

**MOTIONS/RESOLUTIONS PRESENTED TO
THE LOS ANGELES CITY BOARD OF EDUCATION FOR CONSIDERATION**

SUBJECT: It's Elementary—Attracting, Retaining, and Supporting Students and Families by Extending Program Offerings for Younger Learners (Res-034-19/20)

DATE NOTICED: 02-04-20

PRESENTED FOR ACTION: 10-06-20

PRESENTED BY: Mr. Melvoin,
Dr. McKenna, Mr. Schmerelson,
Ms. Gonez

- **MOVED/SECONDED BY:** Mr. Melvoin /
Dr. McKenna

MOTION:

RESOLUTION: x

Whereas, The Los Angeles Unified School District is a leader in its commitment to providing a quality early education experience;

Whereas, Strong early education opportunities have a dramatic positive impact on later learning, attendance rates, test scores, and overall well-being. A report published by the Los Angeles County Office of Education finds that early access and successful transition to kindergarten is associated with stronger academic outcomes and grade retention;

Whereas, Enrolling in early education programs, including expanded transitional Kindergarten (ETK) and transitional Kindergarten (TK) encourage students and families to enter the District early and stay over time, helping to combat declining enrollment;

Whereas, The availability, daily schedule, and programming for ETK, TK, and Kindergarten classrooms vary by school and program across the District and from year-to-year. Fifty District programs do not begin in Kindergarten. Some schools that offer Kindergarten have dedicated ETK and TK classrooms, while others do not; and

Whereas, Information regarding available ETK, TK, and Kindergarten classrooms is challenging for parents to locate, understand, and navigate; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District commits to streamlining and expanding equitable access, where feasible and appropriate, to ETK, TK, Early Education Centers (EEC), and Kindergarten opportunities to attract, retain, and promote stability for students;

Resolved further, That to ensure quality programs for all early learners that will prepare them for the academic rigor of K-12, the District's Division of Instruction will coordinate paid professional development aligned with K-12 instructional programs; and, be it finally

Resolved, That the Superintendent shall report back to the Board within 90 days in a comprehensive, written informative and subsequent Board presentation detailing:

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- An inventory of all currently available ETK, TK, EEC, and kindergarten classrooms, including the earliest grade that each school and program within a school (i.e., dual language or magnet program) begins, that is made publicly available via the Open Data portal. For any school or program that does not offer ETK, TK and/or Kindergarten, provide an explanation of why that program does not begin at or below kindergarten, and whether that remains appropriate; and
- A plan for strengthening pathways to elementary school including:
 - A proposal for whether ETK and/or TK students should have the opportunity to join Kindergarten classrooms across several schools and/or join a classroom within a Community of Schools network;
 - A description of how the District will ensure that EEC, ETK and TK programs are not repetitive with a second year of Kindergarten;
 - Detailed strategies to expand programs, as feasible, to ensure that students in all schools have the opportunity to enroll as early as possible; and
 - An explanation of how the District will improve efforts to ensure that parents of eligible students will be made aware of available ETK, TK, EEC, and Kindergarten options within the District.

AYES NOES ABSTAIN ABSENT

Ms. Garcia	X			
Ms. Goldberg	X			
Ms. Gonez	X			
Dr. McKenna	X			
Mr. Melvoin	X			
Mr. Schmerelson	X			
Dr. Vladovic	X			
TOTAL	7			

ACTION: ADOPTED AS AMENDED