

INTER-OFFICE CORRESPONDENCE
Los Angeles Unified School District

INFORMATIVE

TO: Members, Board of Education Date: May 14, 2008

FROM: Randy Ross
Director of Educational Policy

SUBJECT: IMPLICATIONS OF CALIFORNIA'S PRESCHOOL LEARNING FOUNDATIONS FOR LAUSD'S EL STUDENTS

COPIES: D. Brewer, R. Cortines, J. Morris, R. Ephraim, D. Jaque-Anton, D. Holmquist, B. Gutierrez, J. Crain, M. Medina, J. Thornton

Executive Summary

Research has shown that well-implemented, high-quality preschool programs are among the most cost-effective investments America can make for her future.¹ To that end, in January 2008 the California Department of Education (CDE) began officially disseminating its new Preschool Learning Foundations (PLF).

While the Foundations were designed to meet the needs of all California preschoolers, some reviewers feel that PLF does not adequately address the needs of English Learners.² In this light, Board Member Yolie Flores Aguilar asked the Educational Policy Unit to examine the implications of PLF for LAUSD's English Learners (which we interpret to also include Standard English Learners).

Our key conclusions include:

While PLF helps to clarify what levels of preschooler knowledge could facilitate success in kindergarten, the inclusion of a separate domain for English language development leaves open to varied interpretations how the Foundations' other three domains (socio-emotional development, language and literacy, and math) should be implemented for English Learners.

While CDE will provide guidance to districts on how to implement the Foundations in the form of guidelines, assessment instruments (DRDP-R2), and professional development, districts apparently will decide how best to teach to the Foundations. As in the past, districts, including LAUSD, will have to develop/adopt a curriculum and

¹ See Levin et al.

² See Campaign for High Quality Early Learning Standards in California and the English Language Learners Preschool Coalition.

materials that best meet the developmental, linguistic, and cultural needs of our diverse pre-K population.

State-funded preschools are expected to fully implement the preschool learning Foundations by using the aligned DRDP-R2 (forthcoming) in the 2011-12 school year.

Guidelines for administering the current preschool assessment (DRDP-R) indicate that “The teacher ... should speak the child’s home language or get assistance from another adult, such as an assistant teacher, director, or family member, who does speak the child’s home language.” A corollary is that preschool instruction should be provided using a similar configuration.

Summary of recommendations:

- PLF should clarify that the Foundations are equally applicable to all preschool students, irrespective of their home language.
- The District should continue to place great emphasis on recruiting, selecting, and developing highly effective pre-K teachers and site leaders.
- The District should support both “absolute” and “growth” targets for pre-K students.
- The District should view DRDP-R results as diagnostic rather than summative. Accordingly, teachers should work together to smooth the transition of students from pre-K to K.
- LAUSD’s Early Childhood Education Division (ECED) – in conjunction with the Language Acquisition Branch, Academic English Mastery Program (AEMP), and the Special Education Division – should supplement PLF and DRDP-R with more linguistically and culturally stimulating examples and sample lessons for, at minimum, the following three groups of students: (1) English Learners (EL); (2) Standard English Learners (SEL); and (3) students with special needs.
- LAUSD should monitor and seek input into the revision of DRDP-R2 to ensure it meets the needs of LAUSD’s EL and SEL students.
- Given the significant perception that PLF does not or may not adequately meet the needs of EL pre-K students, the District should support initiatives to monitor state-wide the implementation of PLF (see Appendix B).
- Given that the implementation of PLF will not be fully “enforced” by the state until 2011-12, before considering a waiver for implementing PLF, the District should convene a task force comprised of internal and outside experts to review and, as necessary, update LAUSD’s strategy for educating all pre-K students –

including ELs, SELs, and students with special needs – and to assess whether the District should pursue a waiver in order to implement this strategy.

- LAUSD should conduct case studies and longitudinal data analyses to examine the quality and efficacy of service provided to EL and SEL preschool students in different contexts. Such information is critical for assessing the relevance and adequacy of the various components needed for a comprehensive preschool program, including PLF.

While PLF offers guidance to LEAs on how to strengthen their preschool curricula, some revisions may be needed in order to smooth out the implementation of PLF for English Learners. However, we believe the major challenge confronting LAUSD in the education of preschool children is how to: (1) improve the ability of pre-K educators to teach LAUSD's diverse pre-K population; and (2) improve teachers' use of student data to assess teaching and learning and make adjustments in instruction based on these data.³

³ See Parrish et al.

CONTENTS

Executive Summary	1
Introduction.....	5
California’s Preschool Learning Foundations (PLF).....	5
Preschool in LAUSD	8
LAUSD’s Response to PLF	11
Recommendations.....	12
Concluding Remarks.....	13
Appendix A: Ensuring Success for All Preschool Children (Ms. Flores Aguilar, Ms. LaMotte, & Ms. Garcia).....	15
Appendix B: AB 2909, Furutani. Preschool: Preschool Advisory Council.....	17
Selected References	18

Introduction

On October 9, 2007, LAUSD’s Board of Education unanimously passed a resolution to, among other things, “Urge the State Superintendent of Public Instruction to postpone the release of the final (*Preschool Learning*) *Foundations* until the latest draft is reviewed by the LAUSD Early Childhood Education Division (ECED) as well as other experts in English language development for young children; and urge that their input be integrated into the final draft.” Pursuant to this aim, the Board directed Superintendent Brewer to:

1. Work with the State Superintendent of Public Instruction to revise the literacy and numeracy domains of the *Foundations* before statewide distribution to ensure that English Learner preschoolers will also have the opportunity to succeed;
2. Work with the State Superintendent of Public Instruction to request that all *Foundations* be structured as continuums to allow all students to show growth and development versus success or failure to meet benchmarks;

To this end, ECED convened an ad hoc committee to enhance the existing CDE continuum. Notwithstanding the effort of LAUSD’s Superintendent and his team, the California Department of Education finalized the Foundations without making substantive changes in the literacy and math standards or structuring the Foundations along a growth (versus an age-specific) continuum.

In this light, Board Member Flores Aguilar asked the Educational Policy Unit to examine the implications of Preschool Learning Foundations for English Learners (in which we include Standard English Learners), what the next steps will be with the state, and whether LAUSD should request a state waiver.

Amidst our research (expert interviews, literature review, meetings, and data analysis) it became clear that many complex issues revolve about the role of PLF in the education of pre-K students in LAUSD. In the time allocated for this analysis, we have endeavored to focus on those issues we deem most critical to student success throughout their pre-K–12 education pathway.

This report begins with an overview of California’s Preschool Learning Foundations. Next, we provide an overview of pre-K in LAUSD. This is followed by a discussion of the implications of PLF for LAUSD. We end the report with recommendations and concluding remarks.

California’s Preschool Learning Foundations (PLF)

PLF is designed to strengthen preschool education and readiness and “to close the achievement gap in California.” The Foundations “describe competencies—knowledge and skills—that most children can be expected to exhibit in a high-quality program as they complete their first or second year of preschool.”

The Foundations are divided into four broad categories or domains: *Social-Emotional Development, Language and Literacy, English-Language Development* (for English learners), and *Mathematics*. Each domain is organized into Strands and Substrands. The specific Foundations, along with clarifying examples, are then listed under their substrands.

Foundations are proffered for two age groups – around 48 months of age and around 60 months of age. The rationale for this decision is that these age groups correspond to the end of the first and second years of preschool. In light of the decision to set standards by age group, the official PLF document states that “teachers need to know where each child is on a continuum of learning throughout the child’s time in preschool.”

PLF is not a stand-alone document. The Foundations are linked to several components that guide pre-K instruction. First, PLF has been aligned with California’s kindergarten content standards for math and language and literacy. The idea is that students who meet the pre-K Foundations will be well positioned to achieve the grade K standards in an effective grade K classroom.

Moreover, PLF is one of five components of California’s Preschool Learning System. The other four components are: (1) Prekindergarten Learning and Development Guidelines; (2) Preschool Curriculum Framework; (3) Desired Results Developmental Profile—Revised, Preschool (DRDP-R, PS); and (4) Professional Development.

The *Prekindergarten Learning and Development Guidelines* broadly describe high-quality programs that can be implemented to meet the needs of California’s diverse preschool settings. These guidelines will be modified to reflect PLF.

The *Curriculum Framework*, which currently is under development, will offer guidance to districts and schools on how to use PLF in program planning, instructional strategies and professional development. While the California Department of Education will approve and disseminate the curriculum framework, local districts will decide which curriculum and instructional materials to use to implement the curriculum framework.

The *Desired Results Developmental Profile-Revised* is a child observation tool that the state will align with the Foundations. DRDP-R provides teachers with a means to assess children’s learning along a continuum of four different developmental levels:

- DR1: Children are personally and socially competent
- DR2: Children are effective learners
- DR3: Children show physical and motor competence
- DR4: Children are safe and healthy

When completed, the Desired Results Developmental Profile-Revised2 (DRDP-R2) will be implemented. The Foundations and the DRDP-R2 will be used together to plan the environment, play, learning activities and instruction to meet the needs of the children and provide a high-quality preschool experience. Currently the expectation is that state-

funded preschools will fully implement PLF by using the aligned DRDP-R2 in the 2011-12 school year.

Current guidelines indicate that “Children in all age groups can demonstrate Mastery of a developmental level in their home language. The teacher who completes the DRDP-R should speak the child’s home language, or have assistance from another adult such as an assistant teacher or caregiver, director, or parent, who does speak the child’s home language.” A Spanish version of the DRDP-R is now available and can be downloaded from the Desired Results website at <http://www.desiredresults.us>.⁴ By fall 2008, the state expects to provide specific guidance on how to use the Desired Results system with English Learners.

Professional Development will be provided on all components of California’s Preschool Learning System. Once DRDP-R2 is aligned with the Foundations, training will be provided to various programs. Based on discussions with representatives from ECED and the Los Angeles County Office of Education (LACOE), resource constraints will limit the scope of training.

The Foundations focus on identifying competencies children will benefit from possessing once they enter California’s English-based K-12 educational system. Accordingly, the Foundations strain to accommodate the needs of English learners and Standard English Learners.

This tension is reflected in the historical development of the Foundations. When California’s Superintendent of Public Instruction initiated development of preschool learning standards in summer 2004 with assistance from many experts in the field (including members of LAUSD’s ECED instructional staff), the original intent was to develop standards for the core academic subjects of math and language and literacy. From summer 2005 to summer 2006, the work on the standards was delayed in order to address critical concerns raised by various groups. This review led to the creation of two additional domains (social-emotional development and English-language development). Because of the broadened reach of the standards, CDE replaced the term “standards” with the term “foundations.”

While the two new domains were viewed as welcome additions to the Foundations, some groups felt it did not go far enough. The idea was advanced that the Foundations would be more useful if the needs of students whose home language is not (Standard) English were incorporated into the Foundations for literacy and language and math. Absent this integration, school districts, schools, and teachers are left to figure out for themselves how best to apply the Foundations to ELs and SELs.

The PLF document does not offer specific guidance on how the Foundations should be used with students whose home language is not English, i.e., ELs and SELs. For EL

⁴ California Department of Education, *Desired Results Developmental Profile-Revised User’s Guide*, March 2008

students, some rudimentary guidance was provided in a recent CDE FAQ regarding the implementation of the Foundations. Here are a few excerpts from the FAQ regarding the relationship between the Foundations for ELD and the language and literacy:

The preschool English-language development (ELD) Foundations are developed for English learners. The language and literacy (L&L) Foundations were developed to be used with all children, as appropriate to their level of English.

When children are functioning at the *later* level of the preschool ELD Foundations, teachers are guided to use both the preschool ELD Foundations and the preschool language and literacy Foundations. ...

The implication is that EL students who know very little English should begin with the ELD Foundations rather than the Language and Literacy Foundations. Once these students become sufficiently fluent in English, they would begin the Language and Literacy Foundations. This strategy suggests that many EL pre-K students may lack sufficient time to achieve proficiency on the Language and Literacy Foundations before matriculating in kindergarten. However, pursuant to recommendations from LAUSD's Achieving A+ Summit, ECED will provide primary language support for all pre-K students as needed.⁵

Preschool in LAUSD

LAUSD enrolls about 31,000 pre-K students in seven programs, all of which are administered by the Early Childhood Education Division (ECED). ECED endeavors to provide pre-K children with *a quality early education experience that will prepare students for success in school and life, while valuing and respecting the needs, languages, and cultures of all students, families, staff and communities it serves.*

The work of ECED is undergirded by the following beliefs:⁶

- Each student has the right to be treated with dignity and respect and accorded a safe and nurturing learning environment to meet his/her needs.
- All students have a right to a developmentally appropriate and challenging educational program that integrates learning opportunities with high expectations.
- Value and respect for the languages and cultures of students, parents, staff and communities are essential to student success.
- All stakeholders must be committed to high standards.
- Competent, well trained and nurturing staff is critical to the successful implementation of quality early education programs.
- Continuous quality professional development for all staff is vital for high standards of teaching and learning.
- Parents and nurturing adults are critical for children's academic success and must be included as full partners in their children's education.

⁵ Communication with Barbara Gutierrez.

⁶ See http://notebook.lausd.net/portal/page?_pageid=33,181210&_dad=ptl&_schema=PTL_EP

- It is the responsibility of the leadership to promote and to monitor high quality education practices to ensure student achievement.

As Table 1 shows, most LAUSD preschool students are enrolled in one of two pre-K programs: the School Readiness Language Development Program (SRLDP) and Early Education Centers (EEC). Since 1979, SRLDP has prepared 4-year-olds for entry into kindergarten by focusing primarily on developing skills in listening, speaking, vocabulary, and academic readiness. About 44 percent of the approximately 15,000 SRLDP students are designated as English learners. Sixty-one (61%) percent of the SRLDP teachers have been assessed by the LAUSD Human Resources Division as bilingual teachers.⁷ A recent study conducted by LAUSD’s Organizational Support and Accountability Division concluded that ELs who participated in SRLDP did better in school than those who did not participate in SRLDP. Specifically, ELs in SRLDP were more likely to: (1) remain in LAUSD schools; (2) score high on academic indicators; (3) be reclassified, (4) not be placed in special education; (5) not be retained in a grade level; and (6) graduate with a high school diploma.⁸

Table 1: Enrollment in LAUSD Preschool Programs, 2007-08

Program Name	Number of Students, Norm Day 2007-08	Included in Master Plan for English Learners?
State Preschool	2,981	Yes
School Readiness Language Development Program (SRLDP)	15,376	Yes
Early Education Centers (EEC)	11,170	Yes
Preschool Collaborative Classrooms	1,079	
Infant and Toddler Centers	67	Yes
LA Universal Preschool	93	No
Pre-K Family Literacy Program	80	No
TOTALS	30,846	

Source: ECED News, February 2008, p. 6; ECED, Early Education Programs for English Learners and Standard English Learners, BUL-1327.1, April 20, 2007.

EEC serves children from two to four years old. Instruction is provided either through English mainstream or English immersion. According to LAUSD BUL-1327.1, depending on the language needs of ELs, students’ primary language will be used to: (1) acknowledge the students’ home language; (2) validate the students’ culture; and (3) facilitate cognitive, social, physical, and socio-emotional development.

⁷ Communication from Barbara Gutierrez.

⁸ See Salazar.

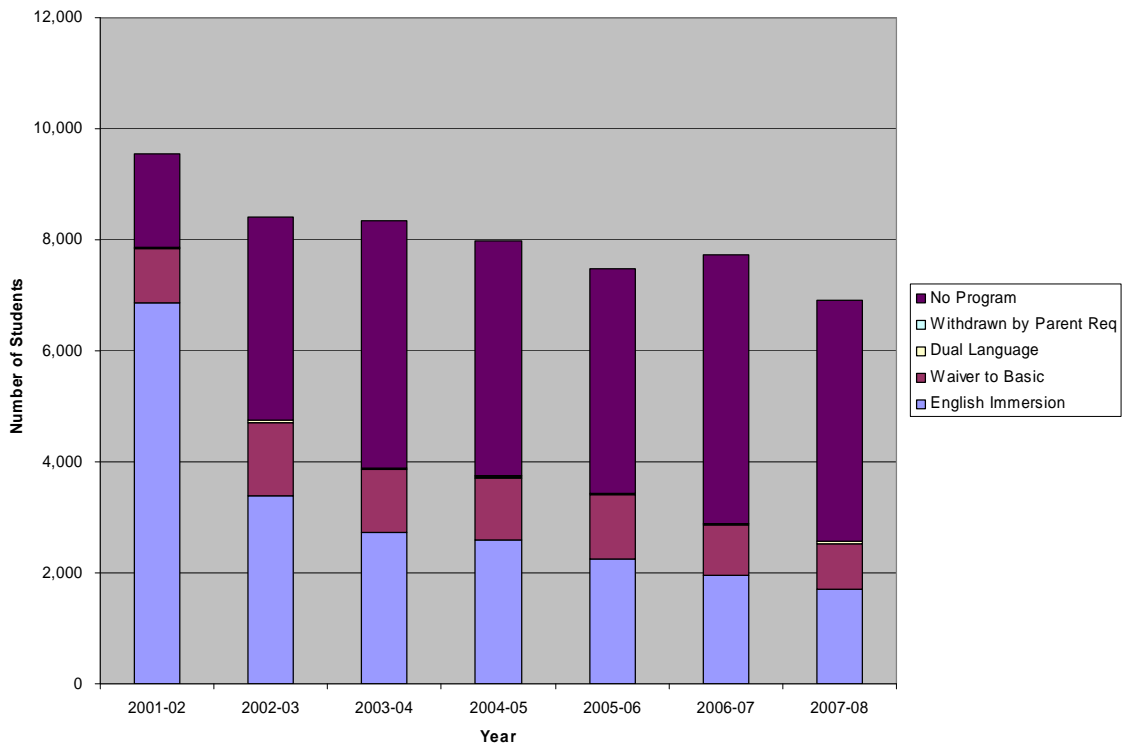
With respect to English Learners, BUL-1327.1 also indicates that most ECED programs are included in LAUSD’s Master Plan for English Learners. The Master Plan endeavors to help English Learners:

- Achieve academic proficiency in all dimensions of the English language.
- Attain academic achievement in all subject areas.
- Develop a positive self-image.
- Function effectively and harmoniously in a multicultural society.

The Master Plan provides parents of English learners with several instructional options for their children’s English language development, including Structured English Immersion, Basic Bilingual, Dual-Language, and Mainstream (LAUSD’s standard educational program).

Currently SRLDP is the only ECED program implemented under the guidelines of the Master Plan. Chart 1 shows that, where Master Plan program designation is available, most SRLDP students are enrolled in Structured English Immersion. However, the Master Plan program designation is not available for most SRLDP students (i.e., No Program). Moreover, since 2001-02 the data show a precipitous drop in the absolute and relative number of SRLDP students designated as participating in English Immersion.

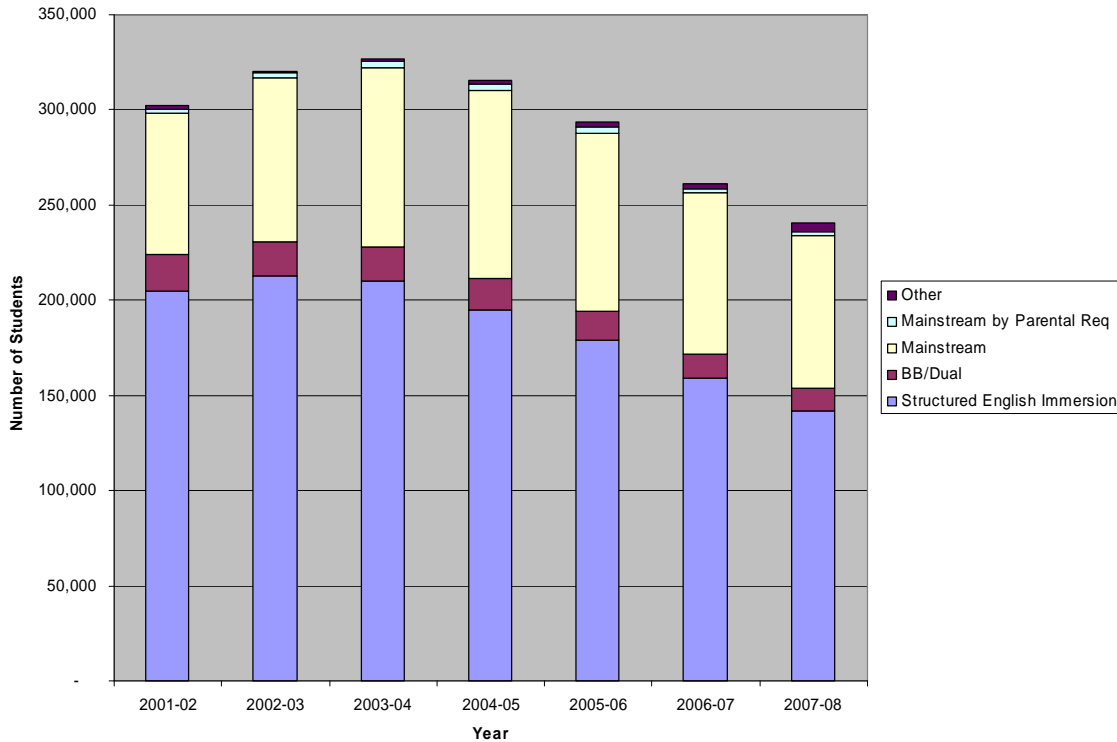
Chart 1: English Learner Enrollment in SRLDP



Given that preschool is designed to enhance the likelihood that students will succeed in K-12, we also present EL enrollment by Master Plan Program. As Chart 2 shows, the vast majority of LAUSD’s K-12 English Learners are channeled into Mainstream or

Structured English Immersion, which is not inconsistent with the available SRLDP enrollment data.

**Chart 2:
LAUSD English Learner Enrollment by Master Plan Program**



The preschool curriculum adopted by LAUSD, DLM (Early Childhood) Express, is English-based but supports second-language learners by providing specific ideas to teachers on how to adapt lessons for these students. DLM Express also provides Spanish translations throughout. Moreover, ECED policy stipulates that EL students are provided with “intentional” English language development opportunities for 20 minutes each day. A 2006 LAUSD study of the impact of DLM Express on student achievement concluded that “both Spanish home language students and English home language students showed statistically significant gains” in literacy development.⁹

On the other hand, DLM Express seems to provide limited support to SELs. In this regard, ECED is partnering with LAUSD’s Academic English Mastery Program (AEMP) to facilitate improved application of the pre-K curriculum for these students.

LAUSD’s Response to PLF

ECED is gearing up to implement PLF to meet the needs of LAUSD’s diverse pre-K student population. ECED is working with LACOE to coordinate the provision of PLF training to LAUSD’s pre-K teachers. Moreover, in response to the Board’s “Ensuring

⁹ See Fidler.

Success for All Preschool Children” resolution, ECED reported that it has taken several actions, including: (1) Assembled the PLF Continuums Ad Hoc Committee with bilingual Nationally Board Certified Pre-K teachers on November 12, 2007 to develop the PLF Continuums and review the continuums with CDE; and (2) Presented the PLF and Desired Results data at the CIEEC Board Meeting on March 13, 2008.

Recommendations

PLF should stipulate plainly that the Foundations are equally applicable to all preschool students, irrespective of their home language. Accordingly, in the interest of educational equity, EL and SEL students must be accorded the highest quality teachers who can communicate with them in their home language. In cases where teachers do not have the ability to communicate with some of their students in their home language, their classrooms should contain staff who can communicate with the students in behalf of the teacher.

Given that the PLF document states that “It is important to note that accepted language or behavior is that which commonly occurs in the child’s environment or community,” PLF should direct districts to start all EL students on all four domains. EL students whose proficiency in English is low should initially pursue the Foundations through their home language.

The PLF documentation includes examples of how students can demonstrate their proficiency on specific Foundations. However, these examples implicitly assume students are proficient in mainstream English and mainstream American culture. In keeping with the state guideline that “...accepted language or behavior is that which commonly occurs in the child’s environment or community,” CDE should provide PLF examples for EL and SEL students. Such examples would improve the likelihood that non-EO students will take interest in the lessons and would help to improve teachers’ understanding and acceptance of EL and SEL variations in home language.

To ensure that PLF meets the needs of LAUSD’s diverse pre-K population, LAUSD’s Early Childhood Education Division – in conjunction with the Language Acquisition Branch, AEMP, and Special Education – should execute an efficient strategy for supplementing the PLF examples in each domain with examples and sample lesson plans for, at minimum, the following three groups of students: (1) English Learners; (2) Standard English Learners; and (3) students with special needs.

While DRDP-R includes examples of how students can demonstrate their level of development (Exploring, Developing, Building, or Integrating) on each of 39 measures, these examples are written in standard English only. Given that linguistically and culturally relevant examples can help to clarify standards, we recommend that LAUSD’s Early Childhood Education Division (in conjunction with Language Acquisition, AEMP, and Special Education) supplement DRDP-R with examples, at minimum, designed for the following three groups of students: (1) English Learners; (2) Standard English Learners; and (3) students with special needs.

LAUSD should monitor and seek input into the revision of DRDP-R2 to ensure it meets the needs of LAUSD's EL and SEL students.

The District should support both “absolute” and “growth” targets for pre-K students. Complex goals generally are pursued a step at a time. In K-12, goals (or absolute targets) define standards for competency, while steps (or growth targets) depict paths for advancing (or growing) toward the goals. Educational accountability systems employed by California’s Board of Education often include both targets. For example, under the Academic Performance Index (API), schools pursue the absolute target of 800. Until 800 is reached for each large subgroup, the state annually sets a growth target for the school.

While PLF offers guidance to LEAs on how to strengthen their preschool curricula, some revisions may be needed in order to smooth out the implementation of PLF for English learners. However, we believe the major challenge confronting LAUSD in the education of preschool children is how to: (1) improve the extent to which pre-K teachers possess the skills needed to teach LAUSD’s diverse pre-K population; and (2) accelerate the extent to which teachers use data to assess teaching and learning and make adjustments in instruction based on these data.

Given the significant perception that PLF does not or may not meet the needs of EL pre-K students, the District should support initiatives to monitor state-wide the implementation of PLF such as that proposed in AB 2909 (see Appendix B).

Given that the state does not plan to fully “enforce” PLF’s implementation until 2011-12, before considering a waiver for implementing PLF, the District should convene a task force comprised of internal and outside experts to update LAUSD’s strategy for educating all pre-K students – including ELs, SELs, and disabled – and to assess whether a waiver would be needed to implement this updated strategy.

The District should continue to place great emphasis on recruiting, selecting, and developing highly effective pre-K teachers and site leaders.

Concluding Remarks

While high-quality, relevant standards are an important condition for preschool success, we are mindful that other factors are equally important. For example, in a 2006 study the American Institutes of Research (Parrish et al.) concluded that schools that successfully educated English learners had the following elements in common:

- A well-defined, rigorously structured plan of instruction for English learners is in place.
- Teachers are skilled in addressing the needs of English learners.
- Teachers systematically use data to assess teaching and learning.
- Teachers regularly adjust instruction based on student performance.

In this regard, LAUSD should conduct case studies and longitudinal data analyses to examine the quality and efficacy of services provided to EL and SEL preschool students in different contexts. Such information is critical for assessing the relevance and

adequacy of the various components needed for a comprehensive preschool program, including PLF.

Appendix A: Ensuring Success for All Preschool Children (Ms. Flores Aguilar, Ms. LaMotte, & Ms. Garcia)

Whereas, preschool plays a critical role in preparing children to enter school ready to learn and to succeed;

Whereas, standards to ensure quality preschool experiences are essential;

Whereas, during the early years, most children develop language, math, critical thinking, and social skills at a different pace and often reach equal “competency” during the elementary school years;

Whereas, young children can easily learn two or more languages – an essential skill for the 21st Century and global economy in which we live;

Whereas, research shows that children who learn multiple languages at an early age have enhanced brain development and increased cognitive abilities;

Whereas, the greater Los Angeles area accounts for almost 30% of all children and 40% of Latino children statewide who are eligible for and/or attend preschool;

Whereas, close to 30,000 children are enrolled in preschool in LAUSD;

Whereas, more than 80% of preschoolers in LAUSD are Latino and about 70% have a non-English home language, which requires that instruction for literacy and numeracy be informed by research conducted with English learners to ensure high achievement in both if these domains;

Whereas, 56% of the more than 53,000 Kindergartners in LAUSD are English Learners;

Whereas, the native language of children should be seen as an asset and, as such, strengthened as they also learn English;

Whereas, the California Superintendent of Public Instruction has developed preschool standards – called *Foundations* – which are expected to be released in November 2007 as final drafts and implemented statewide in 2008;

Whereas, the proposed Foundations for literacy and numeracy were developed based upon research from middle class, English speaking students and do not adequately take into consideration the language development needs of English learners and, as such, will likely set children up to fail even before they enter Kindergarten; now therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District:

3. Urge the State Superintendent of Public Instruction to postpone the release of the final *Foundations* until the latest draft is reviewed by the LAUSD Early Childhood Division as well as other experts in English language development for young children; and urge that their input be integrated into the final draft.
4. Direct the Superintendent of LAUSD to:
 - a. Work with the State Superintendent of Public Instruction to revise the literacy and numeracy domains of the *Foundations* before statewide distribution to ensure that English Learners preschoolers will also have the opportunity to succeed;
 - b. Work with the State Superintendent of Public Instruction to request that all *Foundations* be structured as continuums to allow all students to show growth and development versus success or failure to meet benchmarks;
 - c. Instruct the Early Childhood Division to communicate and work with local and state coalitions of early childhood and English learner professional organizations on the needed revisions to the *Foundations*;
 - d. Instruct the Early Childhood Education Division to make recommendations to the Board of Education on ways to further strengthen our work in early childhood development, including improving alignment and articulation between early childhood and K-12 education;
 - e. Communicate with other school district superintendents on the needed revisions to the *Foundations*.
5. Communicate with other boards of education across the state on the needed revisions to *Foundations*.

ADOPTED OCTOBER 9, 2007 (7-0 vote)

Appendix B: AB 2909, Furutani. Preschool: Preschool Advisory Council

INTRODUCED BY Assembly Member Furutani

FEBRUARY 22, 2008

An act relating to preschool.

LEGISLATIVE COUNSEL'S DIGEST

AB 2909, as introduced, **Furutani. Preschool: Preschool Advisory Council.**

Existing law requires the Superintendent of Public Instruction to administer state preschool programs, including part-day and preschool appropriate programs for prekindergarten children 3 to 5 years of age, inclusive, in educational development, health services, social services, nutritional services, parent education and participation, evaluation, and staff development.

This bill would express the Legislature's intent to enact legislation to establish the Preschool Advisory Council, to ensure that implementation of preschool policy, framework, assessment, curriculum, or staff development meets specified requirements.

Vote: majority. Appropriation: no. Fiscal committee: no.
State-mandated local program: no.

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. (a) It is the intent of the Legislature to enact legislation to establish the Preschool Advisory Council, to ensure that implementation of preschool policy, framework, assessment, curriculum, or staff development meets the following requirements:

(1) Is presented on a continuum and is not age specific. By having the foundation presented on a continuum, educators will be able to work on a more individualized level with children to address their abilities and needs.

(2) Is presented in a format that is clear, concise, and reader-friendly to practitioners in the field, with an emphasis on practical classroom use.

(3) Reflects the whole context of child development, with an emphasis on the way young children learn through play and the influence of constructivist theories. Play-based vignettes should be inserted throughout all the foundations as the central context.

(b) It is further the intent of the Legislature that the Preschool Advisory Council meets all of the following requirements:

(1) Is comprised of experts who have a demonstrated background in preschool provision, research, assessment, and program evaluation.

Members of the council shall represent the regional, ethnic, and cultural diversity of preschoolers and their families in the state.

(2) Reviews existing and proposed preschool policy, foundations, framework, assessment, curriculum, staff development, training, and programs within six months of forming, and submits a report with findings and recommendations to the Superintendent of Public Instruction by June 30, 2009.

(3) Develops and oversees alignment with the desired results developmental profile.

Selected References

AB 2909, Introduced by Assemblyman Warren Furutani, "Preschool: Preschool Advisory Council."

Calderón, Miriam, "Achieving a High-Quality Preschool Teacher Corps: A Focus on California," National Council of La Raza Issue Brief No. 14, 2005.

California Department of Education, *Preschool Learning Foundations*, January 22, 2008. <http://www.cde.ca.gov/re/pn/fd/documents/preschoollf.pdf>

California Department of Education, *Preschool Learning Foundations*, "Frequently Asked Questions (FAQ)," last updated February 6, 2008.

California Department of Education, Child Development Division, *Desired Results Developmental Profile—Revised (DRDP-R)*, 2007.

California Department of Education, Child Development Division, *Desired Results Developmental Profile-Revised, User's Guide*, March 2008.

California Department of Education, *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning: A Resource Guide*, Sacramento, 2007.

Campaign for High Quality Early Learning Standards in California and the English Language Learners Preschool Coalition, "Will the Preschool Foundations Close the Achievement Gap or Label More Students as Failures?" January 23, 2008.

Early Childhood Education Division (ECED), "LAUSD Preschool Programs," (from LAUSD.net)

ECED News, LAUSD, February 2008.

Fidler, Penny, *An Evaluation of the Impact of ECED's Early Literacy Program on the Language and Literacy Development of Four-Year Olds in LAUSD*, Final Report, LAUSD Program Evaluation and Research Branch, 2006.

Gutierrez, Barbara, LAUSD Early Childhood Education Division, "Preschool Motion: Action Plan Matrix," February 1, 2008.

Gutierrez, Barbara I., Assistant Superintendent, Early Childhood Education Division Early Education Programs For English Learners and Standard English Learners, BUL-1327.1, April 20, 2007.

Irujo, Suzanne, "Teaching Math to English Language Learners: Can Research Help?" *ELL Outlook*, Mar/Apr 2007.

Jackson, Santiago, "Education Code Waiver Process," LAUSD Board Informative, March 26, 2008.

LAUSD, Planning, Assessment and Research, R30 *Language Census Report 2006-07*, Spring 2007.

LAUSD Policy Bulletin BUL-1327.1, "Early Education Programs for English Learners and Standard English Learners," Early Childhood Education Division, April 20, 2007.

Levin, Henry, et al., *The Costs and Benefits of an Excellent Education for All of America's Children*, Columbia University, January 2007.

Lopez, Antonia, MALDEF, interview 2-19-08.

Parrish, T.B., Merickel, A., Perez, M., Linquanti, R., Socias, M., Spain, A., et al. (2006). Effects of the implementation of Proposition 227 on the education of English learners, K-12: Findings from a five-year evaluation (Final report for AB 56 and AB 1116, submitted to the California Department of Education). Palo Alto, CA: American Institutes for Research.

Salazar, Jesus Jose, *The Long-Term Effects of SRLDP on English Learners*," LAUSD Organizational Support and Accountability, March 21, 2008.

SB 1629, Introduced by Senator Daryl Steinberg, "Early Learning Quality Improvement Act."

SRA McGraw-Hill, *The DLM Early Childhood Express: Teacher's Edition*, 2003.