

Oakland Unified School District
Complementary Learning Department
Early Childhood Education Department

May 17, 2010

Legislative File	
File ID No:	10-0681
Introduction Date:	05/17/10
Enactment No:	10-0685
Enactment Date:	5-12-10
By:	RS

TO: Board of Education

FROM: Dr. Anthony Smith, Ph.D., Superintendent
Lynne Rodezno, Director, Early Childhood Education

SUBJECT: PreK – Grade 3 (P – 3) Instructional Reform Initiative

ACTION REQUESTED

Approval of the Board of Education of Resolution No. 0910-0155 authorizing the District to take any and all necessary steps, save those subject to further authorization by the Board of Education, to implement a District wide PreK to 3rd Grade instructional program, integrating administrative, financial and academic systems to the extent permitted by law, with aligned standards and curriculum supporting the District's goal of having all pupils read, write, communicate and calculate at or above grade level by the end of 3rd grade.

SUMMARY

Over the past two years the Complementary Learning Department with the Early Childhood Department has sponsored a work group including Network Officers, Principals, PEC staff, ECE staff and teachers to study and discuss the benefits of aligning preschool with the K – 3 program to support children reaching our third grade goal for student achievement. All of the research indicates that quality early education programs support school readiness and can close the learning gap that exists for many children before they enter Kindergarten. Therefore, in order to improve student's educational outcomes it is necessary to link all early childhood services with the K – 3 program to insure that all children benefit from OUSD's early educational opportunities.

FISCAL IMPACT

No fiscal impact

RECOMMENDATION

Approval by the Board of Education of Resolution No. 0910 -0155. authorizing the District to implement a District wide PreK to 3rd Grade instructional program, integrating administrative, financial and academic systems to the extent permitted by law, with aligned standards and curriculum supporting the District's goal of having all pupils read, write, communicate and calculate at or above grade level by the end of 3rd grade.

ATTACHMENT

Resolution No. 0910-0155 PreK – Grade 3 (P-3) Instructional Reform Initiative

**RESOLUTION
OF THE
BOARD OF EDUCATION
OF THE
OF THE OAKLAND UNIFIED SCHOOL DISTRICT
RESOLUTION No. 0910 – 0155**

Pre-K – Grade 3 (P – 3) Instructional Reform Initiative

WHEREAS, the Board of Education is committed to creating and supporting strong and effective linkages across Pre-K – 3rd grade by aligning standards, curriculum, instruction and assessment, and

WHEREAS, the Board of Education supports the curricular, operational and administrative alignment of our Pre-K program with the K – 5 program to implement a District-wide Pre-K - 3rd Grade instructional program, including Principal oversight of individual preschool classrooms within the elementary school, and

WHEREAS, the Teaching and Learning Committee of the Board of Education is recommending a Pre-K – 3rd Grade Instructional Reform initiative to meet the District goal for all OUSD students to read, write, communicate and calculate at or above grade level by the end of 3rd Grade, and

WHEREAS, such reform will support and hold accountable teachers, administrators, and District leadership to reduce academic disparities for all students, and

WHEREAS, Pre-K – 3rd grade reform establishes high performing and quality classrooms and programs that will improve outcomes for children, and

WHEREAS, the District shall explore maximizing quality preschool opportunities for all children regardless of State financial requirements, and

WHEREAS, Pre-K – 3rd grade reform will include school organization focused on standards and assessment alignment at each grade level, improved teacher training and professional development, and the incorporation of social, emotional and behavioral goals into the Pre-K – 3rd grade standards, and

WHEREAS, the Board of Education supports the development of a longitudinal and comprehensive data system connecting Pre-K data to the K-3 data system including joint analysis and interpretation of data across grade levels, and

WHEREAS, the Early Childhood Department (ECE) and Programs for Exceptional Children (PEC) will be part of the District's attendance accounting system prior to Kindergarten enrollment, and

WHEREAS, the Board of Education supports a Pre-K – K Transition Plan that insures that the preschool program seamlessly connects, partners, and complements the K-3rd grade program at all schools for all children.

WHEREAS, the District will provide all available resources to support the implementation of the Pre-K-3rd grade Instructional Reform initiative.

NOW, THEREFORE, BE IT RESOLVED, that the Superintendent of Schools, or his designee, is hereby authorized to take any and all necessary steps, save those subject to further authorization by the Board of Education, to implement a District wide Pre-K to 3rd grade instructional program, integrating administrative, financial and academic systems to the extent permitted by law, with aligned standards and curriculum supporting the District's goal of having all pupils read, write, communicate and calculate at or above grade level by the end of 3rd grade.

Passed by the following vote:

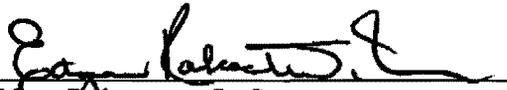
AYES: Jody London, David Kakishiba, Jumoke Hodge, Noel Gallo, Alice Spearman,
Vice President Christopher Dobbins, President Gary Yee

NAYS: None

ABSTAINED: None

ABSENT: None

I hereby certify that the foregoing is a full, true and correct copy of a Resolution adopted at a Regular Meeting of the Governing Board of the Oakland Unified School District held on May 12, 2010.



Edgar Rakestraw, Jr. Secretary
Board of Education

LEGISLATIVE FILE

File ID No. 10-0681
Introduction Date 4/26/10
Enactment No. 10-0683
Enactment Date 5-12-10

Coordination/Transition Plan

Oakland Unified School District



The Oakland Unified School District's PreK – 3rd grade goal aims to build bridges across the early years of children's learning and to ensure qualified teachers are part of every young child's educational experience. PreK – 3rd educators align standards, curriculum, instruction, and assessment both within and across grades from PreK through third grade.

The district's strategic practices listed below cut across all levels of the organization and reflect the district's core values and theory of action about how the district and schools organize their work, align their resources, and partner with the community to reach the ambitious five year goals. Pre-school is the foundation for the achievement of the five goals below:

5-Year District Goals

- All students will graduate prepared to succeed in college and the workplace.
- All students will read and write at or above grade level by the end of third grade.
- All students will succeed in Algebra by the end of 9th grade.
- All students and adults will respect one another and work together across cultures.
- All employees will be high performers.
- All schools will be clean, healthy, and safe.

Transition Review Committee

Jane Nicholson	Executive Officer, Complimentary Learning Committee
Lynne Rodezno	Director, Early Childhood Education
Christine Anderson	PreK & Elementary Coordinator, Programs for Exceptional Children
Mary Pippitt-Cervantes	Coordinator, Elementary English Language Arts
Tanya Harris	Transition Specialist
Karen Monroe	Principal, International Community School
Sharon Casanares	Elementary Network Executive Officer
Denise Saddler	Elementary Network Executive Officer
Geri Isaacson	Elementary Network Executive Officer
Alisa Burton	Program Supervisor, Head Start
Germaine Davie	Enrollment and Recruitment Coordinator, Head Start
Erin Freschi	School Readiness Program Administrator, First Five of Alameda County

Coordination Plan

The Oakland Unified School District (OUSD) coordinates and integrates with Head Start, First Five of Alameda County, Alameda County Childcare Planning Council, UC Cooperative Extension and Bananas to support the Preschool to Kindergarten Transition. **Twice** annually a meeting of the full Transition Review Committee is held to discuss/review the transition plan for four year olds in the district. Procedures and activities are planned to create a seamless transition for the children to ensure that Preschool to Kindergarten transition is a process that provides efficient student, family and kindergarten communication. Subcommittee meetings are held throughout the year to insure that the plan is implemented and to modify or make additions to the plan.

Preschool – age children participating in the Oakland Unified School District’s Early Childhood program, including full-inclusion Special Education children, and children attending Head Start are assessed in the Fall and Spring using the Desired Results Developmental Assessment. Based on this information parent conferences are held in the Fall and Spring of each year to discuss student progress in relation to Kindergarten readiness. With parental permission, data from this assessment and these conferences is shared with the Kindergarten staff and school administration to help us know more about a child’s individual school readiness.

The Desired Results process includes a parent survey that is disseminated in January of each year. Information obtained from the survey is incorporated into the design of the Transition Plan and modifications inserted as necessary. Transition is also a topic of discussion during monthly parent meetings for preschool parents conducted by the OUSD staff and Head Start staff.

Each Spring the elementary school principals develop a Single Plan for Student Achievement (SPSA) which drives the instructional program at the school site. Transition activities are outlined in this document; timelines are established; and responsibilities are delegated to insure that there is clear articulation and year round activities instituted to insure a seamless transition for families, children and staff. A Menu of Transition activities is provided to each principal and preschool administrator to guide them as they develop the SPSA for their site.

Readiness literature and brochures are distributed throughout the year and meetings are held during December and January each year to help parents participate in the Oakland Unified School District’s Options Program at which time families select a Kindergarten program for their child. Once the Options process is completed the elementary school will increase the opportunities for collaboration

and communication with the incoming families by implementing the transition plan outlined in the SPSA. It is our goal to have families, children and staff well connected when school begins in the fall.

Each summer, in partnership with First Five, the Oakland Unified School District hosts Summer PreK camps for children who have not attended a preschool. Children and families have an opportunity to bridge transition during this time. The class is taught by a preschool teacher and a Kindergarten teacher and the structure is designed to help children learn routines, get to know other children, and practice skills to enhance academic readiness. There is a parent component within this program that provides pertinent training for parents each week.

Through a grant partnership with First Five and funding from the OUSD Complementary Learning Department a Transition Specialist has been hired to support city-wide activities for Preschool to Kindergarten transition into OUSD. The Transition Specialist interfaces with various community organizations, preschool providers, and families to create linkages with the Kindergarten programs.

Special Education Services

Child Identification Procedures Policy Statement: The Oakland Unified School District is required to identify individuals in need of special education and related services. The identification system includes all individuals residing within the district between the ages of birth through 21 regardless of the severity of their disability, including individuals in all public/private agencies and institutes, private schools, including religious schools, and children receiving alternative instruction.

Rationale

The Oakland Unified School District SELPA will provide preschool education for children identified as eligible for special education from three years through five years of age. These services will be provided by school district staff and will be available to all eligible preschool children within the district/SELPA. The services will be designed to support a standards-based preschool curriculum. Any person making a referral for special education assessment will contact the school district to arrange to screen a child and/or institute the referral process.

Policy Statement

Special education programs and services for children between the ages of three and five years of age will include opportunities for active parent participation and involvement and may include the following:

1. Parent education and training
2. Parent participation in their child's educational program
3. Agency awareness
4. Direct services to children

Administrative Guidelines

The school district will operate a continuum of services for preschool age students and to the extent possible provide services to assure equal access to all services and programs available to nondisabled children. Appropriate settings may include:

1. A public school setting, which provides an age appropriate environment, materials and services.
2. As the preschool child approaches the age to enter an elementary school environment, the child's preparation shall be geared toward a readiness for kindergarten and later school success.
3. A Head Start programs within the city.
4. Programs located within a community setting.
5. The child's natural environment which may include the home,
6. Regular public or private nonsectarian preschool programs
7. A special education preschool program with children who are not disabled attending and participating for all or part of the program
8. A special site where preschool programs for both children with disabilities and children who are not disabled are located close to each other and have an opportunity to share resources and programming
9. A special class, school or site for children with disabilities

The Oakland Unified School District may provide preschool services by any of the following methods:

1. Directly through the school district;
2. Through an interagency agreement between the District and a public agency.
3. A contract with another public agency pursuant to EC Section 56369;
4. Through a contract with a certified nonpublic school, or nonpublic, nonsectarian agency pursuant to EC Section 56366.

A Transdisciplinary team approach shall be provided and shall include appropriate personnel. Transdisciplinary teams shall involve the crossing of disciplinary boundaries, sharing skills and expertise, and shall incorporate an appropriate range of approaches in working with children and families. The teams will be utilized in assessment, program planning, and IEP implementation and review.

Transition services will be a major focus for preschool children transitioning to kindergarten, first grade, or any other educational programs. The major goals of preschool transition with the Oakland Unified School District are:

1. Support successful transition in the child's education program;
2. Ensure continuation of appropriate support provided to families;
3. Provide support and information to the receiving programs;
4. Support children and families experiencing change.

Personnel within the Oakland Unified School District need to be knowledgeable of sending and receiving program services, policies, and procedures in order to assure an appropriate transition. Transition planning also needs to focus on providing information and support to families in order to address their concerns, priorities and resources. A transition timeline needs to be established no later than between four and six months prior to the transition actually occurring. As children become ready to transition to another preschool program, kindergarten, or to first grade, an assessment needs to be completed in order to prepare the IEP team to determine the child's needs.

1. An appropriate assessment of the child with disabilities shall be conducted. A transition IEP meeting for each child will be conducted to determine if the child is still in need of special education and services. At this transition meeting, an individual from the district will be designated to monitor the child's progress.
2. Appropriate staff needs to be included in the meeting in order to promote an effective transition for the child, family and community.
3. If the child is going to exit from special education services, the general education staff must be notified.

A Menu of Transition Practices

The Oakland Unified School District describes how various non-school supports intentionally link with each other to improve learning and developmental outcomes for children and youth. A transition plan provides a prime opportunity to plan and support multiple linkages since it involves a variety of components of complementary learning, e.g. schools, families, preschool, community based organizations. The menu below provides a variety of linking opportunities which will assist you with your SPSA in terms of intended outcomes for student achievement and family engagement.

This document is meant to be used as a menu to utilize as you plan for transitioning students to kindergarten. It does not represent all possible activities and should be adjusted to fit school and community needs. The months noted are only suggestions; hence, many of these activities can be conducted at any time during the year. Some activities may impact more than one type of connection. What is important is that all connection types are addressed in a transition plan.

Child-School Connection: Children feel more connected when their school and early childhood education experiences are similar.		
<i>Transition Strategy</i>	<i>Primary Participants</i>	<i>Month</i>
Generate class lists early so that teachers, families, and children can begin to communicate.	Elementary school administrator/kindergarten teachers	June
Send a personal note or postcard welcoming each child. Make welcome to kindergarten telephone calls.	Kindergarten teachers	August
Hold a “Back to School” pep rally. Announce the names of kindergarten students.	Elementary school staff	August
Have preschool children participate in elementary school events and assemblies.	Elementary school/preschool staff	Throughout the year
Prepare a Welcome to School or About Our School book or video. Feature all of the staff, as well as children as they participate in kindergarten activities. This book/video can be sent to neighboring programs or made available at the site.	Elementary school teachers	February
Allow for staggered entrance into school. 1/3 come 1 st day, next 1/3 the 2 nd day, and final 1/3 rd the 3 rd day of school. Last two days of the week have all children come.	Elementary school staff	August
Establish a reading buddy and/or pen pal program with preschool and kindergarten	Preschool/kindergarten teachers	February

students.		
Hold a Move-Up Day for preschool through second grade children. Children can visit classrooms of their subsequent grade. Preschool students can also tour the school and visit the playground.	Elementary school/preschool staff	April
Preschool students practice kindergarten activities, rules, songs, or stories.	Preschool teachers	March

Child-School Connection (continued): Children feel more connected when their school and early childhood education experiences are similar.		
<i>Transition Strategy</i>	<i>Primary Participants</i>	<i>Month</i>
Set up kindergarten classrooms in a developmentally appropriate manner. Include plenty of concrete materials and areas for academic/free choice.	Kindergarten teachers	August
Host a summer Kindergarten Camp to provide entering children an opportunity to become familiar with the school setting, classroom practices, and peers and teachers.	Elementary school staff	August

Family-School Connection: How involved the family is in the child's education makes a big difference in the child's outcomes. Families and schools benefit from the mutual sharing of information.		
Schools-Schools Connection: The linkages between schools help children and their families as they transition to elementary school. Kindergarten teachers can plan for individual students and increase continuity between programs.		
	<i>Primary Participants</i>	<i>Month</i>
fairs, open houses, literacy night (Fr. DEAC/SS/Elementary, etc.)	Kindergarten preschool staff	Throughout the year
Plan and participate in joint professional development opportunities, personally connect with children and families and conduct a family/child needs assessment.	Kindergarten preschool staff	Throughout the year
Hold a Kindergarten Round Up/Orientation to complete registration process. Families and children can meet elementary school and non-school support staffs, visit the classrooms, participate in a kindergarten activity, meet other families, and receive transition information.	Elementary school/non-school support staff	April
Provide families with materials and/or instructions for home learning activities.	Preschool/elementary school teachers	Throughout the year
Have a Kindergarten Picnic/Social to provide an opportunity for families to socialize with teachers and other kindergarten families.	Elementary school staff	August
Hold end-of-the-year individual conferences with families. Discuss transition efforts with families, any changes of services that will be occurring, and the transferring of records to the elementary school. Provide release of information forms to be signed by parents/guardians.	Preschool staff	April
Offer school tours.	Elementary school staff	Throughout the year

Hold staff meetings for elementary school and appropriate non-school supports to align curriculum and learning standards.	Elementary/preschool/non-school support staff	Throughout the year
Hold an open house for staff from neighboring early education programs and kindergarten staff. This is an opportunity for staff to present their programs and allow them to get acquainted with each other and to share curriculum, expectations, and best practices.	Elementary/preschool staff	September
Have one program (either preschool or elementary) host a “coffee and donuts” morning for program administrators in order to allow time for the programs to discuss ways of meeting the needs of diverse families. Administration can talk about the transition process and identify ways to improve it.	Elementary/preschool staff	August
Plan for joint registration days. These can be held at Child Development Centers, Head Start, local family resource centers, etc. Preschool staff can assist the kindergarten staff with the registration process.	Preschool/elementary staff	January
If there are school or child care newsletters sent out, send a copy to the other schools where you receive children from or send children to. This builds a constant update of activities and builds familiarity with each other’s programs.	Elementary/preschool staff	Throughout the year
Establish a system for sharing student information between preschool, elementary school and appropriate non-school supports.	Elementary school staff	August
Arrange for records to be shared between the preschool program and elementary school. Items to be shared can include developmental checklists, behavior checklists, portfolios of student’s work, etc.	Preschool/elementary administrators	August
Conduct reciprocal teacher visits. It is an opportunity for preschool and kindergarten teachers to understand each other’s programs, classroom practices, and rituals.	Elementary/preschool staff	April
If children are prescreened for kindergarten, coordinate the screening with the preschool program. This way, preschool staff can be present during the screening. This can also be done at the preschool program site.	Elementary/preschool staff	May

Schools-Schools Connection (continued): The linkages between schools help children and their families as they transition to elementary school. Kindergarten teachers can plan for individual students and increase continuity between programs.		
<i>Transition Strategy</i>	<i>Primary Participants</i>	<i>Month</i>
Include preschool teacher in Student Success Team (SST) meetings.	Elementary school staff, preschool teacher	
Convene a transition team to assess the school community's needs, write a transition plan and evaluate the plan.	Elementary/preschool administrators, elementary/preschool teachers, family members, early intervention teacher, community agency representative	Throughout the year

Community-Schools Connection: Ongoing collaboration with school community members help to support transition and continuity of student services.		
<i>Transition Strategy</i>	<i>Primary Participants</i>	<i>Month</i>
Host community-wide workshops for kindergarten and preschool staff addressing such topics as universal precautions, home visiting, behavior management, chronic illnesses, recognizing stress in children, etc.	Elementary/preschool staff	Throughout the year
Host a Resource Fair that highlights the services and programs that are available for children.	Elementary school/non-school support staff and community agencies	September
Arrange for community-wide health screenings as a part of kindergarten round up/orientation.	Elementary school principal, health agencies	April
Arrange for community members to assist families that are limited-English speaking. These community members can assist with providing special information and with completing forms.	Elementary school principal	Throughout the year

Peer-Peer Connections: By linking children to their peers, you are providing another means of supporting transitions for children. Children begin to feel more comfortable in their new environment when they see familiar faces, both of same-age peers and those peers that are a little older.

<i>Transition Strategy</i>	<i>Primary Participants</i>	<i>Month</i>
Have preschool children dictate questions about kindergarten to have answered by kindergarten children via video, letters or in person.	Preschool/kindergarten teachers	March
Have kindergarten children produce a video about what it is like to be a kindergartener.	Kindergarten teachers	March
Make phone books so that children can keep in contact with their friends from preschool over the summer. Obtain parental permission to share phone numbers.	Preschool teachers	May
Have summer playgroup sessions where incoming kindergarteners can meet new friends prior to coming to school. These can be fun days on the school playground or “parties” in the cafeteria.	Elementary school staff	June
Establish a cross-age reading/mentoring/tutoring program linking children in kindergarten through second grade.	Elementary school staff	September

For more info. contact: Complementary Learning Department, Early Childhood Education, Oakland Unified School District @ (510) 879-8328.

Adapted from Successful Kindergarten Transition: Your Guide to Connecting Children, Families and Schools by Robert Pianta and Marcia Kraft-Sayre.

Elementary School Transition Planning

The following questions are designed to help schools think about ways to ensure a strong pre-school transition in elementary schools. This list is by no means exhaustive, nor is it prescriptive. Please use it as a resource to prime thinking as schools create the Single Plan for Student Achievement.

How do I think about...Pre-School?

- Which teachers from your pre-k site do you include in on-site PD, data discussions or Open Court?
- What transition activities do you plan to have in place to familiarize students and parents with Kindergarten and school expectations?
- What transition activities do you have in place to connect parents and students to the school community?
- What collaborative relationships are in place to align Pre-K and K-5 OCR curriculum?
- How are you involving Pre-K teachers in ongoing OCR cycles of inquiry?
- Which school-wide activities include on-site Pre-K students, families and teachers?
- How will you communicate school site activities which may include Pre-K children?
- What times and days have you scheduled for STIP subs to relieve Kindergarten teachers so they can observe in Pre-K classrooms?
- How do you communicate with all Pre-K institutions (e.g. Faith-based programs, Head Start, private pre-school) within your attendance area?
- How frequently do you plan to meet with Pre-K site administrators?

Desired Results - r

Spring, 2009

OUSD Early Childhood Education

District Summary

Program: CDC

Students: 955

% going to K: 61%

		NY	1	2	3	4	UR
Self Concept							
1. Identity of self	% of class	1%	7%	21%	29%	42%	0%
	% Emerging	0%	0%	0%	0%	0%	0%
2. Recognition of own skills and accomplishments	% of class	1%	8%	24%	35%	32%	0%
	% Emerging	0%	0%	0%	0%	0%	0%
Social Interpersonal Skills							
3. Expressions of Empathy	% of class	1%	9%	28%	35%	25%	0%
	% Emerging	0%	0%	0%	0%	0%	0%
4. Building cooperative relationships with adults	% of class	1%	6%	23%	35%	35%	0%
	% Emerging	0%	0%	0%	0%	0%	0%
5. Developing friendships	% of class	0%	6%	20%	35%	38%	0%
	% Emerging	0%	0%	0%	0%	0%	0%
6. Building cooperative play with other children	% of class	0%	5%	21%	37%	36%	0%
	% Emerging	0%	0%	0%	0%	0%	0%
7. Conflict negotiation	% of class	2%	12%	34%	36%	15%	1%
	% Emerging	0%	0%	0%	0%	0%	0%
8. Awareness of diversity in self and others	% of class	2%	15%	29%	31%	21%	1%
	% Emerging	0%	0%	0%	0%	0%	0%
Self Regulation							
9. Impulse control	% of class	3%	8%	26%	37%	26%	0%
	% Emerging	0%	0%	0%	0%	0%	0%
10. Taking turns	% of class	1%	7%	23%	36%	32%	0%
	% Emerging	0%	0%	0%	0%	0%	0%
11. Shared use of space and materials	% of class	0%	7%	21%	35%	36%	0%
	% Emerging	0%	0%	0%	0%	0%	0%
Language							
12. Comprehends meaning	% of class	1%	10%	29%	37%	23%	0%
	% Emerging	0%	0%	0%	0%	0%	0%
13. Follows increasingly complex instructions	% of class	2%	10%	26%	37%	24%	0%
	% Emerging	0%	0%	0%	0%	0%	0%
14. Expresses self through language	% of class	1%	10%	24%	34%	31%	0%
	% Emerging	0%	0%	0%	0%	0%	0%
15. Uses language in conversation	% of class	1%	10%	25%	32%	32%	0%
	% Emerging	0%	0%	0%	0%	0%	0%
Learning							
16. Curiosity and initiative	% of class	2%	9%	28%	35%	26%	0%
	% Emerging	0%	0%	0%	0%	0%	0%
17. Engagement and persistence	% of class	2%	9%	28%	37%	24%	0%
	% Emerging	0%	0%	0%	0%	0%	0%
Cognitive Competence							
18. Memory and knowledge	% of class	1%	11%	25%	36%	27%	1%
	% Emerging	0%	0%	0%	0%	0%	0%
19. Cause and effect	% of class	2%	13%	31%	36%	17%	1%
	% Emerging	0%	0%	0%	0%	0%	0%
20. Engages in problem solving	% of class	3%	12%	35%	35%	14%	1%
	% Emerging	0%	0%	0%	0%	0%	0%

Desired Results - r

Spring, 2009

OUSD Early Childhood Education

District Summary

Program: CDC

Students: 955

% going to K: 61%

		NY	1	2	3	4	UR
Cognitive Competence							
21. Socio-dramatic play	% of class	2%	8%	20%	38%	32%	1%
	% Emerging	0%	0%	0%	0%	0%	0%
Math							
22. Number sense: understands quantity and counting	% of class	2%	10%	19%	29%	40%	0%
	% Emerging	0%	0%	0%	0%	0%	0%
23. Number sense: Math operations	% of class	4%	14%	28%	30%	23%	1%
	% Emerging	0%	0%	0%	0%	0%	0%
24. Shapes	% of class	2%	12%	23%	32%	30%	1%
	% Emerging	0%	0%	0%	0%	0%	0%
25. Time	% of class	8%	18%	28%	29%	16%	0%
	% Emerging	0%	0%	0%	0%	0%	0%
26. Classification	% of class	4%	11%	29%	30%	25%	0%
	% Emerging	0%	0%	0%	0%	0%	0%
27. Measurement	% of class	7%	17%	31%	32%	13%	1%
	% Emerging	0%	0%	0%	0%	0%	0%
28. Patterning	% of class	6%	14%	28%	28%	23%	1%
	% Emerging	0%	0%	0%	0%	0%	0%
Literacy							
29. Interest in literacy	% of class	2%	12%	21%	33%	32%	1%
	% Emerging	0%	0%	0%	0%	0%	0%
30. Letter and word knowledge	% of class	3%	12%	21%	30%	34%	1%
	% Emerging	0%	0%	0%	0%	0%	0%
31. Emergent Writing	% of class	1%	12%	22%	33%	31%	1%
	% Emerging	0%	0%	0%	0%	0%	0%
32. Concepts of print	% of class	2%	13%	25%	29%	29%	1%
	% Emerging	0%	0%	0%	0%	0%	0%
33. Phonological awareness	% of class	5%	15%	27%	31%	21%	1%
	% Emerging	0%	0%	0%	0%	0%	0%
Motor Skills							
34. Gross motor movement	% of class	0%	3%	13%	34%	50%	0%
	% Emerging	0%	0%	0%	0%	0%	0%
35. Fine motor skills	% of class	0%	5%	16%	33%	45%	0%
	% Emerging	0%	0%	0%	0%	0%	0%
36. Balance	% of class	0%	4%	15%	33%	48%	0%
	% Emerging	0%	0%	0%	0%	0%	0%
Safety & Health							
37. Personal care routines	% of class	0%	3%	13%	37%	46%	0%
	% Emerging	0%	0%	0%	0%	0%	0%
38. Personal safety	% of class	1%	5%	19%	37%	38%	0%
	% Emerging	0%	0%	0%	0%	0%	0%
39. Understanding healthy lifestyle	% of class	1%	6%	20%	41%	31%	0%
	% Emerging	0%	0%	0%	0%	0%	0%

Desired Results - r

Spring, 2009

OUSD Early Childhood Education

District Summary

Program: State Pre- K

Students: 716

% going to K: 67%

		NY	1	2	3	4	UR
Self Concept							
1. Identity of self	% of class	0%	9%	25%	27%	39%	0%
	% Emerging	0%	0%	0%	0%	0%	0%
2. Recognition of own skills and accomplishments	% of class	1%	11%	26%	30%	31%	0%
	% Emerging	0%	0%	0%	0%	0%	0%
Social Interpersonal Skills							
3. Expressions of Empathy	% of class	1%	14%	29%	28%	27%	1%
	% Emerging	0%	0%	0%	0%	0%	0%
4. Building cooperative relationships with adults	% of class	0%	8%	26%	35%	30%	0%
	% Emerging	0%	0%	0%	0%	0%	0%
5. Developing friendships	% of class	0%	8%	24%	34%	35%	0%
	% Emerging	0%	0%	0%	0%	0%	0%
6. Building cooperative play with other children	% of class	0%	7%	26%	34%	33%	0%
	% Emerging	0%	0%	0%	0%	0%	0%
7. Conflict negotiation	% of class	3%	19%	32%	28%	18%	0%
	% Emerging	0%	0%	0%	0%	0%	0%
8. Awareness of diversity in self and others	% of class	1%	15%	31%	31%	22%	0%
	% Emerging	0%	0%	0%	0%	0%	0%
Self Regulation							
9. Impulse control	% of class	1%	15%	25%	30%	29%	0%
	% Emerging	0%	0%	0%	0%	0%	0%
10. Taking turns	% of class	0%	10%	27%	30%	32%	0%
	% Emerging	0%	0%	0%	0%	0%	0%
11. Shared use of space and materials	% of class	0%	8%	23%	35%	33%	0%
	% Emerging	0%	0%	0%	0%	0%	0%
Language							
12. Comprehends meaning	% of class	1%	15%	26%	31%	26%	0%
	% Emerging	0%	0%	0%	0%	0%	0%
13. Follows increasingly complex instructions	% of class	2%	17%	26%	30%	25%	0%
	% Emerging	0%	0%	0%	0%	0%	0%
14. Expresses self through language	% of class	1%	13%	29%	33%	22%	1%
	% Emerging	0%	0%	0%	0%	0%	0%
15. Uses language in conversation	% of class	1%	12%	30%	30%	25%	1%
	% Emerging	0%	0%	0%	0%	0%	0%
Learning							
16. Curiosity and initiative	% of class	1%	16%	27%	32%	23%	0%
	% Emerging	0%	0%	0%	0%	0%	0%
17. Engagement and persistence	% of class	1%	17%	27%	33%	22%	0%
	% Emerging	0%	0%	0%	0%	0%	0%
Cognitive Competence							
18. Memory and knowledge	% of class	1%	15%	28%	30%	26%	0%
	% Emerging	0%	0%	0%	0%	0%	0%
19. Cause and effect	% of class	3%	16%	34%	29%	18%	1%
	% Emerging	0%	0%	0%	0%	0%	0%
20. Engages in problem solving	% of class	4%	17%	32%	31%	16%	0%
	% Emerging	0%	0%	0%	0%	0%	0%

Desired Results - r

Spring, 2009

OUSD Early Childhood Education

District Summary

Program: State Pre- K

Students: 716

% going to K: 67%

		NY	1	2	3	4	UR
Cognitive Competence							
21. Socio- dramatic play	% of class	0%	9%	29%	27%	34%	0%
	% Emerging	0%	0%	0%	0%	0%	0%
Math							
22. Number sense: understands quantity and counting	% of class	2%	12%	26%	26%	33%	0%
	% Emerging	0%	0%	0%	0%	0%	0%
23. Number sense: Math operations	% of class	4%	19%	36%	25%	16%	0%
	% Emerging	0%	0%	0%	0%	0%	0%
24. Shapes	% of class	2%	14%	32%	31%	20%	0%
	% Emerging	0%	0%	0%	0%	0%	0%
25. Time	% of class	9%	24%	31%	20%	15%	1%
	% Emerging	0%	0%	0%	0%	0%	0%
26. Classification	% of class	3%	19%	28%	27%	22%	0%
	% Emerging	0%	0%	0%	0%	0%	0%
27. Measurement	% of class	8%	21%	33%	25%	13%	0%
	% Emerging	0%	0%	0%	0%	0%	0%
28. Patterning	% of class	6%	18%	31%	24%	22%	0%
	% Emerging	0%	0%	0%	0%	0%	0%
Literacy							
29. Interest in literacy	% of class	1%	17%	26%	25%	31%	0%
	% Emerging	0%	0%	0%	0%	0%	0%
30. Letter and word knowledge	% of class	2%	14%	30%	26%	26%	0%
	% Emerging	0%	0%	0%	0%	0%	0%
31. Emergent Writing	% of class	2%	15%	25%	30%	28%	0%
	% Emerging	0%	0%	0%	0%	0%	0%
32. Concepts of print	% of class	2%	17%	31%	29%	21%	0%
	% Emerging	0%	0%	0%	0%	0%	0%
33. Phonological awareness	% of class	3%	20%	33%	26%	17%	1%
	% Emerging	0%	0%	0%	0%	0%	0%
Motor Skills							
34. Gross motor movement	% of class	0%	3%	23%	29%	44%	0%
	% Emerging	0%	0%	0%	0%	0%	0%
35. Fine motor skills	% of class	0%	5%	26%	26%	42%	0%
	% Emerging	0%	0%	0%	0%	0%	0%
36. Balance	% of class	0%	5%	22%	29%	43%	0%
	% Emerging	0%	0%	0%	0%	0%	0%
Safety & Health							
37. Personal care routines	% of class	0%	4%	20%	40%	36%	0%
	% Emerging	0%	0%	0%	0%	0%	0%
38. Personal safety	% of class	1%	7%	26%	35%	31%	0%
	% Emerging	0%	0%	0%	0%	0%	0%
39. Understanding healthy lifestyle	% of class	2%	9%	26%	35%	27%	0%
	% Emerging	0%	0%	0%	0%	0%	0%

2009-2010 Oakland Unified School District: Child Development Center Locations

