



# DJUSD PRESCHOOL PROGRAMS REPORT

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# PRESENTATION OVERVIEW



- **Impact of Preschool on the Achievement Gap**
- **Local landscape**
- **Our programs**
- **Recommendations**



# STRATEGIC PLAN AND LCAP



- **Strategy 1 and LCAP Goal 1:** We will develop, implement, and assess a Professional Growth System consistent with our mission and objectives, focusing first on social-emotional intelligence, differentiated instruction and inquiry-based learning.
- **Strategy 3 and LCAP Goal 3:** We will develop and implement a district-wide assessment system aligned with the Common Core Standards to effectively analyze student performance data at more frequent intervals in order to improve instruction, close the achievement gap, and ensure that all students meet or exceed district standards.

# PRESCHOOL AND THE ACHIEVEMENT GAP



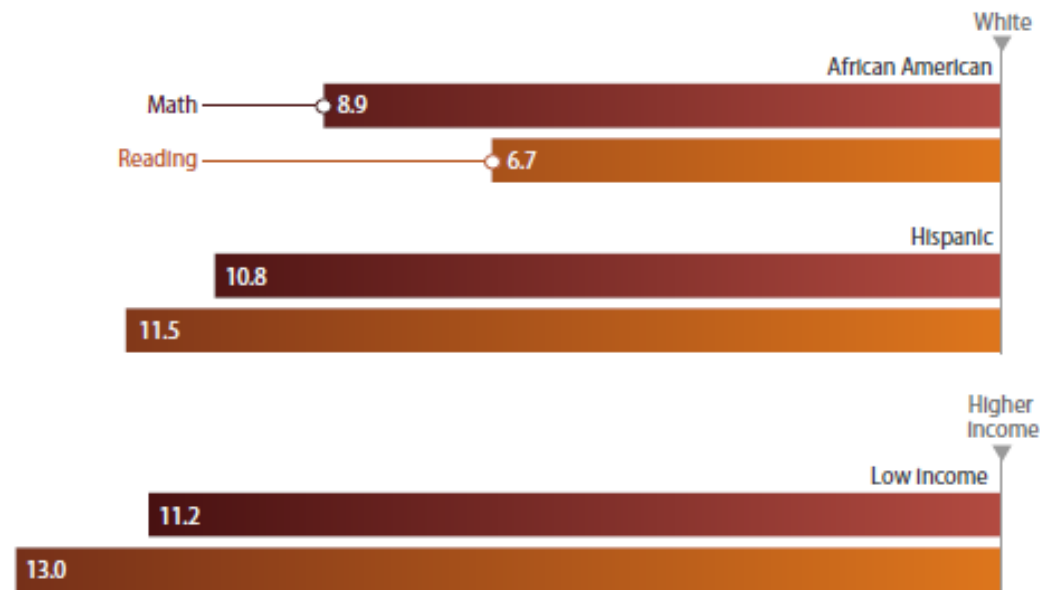
- Pre-K programs have lasting benefits
  - School Readiness
  - Improved cognitive and social abilities
- All benefit but low-income students benefit most
- Effective instruction
  - Supportive interactions between teachers and children
  - Effective use of the curriculum
  - Supporting teachers through coaching and mentoring



From Center for National Progress and National Institute for Early Childhood Education, 2016

# NATIONAL ACHIEVEMENT GAPS

**FIGURE 1**  
**African American, Hispanic, and low-income children lag behind their white and more affluent peers in math and reading at kindergarten entry**  
Kindergarten achievement gaps in months of learning by subgroup, 2010



Note: "Low Income" refers to children whose household incomes are at or below 200 percent of the federal poverty guidelines, or FPG. "Higher Income" refers to children whose household incomes are above 200 percent FPG.

Source: Authors' estimates are based on Milagros Nores and W. Steven Barnett, "Access to High Quality Early Care and Education: Readiness and Opportunity Gaps in America" (New Brunswick, NJ: Center for Enhancing Early Learning Outcomes and National Institute for Early Education Research, 2014).



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# NATIONAL ACHIEVEMENT GAPS

**TABLE 2**  
**Estimated reductions in kindergarten achievement gaps**  
**after implementing a high-quality UPK program**

In months of learning

	Current gap	Gap after UPK	Reduction in months	Percent reduction
<b>African American vs. white</b>				
Math	8.91	4.89	4.02	45%
Reading	6.7	0.1	6.6	98%
<b>Hispanic vs. white</b>				
Math	10.77	2.41	8.36	78%
Reading	11.51	-0.67	12.18	106%
<b>Low Income vs. higher Income</b>				
Math	11.21	8.17	3.04	27%
Reading	12.96	7.66	5.3	41%

Note: "Low Income" refers to children whose household incomes are at or below 200 percent of the federal poverty guidelines, or FPG. "Higher Income" refers to children whose household incomes are above 200 percent FPG.

Sources: Authors' estimates are based on Milagros Nores and W. Steven Barnett, "Access to High Quality Early Care and Education: Readiness and Opportunity Gaps in America" (New Brunswick, NJ: Center for Enhancing Early Learning Outcomes and National Institute for Early Education Research, 2014); authors' calculations of gap reductions are based on data from National Center for Education Statistics, *Early Childhood Longitudinal Study: Birth Cohort (ECLS-B)* (U.S. Department of Education, 2009); National Center for Education Statistics, *Early Childhood Longitudinal Study: Kindergarten Class of 2010-2011 (ECLS-K:2011)* (U.S. Department of Education, 2014); William T. Gormley and others, "The Effects of Universal Pre-K on Cognitive Development," *Developmental Psychology* 41(1) (2005): 872-884; Hirokazu Yoshikawa, Christina Weiland, and Jeanne Brooks-Gunn, "When Does Preschool Matter?," Unpublished working paper (2015).



**From Center for National Progress and National Institute for Early Childhood Education, 2016**

# LOCAL LANDSCAPE



Family Day Care  
Private Preschools  
Child Development Programs  
(CDC)

Home Care

Head Start (Federal)  
State Funded Preschool (State)  
Fee-Based Program (DJUSD)

Davis Parent Nursery School



# POVERTY LEVEL



	Living below 100% of the FPL	Living in 100-200% of the FPL
Davis	6%	16%
West Sacramento	26%	21%
Winters	0%	19%
Woodland	21%	27%
Rural Yolo	22%	38%
<b>Yolo County</b>	<b>19%</b>	<b>23%</b>

*Source: U.S. Census, American Community Survey, 5-Year Estimate, 2010-2014*

From Yolo First Five, Yolo County Office of Education, and Harder and Associates



# NUMBER OF PRESCHOOL SLOTS

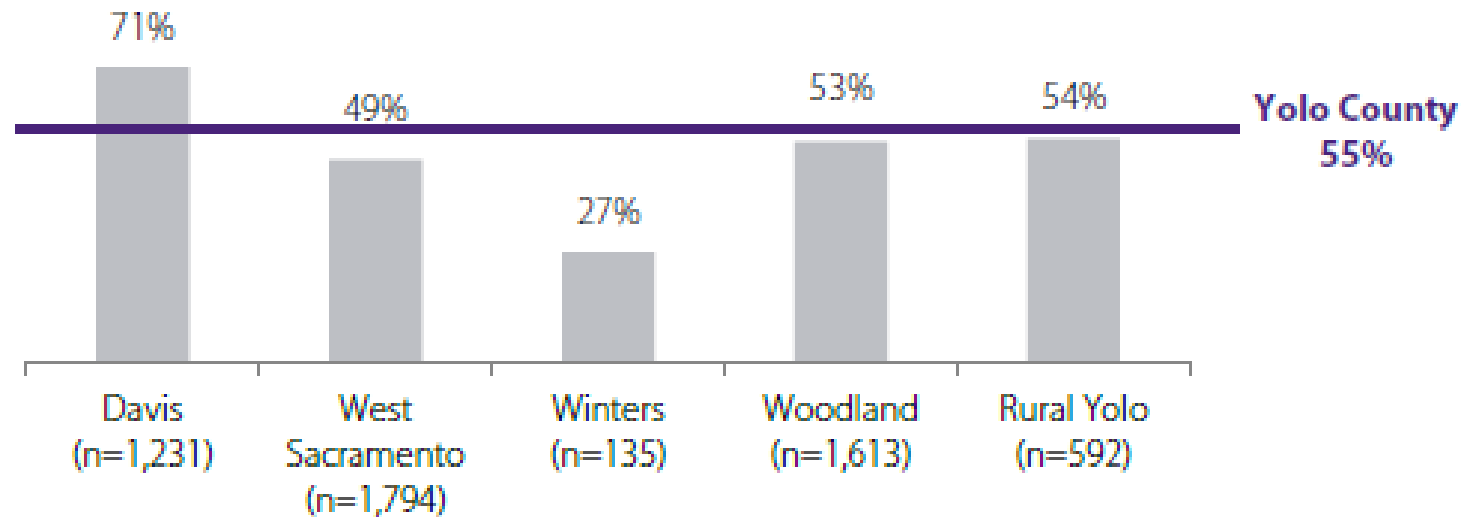


	Preschool Center Slots <sup>22</sup>	Family Child Care Home Slots for Preschool-Age Children <sup>23</sup>	Total Slots
Davis	1,535	208	1,743
West Sacramento	542	470	1,012
Winters	174	40	214
Woodland	1,024	317	1,341
Rural Yolo	207	25	232
<b>Yolo County</b>	<b>3,482</b>	<b>1,060</b>	<b>4,542</b>

*Source: California Department of Social Services and  
City of Davis Child Care Services Resource & Referral Program*

**From Yolo First Five, Yolo County Office of Education, and Harder and Associates**

# CHILDREN ATTENDING PRESCHOOL



*Source: U.S. Census, American Community Survey, 5-Year Estimate, 2010-2014*

From Yolo First Five, Yolo County Office of Education, and Harder and Associates

# **“OUR” PROGRAMS**



- **Head Start - Yolo County Office of Education**
- **State Preschool – DJUSD and California Department of Education**
- **Fee Based Preschool - DJUSD**
- **Special Education Preschool - DJUSD**
- **Davis Parent Nursery School – DJUSD - Davis Adult and Community Education**



# HEAD START (YCOE PARTNERSHIP)



<b>Program Focus</b>	<b>Family Engagement</b>
<b>Location</b>	<b>Valley Oak Campus and Montgomery</b>
<b>Age Range</b>	<b>3-5</b>
<b>Criteria for Enrollment</b>	<b>Income Eligible</b>
<b>Number of Students</b>	<b>VO = 16; MME = 19 (fully enrolled)</b>
<b>Hours of Instruction</b>	<b>VO: 7:30 - 4:00 MME 8:30 - 12:00</b>
<b>Recruitment Efforts</b>	<b>Door to door; local events; community partnerships</b>
<b>Staffing Ratio</b>	<b>1:8</b>

# STATE-FUNDED PRESCHOOL



<b>Program Focus</b>	<b>Kindergarten Readiness and Literacy</b>
<b>Location</b>	<b>Valley Oak Campus</b>
<b>Age Range</b>	<b>3-5</b>
<b>Criteria for Enrollment</b>	<b>Income Eligible</b>
<b>Number of Students</b>	<b>57</b>
<b>Hours of Instruction</b>	<b>8:30-11:30 and 12:30-3:30</b>
<b>Recruitment Efforts</b>	<b>Parent Broadcast; Door to door; local events; community partnerships; Facebook announcements; website</b>
<b>Staffing Ratio</b>	<b>1:8</b>

# FEE-BASED PRESCHOOL



<b>Program Focus</b>	<b>Kindergarten Readiness and Literacy</b>
<b>Location</b>	<b>Valley Oak Campus</b>
<b>Age Range</b>	<b>3-5</b>
<b>Criteria for Enrollment</b>	<b>Fee</b>
<b>Number of Students</b>	<b>12 full day; 15 half-day</b>
<b>Hours of Instruction</b>	<b>7:30 - 4:00</b>
<b>Recruitment Efforts</b>	<b>Parent Broadcast; Door to door; local events; community partnerships; Facebook announcements; website</b>
<b>Staffing Ratio</b>	<b>1:12</b>

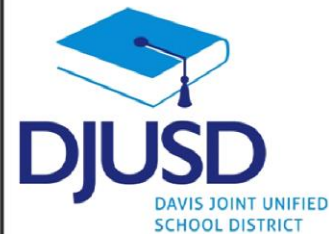
# DIALOGIC READING PROJECT



- To develop vocabulary in low-income students
- Trained and coached DaVinci students
- DaVinci students were reading 1-to-1
- 3-4 times per week
- Data was collected using standardized measures
- The data showed that the students made gains



# SPECIAL EDUCATION PRESCHOOL



<b>Program Focus</b>	<b>Individual Educational Plan-IEP - Driven</b>
<b>Location</b>	<b>Valley Oak Campus</b>
<b>Age Range</b>	<b>3-5</b>
<b>Criteria for Enrollment</b>	<b>Special Education Qualified</b>
<b>Number of Students</b>	<b>38 students in Special Day Class; 32 for Speech</b>
<b>Hours of Instruction</b>	<b>8:30-11:00 and 12:00-2:30</b>
<b>Staffing Ratio</b>	<b>Based on student need and IEP</b>

# RECOMMENDATIONS



- Increase outreach in our state preschool and fee-based programs
- Build on our relationship with Yolo County Office of Education and First Five to expand preschool opportunities
- Integrate preschool assessments



# RECOMMENDATIONS



- Include our preschool programs with the instructional materials adoption
- Support professional development opportunities for our preschool teachers
- Increase parent education and engagement opportunities



# Questions and Discussion

