



READY TO LEARN

findings from the kindergarten student entrance profile:
sonoma county 2015-2016

 **READY**
road to the early achievement
and development of youth

PROJECT IMPLEMENTERS



"Empower, Support, Protect"

Human Services Department
COUNTY OF SONOMA



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A UNIQUE CROSS-SECTOR PARTNERSHIP AIMED AT CLOSING THE ACHIEVEMENT GAP

Built on the premise that prevention focused policies and interventions have long-term impacts, The Road to Early Achievement and Development of Youth (READY) garners local support for increasing the quality of early childhood education (ECE) and facilitating the transition of young learners from early childhood education into kindergarten. READY employs three strategies to help meet the bold goal of closing the achievement gap: Coaching for Early Childhood Educators, Place-based READY Teams, and a Standard Kindergarten Assessment.

Over the past two years, READY expanded implementation to thirteen schools across eight school districts, and to over 60 public and private early childhood educators.



READY is funded by First 5 Sonoma County, supported by Sonoma County Health and Human Services Departments, Community Child Care Council of Sonoma County (4Cs), Child Care Planning Council of Sonoma County, and River to Coast Children’s Services, and guided by the vision of local collective-impact initiatives, Upstream Investments and Cradle to Career Sonoma County.

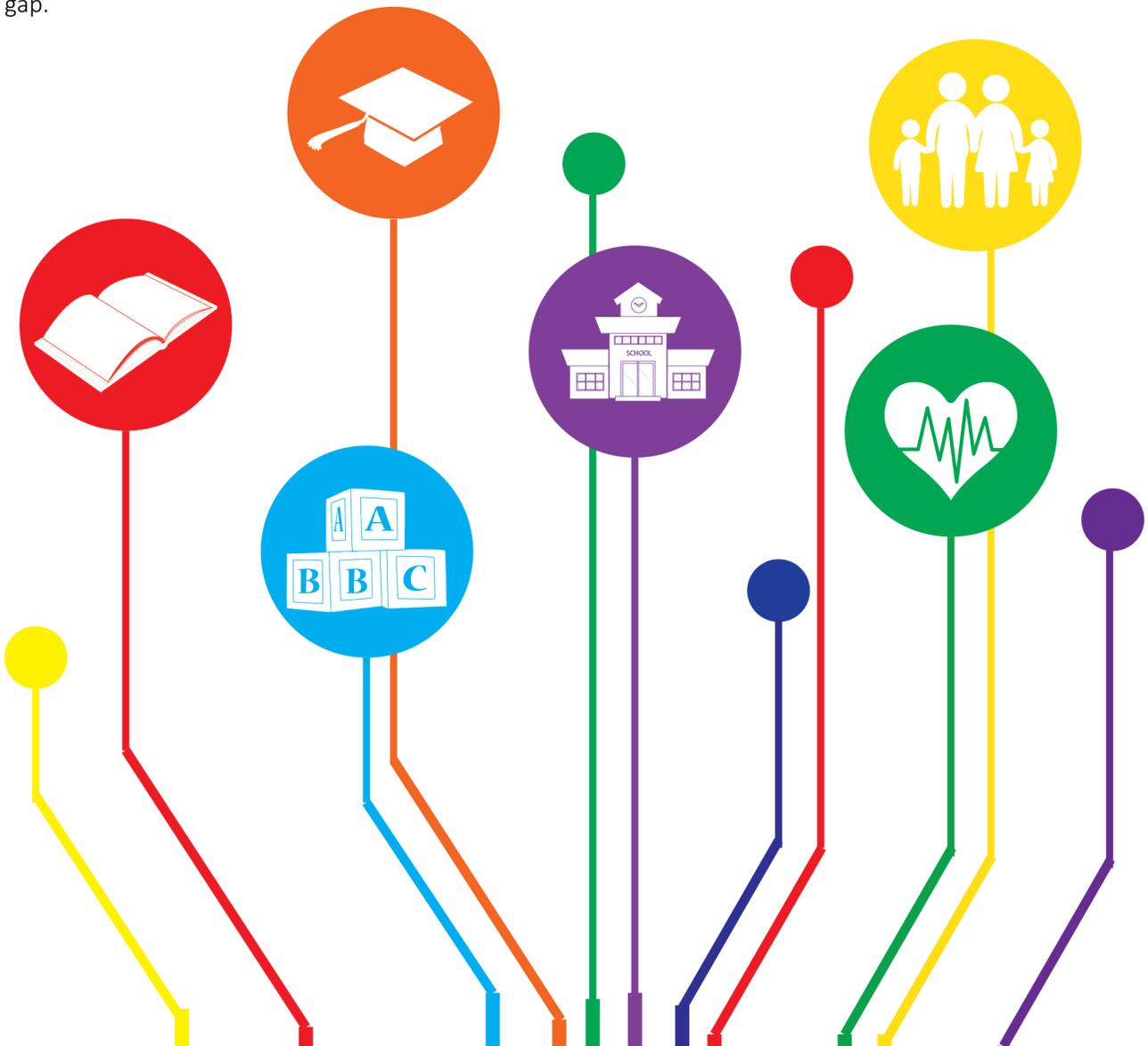
Through partnerships with local school districts and early childhood educators, READY continues to gather data on early childhood opportunities and school readiness. The information included in this report reflects the key findings from the Kindergarten Student Entrance Profile (KSEP), a kindergarten assessment, and a parent survey.

WHY IS SCHOOL READINESS IMPORTANT?

During the first few years of life, children’s brains are developing rapidly and laying the foundation for all future learning. The early experiences that children have influence brain development and neural connections related to reasoning, language, problem solving, and social skills. Studies show that children who are ready for kindergarten are more successful in the future, both academically and emotionally.

Until recently, most kindergarten readiness assessments have focused on academic aptitude and neglected many of the domains necessary for school success. However, **school readiness goes beyond just the readiness of the child. Readiness also encompasses the capacity of families to nurture children, the ability of schools to meet the needs of children and families, the quality of early environments, and the assets of the community.** Early childhood education experts have pushed for assessments that capture the complete experience of children entering kindergarten and recognize the importance of demographic risk, experiences in the home and community, and resources available (Snow, 2011).

READY seeks to measure the multiple dimensions of school readiness, as well as capture how early experiences and family demographics contribute to children’s preparation for kindergarten. By understanding the impact that early experiences have on school readiness, READY will work to leverage resources with other community groups and partners and implement strategies to address the opportunity gap.



MEASURING SCHOOL READINESS

The **Kindergarten Student Entrance Profile (KSEP)** is a 12-item observational screening tool intended to gather information about the social-emotional and academic (or “school-ready knowledge”) domains of school readiness. Originally developed in 2004, the KSEP has undergone continual validation as part of a school, community, and university action research collaboration involving First 5 Commission of Santa Barbara County, the Gevirtz Graduate School of Education at the University of California Santa Barbara, and school districts throughout Santa Barbara county and California. The KSEP includes content consistent with the essential school readiness indicators proposed by the National Association for the Education of Young Children (NAEYC) and the National Governor’s Task Force on School Readiness. In addition to the implementation in Sonoma County through READY, the KSEP is also currently being used in Santa Barbara County, El Dorado County, and Fresno County.

The KSEP was found to significantly predict second grade student achievement, whereby 60% of students rated as “Ready-to-Go” at kindergarten entry are reading at grade-level in second grade, compared to only 7% of students rated as “Immediate Follow-Up.”

The KSEP includes the following items

SOCIAL-EMOTIONAL ITEMS	SCHOOL-READY KNOWLEDGE ITEMS
1. Seeks adult help when appropriate	7. Recognizes own written name
2. Engages in cooperative play activities with peers	8. Demonstrates expressive verbal abilities
3. Exhibits impulse control and self-regulation	9. Understands that numbers represent quantity
4. Maintains attention to tasks (attention focus, distractibility)	10. Writes own name
5. Is enthusiastic and curious about school	11. Recognizes colors
6. Persists with tasks after experiencing difficulty (task persistence, coping with challenges)	12. Recognizes shapes

The KSEP does not require any direct assessment of the students. Teachers observe students in a naturalistic school setting during the first three weeks of school. At the end of the third week, teachers use the observations collected to complete the final KSEP rating for each student. For each of the items, teachers identify the developmental level that best describes the behavior or skill the child typically exhibits:

Not Yet: Child has never demonstrated this skill, knowledge or behavior.

Emerging: Child demonstrates this skill, knowledge or behavior with some competence on occasion.

Almost Mastered: Child demonstrates this skill, knowledge or behavior with increasing regularity and average competence.

Mastered: Child demonstrates this skill, knowledge or behavior completely and consistently.

MEASURING SCHOOL READINESS

The KSEP item ratings are totaled to calculate an overall KSEP score, which corresponds to one of four KSEP rating categories:

Immediate Follow-Up (12-24): These students are at high risk and their developmental needs should be evaluated in more depth.

Monthly Monitoring (25-35): Teachers should keep track of students from October to December to see if they make a satisfactory adjustment to kindergarten.

Quarterly Monitoring (36-43): Teachers should use their districts' current Fall, Winter, and Spring progress monitoring procedures to keep track of these students.

Ready-to-Go (44-48): These students experience a smooth transition into kindergarten. Teachers should follow-up as needed with these students and monitor progress using standard district benchmark assessments.

A copy of the KSEP is included in the appendix on page 19.

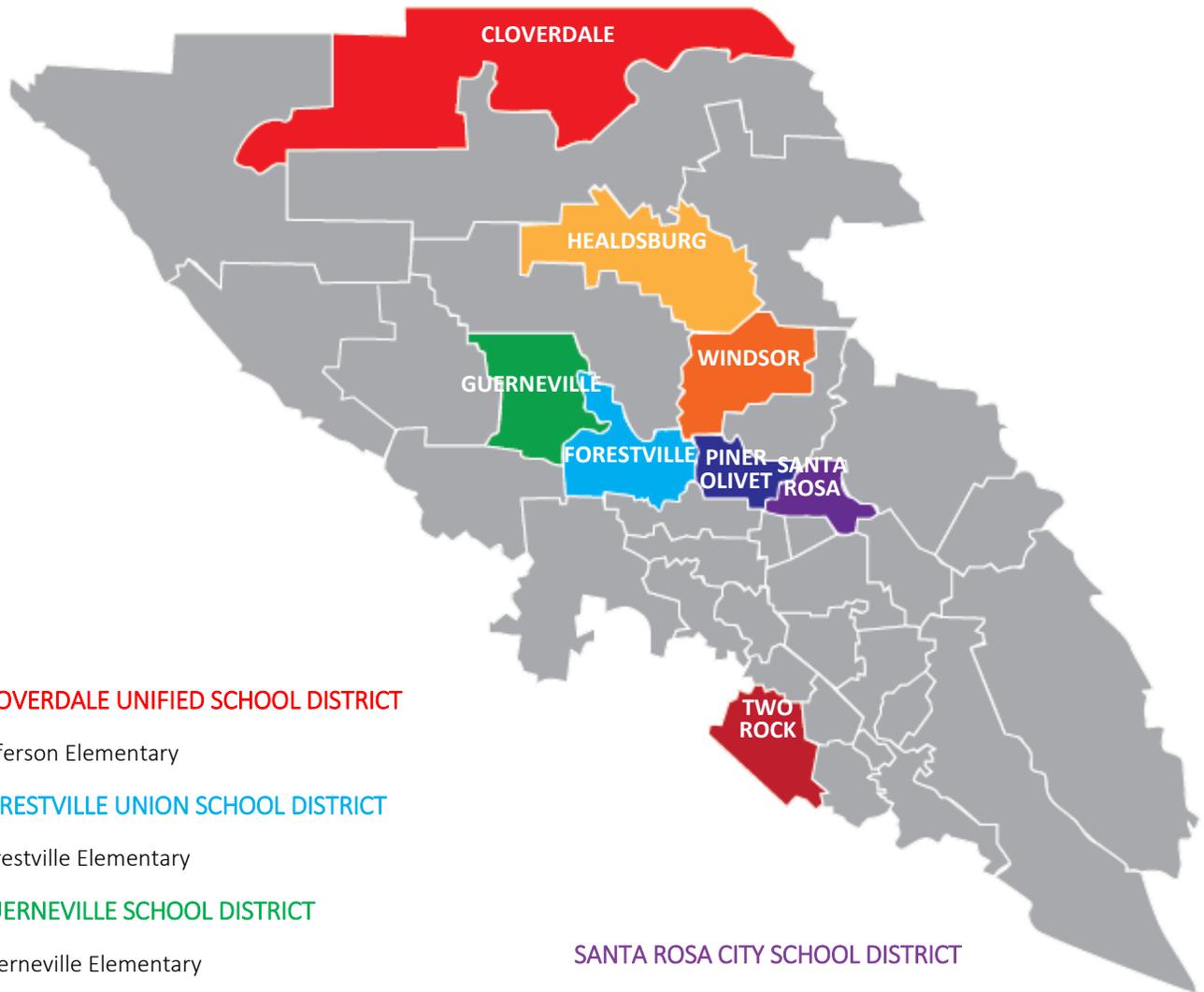
MEASURING EARLY OPPORTUNITIES

Recognizing that parents are a vital source of information for their children, parents were asked to complete a 20-question [READY Parent Survey](#) to identify what services and resources families and children already receive and what other supports are necessary to ensure all children are successful. The parent survey asks questions about children's early childhood education and preschool experience, kindergarten transition activities, family activities, and children's health. Information from the parent survey is included in this report to supplement the results from the Kindergarten Student Entrance Profile. Throughout the report, results from the parent survey are used to explore school readiness and understand what factors and early opportunities are important predictors of kindergartners' preparation for school.

A copy of the parent survey is included in the appendix on page 21.

WHAT SCHOOLS ARE INVOLVED?

In the 2015-2016 school year, thirteen schools across eight school districts implemented the Kindergarten Student Entrance Profile (KSEP) in their kindergarten and transitional kindergarten (TK) classrooms and distributed the parent survey. An additional four schools across two school districts distributed the parent survey to their kindergarten families. These schools did not complete the KSEP and are not included in the following report. The map below shows the locations of the school districts involved.



CLOVERDALE UNIFIED SCHOOL DISTRICT

Jefferson Elementary

FORESTVILLE UNION SCHOOL DISTRICT

Forestville Elementary

GUERNEVILLE SCHOOL DISTRICT

Guerneville Elementary

HEALDSBURG UNIFIED SCHOOL DISTRICT

Healdsburg Charter

Healdsburg Elementary

PINER OLIVET UNION SCHOOL DISTRICT

Jack London Elementary

Olivet Elementary Charter

Schaefer Charter

SANTA ROSA CITY SCHOOL DISTRICT

James Monroe Elementary

Steele Lane Elementary

TWO ROCK UNION SCHOOL DISTRICT

Two Rock Elementary

WINDSOR UNIFIED SCHOOL DISTRICT

Cali Calmecac Language Academy

Mattie Washburn Elementary

SCHOOL DISTRICT PROFILES

The following school districts implemented both the KSEP and parent survey in 2015-2016. The school district profiles are intended to provide a brief snapshot of the districts involved.

CLOVERDALE UNIFIED SCHOOL DISTRICT	
# OF SCHOOLS IN READY	1 OF 1
# OF TRANSITIONAL KINDERGARTNERS	21
# OF KINDERGARTNERS	102
% ENGLISH LEARNERS	47%
% ATTENDED PRESCHOOL OR TK	62%
% WITH AN IEP	5%

FORESTVILLE UNION SCHOOL DISTRICT	
# OF SCHOOLS IN READY	1 OF 1
# OF TRANSITIONAL KINDERGARTNERS	8
# OF KINDERGARTNERS	33
% ENGLISH LEARNERS	15%
% ATTENDED PRESCHOOL OR TK	72%
% WITH AN IEP	0%

GUERNEVILLE SCHOOL DISTRICT	
# OF SCHOOLS IN READY	1 OF 1
# OF TRANSITIONAL KINDERGARTNERS	6
# OF KINDERGARTNERS	25
% ENGLISH LEARNERS	16%
% ATTENDED PRESCHOOL OR TK	78%
% WITH AN IEP	16%

HEALDSBURG UNIFIED SCHOOL DISTRICT	
NUMBER OF SCHOOLS IN READY	2 OF 2
# OF TRANSITIONAL KINDERGARTNERS	27
# OF KINDERGARTNERS	103
% ENGLISH LEARNERS	50%
% ATTENDED PRESCHOOL OR TK	93%
% WITH AN IEP	12%

PINER OLIVET UNION SCHOOL DISTRICT	
# OF SCHOOLS IN READY	3 OF 3
# OF TRANSITIONAL KINDERGARTNERS	20
# OF KINDERGARTNERS	157
% ENGLISH LEARNERS	20%
% ATTENDED PRESCHOOL OR TK	78%
% WITH AN IEP	5%

SANTA ROSA CITY SCHOOL DISTRICT	
# OF SCHOOLS IN READY	2 OF 9
# OF TRANSITIONAL KINDERGARTNERS	36
# OF KINDERGARTNERS	114
% ENGLISH LEARNERS	70%
% ATTENDED PRESCHOOL OR TK	63%
% WITH AN IEP	0%

TWO ROCK UNION SCHOOL DISTRICT	
# OF SCHOOLS IN READY	1 OF 1
# OF TRANSITIONAL KINDERGARTNERS	4
# OF KINDERGARTNERS	25
% ENGLISH LEARNERS	64%
% ATTENDED PRESCHOOL OR TK	68%
% WITH AN IEP	16%

WINDSOR UNIFIED SCHOOL DISTRICT	
# OF SCHOOLS IN READY	2 OF 2
# OF TRANSITIONAL KINDERGARTNERS	62
# OF KINDERGARTNERS	361
% ENGLISH LEARNERS	36%
% ATTENDED PRESCHOOL OR TK	85%
% WITH AN IEP	8%

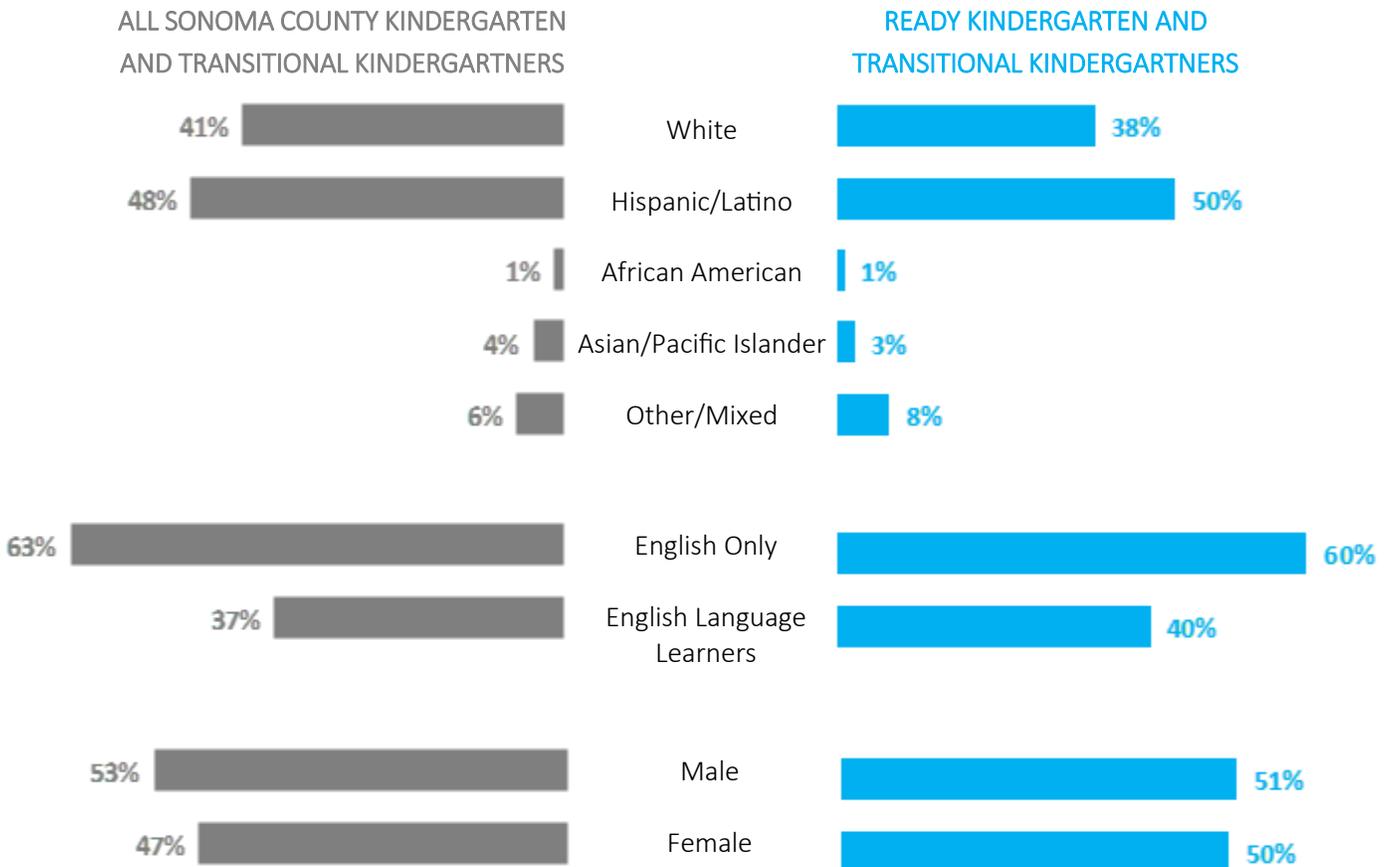
The percent of English Learners, students that attended preschool or transitional kindergarten, and students with an IEP are listed for kindergartners only. The percent of students attending preschool or transitional kindergarten is only reported for students with a parent survey.

SONOMA COUNTY KINDERGARTNERS



Nearly **1 in 5** Sonoma County kindergartners and transitional kindergartners attend a READY-participating school.

The kindergartners and transitional kindergartners at READY-participating schools are demographically representative of the entire Sonoma County kindergarten and transitional kindergarten population. While the results in the following report only focus on the experiences of the students at READY-participating schools, because the sample population is similarly matched to the total population, the results may be an indication of county-wide trends that could be expected. However, without additional analysis of other demographic characteristics, the results in this report should not be generalized beyond those assessed.



WHO ARE READY'S STUDENTS?

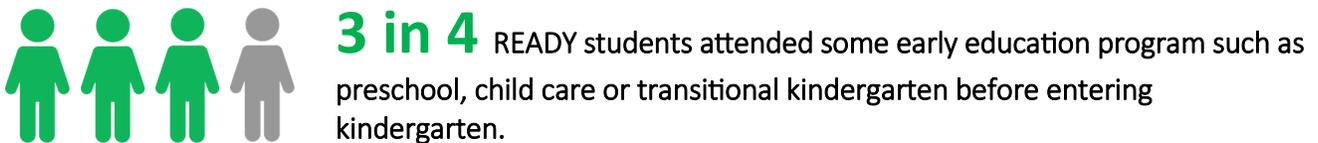
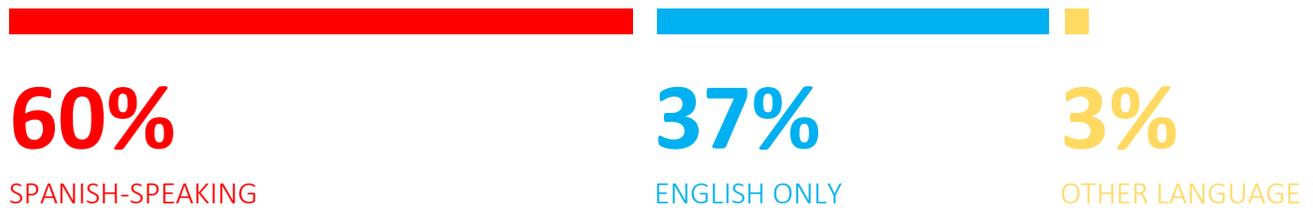
The following report focuses on the [920 kindergarten students](#) in the eight school districts participating in READY who consented for their information to be included in this report.

	FREQUENCY	PERCENT
# OF SCHOOLS IN READY	13	—
# OF CLASSROOMS IN READY	52	—
# OF TK AND K STUDENTS	1120	—
# OF STUDENTS WHO CONSENTED FOR THEIR INFORMATION TO BE INCLUDED	1104	99%
# OF TRANSITIONAL KINDERGARTNERS	184	17%
# OF KINDERGARTNERS	920	83%
% WITH A PARENT SURVEY	587	64%
% WITH A KSEP	894	97%

There are an equal percentage of males and females in READY kindergarten classrooms.



Over 3 in 5 READY kindergarten students are English language learners.



Of those kindergartners that attended preschool, child care or transitional kindergarten, **46% attended for a year or more**. It is important to note that this finding does not capture the quality of children's early education experience.

HOW ARE READY'S STUDENTS DOING?

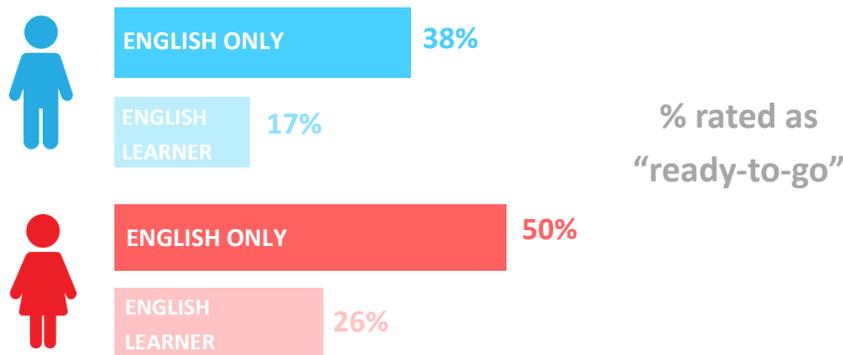
Less than 2 in 5 children are entering kindergarten “ready-to-go.”

Children who enter kindergarten “ready-to-go” are more likely to be reading at grade level in second and third grade, and more likely to succeed later on.



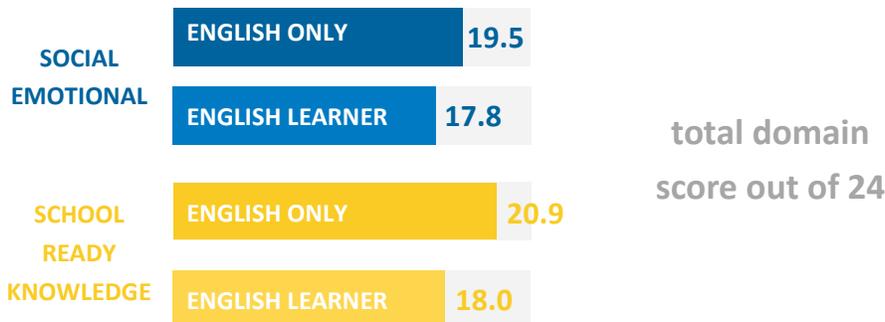
There are significant disparities in kindergarten readiness by home language.

Children from households where English is the primary language are significantly more likely than their English Learner (EL) peers to enter kindergarten school ready. Specifically, approximately 23% of English Learners are rated as “ready-to-go” at kindergarten entry compared to over 44% of their English-only peers. These differences hold true when separating out by gender.



Children from English-only households are rated significantly higher than their English Learner peers on both domains of the KSEP.

English Learners are also significantly less likely to have attended preschool, child care or transitional kindergarten before beginning kindergarten.

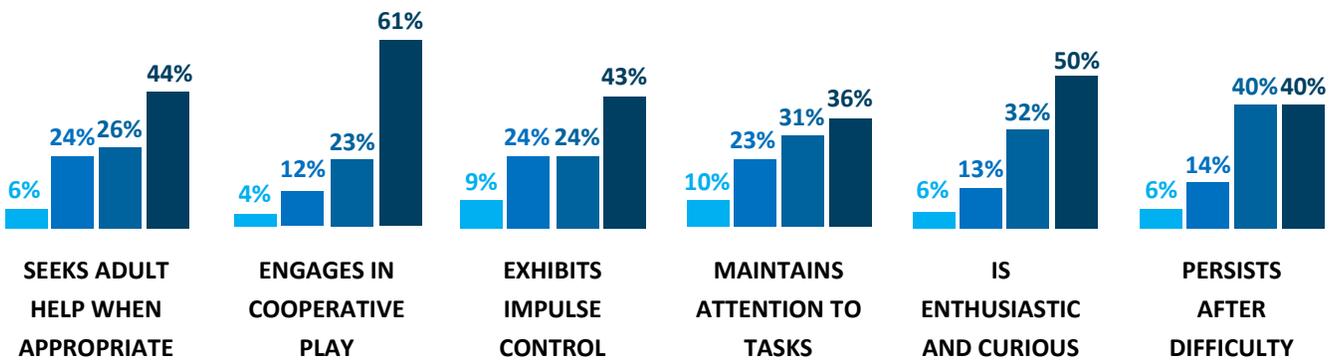


WHAT SKILLS DO KINDERGARTNERS MOST FREQUENTLY MASTER?

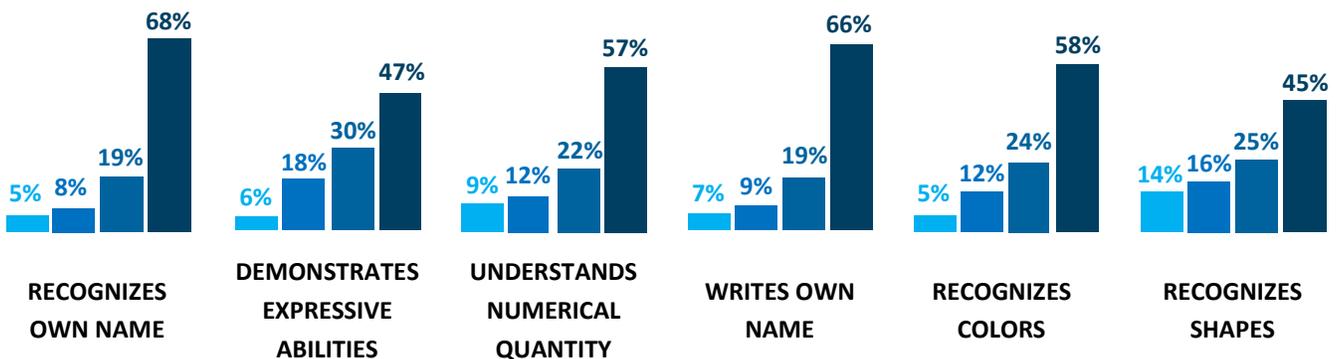
A higher percentage of kindergartners master the academic (or “school-ready knowledge”) items of the KSEP.

The most frequently mastered item is “recognizes own written name.” Over two-thirds of READY kindergartners can consistently find their name even in new situations. The least frequently mastered item is “maintains attention to tasks.” Less than 2 in 5 kindergartners can consistently attend to tasks without becoming distracted by external stimuli.

SOCIAL-EMOTIONAL ITEMS



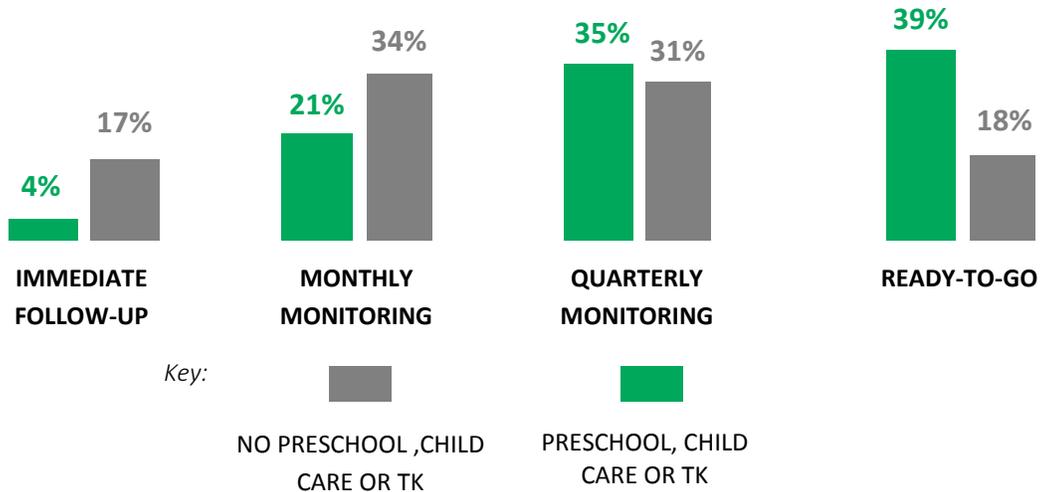
SCHOOL READY KNOWLEDGE ITEMS



WHAT IMPACTS SCHOOL READINESS?

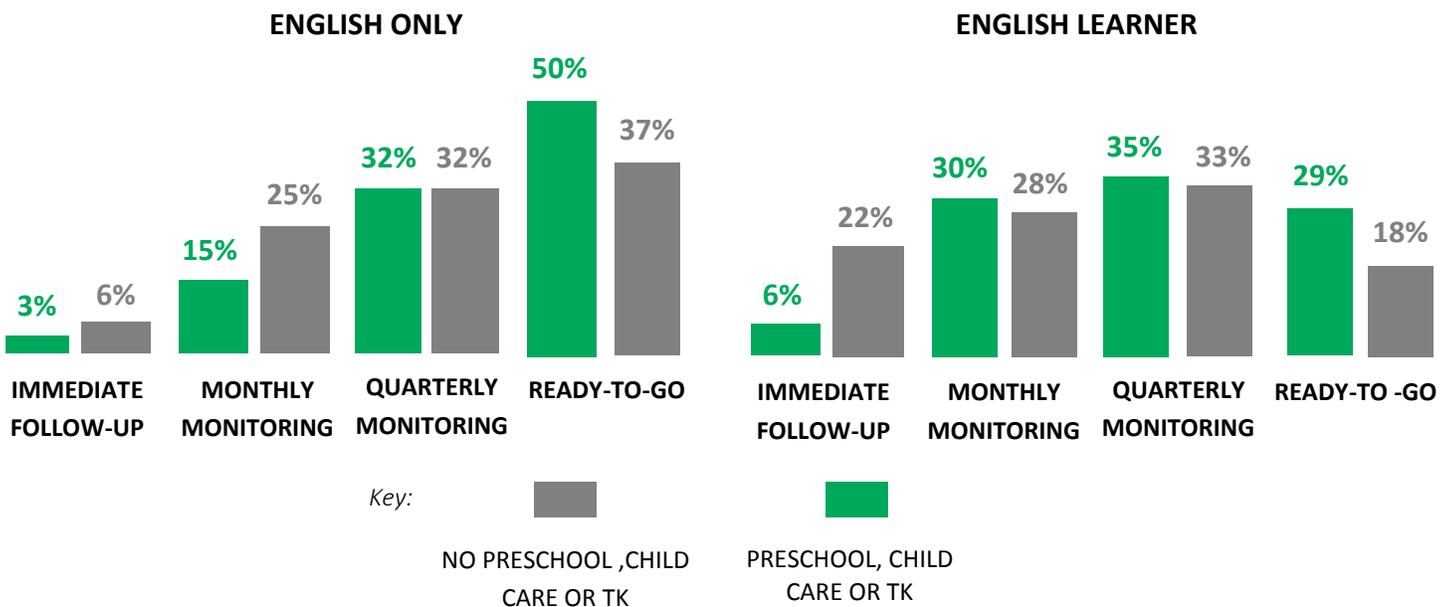
Kindergartners who had some early education experience such as preschool, child care or transitional kindergarten (TK) before starting kindergarten are significantly more likely to be prepared than children who did not have an early education experience.

Approximately 39% of kindergartners with some early education experience are rated as “ready-to-go” at kindergarten entry compared to only 18% of kindergartners with no early education experience.



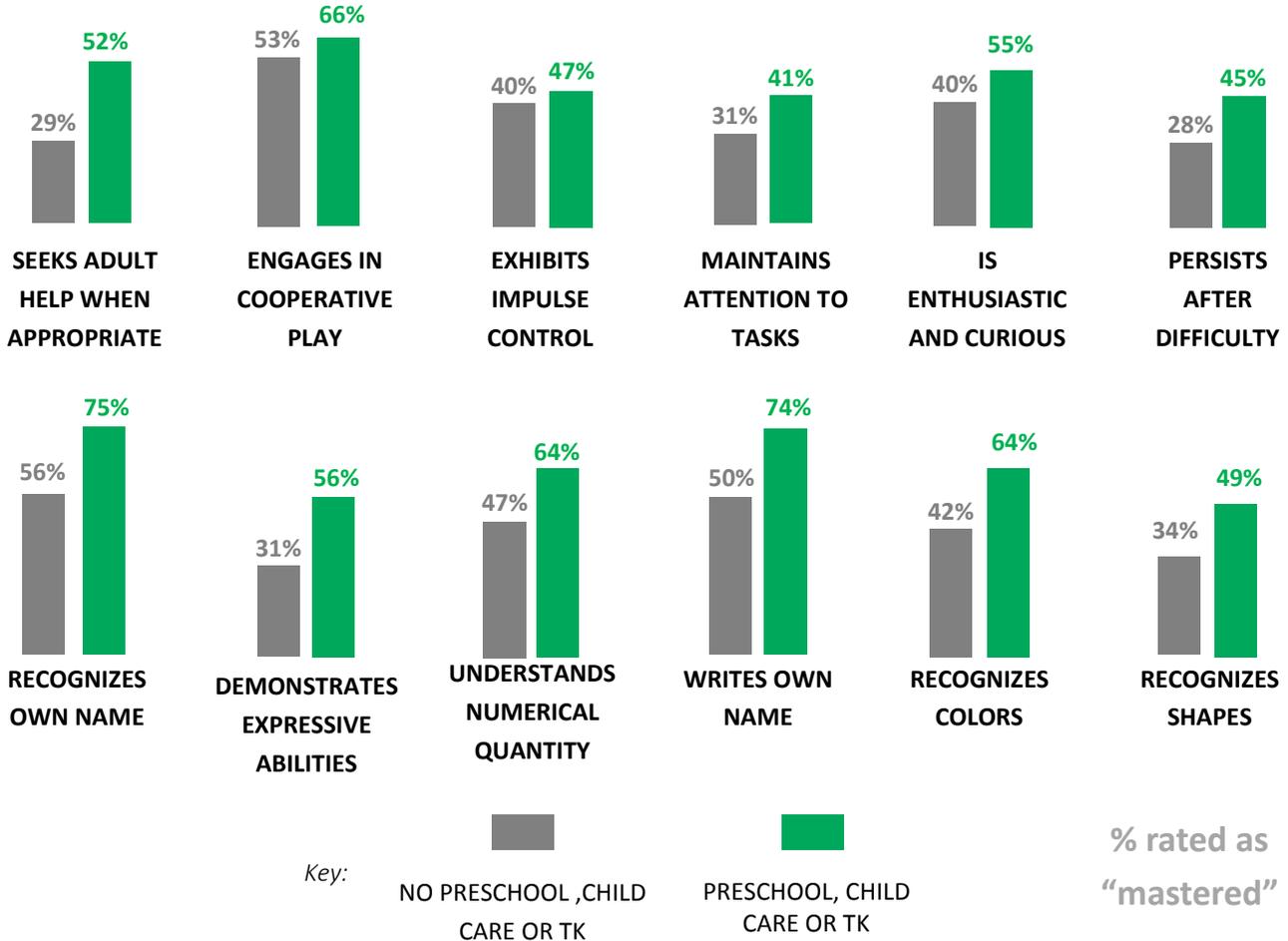
The impact of preschool remains significant when looking at kindergartners’ home language.

English Learners who attended preschool, child care or transitional kindergarten before entering kindergarten are rated significantly higher on the KSEP than English Learners who did not attend preschool, child care or transitional kindergarten.



WHAT IMPACTS SCHOOL READINESS?

Kindergartners who had some early education experience before entering kindergarten are significantly more likely to show mastery of individual items on the KSEP than children who did not have any early education experience, such as preschool, child care or transitional kindergarten.

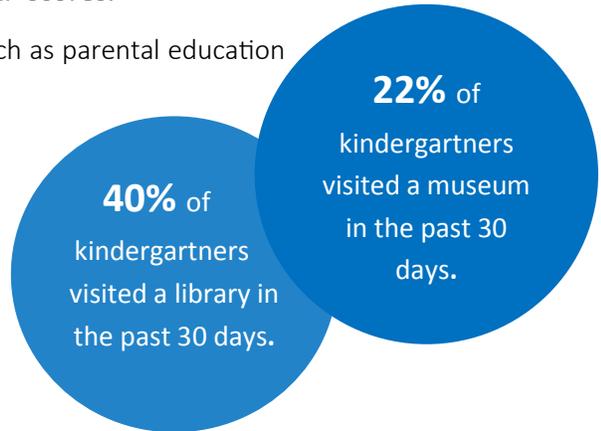


Kindergartners who have visited a library in the past 30 days and kindergartners who have visited a museum in the past 30 days have significantly higher overall KSEP scores.

It is likely that the correlative relationship is due to other factors such as parental education and income.



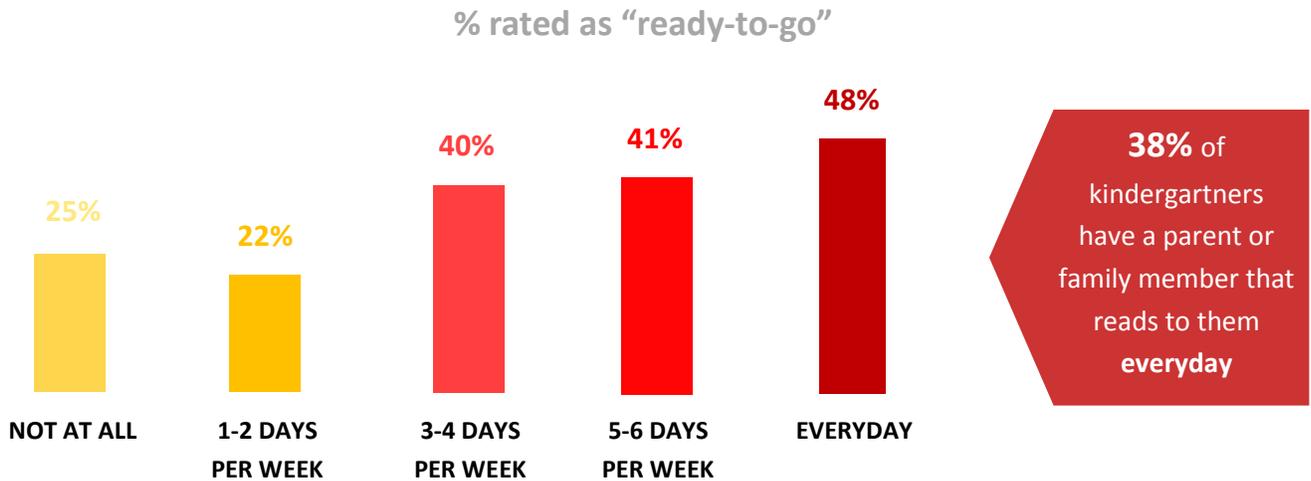
total score out of 48



WHAT IMPACTS SCHOOL READINESS?

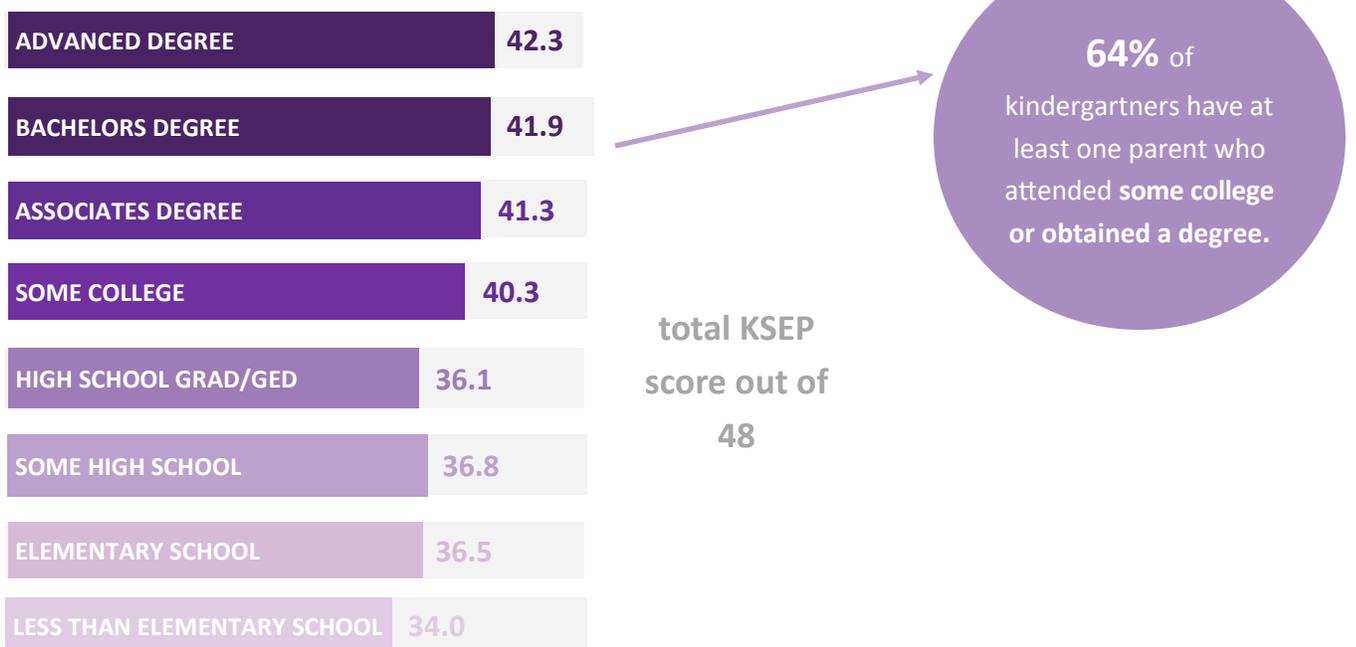
There is a significant relationship between school readiness and the frequency at which families read to their children.

Nearly half of all kindergartners who are read to everyday are rated as “ready-to-go” at kindergarten entry compared to about one-quarter of kindergartners who are not read to at all and those who are only read to one to two days per week.



There is a significant relationship between school readiness and parental education.

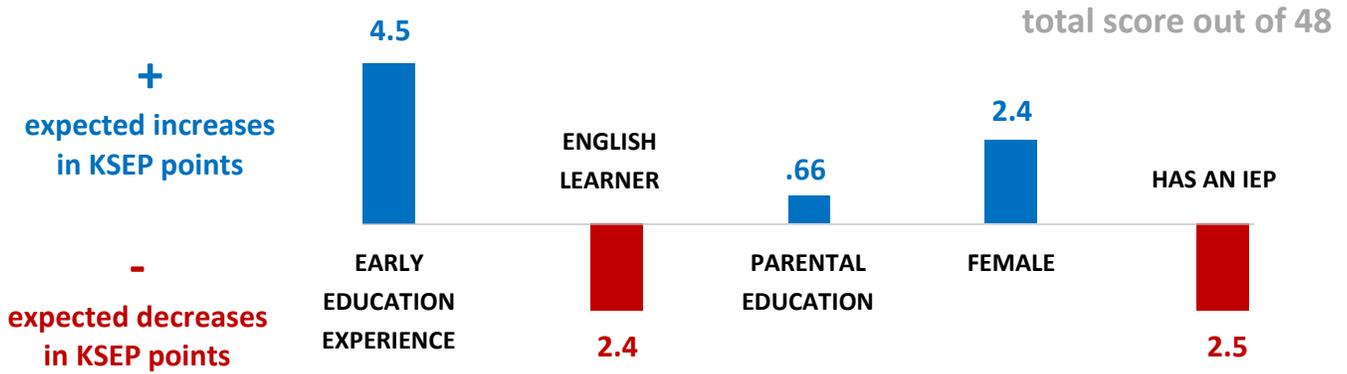
Kindergartners who have at least one parent with an advanced degree, on average, are rated 6 points higher on the KSEP than kindergartners whose highest household education is a high school diploma, and 8 points higher than kindergartners whose parents did not complete elementary school.



WHAT IMPACTS SCHOOL READINESS?

Prior preschool experience, parent’s education, students’ gender and home language are significant predictors of overall school readiness.

When the other variables are held constant, the following increases and decreases can be expected to overall KSEP scores.



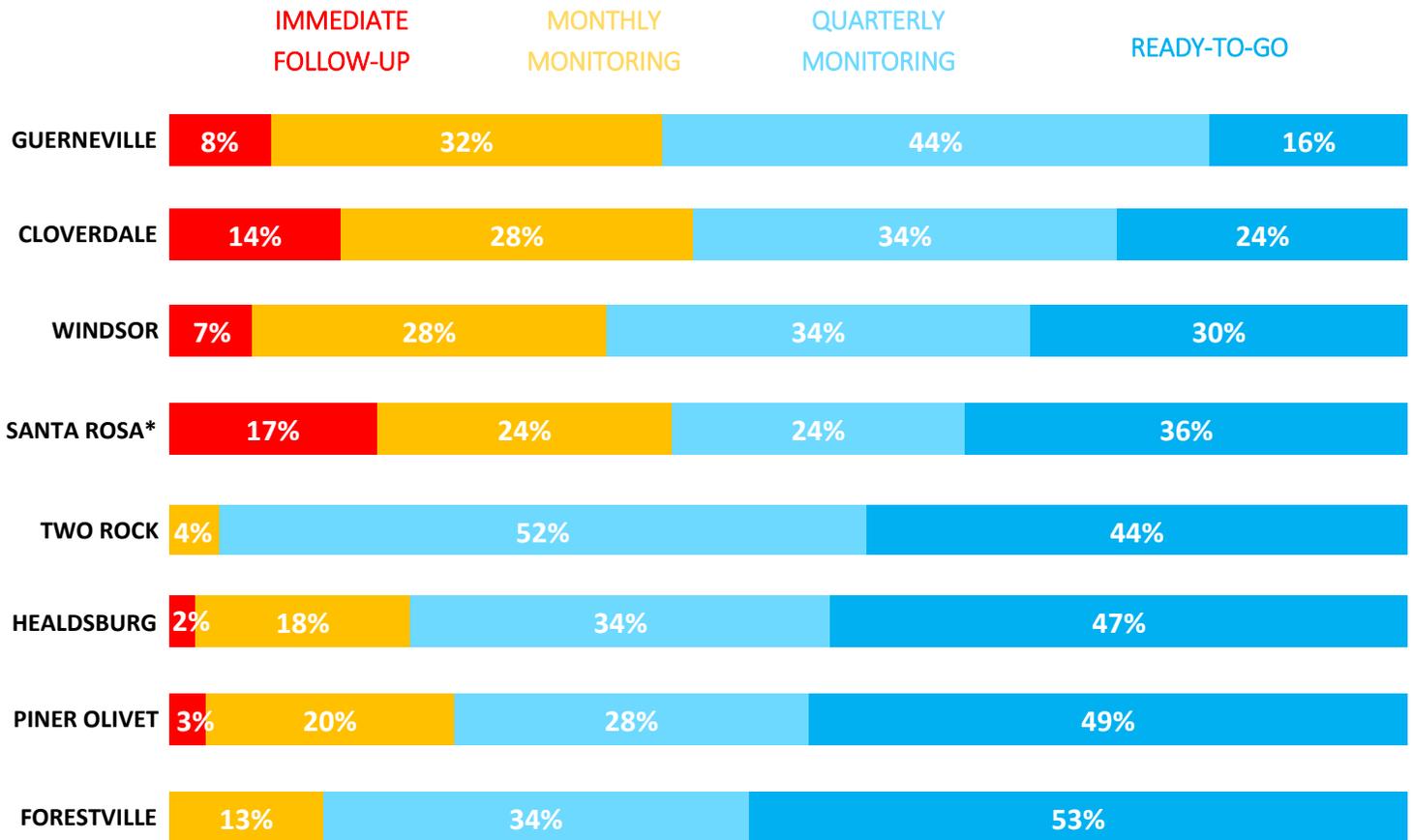
Attending preschool, child care or transitional kindergarten before entering kindergarten is a significant positive predictor of overall KSEP scores, social-emotional domain scores and school-ready knowledge domain scores. When holding the other variables constant, attending preschool accounts for a 4.5 point increase in overall KSEP scores. Being an English Learner and having an IEP are significant negative predictors of overall KSEP scores. When holding the other variables in the model constant, these factors are each related to an approximate 2.5 point decrease in overall KSEP scores. Together, these variables explain about 17% of the differences in KSEP overall KSEP scores, 12% of the variability in social-emotional domain scores and 19% of the variability in school-ready knowledge domain scores.

	OVERALL KSEP	SOCIAL-EMOTIONAL	SCHOOL-READY KNOWLEDGE
<i>Adjusted R-Squared</i>	.173	.123	.189
Preschool, Child Care or TK Experience	★★★★	★★★★	★★★★
English Learner	★★★	★	★★★★
Parents’ Education	★★★	★★★	★★★
Read Stories/ Show Pictures from Books	—	—	—
Students’ Gender	★★★★	★★★★	★
Students’ IEP Status	★	—	—

Key: ★ Borderline Significant ★★★ Significant ★★★★ Highly Significant

HOW DOES SCHOOL READINESS DIFFER ACROSS DISTRICTS?

The variation in school readiness across school districts is likely attributable to various factors including, but not limited to, previous early education experience, parent education and home language.



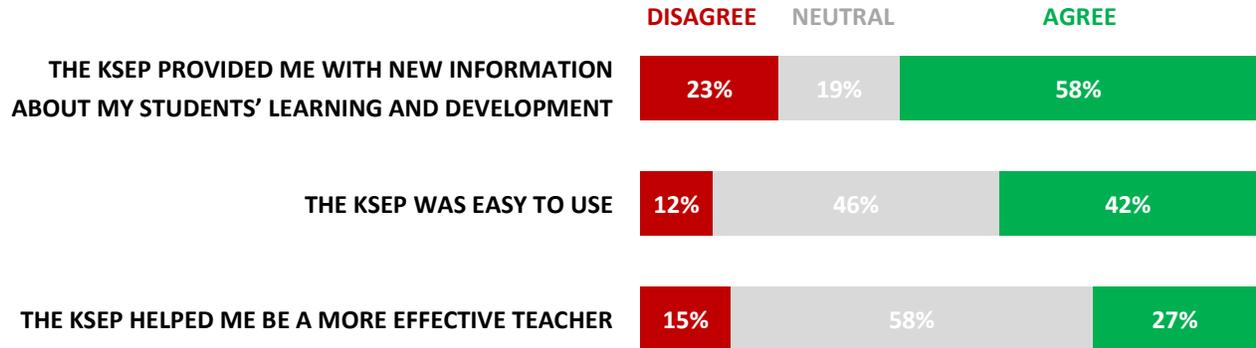
Although many of the schools and districts are located within close proximity to one another, the demographics range greatly from community to community. For instance, rates of English Learners vary across districts from a low of 15% of all kindergartners in Forestville Union School District to a high of 70% of kindergartners at READY-participating Santa Rosa City School District schools. Similarly, the percentage of kindergartners with previous preschool, child care or transitional kindergarten experience ranges from 62% of kindergartners in Cloverdale Unified School District to 93% of kindergartners in Healdsburg Unified School District. Lower readiness scores, when used in conjunction with demographics, may be useful in identifying gaps and areas of higher need.

**Not all schools in Santa Rosa City School District participated in READY. The data in the above graph only represent James Monroe Elementary and Steele Lane Elementary.*

TEACHER AND ADMINISTRATOR FEEDBACK

Approximately half of transitional kindergarten and kindergarten teachers responded to a feedback survey on the KSEP. The survey asked teachers to rate the relevance of the KSEP training, the ease of using the KSEP and the usefulness of the KSEP reports, among other items.

Of the teachers that responded to the survey, the majority felt neutrally or positive about using the KSEP in their classroom.



Additionally, teachers felt the KSEP reports provided them with useful information about their students, and agreed that the results of the KSEP matched their experience in the classroom.

The majority of teachers that responded to the survey felt that other schools and districts would benefit from using the KSEP in their kindergarten classrooms.



Six school and district administrators responded to the KSEP feedback survey. The administrators that responded discussed the usefulness of the KSEP data to form goals and strategies for kindergarten readiness, as well as plan next steps and identify intervention groups.

Both teachers and administrators agreed that resources such as release time for teachers, on-site training, opportunities to process the data, and money for the classroom would be helpful in supporting the continued use of the KSEP.

The results from the survey, as well as anecdotal feedback, will be used to refine the KSEP training and reports, and promote the continued use of the tool.

DISCUSSION AND RECOMMENDATIONS

The Kindergarten Student Entrance Profile (KSEP) was administered during the first three weeks of school to 1,094 kindergartners and transitional kindergartners across eight school districts in Sonoma County. Data from the 894 kindergartners with KSEP scores showed that **36% of kindergartners are entering kindergarten with the social, emotional and cognitive skills necessary to successfully thrive in a kindergarten classroom.** Differences in children’s early opportunities, such as access to early education, daily reading and local cultural opportunities have an impact on children’s readiness at kindergarten entry. Children and families who have access to high quality services and supports early in life are more likely to enter school ready to thrive.

By partnering with local early childhood educators and community based organizations, school districts can work to close the opportunity gap before it becomes an achievement gap.

Part of the work of READY is to coordinate teams of educators (early childhood and elementary), administrators, parents and community members. These teams are charged with using the data from the Kindergarten Student Entrance Profile and Parent Survey to identify opportunity gaps between groups of students and implement strategies to address the apparent gaps. The team meetings are an opportunity for discussions about how to better serve children and families before and as they enter kindergarten. Specifically, many teams selected to work on projects to increase family engagement and promote early learning opportunities with families.

Early education has a significant impact on students’ preparation for kindergarten.

Research conducted by University of California at Santa Barbara on the KSEP demonstrated the predictive power of the KSEP such that 60% of students rated as “ready-to-go” at kindergarten entry are reading at grade level or above in second grade, compared only 7% of students rated as “immediate follow-up” at kindergarten entry. Meaning that students who enter kindergarten with the skills needed to succeed in a traditional kindergarten class are nearly 9 times as likely to be reading at grade level by second grade than their peers who enter kindergarten without these skills.

Analyses highlight the overwhelming impact of quality preschool and early child care on kindergartners’ school readiness. Preschool and early childhood experiences can be especially important for at-risk children. School districts and early childhood educators can partner to disseminate information about the importance of quality preschool experiences. Although this report does not focus on the quality of children’s early education experiences, locally, through a consortium of early childhood experts, Sonoma County is piloting a quality rating improvement system (QRIS). The intention of QRIS is to understand the current quality of early childhood education classrooms, provide professional development and incentives to educators for increasing the quality of the classrooms, and educate families about the importance of quality early childhood education.

DISCUSSION AND RECOMMENDATIONS

School districts are encouraged to use the KSEP in addition to regular district monitoring processes to identify students who may need additional supports.

While early interventions are critical for increasing school readiness, some families and children, due to lack of access, may not receive any services or supports prior to entering kindergarten. By identifying students who may need additional support to catch up to their peers within the first four weeks of school, teachers and administrators should be able to more effectively streamline processes and get students the necessary supports earlier. Kindergarten teachers should work together with first, second and third grade teachers to monitor the progress of “immediate follow-up” and “monthly monitoring” students ensuring that they receive adequate enhancements and support to catch up to their peers.

Use of the KSEP should be expanded to other school districts and schools in Sonoma County.

Use of a common kindergarten assessment to allows educators and community members to track trends and measure progress. As part of Goal 1, “every child enters kindergarten ready to succeed,” Cradle to Career Sonoma County promotes the adoption of a common kindergarten assessment.

While demographic comparisons suggest that the READY-schools’ kindergarten population is similar to that of all Sonoma County, to ensure that Sonoma County is meeting the needs of *all* children, the KSEP must be expanded to more districts. This will allow for a better picture of county-wide readiness. With this information, as a community, we will be able to measure the opportunity gaps that exist between groups of children and track how Sonoma County is doing in closing the gaps.

Taken together, these recommendations support the continued use of the Kindergarten Student Entrance Profile and Parent Survey as part of other ongoing collaborative efforts to promote access to high-quality early education experiences for all children and families.

APPENDIX

Kindergarten Student Entrance Profile

1. Teacher's name: _____
2. Class: Kindergarten Transitional Kindergarten
3. School district name: _____
4. School name: _____
5. Student name: _____
6. Student ID: _____
7. Student home language: English Spanish Other
8. Date rating completed (MM/DD/YYYY): ____/____/____
9. Languages used when making KSEP ratings: Mostly English Mostly Spanish English and Spanish Other language
10. Student's gender: Male Female
11. Student's DOB (MM/DD/YYYY): ____/____/____
12. Did this child attend preschool? Unknown (go to question #15) No (go to question #15) Yes (go to question #13)
13. If child attended preschool, how long? Unknown 1-6 months 7-12 months 13+ months
14. If child attended preschool, what type? Unknown State Preschool Head Start Private
15. Does child have an IEP? Yes, active IEP Yes, inactive IEP Never had an IEP

KSEP Item	Not Yet (1)	Emerging (2)	Almost Mastered (3)	Mastered (4)	Rating (1-4)
1. Seeks adult help when appropriate	When unable to complete tasks, does not seek and will not accept adult assistance <input type="radio"/>	When unable to complete tasks, does not seek but will accept adult assistance <input type="radio"/>	When unable to complete tasks, ask for assistance without being able to express a specific need <input type="radio"/>	When unable to complete tasks, seeks adult assistance and can express specific needs related to the tasks <input type="radio"/>	
2. Engages in cooperative play activities with peers	Rarely engages with other children and/or may use aggression to disrupt others' cooperative play <input type="radio"/>	Plays alongside other children, but does not engage in interactions with them <input type="radio"/>	Plays next to other children and may initiate conversations or share toys but actions are not part of an ongoing shared activity <input type="radio"/>	Engages with other children in ongoing shared activities (e.g. imaginative play, tag, blocks, etc.) <input type="radio"/>	
3. Exhibits impulse control and self-regulation	Unable to delay having wants and needs met <input type="radio"/>	Distracted by getting wants and needs met, yet able to be redirected by others <input type="radio"/>	Distracted by getting wants and needs met but redirects self <input type="radio"/>	Able to delay wants and needs until appropriate time <input type="radio"/>	
4. Maintains attention to tasks (attention focus, distractibility)	Does not sustain attention to tasks; is frequently distracted by external stimuli <input type="radio"/>	Stays with tasks for a short time but becomes easily distracted by external stimuli <input type="radio"/>	Distracted from tasks by external stimuli but can redirect self back to tasks after becoming distracted <input type="radio"/>	Consistently attends to tasks without becoming distracted by external stimuli <input type="radio"/>	
5. Is enthusiastic and curious about school	Is lethargic, unenthusiastic, and/or indifferent towards school activities and rarely responds to prompting <input type="radio"/>	Is not self-initiating to participate in school activities but will participate when prompted <input type="radio"/>	Shows some excitement and interest in school activities, but only for selected activities <input type="radio"/>	Expresses excitement and interest in participating in a wide range of school activities <input type="radio"/>	
6. Persists with tasks after experiencing difficulty (task persistence, coping with challenges)	Easily becomes visibly frustrated and quits with tasks when difficulty is encountered <input type="radio"/>	Persists with tasks for a short amount of time but quits when difficulty is encountered AND child does not respond to teacher's attempts at redirection <input type="radio"/>	Persists with tasks for a short amount of time but quits when difficulty is encountered BUT child does respond to teacher's attempts at redirection <input type="radio"/>	Usually persists with tasks until completed even after difficulty is encountered; no teacher redirection is needed <input type="radio"/>	

APPENDIX

Kindergarten Student Entrance Profile

7. Recognizes own written name	Child cannot read or located name <input type="radio"/>	Child can find name after several attempts (recognizes first letter) <input type="radio"/>	Child identifies own name in routine settings <input type="radio"/>	Child can consistently find name even in new situations <input type="radio"/>	
8. Demonstrates expressive verbal abilities	Communicated primarily in a nonverbal way or using one word utterances <input type="radio"/>	Expresses self in simple 3-4 word phrases <input type="radio"/>	Expresses self in 5-6 word sentences <input type="radio"/>	Child clearly communicated using fuller, more complex sentences <input type="radio"/>	
9. Understands that numbers represent quantity	Does not know numbers <input type="radio"/>	Knows numbers but does not associate numbers to objects in one-to-one fashion <input type="radio"/>	Demonstrates number-object correspondence when counting objects, assigning one number per object <input type="radio"/>	Can select an accurate amount of objects upon request (e.g., can provide 4 blocks upon request) <input type="radio"/>	
10. Writes own name	Unable to do <input type="radio"/>	Scribble-writes first name with some letter-like form <input type="radio"/>	Writes first name with letters and some phonetically appropriate letter/sounds (e.g. first letter) <input type="radio"/>	Writes first name phonetically correct, exact spelling and capital letters not required <input type="radio"/>	
11. Recognizes colors	Can name 0-4 colors Red Yellow Green Blue Orange Purple Brown Black Pink White Gray <input type="radio"/>	Can name 5-8 colors Red Yellow Green Blue Orange Purple Brown Black Pink White Gray <input type="radio"/>	Can name 9-10 colors Red Yellow Green Blue Orange Purple Brown Black Pink White Gray <input type="radio"/>	Can name all 11 colors Red Yellow Green Blue Orange Purple Brown Black Pink White Gray <input type="radio"/>	
12. Recognizes shapes	Can name 0-1 primary shapes Square Circle Rectangle Triangle <input type="radio"/>	Can name 2 primary shapes Square Circle Rectangle Triangle <input type="radio"/>	Can name 3 primary shapes Square Circle Rectangle Triangle <input type="radio"/>	Can name all 4 primary shapes Square Circle Rectangle Triangle <input type="radio"/>	
KSEP Rating Categories	Immediate Follow-up 12-24 <input type="radio"/>	Month Monitor 25-35 <input type="radio"/>	Quarterly Monitor 36-43 <input type="radio"/>	Ready to Go 44-48 <input type="radio"/>	

Comments:

APPENDIX

Parent Survey

9. Were you able to participate in any of these opportunities before the first day of kindergarten? (Please mark **all** that apply)

- Asked your child's child care providers/preschool questions about kindergarten
- Talked to another parent about their child's experience in kindergarten
- Attended a parent meeting or orientation
- Received a United Way school readiness backpack
- Talked, read books or watched videos about kindergarten with your child
- Visited the school and/or classroom with your child and/or met your child's kindergarten teacher
- Worked with your child on school readiness skills
- Other (please specify _____)
- None of the above

10. In a **typical week**, how often do you or another family member read or show pictures from books with your child?

- Not at all 1-2 days per week 3-4 days per week 5-6 days per week Every day
-

11. In a **typical day**, how many total hours does your child watch television or videos, play video or computer games, or use a mobile device, tablet, or computer? _____ hours

12. In the **past 30 days**, did you visit any of the following with your child? Library Museum Park Place of Worship

13. In the **past year**, has your child had a developmental screening (an assessment of speech/communication, motor skills, problem solving and/or social behavioral skills)? No Yes I don't know

-

14. Does your child have identified special needs (such as speech and language, physical, behavioral, developmental needs, etc.)? No Yes

-

15. Does your child have a dentist he/she sees regularly? No Yes

-

16. Does your child have a doctor or pediatrician he/she sees regularly? No Yes

-

17. Do you have access to the internet for your personal (non-work related) use? No Yes

-

18. What is the highest level of education you have **completed**?

- Less than elementary school
- Elementary school
- Some high school (not a HS graduate)
- High school graduate/GED
- Some college
- Associate's degree (AA/AS)
- Bachelor's degree (BA/BS)
- Advanced degree
- Other _____
- Don't know/Decline to state

19. What is the highest level of education the child's other parent/guardian has **completed**?

- Please mark if **no** other parent/guardian
- Less than elementary school
- Elementary school
- Some high school (not a HS graduate)
- High school graduate/GED
- Some college
- Associate's degree (AA/AS)
- Bachelor's degree (BA/BS)
- Advanced degree
- Other _____
- Don't know/Decline to state

20. Does your child qualify for any of the following nutrition programs? (Please mark **all** that apply)

- Free or reduced price lunch WIC CalFresh None of these I don't know
-



January 2016