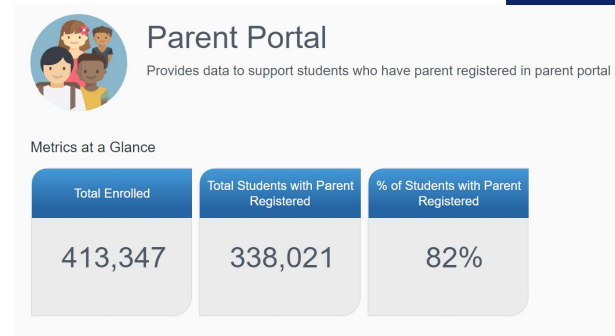
# Learning and Leadership Development: Welcoming Environment

- School Team Family Engagement Summits which build coherence and capacity
- Los Angeles Unified Family Engagement Micro-Credentialing Program (2023-2024 inaugural year)
- Professional development, including Aspiring Administrator programs, Student Health and Human Services personnel and Community Schools
- Consulting assistance for various Divisions including Integrated Safe School Plan, Science of Reading, and SSC and ELAC training



# Parent Portal

- Last year, percentage of students and parents linked to Parent Portal grew more than 4% points
- 84.3% of students linked to a Parent Portal account in 2023-24, surpassing the end-of-year measure requirement
- Target for 2024-25 is 87%, currently at 82%





# Family Academy

- **Themes:** academics, wellness, civic engagement, college and career, honoring perspectives
- During the 2023-24 school year, an average of 557 participants per webinar (goal: average of at least 300)
- The Family Academy Title I Conference hosted 920 participants
- In 2024-25, efforts will focus on outreach to increase participation trends by 10% for webinars and to 75 participants per Region events



Science of Reading Series

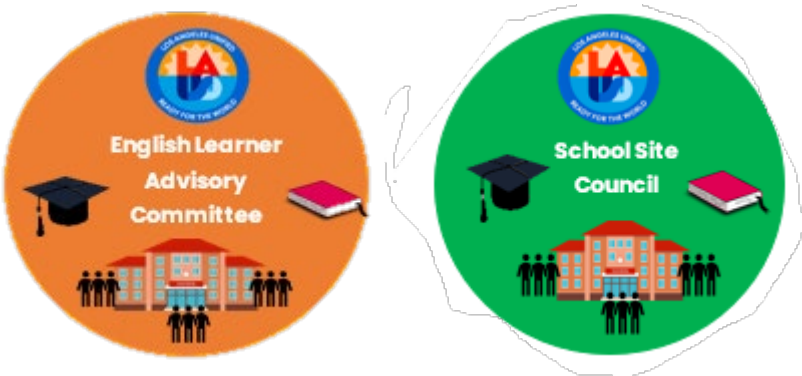


TB Screening Opportunities

# Councils and Committees

## School Site Councils and Committees

- In 2023–24, SFACE and Region teams supported school sites in forming 96% of their councils and committees (92% in 2022–23)
- Modules and personalized training for School Site Council and English Learner Advisory Committee has maintained growth and momentum
- Target for 2024–25 is 98%





### Your Voice Matters!!!

Working Together to Improve Student Academic Achievement



**English Learner Advisory Committee & School Site Council Membership Training**

**Congratulations** 2024–2025 English Learner Advisory Committee (ELAC) & School Site Council (SSC) members! You are cordially invited to join us and expand your knowledge about your role and responsibilities as a leader. Secondary students, family and community members will benefit by attending both the virtual and in-person sessions, gaining hands-on training to lead with success. Some of the topics you will learn about are as follows:

School Plan for Student Achievement (webinar and in-person)	School Budget (webinar and in-person)	ELAC/SSC General Overview (webinar and in-person)
Understanding Data (In-person only)	Parliamentary Procedures and Robert's Rules of Order for Councils and Committees (In-person only)	

Region	Time & Day	Location	Please confirm your session by clicking on the registration link:
East/South	9:00 a.m.–12:00 p.m. Saturday, October 5, 2024	Webinar Link: <a href="https://lausd.zoom.us/j/84829055274">https://lausd.zoom.us/j/84829055274</a>	<a href="https://www.mobilize.us/lausd/event/670508/">https://www.mobilize.us/lausd/event/670508/</a>
East/South	9:00 a.m.–12:30 p.m. Saturday, October 12, 2024	In person: Dymally High School 8800 S. San Pedro Street, Los Angeles, CA 90003	<a href="https://www.mobilize.us/lausd/event/670528/">https://www.mobilize.us/lausd/event/670528/</a>
North/West	9:00 a.m.–12:30 p.m. Saturday, October 19, 2024	In person: Vista Middle School 15040 Roscoe Blvd Panorama City, CA 91402	<a href="https://www.mobilize.us/lausd/event/670532/">https://www.mobilize.us/lausd/event/670532/</a>
North/West	9:00 a.m.–12:00 p.m. Saturday, October 26, 2024	Webinar Link: <a href="https://lausd.zoom.us/j/84829055274">https://lausd.zoom.us/j/84829055274</a>	<a href="https://www.mobilize.us/lausd/event/670508/">https://www.mobilize.us/lausd/event/670508/</a>

During the virtual sessions, members will gain general information about their role as members. The in-person sessions will provide an opportunity for members to collaborate with others as they engage in a focused review of their roles and responsibilities. While it is preferred that members attend the sessions in their Region, they may attend any session.

\*SSC school staff members will be compensated at training rate for attending one training date only, as their roles are required for service on the SSC. They **must register on this form** to provide their employee number and must sign in for virtual sessions using their LAUSD email. Parent members of the 2024–2025 ELAC and SSC may request mileage and childcare reimbursement for eligible children if attending the in-person sessions. Refreshments and childcare services will be provided for school-aged children.

Office of Student, Family and Community Engagement





# Councils and Committees (cont.)

## District Level Committees

- **Community Advisory Committee** provides comments and engages community, focused on the SELPA Local Plan
- **District English Learner Advisory Committee** provides comments focused on state-mandated English Learner programs
- **Parent Advisory Committee** provides comments on the Local Control and Accountability Plan

## **Co-designing learning:**

- Syllabus organized with officers and member input
- Monthly business, subcommittee and agenda planning meetings
- Trainings



# Agenda

- Strategic Plan: Pillars and Priorities
- Family Engagement Organization
- Connection with Families
- School Volunteers
- Central and Region Alignment
  - Leadership Development
  - Family Academy

# School Volunteer Program

- Approved volunteer applications **increased from 15,281 in 2023–24 to 36,096 to date in 2024–25** (increase of 136%)
- Processing of volunteer applications in less than 30 days **increased from 43.4% in 2023–24 to 77% in 2024–25** (increase of 77%)



# School Volunteer Program (cont.)

- Volunteer applicants apply by visiting [lausd.org/volunteer](https://lausd.org/volunteer)
- **Volunteer Management System** organized for school site and applicant self-monitoring of approval process
- **Application status visible** to applicants in real time

Type	Location	ApplicationType	Status	FingerPrint	School Site Correction
Parent	EUCLID AVE EL (1367101)	On-Campus 2024	Approved		
Parent	TAPER AV EL STEAM MAG (1703502)	On-Campus 2024	Approved		
Parent	HARDING ST EL (1443101)	On-Campus 2024	Approved		
Parent	CABRILLO EL STEAM MG (1268502)	On-Campus 2024	Pending		
Parent	GULF AVE EL STEAM MAG (1431502)	On-Campus 2024	Approved		
Community Member	RESEDA CHARTER HS (1881401)	On-Campus 2024	Incomplete or Errors		
Parent	LOMITA EL M/S/T MAG (1493201)	On-Campus 2024	Processing	08/24/2023	

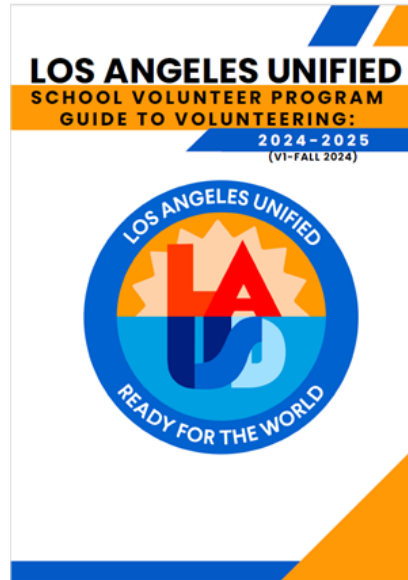


# Volunteer Resources

lausd.org/volunteer



**Family Academy  
Tuberculosis (TB) Screening**



**Guide to  
Volunteering**



**Guide to Fingerprint  
Process  
(Free Service)**



**Volunteer Application  
Job Aid**



# Agenda

- Strategic Plan: Pillars and Priorities
- Family Engagement Organization
- Connection with Families
- School Volunteers
- Central and Region Alignment
  - Leadership Development
  - Family Academy

# Learning and Leadership Development

- **Region East Family Engagement Summit**
  - Over 383 Principals & Assistant Principals, Parent and Family Center and other staff
- **Monthly Professional Development**
  - Principals
  - School Coordinators
  - Parent and Family Center Staff
- **Ongoing Trainings for Parent and Family Center Personnel and Site Designees**
  - Parent Portal
  - ELAC/SSC formation
  - Volunteer Program Development



## Region East Family Engagement Summit



**FALL 2023**

**Friday  
December 1, 2023  
8:30 a.m - 1:00 p.m**

East Los Angeles College  
1301 Avenida Cesar Chavez,  
Monterey Park 91754

**\*\*Breakfast and Lunch  
provided\*\***

**Registration**



<https://bit.ly/EastSummit>

**Participants**

- Principal
- Community Representative
- One other Family Engagement Team Member (employee) \_ **(optional)**
- 3 max per school

**Topics**

• Parent Portal	• Purposeful Budgeting
• Volunteers	• Welcoming Spaces
• SSC and ELAC	• Team Planning Time
• High Impact Family Engagement	

**For more information contact:**

Megan Guerrero, [mguerr3@lausd](mailto:mguerr3@lausd) | Amaris Medina, [amaris.medina@lausd.net](mailto:amaris.medina@lausd.net)



# Learning and Leadership Development (cont.)

## Parent and Family Centers

- Bridge between students and school leadership
- Posters printed for all Centers promoting District services and information
- Monthly professional development in areas of welcoming environment, Strategic Plan initiatives, and developing existing and new skills





# Family Academy

- **Region Family Academy**
  - 3 to 4 learning sessions per month
  - Hybrid and in-person options throughout the Region
  - Topics: academic, wellness, attendance, graduation & more
- **District-wide Events:** Science of Reading, Device Distribution, Book Giveaways
- **Regional Events:** STEAM Fest, College Fairs, CHOICES Fairs
- **Region Ambassador:** English Learners, Special Education, LCAP (9 sessions) in collaboration with various Divisions



# Region Ambassadors

- **Three Ambassador topic choices offered for parent participants:** Students with Disabilities, LCAP, and English Learners
- Host **three sessions per topic each year**
- **Learning for families** to support their children and to help promote information about District services with other parents
- To date, hosted over **1500 participants** across Regions in the 2024-25 school year
- Parents culminate by receiving an **Ambassador certificate**



## Become a Regional Ambassador

Inspire Those Around You

Engage and leverage the power of our families, communities and educational partners.

To learn more, please visit [lausd.org/sface](https://lausd.org/sface)

    
@LAUSDfamilies

[lausd.org/sface](https://lausd.org/sface)  
Office of Student, Family and Community Engagement







**LAUSD**  
**UNIFIED**

Thank you!

[Return to Order of Business](#)

# TAB 2

# **STUDENT SUPPORT PROGRAMS**

**Committee of the Whole  
Support for Students Experiencing  
Homelessness and in Foster Care**

**September 17, 2024**





# Student Support Programs (SSP) Organizational Chart

## STUDENT SUPPORT PROGRAMS MISSION

To provide comprehensive and rehabilitative services to our most vulnerable students by advocating for successful transitions, reengagement, and social emotional awareness, leading to academic achievement and maximizing post-secondary options.

Division of School  
Operations

Student Support and  
Attendance Services  
Branch

Student Support Programs  
Director  
Dr. Denise Miranda

Administrative  
Coordinator  
Erin Campbell

Homeless  
Education  
Office

Student  
Discipline  
& Expulsion  
Support

College  
Advising  
Program

Short-Term  
Residential  
Therapeutic  
Programs  
(Title I- Part A  
Neglected)

Academic  
Support &  
Achievement  
(ASAP)

A-G  
Diploma  
Program

Specialized  
Student  
Services  
(SSS)

Central  
Office

Region  
Offices



# Strategic Plan: Alignment

## Pillar 2: Joy and Wellness

- Welcoming Learning Environments
- Outstanding Attendance

### Pillar 2: Joy and Wellness

Welcoming Learning  
Environments

Whole-Child  
Well-Being

Strong Social-  
Emotional Skills

Outstanding  
Attendance





# Students Experiencing Homelessness



# Students Experiencing Homelessness

The McKinney-Vento Act defines a student experiencing homelessness as a school-aged youth **who lacks a fixed, regular, and adequate nighttime residence**

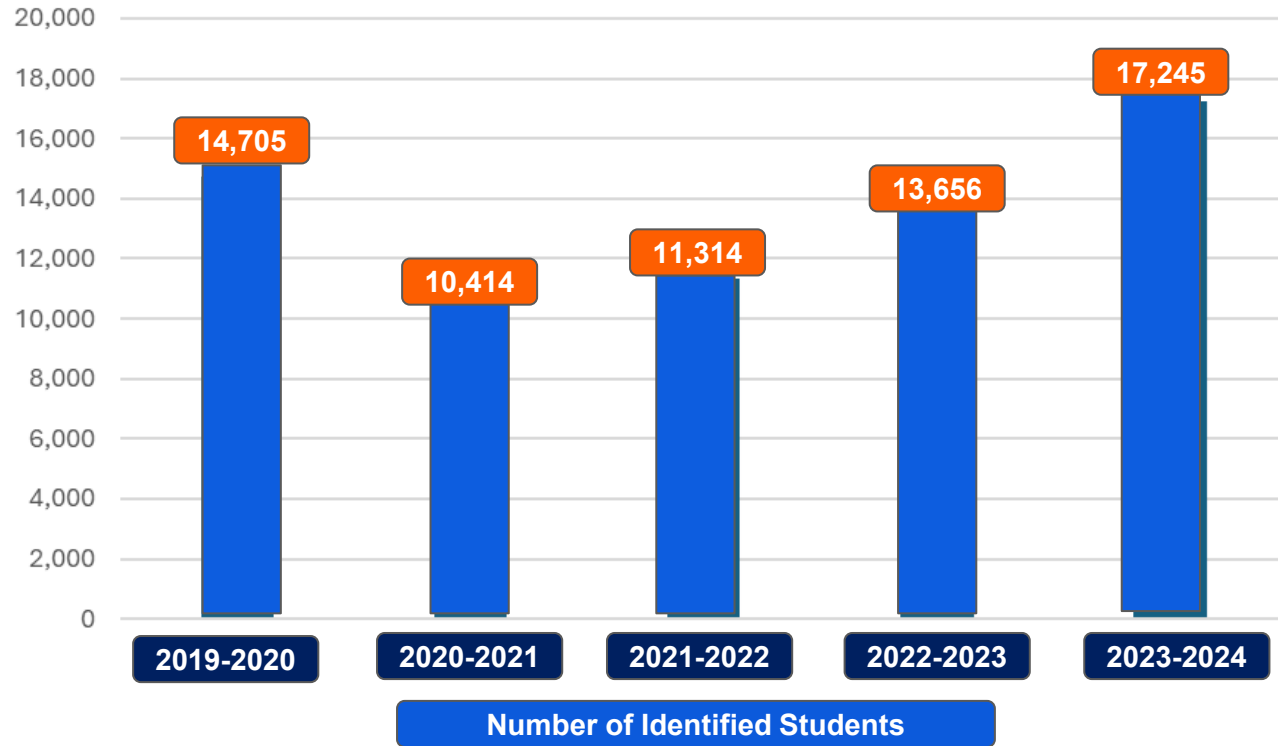


- A **fixed** residence is one that is stationary, permanent, and not subject to change
- A **regular** residence is one that is used on a normal, standard, and consistent basis
- An **adequate** residence is one that is sufficient for meeting both the physical and psychological needs typically met in home environments



# Five Year Summary

## Students Experiencing Homelessness





# American Rescue Plan (ARP)

Student Support Programs ARP services to support students experiencing homelessness.

## SCHOOL ENGAGEMENT



## FOOD INSECURITY



## SHORT TERM TEMPORARY HOUSING



## TRANSPORTATION







# Laundry Truck (ARP Funding)

## Taft High School

- Students living in The Woodlands Family Shelter
- 746 loads over 28 weeks
- 350 families, 700 children served

## 9th Street Elementary

- Students residing within the school's boundaries, targeting students from the Union Rescue Mission
- 342 loads over 17 weeks
- 240 families, 500 children served

## Expansion Target:

Provide access to **laundry truck services once a month in every Region and every Board District**





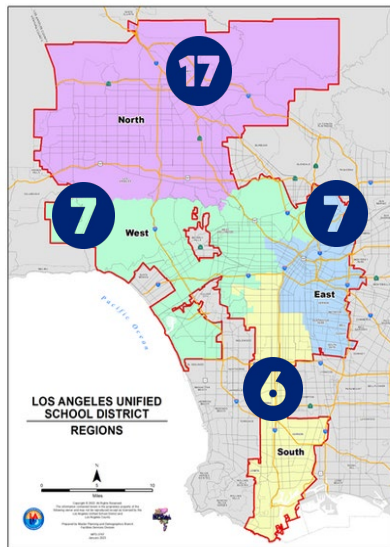
# Students Living in Crisis Housing iAttend 2023-24

**iAttend**  
February & April 2024

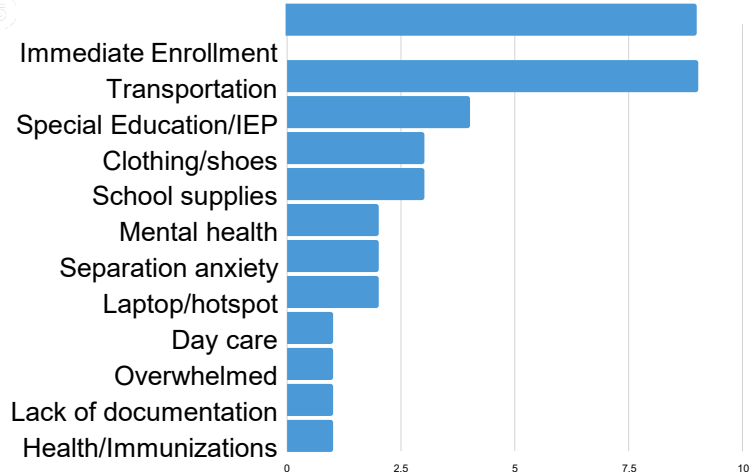
**Approximately  
1,700**

students reside in crisis  
housing sites and benefited  
from the connections and  
resources provided through  
the LAUSD partnership

## LOCATIONS BY REGION

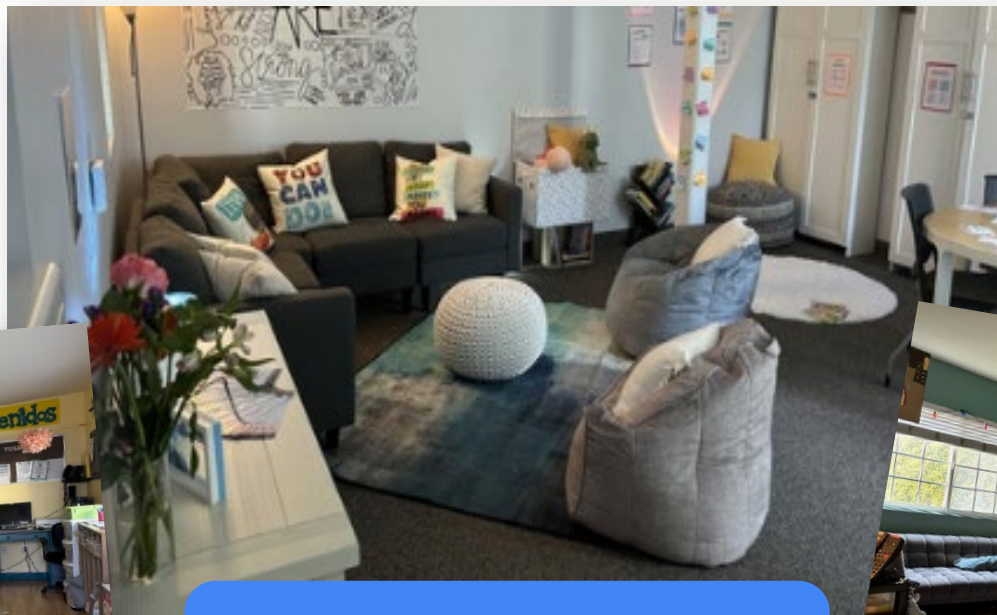


## CRISIS HOUSING SITES IDENTIFIED THE FOLLOWING BARRIERS:





# Calming Study Areas iAttend 2023-24



Calming Study Areas at  
Crisis Housing Centers





# Clothing Boutiques iAttend 2024-25

Clothing boutiques play a crucial role in:

## Crisis Response:

- Provide essential needs like clothing and shoes to individuals facing emergencies or unexpected situations

## Removing Barriers to Attendance:

- Help eliminate obstacles for students experiencing homelessness, ensuring they have appropriate attire to attend school regularly

**Student Support Programs**  
**CLOTHING BOUTIQUES**

Our clothing boutiques were established under the belief that every student deserves to look and feel their best! Each location is stocked with clothing available to accommodate sizes for UTK-12 students and includes t-shirts, hoodies, jackets, jeans, socks, undergarments, shoes, and more. Use the Region appointment links below to book a time to select clothing for students experiencing homelessness.

For questions, please first read through our [Clothing Boutique FAQs](#)

Region North	Region East	Region South	Region West	HEO Clothing Emporium
<b>Pacoima Annex</b> 13399 Roger Canyon St. Pacoima, CA 91331 Room 84	<b>Park Avenue El</b> 8020 Park Ave. Cudahy, CA 90201 Room 2	<b>Budlong Avenue El</b> 5840 S Budlong Ave. Los Angeles, CA 90044 Room 28	<b>Beethoven EEC</b> 12239 Lucile Ave. Los Angeles, CA 90068	<b>Belmont HS</b> 1675 W 2nd Street Los Angeles, CA 90028
<b>Pacoima Annex</b> Appointments Pac and Home   <a href="#">HERE</a>	<b>Region East</b> Appointments Pac and Home   <a href="#">HERE</a>	<b>Budlong Ave.</b> Appointments Pac and Home   <a href="#">HERE</a>	<b>Beethoven EEC</b> Appointments Pac and Home   <a href="#">HERE</a>	<b>COMING SOON</b>

Locations Established with ARP Funding

<b>Region North:</b> Pacoima Annex
<b>Region East:</b> Park Ave Elementary
<b>Region East:</b> 28th Street Elementary
<b>Region South:</b> Budlong Ave. Elementary
<b>Region West:</b> Beethoven EEC
<b>HEO:</b> (Clothing Emporium) Belmont High School





# Students In Foster Care



# Students in Foster Care

## The State of California defines “foster youth” as a child or youth:

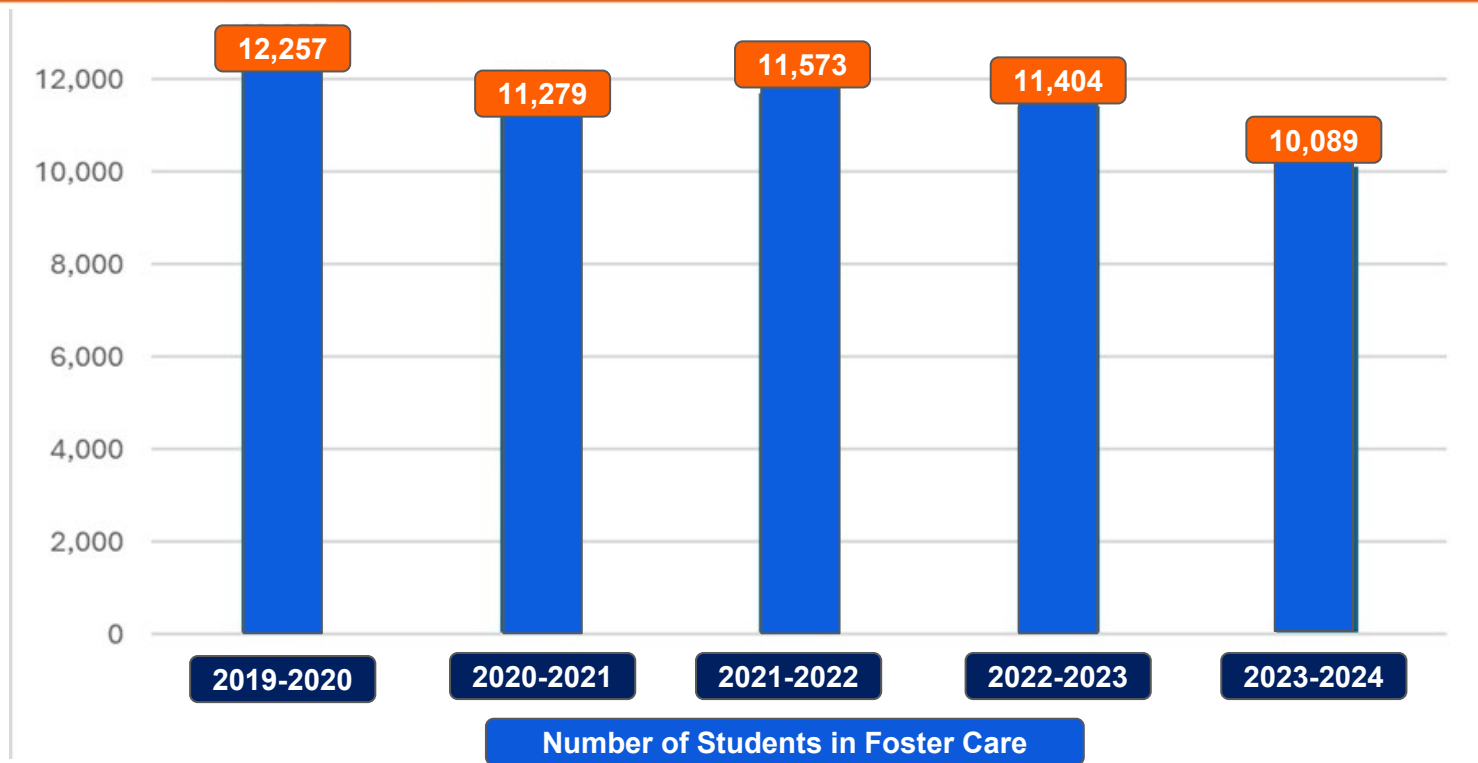


- Who is currently the subject of a petition filed in the dependency and/or delinquency court(s)
- Who is declared a dependent or ward of the dependency and/or delinquency courts (open court cases) and whose case(s) are supervised by child welfare (DCFS) and/or probation agencies (DPO)
- A foster or juvenile justice involved youth may be living in a foster home, group home, with biological parents or relatives, under court supervision



# Five Year Summary

## Students in Foster Care





# Leadership & Empowerment Council

## Impact

- Facilitated at 72 secondary schools
- Over 600 students participated in LEC

### Expansion Target :

Offer to ALL secondary school sites





# Academic Support and Achievement Program (Title I, Part A, Neglected)

## Foster Care (Secondary Academic Support)

Outcomes	2023-24 Change from Beginning to End of School Year
<b>% Students improved</b> one or more grade level in <b>math</b> , based on the pre and post assessment	79%
<b>% Students improved</b> one or more grade level in <b>reading</b> , based on the pre and post assessment	50%

### Expansion Target:

- Provide individualized after school supplemental 1:1 in-person tutoring support for TK-6 students in foster care
- Focus on academic and social, emotional needs and interests of elementary students in foster care





# Pathways to College Celebration



## Expansion Target:

- Renamed to “Pathways to the Future”
- Expand student participation
- Offer to ALL graduating seniors in foster care



# **Supports for Students Experiencing Homelessness and in Foster Care**



# **Verizon Funds**

## **2024-25**

### **Support for students in foster care & experiencing homelessness**

**Mini grants to support students in foster care and experiencing homelessness**

**Cultural Engagement (elementary students)**

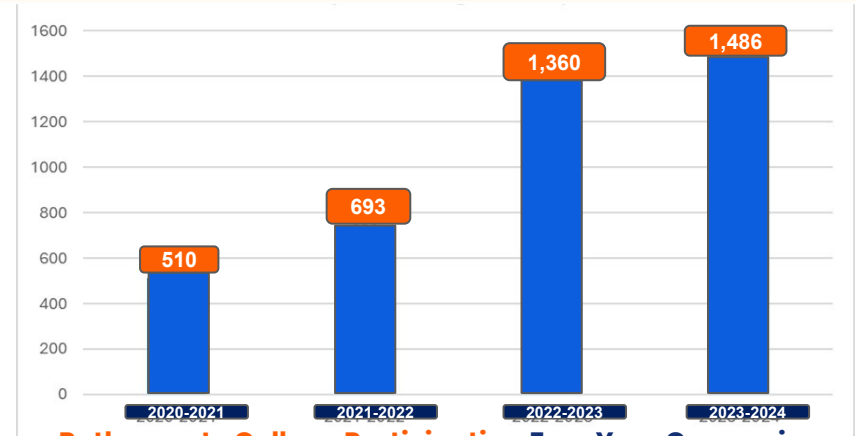
**Buses for field trips (secondary students)**



# Pathways to College Tours

## Impact:

- 9 virtual college and university tours
- 2 HBCU virtual college tours
- 16 in-person college and university tours



**Pathways to College Participation Four Year Comparison**

## Expansion Target:

- Provide buses for transportation
- Transition from virtual to ALL in-person tours
- Provide strategies to combat "summer melt" during student panels



# The FAFSA Challenge

## Students in Foster Care or Experiencing Homelessness

- Annual State-wide FAFSA Challenge tracks the progress of FAFSA/Chafee completions for identified seniors in special populations
- SSP provides annual training to counselors, including an overview of the FAFSA related to students in special populations and best practices
- SSP sends monthly data to counselors to monitor progress in supporting students
- 2022-23:
  - Districtwide action plan integrated efforts of SSS and A-G counselors, PSA/PSWs, secondary school and college counselors
  - LAUSD submission rate of 75% (County submission goal of 71%)
- 2023-24: County submission goal decreased to 61% (rollout of the "Better FAFSA", which had some "challenges")
- 2024-25: FAFSA Challenge goal 75% submission rate or higher





# Commercial Sexual Exploitation of Children

## Website Resources

- **Toolkit for Schools**
- **Mandated Reporting**
- **Case Consultation & Support**
- **Awareness Materials**
- **Training Request**
- **DREAM Court Resources**
- **Stakeholder Resources**
- **Quarterly Newsletter**
- **Professional Growth Opportunities**
- **Red Sand Project**

Home Programs ▾ SSP Staff Resources Staff Resources ▾ SHHS Home

### KNOW TO SAY NO TO CHILD TRAFFICKING

LA County's efforts to end the Commercial Sexual Exploitation of Children and Youth.

County of Los Angeles  
LACOUNTY.GOV

**LEARN MORE**

Prevention of Abuse's "Emerging from the Shadows" and is meant for educators and school district staff. It offers background information and activities to promote safety and create awareness of child sexual exploitation and human trafficking. Click [here](#) to download the toolkit.

**TOOLKIT FOR SCHOOLS**  
JANUARY 2024

**Red Sand Project**  
**LEARN MORE**

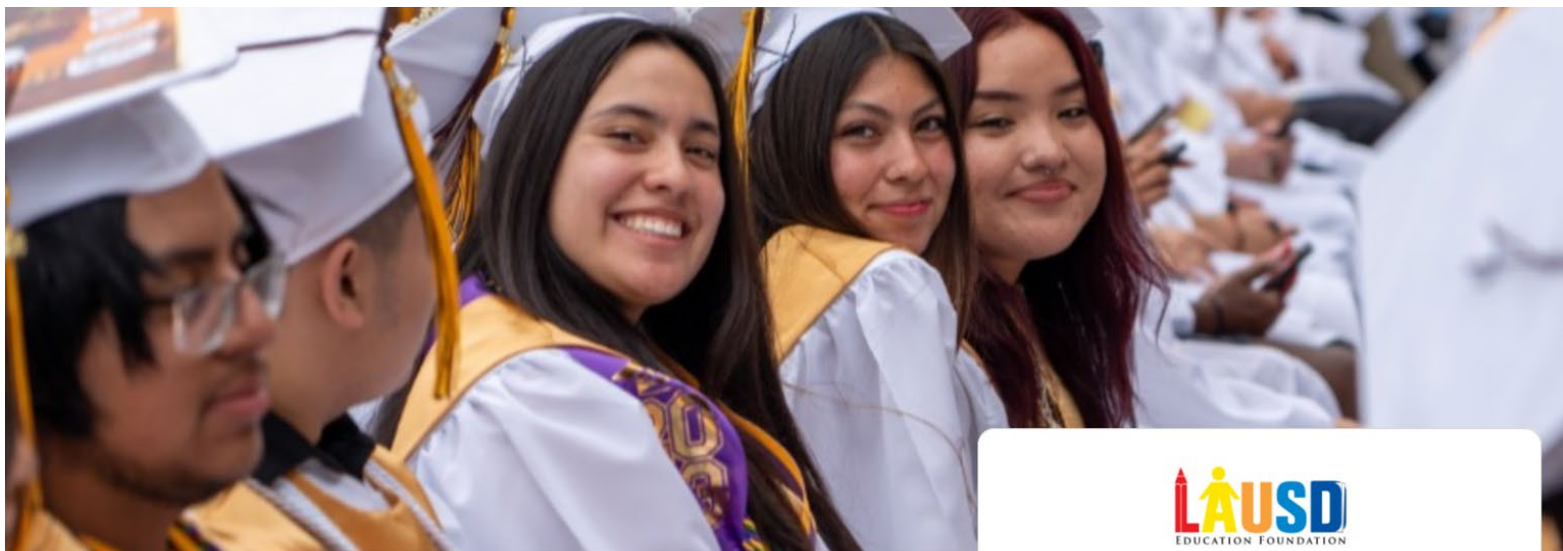
Click on the headers below to access additional support.

- REPORT SUSPECTED CSEC**
- CASE CONSULTATION & SUPPORT**
- REQUEST A CSEC TRAINING**

[www.lausd.org/CSEC](http://www.lausd.org/CSEC)



# Fundraising / Donations for Students in Special Populations



College & Career Support for At Promise Students



LOS ANGELES UNIFIED SCHOOL  
DISTRICT EDUCATION FOUNDATION



# Questions

# TAB 3



**LAUSD**  
UNIFIED

# Building Bright Futures: Early Education for Kindergarten Success

---

**Committee of the Whole  
Board of Education**

September 17, 2024





# 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



# Success Begins in Preschool

**UTK**  
**521**

## Universal Transitional Kindergarten

521 elementary schools offering UTK to ~16,000 4-year old students

**EEC**  
**87**

## Early Education Center

87 centers serving over 10,000 2-4 year old students

**CSPP**  
**82**

## California State Preschool Program

82 elementary schools serving ~1,800 3-4 year old students

**CC**  
**264**

## Collaborative Classroom

264 schools serving ~2,600 3-4 year old students

in special needs in a general education setting

**I/T**  
**4**

## Infant/Toddler Centers

4 Infant/Toddler centers  
Serving 72 families with children ages 6 weeks to 2 ½ years

LOS ANGELES  
SCHOOL DISTRICT  
REGIONS

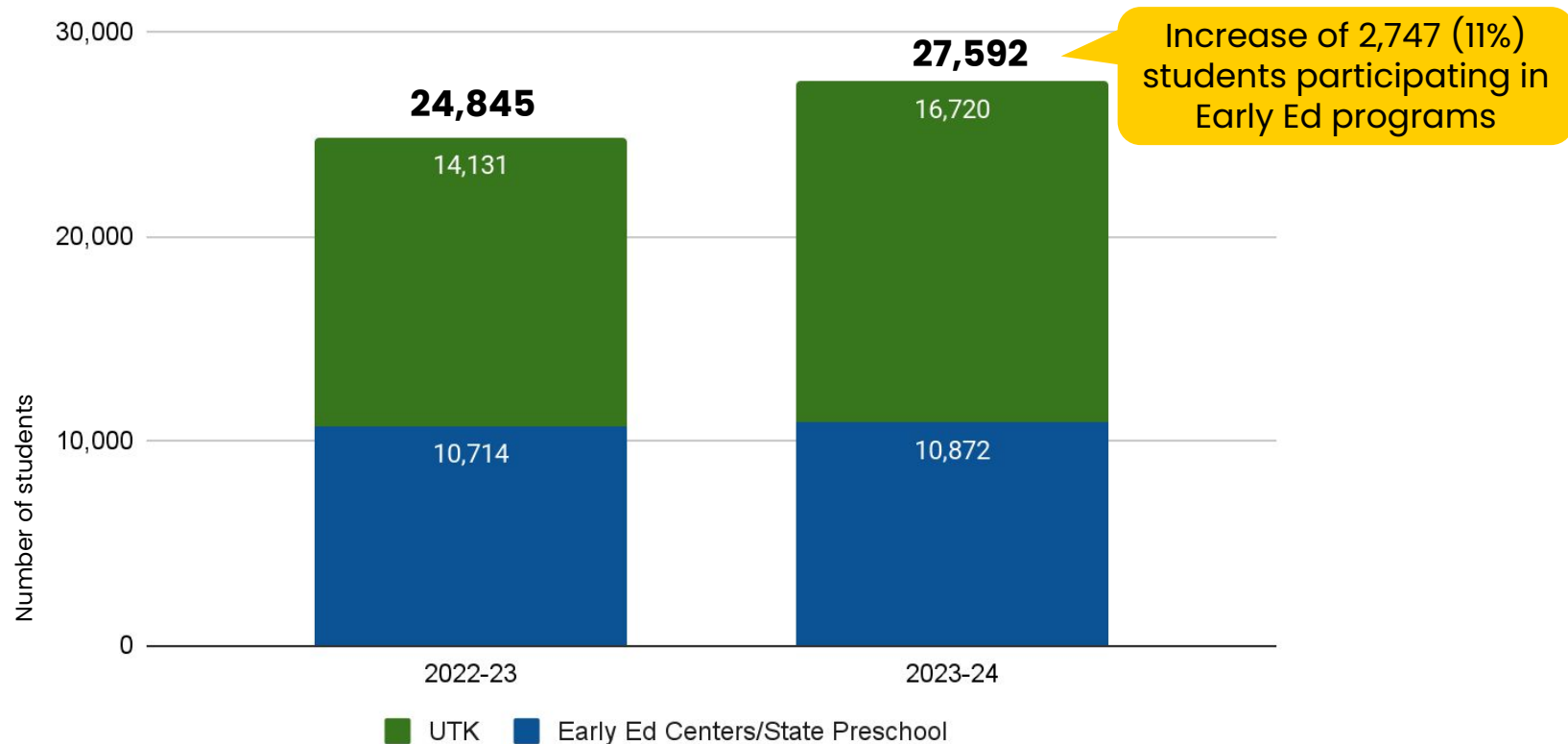


**LAUSD**  
UNIFIED

---

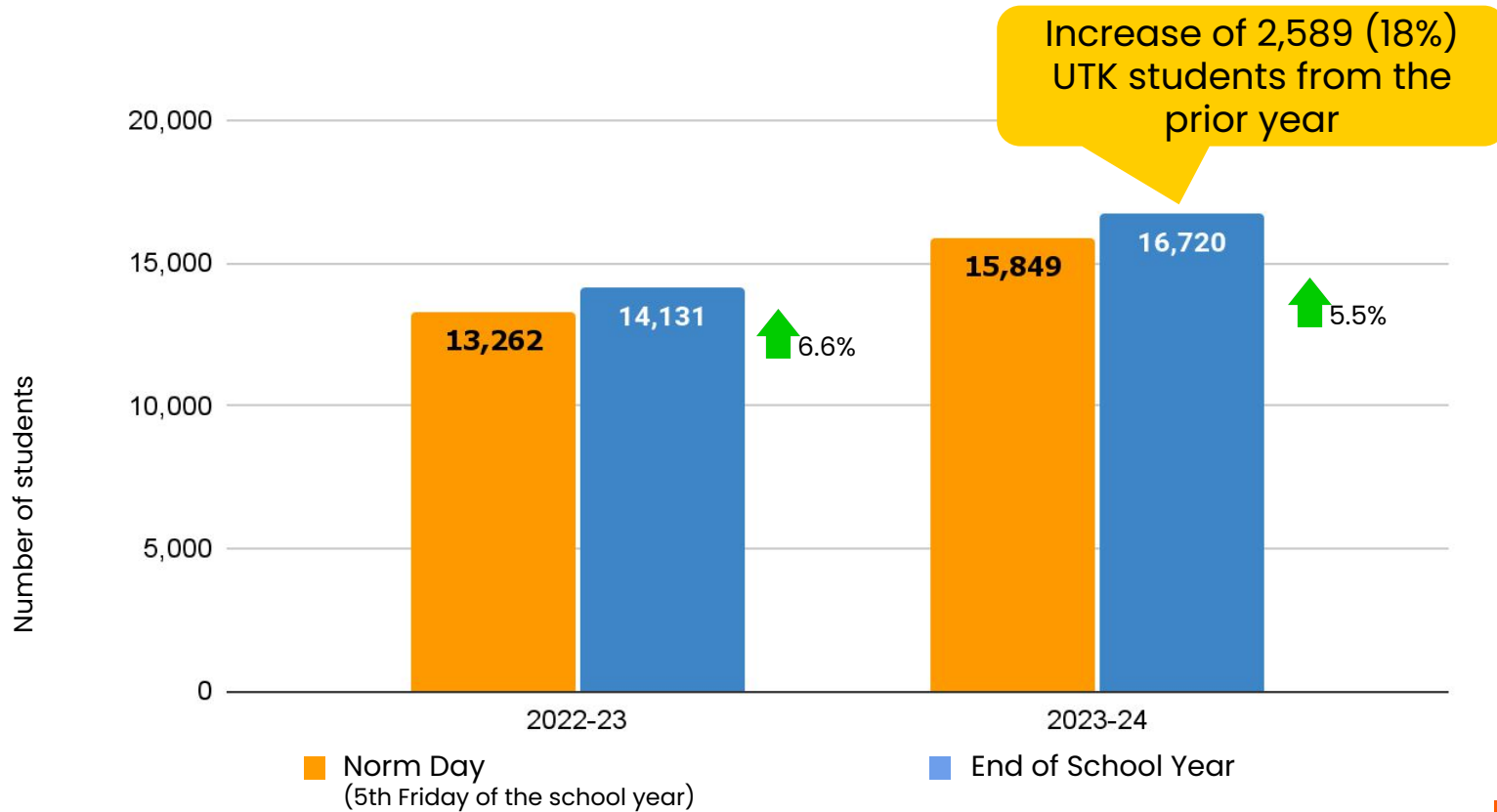
# Enrollment

# End of School Year Enrollment in Early Education Programs



Source: LAUSD Focus Dashboard  
End of the school year data as of June 30

# Enrollment Change from Norm Day to End of Year: Universal Transitional Kindergarten



Source: LAUSD Open Data and Focus Dashboard



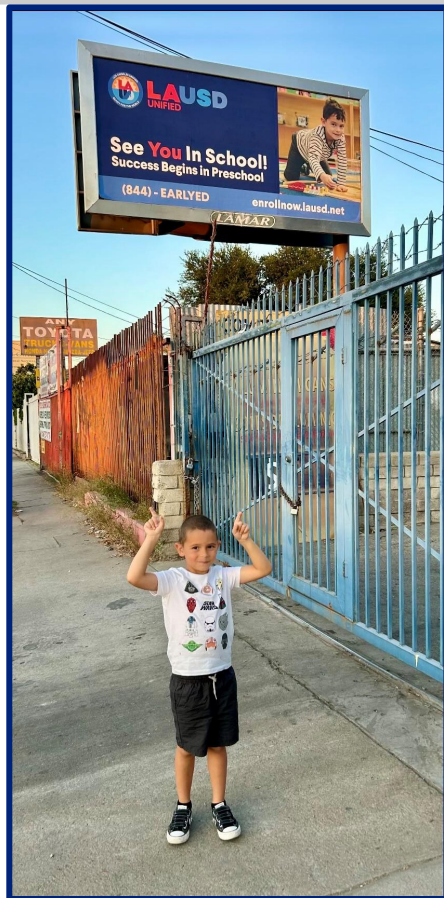


**LAUSD**  
UNIFIED

---

# Marketing Campaign

# "See You in School" Campaign



# Targeted Marketing Campaign

## Phase 1: Targeted Marketing

Outdoor advertising in select zip codes based on low enrollment in Transitional Kindergarten and Kindergarten Summer 2024

90011 - South Los Angeles

90280 - South Gate

90201 - Bell Gardens

91331 - Pacoima

91342 - Sylmar

90002 - Watts

90003 - Florence

90001 - Firestone

91402 - Huntington Park

91402 - Panorama City

91602 - North Hollywood

91352 - Sun Valley

## Phase 2: Canvassing at Parks

Sept 21, 2024

Jesse Owens Park - South

Ritchie Valens Park - North

Lugo Park - East

Rancho Park - West

**Phase 3: Direct Marketing:** Phone calls and text messages  
October 2024

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



**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

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





**LAUSD**  
UNIFIED

---

# Instructional Program

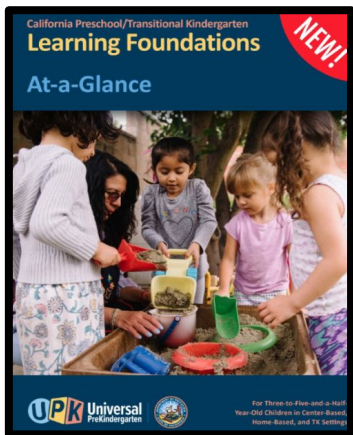
# Professional Development: A Summer of Learning



- 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



# Preschool/Transitional Kindergarten Learning Foundations (PTKLF)



	Prior (2008)	Released July 2024	Implication(s)
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 Yrs)</li> <li>Later (4-5 ½ Yrs)</li> </ul>	The learning expectations outlined in the PTKLF provide a backbone for aligning multiple dimensions of practice, including curriculum, instructional practices, assessment, and educator professional development.
Revised Domain	Domain: Social Emotional Development	A new Approaches to Learning Domain captures aspects of motivation, executive functioning, and goal-directed learning	
Literacy Domain	Single Language and Literacy Domain	Language and Literacy Domain with two sub-domains: Foundational Language Development and English Language Development (ELD)	It will inform the programs' planning and ongoing quality improvement
Diversity, Equity and Inclusion	Not specifically cited	Emphasis on diversity, equity, and inclusion with examples from different cultural backgrounds, and children communicating in different languages	

# "Creative Curriculum"



**UNIT OF STUDY**

**Question of the Day**

**Mighty Minutes**

**Differentiated Groupings**

# 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>
Mighty Minutes <sup>1</sup>	<i>Mighty Minutes Measure</i>			<i>Mighty Minutes</i> 300, "Letter Clues"	<b>Physical Fun</b> <ul style="list-style-type: none"> <li><i>Intentional Teaching Experience</i> P14, "Moving Through the Forest"</li> </ul>
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 Trees</i> chart	<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>
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	<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>
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)	<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>
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 Trees</i> chart	<b>Materials:</b> <i>What We Want to Find Out About Trees</i> chart	

16

17



# Power of Play and Joyful Learning Environments

**Classroom environments convey positive messages for young children, such as:**

- This is a good place to be
- You belong here
- This is a place you can trust
- There are places you can be by yourself
- You can do many things on your own
- This is a safe place to explore



# How Student Progress is Monitored

2023–24

2024–25

2025–26

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

**UTK: Progress Report Card**

**UTK:** Revised Progress  
Report Card

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





**LAUSD**  
UNIFIED

---

# Family Engagement



# Kindergarten Readiness: Success at Home



## BEGINNING KINDERGARTEN SKILLS

While beginning kindergarten have various levels of readiness, children entering kindergarten are generally expected to be able to do most of the things below.

### GENERAL KNOWLEDGE

- ☐ Say their name and address
- ☐ Identify some numbers and letters of the alphabet
- ☐ Retell a familiar event or story
- ☐ Identify basic shapes, such as star, circle, and square
- ☐ Recite some simple rhymes
- ☐ Match objects (socks, shoes, mittens)
- ☐ Notice similarities and differences in objects
- ☐ Count to 10



### MOTOR SKILLS



- ☐ Throw and catch a large ball
- ☐ Walk backwards, hop, skip, and jump
- ☐ Write their first name and draw basic shapes
- ☐ Cut on a line with scissors

### SOCIAL SKILLS



- ☐ Speak in full sentences
- ☐ Share with others
- ☐ Follow simple instructions
- ☐ Make choices
- ☐ Take turns
- ☐ Show concern for others
- ☐ Listen attentively to a story

Visit the  
Early Education  
Website for family  
resources  
**[lausd.org/eced](https://lausd.org/eced)**

# Family Academy



The Family Academy offers courses on how to engage young children leveraging their culture and lived experiences. The course focuses on the:

- Foundations of language
- Understanding early math concepts
- Importance of healthy social emotional and physical development
- Role of play and its connections to enjoyable learning

For more information visit  
<https://www.lausd.org/familyacademy>

# See You in School



[lausd.org/eced](https://lausd.org/eced)