LOS ALAMITOS UNIFIED SCHOOL DISTRICT

EARLY LEARNING PATHWAYS

Creating Bright Beginnings

Operation Steering Committee

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Deputy Superintendent, Education Services

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Early Learning Coordinator

Transition to Early Learning

AB130 Expanded Early Learning (2022-23 to 2025-26)



Early Intervention Preschool Grant

Assembly Bill 130, established additional funding to support early learning.

The funding supports children from birth through age five, including:

- Early intervention for children at risk of needing special education.
- Speech, language, and developmental supports.
- Inclusive preschool services and programming.
- Professional development for teachers and paraprofessionals.
- Supports that improve kindergarten readiness.



Preschool-Transitional Kindergarten Learning Foundations → Kindergarten Content Standards

BIGGEST NEEDS in Kindergarten/Grade 1
Behavior Support + Speech & Language Services

Meet the Team

Early Learning Coordinator
Provides vision and supervision of programs

Intervention Psychologist
Partners with staff and parents to provide students supports and staff training

Behavior Specialist
Provides in classroom support for students and coaching/training for staff

Speech & Language Pathologist
Dedicated support to provide classroom-wide services



Nadia Williams (Early Learning Coordinator), **Jacqueline Celaya** (Intervention Psychologist), **Cheryl Smith** (Behavior Specialist), **Cassandra Jahnkow** (Speech & Language Pathologist)

Los Alamitos Unified Early Learning Program

PRESCHOOL
9
Classrooms

- Ages 2 years, 9 months- 5 years
- Play-based learning
- Parent-paid and state-funded programs

UTK
20
Classrooms

- Universal Transitional Kindergarten
- Developmentally appropriate instruction
- play-based foundational learning

CLASSROOM TEAM
87
Educators & Support Staff

- 30 classroom teachers
- 57 instructional assistants

What Makes Our Early Learning Program Strong

Purposeful Play & Highly Quality Learning

- Developmentally appropriate experiences for Preschool and UTK
- Grounded in the California Preschool/ Transitional Kindergarten Learning Foundations (PTKLF)
- Research-based curriculum and practices
- Inclusive classrooms and collaboration for all learners

Professional Learning & Collaboration

- Ongoing professional development for teachers and instructional assistants
- Coaching and model classrooms
- Focus on purposeful play, behavior basics, and developmentally appropriate practices
- Collaboration across Preschool and UTK teams

Family & Community Partnerships

- Learning Link
- Parent education opportunities
- Family engagement events
- Strong Partnerships with district and community agencies

Turning Early Intervention into Everyday Practice



Proactive & Individualized Support

- Identify emerging needs through observation and collaboration.
- Develop practical, individualized strategies.
- Support social-emotional, behavioral, communication, and developmental growth.



Research-Based, Tiered Practices

- Utilize the Pyramid Model, an evidence-based framework aligned with MTSS.
- Promote social-emotional competence and prevent challenging behaviors.
- Provide tiered supports to ensure early intervention.



Embedded Classroom Support & Coaching

- Work alongside teachers and instructional assistants.
- Provide modeling, consultation, and hands-on strategies.
- Monitor progress and adjust supports to meet each child's needs.

THANK YOU...

TOGETHER WE CREATE

Bright Beginnings

