



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item # 10.2

**Meeting Date:** May 16, 2013

**Subject:** Early Childhood Development

- ~~Item~~
- ~~Agenda~~
- ~~Consent (for info)~~
- ~~Consent/Feedback (Accepted: \_\_\_\_\_)~~
- ~~Consent/Action~~
- ~~Action~~
- ~~Public Hearing~~

**Segment/Department:** Academic Office/Child Development

**Recommendation:** None

**Background/Rationale:**

Sacramento City Unified School District (SCUSD) believes that beginning before children enter preschool, the positive early interactions and experiences that children have at home and in early care settings are essential to their school success. All of these experiences are essential to the success of SCUSD as we have been focused on the need to expand our early childhood program to include kindergarten and kindergarten plus. The state of California has set the goal of having all children in kindergarten by the year 2014. The state of California has set the goal of having all children in kindergarten by the year 2014. The state of California has set the goal of having all children in kindergarten by the year 2014.

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Early Childhood Development

May 16, 2013

- Children are both human beings and learners who need to be nurtured to reach their full potential
- Educators of young children should understand individual development and temperament
- Childhood experiences are powerful enablers of lifelong learning environments
- Effective teaching practices include high expectations
- Families must be engaged in their children's education as well as the school
- Parent engagement is essential to the success of all children
- The distinct, individual needs of all children and their families must be respected and addressed

The Child Development Center provides services to low-income eligible children

- Head Start Full Day
- Head Start School Age
- Head Start School Age
- Head Start Full Day group social
- Early Head Start
- Early Head Start weekly group
- State Preschool
- School-Age (3-5 years, 9-12 hours)
- State General Education
- Adult Education/Paraprofessional

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May 16

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May 16, 2013

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**III. Budget**

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**IV. Goals, Objecti**

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Early Childhood Development

May 16, 2013

and school readiness are: 1) utilize awareness of and participation in mental wellness; 2) bolster school staff by implementing effective support that lead to high quality increase prevention strategies to families.

Child Development utilizes a variety of determine success indicators to basic level success evidenced practices, engagement and curriculum assessments, the Classroom Assessment Desired Results Developmental student learning. Additionally, reports, SETA executed monitoring (FPA); infant/toddler and feedback from parent works

## V. Major Initiatives

### Comprehensive Literacy Initiative

Recognizing the importance of development, over time in extensive professional in young children including phonemic awareness support to administrative progress in meeting and build staff's capacity and support on the

With this enhanced very important work approach and the EL conducted in print for information is high

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May 16



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May 16, 2013

events, received on site coaching support and teaching strategies that support young child teachers have become more proficient in the creating classroom environments, which include children's interests, learning modalities and provided information and tools to support the home environment and increased their awareness of routines for children and supporting children.

#### **Inclusive Practices**

Child Development is collaborating with the office of special education services and supports to Building on the foundation that has been laid by Child Development has adopted the same inclusive practices implemented in the district. The inclusive practices are implemented in classrooms at five sites (Isadora Cohen, Ethe Johnson). Teachers have received professional development from the district's primary instructional delivery model consists of two credentialed teachers sharing instruction in the classroom. The instruction leverages the unique expertise of each teacher.

## VI. Results

#### **Comprehensive Literacy Initiative**

Child Development's literacy initiative is having Baseline data on children's knowledge of the year old preschoolers in the fall of 2012, in the winter, yielded very positive results. Pre-kindergarten Learners (EL), showed reliable and significant growth in the winter. Furthermore, kindergarten bound children showed the level of growth was comparable to children who are not EL. This can be attributed to children's natural maturation and the letter recognition among children, which is a result of teacher instructional practices. Similarly, Developmental assessment data measuring children's literacy skills in fall 2012 and winter 2013 yielded significant



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