PreK-3rd Annual Report

Year One: 2011-2012

This report describes the PreK-3rd initiative, summarizes findings from the 2011-12 school year, and highlights plans and activities for the 2012-13 school year.

Facilitated by Early Education Department (EED) of the San Francisco Unified School District (SFUSD)
12/18/2012
PreK-3rd Annual Report

Year One: 2011-2012

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**Preface**

This past year has been one of significant change and development for the San Francisco Unified School District’s Early Education Department and its burgeoning PreK-3rd initiative. This report is designed to provide the context around the PreK-3rd initiative, report on the activities and outcomes of the 2011-12 school year, and highlight plans for the 2012-13 and future school years. This report is longer and more comprehensive than subsequent annual reports because it provides context for and describes each sphere of the work in detail. Our goal for the report is to have an overview of all of the PreK-3rd initiative elements articulated in one document that can be shared with internal and external educators and stakeholders.

As this is the first year of this work and first annual report, we have endeavored to determine a baseline status upon which future scalable objectives and outcomes can be founded. Over the next few years, we anticipate adjusting activities and priorities based upon information gleaned through analysis of student data. We will use student indicators and data to identify students and programs in need, develop appropriate strategies, and create outcome targets to measure effectiveness.

Although this is a PreK-3rd initiative, this first year focused heavily on Pre-Kindergarten, the earliest grade in the PreK-3rd spectrum. Future years will progressively focus on grades K-3 and an increasingly efficacious partnership between the Early Education Department and the Curriculum and Instruction Department within the SFUSD.
I. **INTRODUCTION**

**History and Evolution of Early Education in SFUSD**

**Overview of the Early Education Department (EED)**

History of Early Education in SFUSD San Francisco Unified School District (SFUSD) identified and met a need for early childhood care in 1943, when funds became available through the Lanham Act, a program that responded to an acute need for organized childcare. This availability of funds, which enabled American women to help bridge the nation’s World War II labor shortage, marked the nation’s first federal subsidy for child care. Lanham Act funding expired in the late 1940s; however, funding became available from the state of California, which passed its own childcare subsidy legislation in 1948. SFUSD, recognizing the value of providing early childhood education services, has provided services to young children under this state funding source since that time.

For most of these 69 years, services were provided by the “Child Development Program,” which had the primary goal of providing a safe and reliable year-round source of childcare for qualifying parents. The Child Development Program (CDP) functioned as a separate entity from the K-12 school system. Under this structure, the CDP operated two programs: Preschool and School Age, the second of which is also referred to as Out of School Time. Preschool programs included partial and full day early education services for children ages 2-6. School Age programs provided children ages 5-12 with after school care and education.

For the past few decades, the Out of School Time program has had minimal to no consistent professional development. The preschool program has benefited from external resources over the past several years from multiple funders, such as Preschool for All (PFA), the Mimi and Peter Haas Fund, and the Evelyn and Walter Haas, Jr. Fund. However, the preschool program has not had consistent internal resources for professional and program development. As a result, there is presently an opportunity to raise the quality of both programs. As the District’s Early Education Department is the largest provider of early education for children in the City and County of San Francisco – providing services to over 4,000 children – SFUSD is committed to raising the educational quality of both programs.

**Current Focus of Early Education in SFUSD**

Although the department’s original emphasis was on child care, a focus on high quality Pre-Kindergarten – not mutually exclusive from child care that allows parents to fully participate in the workplace – has become the nucleus of the Early Education Department’s work. In 2010, the department’s name was changed from the Child Development Program to the Early Education Department. The name change, which exhibits the educational emphasis, is aligned with the national, state, and local evolution in the early education field from child care to instruction and education. The educational emphasis is inspired by powerful research and experiences demonstrating the positive short- and long-term impacts of a strong educational start in children’s lives.

The Early Education Department’s (EED’s) current PreK-3rd initiative is a ground shift away from the notion that the primary purpose of the department is to provide custodial childcare. Instead, the purpose is to provide the vulnerable children who attend our programs with the skills and education they need to succeed in kindergarten, elementary school, and beyond.
Overview of the Early Education Department (EED)

Today, the Early Education Department is a department that operates a division and provides programs and services. The EED operates a division of Early Education Schools (EESs), of which there are currently 13 (described in detail in section III.). The Early Education Department is organized as shown below.

Early Education Department Organizational Structure

- **Division – Early Education Sites**
  The EED Division directly operates 13 schools, including grades PreK and TK.

- **Programs**
  The EED operates Out of School/School Age programming that includes the following components:
  - Before school
  - After school
  - Summer school
  - Vacation school (e.g. spring and winter breaks)

- **Services**
  The EED provides services to early education and elementary school sites with PreK classes. Services include the following:
  - Professional Development
    - Training
    - Collaboration
    - Coaching
  - Special Education Services
  - Transitional Services
  - Family Engagement Services

In the 2011-12 school year, the EED directly served or supported over 4,000 children in 200 classrooms at nearly 50 sites.

Department components outlined above and described throughout the report are aligned with California Early Education Race to the Top, Head Start, National Association of the Education of Young Children (NAEYC), as well as policy positions by the nation’s two largest teacher organizations, the American Federation of

**EED 2011-12 Overview**

- Total number of Sites: 48
- Total Enrollment: 4,263 students
  - PreK: 1,758 students
- Total number of Classrooms: 200
  - PreK: 82 classrooms
Teachers (AFT) and the National Education Association (NEA). The Early Education Schools division and EED programs and services are also all aligned with the goals of the District’s strategic plan. At the core of both the District’s strategic plan and the PreK-3rd initiative is the goal of narrowing and eventually closing the achievement gap, while supporting all children to reach their full potential.

**Pre-Kindergarten to Third Grade (PreK-3rd) Model**

**PreK-3rd Theory of Change**

The benefits of quality preschool experiences for low-income children have been researched and documented to such an extent that they are largely incontrovertible. As a result, increased participation in high quality preschools is a promising solution to closing the achievement gap in American schools. However, additional research solidly indicates that the positive effects from students’ participation in a quality preschool exist within a limited timeframe. Educators, policymakers, and researchers have long been stymied by a fade out effect: the tendency of the positive effects to fade out by the time the children who had successful preschool experiences reach the third grade.

The solution to this fade out effect, successfully modeled in a number of districts across the United States, is a PreK-3rd framework, in which preschool and early elementary grade teachers work closely together to align curricula, methodology, and assessments. The reason the PreK-3rd model minimizes diminished impact is that it addresses the cause: schools do not consistently carry through the curricular and instructional work that made such an impact on children in preschool. The PreK-3rd system is designed to address the problem of children coming to Kindergarten unprepared and “leaks” in the pipeline from Pre-Kindergarten to third grade. A successful PreK-3rd system does this by implementing the features listed below.

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**What Is PreK-3rd?**

Key features of PreK-3rd early education programs:

- High-quality, voluntary, universal pre-K for all 3- and 4-year-olds
- Full-day kindergarten
- Qualified teachers with both a bachelor’s degree and specialized training in how young children learn
- Opportunities for teachers to share data, planning, and professional development across grade levels
- Strong leadership committed to providing children with a seamless educational experience
- Opportunities for parent and community engagement
- Quality, developmentally appropriate curriculum and standards that are aligned from pre-K through third grade
- Shared accountability, between preschools, public schools, parents, and communities, for ensuring that all children read and do math on grade level by the end of third grade

Implementation of a PreK-3rd model is a concrete, actionable step that SFUSD is taking to actualize the foremost goal of SFUSD’s strategic plan: closing the achievement gap. PreK-3rd is the first building block of a strong P-16 public education system. The PreK-3rd model will allow us to make progress in closing the substantial disparities in school achievement that play out along racial, socio-economic, and linguistic lines. We know that the achievement gap starts very early and becomes increasingly difficult to close as children progress through middle and upper grades. The achievement gap is already present before students begin Pre-Kindergarten, with some children already more than a year behind their peers in receptive English language skills (listening and reading). At SFUSD, there is a pronounced achievement gap in early grades on the California Standards Test (CST). To the right is an overview of the ethnic demographics of all 54,200 SFUSD PreK-12 students in 2012-13. Below is a summary of student achievement on the CST by ethnicity. Each graph represents the percentage of students per grade and ethnicity who tested at the “proficient” or “advanced” level on the CSTs.

Second grade is the first year in which California Standards Tests (CSTs) are administered in California. Third grade is the year in which a strong PreK-3rd system should produce positive results. These results should be sustained in fourth grade, the year in which English Language Arts, in particular, becomes more analytical for students.

As the data indicates, the gap in these early grades is currently considerable.
Fortunately, research and practice-based experiences hold great hope for the premise that these trends can be changed through investments in early education. Through the implementation of a PreK-3rd model, we will be best situated to actively prepare children from the earliest grades. By distributing and aligning the responsibility for children’s growth and achievement across multiple stakeholders and grades (PreK-3rd), the EED, in close partnership with the Curriculum and Instruction Department and other district departments, will be able to take steps toward preventing the achievement gap from taking root in the early elementary grades. All of the PreK-3rd activities and strategies are and will continue to be planned and carried out with an unrelenting focus on the outcomes for the children we serve.

PreK-3rd Research and Success Stories

The importance of mastering reading by the end of third grade has long been recognized. Achievement – or non-achievement – of this critical milestone corresponds to the likelihood of later academic success and high school graduation. This link was recently confirmed in the first national study to calculate high school graduation rates for children at different reading skill levels and with different poverty rates. The 2011 study, Double Jeopardy: How third-Grade Reading Skills and Poverty Influence High School Graduation¹, followed nearly 4,000 students and their parents over the students’ elementary and secondary years. The study found that students who are not able to read proficiently by third grade are four times more likely to not graduate from high school. This trend was exacerbated for students who were poor or living in concentrated poverty.

The likelihood of achieving reading proficiency by third grade is dependent upon preparation prior to third grade. Head Start is the largest nationally funded program aiming to prepare our country’s youngest students. A Congressionally-mandated study on the impact of the 2002-2003 Head Start program study measured the cognitive and social/emotional development, health status and behavior of approximately 5,000 three and four year olds who were randomly assigned to either a control group or a group that had access to a Head Start program. The study clearly showed that Head Start positively impacts the school readiness of low-income children. The study found statistically significant differences between the Head Start group and the control group in every domain of the participating children’s preschool experiences. However, when measured again at the end of kindergarten and first grade, the Head Start children and the control group children were at the same level on many of the measures studied.

These results clearly indicate the need for a more coordinated system of early education, with aligned and improved teaching and learning in the early grades: a PreK-3rd system.

The years between pre-kindergarten and third grade are vital to creating the foundation for later school success. The pioneering PreK-3rd work that has been conducted in select districts across the country has demonstrated that quality curricula and instruction, data-driven systems, and strong leadership can create an environment in which young learners thrive.

School districts throughout the country serving low income children have shown extraordinary results in student outcomes after implementing a PreK-3rd system. For instance, as noted in the Foundation for Child Development’s brief, “PreK-3rd: How Superintendents Lead Change”, the following effects were found subsequent to implementation of a PreK-3rd framework: in Montgomery County Public Schools, 90% of Kindergarteners are deemed school ready and 89% are reading by third grade, while in Bremerton School District, the percent of 4th graders meeting state reading standards rose from 59% in 2003 to 74% in 2009. Similarly, an extensive longitudinal study was done on the Chicago Child-Parent Center programs which demonstrated that student participation in a PreK-3rd model of education was linked not only to higher educational success, but also to higher living standards and crime prevention 25 years later.²

SFUSD believes that establishing stronger school-readiness standards for the nation will keep the focus on high-quality educational services for our youngest and neediest children. San Francisco intends to become one of these leading districts by implementing an authentic PreK-3rd system that includes

- Aligned educational strategies and resource within and across grades;
- Aligned standards, sequenced curriculum, instruction, and assessments;
- Joint planning and shared professional development;
- Strong administrative leadership; and,
- Aligned support services.

City-wide Focus

It is vital that the PreK-3rd initiative have a city-wide focus for this reason: approximately one-third of students entering Kindergarten in SFUSD schools have previously attended SFUSD programs; approximately two-thirds of students have previously attended Pre-Kindergarten programs in community-based organizations throughout the city. This is particularly relevant in San Francisco because of Preschool for All, a voter approved initiative that allows San Francisco to provide free access to all four-year old San Franciscan Pre-Kindergarteners that has produced notably high Pre-Kindergarten attendance rates. In San Francisco 83% of children attend preschool, a far higher attendance rate than the national average of 64%. To have an aligned system that is serving and preparing all incoming SFUSD students, we need an integrated system with shared training, assessments, and communication (as described in Section IV).


**IMPORTANCE OF 3RD GRADE READING**

*Double Jeopardy:* students not reading proficiently by 3rd grade are 4 times more likely to not graduate from high school

**NEED FOR P-12 ALIGNMENT**

*Head Start Impact Study:* Head Start is highly effective for preschoolers. However, their achievement is not sustained by 1st grade without alignment in the early grades

**PREK-3RD SUCCESS**

- Montgomery County Public Schools (MD)
- Bremerton School District (WA)
How do we measure that PreK-3rd works in SFUSD?

The question of whether or not we are serving students effectively is at the heart of our PreK-3rd work. SFUSD, in partnership with First 5, San Francisco and the Department of Children, Youth, and Their Families (DCYF), developed a set of desired outcomes represented in the diagram on the following page, which identifies four principal areas in which there is a joint commitment to achieving positive outcomes in the early grades:

1. Ready Children/Students
2. Ready Schools
3. Ready Families
4. Ready Communities

Within each of these categories, specific activities, milestones, and indicators have been identified that we collectively believe need to be accomplished in order to achieve the specified outcomes. Annually, the EED will assess the extent to which our activities and milestones are supporting our ability to achieve these specified outcomes by examining the corresponding data. Stanford University has agreed to support this data analysis effort. Based upon the analyses, we may make annual or mid-year program improvement adjustments to create more effective programming.

The top of the diagram below represents educational outcomes that are expected for children educated in San Francisco public schools. The lower part of the diagram highlights the family and community support systems that need to be in place in order for children to be successful. The basic premise is that a ready community (food, shelter, supportive services, etc.) is necessary to prepare families and students for school readiness. School readiness is dependent upon ready and participating parents, caregivers, and families. With ready students – those who attend school every day and do not have behavior problems or are properly supported with behavioral needs – and all other components in place, the desired outcomes will be achieved.
2015 GOALS: Outcomes Diagram
PreK-3rd Grade Education, Family, and Community Support

**Education Outcomes**

*Kindergarten Ready*
- Desired Results Developmental Profile (DRDP) (e.g. level 4 out of 5 in all 7 domain)
- Phonological Awareness Literacy Screening (PALS) sum score of 60
- KOF

*Academically Successful* (sustained in 4th Grade)
- Common Learning Assessment (CLAs) ELA and math scores
- CST score of 800 in ELA and Math

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**Ready Children**
- 95% School Attendance (i.e., 181 out of 191 days, 156 out of 165 days).
- No behavioral referrals

**Ready Families (Affirmed and Engaged Families)**
- 90% participation in Parent / Teacher Conferences scheduled during the year (at least two per family)
- 90% (9 out of 10 months) participation in school activities (i.e., 1 per month field trips).

**Ready Schools (High Quality School)**
- 90% of schools – Program Administration Scale (PAS) average score of 4.5 out of 7 on all 25 items.
- 90% of schools – Early Childhood Environmental Rating Scale (ECER-S) and/or School Age Environmental Rating Score (SACERS) average score of 5.0 out of 7.0, and
- 90% of schools – Classroom Assessment Scoring System (CLASS) average score 4.5 out of 7.

**Ready Communities**
- 75% of all Early Education and Early Care sites in zip code are rated as high quality.
- 75% of public schools in zip code are identified as Tier 4 or 5 schools.

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**Family and Community Outcomes**
Year One Accomplishments

In the 2011-12 school year, there were notable accomplishments in efforts to define measurements of PreK-3rd success and collaborate with others to clarify, define, share, and examine best practices across communities.

City-wide PreK-3rd Outcomes Effort

As mentioned above, a team with representatives from three of San Francisco’s largest organizations serving young students developed and agreed upon joint PreK-3rd outcomes. This outcomes diagram was developed with input from internal and external departments. Within SFUSD, Leadership, Equity, Achievement, and Design (LEAD), Special Education, Curriculum & Instruction (formerly APD), and Student, Family, and Community Support Department teams were involved in providing input and feedback.

Externally, First 5 and DCYF were engaged and active in the process. Although some of the discrete outcomes may shift slightly based upon experiences in the upcoming years, there is solid consensus that children, schools, families, and communities must all be ready, partnering, and engaged in the work for it to be successful.

San Francisco Honored with the All American City Award

In recognition of the PreK-3rd work and other community efforts, this summer, the National Civic League named San Francisco as a recipient of the All-American City Award. Chosen from a field of more than 100 entries, San Francisco is one of fourteen cities across the country receiving this recognition. The award highlights the strength of the City’s public and private partnership to get 3rd graders reading at grade level. San Francisco’s plan was submitted by a community coalition that included First 5 San Francisco, the Office of the Mayor, the Department of Children, Youth & Their Families, and the San Francisco Unified School District’s Early Education Department.

SFUSD PreK-3rd Outcomes

SFUSD has determined outcomes for grades PreK through 4th grade. We are continuing to measure students in grade four to ensure that the PreK-3rd grade system is truly effective. ELA expectations, in particular, become more sophisticated in the fourth grade (e.g. deeper understanding and analysis of texts is expected) and we believe that students should be successful in the fourth grade if they were well prepared from PreK-3rd. Below is a set of outcomes that we anticipate achieving with this initiative. Some specific targets may change based upon baseline data.
**Notes:**

1. Because the District has adopted the Fountas and Pinnell (F&P) assessments, which will be administered in Kindergarten, the Brigance assessment will no longer be administered to Kindergarteners.
2. F&P assessments will be administered in TK, K, and 1st grade; F&P assessments may be administered in 2nd, 3rd, and 4th grade.

**PreK-3rd School Readiness: SFUSD**

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<td><strong>School Readiness:</strong> 4-year-olds assessed as school-ready at the end of the school year (PALS)</td>
<td>Pilot 50%</td>
<td>Pilot 59%</td>
<td>60%</td>
<td>65%</td>
<td>70%</td>
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<td><strong>School Readiness:</strong> 4-year-olds assessed as school-ready at the end of the school year (ORCP)</td>
<td>50%</td>
<td>Pilot 70%</td>
<td>Pilot 80%</td>
<td>85%</td>
<td>90%</td>
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<td><strong>School Readiness:</strong> 4-year-olds assessed as school-ready at the end of the school year (KOF)</td>
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**PreK-3rd Academic Success: SFUSD**

| **Academic Success:** K F&P scores | 2011-2012 Year 1 | 2012-2013 Year 2 | 2013-2014 Year 3 | 2014-2015 Year 4 | 2015-2016 Year 5 | 2016-2017 Year 6 |
| **Academic Success:** 1st Graders F&P scores | | Baseline | | | | |
| **Academic Success:** 2nd Graders F&P, CST scores | | Baseline | | | | |
| **Academic Success:** 3rd Graders F&P, CST scores | | Baseline | | | | |
| **Academic Success:** 4th Graders F&P, CST scores | | | | | | |

**Notes:**

1. Because the District has adopted the Fountas and Pinnell (F&P) assessments, which will be administered in Kindergarten, the Brigance assessment will no longer be administered to Kindergarteners. 2) F&P assessments will be administered in TK, K, and 1st grade; F&P assessments may be administered in 2nd, 3rd, and 4th grade.

**PreK-3rd Professional Learning Community: San Francisco** established a Professional Learning Community (PLC) with the city of Seattle and began activities in the 2011-12 school year. Participants included leadership from San Francisco and Seattle district and city offices. A breadth of representatives attended from both cities. To the right is an overview of current SFUSD participants. Based on feedback from initial activities, new participants have joined the PLC including SFUSD’s Chief Academic Officer, an Elementary School Assistant Superintendent, and representatives from parent and community-based organizations. The Seattle

**San Francisco PLC Members**

**SFUSD**
- Betty Pazmino, EED
- Brent Stephens, LEAD ES
- Carla Bryant, EED
- Esther Adames, EED
- Luis Valentino, C&I
- Meenoo Yashar, EED
- Nur Jehan Khalique, LEAD ES
- Stephanie Ervin, C&I

**SFUSD Partners**
- TBD, Cross Cultural, (To Be Confirmed)
- Ingrid Mezquita, First 5 SF
- Lisa Lee, First 5 SF
- Max Rocha, DCYF
- TBD, Mission Neighborhood Centers, Inc. (To Be Confirmed)
- TBD, Parents for Public Schools (PPS)
team has similar representation, although their city-wide structures differ somewhat.

Last year, in June of 2011, 11 SFUSD and partner representatives went to visit Seattle for three days. This trip was beneficial in that it:

- Affirmed the work SFUSD was embarking on;
- Provided a roadmap for SFUSD to engage community based preschools;
- Offered an opportunity for a collaborative discussion with University of Washington and Harvard Professor Kristie Kuertz, template PreK-3rd pioneer;
- Offered an opportunity to learn to effectively engage partners in a city-wide data discussion; and
- Helped the teams understand the importance of engaging PLC’s in actual work.

In August of 2012, six members from the Seattle PreK-3rd team visited San Francisco. Together the Seattle and San Francisco teams visited two model PreK-3rd schools, Cobb Elementary School and Tule Elk Early Education School, and received information from First 5, San Francisco and DCYF. The PLC Study Group not only brought respective shared knowledge and experience to each partner team, but also had the effect of propelling each team to examine and document their own practices and to clarify internally what is highly effective, as well as what areas are challenging or in need of growth. Specific areas of examination included:

1. Community and school based preschool alignment (kindergarten ready students).
2. Out of School Time alignment with school day, including addressing summer loss.
3. Family engagement with increased academic results.

The next step for the PLC Study Group will be a joint visit to a model PreK-3rd community.

**PreK-3rd within the District Context**

The PreK-3rd initiative will only be successful if it is fully aligned and unified with the District’s strategic plan. The Early Education Department will be held accountable for larger goals within this plan: the EED is responsible for the front end of the “bigger picture” of the District’s strategic plan, as shown to the right.

EED, in partnership with the LEAD, Special Education, Curriculum and Instruction Departments, and Elementary School Divisions, is responsible for early preparation and maintaining coherency with other initiatives. The EED is responsible for preparing 100% of SFUSD children for early grades, one sixth of SFUSD’s 6 Key SFUSD Milestones for Measuring Success

- % graduates in post-secondary
- % seniors graduating with A-G
- % 10th graders passing CAHSEE
- % 8th graders meeting/exceeding ELA & Math standards
- % 4th graders meeting/exceeding ELA & Math standards
- % ready for K
achievement targets, as shown to the right. The EED is also part of a support team responsible for working with the Curriculum & Instruction (C&I) Department to ensure student success by 3rd and 4th grade. Together these two outcomes mark a full one-third or 33% of SFUSD’s student achievement targets.

The PreK-3rd initiative will be coherent and aligned with initiatives such as Bridges to Success, HOPE SF, Promise Neighborhoods, and the city-wide Reading by Third Grade Campaign. The PreK-3rd work is tied into all of these initiatives, which have distinct and specific pieces of broader work.
II. **Early Education Operational Systems**

Healthy, functional infrastructure provides the backbone that allows programs, services, and teaching to be actualized at full potential. With this in mind, infrastructure building was a primary focal area in 2011-12. Although there continue to be many growth plans, much progress was made this year with many notable year one accomplishments.

**Enrollment**

EED enrollment processes have historically been disconnected from the rest of the district’s enrollment processes. Families sometimes went to the Early Education Department’s main offices on Cook Street; sometimes they went to central offices downtown, and sometimes they went directly to one or more school sites. This was partially because there is a different set of enrollment requirements for students based upon their enrollment category (e.g. Title V, Title I or private pay). These different systems with varying processes and enrollment managers risk generating frustration for families and the miscounting of children by schools. To improve this process, EED developed the goals of 1) aligning the EED enrollment systems with the district’s EPC system; and 2) eventually, transitioning to a feeder system from PreK to TK to K, in effect creating pathways for Early Education Schools to feed directly into elementary schools.

**Year One Accomplishments**

EED’s enrollment process is currently transitioning from being site-based to centralized, and in 2011-12, EED began moving closer toward alignment with the rest of the District. This transition is targeted at creating systems that are more efficient, streamlined, and consistent for families. Centralized enrollment, including certification of subsidized families alleviates some of the paperwork and operational tasks performed at sites, enabling site administrators to focus on instruction and program development. Centralized enrollment is also enabling EED to better control revenue and projections, compliance requirements, and student data.

There are approximately 64 preschool and 99 Out of School Time (OST) classrooms in early and elementary schools. To date, 21 preschool classrooms have moved to a centralized enrollment process; these classrooms are all located in elementary schools. By the end of the 2012-13 school year all pre-kindergarten classrooms will have a central enrollment process. EED is working with the Student, Family, and Community Support Department (SFCSD) to create aligned enrollment processes for all District administered and operated OST programs. Thus, centralized enrollment for the OST program is projected to occur in entirety within the next two to three years.
Fiscal Context

Baseline Status: Structural Deficit

To authentically move SFUSD forward as a P-12 District, it is essential to consider and address the current fiscal structure. The majority of the EED’s revenue is from Title 5 funding, which provides subsidized services to qualifying families. In addition to the parameters defined by Title 5 funding, policy and funding changes are routinely being proposed by the state which may impact the scope of operation and policy options available to SFUSD.

Revenue: Funding for the Early Education Department comes primarily from federal and state resources. Three-quarters of revenue comes from Title 5 funds, while other sources each independently provide 5% or less of the overall budget. Title 5 is a federally and state funded program that provides a comprehensive system of childcare, preschool, and child development services for children up to age 13, including a full range of supervision, health, and support services through full- and part-time programs. EED receives two separate Title 5 contracts:

1. Preschool: The California State Preschool Program (CSPP) contract funds part-day, part-year and full-day, full-year programs that provide educational activities for three and four year old children.
2. School Age: The General Child Care and Development Programs (CCTR) contract funds after school care for 5 – 13 year old children five days per week, including full-day care during summer and school break periods. Infant/toddler programs are also included in this contract.

Title 5 funds are determined and received based upon estimated and actual attendance rates, respectively. The reimbursement rate for Title 5 programs depend upon the number of children enrolled per day, up to a maximum contract amount. Current reimbursement rates for preschool are:

- $39.46 per day, per child (on average);
- $9,391 per year, per child (if enrolled every day of the year);
- adjusted based on various factors (limited English proficiency, at risk for abuse/neglect, identified special needs, etc.) that can be applied to increase the reimbursement rate;
- adjusted based on the length of the day a child is eligible to attend (part-time or full-time).

These reimbursement rates have remained the same over the past three years and will remain the same in the 2012-13 school year. However, SFUSD’s overall contract was cut by 10% in 2012-13, which will result in fewer children being served.
Expenses: The EED’s expenses are incurred differently from K-12 expenses for a variety of reasons, highlighted and described below.

Salaries and Benefits Like most educational enterprises, SFUSD EED preschool costs are driven largely by salaries and benefits, which comprise almost 90% of EED expenditures each year. Increasing personnel costs are caused by a range of direct and indirect variables, and tend to be at the high end of the pay’s scale range. This is the result of retaining the most tenured teachers (and the highest paid) in accordance with union policy.

Additionally, SFUSD personnel may receive salary step raises and cost-of-living adjustments, increasing the overall amount of compensation received. Benefit costs have also steadily increased in recent years. For instance, over the past five years, there has been a 20% increase in medical costs: in 2007-08 the medical benefits per employee was $7,628; in 2011-12 it was $9,100. It is important to note that this increase occurred for all employees in 2011-12: almost 60% of EED staff work less than 1.0 FTE, yet all employees receive full medical benefits. In sum, personnel costs are increasing and therefore, the cost to operate a Title 5 classroom is also increasing. This is occurring at a time when Title 5 reimbursement rates have remained stagnant for years.

Adult-Child Ratios and Eligibility Rules Title 5 programs are governed by Title 5 of the Education Code and Title 22 of the Health and Safety Code, which require the following ratios of adults to children:

- Title 5: 1 adult to 8 children; 1 teacher* to 24 children
- Title 22: 1 adult to 12 children; 1 teacher* to 24 children

(*Teacher is defined as an individual holding a valid Child Development Associate Teacher permit.)

These ratio requirements have important implications for the overall cost of operating a classroom. For example, if a 17th child is added to a classroom of 16 students, an additional adult must be employed and placed in the class. This creates a substantial cost which cannot be covered by the additional revenue of one child (e.g. $9,391 per year on average). Adding one additional child to the classroom almost triples the teaching staff cost deficit.

Impacts on revenue that are affected by classroom adult-child ratios are further complicated by other factors. Given fluctuations in enrollment and state eligibility rules, it is rarely the case that all classes are full (e.g. classrooms have exactly 16 or exactly 24 children). This is universally the case for preschool programs because they are 1) optional (as opposed to mandatory first through twelfth grade education); and 2) subject to income eligibility restrictions (parents’ income may increase or decrease during the course of a year, making a child eligible or ineligible for a given program at any point during the
year). Additionally, some children are only eligible to receive reimbursement for part of the day, however teaching staff must be present in the classroom for the total number of students throughout the entirety of the day. The cumulative effect of these ratio and eligibility requirements is that the revenue SFUSD receives is based upon an 81% enrollment rate.

**Staffing Patterns** Most Title 5 funded preschools are all-day programs, in operation to meet the needs of families. These programs operate from nine to ten hours daily, depending on the site and classroom. When the long and non-standardized days (length of the day varies by $\frac{1}{2}$ - 1 hour per class) is coupled with the required adult to child ratios described above, staffing schedules are difficult to arrange and teaching staff costs are high. Notably, the student reimbursement rate for each child’s participation in the program is the same whether or not the class schedule runs nine or ten hours.

**Location of preschool classrooms** EED preschool classrooms are located and operated in two settings:

1. Stand-alone sites: Early Education Schools
2. School-based sites: Co-located at Elementary Schools

“Stand-alone” classes currently exist at 12 schools, including 39 classrooms that are not housed on an elementary school campus; “co-located” classes are housed on an elementary school campus. The average teaching staff costs are the same at each type of school; however, administrative and support staff costs are lower at co-located schools. The stipend that principals are paid to oversee preschools at co-located schools is less than the salary paid to site managers at stand-alone schools. Costs associated with custodial and nutrition services are also higher at stand-alone schools.

Based on the trends from prior years for expenses incurred by preschool classrooms, EED had the following projected deficit for 2011-2012 at each respective location (for PreK only):

\[
\begin{align*}
\text{Stand-alone classrooms} & \quad \times 43 \quad \text{classrooms} \\
\text{Co-located classrooms} & \quad \times 24 \quad \text{classrooms} \\
\hline
\$106,065 & \quad + \\
\$88,464 & \quad = \\
\hline
\$6.7 \text{ million} & \\
\end{align*}
\]

**Pre-Kindergarten Classroom Structural Deficit:** A structural deficit exists because the cost to operate a preschool classroom far exceeds the revenue that can be earned. The chart below illustrates the expected deficit for a preschool classroom, based on average revenue (81% enrollment), and average salary and operational costs in 2011-12.
**2011-2012 School Site Reductions**

In the 2011-2012 school year, both portions of the Title 5 contract (Preschool and School Age) were reduced by 10% due to state-wide budget cuts. Districts, including SFUSD, were informed of this reduction after the 2011-2012 school year had already begun. As SFUSD's preschool classes are almost always full (with regular fluctuations in enrollment), the 10% reduction in revenue to the Preschool contract directly impacted the District; as the School Age program was not at capacity, the 10% reduction to the School Age contract did not have a direct impact on the District.

In the 2011-2012 school year, SFUSD was able to cushion the impact on the Preschool program by instituting a one-time permissible transfer of funds. Surplus funds from the un-actualized School Age program were transferred to the actualized Preschool program. This transfer of funds enabled SFUSD to keep all schools open during the 2011-2012 school year.

Unfortunately, EED will not again be able to absorb the additional 10% reduction in SY 2012-13, and will have to serve fewer students in upcoming years. In the 2012-13 school year, we must close the equivalent of five preschool classrooms to account for the approximately $1.25 million reduction in Title 5 CSPP funds from the state. The impact of this is as follows:

**Sarah B. Cooper: The whole school will be temporarily closed.** There were two preschool classrooms at this location, and both were vacated. (The site will be used temporarily by other schools while SFUSD does renovations to other schools buildings). The School Age program, which is currently under-enrolled at the site, was also temporarily closed. The equipment from Sarah B. Cooper was transferred to the Transitional Kindergarten (TK) classrooms at Havard and McLaren. Students who would have otherwise attended Sarah B. Cooper now attend Commodore Stockton, which is in a nearby location and has the same site manager as the previous site.
**Jefferson:** Both of the classrooms will be repurposed and reduced. There were two full-day classes with 16 and 24 students each; this year, one of these classes became a half-day program with decreased enrollment. Additionally, a Universal Design for Learning (UDL) model was implemented at the site: one class consists of 16-24 students with a mixture of typically developing students and students with special education needs.

**Kennedy:** One School Age site was closed due to under-enrollment and lack of transportation. Currently, the site has approximately 30-40 children that arrive on six different buses. In the 2012-2013 school year transportation funds will not be available.

**Zaida T. Rodriguez:** Two preschool classrooms at this site were closed; each had 24 full-day students. These classrooms were made available for TK classrooms, due to the high demand from families in this neighborhood.

**State Budget**

The internal fiscal structures are complicated and exacerbated by changes at the state level. Funding for early education, which comes largely from the state’s Child Care and Development Programs (which includes Title 5), has been in a particularly tenuous state. In each of the last three years, the California budget for early education/childcare has been reduced with repeated threats of complete elimination. The Governor’s proposal as of winter 2012 projected a cut of $1.5 billion from early education/childcare, consisting of $585.3 million in non-Proposition 98 General Fund - child care programs, $310.2 million in Proposition 98 General Fund - part day preschool, and $557.9 million in federal funds. In the 2011-12 school year, EED developed a variety of scenarios for proposed eligibility and reimbursement changes in order to understand the respective impacts on the Early Education Department. Fortunately, none of the proposed cuts identified in the box above were instituted by the state this year. However, it is likely that cuts and changes will continue to be proposed, and because the impact has the potential to be significant, it is important to remain actively aware of legislative discussion and planning at the state level.

**Year One Accomplishments**

In the past year, the EED assessed, analyzed, and developed a nuanced understanding of the budget. Based on that understanding, along with an acute awareness of the district and state budgetary climate, the EED, in agreement with the Superintendent and Board of Education, established a firm goal of capping the deficit at $5 million per year. Additionally, the EED negotiated with labor partners to institute operational changes which will result

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**Key Elements of Governor’s Recent Proposal**

1) Reductions in Qualifying Families
   a. Eliminates families looking for work or attending school
   b. Eliminates families by lowering the qualifying income level
2) Lowers the Daily Reimbursement Rates
3) Shift from Center to Voucher System

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**Major Fiscal Accomplishments**

- Established a nuanced understanding of the budget and disseminated information with stakeholders
- Capped budget deficit at $5 million
- Formalized agreement with labor partners to implement new, more cost effective staffing model
in reduced costs, as is further described in the human resources section below. The EED also reduced the hours of operation at many sites, setting a maximum limit of 10 hours per day for all sites. This change helps reduce staffing costs.

This nuanced understanding of the budget, the decision to cap the budget, and the proactive measures taken to reduce the deficit with a new staffing model, demarcated significant systemic accomplishments. They also note a good faith effort to work within the severe budget constraints in which the district is operating, and find solutions that will allow children to be best served while remaining fiscally responsible. In fact, EED realized a significantly lower deficit in 2011-12 than was previously projected, resulting from a number of operational changes and procedural steps put in place. The EED deficit was $5.12M, instead of the projected $6.7M. This represents a reduction in the deficit of $750,000 from the prior fiscal year. Below is a chart demonstrating the projected growth deficit (orange line) if no action were taken, as compared with the $5 million cap (blue line) that EED has committed to maintaining.

### Data Systems and Information Technology (IT)

One of the most important EED PreK-3rd goals is to develop the capacity to become a data-driven department. The aim is to have accessible, accurate information available to guide early education administrative, policy, and operational decisions. As the District moves toward a PreK-3rd system, with an increased reliance on assessments to inform instruction, it is absolutely essential that the EED have robust systems for data collection, management, and analysis to track students' achievement and progress, and to gauge the effectiveness of professional development investments. Absent this, decisions can only be made based on hypotheses and observations, which may or may not correlate with actual student needs, learning, or outcomes.

Relatively minor investments in information technology (IT) will empower the EED to make informed decisions, assess impact, and follow an authentic, continuous improvement cycle.
which allows for recalibration of policies and practices in order to produce the highest student outcomes. SFUSD continues to need resources to establish structures to link the historically discrete EED database system with the district’s K-12 database, as well as San Francisco’s Cocoa, a WestEd product used to track Preschool for All data, the San Francisco Child Care Connections (SF3C), assessments such as the Phonological Awareness Literacy Screening (PALS) Literacy Assessments, Program Administrator Scale Training (PAS), and the Desired Results Developmental Profile (DRDP). Additionally, with improved IT systems EED will be better able to monitor and analyze enrollment and associated fiscal data.

Year One Accomplishments

Two significant infrastructure advances were made this year through the use of technology. EED developed mechanisms to make centralized enrollment successful (as highlighted above). There was also internal development and alignment with the district to make financial monitoring and compliance monitoring more effective. For instance, the EED can now track whether or not schools are reporting absences accurately; this is particularly important to the departmental infrastructure because it impacts the state reimbursement rate, audit findings, and student achievement rates.

Advancements were also made in student achievement data collection. With support from the San Francisco Foundation, the EED was able to integrate individual DRDP data (used to guide instruction) in the SFUSD DataDirector system, which previously only supported K-12 students. The district also worked to successfully integrate PALS data into DataDirector. This marks the first time PreK student achievement data has been integrated into an otherwise K-12 achievement data system. Results will be used to guide DRDP training and help teachers shape curriculum and instruction. Assessment data from preschool will also remain in a students’ overall assessment profile as they continue through SFUSD; this enables the EED to begin to connect development in preschool with academic progress later on.

As part of the transformation to a PreK-3rd framework, the EED will continue to consider technological options that enhance the Department’s ability to use data to serve students more accurately, efficiently, and cost-effectively. Following full inclusion of Pre-Kindergarteners into the district’s DataDirector system (by Year Two), the EED will work with Stanford to identify correlations between the DRDP, PALS, and other assessments. PK and K teachers will be able to use data from these new and existing assessments to inform instruction. SFUSD will actively seek funding to support a data analyst from Stanford to lead this effort, and work with IT to make data accessible and meaningful to teachers, families, and others. It is particularly important that

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Major IT Accomplishments

- Began centralizing enrollment
- Aligned financial and compliance monitoring
- Integrated DRDP and PALS scores into DataDirector
- Determined plan for establishing student K-readiness levels

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3 DataDirector allows teachers and administrators to create their own reports without outside assistance. It also allows for comparison of results of internal classroom or grade level assessments with results such as the CST.
SFUSD procure resources to partner with Stanford University to establish a Kindergarten readiness level determined through the use of multiple measures. This reliable, multi-metric indicator will allow the district to clearly understand how many and which students are entering Kindergarten prepared, the first step on the ladder to post-graduate success.

**Facilities and Nutrition**

EES facilities and nutrition are two key operational aspects of the department that are in the process of being better aligned with district-wide systems. For facilities, this includes managing and maintaining PreK-5 and PreK-8 schools at a single school, rather than an Early Education site in an elementary school. Similarly, for nutrition services, this means aligning PreK systems with K-12 by using a single district-wide meal application for families, rather than two separate applications. This PreK-12 information will be transitioning to an online student nutrition system. While these are highly standard operational aspects of the department, supplemental funding for student nutrition would further enhance the quality of food and beverages served.

### Major Facilities & Nutrition Accomplishments

- Achieved UASF agreement for shift from site management to principal leadership of P-5/8 schools
- Achieved UESF agreement to shift staffing model from a calendar year to an instructional year
- Developed a plan to pilot a unified School Age program

**Human Resources**

Successful partnership with the Human Resources Department and Labor Relations was of paramount importance to the PreK-3rd initiative. Not only is the quality of the personnel hired – many of whom will be educators directly serving the children that the PreK-3rd initiative was developed to serve – highly important, but so are the systems within which staff operate and function. Alignment of instruction and curriculum can only occur if the systems under which administrators, teachers, and other staff work, fluidly support the alignment we are striving to build. The EED, in partnership with other SFUSD departments and the district’s labor partners, has actively examined these systems and is moving toward building an infrastructure which underpins instruction and learning.

**Year One Accomplishments**

**Site Management**

“Principals are particularly crucial in PreK-3rd settings, where instructional leaders must align standards, curriculum, instructional strategies, and assessment both vertically (across grades) and horizontally (between classrooms), and ensure effective instruction across all
PreK through 3rd Grade classrooms. Only consistent, high-quality learning experiences will ensure that all children reach grade-level standards by 3rd Grade.4

SFUSD is aware of the key role played by site leadership and embraces this design. In the past year, EED, the Human Resources Department, and labor partners made and formalized a monumental shift in site management and leadership design. Just two years ago, site managers were administering preschools at elementary sites as well as all early education sites. Under this management system, principals had very little, if any, contact with PreK students. This not only reduced the likelihood of an integrated, aligned curriculum and system, but also resulted in very few students attending the onsite or affiliated elementary school.

Last year, an agreement was reached wherein volunteer principals could pilot a new structure and assume oversight of their respective PreK-5 campus. Five sites adopted this model in the 2011-12 school year. In the 2012-13 school year, most Title V schools (9 out of 11 schools) and all Title I schools (nine), for a total of 18 schools, will have unified site leadership under a single principal.

The Early Education Department has assumed responsibility for supporting principal training and leadership development to ensure that principals are prepared and resourced to properly oversee PreK classes. The management and financial structure for PreK and K-5 classes are different, and training is needed to support a successful transition to the new model. In addition to providing professional development opportunities and site support, the EED is also working toward a partnership with UCB Principal Leadership Institute to support current personnel (e.g. site managers, coaches, administrators, and teachers) and new personnel to develop strong skills as PreK-5 leaders while they acquire administrative credentials. There is strong evidence provided by Stanford research indicating that this model benefits schools, administrators, and most importantly, students.

Instructional Year: Pre-Kindergarten Teachers

As described above, the EED conducted a thorough fiscal analysis and, understanding the budgetary constraints and realities, has striven to develop creative ideas to decrease costs while improving systems. Teacher staffing patterns were one area in which the EED saw an opportunity to both reduce costs and increase system quality. In 2011-12, the EED examined a number of EED staffing model options, including: maintain the staffing model; a designed reduction of PreK services; subcontracting, and redesigning the staffing model.

4 PreK-3rd Principals as Crucial Instructional Leaders, Sara Mead
The district ultimately chose to redesign the staffing model in order to remain in alignment with district goals and control costs. Under the previous design, the days and hours outlined in the EED staff labor contracts do not align with the EED calendar; this is due to the fact that the EED operates on a calendar year rather than a school year. This requires the EED to hire teacher substitutes for 24 non-service days, in addition to sick days. In the 2011-12 staffing model teachers were employed for 7, 5 \(\%\), or 3 \(\frac{1}{4}\) hours per day, 219 days per year.

Because of unnecessary revenue lost in the current staffing model, the SFUSD saw an opportunity for more efficient allocation of staff time, and developed a model which will ultimately allow the district to serve more children more effectively. SFUSD will implement an instructional year for preschool teachers, in which preschool teachers work a similar calendar as K-12 teachers, with the addition of spring break and one week during the winter break.

Beginning in 2012-13, SFUSD will implement a staffing model in which all teachers work seven hours per day for 191 days per year. In the new model, the terms and rate were negotiated so that they align with the K-12 system.

Compared with the current preschool staffing structure, including pilot and non-pilot staffing models, the proposed model would save over one million dollars annually (assuming all other factors remain constant). SFUSD underwent extensive discussions with labor partners to ensure that this change—which had a solid rationale—would serve all well, including students, teachers, and the district.

<table>
<thead>
<tr>
<th></th>
<th>Pilot Current</th>
<th>Non Pilot Current</th>
<th>Proposed Model</th>
<th>Savings*</th>
</tr>
</thead>
<tbody>
<tr>
<td># Classrooms</td>
<td>45</td>
<td>22</td>
<td>67</td>
<td></td>
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<tr>
<td>Total Cost</td>
<td>$10,487,278</td>
<td>$6,017,736</td>
<td>$15,450,525</td>
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</table>

Out-of-School Time/School Age Program

This past year, there were efforts to implement significant structural change in Out-of-School Time (OST) also referred to as the School Age program. As mentioned previously, there is an opportunity to raise the quality of current OST programming by integrating it with other district efforts and providing professional development. Underlying these efforts is the goal of increasing time for close alignment of instruction in before and after school programs, including weekends and summer programs.

The EED, in partnership with the Student, Family and Community Support Department (SFCSD), began long-term planning in the 2011-12 school year to make considerable improvements to the School Age program. We anticipate that full alignment of district programming will take about three years. However, last year, the EED was able to 1) begin to unify OST programming; 2) partner with Human Resources to improve hiring practices; 3) develop and implement professional development; and 4) establish some initial long-term student outcome goals.

- **OST Programming** was unified by the administration of a joint application to both of SFUSD’s primary OST programs, ExCEl and EED. Initial conversations about joint
Program quality and management efforts have also begun. To facilitate all of this work, the EED partnered with SFCSD to hire a highly qualified OST executive director to lead the transition and program quality improvement activities. EED’s new OST executive director will lead this work for two years and work in partnership with others to determine if OST work should land with EED, or ExCEL, or elsewhere. The OST executive director will:

- Develop high quality after school programming with an emphasis on alignment with the school day
- Develop high quality winter/spring break and summer school camps that reduce summer loss
- Identify community based partners to assist with camps and after school program development (i.e. University of San Francisco Science program, Bay Area Museum)

- **Human Resources**: Each summer there is a need to hire 25-30 OST teachers. EED worked with Human Resources to hire a clerk to coordinate this process and help with staffing.

- **Professional Development**: Last year, 75% of out-of-school teachers participated in a half-day training session. Next year, EED hopes to provide all out-of-school teachers with at least 2 full days of training. In subsequent years, professional development will include training, collaboration, and coaching.

- **Student Outcomes**: Before every child leaves the 5th grade, they will have a library card and a passport or other travel document. Participating students will demonstrate that they have not experienced “summer loss” over the summer.
III. DIVISION

Early Education Schools

The Early Education division operates two grades (PK-TK), Out of School programs, PreK, SDCs and inclusive practices. Like the other divisions (elementary, middle, and high) each school receives multiple support services (see section V). Below is a summary of EESs.

EED is responsible for the administration of the 13 stand alone sites listed below. All sites have PreK, and some have TK, Special Dedicated Classrooms, Inclusive classes, and Out of School Time classes. All sites, regardless of size, will eventually have TK. Although some sites have School Age programming, the primary focus is 3 year old and 4 year olds in PreK, TK students, and Special Education students and practices. Below we describe EED schools and provide baseline data regarding school readiness and various stages of development per school. We will also eventually develop a system to assign schools to “tiers” similar to those of K-12 schools, so that resources and supports can be provided as needed.

### Early Education Schools and Classroom Types

<table>
<thead>
<tr>
<th>School Name</th>
<th>PreK</th>
<th>TK</th>
<th>Out-of-School</th>
<th>Special Education</th>
<th>Rooms in use</th>
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<tbody>
<tr>
<td>Program Type</td>
<td>Full</td>
<td>Half</td>
<td>Full Day</td>
<td>B</td>
<td>A</td>
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<td>Havard, Leola M.</td>
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<td>Jefferson</td>
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<td>-</td>
</tr>
<tr>
<td>Junipero Serra</td>
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<td>Mahler, Theresa</td>
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<td>McLaren, John</td>
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<td>Y</td>
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<td>-</td>
</tr>
<tr>
<td>San Miguel*</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td>Tule Elk</td>
<td>3</td>
<td>-</td>
<td>2</td>
<td>Y</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Rooms</strong></td>
<td><strong>39</strong></td>
<td><strong>2</strong></td>
<td><strong>7</strong></td>
<td><strong>29</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

Note: Sarah B. Cooper is temporarily closed.

Pre-kindergarten Support

Preschool Programs: Overall, quality has been impacted by limited professional development opportunities. Aside from the Mimi and Peter Haas Fund’s consistent support in funding professional development and other activities, the majority of teachers in Title 5-funded classes have not had district-sponsored, sustained professional development or training opportunities in years. As a result, there have been uneven levels of quality in the classes administered by the Child Development Program, nor any resources dedicated to program
improvement. For example, there have not been adequate opportunities to adjust or adapt to the need to implement elements such as inclusive practices or assessments. Additionally, up until about five years ago, the CDP operated preschools with limited or no interaction with the principals. As a result, the programming was unaligned and unconnected to children’s subsequent K-12 instruction.

The CDP did previously provide support services to Elementary Sites (Title 1), most of which will continue to be implemented. This included things such as a Kindergarten transition specialist to assist principals with alignment and provide technical assistance; help with ECERS (a classroom evaluation tool); PreK mental health alignment transition if the child were to attend kindergarten in the same location where they attended preschool; a half-time Learning Support Person (LSP), mental health funded through Safe Passages; and the administration of tracking (HO) numbers for all children. EED will continue to provide many of these supports in future years.

The EED has begun to implement professional development activities. However, to do so, we are dependent upon First 5, Head Start, and private funders, which currently pay for 100% of preschool professional development.

School Age Program: Although the School Age program is operating at many schools, the contract with the state has not been actualized for quite some time. Funds are received based upon enrollment rates, and if the students do not attend, revenue is not received. Enrollment rates have been impacted by the introduction of an additional afterschool program (ExCel), and concerns with quality. Because there has been no system-wide training for at least ten years, the quality of the program has been compromised. (For instance, many activities are based on a Preschool model that is not content-based. As children get older they need isolated content that is aligned with K-5 curriculum.) Professional development, training, instructional resources, and an organized process for interacting across programs and services are required to implement this change.

Intersection of Preschool and School Age Funding: Historically, the School Age program has been not only self-sustaining, but also has had revenue greater than expenses. Because the School Age program has an adult/child ratio of 1:14, rather than 1:8 in the preschool classes, the School Age program has, in effect, subsidized the Preschool program. Historically, this model allowed the Preschool portion of the CDP deficit to be somewhat contained. However, when the ExCel after school program began in SFUSD, the number of children enrolled in CDP School Age programming decreased because ExCel programs were free and co-located at sites where the CDP was already operating afterschool programs. As the revenue from the School Age programming dwindled, the preschool deficit, and therefore the overall EED deficit, increased substantially. Overtime, the reduction in funds has also contributed to the perceived quality of the program.

Year One Accomplishments and Next Steps
The EED is in the process of compiling a 2011-12 overview per school to include information, such as student demographics, student readiness, school readiness, and community readiness. A goal for 2012-13 will be to partner with Stanford to establish and describe a

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**Professional Development Funding**
- Preschool: 100% of PD funding comes from external sources
- School Age: No funds are available for professional development
spectrum of readiness, which will include the implications and recommendations associated with each.

**Pre-Kindergarten Programming**

In the 2011-12 school year, the EED advanced PreKindergarten structures and services at SFUSD schools. Supportive services are provided both to SFUSD elementary sites and will be increasingly provided to CBO sites.

**Support for SFUSD Elementary Sites with PreK Classes**

The Early Education Department has supported sites in various ways, such as assisting schools to become qualified for Preschool for All. This included working with staff to administer and analyze the Early Childhood Environment Rating Scale (ECERS). EED staff also participates in Student Support Teams. In future years, the EED will continue to provide support to these schools based on identified needs, requests, and EED-led professional development and systems support.

**Year One Accomplishments**

As highlighted above in the section II., an agreement was reached with labor partners to transfer leadership of elementary schools from EED site managers to school principals. This is a significant structural change. Five elementary sites adopted this model in the 2011-12 school year: Cobb, Grattan, Montessori, Bret Harte and Sheridan.

The EED provided monthly professional development and other activities to support the transition in 2011-12. In the 2012-13 school year, all Title V schools and all Title 1 schools will have unified site leadership under a single principal. The EED will continue to find resources to support these leaders as they take on their new role.

**Support for San Francisco Community-Based Organizations (CBOs) with PreK Classes**

Two-thirds of children come from community-based preschools or home-based preschools that are not affiliated with SFUSD. Currently, teachers at SFUSD are not aware of entering students’ skills and level of school readiness. Students come from CBOs that may or may not provide professional development to their staff. We will work with First 5 to begin to roll out professional development opportunities at CBOs that are aligned with SFUSD’s professional
development. SFUSD will work with First 5 and city partners to implement programming that aligns:

1) Transition activities;
2) Special Education Services;
3) Assessments (PALS); and
4) Tracking (HO) numbers.

Ultimately, we plan to work with external preschools in order to support them in the development of a transitional portfolio which will transfer with the child from the Preschool to SFUSD.

In addition to aligning professional development, this collaborative work will positively impact student outcomes by creating systems which allow educational entities and teachers city-wide to communicate with one another about student performance and needs.

Year One Accomplishments

In 2011-12 San Francisco Board of Education President Norman Yee, San Francisco Unified School District (SFUSD) and jointly implemented by the San Francisco Child Care Providers Associate (SFCCPA), First 5, San Francisco, and other partners, held a PreK-3rd Grade Building Community-Public School Collaboration project. The project was designed to strengthen and expand the District’s prekindergarten to third grade (PreK-3rd) approach to education. The project goals were to 1) strengthen relationships between the District and community-based preschool programs; 2) involve parents in the PreK-3rd discussion; and 3) bring together all early education stakeholders to strengthen a unified vision and PreK-3rd approach.

The project provided an opportunity to build understanding and communication between preschool and elementary school teachers and administrators, and to promote trust between the District and community-based organizations. Specific strategies through which this was accomplished include:

1. **Teacher Exchanges**: PreK and K teachers visited each others’ classrooms to deepen their knowledge and enhance alignment
2. **Parent Involvement**: Parents were given formal opportunities to share thoughts and provide input
3. **Citywide PreK-3rd Planning Summit**: early education stakeholders were brought together to affirm a shared vision and plan for a collaborative PreK-3rd approach

Overall, the project and summit were well received and inspired city-wide partners to continue with the forward momentum in support of the PreK-3rd initiative.
IV. Program

Out-of-School Time Programming

Out-of-School Time (OST) programs, also referred to as the School Age programs, increase the amount of time during the day and year that young people can spend developing skills, enhancing academic knowledge, and developing caring relationships with adults and others. Implementation of high quality programming can make a difference for children and youth, particularly those children who wouldn’t otherwise have access or exposure to the breadth of services that we hope to offer. Although OST programs are not directly responsible for academic achievement and instruction, they are responsible for supporting academics.

The following is a breakdown of services that we anticipate offering throughout the year:

- **Before School**: Before school programming will be focused on social and emotional support for the child, along with nutrition and school preparation. This time is an opportunity to get students ready to start the school day, and make sure that the transition from parent or caregiver to teacher is smooth. Teachers will support students by making sure that all have completed their homework and have everything in their backpack.

- **After School**: After school programming will directly support and enrich academic achievement by providing students an opportunity to participate in Academic Clubs such as: Homework Club; Chess Club; Science Club; Girls and Boys Club; Drama Club; or other specific clubs that meet students’ needs and interests.

- **Vacation Schools (Winter and Spring Break)**: During school breaks we will offer an opportunity for children to have fun in camps that enrich their academic knowledge or support developmental growth. Camps will be engaging and enriching for students, but not high pressure. We will take field trips and implement themed activities that support children in learning about their community, offer sports, and also present children with an opportunity to choose the activities in which they are interested in taking part, through a vote.

- **Summer Schools**: Summer sessions will be a combination of Camps and Clubs that may include topics such as science, math, baseball league, music, or cheerleading. Camps and clubs alike will be implemented in partnership with community agencies that have the funds and resources to broaden students’ opportunities with field trips and travel opportunities. Ideally, we would like to follow a model of introducing children to their community as follows: Preschool and Kindergarteners would visit key places in their local area; 1st through 3rd graders would visit cultural and educational sites throughout San Francisco; and 4th and 5th graders would take trips to educational and cultural sites across California.

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**Major OST Accomplishments**

- Acquired funding for and hired a School Age executive director to lead the transition to a unified SFUSD OST program
- Provided teachers with the first professional development sessions in over a decade
- Detailed scope of work and began developing CBO partnerships for school age programming
All of this programming will be done in partnership with ExCel, and in strategic collaboration with the District’s ExCEL after school program. In fact, the two programs have already begun efforts to create a fiscally and educationally productive collaboration.

Year One Accomplishments

The EED developed a curriculum for the OST summer program and offered professional development to teachers in order to aid course implementation. EED summer teachers led a camp called “Discovering San Francisco,” which allowed students – many of whom do not often have opportunities to leave their immediate community – to engage in academically enriching projects that offered them the opportunity to get to know their larger San Francisco community. Below is an overview of the program that was created and offered. Over 90 teachers (nearly all) participated in professional development in preparation to implement the program. Maps and materials were requested from and provided by local agencies to help students become aware of the many places they could visit in San Francisco; they would then collaborate with their peers to choose what most interested them.

### 2011-12 Summer Camp: Discovering San Francisco

<table>
<thead>
<tr>
<th>K – 1st - 2nd grade</th>
<th>2nd-3rd to 5th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: Introduction (pre survey)</td>
<td>Week 1: Introduction (pre survey)</td>
</tr>
<tr>
<td>Week 2: Practice</td>
<td>Week 2: Visit 1</td>
</tr>
<tr>
<td>Week 3: Visit 1</td>
<td>Week 3: Visit 1/2</td>
</tr>
<tr>
<td>Week 4: Visit 2</td>
<td>Week 4: Visit 2/3</td>
</tr>
<tr>
<td>Week 5: Visit 2/3</td>
<td>Week 5: Visit 3/4</td>
</tr>
<tr>
<td>Week 6: Visit 3/4</td>
<td>Week 6: Visit 4/5</td>
</tr>
<tr>
<td>Week 7: Visit 4/5</td>
<td>Week 7: Visit 5/6</td>
</tr>
<tr>
<td>Week 8: Culminating Activities (post survey)</td>
<td>Week 8: Culminating Activities (post survey)</td>
</tr>
</tbody>
</table>

In 2011-12 it became crystal clear that the EED and partner departments would need an exceptionally strong leader to fuse the district’s disparate OST programming and further integrate the wealth of community resources available in San Francisco into the programming. Fortunately the EED was able to work with the Family, Student, and Community Support Department to find funding to hire a strong OST executive director.

The new School Age program executive director was hired in 2011-12 and is beginning her new role in the fall of 2012-13. Much of the work conducted in 2011-12 included assessing needs and developing corresponding action plans. Some of the tasks to be accomplished in 2011-12 included:

- **Assessment**: A first step in enabling the district to gauge the quality of OST programming and align it with students’ school day experiences, will be to create a feasible process by which the EED can acquire HO (district) numbers for all OST students.
- **System Alignment**: A central goal of the next two years will be to align systems in ExCel and EED School Age programs, including programmatic, enrollment, and management systems.
• **Program Development and Implementation**: This will include identification of partners (e.g. Discovery Bay Museum, Children’s Creativity Museum, San Francisco or Oakland Zoo, SF Parks and Recreation, YMCA, Reading Partners, GirlSMART UCSF science programming, and SFUSD’s Visual and Performing Arts team); design of 2-6 week programs; professional development and training; purchasing of materials; program implementation; and administration of program quality measurements.

A number of partnerships were already formed and plans made in 2011-12. For instance in 2012-13, Reading Partners will implement tutoring programs; GirlSMART will implement life skills and tutoring programs; and Discovery Bay will offer programming.
V. SERVICES

The PreKindergarten through third grade model that we are in the initial stages of implementing will transform students’ early educational experiences through assessment and improvement of each of the following components:

1. Professional Development
   - High Quality Curriculum, Instruction, Assessment
   - Strong, positive adult-child interactions
   - Clearly defined student outcomes
   - Individualized/differentiated instruction, based on assessments and data
   - OUTCOME – Highly Qualified Staff

2. Special Education Services
3. Transitional Services
4. Family Engagement Services

In the 2011-12 school year, these components were defined and an EED implementation plan was developed for each. In the 2012-13 school year, there will be a focus on integration EED with elementary schools, the Leadership, Equity, Achievement and Design (LEAD) team (assistant superintendents and executive directors, each of whom is responsible for specific zones and/or schools), and the Curriculum and Instruction (C&I) Department. Partnership with these departments is essential because these teams serve the same students located in 87 schools of SFUSD’s 131 schools, as shown above. In other words, because the PreK-3rd initiative spans 66%, or 2/3rds of all SFUSD schools, highly coordinated efforts are fundamental to the success of the initiative.

Within this partnership, we will focus on the two key SFUSD priorities laid out by Superintendent Carranza for the 2012-13 school year: strengthening the PreK-12 instructional core and implementing continuous improvement strategies. Efforts will focus heavily on student and classroom achievement data; decisions to implement, modify, or alter strategies and collaborative efforts will be made based upon this data.
Professional Learning

Professional learning is a key focal area of this work, as well as an area in which we are dependent almost exclusively upon external partners for funding. Robust professional learning is a core focus EED because it is fundamental to improving program quality. Quality professional learning is essential to a high quality instructional core, the center to the diagram below, which depicts SFUSD’s 2012-13 educational model.

PreK-3rd Professional Learning Model

EED and SFUSD define professional learning as a comprehensive, sustained, and intensive approach to improve teachers, principals, and administrators’ effectiveness in raising classroom quality, teacher instruction, and ensure student achievement.

SFUSD Early Education Professional Development Model is based on socio-constructivist pedagogy. EED utilizes multiple strategies and tools to support an inquiry- and discovery-based approach to adult learning, which include:

- High Quality Curriculum, Instruction, Assessment.
- Strong, positive adult-child interactions
- Clearly defined student outcomes
- Individualized/differentiated instruction, based on assessments and data

The outcome of all four of these components is highly qualified staff. The model incorporates collaborative interactions among participants (collaborative study), one-on-one instruction with experts, and self-directed inquiry as described below.

Collaborative Study is where knowledge is acquired.

- **Training** – EED defines training as an organized activity aimed at imparting information and/or instructions to improve the recipient’s performance or to help him or her attain a required level of knowledge.

- **Study Groups or Professional Learning Community (PLC)** – is an inclusive group of people, motivated by a shared learning vision or outcome, who support and work with each to understand how the content impacts practice.

One-on-One Instruction is where knowledge is applied or implemented.

- **Coaching** – EED defines coaching as extended one-on-one strategies used to focus on (1) an individual’s needs and accomplishments, (2) by closely observing an
individual's efforts, and (3) providing impartial and non-judgmental feedback on performance.
  o Observations
  o Feedback
  o Modeling
  o Co-Facilitating

- **Mentoring** – EED defines mentoring as a system under which a senior or more experienced individual (the mentor) is assigned to act as an advisor, counselor, or guide to a junior or trainee. EED utilizes mentors to assist staff with acquiring a more senior position or technical position (e.g., teacher becoming an instructional coach).

- **Technical Assistance** – EED provides technical assistance to staff members struggling to acquire knowledge or implement basic job skills. This function is typically provided by more senior staff or proven implementers.
  o Directive

**Figure 6. The Normal Curve**

![The Normal Curve](image)

- **Technical Assistance** is strategy utilized for a small percentage of staff struggling to implement basic job skills
- **Mentoring** is strategy utilized for staff demonstrating exemplary skills in all aspects of their job

**Self-Directed Inquiry** is where implementers reflect on their practice and outcomes.

- Professional Practice – Every professional starts with an initial theory of language, teaching and learning, based on personal experiences, self-selected literature, and research. In reflective practice, the professional applies theory, reflects on the results, and adapts the theory as needed. The classroom, school, or department becomes a kind of laboratory where the professional can relate theory to practice.
PreK-3rd Professional Learning Videos

In 2011-12 the Early Education Department is exploring a film project that may offer accessible professional development opportunities online by showcasing model instructional practices for early childhood educators. In 2012-13, SFUSD and First 5, San Francisco plan to work with The Teaching Channel to develop a series of filmed strategies in early learning classrooms, both in SFUSD and in some of the First 5 Community Centers. The films will be jointly owned by the Teaching Channel and would be available on our website at the San Francisco Unified School District and/or with First Five San Francisco, and thus could be used for a wide range of professional learning activities.

These films will widen the breadth of available learning opportunities on The Teaching Channel (Tch) series by folding early education sessions and narrative into the Tch website. This will also offer SFUSD and partners in San Francisco the chance to play a leading role in showcasing best practices in the earliest grade, along with the opportunities and challenges present in full alignment of a P-12 system.

PreK-3rd Professional Learning Year One Accomplishments

The PreK-3rd approach will provide the foundational structure through which professional development is presented, providing an aligned, coherent lens. Professional development activities will aim to align teacher preparation with children’s progressing and differentiated developmental capacities while maintaining continuity in curriculum, expectations, and learning from grade to grade. The Results-Oriented Cycle of Inquiry (RCOI) approach, facilitated in many schools by Partners in School Innovation, will continue to be a strategy used in each professional development tier of the triangle above. Equity Centered Professional Learning Communities (ECPLCs or PLCs) will be a forum for utilizing this approach and deepening knowledge gleaned from the various professional development opportunities described below. The EED has identified the following primary focal areas in Year Two: core curriculum (emphasizing ELA and corresponding assessments, PALS and F&P), pro-social curriculum, inclusive practices, and English Language Learners.

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5 RCOI is a research-based, strategic, and integrated approach to teaching and learning, comprised of knowing the standards; diagnosing focal student needs; setting and working toward long and short term learning goals; backward planning from standards and assessments; investing students in their goals; teaching effectively; and, throughout, continuously analyzing data to ensure learning goals are being met. SFUSD has identified this approach to professional learning and as one of its key strategies for engaging teachers, coaches and school leaders in its school reform work and the EED will use it in all professional development and training.
Core curriculum. Building on extensive planning work conducted in 2011-12, implementation of a uniform core curriculum is the top priority in the District’s 2012-2013 Strategic Performance Initiative. SFUSD has adopted the Common Core State Standards (CCSS) in English Language Arts (ELA) and Mathematics (math). The timing of the national and state release of these standards, with SFUSD’s adoption of the CCSS and decision to adopt a PreK-3rd framework, is serendipitous. The integration of these two adoptions as they impact students and teachers will be intentional and strategic. Both models are characterized by joint planning and training by administrators and teachers in and across grades to provide a coherent, developmentally informed set of sequenced experiences for students from one school year to the next. Implementation of the CCSSs in all schools has the capacity to align P-12 education and provide the infrastructure for a highly coherent curriculum in PreK-3rd. As a first and important step in this process, in Year One the Early Education Department worked with the Curriculum and Instruction Department to align PreK Learning Foundations with ELA Kindergarten Common Core State Standards.

If sufficient resources are obtained, EED, in partnership with C&I, will offer all PK, TK, K, and 1st grade teachers professional development in ELA core curriculum and assessments. This will provide not only a key learning opportunity, but also represent a solid step in actualizing a P-12 district with instructional core curriculum strategies that are aligned from preschool to 12th grade. Trainings will delve into subject-specific training and ROCI, which connect assessments with planning and instructional strategies and focus on ensuring the assessments are administered with fidelity.

Instructional Coaching. The EED’s Instructional Coaching Program is a research-validated framework designed to engage teachers and administrators in a process of reflection, dialogue, and action for the benefit of their students. It is a systemic approach that addresses curriculum implementation (educational approaches); CCSS core curriculum implementation; pro-social development; inclusive education practices; ELLs; pilot programs; classroom environment assessments; and child-centered assessments.

As part of the PK-3rd transition, EED’s current instructional coaching system has progressed by changing the scope of work for instructional coaches. In 2011-12 and past years, instructional coaches were also teachers, which limited the time and focus that they were able to dedicate to coaching and mentoring activities. In 2012-13 and future years, the EED
will employ dedicated Coaches, who will be able to fully support teachers in adopting the instructional methods which can make a difference in students' success.

**Pro-social Development.** Understanding the foundational role of social-emotional development, the EED has offered Teaching Pyramid training and site support to all teaching staff in the 2010-2011 and 2011-2012 school years. The Teaching Pyramid model is a framework designed to promote children’s success through relationship building, creating supportive learning environments, social emotional teaching strategies, and individualized intensive interventions for children exhibiting challenging behaviors. Teachers have had the opportunity to attend workshops and receive on-site technical assistance focused on creating implementation action plans and based on observations and evaluation data. Pro-social training and support will build upon this knowledge in 2012-13.

**Inclusion.** The EED’s inclusive education practices address the development of effective early identification, intervention, and prevention strategies for children with special needs, with the goal of increasing participation of students with special needs in standard classes. An Inclusive Education Program Specialist coordinates and plans for EED’s systemic development of inclusive practices through Instructional Coaching, targeted site support, and professional development. (See Special Education Services below.)

**English Language Learners (ELLs).** Cognizant of the fact that nearly 30% of SFUSD students are ELLs, the SFUSD is constantly working to develop policies and systematic approaches to serve ELLs. In Year One, the EED considered ELL frameworks and training tools for adoption in Year Two. The EED plans to pilot a dual-language curriculum, *Soy Bilingue*, in Year Two by providing training for cohorts of teachers to support multilingual language development. The overarching goals are to facilitate children’s ability to become fluent and literate in English while preserving their home language, to create classroom environments which support positive cultural identities, and to prepare young children for entry into SFUSD’s multiple pathways for English Language Learners.

**Special Education Services**

In 2011-2012 the EED implemented a plan which was developed to address the development of effective early identification, intervention and prevention strategies for children with unidentified special needs, as well as to create more inclusive education programs for children with identified special needs. This plan is aligned with the California Preschool Learning Foundations, the District’s Strategic Plan ‘Beyond the Talk’, the Division for Early Childhood of the Council for Exceptional Children (DEC), the National Association for the Education Young Child (NAEYC), PFA Program Quality Guidelines, the Teaching Pyramid, the EED Family Engagement Plan, the Independent Audit of SFUSD SPED Programs, and the EED Professional Development Principles. Access, participation, and supports are key features identified for high quality inclusive early childhood program planning. This plan addresses issues of intake/enrollment, early identification and screening, family engagement, the assessment/IEP process, professional development, delivery models and collaboration and alignment with SFUSD’s Special Education Department.
Year One Accomplishments

The EED has been working in partnership with the Special Education Department (SpEd) to create structural changes in willing classrooms, which involve bringing children with identified special needs and EED general education children together with teachers into one “inclusive” classroom. In 2011-12 inclusive education efforts were focused on at San Miguel Early Education School and Cobb P-5 School, at which one Special Day class at each site was dissolved in favor of integrated general education classes. This work will expand in the 2012-13 school year to Havard, Tule Elk and McLaren, while still providing support to the first two programs.

Adoption of fully integrated classrooms is not an insignificant change, and support was provided to facilitate smooth transitions. All sites that underwent the structural change received on-site professional development and technical assistance from SpEd and EED content specialists. Professional development was also offered to sites that may not yet move towards a fully inclusive model, however may have children with IEPs in their classrooms. An Inclusive Education Practices PLC for Instructional Coaches, which was formed in 2010-2011, began meeting regularly in 2011-2012 in an effort to build capacity and support their sites to become more inclusive of children with differing abilities and learning styles. Literature and evidence-based practices were used to discuss and analyze the work being done.

During the 2011-2012 school year, time was also allocated to identify a research a tool which could be used to screen children for potential developmental delays. Careful attention was paid to the many variables in selecting a tool (alignment with Head Start programs, community based programs, teacher capacity, and training needs). The team chose the ASQ and the Inclusive Education Program Specialist led the creation of a training and delivery model for programs in the 2012-13 school year.

All of this work is fundamental to improving student outcomes to ensure that students will do their best when participating as much as they can in integrated, general education classrooms. This model of integration and Universal Design for Learning will provide the most nurturing and rigorous environments possible for all children.

Transitional Services

The EED’s Kindergarten Transition Plan goals are to:

1. Build relationships with families that support children’s transition into kindergarten;
2. Provide kindergarten-bound students with educational programs that are aligned and articulated to support a successful transition from preschool to kindergarten;

Major SpEd Accomplishments

- Held a PreK-3rd Inclusive Education Practices PLC
- Integrated all students from two Special Day Classes into general education classes at Cobb ES and San Miguel EES
- Identified a tool to assess and identify PreK students with developmental delays
3. Provide kindergarten-bound students with experiences that support social-emotional development, as well as an introduction to academic content which is aligned to California State Content Standards; and
4. Collaborate with community based organizations and other SFUSD departments to support transition into kindergarten for families in SFUSD and community based preschools.

Year One Accomplishments

2011-2012 was a dynamic year for implementing the goals of transition and articulation into kindergarten. With the State’s projected plan to roll back kindergarten entry dates and the initial movement towards Transitional Kindergarten (TK), there was an opportunity to leverage funds through a grant from Packard to create a pilot “TK/K classroom” at Bret Harte and to hire a “TK coach.” The EED Department used the TK initiative as an opportunity to further pursue the District’s P-3 initiative by partnering with elementary principals interested in PreK/K/1 grade level team meetings. With some additional funding, their kindergarten classrooms have received some guidance and support to bring in developmentally appropriate materials and supports; sample sites have been John Muir and Sheridan.

The EED continues to work towards P-3 alignment and has most recently been involved in the creation of a P-3rd Grade Planning Summit that was spearheaded by School Board President, Norman Yee. The organization of this symposium involved classroom visits and debriefing meetings between community and SFUSD PreK and elementary teaching staff. These meetings were coordinated by the newly hired EED Kindergarten Program Specialist, and were met with positive reception. From these efforts it was ascertained that there was genuine interest and desire to continue dialogue and visits among PreK and kindergarten teachers. Efforts will be made to create a kindergarten transition task force which can help to inform topics related to kindergarten transition.

As the EED’s vision for P-3 alignment became more concrete, grant funding has become available and will be used to target several elementary schools which have made a commitment to embrace and align with their PreK programs (Cobb, Grattan, Sheridan, and Montessori are some examples). At these four programs there will be in-depth professional development for PreK-3rd grade staff, as well as coaching and other related activities. It is expected that at these sites there will be a strategic plan for family involvement, so that PreK programs can successfully “feed” into the elementary schools.

The EED has also been actively involved with the community (First 5 San Francisco) in working towards indicators of school readiness and working closely to enhance the Kindergarten Observation Tool (KOF). The EED has most recently been involved in the “Mission Promise Neighborhood Grant,” which includes two PreK programs, Bryant and Chavez, and is intended to have a well-articulated PreK/K transition component to it.

**Major Transitional Accomplishments**

- Piloted a TK classroom at Bret Harte ES
- Implemented PreK assessments (PALS, DRDP) accessible to K teachers
- Provided in-depth professional development with a focus on transitions to P-5 schools with full principal leadership
**Family Engagement Services**

There is a rich abundance of evidence demonstrating that family engagement is a fundamental ingredient for children’s success in school. Understanding the vital role that family engagement plays in students success, particularly beginning in the younger years, we have developed a plan to enhance efforts to engage parents and other family members in children’s educational experiences. The table below provides an overview of the key indicators that will guide the EED’s work with families.
## Indicators of Family Engagement

<table>
<thead>
<tr>
<th>Entry into EED Pre-K</th>
<th>Relationship Building</th>
<th>Two Way Communication</th>
<th>Learning Opportunities</th>
<th>Advocacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Families are welcomed when they enter site</td>
<td>Families visit school with their child before starting program</td>
<td>Staff hold orientations for incoming families</td>
<td>Staff helps family prepare for transition</td>
<td>Introduces leadership opportunities for families such as CPAC</td>
</tr>
<tr>
<td>Families share family history, hopes and dreams for child</td>
<td>Families visit school with their child before starting program</td>
<td>Staff make positive phone call home re: info on form</td>
<td>Staff share the site’s vision and educational approach via an interactive workshop</td>
<td>Staff identify who in family is child’s advocate</td>
</tr>
<tr>
<td>Families complete Family/Child Info Intake Form</td>
<td>Staff make positive phone call home re: info on form</td>
<td>Staff share the site’s vision and educational approach via an interactive workshop</td>
<td>Staff share the site’s vision and educational approach via an interactive workshop</td>
<td>Staff identify who in family is child’s advocate</td>
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<tr>
<td>Staff learns how best to communicate with parents</td>
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<table>
<thead>
<tr>
<th>In EED Programs</th>
<th>Staff greet and talk with families during drop off and pick up times</th>
<th>Staff meet with families for parent teacher conferences</th>
<th>Resource Center or area for community resources are accessible to families</th>
<th>Range of volunteer opportunities offered for parent participation: parent work day, help in classroom</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Staff learn the names of parents/guardians in the family</td>
<td>Family phone tree established for sharing information</td>
<td>Families receive information from school (bulletins, newsletters) in their home language</td>
<td>Involvement with CPAC or decision making role at sites</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use of family email lists as appropriate</td>
<td>Variety of family workshops offered annually; topics connected to home</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>SST Process is used by staff and families to discuss child’s strengths/area of concerns</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In EED School Age (SA) Program</th>
<th>Families are welcomed when they enter site, esp. for transition from Pre-K to new SA site</th>
<th>Orientations for incoming families</th>
<th>Resource Center or area for community resources are accessible to families</th>
<th>Range of volunteer opportunities offered for parent participation: parent work day, help in classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Families share family history, hopes and dreams for child</td>
<td>Families will visit school with their child before starting program</td>
<td>Families receive information sent from school (bulletins, newsletters) in their home language</td>
<td>Involvement with CPAC or decision making role at sites (SSC and/or ELAC for elementary)</td>
</tr>
<tr>
<td></td>
<td>Complete Family/Child Intake Form</td>
<td>Staff make positive phone call home re: info on form</td>
<td>Variety of workshops offered to families throughout the year; topics to be parent generated and connected to home; to be coordinated with elementary school when possible</td>
<td>Staff identify who in family is child’s advocate</td>
</tr>
<tr>
<td></td>
<td>Determine best communication method</td>
<td>Staff meet with families during parent teacher conferences</td>
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<td>Staff greet and talk with families during drop off and pick up</td>
<td>SST Process is used by staff and families to discuss together the child’s strengths and area of concerns</td>
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<td></td>
<td>Staff learn the names of parents/guardians</td>
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| Transition out of OST Program | Staff begin conversation with families about plans for next year | Staff meet with families to discuss transition plan | Parents receive resources and referrals to other OST programs | |
Year One Accomplishments

The EED collaborated with internal departments to develop strategies per the following family engagement tenets: Building Relationships; Linking to Learning; Building Reciprocity/Two-Way Communication; Sharing Power/Decision-Making; and Concrete Family Support. Family engagement progress was made in the PreK-3rd initiative for 2011-12 in each of these areas and will continue to be an area of growth in 2012-13.

Building Relationships
Relationships were built through information collected in the Child and Family Information Intake Forms; school orientations; transition support; parent bulletin boards; and sharing of family information, which included displaying family and student photos and information (as preferred by the family).

Linking to Learning
The EED began offering Positive Solutions sessions in 2011-12. Sessions were facilitated by teachers via curriculum based on the “Teaching Pyramid” Model developed by CSEFEL (Center on the Social and Emotional Foundations for Early Learning). Based on last year’s success, an additional three family sessions will begin to include kindergarten transition at the following schools: Cesar Chavez, Las Americas/Moscone, Excelsior at Guadalupe, and Bret Harte. Early Education Schools also offered monthly workshops at their schools on various topics, facilitated by family advocates, mental health consultants, site administrators, or community-based organizations, such as Raising a Reader. All PreK sites also offer parent surveys to gather input about teacher meetings, instruction, and reciprocal communication. This information will be used to inform family communication strategies in the following year.

Building Reciprocity/Two-Way Communication
Two-way communication was offered via a variety of strengthened forms in 2011-12. For instance, Parent Newsletters provided parents with written communication to families on a regular basis and Parent-Teacher conferences were held in the fall and spring to discuss DRDP results. Additionally, PreK classes initiated a Student Success Team (SST) process similar to K-5 process, with adaptations for Pre-K to support a child’s needs in the classroom. In 2012-13 this process will be tied in with the Ages and Stages Developmental Screening (ASQ) to be completed by families and reviewed by teachers. (The ASQ was selected in 2011-12 as an appropriate screening tool because it is aligned with First 5 sites and offers a formal mechanism for parent input not previously in existance).

Sharing Power/Decision-Making
The Center Parent Advisory Committee (CPAC) at each Early Education School continued in 2011-12. The District Parent Advisory Committee (DPAC), with representatives from each school’s CPAC, met three times per year. DPAC meetings were held in order to inform parents of larger District decisions relating to items such as budget development, implications from the California Department of Education, and TK laws and mandates.

Major Family Engagement Accomplishments

- Began offering Positive Solutions sessions to families
- Selected the Ages and Stages Developmental Screening Tool
- Aligned Student Success Team (SST) protocol with that of K-5th
which were new to California districts in 2011-12. These meetings also offered an opportunity to discuss issues related to further developing parent involvement and advocacy within Early Education programs.

**Concrete Family Support**
Mental health consultants, family advocates and social workers provided information and referral resources to families. This included resources in the community and/or within SFUSD (Special Education, Student, Family, and Community Support Department).
VI. PreK-3rd Philanthropic Partnerships

Current Funders

SFUSD, and particularly the Early Education Department, is very heartened by and thankful for the multifaceted support provided by local funders. This support is absolutely vital to the success of the PreK-3rd initiative. SFUSD is operating within a context of austere school budgets and scarce resources which necessitate that all of EED’s resources be applied to basic operational costs. A partnership with the private sector is essential for our transformation to a PK-3rd model and a P-12 district, because it allows us to implement fundamental strategies and non-“operational” costs such as professional development, assessments, and systems of continual program quality improvement. Local philanthropy funds nearly all PreK-3rd professional learning activities and exclusively funds all School Age professional learning activities.

With this continued and expanded external support, SFUSD is well-poised to become a leader in the PreK-3rd movement.

Early Education Funder’s Forums: Over the 2011-12 year, philanthropic partners and the school held quarterly early education funder’s forums. There is a vibrant group of local funding sources that recognize the importance of early education – including the considerable long-term return on an investment in early education – and have committed resources and/or other support. This interest, combined with the transformations and movement in SFUSD and the city, has created an energized community of philanthropic, city, and community partners. These partners are effectively collaborating to assertively promote services, activities, structures, and the memorializing of best practices which will “move the needle” for students.

All of the funders described below have attended funder’s forums and/or supported the EED and SFUSD in various ways over the past year. Directly below is an overview of funding sources that awarded grants to SFUSD in 2011-12. For most of these grants, work was conducted in the 2011-12 school year; however, we have also included those which awarded grants in 2011-12 for work that may be done primarily in the 2012-13 school year. For each funder, there is a brief overview of the organization’s history with SFUSD, the nature of the support provided, and next steps. Following this is an overview of funders who have expressed an interest in or are willing to consider initiating funding in 2012-13. On behalf of SFUSD families and students, we are deeply grateful for all support.

First 5, Preschool for All (PfA)

Under Proposition H, passed by San Francisco voters in March 2004, Preschool for All (PfA) was established in the City and County of San Francisco. Since its inception in 2004 as a voter-approved initiative, PfA has been led and administered by First 5, San Francisco. San

First 5, Preschool for All

2011-12: $598,000 of $2,236,000

Focal Area: Administrative Personnel and Professional Development
Francisco’s Preschool for All (PfA) initiative is one of the largest, most ambitious city-funded, universal initiatives in the United States. PfA, currently funded at $15 million per year, has contributed to one of the highest rates of preschool attendance in the nation – 83%, when last measured in 2009. Through the initiative, First 5 has also placed a strong emphasis on program quality, investing millions of dollars to expand facilities, equip classrooms, enhance curriculum, and train teachers.

San Francisco is fortunate to have a constituency supporting Preschool for All, which helps to ensure that children are enrolled in PreKindergarten, and provides professional development, staffing, and other resources and support needed to actualize an effective PreK-3rd model. In the 2011-2012 school year, SFUSD was awarded $2,236,000 to implement program quality enhancement strategies in Pre-Kindergarten programs. While all of the funds were applied toward program quality efforts, approximately $600,000 of these funds directly enhanced the PreK-3rd initiative. All funds were able to support PreK-3rd work by using the PfA resources for preschool quality, thereby enhancing student preparation for grades K-3.

PfA support and the partnership with First 5 are absolutely essential to the success of the EED and the PreK-3rd initiative. Funding supports much of the PreK-3rd Quality and Enhancement team, including the director, on-site coaches and professional development activities. In the upcoming year, this support will be enhanced by the Child Signature grant, a state program administered by First 5, San Francisco. Through this funding, the EED will be able to employ three additional PreK-3rd coaches and the equivalent of two and a half family support workers.

Mimi & Peter Haas Fund (MPHF)

Support from the Mimi and Peter Haas Fund, over the past two decades, has primed SFUSD for the PreK-3rd transformation. The MPHF cumulative support has brought both immediate- and long-term improvements which have benefited the children served in San Francisco public schools in numerous ways. MPHF recognizes the increased capacity that SFUSD has built within its Early Education Department (EED) and, in the aggregate, has invested to support the SFUSD in moving toward a P-12 educational system. Since 1993, the MPHF has invested nearly $2.714 million in early childhood education for San Francisco public schools. This funding has enhanced early learning opportunities and programs at schools through efforts such as the Early Literacy Initiative and the Leadership Development Initiative, as well as several pilot programs at key demonstration sites. Professional development, teacher and administrator coaching, and curriculum development were common focal points within these initiatives.

In the 2011-12 school year, the MPHF awarded SFUSD a grant of $250,000 in core funding, $125,000 of which was granted in the 2011-12 school year, and $125,000 of which will be...
applied to the 2012-13 school year. Core funding dollars are highly effective because they allow the EED the flexibility to use these funds in areas deemed most crucial and most likely to have the greatest impact upon the way in which the year progresses.

**Evelyn & Walter Haas, Jr. Fund (Haas, Jr. Fund)**

The Evelyn & Walter Haas, Jr. Fund is a pivotal district and city PreK-3rd partner. The Haas, Jr. Fund also funds and supports complimentary work, such as Bridge to Success, HOPE SF and the district’s Strategic Performance Implementation Initiative. All of these projects impact PreK-3rd work by reinforcing a coherent district-wide vision, as well as providing advisory bodies and personnel to support integration work which may otherwise be siloed and independent from each other.

The Haas Jr. Fund has not only provided leadership through advocacy with philanthropic and other partners, but was also the first philanthropy to provide core operating support for PreK-3rd implementation. Over the past two years, fund representatives, Sylvia Yee and Nancy Lee, supported the concept and distribution of a universal proposal/strategic plan in which the primary elements of the district’s PreK-3rd plan were articulated. This plan provides the local philanthropic community with the vision and an overview of the PreK-3rd plan and budgetary requirements.

The Haas, Jr. Fund awarded $250,000 to the district for core funding of the PreK-3rd initiative. As is the case for MPHF funding, the flexible nature of this core support is particularly helpful because it enables the Early Education Department to adjust and prioritize programmatic needs and to pursue unforeseen opportunities as they arise. The Haas, Jr. Fund also awarded $152,000 to Stanford University in support of the PALS administration in 2011-12. This funding allowed SFUSD to administer assessments in PreK for the first time in the district’s history.

**David and Lucile Packard Foundation**

The David and Lucile Packard Foundation (Packard Foundation) is an instrumental early education funder and district partner. With support from the David and Lucile Packard Foundation, the SFUSD piloted a Transitional Kindergarten (TK) program in the 2011-2012 school year. Bret Harte Elementary was the lead pilot school, although some additional services were provided at other schools in preparation for the district-wide TK program and P-
3 alignment. Bret Harte is located in the Bayview neighborhood of San Francisco and falls within the SFUSD’s Superintendent Zone, a selected group of schools designated to receive additional focus and resources intended to support increased student achievement. Other schools, to which limited support was provided, were also located within high need areas and focused on raising student achievement.

Funding supported a full-time TK coach, who focused on PreK-3rd alignment from a TK perspective and, building on experiences at Bret Harte, helped to prepare the district for implementation of TK district-wide. Funding for this coach, in addition to the professional development and materials provided through the grant, was very timely because it built district knowledge and capacity which will support smoother transition to the district-wide TK programming, scheduled for implementation in the 2012-13 school year.

**GirlSMART**

GirlSMART is an early elementary, literacy intervention program that assists girls from underserved communities and diverse cultural and ethnic backgrounds, who are in need of extra literacy support. GirlSMART Program is one of many continuum programs for Girls Inc. As with all Girls Inc. programs, GirlSMART Program takes a whole-girl approach by integrating literacy with other types of learning.

GirlSMART provided funding to SFUSD which will enable a minimum of 60 pre-Kindergarten, Kindergarten, and first grade girls attending high need schools to participate in daily afterschool literacy programming in the 2012-12 school year. In subsequent years, there will be a new cohort of preschool girls while the other groups move up a year and complete the program by the end of second grade.

**Silver Giving Foundation**

The Silver Giving Foundation, which is focused on improving education and expanding opportunities for youth, has been a long-time supporter of public education in San Francisco. For more than a decade, their organization has striven to facilitate fundamental reform through both direct support to SFUSD as well as to key district partners. Silver Giving was instrumental in strengthening and aligning the numerous studies conducted by Stanford University within SFUSD; this has resulted in more robust...
partnerships which not only better coordinate research, but also maximize the benefit to San Francisco public schools. This past year, the Silver Giving Foundation funded a study of early literacy formative assessment in PreK, providing a strategic enhancement for moving this work forward.

This study represents the achievement of a key milestone: it is the first time that SFUSD has used formative assessments in early literacy on a district-wide basis in pre-kindergarten, kindergarten, and/or first grade. This study introduced the Phonological Awareness Literacy Screening (PALS) within District schools, tracked the program’s implementation, and measured its effects on teachers’ instructional practices and student outcomes. Funding supported the administration of PALS assessments to approximately 30% of the PreK four-year-old students in 2011-12.

**Target Corporation**

Target partnered with SFUSD on a number of projects this past year, including a key PreK-3rd focal area: early literacy. The Target Corporation has provided support for Reading Partners (RP) to establish programming at both Tenderloin Community School and Rafael Will Elementary School in the SFUSD. Target funding will enable RP to establish a reading center at each site in the 2012-13 school year, with programming two days a week per school, allowing for shared staff. Each center will be stocked with high-quality books and RP curriculum, and be served by a corps of 20-50 community tutors.

Students will be selected for the program in collaboration with the school. These students would receive 1:1 tutoring for 45 minutes twice a week, following an Individual Reading Plan tailored to each student’s needs. To execute the plan, tutors will use RP’s structured and research-validated curriculum. Students will be assessed three times a year to ensure progress, and all data will be shared with school partners. A professional educator will oversee a trained AmeriCorps "site coordinator" to coach tutor/student pairs, and liaise with the school and Out-of-School time program.

SFUSD is hopeful that the program will play a key role in the success of the PreK-3rd framework. Reading Partner’s results have thus far been dramatic: after 26 hours of 1:1 tutoring, the average RP student grows a whole grade level in reading skills. In addition, Target reaffirmed their commitment to and leadership in literacy with the makeover of the library at Sanchez Elementary. This project – to be completed in fall 2012 – will provide a dramatically improved library space, books and other resources to students at this site, including its PreKindergarten program.
The San Francisco Foundation

The San Francisco Foundation is a long-time partner of the school district and is currently funding multiple initiatives throughout the SFUSD. This past year the San Francisco Foundation supported the PreK-3rd initiative by providing funds for the creation of an infrastructure which tracks PreK data, supports teachers with assessments, and then integrates the results within a district-wide student achievement database.

In this project, consultants will work one-on-one with a sample of PreK teachers to evaluate the accuracy of their DRDP observations. Results will be used to guide DRDP training and shape curricula and instruction. To provide universal access to and use of this data, this project will integrate PreK demographic and achievement data into DataDirector. The inclusion of PreK data will allow staff to create their own reports as well as track and compare internal and state assessment data over time. Following the inclusion of PreK data in DataDirector, the EED will identify congruencies between the DRDP, PALS, and other assessments. Teachers will be able to use data from these assessments to inform instruction.

California Masonic Foundation

The California Masonic Foundation has supported the district in various capacities over the year. This past year the foundation supported the PreK-3rd initiative by providing funding for the Raising a Reader program, a ready-made take-home book program, designed to help classroom teachers send books home with their students every day. Seven schools will participate in this project in the coming year: Drew, Malcolm X, Carver, Revere, El Dorado, Cleveland, and Flynn. This project will place the Raising a Reader program in each Kindergarten class of the seven schools.

Additional Philanthropic Partners

SFUSD is also in conversation with a number of additional funders, which have expressed an interest in supporting SFUSD’s PreK-3rd initiative. Local philanthropies, such as the W. Clement & Jessie V. Stone Foundation (Stone Foundation), Egg Foundation, JPMorgan Chase Philanthropy, and the Hurvis Family Foundation, have all expressed an interest in funding various aspects of the work. The Stone Foundation, a long-time SFUSD-supporter
currently funding a human capital project at SFUSD, was a thought-partner, providing helpful feedback about the PreK-3rd strategic plan. The Egg Foundation has expressed an interest in supporting Dual Language curriculum and implementation. JPMorgan Chase may consider funding specific strategies or PreK-3rd work in the Bayview or local community-based partners, which will play a critical role in students’ success by exposing them to enrichment activities during out of school time. The Hurvis Family Foundation may support funding for a partnership with the UC Berkeley Principal Leadership program, which would be focused on preparing principals to oversee PreK-5 schools with a deep knowledge of the value of a PreK-3rd system. All of these partners regularly attended the Early Education Funder’s Forum, evidencing dedication to and support of the initiative and its implementation at SFUSD.

SFUSD also plans to leverage government funding to support successful implementation of the PreK-3rd initiative. The Department of Children, Youth, and Their Families is in the third year of funding and planning to open Requests for Proposals to city agencies in the coming year. We plan to request grant support that aligns with the work described throughout this document, particularly emphasizing out-of-school time and professional learning support. More recently, the strands of PreK-3rd work were integrated into the Promise Neighborhoods implementation grant from the U.S. Department of Education. This will allow the district and community partners to pilot elements of the PreK-3rd model within schools of the Mission District community, and if funded, the Chinatown community.
CONCLUSION

There is evidence demonstrating that the PreK-3rd model, beginning to be implemented in San Francisco, has the potential to narrow the achievement gap and provide children with a solid foundation for lifelong learning. We truly have an opportunity to become a model PreK-3rd district and city with learning environments in which all children build confidence, competencies, and skills, which will serve them throughout their educational trajectory and life.

“Now, if we are to prevent the achievement gap and develop a cradle-to-career educational pipeline, early learning programs are going to have to be better integrated with the K-12 system.

-U.S. Secretary of Education, Arne Duncan (Keynote address to the National Association for the Education of Young Children –November 18, 2009)
APPENDIX

A. Overview of EED Sites
B. Map of PreK-3rd Sites
C. EED Assessments Overview
   • DRDP
   • PALS
   • PAS
   • ECERS
   • CLASS
D. PreK-3rd School Age/OST Work Plan
## A. EED Site Overview

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<th>Classrooms</th>
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<tr>
<td>Tule Elk</td>
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<td>0</td>
<td>3</td>
<td>2</td>
<td>8</td>
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<tr>
<td><strong>Elementary Title 5 - NON PILOT</strong></td>
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<td></td>
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<tr>
<td>Tenderloin</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
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<td><strong>TOTAL</strong></td>
<td>45</td>
<td>6</td>
<td>10</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>110</td>
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</tr>
</tbody>
</table>
B. Map of PreK-3rd Sites
C. EED Assessments Overview

**Desired Results Developmental Profile-PS Overview**

This tool is designed for teachers to observe, document, and reflect upon the learning, development and progress of children in a Pre-School setting. The assessment results are intended to be used by the teacher to plan curriculum for individual children and groups of children, and to guide continuous program improvement. It is used by all CDE funded programs. The DRDP-PS is divided into 7 domains:

- Self and Social Development
- Language and Literacy Development
- English Language Development
- Cognitive Development
- Mathematical Development
- Physical Development
- Health

Each domain has a particular measure that focused on a specific competency. A child’s observed behavior is assessed along a continuum of developmental levels. The Developmental levels for each measure represent a developmental continuum. There are four developmental levels.

- Exploring
- Developing
- Building
- Integrating

DRDP-PS is a formative tool which CDE requires be completed twice a year, sixty days from a child’s enrollment and 6 months from the last assessment.

**DRDP-PS and EED’s use of DRDP-PSs**

In the 2011-2012 school year the Early Education Department began to place a serious emphasis on the roles that observation and documentation have on lesson planning, as well as understanding a child’s growth and development. In order to pull observation into focus, the Department made the decision that DRDP assessments would be implemented 3X’s a year, rather than the 2X which were required.

EED embraced the Results Oriented Cycle of Inquiry (ROCI) to create a structure by which teachers could use “focal students” to support other teachers in understanding where groups of children were developmentally related to the different domains. Training and support to use the ROCI cycle model is provided by program specialists who coach at the various programs.

In the 2012-2013 school year EED continues the DRDP process 3x a year and has incorporated the use of “scan sheets” that will directly feed into the District’s “data director.” The benefits of this process will be plentiful due to the fact that on a departmental level there will be an opportunity to both aggregate and disaggregate assessment information on children in a variety of ways—Teachers can have reports on individual children’s growth.
throughout the year, Site Administrators can see on a classroom level what the needs are, and on a Programmatic level, DRDP assessment data can be used to inform workshops and trainings on particular topics, as well as gauge the indicators of Kindergarten Readiness. Linking to the District’s data director will also allow Kindergarten teachers to access information about incoming students, and can be used to scaffold instruction.

**Phonological Literacy Awareness Screening (PALS)**

PALS is a Scientifically-based measure of young children’s understandings of literacy fundamentals; it is designed to be administered in fall and spring of the 4-year old preschool year, but could also be administered midyear.

It provides a direct means of matching early literacy instruction to specific literacy skills. PALS measures the following:

- Name Writing
- Alphabet Knowledge
- Upper-case Alphabet Recognition
- Lower-case Alphabet Recognition
- Letter Sounds
- Beginning Sound Awareness
- Nursery Rhyme Awareness

**EED and PALS 2011-2012**

During 2011-2012 school year, the EED was involved in a study that included K & 1 specifics to literacy screening. Based on the study, half of the EED PreK programs were randomly selected to participate in the PALS assessment as the treatment group. EED contracted with USF so that student interns would administer the PALS as pre and post assessment, while Stanford helped to compile and input the data.

As this was the first time ever that the EED had child data which was compiled in a format that could be aggregated/disaggregated and used for instruction in a big way, there was a learning curve for Site Administrators on how to read the data and use it. Meetings were set up with Site Administrators to review the data, and plans of action were made to bring it back to the teaching staff. Based on this information, a baseline was established and a benchmark was identified to determine K readiness.

**2012-2013**

In the 2012-2013 school-year funding was secured so that all PreK classrooms could be assessed with the PALS tool. A new contract was drafted with USF to ensure that more assessors can provide this service (though down the line, teaching staff may do the assessments). PALS data will be used along with DRDP information to determine indicators towards K readiness.
Program Administration Scale (PAS)

PAS is a tool that views program quality through a broader lens than simply a classroom learning environment. It incorporates multi-source data collection methods, including interviews, document review, and observation; it measures the administrative practices of an early childhood program. The instrument includes 25 items clustered in 10 subscales that measure both leadership and management functions of center-based early childhood programs.

2011-2012 EED and PAS

In the last school year, EED embraced the use of PAS to support systemic issues which were getting in the way of Site Managers becoming effective instructional leaders. In addition, it was also considered a proactive step towards preparing for the pending QRIS process that San Francisco would experience down the line for all early childhood programs.

EED hired a consultant to create and implement a “PAS Institute,” whereby site managers would meet monthly to discuss areas of improvement and create action plans to meet the goal.

At least 3 items were identified as needing improvement:

- Staff Orientation
- Supervision and Performance Appraisal
- Staff development

Early Childhood Environmental Rating Scale (ECERS)

The ECERS assessment tool was designed to measure and improve the overall quality of Early Education programs. It is a nationally recognized assessment tool which was developed at the Frank Porter Graham Child development Institute in Chapel Hill.

The tool is divided into 7 subscales:

- Space and Furnishings
- Personal Care Routines
- Language-Reasoning
- Activities
- Interaction
- Program Structure
- Parents and Staff

There are a total of 43 indicators that follow under the subscales and offer more detail in the different areas.

The tool can be used by teachers and administrators as an internal check list, as well as by a reliable ECERS assessor for validity.

2011-2012 EED ECERS use
EED has historically used ECERS to support classroom improvements in 2 ways—teachers are asked to do an ECERS self-inventory, which then goes to the site administrator. It is the Site Administrators responsibility to create an action plan that highlights areas which need improvement and identify how those improvements will be made. This report is sent to central office. As part of PFA requirements, a formal ECERS assessment is done every 3 years by a reliable assessor.

2012-2013 EED ECERS Use

As the state of California is moves toward a Quality Rating and Improvement System (QRIS), San Francisco Early Childhood Community is taking a closer look at what quality indicators mean. To support the goal of ongoing quality improvements and to raise the standard of quality overall for all early education programs, funding was put in place for Preschool sites to receive formal bi-annual ECERS assessments by reliable assessors. While the community standard for meeting quality is a 4.5 on the ECERS, the District has identified the goal of a 5 scoring.

In addition, more intensive coaching by EED Program Specialists will occur this year, where Program Specialists will use the QIP’s quality improvement plans from past ECERS assessments to meet with Site Administrators and teaching staff in order to help identify which areas require technical assistance. Program Specialists are providing “ECERS walk throughs” with teaching staff to help improve the accuracy of self-assessments.

Classroom Assessment Scoring System (CLASS)

CLASS was designed to create a common metric and vocabulary that could be used to describe various aspects of quality across early childhood and elementary grades. The domains are divided by:

- Emotional Support (as measured by)
  - Climate (positive/negative)
  - Teacher sensitivity
  - Regard for student perspective
- Classroom organization (as measured by)
  - Behavior management
  - Productivity
  - Instructional learning formats
- Instructional Support
  - Concept development
  - Quality of feedback
  - Language modeling

2012-2013

EED is planning to use this tool as a part of PFA’s new initiative. Reliable assessors will provide EED with a baseline score from which we can work. CLASS will be used to identify areas specific to teacher/child interactions, specifically in the “Instructional Support” domain—targeting concept development, Quality of feedback and language modeling—historically teachers have struggled most in these areas (this is also nationally recognized).
D. PreK-3rd OST Work Plan

Out-of-School Education Program

Out-of-School Time (OST) programs increase the amount of time throughout the day and year that young people can spend developing skills, increasing academic knowledge, and developing caring relationships with adults and others. Implementation of high quality programming can make a difference for children and youth, particularly those children who wouldn’t otherwise have access or exposure to the breadth of services that we hope to offer. Although OST programs are not directly responsible for academic achievement and instruction, they are responsible for supporting academics. The following is a breakdown of services that we anticipate offering throughout the year:

Before School: Before school programming will be focused on social and emotional support for the child, along with nutrition and school preparation. This time is an opportunity to get students ready to start the school day, and make sure that the transition from parent or caregiver to teacher is smooth. Teachers will support students by making sure that children have completed their homework and have everything in their backpack.

After School: After school programming will directly support and enrich academic achievement by providing students with opportunities to participate in Academic Clubs such as: Homework Club; Chess Club; Science Club; Girls and Boys Club; Drama Club; or other specific clubs that meet students’ needs and interests.

Vacation Schools (Winter and Spring Break): During school breaks we will offer an opportunity for children to attend camps that enrich their academic knowledge or support their developmental growth. Camps will be engaging and enriching for students, but not high pressure. We will take field trips and implement themed activities that support children to learn about their community, offer sports, and also provide children with an opportunity to choose activities in which they would be interested to take part, through a voting process.

Summer Schools: Summer sessions will be a combination of Camps and Clubs that may include topics such as science, math, baseball league, music, or cheerleading. Camps and clubs alike will be implemented in partnership with community agencies that have the funds and resources to broaden students’ opportunities with field trips and travel opportunities. Ideally we would like to follow a model of introducing children to their community as follows: Preschool and Kindergarteners would visit key places in their local area; 1st through 3rd graders would visit cultural and educational sites throughout San Francisco; and 4th and 5th graders would take trips to educational and cultural sites across California.

All of this programming will be done in partnership with ExCEL and through strategic collaboration with the District’s ExCEL after school program. In fact, the two programs have already begun efforts to create a fiscally and educationally productive collaboration.

<table>
<thead>
<tr>
<th>OST Focus</th>
<th>Activities</th>
<th>Milestones</th>
<th>Indicators</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build EED Program Structure</td>
<td>Systems and Program Assessment:</td>
<td>1. Create Protocols by September 2013:</td>
<td>Physical Environment Indicator to be developed based on National Afterschool</td>
<td>BASELINE YEAR – NO OUTCOMES</td>
</tr>
<tr>
<td></td>
<td>• Inventory main school year program (afterschool program)</td>
<td>a. Site Visits</td>
<td></td>
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<td></td>
<td>o Program</td>
<td>b. Interviews</td>
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<td></td>
<td>• Program hours</td>
<td>c. Student Focus Groups</td>
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<td>----------------------------------------------------------</td>
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<tr>
<td>Program Size</td>
<td>3. Written Summary of Interviews with Principals and Student Focus Groups by March 2013</td>
<td>Program Indicator to be developed – will be based on NAA Quality Standards 12-15 re: activities.</td>
<td></td>
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<tr>
<td>Program offerings &amp; schedule</td>
<td>4. Complete Restructure Plan based on EED OSP Theory of Change and analysis of program assessment August 2013</td>
<td>Administration Indicator to be developed.</td>
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<td>Gather Data:</td>
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<td>Qualitative:</td>
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<tr>
<td>conduct site visits,</td>
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<tr>
<td>interviews, and focus groups</td>
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<tr>
<td>Quantitative:</td>
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<tr>
<td>gather data on students</td>
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<tr>
<td>Analyze inventory and data</td>
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<tr>
<td>Articulate AS program and staffing standards</td>
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<tr>
<td>Assess program focusing on standards</td>
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</table>

Restructure Plan

- Create EED OSP Theory of Change aligned with SFUSD goals and ExCEL
- Develop Restructure Plan based on assessment and alignment with ExCEL (see below)

ExCEL & EED Alignment

<table>
<thead>
<tr>
<th>AFA Engagement</th>
<th>1) Complete a 3-yr Alignment Plan by June 2013</th>
<th>Baseline year – no indicators</th>
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<tbody>
<tr>
<td>Notify AFA of new ED</td>
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<tr>
<td>Create communication structure</td>
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</table>

ExCEL Alignment

- Create communication structure
- Admin Alignment
- Program Alignment
- Enrollment Alignment

Create OST Curriculum

<p>| Identify and align with District curriculum and instruction initiatives, i.e., F&amp;P, Treasures, Language/Literacy strategies, Math | 2) Design and implement at least 2-3 winter, spring, and/or summer camps at 2-3 elementary and/or early education schools June 2013 | Baseline year – no indicators |
| Identify Partners to assist with delivery of services, i.e. Bay Area Museum, Parks |                                               |                                |
| Sign partner MOUs |                                               |                                |
| Establish training |                                               |                                |</p>
<table>
<thead>
<tr>
<th>Modules</th>
<th>Compile Student and Teacher Data</th>
<th>3) Design and implement an OST student data tracking system by June 2013</th>
<th>Baseline year – no indicators</th>
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</thead>
<tbody>
<tr>
<td>Conduct training</td>
<td>• Identify Student Data</td>
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<tr>
<td></td>
<td>- Identify student home schools</td>
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<td></td>
<td>- Collect HO#s</td>
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<tr>
<td></td>
<td>• Create a system to ensure exchange of student data between elementary school and OST program</td>
<td></td>
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<tr>
<td></td>
<td>• Collect and analyze student data</td>
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<td></td>
<td>• Using data make program recommendations, i.e. types activities and training</td>
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<tr>
<td>Data and Assessment</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Compile Student and Teacher Data</td>
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