

Los Angeles Unified School District

A stylized illustration of a city skyline in silhouette against a background of colorful, concentric circles. A road with white and yellow lane markings curves through the scene, leading towards the horizon.

# **BIRTH TO EIGHT ROADMAP**

Putting the District's  
youngest learners on a  
highway to success!





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# Acknowledgment

The Los Angeles Unified Division of Instruction and the Early Childhood Education Division would like to thank the 50+ individuals and their representative organizations that came together with the common goal of making young children successful. The diverse groups and individuals came together from across California and the city of Los Angeles to participate in Steering Committee meetings for six months. They actively participated by presenting their areas of expertise and sharing their thoughts on the birth to 8 continuum. Without them, this report and subsequent action plan would not have been possible. We also thank the Los Angeles Unified School Board for their support of early education. The board's unanimous consent of the *Birth to Eight Resolution: Creating a Roadmap for Success in Los Angeles* was a seminal decision in the District's educational history. With the collective generosity of support and spirit, this work will change the future of many young children in Los Angeles.



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## Message from Superintendent Austin Beutner

Dear LA Unified Family and Friends,

I am proud to introduce to you LA Unified's Birth-to-Eight Roadmap. This plan will help ensure we reach our goal of 100% graduation by continuing to provide the best education possible beginning with our youngest learners. As a hub of economic success and diversity, the research is clear about what needs to be done to make Los Angeles thrive for generations to come. In February 2018, the Los Angeles Unified board unanimously adopted a resolution that called for the superintendent and Early Childhood Education Division to facilitate the creation of the Los Angeles Unified's Birth-to-Eight Roadmap.

The resolution (Res-020-17/18) was built on clear research that having a strong foundation built in the early years is critical to a child's long-term success. I am thankful for the many partners that came together to help build this Roadmap. These groups include our labor partners, elected officials, early education experts, policymakers, and District officials. Understanding that no single organization can achieve success without support, the Roadmap leverages private and public partnerships with an understanding that it is our collective efforts that will bring success for families and young children in the District, city, and state.

As we begin down this road together, I am excited to share this Roadmap with you as the journey begins with children in mind and ends with their future success.

Respectfully,

A handwritten signature in blue ink, appearing to be 'Austin Beutner'. The signature is stylized and includes a long, sweeping underline that extends to the left and then curves back up towards the start of the signature.

Austin Beutner, Superintendent of Los Angeles Unified

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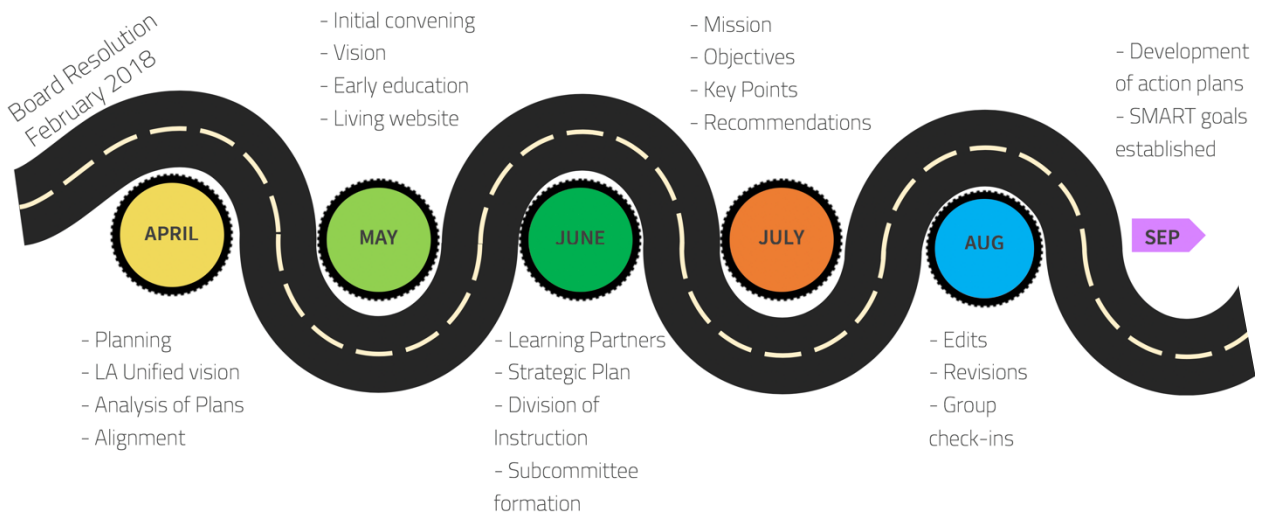
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# Introduction

The “Roadmap” is a plan for the District’s youngest children to be socially and academically successful in the early years. Recognizing the need for children to access high-quality care and education starting at birth and continuing through second grade, this plan will help eliminate achievement gaps before third grade. The creation of the “Roadmap” ensures that focused instructional support and wrap around services are provided for the District’s youngest and most vulnerable students. The “Roadmap” will also provide a foundation for funding priorities that are in accord with the District’s Local Control Funding Formula.

Following the February 2018 ratification of the Los Angeles Unified School Board to create the “Roadmap” (Res-020-17/18), a Steering Committee was formed and convened for a period of over six months. During that period, it was apparent how intertwined the instructional, economic and local communities were. This interconnectedness led to the creation of this important document.

With over 15 different agencies and 15 District departments, each individual played a significant role in creating long-term goals that will greatly improve the interconnectivity between the groups while collectively improving outcomes for so many children in Southern California. Through the transparent efforts, over 50 people came together and formed five subcommittees that focused on recommendations that would positively impact young students so they could reach their full developmental and cognitive potential by the third grade.



The “Roadmap” has been built around the District’s ultimate goal of 100 percent graduation. It leverages existing District and city assets such as the Early Language and Literacy Plan, the Primary Promise, The LA Compact, and the District’s Strategic Plan Objective: Building a Strong Foundation for Early Learners. It also builds on the strengths that exist within the state as California maintains some of the highest preschool and elementary expectations via the California Preschool Learning Foundations and California Content standards.

In order to create and implement the “Roadmap”, the process of bringing together city, county, community, and districts to partners could not have been more exciting. The many leaders convened and created actionable recommendations that placed community and student success at the heart of their efforts.

The “Roadmap” reflects the collective efforts of the Steering Committee and provides direction for a wide variety of decision and actions that can take place over the next three years. This plan recognizes other efforts made by cities such as Boston, Detroit and Denver who have undertaken similar efforts. What makes Los Angeles Unified’s plan unique is that it spans beyond the city of Los Angeles so students across the District and surrounding cities will benefit from its implementation. In addition, the group was intentionally thoughtful and made recommendations that were fiscally responsible and, in many cases, required no additional financial investment.

In 2015, the Institute of Medicine and the National Research Council released a seminal report, Transforming the Workforce for Children Birth Through Age 8: A Unifying

*“Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation”*

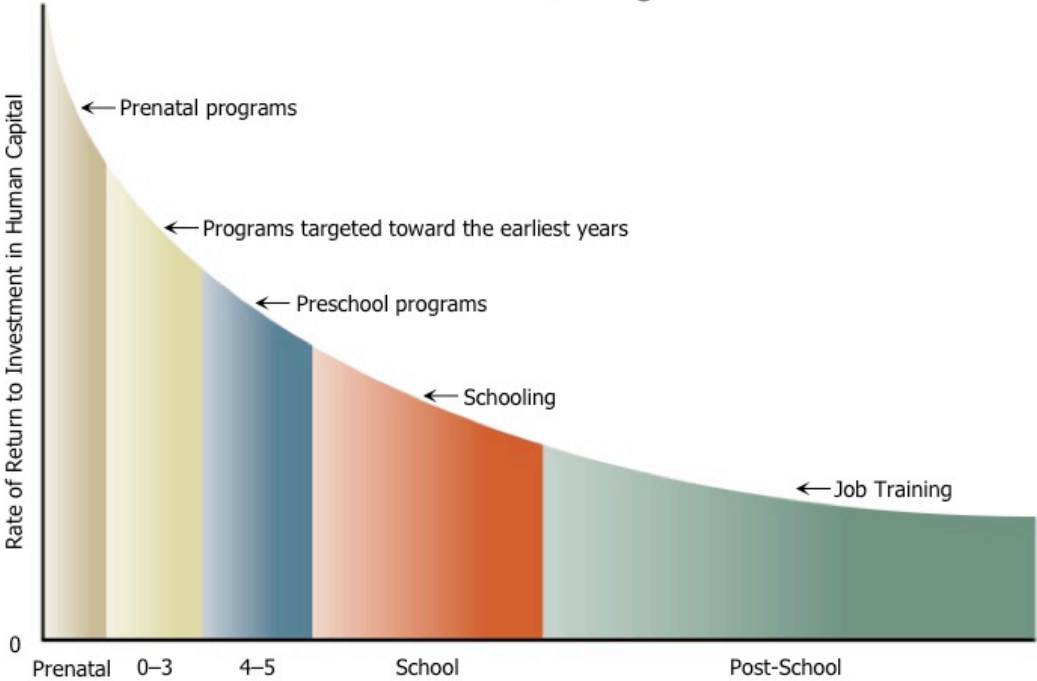
Foundation, which provided a detailed blueprint for national, state and local leaders to ensure that professionals working with young children are prepared to effectively support every child’s growth and development. This is accomplished through investments in quality early education programs and a strong primary education. The results speak for themselves as children who have this foundation are reading at grade level by third grade and have better high school graduation rates while reducing the risks of criminal involvement.

The District plan is divided into five main sections with recommendations from each of the representative subcommittees. Each subcommittee developed a mission statement to keep their recommendations focused while building on the District’s goal of 100 percent graduation. The five sections are (1) Instruction, (2) Public and Private Partnerships, (3) Data, (4) Family Engagement and (5) Whole Child.

Ensuring that every child is ready for kindergarten and leaves third grade ready to succeed is critical for the long-term success of the child, their family and our city. As the research by Nobel Prize recipient, Dr. James Heckman, has shown, the value of investing in the early ages pays long-term dividends. The newest research from Professor Heckman and colleagues finds 13 percent Return on Investment for comprehensive, high-quality, birth-to-five early education. This research analyzes a wide variety of life outcomes, such as health, crime, income, IQ, schooling, and the increase in a mother’s income after returning to work due to child care. As we begin down this road together, it is exciting to share this “Roadmap” as the journey begins with children as the priority and ends with their success.

# EARLY CHILDHOOD DEVELOPMENT IS A SMART INVESTMENT

The earlier the investment, the greater the return



Source: James Heckman, Nobel Laureate in Economics

# Instructional Recommendations

**Mission: Provide a framework for consistent and effective teaching practices for young students that includes PD for teachers and leaders, with attention to the needs of all student groups.**

Recent increases in investments have been made in early education because of the positive affects the programs are having on students' future success in school (U.S. Department of Education and Health and Human Services, 2011). In early childhood classrooms, the focus should be on developmentally appropriate practices (DAP) that incorporate the physical, social, emotional and cultural development of the whole child with diverse populations in relation to instruction (Eggen & Kauchak, 2007). Similar efforts have been made at the primary grades in the District's elementary schools through the development of the Early Language and Literacy Plan (ELLP) and providing multitiered systems of support.

In addition, a top priority for early childhood educators is to give students the foundational skills so they can learn to read. Beginning in preschool and kindergarten, children use these foundational skills such as phonemic awareness, letter recognition and concept development to become strong readers and writers. Using DAP while incorporating foundational concepts into lessons help teachers differentiate instruction, engage students in the learning process and increase achievement of all children. While students are treated as unique individuals, all practices should be appropriate to the child's age and developmental stage, and build on previously taught concepts.

Examples of the current work already taking place across the District that informs the PD of teachers include the Diagnostic Indicator of Basic Early Literacy Skills, the Desired Results Developmental Profile and the ELLP. Each of these assessments gives valuable information so PD can be tailored to improve instructional practices around the District's early learners.

**Through the ELLP we know a lot more about the foundational skills that children need to have to learn to read and about their oral language.**

**- Brad Rumble, Principal  
Esperanza Elementary School**



# Instructional Recommendation

## Action Items

## Action Items

1

**Develop leaders who understand effective teaching practices for young children, including dual language learners.**

- Develop effective school leaders who have the ability to affect change at all levels with an emphasis that begins with an understanding of effective instructional practices in early education.
- Ensure that leaders understand what effective teaching practices look like when they observe very young children, and those in the primary grades, which are often different than those required to teach in the upper elementary grades.

2

**Ensure educators understand child development and early language, literacy, numeracy and social-emotional development.**

- Teachers attend job embedded training or offered paid time for attendance during nonwork days.
- Provide information to stakeholders on universal indicators so that the developmental needs of students are determined.
- Ensure data driven professional development (PD) sessions that consider the whole child.
- Ensure teachers receive actionable feedback to build skills and concepts are transferred to daily instructional practices.
- Extend PD to community partners, such as private Pre-K programs, to ensure participation and planning.

3

**Provide joint PD for instructional staff, teachers and leaders across early childhood education and elementary school.**

- Implement joint PD that addresses appropriate pedagogical and instructional strategies according to a child/student's developmental needs.
- Ensure that all PD is data-driven and research based.
- Encourage joint training.
- Provide differentiated instruction and Universal Design for Learning training for English learners, standard English learners, students with disabilities, foster youth, gifted students, students in poverty and students with trauma exposure.

4

**Create and implement systems and structures that promote articulation between early education and elementary programs.**

- Analyze, review and plan instruction so joint PD can be more effective.
- Continue and expand PD support work such as the ELLP and Cognitively Guided Instruction so new initiatives are connected to existing efforts to improve the quality of instruction.
- Create a system and structure that allows data to flow between the District's early education and elementary programs.
- Create an alignment guide that outlines key academic and social emotional standards 0-8 so teachers at all levels will have a common document to monitor development.
- Continue and refine the Multi-Tiered System of Support to include strategies that are specific to the early grades.



**IR 1**

DEVELOP LEADERS  
WHO UNDERSTAND  
EFFECTIVE TEACHING  
PRACTICES FOR  
YOUNG CHILDREN

**Instructional Recommendation 1**

Develop leaders who understand effective teaching practices for young children, including dual language learners.

There is little argument that effective school leaders have the ability to affect change at all levels. Fullan (2014), emphasizes that effective leaders are those who challenge the status quo through “the willingness and ability to question common practices, take risks, explore innovations, and not let rules slow down action.” To this end, the first recommendation emphasizes that leaders must understand what effective teaching practices look like when they observe very young children and those in the primary grades.

Improving quality in the primary grades and early education classrooms is a key component [of the Local Control Accountability Plan \(LCAP\) and targets](#). Specifically, how investments in early education close



achievement gaps by providing the District’s youngest and neediest learners a strong instructional and social-emotional foundation prior to entering kindergarten. In addition, the LCAP targets established

benchmarks for early literacy achievement. Meanwhile federal guidelines established the [Race to the Top-Early Learning Challenge](#). California participated by using some of these to raise the quality of early learning programs through its implementation of the [Quality Rating and Improvement System](#).

In order to understand the effective instructional practices that are necessary in early education and the primary grades requires an understanding of the subtle differences that take place as children develop. In alignment with the District's [Teaching and Learning Framework](#) and the [Los Angeles Unified School Leadership Framework](#), strong instructional leaders are able to raise questions, and identify the different standards where there are strengths and areas for growth. Additionally, collaborative instructional practices can be developed among the age groups so student growth can be monitored. While there is overlap between the different age groups, which is to be expected, teaching older children is different than teaching those in the primary grades and preschool. In the upper grades there is more of an emphasis on the strategy and logic of the curriculum because older children generally have higher attention spans and better verbal communication (Young, 2016). Whereas, the younger grades require a lot more adult energy via adult child interactions, kinesthetic activities and engagement using multiple learning styles (Early, Maxwell, Ponder, & Pan, 2017). Closing the achievement at this age is one way to ensure that students enter the third grade at grade level.

### Instructional Recommendations 2 and 3

Ensure educators understand child development and early language, literacy, numeracy and social-emotional development to effectively work with all children, and provide joint professional development for instructional staff, teachers and leaders.

## IR 2&3

ENSURE EDUCATORS  
UNDERSTAND CHILD  
DEVELOPMENT

Instructional Recommendations No. 2 and No. 3 - Ensure educators understand child development and early language, literacy, numeracy, and social-emotional development to effectively work with all children, and provide joint PD for instructional staff, teachers and leaders.

The [California Preschool Learning Foundations](#) and [California Preschool Learning Frameworks](#) are meant as guides to develop high-quality preschool programs. The California Preschool Learning Foundations “outline key knowledge and skills that most children can achieve when provided with the kinds of interactions, instruction, and environments that research has shown to promote early learning and development. The foundations can provide early childhood educators, parents, and



the public with a clear understanding of the wide range of knowledge and skills that preschool children typically attain when given the benefits of a high-quality preschool program” (California Department of Education). In particular, Volume 1 of the foundations focuses on language and literacy, math and social-emotional development. This volume describes the competencies children “can be expected to exhibit in a high-quality program as they complete their first or second year of preschool.” In order for young children to achieve these levels of growth, the educators who work with them must understand how

children develop the foundational skills for later concept development around literacy and numeracy.

Along with the knowledge of what children are expected to learn, educators need the knowledge and ability to provide differentiated instruction. To accomplish this, educators need to understand how Universal Design for Learning (UDL) seeks to give all students equitable opportunities for learning while designing lessons that meet the varied instructional needs that exist in all classrooms (Inouye & Ward, 2015). Included in UDL is the ability for all educators to understand the various needs of dual language learners/English learners, standard English learners, students with disabilities, foster youth, gifted and talented students, students in poverty and students with trauma exposure.

The recommendation for joint PD includes teachers and support staff. PD is important for teachers and leaders across the early education and elementary continuum to eventually build the capacity of each individual over time. The District should implement joint PD that addresses appropriate pedagogical and instructional strategies that can be adjusted to meet a child/student's developmental needs. Training should be implemented through mandated trainings that are embedded into an educator's daily work or through the use of voluntary trainings where participants are compensated at their hourly rates. Both of these types of trainings ensure that a majority of the District's educators from birth to 8 are trained in California content standards, preschool learning foundations, UDL and differentiated instruction.

**IR 4****ARTICULATION  
BETWEEN EARLY  
EDUCATION AND  
ELEMENTARY****Instructional Recommendation 4**

Create and implement systems and structures that promote articulation between early education and elementary programs.

High-quality early education programs are associated with stronger outcomes for strengthening the articulation between programs and grade levels provides opportunities for instructional continuity as the children transition from one grade to another or from one school program to another. In addition, the District's [Multi-tiered System of Support](#) (MTSS) is an example of how to improve student outcomes for all children. MTSS is built upon the District's efforts to create inclusive schools, creating UDL, preventing dyslexia and establishing schoolwide positive behavior and intervention supports. When articulation between grades and school levels takes place, in conjunction with the early supports offered through MTSS, closing the achievement gap will become a reality for every one of our students by the third grade.

First, joint PD needs to take place so all preschool and primary grade teachers have strong understanding of how to analyze, review and plan instruction that is appropriate for individual children. Federal and state early childhood education program regulations increasingly require educators to have higher levels of education, but California's credentialing requirements for early childhood education educators have lagged behind. In addition, most early childhood educators struggle to pay tuition and have difficulty completing relevant coursework due to a lack of alignment and articulation across institutions of higher education.

In 2013, federal regulations called for half of Head Start teachers nationwide to have bachelor's degrees by fall 2013 and 100 percent of them to have them by 2020. Head Start programs have exceeded that goal as all of their teachers now have bachelor's degrees. Child care directors must also earn at least a bachelor's degree, and home care providers and assistant teachers must have a child development associate credential, which is an entry-level certificate for providers.



According to Elizabeth Groginsky, assistant superintendent of Early Learning for the nation's capital. “We know the economy has changed, and by 2020, 75 percent of jobs in the District will require some postsecondary credential. We’re keeping up with the research and having a policy that shows brain development in young children is incredible ... Teachers will need this knowledge and skill base to work with this population.” To ensure that Los Angeles Unified continues to provide families with the most highly qualified workforce in the county, examination into the degree and credentialing requirements should take place for the District’s current early education workforce.

There needs to be an increased expectation that all educators have access to data that will help them understand the needs of their individual students. Data flow between the District’s early education programs and elementary schools is one way to ensure that little instructional time is lost as teachers try to figure out what children know and do not know. Research has also found that teachers who understand curriculum progression and child development demonstrate the strongest sustained impact on student outcomes. Creating an alignment guide that outlines key academic and social-emotional standards from birth to 8 will help teachers at all levels have a common document to monitor a child/student’s development.

The creation of an alignment guide helps educators identify the academic, social and cognitive expectations for children along a continuum rather than in isolation. It is a critical investment that needs to be made so educators can see how their work impacts the child as they progress. Researchers Blank, Porter and Smithson (2011) found improved student performance on standardized tests can result when teachers carefully align instruction with learning goals and assessments. Several studies show that alignment "cancels out" more traditional predictors of student achievement such as socioeconomic status, gender, ethnicity and teacher effect.

Other benefits of aligning standards between grade levels include better communication and collaboration among teachers, helping them understand how their instructional decisions contribute to students' overall learning. Once the alignment is completed, District leaders can assist by facilitating teacher involvement so curriculum can be developed, and PD offerings are designed to address their instructional questions and concerns.

# Family Engagement Recommendations

**Mission: To involve families and educators in relationships where they work together to foster a nurturing environment for children birth to 8, and in which all partners are valued members as they learn together.**

When schools, families and community groups work together to support learning, children do better in school. The long-term effects of early parent involvement are well-documented as students have better attendance, are more likely to graduate and enjoy learning more (Froiland, Peterson, & Davison, 2015). As a district, the [Parent and Community Services](#) office supports “school efforts to implement effective family engagement activities that value partnerships with parents for the benefit of children’s learning and achievement.” Along with existing efforts by the District’s Early Childhood Education Division, the [Local Control Accountability Plan and its targets](#) emphasize the importance of family engagement in achieving student success.

The “Roadmap” builds on the [17-18 School Experience Survey](#) that found that 96 percent of the parents agreed that their school is providing high-quality instruction to their child. Seeing the parent responses as a strength, the “Roadmap” offers additional recommendations to engage families by providing additional resources, opportunities and activities to raise this percentage. Furthermore, [The New Teacher Project](#) also recommends that districts ask students and families directly about their goals and school experiences, listen to what is being shared and act on what they say. Building upon the District’s School Experience Survey and new research gives new guidance on how to involve families in new ways.

**The most overwhelming key to a child's success is the positive involvement of parents.**

- Jane D. Hull  
Former Governor of Arizona

Engaging families and providing access to high-quality education and care starts at birth and continues through early adulthood. This is not an endeavor that a school district can undertake on its own. Understanding the unique needs of families is the collaborative work of leaders at all levels. Without this collaborative effort, the District, city and state will be unable to reach this goal. With new investments in parent and community resource centers, the District is poised to impact families at new levels.



# Family Engagement Recommendations

## Action Items

## Action Items

1

**Integrate trauma- and resilience-informed perspectives and protective factors framework into family engagement efforts.**

- Create systemwide practices that mitigate the impact of trauma and support student, family and school staff well-being on a daily basis.
- Anticipate and support families and staff through challenging transitions.
- Provide professional development that focuses on creating trauma-informed classrooms and safe school environments.
- Link families and staff to school and community resources when needed.

2

**Cultivate strong, positive relationships between families and school personnel—including administrators, teachers and staff - to create a foundation of mutual trust and collaboration.**

- Create an effective and efficient system of communication that promotes ongoing dialogue between families and schools, occurs in multiple formats, and is culturally and linguistically responsive.
- Foster a nurturing and welcoming school environment that minimizes barriers to parent involvement and encourages participation.
- Actively solicit input from families in decision-making at both the individual and school level.
- Engage all stakeholders in identifying how to develop and implement school activities that increase the likelihood of family participation.

3

**Provide the necessary training and resources for administrators to effectively engage families.**

- Coordinate and align parent education and teachers' professional development.
- Provide parent training that promotes the application of skills through ongoing coaching, observation and feedback.
- Create resources in multiple formats that are accessible to families.
- Solicit input from families regarding what kinds of parent education opportunities they desire.
- Develop and implement strategies that enhance families' capacity to utilize these supports and resources.

4

**Adopt a whole community approach that is culturally and linguistically responsive that leverages community strengths and resources.**

- Create opportunities for school personnel to learn about and interact with the surrounding community so that administrators, teachers and staff increase their understanding of their students' lives and experiences.
- Invite community leaders to share their knowledge, experience and resources with school personnel.
- Assign parent community representatives to every early education center.
- Develop a path for toddlers through 3-year-olds with community partners so they can access pre-K programs.

5

**Identify innovative approaches that strengthen home-school connections and evaluate whether they are appropriate and feasible to pilot and/or expand in LAUSD early education settings and communities.**

- Engage families by implementing school readiness interventions in family friendly locations.
- Leverage and expand outdoor classrooms in Los Angeles Unified's early education settings to promote home-school connections and the development of children's (and adults') self-regulation skills.
- Rethink how homework is utilized in early elementary school so children and families have more opportunities to engage in activities that promote the development of the whole child.

## Family Engagement Recommendation 1

### FER 1

INTEGRATE TRAUMA  
AND RESILIENCE-  
INFORMED  
PERSPECTIVES

Integrate trauma and resilience-informed perspectives with protective factors framework into family engagement efforts.

Adverse Childhood Experiences (ACEs) affect many of the families in Los Angeles Unified. According to the [Los Angeles County ACEs Connection Office](#), it is reported that 60 percent of children have faced physical, sexual or emotional abuse. In addition, another 25 percent of children have faced physical or emotional neglect. ACEs often occur in early childhood as young children and their families are exposed to chronic adversity. In a report published by First 5LA, The Center for Collective Wisdom reports for every adverse childhood experience a child faces, the potential for negative outcomes increase. These outcomes include poor health, early death, failure in school and engaging in high risk behaviors (July 2017).

The first recommendation is to implement system wide practices that mitigate the impact of trauma and support student, family and school staff well-being on a daily basis. Families and parents need support to cultivate self-regulation skills. This is critically important in both children and adults so positive behavior support strategies can be utilized to address behavioral challenges. Similar strategies are designed to deepen change within particular systems through cross-system support that focuses on “promoting interconnectedness among systems and intentionally linking systems-change and community-change efforts focused on healing trauma and promoting resiliency.”

There are also several practical applications that integrate trauma informed care into family engagement efforts. Schools can help young children and families by providing support and maximizing the opportunities for success. School administrators and teachers should learn to anticipate and support families and staff through challenging transitions (e.g., start of the school year, changes in administrators and teaching staff). They should also create safe environments and predictable routines so that all families - including those impacted by trauma - feel secure in the classroom and school. Similar to efforts

provided for families, PD that focuses on creating trauma-informed classrooms and school environments should be delivered so those closest to children have the strategies required to effectively support them. Finally, resources that link families and staff to school and community mental health resources should be readily available and accessible when professional help is needed.

## Family Engagement Recommendation 2

Cultivate strong, positive relationships between families and school personnel - including administrators, teachers, and staff - to create a foundation of mutual trust and collaboration.

Children benefit tremendously when home-school connections are built because they help children bridge their two most important worlds. Of primary importance to communication efforts is an effective and efficient system of communication that promotes ongoing and mutual

dialogue between families and schools, occurs in multiple formats, and is culturally and linguistically responsive. Not only does effective communication provide information, it also helps establish foundations of mutual trust. When a school community provides a nurturing and welcoming school environment, barriers to parent involvement are

removed. Simple solutions, like scheduling school events at times when most parents can attend honors their role as parents. It also encourages parent participation, which empowers parents to volunteer and participate in their child's education. Daily routines that lead parents to

# FER 2

CULTIVATE STRONG,  
POSITIVE  
RELATIONSHIPS  
BETWEEN FAMILIES  
AND SCHOOL  
PERSONNEL

**It is important for all of us to appreciate where we come from and how that history has really shaped us in ways that we might not understand.**

- Sonia Sotomayor  
Supreme Court Associate Justice

feel welcomed at the school can empower them to ask questions and share ideas with school personnel.

When foundations of trust are established between school leaders and parents, soliciting input from families in school site decision-making becomes very important. The importance of decision making is at both the individual level and school level. At the individual level, collaborating with the teacher to set educational goals for their students helps them achieve more.

While at the school level, parents now become active participants in the planning of schoolwide events, developing schoolwide goals and prioritizing budget items.



### Family Engagement Recommendation 3

Provide the necessary training and resources for administrators to effectively engage families.

## FER 3

PROVIDE THE NECESSARY TRAINING AND RESOURCES FOR ADMINISTRATORS TO EFFECTIVELY ENGAGE FAMILIES

In the context of educational reform, families have much to contribute to their children’s education. But to optimize their contributions, administrators first must develop productive family-school partnerships. In family-school partnerships, the input of both home and school is valued and the focus is on what both parents and educators can do to promote student learning or school improvement. This includes learning how to provide families with the information they desire so they can make more informed decisions about how to help their child succeed. It also includes involving families in more substantial ways such as making decisions about their child’s educational program, suggesting and implementing interventions, and providing input on school improvement matters.



A family-school partnership is a way of thinking about engaging families and schools in more meaningful ways. A practical and effective way to engage families begins with coordinating and aligning parent education and teachers' PD. In doing so parents, teachers and administrators are all trained in a common set of practices to mutually reinforce targeted skills at school and at home.



Los Angeles Unified's [Parent and Community Parent Services Branch](#) provides support to administrators and school staff, building effective parent/community relationship and school-based parent education services. The recommendations in the "Roadmap", would ensure that administrators receive additional PD that promotes the actual application of parent partnership skills through training, ongoing coaching, observation and feedback, and cultivates collaborative learning communities. In this adult learning model, parent engagement specialists would observe administrators delivering parent education modules and provide them with feedback that further enhances their skills as parent educators. The feedback may include identifying specific strategies such as creating self-directed learning environments, utilizing life experiences, practicality and relevancy. Creating parent resources in multiple formats through hands-on activities and online video demonstrations ensure the District is providing materials that are accessible to its diverse population of families. In relation to the work being done from birth to 8, these materials should include parent-friendly academic standards and reports in formats designed for parents. There is potential for partnership in this area as it has already been done through the publication of [We Are One](#) materials through a partnership with First 5LA. Families need to be engaged so input can be considered when planning parent education opportunities and resources are needed.

Resource mapping should be completed so schools can provide families and children information about available resources within their community. The maps include resource and referral agencies that address families' basic needs, as well as support children's school

readiness. Schools and community-based organizations should work together to develop and implement strategies that enhance families' capacity to utilize these supports. Strategies and resource handbooks can be created so families know what resources are available, where they are located and how to access them.

## Family Engagement Recommendation 4

Adopt a whole community approach that is culturally and linguistically responsive and leverages community strengths and resources.

### FER 4

ADOPT A WHOLE  
FAMILY APPROACH

The scale and size of Los Angeles Unified is unmatched as the District encompasses over 720 square miles in 22 cities and covers a large portion of Los Angeles County. However, the size of the District lends itself to unique opportunities that no other district in the nation has. Recognizing and honoring the rich diversity of LA Unified school communities includes family constellations, language preference(s), culture, educational and socioeconomic backgrounds in all aspects of students' educational experiences. Adopting a whole community approach leverages the District and community's strengths as classroom assignments are created, schoolwide events are planned and communication is personalized.

Actions that can be taken to adopt a whole community approach are founded in research and are designed to engage communities. The District should extend opportunities for school personnel to learn about and interact with the surrounding community so that administrators, teachers and staff increase their understanding of their students' lives and experiences. Examples of these types of efforts include opening up the school as a hub for community-embedded trainings and invitations to school events. Similarly, schools can invite cultural leaders in the community to share their knowledge, experience and resources with school personnel during faculty or town hall meetings. In addition, almost all elementary schools have parent community representatives but there are no community representatives at the

District's early education centers. It is our recommendation that every early education center have a parent community representative who would be responsible to engage parents as they enter the District. Parent representatives could also provide parent education classes as part of their curriculum. Furthermore, there is potential for parent liaisons play a critical role in bridging the gaps between early education programs to elementary schools.

As the District and outside agencies work together, a path for infants and toddlers needs to be developed with community partners so families can begin cognitive and social-emotional development early in life. Working with children from birth to age 3 also ensures that all babies and toddlers have a strong start in life. Since nourishing and protective relationships during the first three years of life establish strong and healthy babies who grow into caring adults, efforts in this area need to be expanded between the District and organizations that provide infant toddler programs.

In order to accomplish this work, services, resource and referral networks and the pediatric medical community need to find ways to work together to provide families with education and immediate services when needed. When a community approach is taken, it ensures that all stakeholders benefit.



**FER 5**

IDENTIFY INNOVATIVE  
APPROACHES THAT  
STRENGTHEN HOME-  
SCHOOL  
CONNECTIONS

**Family Engagement Recommendation 5**

Identify innovative approaches that strengthen home-school connections and evaluate whether they are appropriate and feasible to pilot and/or expand in Los Angeles Unified early education settings and communities.

Establishing guidelines that ensure that the District is engaging families where they are most comfortable is a critical step in building trust between families and the District. By implementing school readiness interventions in accessible, family-oriented settings such as parks, libraries and wellness centers, the District can establish early connections and build opportunities to strengthen home-school connections. Working with programs like the Best Start community programs is way the District can partner with outside agencies like First5 LA to ensure that every child enters kindergarten ready to succeed in school and life.

Innovative ways that engage families with district officials, local leaders and community-based organizations promote connections that will allow children to receive the support they need to thrive throughout their educational careers. Given that parents are a child's first and best educators, they are critical to the work that all educational organizations must do. For a child to succeed, neighborhoods and schools need to be safe and welcoming places where children can reach their maximum potential. When strong home-community-school connections are established, parents are given opportunities to understand their children's needs better while developing their own advocacy for long-term changes in their communities. These changes could come in the form of advocacy for school, community and state improvements along with ideas that leverage and expand outdoor classrooms in LAUSD early education settings. [Los Angeles Unified's Sustainability Initiatives](#) promote home-school connections and the development of children's (and adults') self-regulation skills is one example of how these connections have been successfully

implemented in the District. Another example of how this could be done is to rethink how homework is utilized in early elementary school, in order to provide children and families with more opportunities to [engage in activities that promote development of the whole child](#).

The creation of a communication system that begins prior to children attending a Los Angeles Unified early education program or elementary school can be accomplished through the support of partnerships and the District's communication office in very public ways that promote the importance of brain development in the infant/toddler years, enrollment in high-quality preschool programs and parent involvement at all levels. In addition, strong communication systems can stress the importance of school attendance, nutrition and parent empowerment as strategies to ensure that children and families are successful in school and life.

# Data Recommendations

**MISSION: Identify the existing and needed data indicators, measures of success and timelines for evaluation for children birth to 8 years old.**

Los Angeles Unified and outside agencies collectively process and report on large volumes of educational data. However, making data useful to educators and instructional decision makers remains a challenge. The District needs to find efficient methods to turn their data into usable information for teachers and educational leadership at all levels. The ability to analyze and act on data is increasingly important because it helps stakeholders make decisions that will have a positive effect on student outcomes. The District has a moral imperative to be able to react quickly to the needs of individual and groups of students who come to school from diverse backgrounds. In many cases, quick action may be required and integrated data systems will help expedite those critical decisions. Having this type of data also helps the District with progress monitoring to ensure that the students are continuing on successful trajectories. Currently, the District is working to connect the Early Education Student Information System (EESIS) and My Integrated Information System (MISIS) so relevant information could be provided between early education and elementary education. In addition, current efforts are already underway for My Data 2.0 so student progress measured through the state's Desired Results Developmental Profile 2015 (DRDP 2015) can be integrated into a District dashboard where kindergarten teachers can see student data for those who attended a District early education program.

## Data Recommendations

### Action Items

### Action Items

1

**Develop and identify key indicators aligned to the student graduate profile so key outcomes can be determined for student success.**

- Identify and align indicators and outcomes with current research on predictive indicators for college/career success.
- Develop and identify early warning indicators (e.g., attendance), see Los Angeles Education Research Institute efforts around third grade risk indicators.
- Provide professional track entry and continual enrollment into Los Angeles Unified's kindergarten programs.

2

**Integrated early education and TK-12 data systems should be created to track data including academic progress, social emotional development, mental health referrals and health data.**

- Expand current focused efforts in MISIS on capturing key data from the EESIS to create early education dashboards for administrators and teachers.
- Link early education data to kindergarten DIBELS and readiness data, such as Early Developmental Instrument (EDI) data and third grade proficiency.
- Include DRDP data into the MISIS system.

3

**Build a culture for continuous improvement birth to 8**

- Provide training for early education and elementary teachers on data collection to effectively utilize data to inform instruction.
- Provide teacher articulation time between student transitions.
- Utilize a common kindergarten readiness inventory such as the collection of EDI data.

4

**Establish research-practice partnerships to create a research agenda**

- Identify funding sources and partner research organization(s).
- Create research questions that will be focused on providing information about instructional improvements and the creation of future policy.

**DR 1****DEVELOP AND  
IDENTIFY KEY  
INDICATORS ALIGNED  
TO THE GRADUATE  
PROFILE****Data Recommendation 1**

Develop and identify key indicators aligned to the graduate profile so key outcomes can be determined for student success.

The graduate profile defines the knowledge, skills and attributes student should have and be able to demonstrate to show their readiness for college, career and life. Once established, the graduate profile becomes the basis for a local system of assessment and accountability that complements the exam-driven state and federal accountability systems and informs the District's Local Control and Accountability Plan. Addressing the profile does not begin in high school and the Birth to Eight Roadmap acknowledges that efforts need to be made once a child begins in a District school.

Disparities in the cognitive and social skills necessary for school that are evident by the time children reach kindergarten are likely to affect their progress throughout their schooling, and often intensify (Haskins and Rouse, 2005). Because of these early signs of cognitive and academic disparities, there is a need to align indicators and outcomes with current research on predictive indicators for college/career success.



The identification and alignment of these indicators will allow educators to make interventions in relation to college/career success early on. According to First 5 California, research shows that children who attend quality preschool have higher math and reading skills, are better prepared for kindergarten, behave better in class, and are more likely to graduate from high school and go to college.

The National Education Association asserts that GPA not only captures mastery of content knowledge, but also captures skills not usually captured on tests, like self-control, which is an example of a noncognitive skill. Noncognitive skills - sometimes referred to as “social and emotional learning,” “soft skills” and/or “metacognitive learning skills” - are overlooked on assessments and data along the education continuum of students. Research indicates that growth in noncognitive skills has been tied to increases in course grades and future educational attainment. There needs to be a conscious effort toward identifying indicators and supporting growth in social-emotional skills to continue helping students succeed in their future endeavors in college, career and life.

## Data Recommendation 2

### DR 2

INTEGRATED EARLY  
EDUCATION AND  
TK-12 DATA SYSTEMS

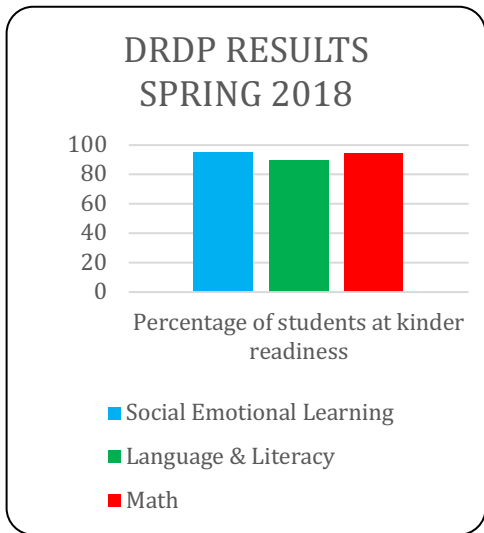
Integrated Early Education and TK-12 data systems should be created to track information including academic development, social- emotional development, mental health referrals and health data.

There is a need to integrate our student information systems to be able to track entry and continual enrollment into Los Angeles Unified kindergarten programs and monitor success in academic benchmarks. Currently, Los Angeles Unified Enrollment focuses on providing parents information about schools based on their educational interests within the boundaries of Los Angeles Unified. There is need to provide

opportunities for families currently served at our Early Education Programs but living outside of Los Angeles Unified boundaries. This is essential in maintaining their enrollment in Los Angeles Unified schools since the District has already invested in their education.

School systems have access to more data than ever before. Current attempts to use data have lacked depth and have been more focused on accountability and meeting state and federal requirements than on systematically investigating the factors that support and hinder the teaching and learning process. As a result, the potential benefits of data usage have not been realized. Working with the District’s Office of Data and Accountability, Information Technology Division and Student Health and Human Services will provide the data necessary to inform teachers and leaders so they can make decisions and monitor student outcomes.

In order to obtain longitudinal data, focused efforts on capturing key data from MISIS and EESIS must continue to create early education dashboards for administrators and teachers. DRDP data needs to be accessible, understandable and analyzed to enable teachers to make informed decisions about appropriate instruction. There needs to be an integrated system with MISIS and DRDP online to share the results of student data.



For example, preschool students in Los Angeles Unified show significant gains over the course of a year but kindergarten teachers, more often than not, do not have access to the data so they can begin differentiated instruction from Day 1.

Besides the assessment results, attendance data can be monitored through a linkage of data systems. The benefits of school attendance in the early

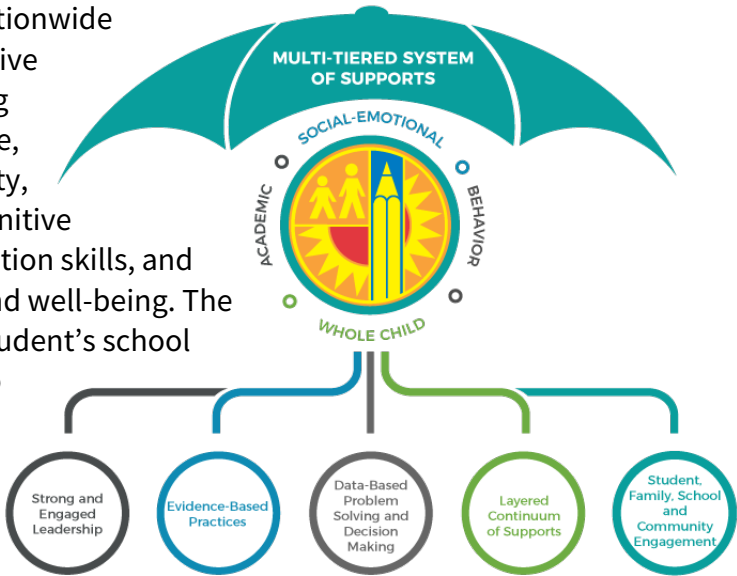
grades, including preschool have been well-researched. In the Taylor, Gibbs and Slate study, the researchers concluded that at-risk preschoolers with strong attendance habits “statistically displayed



higher grades, higher scores on achievement tests, and were less likely to be retained in a grade or placed in special education than students who did not attend preschool programs.” Being able to extract information like attendance can be very helpful. The District and partner agencies assist families so strong attendance habits can be developed from the earliest ages.

To track the benefits of quality Early Education programs, links to early education outcomes and kindergarten readiness data such as [Early Developmental Instrument](#) (EDI) data and third grade proficiency scores must be examined. The use of a common kindergarten readiness tool would help build a data culture that inspires continuous improvement from birth to 8. The [EDI](#) is a frequently used questionnaire that is given to kindergarten teachers to complete about their students. The EDI “measures children’s ability to meet age-appropriate developmental expectations and is used across Canada and internationally.” The EDI is a population level assessment which provides insight into young children’s developmental readiness for kindergarten, as well as highlights populationwide

vulnerabilities in five domains including social competence, emotional maturity, language and cognitive skills, communication skills, and physical health and well-being. The EDI measures a student’s school readiness three to six months after kindergarten entry.



Questionnaires like these provide valuable population level data that can inform the school, District and community members about what strengths or improvements may be needed. It also helps agencies use the information to make informed policy decisions, prioritize funding and introduce potential legislation to community stakeholders.

### Data Recommendation 3

## DR 3

BUILD A DATA  
CULTURE

Build a data culture for continuous improvement from birth to 8.

Creating a culture for continuous improvement includes great first instruction and multitiered systems of support. Along with other data, multiple tools should be used to monitor student progress. The Learning Policy Institute states that effective training is structured professional learning that results in change to teacher practices and improvement in student learning outcomes. In order for teachers to adequately use data to inform instruction, PD must be provided for early education and elementary teachers on data collection and how to effectively utilize quantitative and qualitative data. Research suggests that teachers need intensive, sustained and content-focused PD to facilitate change in beliefs and actions (Wayne et al. 2008; Avalos 2011; Hargreaves 2014).

Utilizing a common Kindergarten Readiness Assessment and collection of EDI data would facilitate a common language for early education and elementary teachers and provide opportunities for dialogue around teaching and learning. This intentional, data-centered dialogue time will provide teachers the opportunity to share information and support students along the pathway of their educational journey. It will also support families in understanding learning expectations and developing relationships.

**DR 4****ESTABLISH  
RESEARCH-PRACTICE  
PARTNERSHIPS****Data Recommendation 4**

Establish research-practice partnerships to create a research agenda that provides the District with feedback.

Identifying funding sources and partner research organization(s) to support the work is critical in establishing Research Practice Partnerships (RPPs). RPP can be defined as long-term mutually beneficial formalized collaborations between education researchers and practitioners (National Network of Education Research-Practice Partnerships). RPPs are a promising strategy for producing research that would be mutually beneficial to the District and educational community. The findings would provide evidence so researchers and District leadership can collaboratively tackle problems of practice. Utilizing research of external agencies in partnership with the District would inform our practices and strengthen as a partnership with a focus on the whole child.





Understanding that only high-quality preschool programs put children on the path to success, California’s Quality Rating and Improvement System is an attempt to ensure that families receive a quality educational program for their children. However, myriad programs and lack of funding makes it difficult to consistently monitor all programs. RPPs will ensure that a system is developed to evaluate early education programs in different areas. Increasing investments and partnerships provides important data so legislative, budgetary, instructional and operational decisions are soundly made.

The reports that come from established third party reviewers provide comprehensive and neutral evaluations of the District’s early education programs. Findings from reports like these illuminate strengths of the existing programs while providing needed feedback so challenges can be understood, and new action plans developed. Finally, research partnerships will promote longitudinal studies in Los Angeles like the [Carolina Abecedarian Project](#) which, at 42 years of ongoing research, is one of the nation’s oldest and [most oft-cited early childhood education programs](#).

Since its inception and [early leadership from Craig Ramey, Joseph Sparling and others](#), the Abecedarian Project has become synonymous with [positive, long-term effects of high-quality early care and education](#), particularly with regard to the power of early intervention to surmount some of the disadvantages of poverty. Children born between 1972 and 1977 were randomly assigned as infants to either the early educational intervention group or the control group.

Over the course of this study, researchers have been able to monitor children's progress over time [with follow-up studies conducted at ages 12, 15, 21, 30 and 35](#). The findings continue to demonstrate that important, long-lasting benefits are associated with the high-quality early childhood program.

# Whole Child Recommendations

**Mission:** Ensure the overall development of each child’s cognitive, social, emotional, physical, artistic and talent expression through a culturally and linguistically responsive pedagogy.



“Excellence in education is when we do everything that we can to make sure they become everything that they can.” – Carol Ann Tomlinson, Differentiated Instruction Author

The aim of a quality educational system is to provide students with a broad, well-rounded education that prepares them for lifelong success academically, socially, emotionally, physically and aesthetically (artistically). At no time is this more important than at the earliest stages of a child’s development, from birth to 8. Educating the whole child means going beyond teaching academic skills. It means giving children opportunities and experiences which develop their social-emotional skills, including empathy, resiliency and social awareness. It means providing children with opportunities to think critically express themselves creatively and solve complex problems, to successfully interact and collaborate with others, and to be physically healthy and fit in order to reach their full potential and be successful in life.

**“The habits we form from childhood make no small difference, but rather they make all the difference.”**

– Aristotle

The [Local Control and Accountability Plan \(LCAP\)](#) also includes key objectives for the District’s youngest learners. The LCAP also emphasizes the importance of early language and literacy skills within a child’s development. The 2018-2019 target in the area of Social-Emotional Development, as measured by the DRDP-Tech, is 86 percent of early education students meeting or exceeding the

benchmark. The Strategic Plan’s School Safety objective specifically calls out a commitment to “Serving the Whole Child,” by building student resiliency, supporting students’ physical and mental health, and offering a comprehensive array of tiered supports.

The knowledge, skills and attributes outlined in the [student graduate profile](#) refer to the capabilities of successful, adaptable, cultured and influential graduates. The District’s goal of preparing 21<sup>st</sup> century learners and problem solvers who are ready for college, career and life becomes attainable when we invest early and consistently in practices and programs that develop the whole child.

As educators, we need to be especially aware of and responsive to the needs of children who come to school from challenging and traumatic circumstances that have undermined their success. Focusing on the holistic needs of these children is crucial to their academic progress in school and their social-emotional development.



# Whole Child Recommendations

## Action Items

## Action Items

1

Provide PD and training for administrators, teachers and staff.

- Ensure common understanding specific to the ability for students to thrive inclusive of multiple intelligences.
- Develop and create a whole child document that is inclusive of cognitive and Intellectual activity.

2

Address the social and emotional learning and growth of students.

- Ensure a common understanding of social/emotional development and its importance
- Promote the 5 tenets: Healthy, Safe, Engaged, Supported and Challenged.
- Address culturally and linguistically responsive pedagogy.
- Embed technology with an instructional/real-world focus.
- Provide opportunities for students to develop self-regulation, ethics, morals and values.
- Include PD and support on restorative justice, positive behavior supports and trauma-informed practices for teachers.

3

Promote physical development and overall health through the required minutes of Physical Education in elementary school.

- Provide language, models and PD that support teacher modeling for physical education.
- Include nutrition and nutrition education.
- Provide necessary parent education around the importance of nutrition, physical education and outdoor play.
- Provide more opportunities for outdoor play.

4

Support the development of creative expressions by focusing on identity and building self-confidence.

- Provide students with discrete learning experiences in the arts.
- Integrate project-based learning. Provide PD and instructional materials for teachers.
- Collaborate with community organizations and families so needs are met.
- Provide learning opportunities in/out of school. Provide funding that is consistent and ongoing.

5

Develop interdependent partnerships between District and outside agencies to provide necessary supports for students' social, emotional, physical and talent development.

- Create a resource and referral handbook for parents in multiple formats and languages.
- Create memorandums of understanding with external agencies so parents have direct access to the resources.
- Catalog and promote internal Los Angeles Unified resources to increase awareness.
- Conduct "resource fairs" designed to introduce services for families with young children so they can access them prior to entering preschool.
- Engage in discussions with outside agencies (Los Angeles County Office of Education or community-based organizations) on additional support and services for our families.

# WCR 1

PROVIDE PD AND  
TRAINING FOR  
ADMINISTRATORS,  
TEACHERS AND STAFF

## Whole Child Recommendation 1

Provide PD and training for administrators, teachers and staff to implement a whole child approach in educating students.

The whole child approach in education answers the basic question: What is best for kids? Myriad of factors determine a child's propensity for learning when they enter school: family and community experiences, health issues, poverty, absence of a parent, foster care, etc. For this reason, it is important that educators see every child as a unique individual with needs, feelings and circumstances that will need to be taken into consideration. High-quality PD will ensure that the school professionals working with students are ready to meet their needs effectively, implementing holistic strategies and approaches in support of students.

With more and more students entering our schools having experienced trauma and challenging circumstances, school professionals need to be sensitive to how to best nurture and support these students, and training and support is key to their effectiveness. Teachers, administrators and District employees need to understand how trauma affects learning and development. In collaboration with the District's Office of Student Health and Human Services, outside agencies and Los Angeles Unified need to provide PD so we have the ability to implement strategies such as creating safe school environments through relationships, implementing trauma-informed interventions for students impacted by trauma and teaching behavioral strategies for students.

Developmentally appropriate practice (DAP) training will reinforce educators' approach to meeting the holistic needs of the child. The DAP approach nurtures a student's cognitive, physical, social and emotional development by focusing on child development pedagogy, a child's background, and their unique needs and strengths. Similarly, Howard Gardner, in his 2011 re-released book *Frames of Mind*, confirmed the theory that there are [multiple intelligences](#). However, PD should be

offered so teachers can take full advantage of each intelligence since universally, schools focus on growing linguistic and mathematical intelligences. Therefore, if a child has a musical gift or is highly independent, the District can enhance the whole child’s learning experience by tapping into his/her learning strengths. The goal of this recommendation is to ultimately change the school culture and the tradition of school in general so lessons can be centered on a child’s learning strengths.

**Whole Child Recommendation 2**

Address the social and emotional learning and growth of students.

**WCR 2**

ADDRESS THE SOCIAL AND EMOTIONAL LEARNING AND GROWTH OF STUDENTS

The school is a microcosm of society. We are seeing more and more students and families entering our schools with serious needs and concerns, socially and emotionally. It is important that social-emotional learning is not left to chance but is an integral part of the curriculum. The [Sanford Harmony](#) program for social-emotional learning is currently being implemented in all preschool through second grade classrooms in Los Angeles Unified. According to the Collaborative for Academic, Social and Emotional Learning (CASEL), an organization that works toward integrated social-emotional learning for preschool through high school, “social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”



In keeping with the District’s efforts to ensure that the social and emotional growth of every student is addressed, a common understanding needs to be established around the tenets listed in the

District’s [Restorative Justice](#) program. It states, “Every student has the right to be educated in an environment that supports all aspects of their well-being.” The Restorative Justice Unit establishes a consistent framework for developing, refining, and implementing a culture of discipline built on positive behavior interventions at all schools. Every teacher in the early education and TK-third grade system should be trained in restorative justice pedagogy, practices and techniques.

Schools can also refer to the trainings and resources offered by the District on [Positive Behavior Support](#) and [Culturally and Linguistically Responsive Pedagogy](#) to support their efforts in meeting students’ social and emotional needs.

District support personnel, including a psychiatrist and psychiatric social worker, will be an invaluable resource to students, families and school personnel, as well as partnering with outside community, health and mental health agencies.

Jones, Greenberg and Crowley (2015) concluded, “Kindergarten measures of social-emotional skills may be useful for assessing whether children are at risk for deficits in non-cognitive skills later in life and, thus, help identify those in need of early intervention. These results demonstrate the relevance of non-cognitive skills in development for personal and public health outcome.”

### Whole Child Recommendation 3

Promote physical development and a healthy lifestyle for students and families.

## WCR 3

PROMOTE PHYSICAL  
DEVELOPMENT AND A  
HEALTHY LIFESTYLE

The recommendation to implement the required minutes of physical education instruction in elementary schools, as well as the recommendations in the California Preschool Learning Foundations, Volume 2 emphasize the importance of physical education. The California Preschool Learning Foundations state, “Physical development is often thought of as something that happens when children receive adequate nutrition and the opportunity for active

physical play. Although some children develop physical skills and concepts with little adult interventions, research on young children’s physical development indicates that many children may never fully develop their physical skills without adult encouragement and instruction” (p.37).

The Foundations further explain how “Being physically active protects against cardiovascular diseases, diabetes and obesity. It also contributes to mental health and psychological well-being” (p. 37)

Physical activity allows children to engage with others, to explore, to learn, and to play. It is critical to children’s overall development and to important public health challenges” (p. 37).

Physical education is the sequential educational program that teaches students to:

- Understand and participate in physical activity that assists in developing and maintaining fitness throughout their lifetimes.*
- Understand and improve their motor skills.*
- Enjoy using their skills and knowledge to establish a healthy lifestyle.*
- Understand how their bodies work.*

Ongoing nutrition and health education for students by teachers and outside partnerships are necessary components of developing healthy lifestyles for students and families. Maintaining school gardens with active students’ learning and parent involvement is a great way to promote healthy eating habits for young children.

Districts need to provide schools with nursing services, as well as support for vision, hearing and supplemental screenings. Partnering with outside providers for vision and hearing screenings is a viable option.

Providing parent education around the importance of nutrition, physical education and outdoor play will ensure that parents extend the importance of good health and nutrition to the home. Holding family nights and other events to promote healthy lifestyles will also help students build good eating and physical fitness habits into adulthood.

## Whole Child Recommendation 4

### WCR 4

SUPPORT THE  
DEVELOPMENT OF  
STUDENTS' TALENT  
AND CREATIVE  
EXPRESSION

Support the development of students' talent and creative expression.

All students deserve a stimulating, creative and challenging learning environment. The arts engage students and make learning meaningful, comprehensible, and relevant. Many students have found their niche when exposed to the arts – either in a discrete learning experience (learning to play an instrument, taking a ballet class) or when the arts were integrated into the academic curriculum.

The arts offer many opportunities for students to express themselves, to explore their creativity, to have an outlet for their emotions, and to connect to themselves and others. Visual and dramatic arts are as critical as language development. As young children are exposed to the visual and performing arts, they are developing skills such as problem solving, critical thinking, space utilization and role taking. Opportunities such as these are also critical development components as children develop their interpersonal and social skills.

It is of utmost importance that teachers understand how to develop creative expression in very young children through the arts.

Understanding their students and providing instructional programs that allow children to express themselves through visual and performing arts fosters the innate ability of our students in the birth to 8 age range. Aligning art standards is one way to ensure that the District supports the whole child and their creative expression.



**WCR 5**

**DEVELOP  
INTERDEPENDENT  
PARTNERSHIPS  
BETWEEN DISTRICT  
AND OUTSIDE  
AGENCIES.**

**Whole Child Recommendation 5**

Develop interdependent partnerships between District and outside agencies to provide necessary supports for students' social, emotional, physical and talent development.

The diversity that exists in our school communities is one of the most distinguishing characteristics and greatest assets in Los Angeles Unified. In the birth to 8 realm, our schools proudly bring together students and families from all walks of life and backgrounds. These assets give our students and staff unparalleled exposure to diverse experiences and cultures that can be built upon. Countless students and families are learning to navigate and fulfill their dreams in a city that they call home.



Committed and consistent partnerships with community, civic, health and cultural institutions are the key to realistically meeting the holistic needs of students and families. It is only through a shared responsibility and collaboration with outside agencies and entities that vital coordinated services can be developed and maintained for students and their families. Schools must work in concert with community resources and District personnel to additionally provide wrap-around

services for students and families to ensure that around-the-clock support is provided.

An example of the interdependent relationship that is bringing benefits to the District's early education centers is the Nature Explore Outdoor Classrooms (NEOC). Through partnership with NEOC, District children have had their lives enriched through the development, learning and well-being that is provided when children have access to safe and natural environments to play and learn in. These outdoor classrooms were birthed out of an initiative of the [Child Educational Center \(CEC\)](#), Caltech/JPL Community, in La Cañada, California, and are founded on

**“You can’t have an island of excellence in a sea of indifference.”**

**- Ernest Boyer, Ph.D.  
Carnegie Foundation**

the belief that early care and education programs have the power to provide rich and engaging outdoor learning experiences which also foster a love for nature and science. Through the partnership with NEOC, optimal learning environments for young children are composed of a fully

integrated outdoor space. The outdoor classroom enhances the limited scope of activities available inside confined classrooms by providing for hands-on experiences, physical activity, social-emotional growth through peer interaction, and multifaceted approaches to cognitive development that connect children to nature and maximize their learning outcomes.

# Public and Private Partnerships

**Mission: Create public and private partnerships that will raise the profile of the Birth to Eight Roadmap and contribute to its successful implementation through policy and advocacy, investments in a high-quality workforce, strategic communications and public relations support, and facilities and infrastructure.**



**Public institutions, like school districts, are often** constrained by how much they can do on their own due to lack of funds or regulatory constraints by federal or state agencies. However public agencies are finding viable options for filling financial gaps through grants, philanthropy and private partnerships. In addition, shared messages between public and private entities are becoming more common. The District's recent advancement to [Round](#)

[Two of the Verizon Learning Schools Grant](#) is an attempt to empower students with “always available access to technology.” Similar efforts have been done to provide schools with playgrounds, gardens and access to art programs. Often these outside organizations are not bound by the same constraints of public entities so they offer viable options for providing opportunities and service to students that would otherwise not exist. Public and private partnerships (P3s) within early education offer elected officials and District leadership tangible benefits because of their ability to change legislation, communicate ideas and foster funding changes. Capitalizing on the District’s current P3s with school mental health, university programs and linked learning opportunities, the Public and Private Partnership Committee feels that the District has a great deal to gain by leveraging these existing connections and building new ones. Current partnerships exist within early education between entities like First 5LA to provide services to families at the District’s health and wellness centers. In addition, Child 360 offers coaching and mentorship programs to the District’s early education centers that are participating in the state’s QRIS. Within Los Angeles, this QRIS system is called Quality Start Los Angeles. In addition, existing P3s have helped the Early Childhood Education Division and Division of Instruction with social-emotional learning training for all of the early education teachers and elementary teachers (TK-2). In addition, the development of early education dual language programs has been a joint public private partnership where the District has worked with Long Beach Unified School District and Sobrato Early Academic Language. This partnership began during the 2017-18 school year and continues through this year and has included programs in the District’s early education centers, state preschools and elementary schools.



# Public & Private Partnerships Recommendations

## Action Items

## Action Items

1

**Policy and advocacy strategy will be created to foster joint advocacy at the local and state levels**

- Present the recommendations from the “Roadmap” to local state legislators to build awareness and elevate Los Angeles Unified’s work to early childhood education coalitions.
- Advocate for the shared leadership and involvement of local leaders who will formally commit the “Roadmap,” solidifying its implementation.
- Identify and create potential areas for partnership at all levels.
- Determine changes and advocacy needs at the District for improved coordination of efforts.

2

**Investments in a high quality workforce**

- Develop education partnerships, including institutes of higher education, to provide services for families and children.
- Develop private partnerships with other child care providers, philanthropic organizations and business community members.
- Increase lobbying efforts for higher pay for child-care providers to include combined efforts by institutes of higher education, private partnerships, and local education agencies.

3

**Develop strategic communications and public relations.**

- Create an overarching communications plan.
- Elevate models of existing public and private partnerships that exemplify high-quality early education programs.

4

**Facilities and infrastructure can be improved by maximizing facility space and creation of joint use agreements.**

- Determine the number of facility spaces where potential early education programs could be established.
- Develop joint use agreements that are streamlined.
- Develop joint use agreements that allow private entities to act as partners.
- Provide joint use agreements that contribute to workforce development.

## Public and Private Partnership Recommendation 1



**P<sup>3</sup>R1**

CREATE POLICY AND  
ADOCACY STRATEGY

Create policy and advocacy strategy at the local and state levels, through varied partnerships such as California School Board Association, Association of California School Administrators (ACSA), state legislators, school board members, Los Angeles County supervisors, local and state coalitions, parents and community members.

School districts are being asked to do more with less funding. Yet, there is always pressure to ensure that students reach higher levels than the year before. This often forces districts into making budgetary decisions that affect what is happening at school sites. Schools often feel the budget impacts through increased class size, reduction in program offerings and added efforts to fundraising. In response, educational leaders at all levels are looking for ways to adapt, find funding, write grants or explore creative ways to stretch their funds. The District Office of Government Relations has also been active to ensure that the students it serves benefit from legislation, funding and regulations at the local, state and federal levels for the improvement of teaching and learning. Over the last few years, the offices have advocated for increased reimbursement rates for preschool students, expanded transitional kindergarten, and additional funding for state preschool program expansion. Their efforts, along with other community-based organizations, are examples of how policy and advocacy can coalesce.



An October 2014 release from the then Office of Child Care reported, “Public-private partnerships have become an increasingly effective strategy for drawing together the resources and know-how that are needed to expand and improve supports and services. Achieving school readiness for all young children is a large goal with wide-reaching implications for children, families, communities, and the economy. It is difficult to accomplish or finance this exclusively through any single entity; public-private partnerships can be part of the solution.”

## Public and Private Partnership Recommendation 2

Invest in a high-quality workforce that include higher education partnerships, private partnerships and educational partnerships.

**P<sup>3</sup>R2**

INVEST IN A HIGH  
QUALITY WORKFORCE

Education First Policy Organization suggests the need for teachers entering the educational profession to have higher levels of expertise and instruction required for “rigorous college- and career-ready standards, increasingly diverse backgrounds, and tougher educator evaluation systems” (2016) p2. The need for a talent pipeline is evident for all educators inclusive of preschool teachers. Often teacher preparation programs struggle with acquiring strong student teaching placements as well as assisting graduates with jobs upon completion of programs. Many organizations have come to realize the significance of strong partnerships amongst districts and higher education preparation programs.

Partnerships such as those between the federal government and Early Head Start centers is a significant example of opportunities set aside for school districts that primarily enroll low-income families into programs that meet high-quality standards (Education Week, 2014). Another example of how one state developed a high-quality workforce can be found in New Jersey. Over 20 years ago, the New Jersey Supreme Court mandated that 31 of the state’s most disadvantaged school districts offer free preschool to all 3- and 4-year-olds. The decision in *Abbott v. Burke* included preschool as a remedy. The courts were, in effect,

recognizing that educational inequities begin long before students start kindergarten.

Following the students into their elementary years, the National Institute for Early Education Research at Rutgers University have found that the effects of two years in the program are “large enough to close about half the achievement gap between low-income children and their more advantaged peers,” and that the program has also contributed to a decline in grade repetition and students being referred to special education. One aspect of the Abbott program was that the teachers — who were already working in a variety of child care and early childhood programs with varying educational requirements — were required to have a bachelor’s degree. The New Jersey [teachers](#) had seven years to earn a four-year degree with specific training in early childhood.

To meet the ambitious deadline, the state, the higher education community and community-based programs had to cooperate to create a P3 certificate, design the college curriculum, hire enough faculty members and ensure that teachers who needed the degree, were aware of how to enroll. The state also provided tuition scholarships to help teachers earn their degree, and the colleges and universities offered academic counseling services to assist those returning to school after several years.

Los Angeles Unified can work with legislators, universities of higher education and private partnerships to identify opportunities to provide early education teachers to complete their bachelor’s degrees in ways that are not financially taxing to them. These can be done through federally or state-sponsored scholarships, tuition reimbursement or tuition forgiveness programs specifically designed for teachers who teach in low-income communities.

## Public and Private Partnership Recommendation 3

**P<sup>3</sup>R3**

**DEVELOP STRATEGIC  
COMMUNICATIONS  
AND PUBLIC  
RELATIONS**

Develop strategic communications and public relations.

Consider the Civil Rights movement, women's suffrage, the Environmental movement, Black Lives Matter and the Tea Party. What do each of these movements have in common? None of them occurred by accident and each presents stories of successful grassroots advocacy efforts. A successful advocacy campaign is a joint effort that requires numerous people and tools to reach critical mass. The development and communication of P3 that speak to and address advocacy attempts for underserved students may become the catalyst for ensuring high-quality educational programs which are needed to improve and close both academic and social-emotional gaps for students.

The creation of a communication system that begins prior to children attending a Los Angeles Unified early education program or elementary school can be accomplished through the support of partnerships and the work of the Office of Communication. The intention is to promote the significance of brain development in the infant/toddler years, enrollment in high-quality preschool programs and parent involvement at all levels. In addition, strong communication systems often emphasize the importance of school attendance, nutrition and parent empowerment as strategies to ensure that children and families are successful in school and life.

When seeking to elevate models of existing public and private partnerships, strategic communication leaders might allow their corporate strategy to drive their communication choices. The development of strategic communication as related to P3s may be the catalyst needed for sustainable behavioral and academic change aimed at supporting underserved students and their families to meet specific outcomes and goals. (UNICEF/PAK 2008).

## Public and Private Partnership Recommendation 4

### P<sup>3</sup>R4

MAXIMIZE AND  
IMPROVE FACILITIES  
AND  
INFRASTRUCTURE

Maximize and improve facilities and infrastructure through more effective uses of space and the creation of joint use agreements.

When seeking to maximize and improve facilities, it may be practical to create joint use agreements with community partners, as well as adjust current infrastructures for more effective uses. It is well known that “the majority of America's schools are rapidly deteriorating, outdated in design, and challenged by increasing enrollments. In California, building schools is further complicated by limited resources and two-thirds voter approval of bond measures” (Testa, 2000).

Within Los Angeles Unified, multiple joint-use agreements have been established. For example, joint use agreements have been developed and implemented at Locke Early Education Center where a wellness center shares the same facility, West Adams Preparatory High School where the neighboring Pico-Union community has access to the multipurpose field and swimming pool, and Robert F. Kennedy Community Schools where the Mid-Wilshire community shares the space to provide an educational, reflective and interpretive recreation space. These are a few examples of maximizing and improving facilities to support and sustain thriving communities intended to provide students with multiple resources needed for whole child development.

# Milestones and Progress Monitoring

## Moving Forward: Taking the recommendations and making them a reality

In order to ensure the “Roadmap” is successful; creative thinking, hard work, and funding is required. Implementing an action plan necessitates that instructional and programmatic shifts take place as infrastructure is built to sustain the changes. In order for the District to embrace these changes, a change management model is needed to guide its implementation among school leaders, teachers, community members, and the families. The Early Childhood Education Division and the Division of Instruction have been utilizing the Prosci ADKAR Model to ensure all programs are designed and developed to support the stakeholders impacted by the changes. The ADKAR Model addresses the following goals for change:

- A - awareness of the need to change
- D - desire to participate and support the change
- K - knowledge of how to change
- A - ability to implement the change
- R - reinforcement to keep the change in place

The initial step in creating conditions that support the need for change is developing a sense of awareness about why change is important. Stakeholders need to understand the urgency for change and have their primary questions answered. The Prosci change methodology focuses on answering the following questions: Why is this change necessary? Why is this change happening now? What will happen if we don't change? One of the driving forces behind the need for change is to create a “Roadmap” for Success that will benefit the generations of students who will come through our school doors and bring success to our city and community.

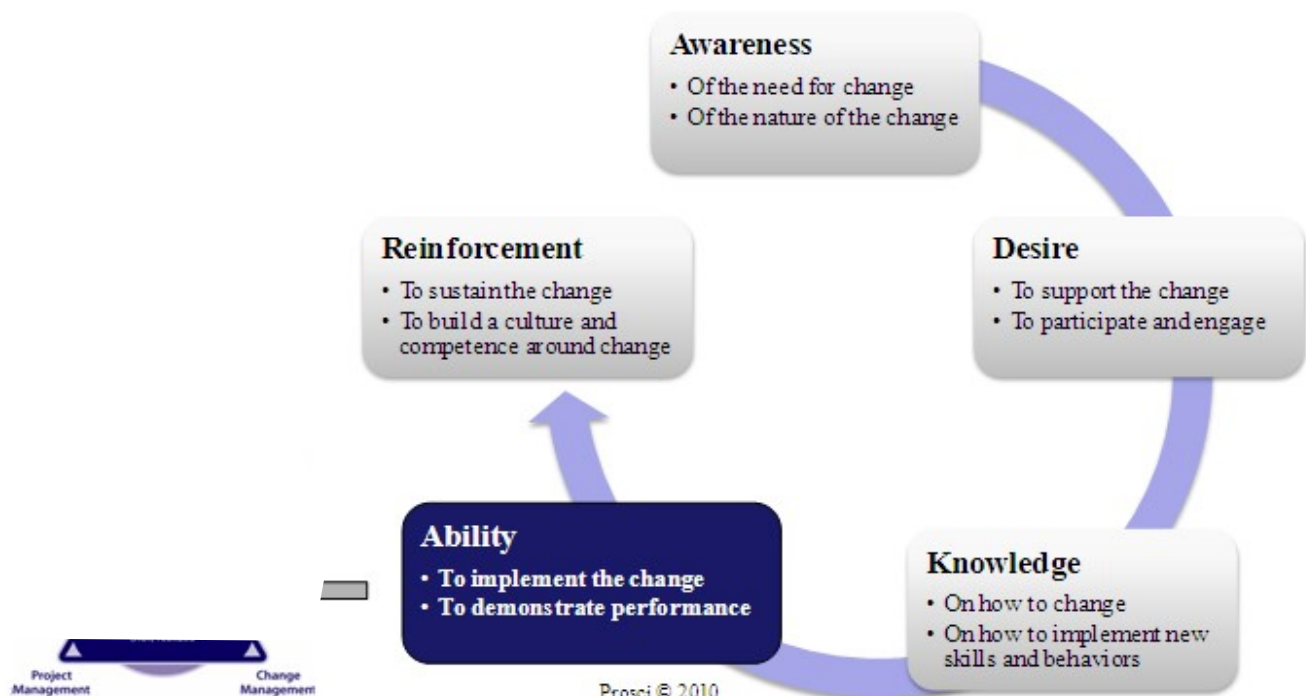
Desire is the next element to be addressed once the awareness has been established. This is often the most challenging step in any change management model because it involves personal choice. For this reason, the Birth to Eight Steering Committee meetings were an important first step in communicating the critical need to develop recommendations that will guide the work over the next three years. These recommendations focused on four factors: 1) The nature of the change and how it will impact the work within the District and early education community at large, 2) the environmental context for the change and the

perception of P3s to provide a roadmap for all stakeholders, 3) a consideration of an individual's personal situation in light of how the work will change, 4) and the driving factors that can intrinsically provide momentum for the best supports as the Steering Committee considers the work for the District's youngest and most vulnerable learners.

Knowledge is the next step in the ADKAR model and looks at how this change will take place. When organizations and individuals have the awareness of the need for change and desire to participate in a change movement, knowledge becomes the key infrastructure piece. The key factors to address in this step include a deep understanding of the current knowledge base of school leaders, infant through second grade teachers and outside support groups. Professional learning opportunities for these key groups becomes important as there is a need to build the capacity of the professionals who will carry the work forward.

# Change Management

## Prosci's ADKAR<sup>®</sup> Model





Ability is the fourth step in the ADKAR model, and it is the ability for all stakeholders and groups to actually implement the changes. For the teacher in the classroom to senior leadership, all play a role in ensuring that the individuals who are supporting the “Roadmap” have the ability to support the work. As improving ability does take time, these changes may not be immediately evident. If the previous three elements have been addressed, change will happen at a progressed pace. Ultimately, possessing the ability means being able to demonstrate achievement as measured by progress markers.






Reinforcement is the final critical step in this change management process, but it is also one of the most easily forgotten. Sustaining changes that have been laid out by the Steering Committee and the division not only requires reinforcement, but also consistent recognition, reflection and refinement based on both qualitative and quantitative data. During this phase, it is important that there is an absence of negative consequences so barriers to sustainable change are addressed. In addition, reinforcement requires recognition of the progress and accomplishments of the work being done.

When the change management principles of ADKAR are overlaid with the recommendations from the various steering committees, it becomes apparent that long-term sustainable change is possible. As the “Roadmap” for Success is developed and implemented in our District, city and county, thousands of students and community members will benefit from this work, and it is our hope that these changes will serve as a model for the rest of the state.

The action plans for each of the recommendations are outlined below with specific timelines in which to accomplish these goals. The Early Childhood Education Division and the Division of Instruction is requesting board support so the continuation of this work can progress through the 2021-2022 school year.

Specifically, the divisions will work together to:











1. Convene meetings between District personnel and outside partners to help plan and revise specific action steps that can be taken to accomplish recommendations.
2. Communicate with senior leadership, board officers, and stakeholders via board informative, annual presentations and ongoing communication from the Office of Communications so progress and changes can be shared.







Building a roadmap to success over the next three years						
Recommendations	3 months	6 months	1 year	2 years	3 years	Lead partners
<b>Instructional</b> <i>Recommendation No. 1:</i> Develop leaders who understand effective teaching practices for young children, including dual language learners.	Provide training that emphasizes effective instructional practices in early education.		Ensure leaders understand effective teaching practices when they observe very young children and those in the primary grades.		n/a	Division of Instruction  Early Childhood Education Division  Multicultural and Multilingual Education Department
<b>Instructional</b> <i>Recommendation No. 2:</i> Ensure educators understand child development and early language, literacy, numeracy, and social-emotional development.		Create a budget so teachers are required to attend job embedded training or compensated at their hourly rate.	Extend PD opportunities to community partners such as private pre-K programs and family-based care home providers.	Develop modules so actionable feedback can be provided to teachers to ensure that concepts and skills transfer to daily instructional practices.		Division of Instruction  Early Childhood Education Division  Los Angeles County Office of Education-CPIN
<b>Instructional</b> <i>Recommendation No. 3:</i> Provide joint PD (PD) for instructional staff, teachers, and leaders across ECE and elementary school.	Provide differentiated instruction and Universal Design for Learning training for at-risk subgroups.		Implement and mandate joint training between preschools and elementary schools.			Division of Instruction  Early Childhood Education Division  Office of Access, Equity and Acceleration
<b>Instructional</b> <i>Recommendation No. 4:</i> Create and Implement articulation systems and structures that promote articulation between early education and elementary programs.	Create an alignment guide that outlines key academic and social - emotional standards 0-8 so teachers at all levels will have a common document to monitor development.		Create a system and structure that allows data to flow between the District's early education programs and elementary programs.	n/a	n/a	Early Childhood Education Division  Parent Community Services

Building a roadmap to success over the next three years

Recommendations	3 months	6 months	1 year	2 years	3 years	Lead partners
<p><b>Family Engagement</b>  <i>Recommendation No. 1:</i>                      Integrate trauma- and resilience-informed perspectives and protective factors framework into family engagement efforts.</p>	<p>Provide PD that focuses on creating trauma-informed classrooms and school environments.</p> <p>Link families and staff to school and community mental health resources when needed.</p>	<p>Create safe environments and predictable routines so that all families — including those impacted by trauma -feel secure in the classroom and school.</p> <p>Anticipate and support families and staff through challenging transitions.</p>		<p>Create and implement systemwide practices that mitigate the impact of trauma and support student, family and school staff well-being on a daily basis positive behavior support.</p>		<p>Early Childhood Education</p> <p>Student Health and Human Services</p> <p>Department of Public Health</p> <p>Community-based Organizations</p> <p>Parent Community Services</p>
<p><b>Family Engagement</b>  <i>Recommendation No. 2:</i>                      Cultivate strong, positive relationships between families and school personnel -including administrators, teachers and staff -to create a foundation of mutual trust and collaboration.</p>	<p>Engage all stakeholders (family and staff) in identifying how to develop and implement school activities that increase likelihood of family participation.</p>	<p>Create a nurturing and welcoming school environment that minimizes barriers to parent involvement and encourages parent participation.</p>		<p>Develop an effective culturally and linguistically communication system that promotes mutual dialogue between families and schools.</p>		<p>Early Childhood Education Division</p> <p>Parent Community Services</p>
<p><b>Family Engagement</b>  <i>Recommendation No. 3:</i>                      Provide the necessary training and resources for administrators to effectively engage families.</p>	<p>Solicit input from families regarding what kinds of parent education opportunities and resources are needed.</p> <p>Identify resources at school and within the community that address families' basic needs, as well as support children's school readiness.</p>	<p>Coordinate and align parent education and teachers' PD.</p>	<p>Develop and implement strategies that enhance families' capacity to utilize these supports and resources.</p>	<p>Create resources in multiple formats that are accessible to families so school personnel can easily share them with families.</p>		<p>Early Childhood Education Division</p> <p>Parent Community Services</p> <p>Community-based Organizations</p>




Building a roadmap to success over the next three years						
Recommendations	3 months	6 months	1 year	2 years	3 years	Lead partners
<p><b>Family Engagement</b>  <i>Recommendation No. 4:</i>                      Adopt a whole community approach that is culturally and linguistically responsive that leverages community strengths and resources.</p>	Invite cultural leaders in the community to share their knowledge, experience, and resources with school personnel.	Develop a path for toddlers to 3-year olds with community partners.	Recognize and honor the rich diversity of Los Angeles Unified school communities through the creation of a month that honors early childhood.	Parent community reps assigned to every early education center.		Early Childhood Education Division  Parent Community Services  Community-based Organizations  Multicultural Multilingual Education Department
<p><b>Family Engagement</b>  <i>Recommendation No. 5:</i>                      Identify innovative approaches that strengthen home-school connections and evaluate whether they are appropriate and feasible to pilot and/or expand in Los Angeles Unified early education settings and communities.</p>	Leverage and expand outdoor classrooms in Los Angeles Unified early education settings to promote home-school connections and the development of children’s (and adults’) self-regulation skills.		Implement school readiness interventions in accessible, family-oriented settings such as parks, libraries, and grocery stores.	Decrease or eliminate homework, and rethink how homework is utilized in early elementary school, in order to provide children and families with more opportunities to engage in activities that promote development of the whole child.	n/a	Early Childhood Education Division  Parent Community Services  Community-based Organizations

Building a roadmap to success over the next three years						
Recommendations	3 months	6 months	1 year	2 years	3 years	Lead partners
<p><b>Data</b> <i>Recommendation No. 1:</i> Develop and identify key indicators aligned to the graduate profile so key outcomes can be determined for student success.</p>	<p>Align indicators and outcomes needs with current research on predictive indicators for college/career success.</p> <p>Track entry and continual enrollment into LAUSD kindergarten programs.</p>		<p>Develop early warning indicators (e.g., low DIBELS, no progress on DRDP, attendance), around 3rd grade risk indicators.</p>			<p>Division of Instruction</p> <p>Early Childhood Education Division</p> <p>Office of Data and Accountability</p> <p>Community-based Organizations</p>
<p><b>Data</b> <i>Recommendation No. 2:</i> Integrated Early Education and TK-12 data systems need to be created to track data including academic development, social emotional, mental health referrals and health data.</p>	<p>Expand current efforts in My Integrated Student Information System (MISIS) on capturing key data points from the Early Education Student Information System (EESIS) to create early education dashboards.</p>		<p>Link early education data to EDI data and third grade proficiency.</p>			<p>Division of Instruction</p> <p>Early Childhood Education Division</p> <p>Office of Data and Accountability</p> <p>Instructional Technology Division</p>
<p><b>Data</b> <i>Recommendation No. 3:</i> Build a culture for continuous improvement from birth to 8.</p>	<p>Provide training for early education and elementary teachers on data collection and how to effectively utilize data to inform instruction.</p>	 <p>Utilize a common Kindergarten Readiness Assessment/ EDI.</p>	<p>Provide teacher articulation time between student transitions.</p>			<p>Division of Instruction</p> <p>Early Childhood Education Division</p> <p>Community-based Organizations</p>
<p><b>Data</b> <i>Recommendation No. 4:</i> Establish research-practice Partnerships to create a research agenda.</p>	<p>Identify funding sources and partner research organizations.</p>					<p>Division of Instruction</p> <p>Early Childhood Education Division</p> <p>Community-based Organizations</p> <p>Office of Data and Accountability</p>

Building a roadmap to success over the next three years						
Recommendations	3 months	6 months	1 year	2 years	3 years	Lead partners
<p><b>Whole child</b>  <i>Recommendation No. 1:</i>            Provide PD and training for administrators, teachers and staff.</p>			Develop and create a whole-child document that is inclusive of Cognitive and ability.	Ensure common understanding specific to the ability for students to thrive inclusive of multiple intelligences.		Division of Instruction  Early Childhood Education Division
<p><b>Whole child</b>  <i>Recommendation No. 2:</i>            Address the social and emotional learning and growth of students.</p>	Elevate the importance of social-emotional development for all stakeholders.  Address culturally responsive pedagogy.  Embed technology PD with an instructional focus (real-world focus).  Training on restorative justice, positive behavior supports, and trauma-informed practices for teachers.					Division of Instruction  Early Childhood Education  Office of Access Equity and Acceleration  Instruction Technology Initiatives Restorative Justice  Student Health and Human Services
<p><b>Whole child</b>  <i>Recommendation No. 3:</i>            Promote physical development and overall health through the required minutes of physical education in elementary school and the recommendations in the California PLFs Volume 2.</p>	Provide more opportunities for outdoor play.	  Provide language and models that support teacher modeling for physical education.	  Nutrition and nutrition education should be included as an element of physical growth section.	  Provide necessary parent education around the importance of nutrition, physical education and outdoor play.		Division of Instruction  Department of Physical Education  Early Childhood Education Division  LA County Office of Education



Building a roadmap to success over the next three years						
Recommendations	3 months	6 months	1 year	2 years	3 years	Lead partners
<p><b>Whole child</b> <i>Recommendation No. 4:</i> Support the development of creative expressions by focusing on identity, building self-confidence, and developing the spirit of collaboration and understanding.</p>	<p>Provide students with discrete learning in the arts, as well as arts integration experiences.</p> <p>Provide PD and instructional materials for teachers.</p> <p>Integrate Project-based learning.</p>		<p>Collaborate with community resources and families.</p> <p>Provide funding that is consistent and ongoing.</p>			<p>Division of Instruction</p> <p>Arts Education Branch</p> <p>Early Childhood Education</p> <p>LA County Office of Education</p>
<p><b>Whole child</b> <i>Recommendation No. 5:</i> Develop interdependent partnerships between District and outside agencies.</p>	<p>Create a resource and referral handbook for parents in multiple formats and languages.</p> <p>Catalog and promote internal Los Angeles Unified resources to increase awareness.</p> <p>Create memorandum of understanding with external agencies so parents have direct access to the resources.</p>	<p>Conduct “resource fairs” designed to introduce services for families with young children so they can access them prior to entering preschool.</p>				<p>Division of Instruction</p> <p>Community-based Organizations</p> <p>Early Childhood Education</p> <p>LA County Office of Education</p>
<p><b>Public Private Partnerships</b> <i>Recommendation No. 1:</i> Policy and advocacy strategy will be created to foster joint advocacy at the local and state levels through partnerships with other agencies and organizations.</p>	<p>Determine changes and advocacy needed at Los Angeles Unified.</p>	<p>Present the recommendations from the Roadmap local state legislators to build awareness and elevate the “Roadmap” to early childhood education coalitions to elevate Los Angeles Unified’s work.</p>	<p>Rally local leaders to share leadership by committing to the “Roadmap” in a formal way and solidifying what their role is to implement the plan.</p> <p>Identify and create potential areas for partnership.</p>			<p>Division of Instruction</p> <p>Early Childhood Education</p> <p>Office of Government Relations</p> <p>Community-based Organizations</p> <p>Office of Innovation</p>

Building a roadmap to success over the next three years						
Recommendations	3 months	6 months	1 year	2 years	3 years	Lead partners
<b>Public Private Partnerships</b> <i>Recommendation No. 2:</i> Investments in A High Quality Workforce that include higher education partnerships, private partnerships, and educational partnerships.		Develop private partnerships with other childcare providers, philanthropic organizations and business community members.	Develop education partnerships to provide services for families and children. 	Develop higher education partnerships.		Early Childhood Education Division  Office of Innovation  Community-based Organizations
<b>Public Private Partnerships</b> <i>Recommendation No. 3:</i> Develop strategic communications and public relations.			Create an overarching Communications plan.	Elevate models of existing P3s that exemplify high-quality early education programs.		Early Childhood Education Division  Office of Communications  Community-based Organizations
<b>Public Private Partnerships</b> <i>Recommendation No. 4:</i> Facilities and infrastructure can be improved by maximizing facility space and creation of joint use agreements.	Determine the number of facility spaces where potential early education programs could be established.	Provide joint use agreements that contribute to workforce development.	Develop joint use agreements that are streamlined.	Develop joint use agreements that allow private entities to act as partners.	n/a	Early Childhood Education Division  Office of Communications  Facilities and Space utilization  Community-based Organizations

# Board Resolution

Ref Rodriguez, Ph.D., Richard Vladovic, Ed.D., Scott Schmerelson, Kelly. Gonez - Creating a Birth to Eight Roadmap for Success in Los Angeles (Res-020-17/18) (Noticed December 12, 2017)

**ADOPTED BY CONSENT VOTE**

Research has shown that children who are proficient readers in third grade are four times more likely to graduate than those who are not;

Whereas, high-quality early-learning experiences set young learners on a pathway to future academic success;

Whereas, in 2015, the Institute of Medicine (IOM) and the National Research Council (NRC) released a seminal report, Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation, which provides a detailed blueprint for national, state, and local leaders to ensure that professionals working with young children are well prepared to most effectively support every child's growth and development;

Whereas, in early 2016, First 5 California and the California Department of Education Early Education and Support Division convened key stakeholders in the field of early care and education to engage in an intensive and robust process to consider the most relevant IOM/NRC recommendations in relation to key priorities facing California's early childhood workforce and, as a result, developed a plan for achieving these priorities;

Whereas, A child's foundation, built in the early years through their involvement in quality early education programs, establishes a path to improved high school graduation rates while reducing the risks of criminal involvement;

Whereas, The Los Angeles Unified School District's 2016-19 Strategic Plan recognizes building a solid foundation for early learners as a key objective in order to reach its goal of 100% graduation;

Whereas, The Division of Early Childhood Education has implemented a new California State Preschool Learning Foundations aligned curriculum, resulting in the improvement in the number of students who score benchmark in the Desired Results Developmental Profile assessment;

Whereas, The District's Early Language and Literacy Plan (ELLP) has resulted in ELLP schools' improvement in the percentage of students who score benchmark and above on the Dynamic Indicators of Basic Early Literacy Skills assessment;

Whereas, The District is building upon its College Promise to include a "Primary Promise," creating a Pre-kindergarten through college pathway through the Campaign for Grade Level Reading to address determinants of early school success while assuring ongoing partnership through the LA Compact;

Whereas, other school districts across the country have made significant progress, and, in some cases, have seen successful outcomes, toward creating and implementing an early learning Board of Education Regular Meeting Stamped Order of Business 01-17-18 5 1ppm, 01-16-18 literacy roadmap, including Boston's Thrive in 5 Denver and Detroit's Birth to Eight Roadmap; and

Whereas, Members of the Districts Early Childhood Committee identified early literacy and the creation of birth to eight initiative as a priority in order to build a solid foundation for early learners, now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District directs the Superintendent and Division of Early Childhood Education to organize a steering committee that includes, among others, city, county, business, community and family partners, in order to create and implement the District's Birth to Eight Roadmap for Success and present it to the Board in August 2018.

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