



Early Learning Pathway Update



Presentation to the School Board
May 30, 2019

Our Preschool Design

- ❖ SMMUSD Aligned
- ❖ Developmentally Appropriate
- ❖ Reggio Inspired/Constructivist
- ❖ STEAM Enhanced
- ❖ Socially Just and Culturally Responsive Practices



Changes in SMMUSD

Moving away from Federal Funding Constraints

- Changes in population characteristics and needs
- Uneven access to support services
- Siloed learning environment

Towards a Flexible System aligned to Local Conditions

- Community demographics
- Universal support services
- Diverse learning environments



With program shifts, which policies and practices are indispensable to developing high quality early learning experiences for children?*



*According to a New America Education Policy Brief, September 2017



SMMUSD Universal Services

Health Services

Nurse and RD to support well being of preschoolers (vision, hearing, dental)

Mental Health Services

Providence Saint Johns
Pinwheel Project

Academic Support

Constructivist learning experiences, STEAM enhanced; culturally responsive and socially just practices; learning through play; Early Learning coaches for staff; staff professional development

Learning Differences Support

Working with Special Education to further collaboration opportunities

Family and Community Engagement

Bilingual Community Liaisons to support parent engagement and leadership development

Vertical Alignment Opportunities

Early Learning Team and Vertical level conversations

District Funding Support

A commitment of \$1,000,000/year for 5 years to offset the cost of wrap around services

Updates on Communication and Outreach Plans

- Developed classroom opportunities to reflect the economic, social and academic diversity found in SM and Malibu
- Expanding service opportunities for all preschool classrooms (mental health, health, education, family engagement)
- Continuing financial and programmatic support for federally qualified resident families
- City of Santa Monica
- Santa Monica College
- Santa Monica Public Library
- Connections for Children
- Providence St. Johns
- Family Services of Santa Monica
- Community Corporation of Santa Monica
- SMMUSD PTA





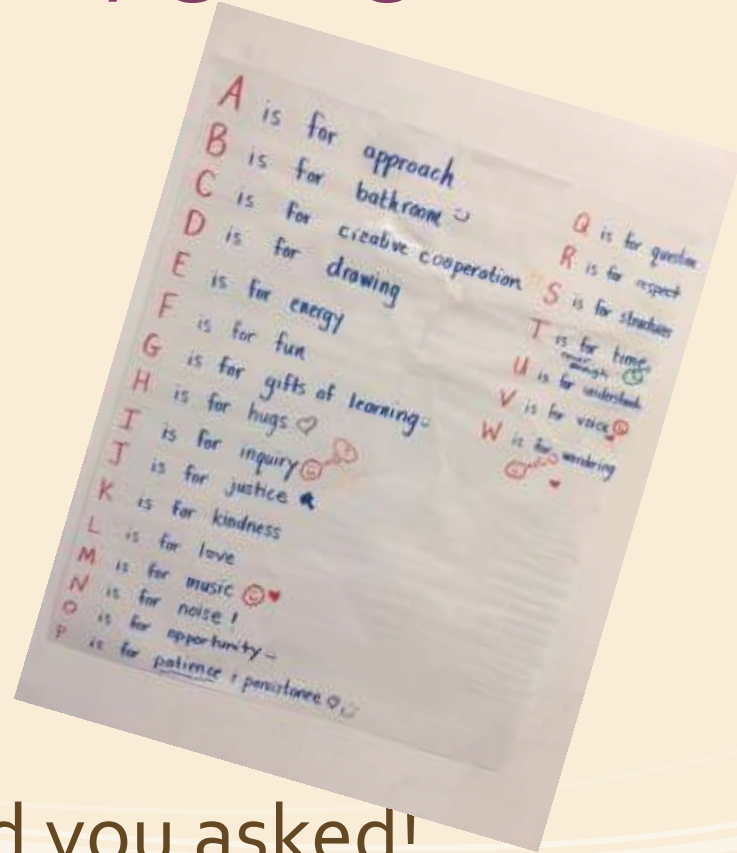
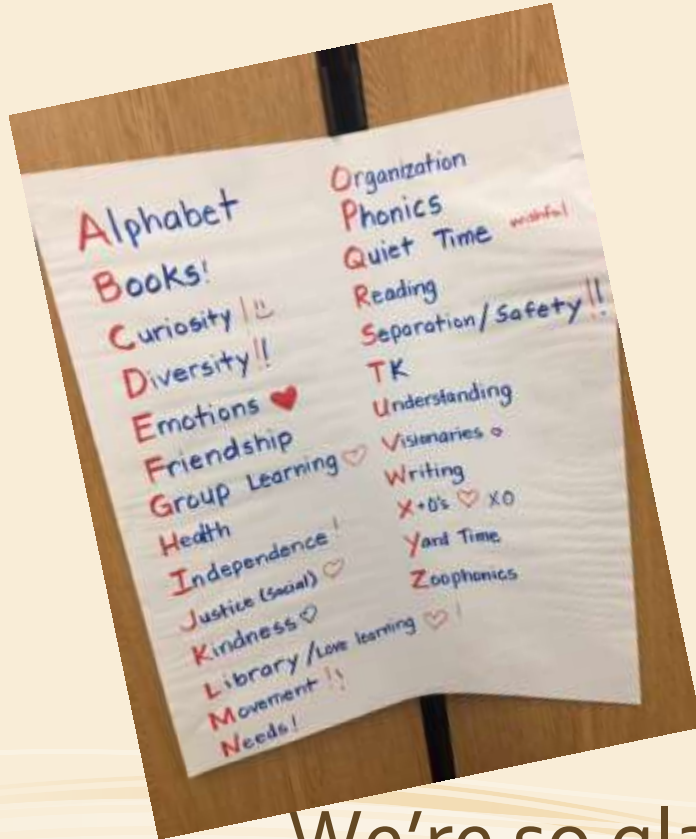
Fiscal Considerations

- California State Preschool Program (CSPP) funding to subsidize state eligible students
- Families who are not eligible for subsidy will pay the monthly fee
- General Fund to subsidize federal and state eligible students
- Supplemental Grant to subsidize Seaside programs, Seaside classroom conversions, Early Learning Coaches and staff Professional Development

SMMUSD Preschools for 2019-2020

Site	Hours	Type of Program	Estimated Tuition*
Adams Preschool (3)	7:30am – 6:00pm	Extended Day	\$1225/month
Edison Seaside (1)	8:45am – 2:45pm	Full Day	\$1394/month
Franklin Seaside (1)	8:00am – 11:00am 11:30am – 2:30pm	Part Day AM Part Day PM	\$675/month
Grant Seaside (1)	8:30am – 2:30pm	Full Day	\$1394/month
Lincoln CDC Collaborative (1)	8:30am – 11:30am	Part Day AM	\$575/month
McKinley Collaborative (2)	8:45am – 11:45am 8:00am – 2:00pm	Part Day AM Full Day	\$575/month \$1100/month
Muir (1)	8:45am – 11:45am	Part Day AM	\$575/month
Rogers (2)	8:45am – 11:45am 8:00am – 2:00pm	Part Day AM Full Day	\$575/month \$1100/month
Washington West (3)	8:30am – 11:30am 7:30am – 6:00pm	Part Day AM Extended Day	\$575/month \$1225/month
Webster Seaside Collaborative (1)	8:40am – 2:40pm	Full Day	\$1030/month
Three (3) Part Day AM Special Education Preschools (Muir, Pine, Rogers) which are no charge for identified students			
*Subsidized Support available for families who qualify			

So what's really going on?



We're so glad you asked!



How would you fix this issue?



You have cups, tubes, tape, cardboard, and your capacity to collaborate - Go!

The Importance of Purposeful Play in Education

Posted by LANDMARK360ADMIN on JULY 31, 2017

By Melissa Davidson

Every time you see a child playing superheroes, digging in the dirt, or playing with a classmate at recess, they are playing with purpose. To many, it looks like they are just having fun and being kids. But it all

"Purposeful play" can be play that's guided subtly by a teacher. It's not general fun with the purpose of teaching something specific. It's the sake of play. Gaming, using interactive toys, and engaging in purposeful play.

Twelve Best Practices for Early Childhood Education

INTEGRATING REGGIO and OTHER INSPIRED APPROACHES



Ann Lewin-Benham
Foreword by Howard Gardner

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The work continues.....

Transition Document for Staff

Outgoing Preschool _____ Date Form Completed _____ Receiving School _____

CONFIDENTIAL SMMUSD Early Learning Transition Form

To assist in the balancing of classes, please give your input for each student entering an SMMUSD classroom this fall. If you complete this form, your professional comments will only be provided to the site.

Name of Student _____ DOB _____ Preschool Teacher _____

Length of Day: Part Day (3 hrs.) Full Day (6.5 hrs.) Extended Day (6.5+ hrs.) Preschool Time: < 1yr 1 year 2 years

Languages spoken in the home? Y N If so, which language(s) _____

Language and Social Skills	Not Yet	Emerging	Developing	Consistently
Asks for help when needed				
Follows directions				
Can attend to stories or teacher talking				
Speaks audibly in coherent sentences				
Works independently on self-selected activities				
Works independently on teacher-selected activities				
Separates and reconnects with adults				
Participates in group experiences				
Can wait for his/her turn patiently				
Works/plays collaboratively with peers				
Adjusts to transitions				
Is able to self-regulate emotions				

Physical Development	Not Yet	Emerging	Developing	Consistently
Handedness Established (Left or Right handed)				
Fine motor control (i.e. writes, scissor, dress, meaning for pictures)				
Gross motor control (jumps, hops, has balance)				

Academic Development	Not Yet	Emerging	Developing	Consistently
Mathematics Concept Development				
Early Literacy Skills				

Family Information			Additional info
Regular Attendance	Yes	No	
Participates in school activities	Yes	No	
Arrives/Picks up on Time	Yes	No	

SMMUSD TK/K Enrollment Information

To assist us in getting to know your child, please complete the following information to the best of your knowledge. This will be shared with our early learning staff in order to best support your child and family.

Student Name _____ Entering Grade: _____ DOB: _____

Parent Name(s): _____

For the two years prior to entering TK or Kindergarten my child (mark all that apply):

☐ Stayed home with parents/guardians - If so, how long (circle) < 1yr 1 year 2 years

☐ Stayed with a caregiver - If so, how long (circle) < 1yr 1 year 2 years

(Caregiver's Relationship to child: _____)

☐ Attended Home Daycare - If so, how long (circle) < 1yr 1 year 2 years

☐ Attended Preschool

Name of Preschool(s) attended: _____

Length of Day: Part Day (3 hrs.) Full Day (6 hrs.) Extended Day (6.5+ hrs.)

How long did your child attend this preschool: < 1yr 1 year 2 years

Other Languages spoken in the home? Y N If so, which language(s) _____

Do you have a placement preference (this is not a guarantee): ☐ K only ☐ K/1 ☐ Either

Please list any siblings (and the grade they are entering) currently enrolled in this school _____

Language and Social Skills	Consistently	Sometimes	Not Yet	Additional Comments (optional)
Asks for help when needed				
Follows directions				
Separates and reconnects with adults				
Can wait for his/her turn patiently				
Plays well with friends				
Adjusts well to changes to routines				
Is able to self-regulate emotions				

Please describe...

Your child's strengths _____

Areas where your child might need additional support _____

Any health needs (i.e. potty training, medical needs) _____

Any other information you feel is relevant _____

Enrollment Document for Families

Thank you for your continued support for
Early Learning in SMMUSD!

