

**District Advisory Committee  
Board of Education Annual Mid-Year Written Report  
2021-2022**

**CHILDCARE AND DEVELOPMENT DISTRICT ADVISORY COMMITTEE**

**Administrator Co-chairperson: Susan Samarge-Powell, Ed.D**

**Co-chairperson: Iao Katagiri**

The Early Care and Development DAC is committed to advancing the work of the Early Learning Community and to support the staff of SMMUSD as it provides the best possible foundation for learning among the youngest members of our community. As our Early Learning programs worked to navigate entry into the physical reopening of our classrooms, the DAC has tried to serve as a sounding board and support mechanism for the staff in Child Development Services and SMMUSD. Given the many constraints and challenges that have remained during the physical reopening, we have noted below our accomplishments and highlights within the context of the pandemic. We believe that as the district and programs are returning to more normalized operations, the DAC will continue to serve as a support and advisory board.

**Charges:**

**Charge 1 – (Services)** The DAC will review the way SMMUSD’s preschool programs are providing uniform services to all preschool classrooms. We will study the results (intended and unintended) that occur when broadening, rather than targeting services.

**Charge 2 – (Data)** The DAC will consider the data being gathered from preschool, Transitional Kindergarten and Kindergarten. The DAC will review the data collection to offer suggestions on how to provide smooth and seamless transitions from each level to the next.

**Charge 3 – (General Program Operation)** The DAC will assist in the process of identifying opportunities for continuously improving the early learning programs, the delivery of services within the programs in SMMUSD and the ways in which we reach out to the community regarding program enrollment.

**Accomplishments to date:**

**Charge 1** – For the 2021-22 school year CDS physically reopened 2 ITC classrooms, 12 Preschool classrooms, and 18 School Age classrooms. Even with the broad physical reopening, the preschool programs were able to maintain consistent support with each area of service. Mental Health Consultants worked with classroom teachers to provide a hybrid of virtual and physical connections; our bilingual community liaison has maintained connections with all classrooms, and we have provided virtual parent workshops in addition to monthly dissemination of relevant support tools; and teachers provide constructivist learning opportunities for students while navigating Covid constraints. In addition, teachers have continued utilizing the Desired Results Developmental Profile (DRDP) to note the growth of students in different developmental areas throughout the year. The DAC has monitored the physical reopening along with the support services. Staff discuss the balance of in-person versus virtual activities, and the DAC will get an opportunity to review the methods to potentially provide further guidance to staff.

**Charge 2** – The school sites continue to utilize the TK/Kindergarten Parent Input Forms to support the sites with information about incoming students. Teacher input forms will also be utilized again to provide information to colleagues on children who have been in our PK and TK programs. Staff are hoping to provide the start of longitudinal information on students coming into our school system to support programming and planning support further down the line for schools. The DAC will potentially be able to provide suggestions on how to best share the data so it can be utilized at the school sites.

**Charge 3** – The DAC members have become well versed in the information provided by the state regarding Universal PK programs (the umbrella overseeing preschool and Transitional Kindergarten). With the rollout of the expansion of a TK year, and the potential ways preschool programs will be affected, the DAC will

continue to provide advice and support on ways to continue to grow preschool, and provide the best opportunities for the continuation of a strong TK experience.

**Highlight(s) to date of particular note:**

- Over 170 children have returned to in-school preschool programming.
- Services that were traditionally only provided in a physical environment have pivoted to hybrid models that have flexibly shifted as needed from in-person to virtual, and back to in-person services as restrictions shift. These services include mental health support, Bilingual Community Liaison connections, parent workshops, parent conferences, and even celebrations.
- The school board has been steadfast in its support and has worked to provide ways to ensure Child Development Services would be able to reopen with full functionality when we came back on campuses. In addition, the school board has been vocal about wanting both strong TK programs as well as strong preschool programs for students in SMMUSD.

**Budgetary Implications:**

We continue to thank the SMMUSD School Board for your financial support over (at least!) the next two years of our Early Learning Programs. The funding allows us to provide equitable support to all students enrolled in our Child Development Services programs. During the pandemic, we were able to maintain a department because of the funding provided by SMMUSD, and we are working to rebuild our in-person programming again.