



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item # 10.2

**Meeting Date:** May 16, 2013

**Subject:** Early Childhood Development

- ~~Item Only~~
- ~~Agenda~~
- ~~Consent (for info)~~
- ~~Consent/Feedback (Action Item: \_\_\_\_\_)~~
- ~~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 begin in the early years of a child's life. SCUSD has been focused on the need to expand and improve our Early Childhood Education and Kindergarten programs. The state's new Early Learning and Care Standards are the highest quality standards for early childhood education in the state.

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### Academic Office

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

The Child Development Center provides services to income eligible children

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

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**III. Budget**

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**IV. Goals, Objecti**

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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 are basic level success evidenced practices, engagement and curriculum assessments, the Classroom Assessment Desired Results Developmental I student learning. Additionally, reports, portfolios, SETA executed monitoring (FPA); infant/toddler assessment and feedback from parent works

## V. Major Initiatives

### Comprehensive Literacy Initiative

Recognizing the importance of early development, over the past year in extensive professional development in young children including phonemic awareness support to administrators progress in meeting goals and build staff's capacity and support on the key

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

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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 the level of growth was comparable to children who are not EL. This can be attributed to children's natural maturation and 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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