



# Proposal to Provide Preschool for the Children of Santa Barbara and Families Most in Need

**J. Brian Sarvis, Ed.D.**  
**Superintendent**

**Robin Sawaske**  
**Associate Superintendent of Education**

**July 2009**

Adams Elementary School  
Cesar Chavez Charter School  
Cleveland Elementary School  
Franklin Elementary School  
Harding Elementary School

McKinley Elementary School  
Monroe Elementary School  
Open Alternative School  
Peabody Charter School

Roosevelt Elementary School  
Santa Barbara Charter School  
Santa Barbara Community Academy  
Washington Elementary School

Goleta Valley Junior High School  
La Colina Junior High School  
La Cumbre Junior High School  
Santa Barbara Junior High School

Dos Pueblos High School  
La Cuesta Continuation High School  
San Marcos High School  
Santa Barbara High School  
Home School Santa Barbara

## Introduction

The achievement gap between Santa Barbara School Districts' advantaged and socioeconomically disadvantaged students has changed little over the past 10 years. Generally, socioeconomically disadvantaged students entering kindergarten on the first day of school are already six months behind other students. The achievement gap persists throughout the grade levels as students progress from kindergarten through grade 12. By the end of high school, our socioeconomically disadvantaged students are some three years behind other students, sometimes more. We are frustrated by the persistence of the achievement gap. Despite the best efforts of our schools, the gap has not narrowed, and socioeconomic students perform poorly when compared to similar populations across the state.

When parents of entering kindergarten students are asked about preschool experiences, over 30% respond that their children have not attended preschool. That 30% represents over 210 5-year olds each year who enter kindergarten poorly prepared to benefit from kindergarten instruction.

Santa Barbara School Districts currently serve 540 3- and 4-year olds in our preschool programs. In addition, Head Start, College Parent Workshops, parent cooperative preschools, and many private and faith-based preschools serve hundreds of 3- and 4-year olds and their families in our community. We have no desire to replace these programs with a single "Preschool for All" model. We simply want the "other" children and their families to have the same opportunities.

Every couple of years, additional state preschool contracts become available. Santa Barbara School Districts assume new contracts and operate them, sometimes at an initial fiscal loss, until enough students (both free and fee-scale) are attracted to the programs to make them self-sustaining. In addition, this year Harding Elementary School started a new "Reggio Preschool" for paying parents. This fee-based program is filling with children slowly but is being sustained financially by a benefactor for the first year of operation.

We do not expect the current financial woes of the State of California to be abated for a number of years to come. But our community has more resources – private, faith-based and philanthropic – to make preschool for underserved 3- and 4-year olds a reality.

## The Benefits of Preschool

In an evaluation report compiled by Lilles (2008) on the Santa Barbara Preschool for All Pilot, the importance of preschool is described as follows:

Research continues to demonstrate that high-quality preschool is an invaluable experience for young children, preparing students cognitively, socially, emotionally, and physically for a successful transition to kindergarten (Fetting and Kramer, 2006; Barnett and Hustedt, 2003). Children who have participated in preschool have been found to be more ready and responsive at school entry, better behaved in class, and more likely to succeed in school than their non-preschool-attending peers (Fetting and Kramer, 2006). In addition to children being prepared at kindergarten entry, a high-quality preschool experience has been found to have numerous short-term and long-term positive effects including:

- Participants had higher gains on achievement test scores
- Participants were less likely to be placed in special education
- Participants were less likely to be retained a grade in school
- Increased high school graduation rates of participants

- Reduced abuse and neglect of participants
- Reduced need for childcare for participants
- Participants were less likely to break the law or take part in other delinquent activities
- As adults, participants were more likely to get better jobs and earn more money
- Increased taxes realized by government (Barnett and Hustedt, 2003; RAND, 2003)

Research findings have established comprehensive evidence that identify the benefits of preschool to far out-weigh the costs. A 2005 RAND report evaluating the value of universal preschool in California was able to compute a cost-benefit ratio of preschool. It was found that a Universal Preschool program would generate approximately \$11,400 in benefits per child in California, compared to the \$4,300 in costs. This means a net benefit of over \$7,000 per child, or put differently, a return of \$2.62 for every dollar invested in a Universal Preschool program. This averages that each annual cohort of California children served by a high-quality preschool program would generate approximately \$2.7 billion in net benefits for California (RAND, 2003).

Research continues to identify that preschool attendees, their families, and taxpayers all benefit from early preschool education. Unfortunately, preschool is expensive and often seen as a luxury that families cannot afford. There are many programs available to low-income families, however these do not provide services to all children in need. A Universal Preschool or Preschool for All (PFA) program would ensure that all children have an equal opportunity to benefit from the valuable experience of preschool.

Bridges, et al. (2004) report that, "Past research has indicated that disadvantaged children attending preschool and center-based programs benefited the most, but...that all children, not just disadvantaged ones, benefited. Even middle class kids were showing cognitive benefits from attending preschool and center-based programs. The real implication is that intervention to change achievement needs to change even before kids start school. Early intervention with kids is important, and it is a great opportunity to intervene in preschool."

#### Santa Barbara School Districts' Preschool for All Pilot

Universal preschool is a growing national and statewide effort to make high-quality preschool available to every child prior to entering kindergarten. The Santa Barbara Elementary School Districts' Child Development Program opened a Preschool for All Pilot in the fall of 2005. The project was built upon the existing foundation of the State Preschool Program with additional funding for the Preschool for All component provided by Santa Barbara First Five and the generosity of grants from local foundations. Twenty, 3-hour, preschool slots were made available for free to children/families regardless of income.

Due to lack of funding, the Santa Barbara School Districts' Preschool for All Pilot ended in June 2009. The impact to the working poor is great as quality preschool programs become out of reach to middle-class families. Specifically, Santa Barbara families who normally do not qualify for state subsidized preschool slots will not have the 20 PFA slots made available to them as in years past. These same children will most likely not attend any preschool due to the great financial cost to the family. In March-June 2009, the Child Development office fielded approximately 45 phone inquiries regarding the 20 PFA

slots. There was obvious dismay and disappointment by families when told of the closure of the Preschool for All Pilot. It is difficult to measure the cost to our society as children enter the K-12 educational system without preschool experiences.

### Santa Barbara Leads the Way

Over 130 years ago, the first kindergarten in Santa Barbara was initiated. It was a private venture which led to the formation of the Santa Barbara Kindergarten Association in 1877. Housed on De La Guerra Street, families paid 25 cents per month. A new facility was built in 1895, paid for by a \$2500 special tax levied by the City of Santa Barbara.

In 1896, the Santa Barbara Kindergarten Association solicited support from the local school board in successfully securing a special district election in which the electorate approved an additional property tax to support kindergarten offerings through the public schools. As a result of this stable revenue source, four public kindergarten classes opened in 1898 and the local board appointed a Supervisor of Kindergartens.

### Proposal

The Santa Barbara School Districts proposes extending preschool to 240 more children, principally 4-year olds. The district does not have sufficient staff to operate such a program and until recently, the district has not had empty classrooms, although recent decisions regarding class size are expected to free-up a number of classrooms. But the district does have the capacity to develop and operate programs projected as follows:

- 240 Preschool-aged children
  - 3-year olds: 90
  - 4-year olds: 150
  - Total: 240
  
- 12 Classrooms
  - 4-hour preschools: 5
  - 6-hour preschools: 4
  - Full-day preschools: 3
  - Total: 12 classrooms

A number of our elementary school campuses may have classrooms available based on recent board of education decisions about K-3 class size limits. Classrooms on school campuses can be used. Additional classroom space can be rented or leased.

The preferred location of preschool classrooms is to distribute them throughout the community, including community service organizations (e.g. Boys and Girls Club, Girls, Inc.) or churches. For the purposes of planning, we are making the assumption that six classrooms can be found on existing school campuses and six classrooms will need to be located in rented spaces.

Attracting students to the program is dependent on meeting the needs of families. For example, some parents do not use preschools because the number of hours is limited. Preschool should operate for a total of at least four hours. Some parents need a six-hour program to coincide with the school day for older siblings. Other parents need year-round programs and, due to jobs, need preschool and child-care for a total of eight to ten hours each day. Children will not be entered into preschool unless the various needs of families can be met.

Finding unserved four-year-olds in the community is a major problem. Our experiences with the Mobile Waterford Lab have highlighted the problem. It will take additional community advocates to find students and families.

Estimated Program Cost

Program costs are based on a number of key elements. For example, some families will need four-hour programs while others will need six-hour programs. Many families will need programs that are extended to operate year-round. In addition, some families will also need extended hours.

Ongoing program costs:

- Annual Instructional Cost of Four- and Six-Hour Programs (based on state revenue limit allocations):  
240 Students x \$6,086/student = \$1,460,640
- Additional Annual Cost for Extended Year Program for Some Students (based on proportional year-round cost):  
120 Students x \$2,265/student = \$271,800
- Additional Cost of Extended Day for Some Students (based on child care cost for additional hours year-round to operate from 7:00 a.m. to 6:00 p.m.):  
60 Students x \$7,701/students = \$462,060
- Cost of Community Advocates to Recruit Students and Families:  
Two community liaison positions: \$96,000
- Estimated Cost of Six Additional Classrooms = \$72,000
- Total Annual Cost: \$2,266,500

Ongoing and Start-up Costs

- One Time Start-Up Costs for 12 New Classrooms = \$464,400
- Total First Year Cost (including one time start-up costs) = \$2,730,900

Program Phases

The proposed program could be phased in a number of ways and, since funding and attracting children and families remains a problem, it would be necessary to phase in implementation over multiple years (2-4 years).

## References

Barnett, S., and Hustedt, J. (2003) Preschool: The Most Important Grade. *The First Years of School*, 60(7), 54–57.

Bridges, M., Fuller, B., Rumberger, R., and Tran, L. (Sept., 2004) Preschool for California's Children: Policy Brief. PACE Child Development Project, Policy Analysis for California Education, University of California, Berkeley.

Fetting, M., and Kramer, K. (2006) Should Children Attend Preschool? Available at: [http://findarticles.com/p/articles/mi\\_qa3617/is\\_200604/ai\\_n17177028](http://findarticles.com/p/articles/mi_qa3617/is_200604/ai_n17177028).

Lilles, E. (2008) Santa Barbara County Preschool for All Pilot at McKinley School: Three Year Evaluation Report. First 5, Santa Barbara County.

RAND Research Brief (2003) The Costs and Benefits of Universal Preschool in California. Available at: [http://www.rand.org/pubs/research\\_briefs/RB9118/RAND\\_RB9118.pdf](http://www.rand.org/pubs/research_briefs/RB9118/RAND_RB9118.pdf).



# Santa Barbara SCHOOL DISTRICTS

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TO: Dr. J. Brian Sarvis, Superintendent  
FROM: Cynthia White, Director of Curriculum and Categorical Programs  
DATE: September 3, 2009  
RE: READ 180 Implementation Status

By September 8, 2009, all schools implementing READ 180 will be ready to go with wiring and technology except for McKinley. We expect McKinley to be up and running within a week. During the summer we experienced fits and starts with computers, wiring and software glitches, which is normal for the implementation of a program as complex as READ 180. The year-round calendar schools have mostly overcome initial obstacles and are now implementing the program as intended.

The traditional calendar schools implementing READ 180 are using "The First Three Weeks" implementation packet, which emphasizes the Kinsella model of Academic Frames for AESL (Academic English as a Second Language) that all students need in a formal, academic setting. Learning the routines from "The First Three Weeks" packet (which is scripted and timed for a 90-100 minute class) sets students up to continue practicing academic language for the rest of the semester, as well as the vocabulary routines, the Oral Cloze, the Idea Wave, and very importantly, the Instructional Software Routines and Procedures for that rotation.

Teachers will begin using the READ 180 rotations (whole group instruction, small group instruction, independent reading, and software) starting the week September 8, 2009, the third week of instruction. However, please note that Scholastic, the publisher, strongly recommends that teachers take a deep breath in these first few weeks of school, in this first year of implementation, and thoroughly use the lesson plans from "The First Three Weeks" packet so that they have the best success possible for their students and themselves. Not all schools started "The First Three Weeks" packet the first week of school, as some schools have a school-wide curriculum that is taught the first week of school, meaning that not everyone is on pace, which is also expected in a first year of implementation.

We are using a new version of READ 180 that was beta tested by Chicago Public Schools from January – May 2009. Chicago Public Schools, like our District is staggering the implementation of the program. Chicago started with 37 schools, expanded to about 50 before the end of last school year, and are adding another 60-120 this fall.

I have visited nearly all of the classrooms implementing READ 180 during these past two weeks. The most common comment I hear from teachers is "my classroom will be the model for the District." I also hear a great deal of excitement about having a top of the line program for our students.

Adams Elementary School	Harding Elementary School	Peabody Charter School	Goleta Valley Junior High School	Dos Pueblos High School
Cesar Chavez Charter School	McKinley Elementary School	Roosevelt Elementary School	La Colina Junior High School	La Cuesta Continuation High School
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		Washington Elementary School		



Date: August 30, 2009  
To: Dr. J. Brian Sarvis, Superintendent  
From: Elaine Alvarado, Classified Personnel Coordinator  
cc: Kristine L. Robertson, Ed.D, Director of Personnel  
Gerald Andrews, Student Services/Compliance

**RE: BOARD BRIEF - CAMPUS SAFETY ASSISTANTS**

The Campus Safety Assistant (CSA) positions are long-standing positions that provide general campus monitoring, assure student compliance with school and district policies and regulations and can perform general grounds and custodial duties. The job description provides for a high school education and experience working with junior or high school students.

The following information and data is for your information:

1. The Santa Barbara School Districts (SBSD) provides CSA staffing as follows:
  - a. 3.75 FTE at each Santa Barbara HS, Dos Pueblos High School, and San Marcos High School
  - b. .75 FTE at La Cumbre, La Colina, GVJHS
  - c. 1.75 FTE at SBJHS
2. Based on large enrollments and continued student related issues, it was proposed and negotiated to increase the range from 16 to range 26, a 10-step increase. This was implemented in November 2006. The salary range is now \$14.30 per hour to a maximum of \$17.63 per hour.
3. As with all employees of SBSBD, all must complete pre-employment paperwork, including fingerprinting and a department of justice response, before they can begin their assignment.
4. SBSBD and CSEA also agreed to provide district-paid shirts for each CSA, an agreement that goes back to 1999-2000. This past spring Bud Andrews worked with CSEA, secondary administrators, and the CSAs to design a new shirt and logo. Each now up to five (5) shirts and they will continue to be provided to new employees and replaced for current employees as needed. Rain jackets that also identify them as CSAs are available if needed at the offices.
5. Many of the CSAs are considered long term employees; one of our CSAs has been with us for 21 years; the average length of service is more than 5 years.
6. Most completed on-line training in sexual harassment and blood-borne pathogens.
7. In the spring of 2008, all CSAs received 3 day half-day trainings. Former high school principal Paul Serka and Fred Razo, SBCEO Juvenile Court and Community Schools administrator, provided input in areas such as discipline, student behavior and conflict resolution.
8. In June 2009, most received 24 hours of training, facilitated by Bud Andrews. He followed a state-approved school security guard training syllabus which outlined the following areas:
  - a. Role and responsibility of school security officer
  - b. Laws and liability
  - c. Security awareness in the educational environment
  - d. Medication/conflict resolution
  - e. Disaster and emergencies
  - f. Dynamics of student behavior

Please let me know if you need any further information.