



**San Diego Unified
School District**

Vision 2020/Quality Schools in Every Neighborhood
District Accountability Report
LCAP Goal 1, Closing the Achievement Gap
November 8, 2016




**Early Learning:
Starting Strong, Staying Strong**

Pre-K For All

Transitional Kindergarten and Kindergarten





**Fact: The best way to close the
achievement gap is to make sure it
never opens**





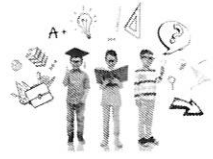
San Diego Unified has always been committed to high quality preschools

- ▶ Developmentally appropriate instruction and activities, both purposeful and playful, while instilling a love for learning in the youngest learners
- ▶ Preschool opportunities for families under State Preschool guidelines
- ▶ Services to build supportive relationships in stimulating environments
- ▶ Interventions to address developmental challenges
- ▶ High-quality teacher-child interactions, positive emotional climate, and ongoing professional development





The Challenge has Always Been Access

Fact: 1 in 3 California children is without access to *Pre-K*






Pre-K for All

- ▶ Expands access
- ▶ Thirteen new sites (2016-17)
- ▶ Thousands more eligible
- ▶ Same high-quality instruction
- ▶ iPad initiative



Pre-K for All Options

- ▶ Partial Day Program
 - ▶ Three hours
 - ▶ AM/PM Sessions
 - ▶ Elementary School Site Locations
- ▶ Full Day Program
 - ▶ Six hours
 - ▶ Schedules Aligned with School Sites
 - ▶ Elementary School Site Locations
- ▶ Child Center Development Program
 - ▶ Extended Day Options Located at Individual Centers

Commitment to Individual Solutions

"We have had the most wonderful experience. I appreciate the warmth, support, and kindness towards our son and family. Without this opportunity, we would be without affordable options".


For Information
 Call: 858-426-8216
 Email: preschool@sandi.net
 Assistance in All Languages




**Early Learning:
 Transitional Kindergarten and Kindergarten**

- ▶ Transitional Kindergarten began in 2012-13
- ▶ 2,055 Transitional Kindergarten students
- ▶ 8,781 Kindergarten students

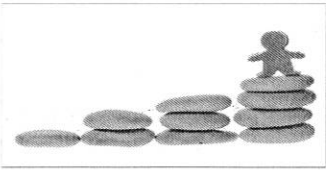
➡ Moving past recruitment to quality instruction ←




**Early Learning:
Instructional Goal**

Increase the capacity of our early learning teachers to provide high quality literacy instruction to each and every child.







Year	Grade
2016-17	Kindergarten
2017-18	Grade 1
2018-19	Grade 2
2019-20	Grade 3





**Early Learning:
Professional Learning Plans**

- Principal Half-Day Conferences → All Elementary Principals
- Kindergarten Course of Study → Kindergarten Teachers
- Intensive Coaching → Kindergarten Teams at Select Schools
- Team Teaching Course of Study → Team Teaching Partnerships
- Preschool Course of Study → Preschool Teachers



**Early Learning:
Principal Half-Day Conferences**
Principals and teacher leaders study effective reading instruction in voluntary afternoon sessions.




Session 1: Reading Process, Reading Strategies, Reading Development, Case Study Work
 Session 2: Assessment (Running Records, Writing, Oral Language), Case Study Work
 Session 3: Tier 1 Instruction (Balanced Literacy), Case Study Work
 Session 4: Intervention Strategies (Tier 2 and Tier 3), Case Study Work

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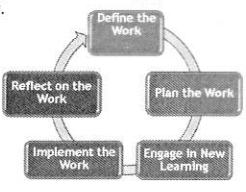
**Early Learning:
Kindergarten Mini-Course of Study**
Kindergarten teams study effective reading instruction across the instructional year.

Session 1: Reading Process, Reading Strategies, Read Aloud, Case Study Work
 Session 2: Assessment, Shared Reading, Interactive Writing, Case Study Work
 Session 3: Guided Reading, Independent Reading with Conferring, Case Study Work
 Session 4: Strategic Intervention, Case Study Work


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**Early Learning:
Intensive Coaching**
Kindergarten teams study effective reading instruction in intensive four week coaching cycles with an early literacy specialist.





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**Early Learning:
Target Schools**



Area 1 • Balboa • Porter • Encanto	Area 2 • Bethune • Audubon • Hickman	Area 3 • Dewey • Loma Portal
Area 4 • Hardy • Sequoia	Area 5 • Florence • Emerson-Bandini • Golden Hill	Area 6 • Marshall • Hamilton • Central • Euclid





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**Early Learning:
Team Teaching**

Special education and general education teachers study team teaching strategies in support of effective reading instruction.

Session 1: What Every Reading Teacher Needs to Know
 Session 2: Shared Responsibility Makes us Stronger
 Session 3: What Does Strategic Intervention Look Like?






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**Early Learning:
Preschool Teachers**

Preschool teachers study effective reading instruction across the instructional year.


- Interactive Read Aloud: Going Deeper
- Shared Reading
- Shared Reading: Going Deeper
- Phonological Awareness
- Writing
- Writing: Going Deeper
- Oral language

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**Early Learning:
Additional information**

Stephanie Ceminsky
Director, Child Development Programs
858-496-8126
sceminsky@sandi.net



Donna Marriott
Program Manager, Teaching and Learning
619-725-7229
dmarriott@sandi.net

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