Capistrano Unified School District

Early Childhood Programs

Early Childhood Programs (ECP)

- Benefits of Early Learning
- ECP Offerings & Data Trends
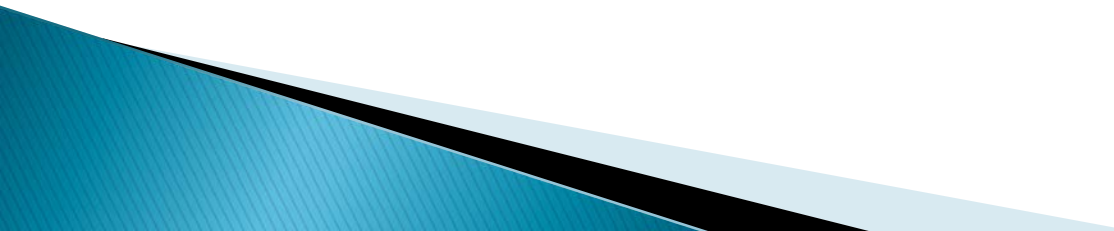- ECP Commitments and Future Offerings

Benefits of Early Learning

- Early education programs capitalize on windows of opportunity for a child's academic, social, and cognitive skills determining their success in school and in life.

- High quality early learning programs generate a significant return investment for society estimated at $7 on each dollar reducing the need for remedial education, grade retention, and special education.

Preschool for All, Race to the Top Early Learning Challenge

Early Childhood Education Counts

- During a child's first three years of life, their brains are wired for future success with over 700 neural connections

- Children <u>not enrolled</u> in preschool were 70% more likely to commit a violent crime

- Nearly 225,000 children in CA do not have access to preschool programs

- Gains in nearly ¾ of a year in math and literacy by fifth grade for those who attend an early learning program

- Gain of 29% increase in high school graduation rates

Early Edge, Early Childhood Education Counts

CUSD Early Learning Investment

CUSD has invested in children for over 20 years making a difference in:

- Building capacity and enrollment for CUSD's elementary schools

- Increasing language fluency in English for EL students

- Early intervention resulting in reduction in special education placements

- Mainstreaming opportunities for special education students

- Developing school readiness skills for TK and kindergarten entrance; improving academic achievement (EDI)

ECP Program Goals

Mission Statement

Provide early education opportunities to support school success for children, with the support of families and collaborating community partners.
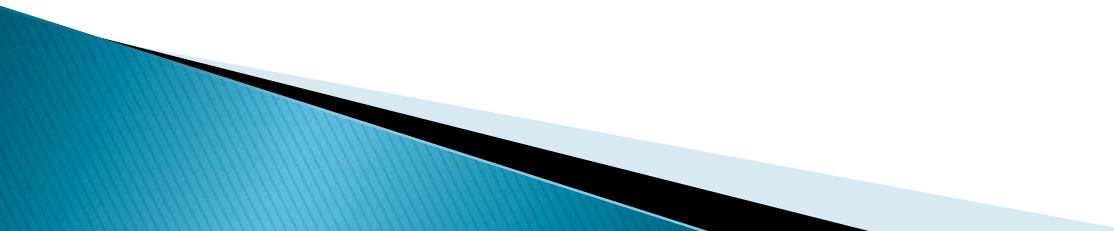
Program Goals

1. Plan and implement a comprehensive kindergarten transition plan for preschool students and their families.

2. Assess and support the health needs of children to promote wellness for successful early educational experiences.

3. Strengthen and empower families to learn together while bridging the gap between home and school.

4. Ensure instructional staff is highly qualified and informed on the latest early education research based strategies.

5. Actively seek, support, and collaborate with community partners to increase positive outcome opportunities for children and families.

ECP Offerings

- Learning Links
- Parent Education
- State-Funded Preschool Programs
- Fee-Based Preschool Programs
  - Traditional
  - Two-Way Immersion Spanish
  - Mandarin Immersion

CUSD Early Learning Investment Results

▸ Early Development Index (EDI)
  ◦ Data collected by district, school, and communities
  ◦ Once every three years

▸ Desired Results Development Profile (DRDP)
▸ Data collected by student and program
▸ Fall and spring data

Early Development Index (EDI)

- Measures the "predictability" of how groups of children will do in elementary school based upon the assessment of five developmental domains:

  ◦ Physical Health & Well Being
  ◦ Social Competence
  ◦ Emotional Maturity
  ◦ Language & Cognitive Development
  ◦ Communication Skills & General Knowledge

- Alignment of Early Childhood Program and Elementary Schools to align curriculum to target identified areas of need

EDI Sample Results by Domain – Kinoshita

Table 5. Comparison of Individual School to All Participating Schools in the District: EDI Sub-domain - Emotional Maturity

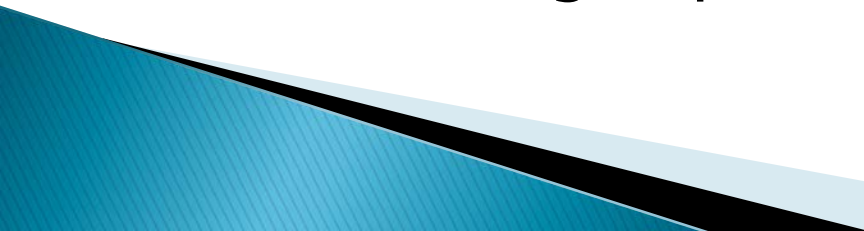| Sub-domain	Individual School				All Participating Schools in District			
	N	Not Ready	Somewhat Ready	Ready	N	Not Ready	Somewhat Ready	Ready
Prosocial and helping behavior	108	31%	33%	35%	1,077	23%	32%	45%
Anxious and fearful behavior	109	0%	13%	87%	1,124	2%	9%	89%
Aggressive behavior	108	7%	10%	82%	1,121	7%	6%	87%
Hyperactive and inattentive behavior	109	14%	20%	66%	1,123	12%	13%	75%

EDI Results

- **Showed <u>readiness</u> in:**
  - Physical readiness for the school day at 98%
  - Responsibility and respect at 76%
  - Controlling anxious, fearful, and aggressive behavior measuring 89%
  - Basic literacy and numeracy memory skills at 82%

- **Early identification of:**
  - Need for fine and gross motor opportunities 54%
  - Advancement of pro social and helping behaviors 45%
  - Development of communication skills 46%

Cycle of Inquiry

- Preschool and K-2 teachers and administrators developed awareness of EDI assessment/indicators

- Data was analyzed by preschool, TK, and kindergarten teachers/administrators at staff and grade level meetings at the beginning of the year

- Curriculum maps/lesson plans were refined to address targeted areas

- Remaining elementary schools are in the process of collecting/reporting EDI data

Desired Results Developmental Profile (DRDP)

- Designed for teachers to observe, document, and reflect on the learning, development, and progress of children and guide continuous program improvement. The ratings are based on four developmental levels:

  Exploring, developing, building, and integrating

- The tool is based upon the assessment of seven developmental domains; 43 indicators are assessed across the seven domains

DRDP Domains

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

Each teacher completes the profile on each child in the fall and a develops a summary of findings with action steps for improvement for the class

DRDP Sample Data– RH Dana

Fall and Spring Comparison:
- E = Exploring, D = Developing, B = Building, I = Integrating NY – Not Yet

Self and Social	Language and Literacy	English and Language	Cognitive	Math	Physical	Health
E – 25% D – 51% B – 21% I – 2% NY – 1%	E – 25% D – 53% B – 16% I – 3% NY – 3%	E – 27% D – 39% B – 20% I – 14%	E – 18% D – 55% B – 25% I – 0% NY – 2%	E – 38% D – 22% B – 15% I – 16% NY – 9%	E – 24% D – 30% B – 42% I – 4%	E – 6% D – 52% B – 40% I – 2%
E – 3% D – 19% B – 38% I – 40%	E – 5% D – 35% B – 39% I – 21%	E – 0% D – 25% B – 44% I – 31%	E – 0% D – 34% B – 32% I – 34%	E – 8% D – 31% B – 37% I – 24%	E – 0% D – 23% B – 38% I – 39%	E – 0% D – 8% B – 51% I – 41%

DRDP Spring Action Plan– RH Dana

Key Findings	Educational Program Goals	Action Steps	Completion Date and Person Responsible
Measure 17 Interest in Literacy 23% of the children are at the level of exploring	Increase the percentage to 50% of children to the level building in the measure of "interest in literacy"	Add additional literacy activities to daily lesson plans, Big Day focus literacy activities	ECP Teacher Integration of plans in June and September and on
Measure 32 Number sense of quantity and counting 11% of the children are at the level of exploring	Increase the percentage to 50% of children to the level integrating in the measure of "number sense"	Include more teacher directed and free play, small groups number sense (counting bears, math mats, counting songs)	ECP Teacher Integration of plans in June and September and on
Measure 36 Shapes 21% of the children are at the level of exploring	Increase the percentage to 50% of children to the level building in the measure of "number sense"	Present shapes daily through songs, chants, math mats, and circle time	ECP Teacher Integration of plans in June and October/November and on

DRDP Program Results

▸ Program summary of findings and action steps by programs are reported in detail to the state and used for program goals/improvement in planning.

The 2014 DRDP results indicate <u>readiness</u> of skills prior to kindergarten in:

▸ Friendship and cooperation at 78%
▸ Comprehension of language and emergent writing at 81%
▸ Comprehension of English for ELL students at 85% prior to kindergarten
▸ Memory and knowledge measured at 72%
▸ Number sense and quantity at 81%
▸ Gross and fine motor skills measured at 87%

DRDP Results

The DRDP results indicate early identification of:

- Self and Social Domain – Need for conflict negotiation strategies
  - **Action Plan**: Revise documentation forms for addressing behavior issues, develop pathways for addressing concerns, and establish team meetings to work towards team strategies, staff development on these issues.

- Cognitive Domain – Need for engagement and persistence and phonological awareness blending compound and parts of words
  - **Action Plan**: Evaluate classroom schedules that promote adequate time for projects, uninterrupted play. Provide staff training on language development.
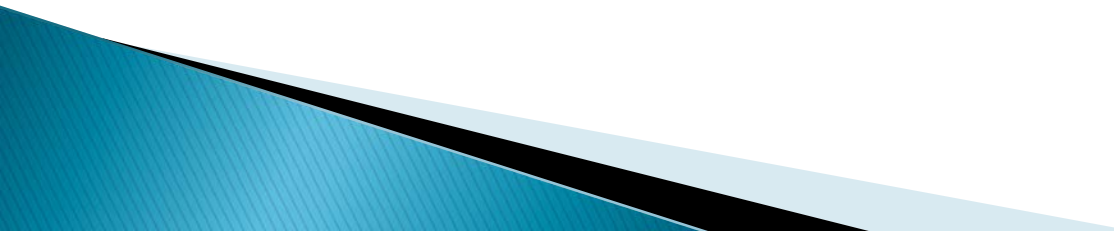
DRDP Program Summary of Findings

Key Findings by Domain	Educational Program Goals	Action Steps	Completion Date and Person Responsible
18% of children were at the developing level or below in the SELF and SOCIAL DEVELOPMENT domain 40% of children will be at the building level or above in the SELF and SOCIAL domain	Increase developing areas in shared use of space, impulse control, empathy, taking turns, and cooperative play	**Shared Use of Space**: Evaluation of space through outside ERS assessments, coaching by supervisors, CPIN training	November 2014 ERS – OC QRIS Spring 2015 CPIN Training
		Impulse Control: Revise documentation forms for addressing behavior issues, develop pathways for addressing concerns, establish team meetings, staff development	Fall 2014 Supervisors
		Empathy: Collaborative/partner activities, social emotional strategies, CLASS implementation	Staff implementation, CLASS assessments – OC QRIS
		Taking Turns and Cooperative Play: Team activities, address adequate materials, implement class projects	January 2015 Ongoing implementation – teachers

DRDP Program Summary of Findings

| Key Findings by Domain	Educational Program Goals	Action Steps	Completion Date and Person Responsible
23% of children were at the developing level or below in the COGNITIVE DEVELOPMENT domain 50% of children will be at the building level or in the COGNITIVE DEVELOPMENT domain	Increase developing areas in memory and knowledge, persistence, and initiative	**Memory and Knowledge**: Staff training on memory skills, integration of classroom activities **Persistence:** Evaluate classroom schedules that promote adequate time for projects, uninterrupted play **Initiative:** Collaborative/partner activities, social emotional strategies (classroom culture/values), CLASS implementation	October training – Administration September – ECP philosophy statement, transition to center based learning, free choice play December/January – 2015 Class implementation – Fall 2014

Early Learning Trends

▶ **Fluctuating enrollment**

○ Declining birth rates

○ Economic conditions

○ Transitional Kindergarten Impact of 12-14%
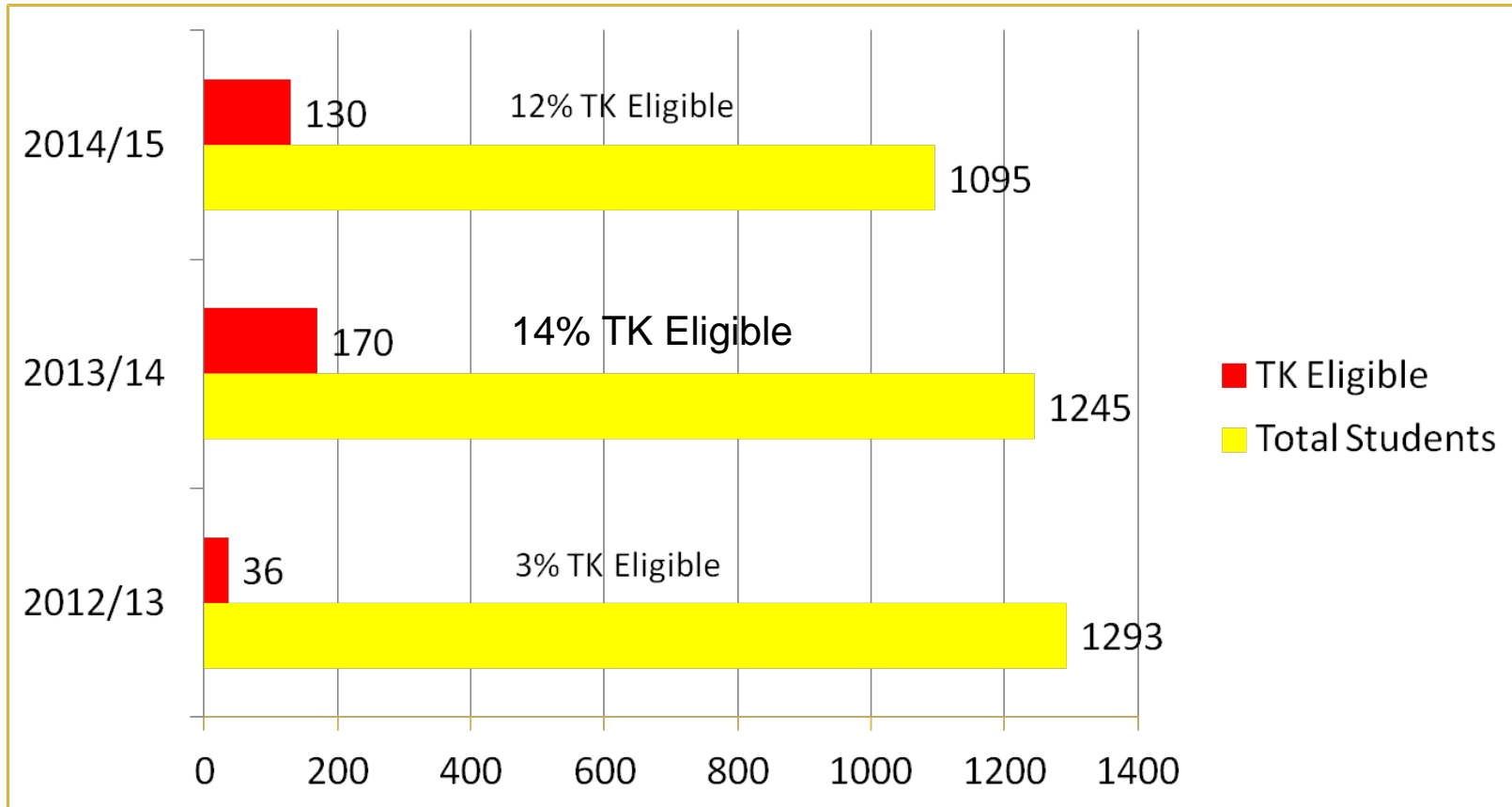
○ Reduced grant funding

State Funded Program
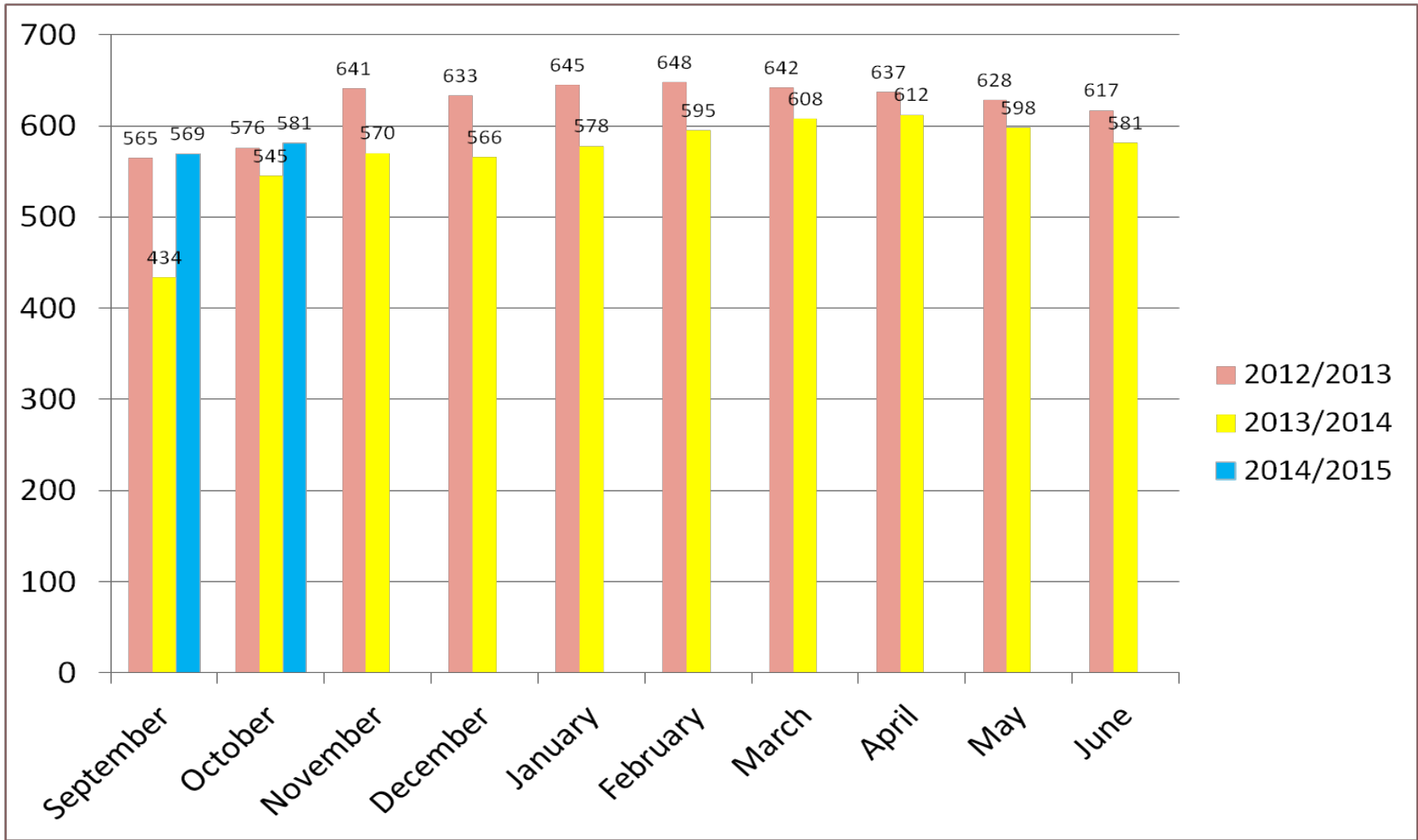
Fee Based Program
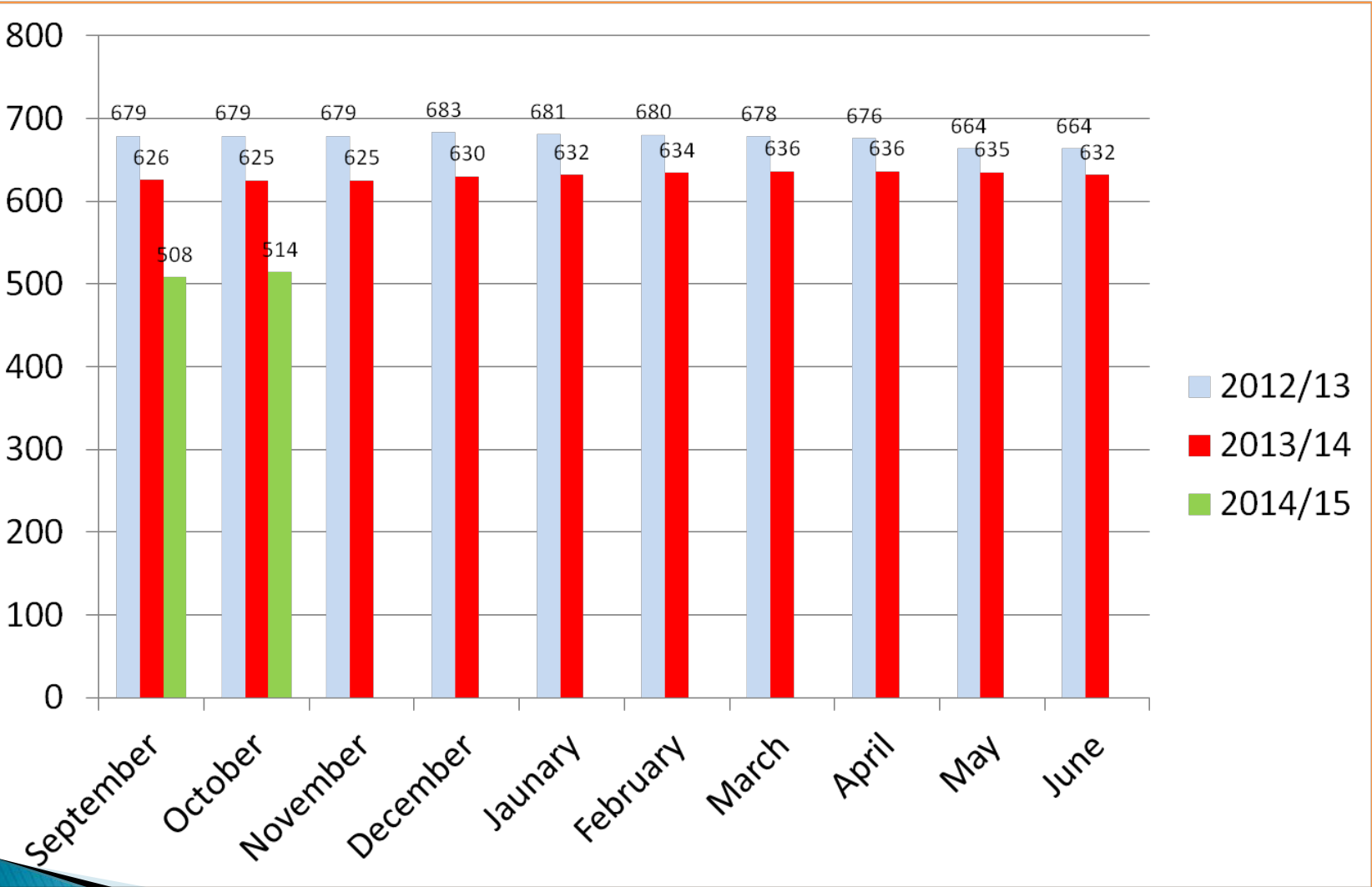
Impact of Transitional Kindergarten

The total impact of students transitioning to TK is 12-14%.

ECP Program Budget

STATE	Budget
5025	$83,333.00
6105	$2,237,893.00
Total – State	$2,321,226.00
FEE	Budgeted Income
5025	$1,672,766.00
Total – Fee	$1,672,766.00

ECP Commitments and Future Offerings

✓ Maximizing staff support through full classes in preferred locations

✓ Running cost neutral programs

✓ Offering blended classes with a variety of times and sessions

✓ Consider "wrap around" model – pilot program 2015-2016

✓ Expand fee-based Spanish immersion classes

✓ Participation in Quality Start Orange County to increase quality rating and receive additional funding

✓ Increase parent training, support, and involvement