Every system is perfectly designed to get the results it gets

SCUSD Core Value

We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow and reach their greatness.

SCUSD GUIDING PRINCIPLE

All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options

SCUSD Early Learning

MISSION

We provide high quality early educational experiences and equitable support to ensure school readiness and whole-child development.

VISION

Every student will receive high quality educational experiences that spark curiosity, foster creativity, build literacy, promote a growth mindset, and strengthen relationships in order to thrive in life and contribute to the world.

Presentation Outline

- What is Early Learning?

- Who do we serve?

- Whole Child Assessment Data

- P-3 Alignment Efforts

- Next Steps

What is Early Learning?

Early Learning

"The California Department of Education (CDE) has a bold and ambitious vision to transform California's schools by building a high-quality continuum of learning for children from PreKindergarten through 3rd grade (P-3). Currently, this vision prioritizes Universal PreKindergarten (UPK) through the rollout of Universal Transitional Kindergarten (TK) and the expansion of a state-funded, targeted PreKindergarten program"
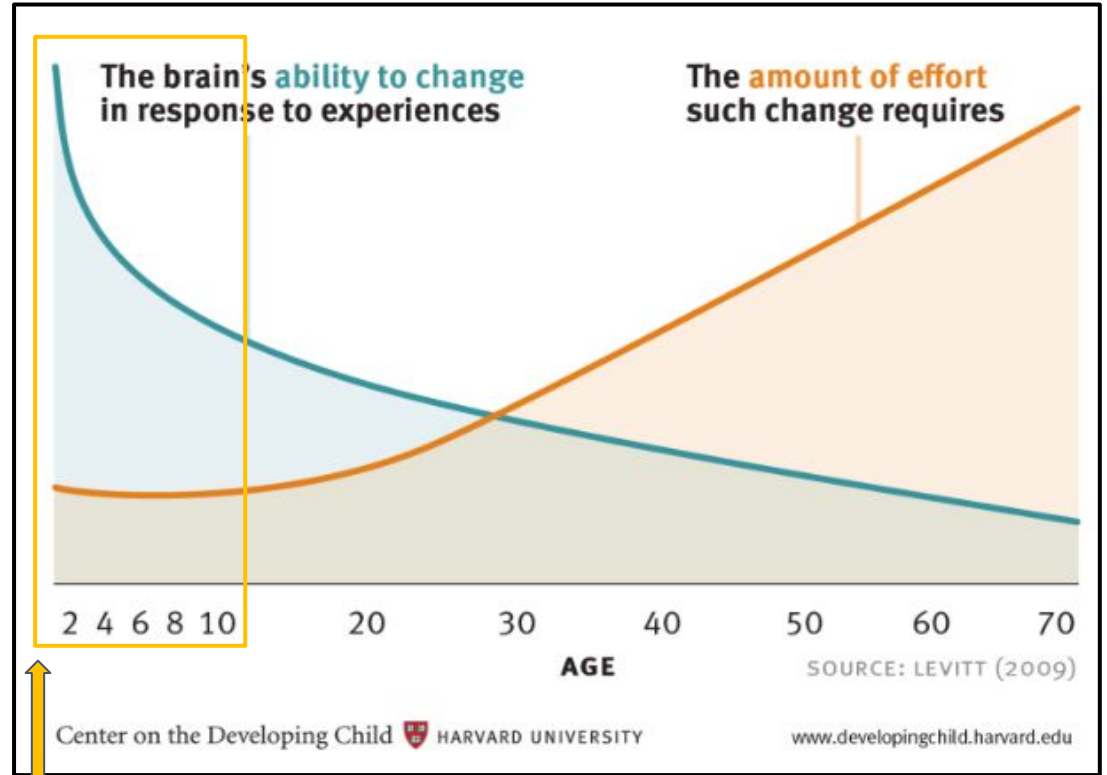
- National P-3 Center
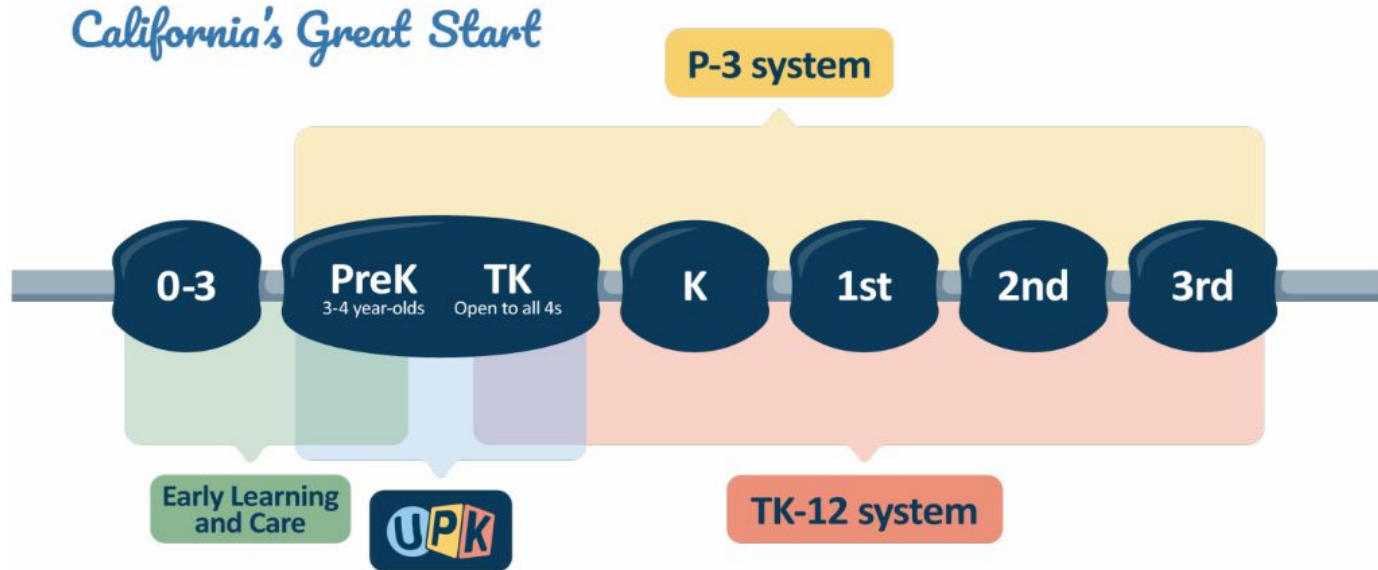
Early Learning

Brain Development

The interactions of genes and experience shape the developing brain. Although genes provide the blueprint for the formation of brain circuits, these circuits are reinforced by repeated use. A major ingredient in this developmental process is the serve and return interaction between children and their parents and other caregivers in the family or community. In the absence of responsive caregiving—or if responses are unreliable or inappropriate—the brain's architecture does not form as expected, which can lead to disparities in learning and behavior. Ultimately, genes and experiences work together to construct brain architecture.

Source: **Brain Architecture: developingchild.harvard.edu**

The brain's ability to change in response to experiences

The amount of effort such change requires

AGE

SOURCE: LEVITT (2009)

Center on the Developing Child · HARVARD UNIVERSITY

www.developingchild.harvard.edu

"The opportunity is a continuum of time, not a one year intervention." – Dr. Kristie Kauerz, National P-3 Center

Early Learning

- "48.5% of 3rd graders met or exceeded standards in English Language Arts in California" (CDE & EdSource Analysis, 2019)

- "Students who don't read proficiently by third grade are four times more likely to leave high school without a diploma…" (Casey Foundation, 2012)

- "Simply in words heard, the average child on welfare was having half as much experience per hour (616 words per hour) as the average working-class child (1,251 words per hour) and less than one-third that of the average child in a professional family (2,153 words per hour)" (Hart & Risley, 2003)

- "children who attended state prekindergarten programs have statistically **significant and meaningful gains** in early language, literacy, and mathematical development— an 8% increase in children's average vocabulary scores and a 13% increase in math scores."
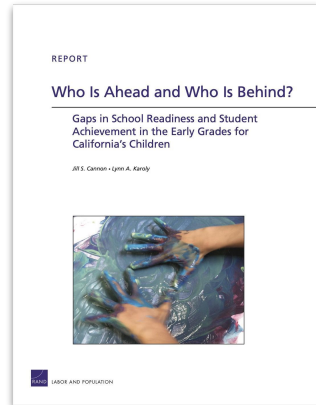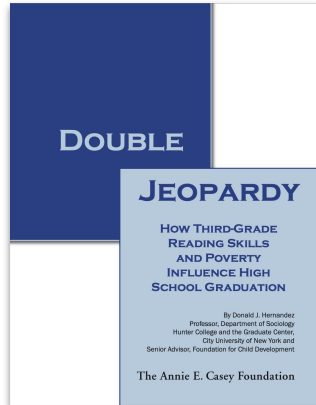
The Word Gap:
The Early Years
Make the Difference

Developmental Milestones

Position Statement (i.e,, Developmentally-Informed):

"**Each and every child, birth through age 8**, has the right to equitable learning opportunities—in centers, family child care homes, or schools—that fully support their optimal development and learning across all domains and content areas. Children are born eager to learn; they take delight exploring their world and making connections. The degree to which early learning programs support children's delight and wonder in learning reflects the quality of that setting. Educators who engage in developmentally appropriate practice foster young children's joyful learning and maximize the opportunities for each and every child to achieve their full potential."

-National Association for the Education of Young Children (NAEYC)

National Association for the Education of Young Children

naeyc

Developmentally Appropriate Practice
in Early Childhood Programs

Serving Children from Birth Through Age 8

FOURTH EDITION

DAP
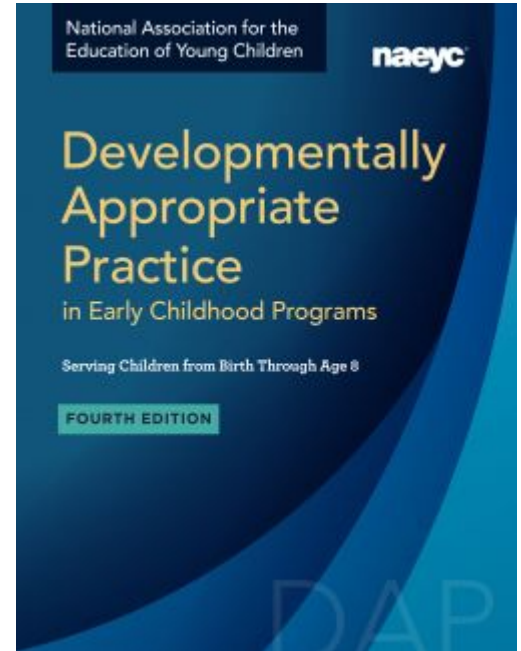
Developmental Milestones

Who do we serve?

Program Options

PROGRAM	AGE	TYPE	DAYS/HOURS
Early Head Start/CCTR	0-3	Full Day, year-round	Monday-Friday, up to 7 hrs
Head Start/CSPP	3-4	Wrap, school-term	Monday-Thursday 6.5 hours, Friday 3.75 hours
Head Start/CSPP	3-4	Full Day, year-round	Monday-Friday, up to 7 hrs
Subsidized - School Age	5-11	Part Day, year-round	Before and After School
Fee-based - School Age	5-11	Part Day, year-round	Before and After School
Parent Participation Preschool	2-5	School-term	Monday-Friday, hours vary
First 5 Playgroups	4	School-term	Monday-Friday, hours vary

Sites

2023-2024 PK Sites		Original TK Sites "The Pioneers"	2022-23 TK Sites	2023-24 TK Sites	2024-2025 Sites
Abraham Lincoln	John Bidwell	Alice Birney	Earl Warren	David Lubin	**Infant/Toddler:**
Bear Flag	Jon Cabrillo	Bancroft	Edward Kemble	Ethel Baker	American Legion
Bowling Green	John Sloat	Leonardo di Vinci	Ethel Phillips	Golden Empire	Elder Creek
Chacon	John Still	John Sloat	Isador Cohen	John Cabrillo	
Bowling Green	Leataata Floyd	Pacific	John Bidwell	Leataata Floyd	
McCoy	Leonardo da	Tahoe	Mark Twain	Pony Express	**PK:**
CAJ Skills Center	Vinci	Theodore Judah	Martin Luther King,	Sutterville	CB Wire
Camellia	Lisbon	Washington	Jr	Elder Creek	
Earl Warren	Martin Luther	AM Winn	Parkway	Didion	
Edward Kemble	King	Harkness	Susan B. Anthony	Hollywood Park	**TK:**
Elder Creek	Oak Ridge			John Still	O. W. Erlewine
Ethel Baker	Pacific			Oak Ridge	Father K. B. Kenny
Ethel Phillips	Parkway			Sequoia	William Land
FR KB Kenny	Peter Burnett			Woodbine	Caleb Greenwood
Golden Empire	Susan B. Anthony				Suy:U
Hiram Johnson	Washington				Matsuyuma
HW Harness	Woodbine				
James Marshall					

Demographics

Prekindergarten Population by Race/Ethnicity

White
5.6%

African American or
15.1%

American Indian or
0.5%

Hispanic or Latino
41.2%

Asian
24.8%

Native Hawaiian or
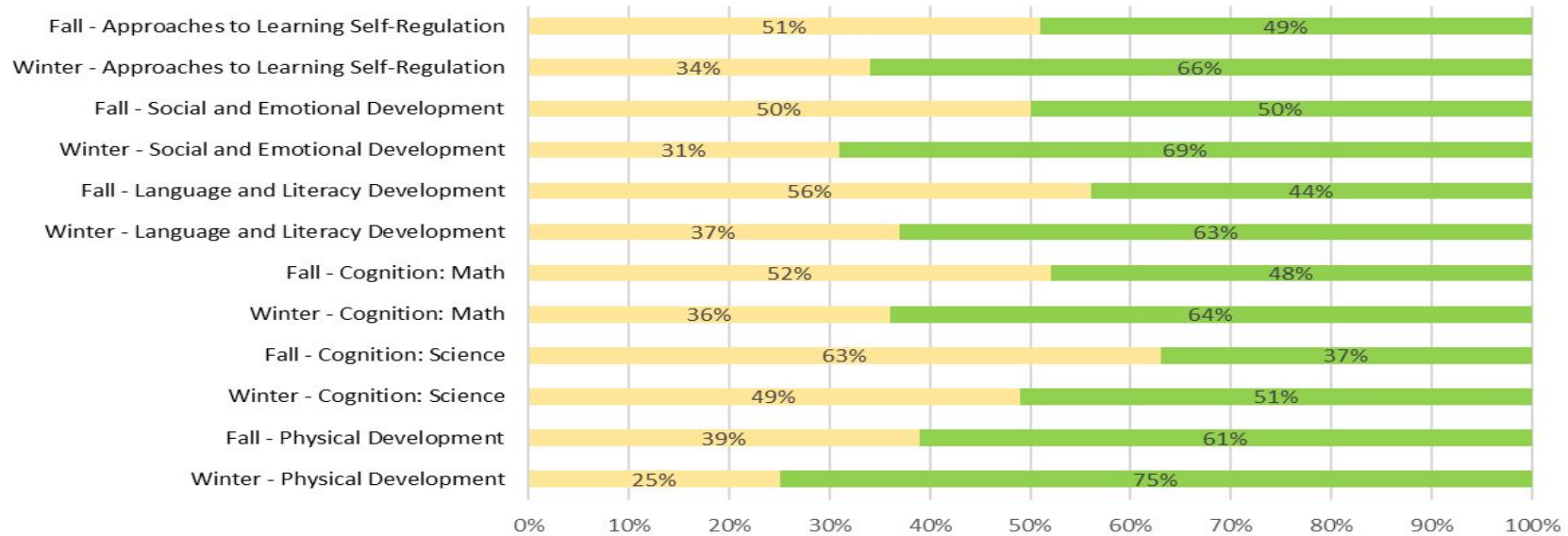1.9%

Multi-racial
10.8%

14
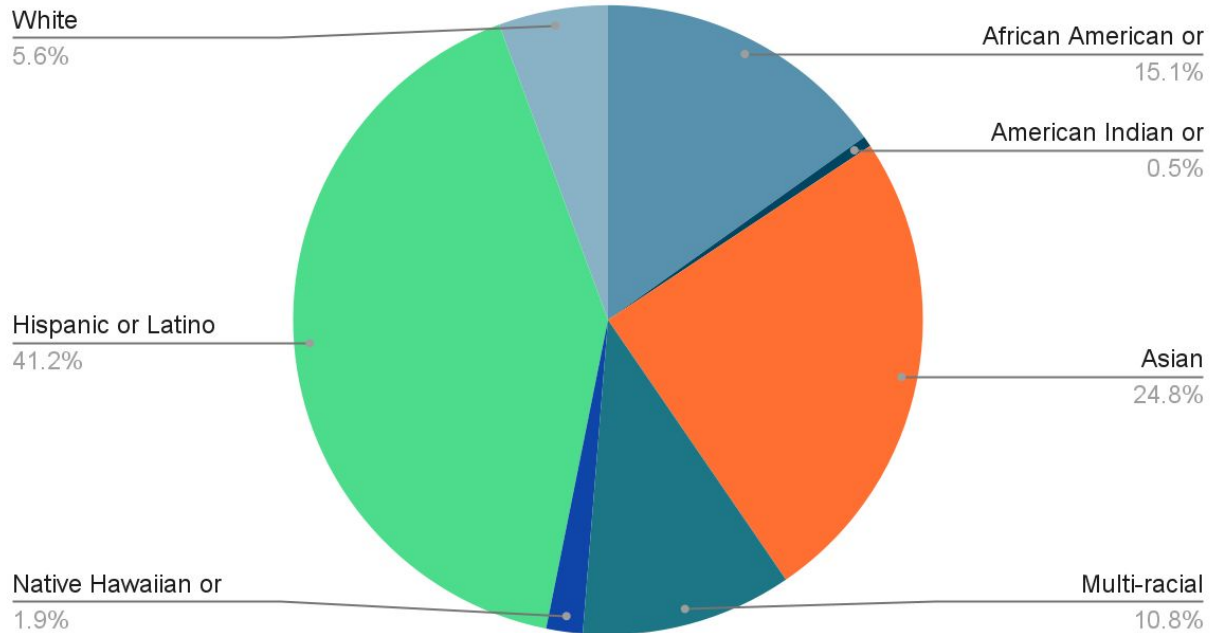
Whole Child Assessment Data

Assessment Data

Desired Results Developmental Profile (DRDP)

Benchmark: 75% - Building Middle
(at the end of enrollment)

Legend: Fall Below, Fall At or Above

Category	Fall Below	Fall At or Above
Fall - Approaches to Learning Self-Regulation	51%	49%
Winter - Approaches to Learning Self-Regulation	34%	66%
Fall - Social and Emotional Development	50%	50%
Winter - Social and Emotional Development	31%	69%
Fall - Language and Literacy Development	56%	44%
Winter - Language and Literacy Development	37%	63%
Fall - Cognition: Math	52%	48%
Winter - Cognition: Math	36%	64%
Fall - Cognition: Science	63%	37%
Winter - Cognition: Science	49%	51%
Fall - Physical Development	39%	61%
Winter - Physical Development	25%	75%

Family Surveys

DRDP Parent Survey

Not Satisfied
1.0%

Satisfied
35.0%

Very Satisfied
64.0%
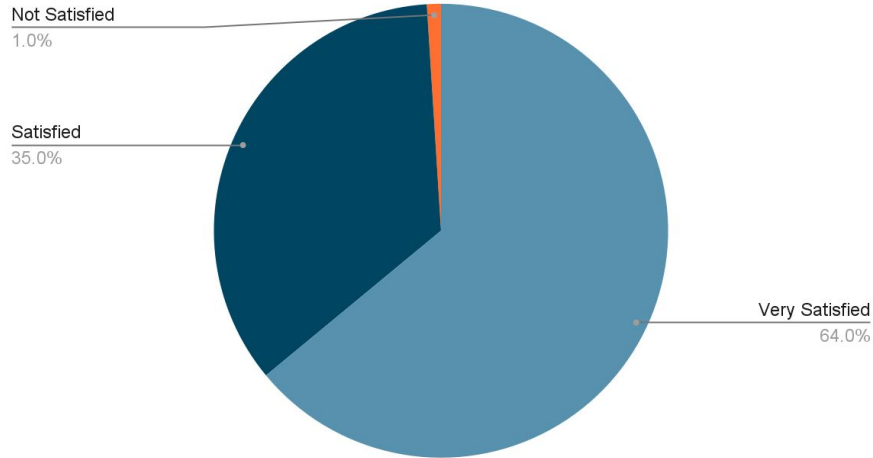
ELC Family Survey

- **Welcoming Environment** - "School staff seek my input to better understand my child and family."
  83.9% Excellent/Very Good

- **Effective Communication** - "School staff communicate with me in my preferred language using words that are easy to understand."
- 84% Excellent/Very Good

- **Student Learning** - "During conferences, teachers and I exchange valuable information about my child's strengths and challenges."
  83.9% Excellent/Very Good

- **Comments:** "The staff and teacher do a wonderful job keeping parents updated in the classroom and provide a ton of outside resources helpful for not only the child, but the family as a whole"; I appreciate all of the teachers with their kindness and respect"; I'm so grateful and thankful for all the good work the teacher and staff do with my kid"; and "Thank you for all the hard work that you guys do."

P-3 Alignment Efforts

P-3 Alignment Efforts

- Principal PK/TK Meetings

- PK/TK/K Collaboration Conversations

- P-3 Demonstration Sites

- Infant/Toddler Classes

- Authentic Family Engagement

- Partnerships

Principals PK/TK Meetings

"Leading the Learning" is essential for effective schools. Principals and central office leaders work together to ensure high-quality educational opportunities!

- o   Principals meet monthly

- o   Focus on Learning Foundations, Developmentally-Appropriate Practices, Effective Learning Environments, and Early Literacy

- o   Deeper understanding of Early Childhood Education
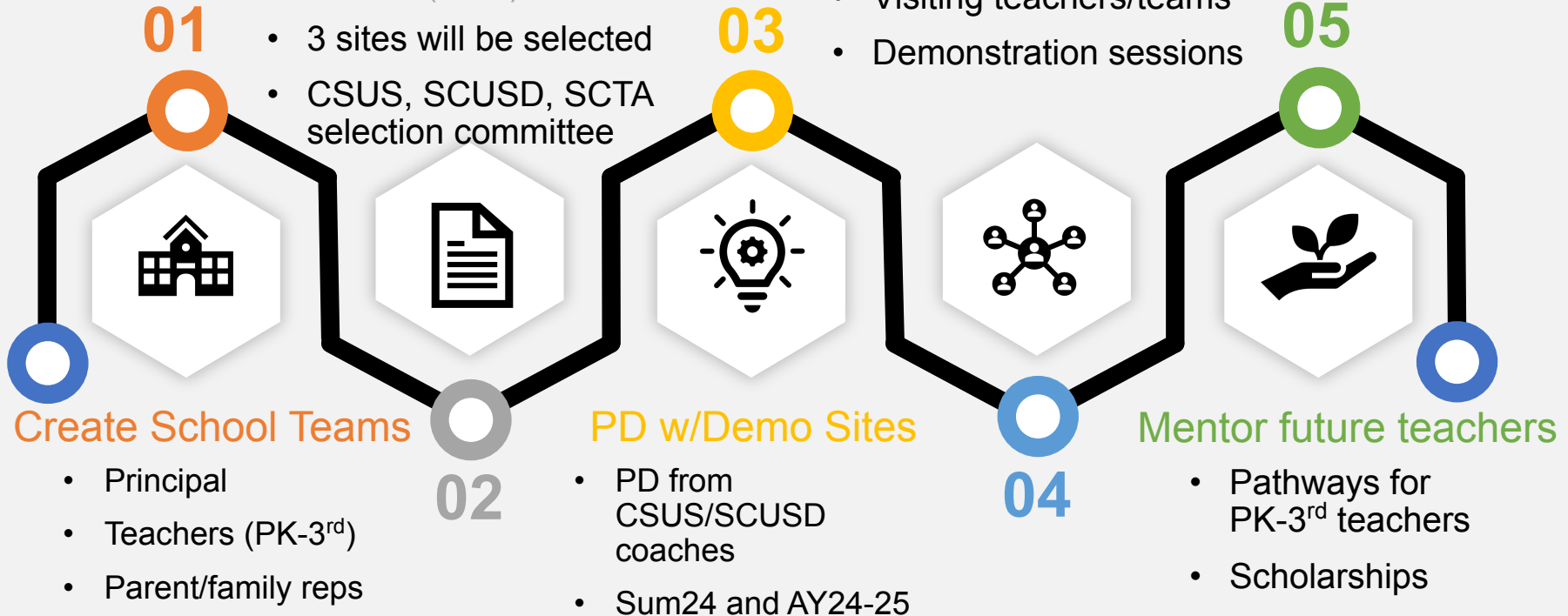
- o   Community of Practice

PK/TK/K Collaborative Conversations

- Vertical P-3 Alignment

  o Learning Foundations & Content Standards

  o Assessments

  o Curriculum & Instruction

  o Interventions & Supports

  o Learning Environments

CSUS/SCUSD Partnering to Create a PK-3rd Demonstration Site Network

01

Develop/Submit Proposal (2024)

- 3 sites will be selected
- CSUS, SCUSD, SCTA selection committee

Network Activities (AY25-26)

- Visiting teachers/teams
- Demonstration sessions

05

03

Create School Teams

- Principal
- Teachers (PK-3rd)
- Parent/family reps

02

PD w/Demo Sites

- PD from CSUS/SCUSD coaches
- Sum24 and AY24-25

04

Mentor future teachers

- Pathways for PK-3rd teachers
- Scholarships

Infant/Toddler

To promote a Cradle to Career pathway and school readiness, SCUSD's Early Head Start program provides educational services for children as young as 0-3 years old.

- o Infant class at American Legion

- o Toddler class at Elder Creek

- o Comprehensive services in education, health, family engagement, and home visits

- o Funded by Early Head Start and CA Department of Social Services

- o Regulated by Title 22. Title 5, and EHS Performance Standards

Authentic Family Engagement

To support relationship-based family engagement that is culturally responsive, reflective and goal-oriented that helps build partnership with families and provide increased opportunities for community building and participation within the program

- o   Policy Council/Parent Committee

- o   Family Partnership Agreements & Goal-setting

- o   Workshops/Cafe's

Partnerships

- Redesign Recruitment - building community connections

- California State University, Sacramento - P-3 Alignment

- Sacramento County of Education - literacy and inclusive practices

- WestEd - mathematics
- Center for District Innovation and Leadership in Early Education

- ...much more

Next Steps

- Increase enrollment, attendance, and expand early learning programs

- Continue to promote P-3 Alignment/Cradle to Career efforts across the system and at all levels

- Strengthen family and community partnerships

- Improve outcomes for children and families as measured by quantitative and qualitative impact data (e.g., assessments, ongoing feedback)

"Early childhood education is the key to the betterment of society – Maria Montessori

There can be no keener revelation of a society's soul than the way in which it treats its children – Nelson Mandela

Questions

Thank You