

# READY for 4<sup>th</sup>

2017 Community Solutions Action Plan  
Logan Heights Community, San Diego, California  
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Prepared by:

Emily Derry, Education and Community Engagement Librarian

**READY** for 4<sup>th</sup> Community Lead

San Diego Public Library

330 Park Blvd

San Diego, CA 92101

(619) 702-8702

EDerry@sandiego.gov

# Road Map for the READY for 4<sup>th</sup> Community Solutions Action Plan

## This document:

- Outlines challenges, “Bright Spots”, and strategic goals for the Logan Heights community of San Diego, California in a framework to be submitted into the National Campaign for Grade-Level Reading.
- Is an organic document and while it equips the participating organizations with guidelines for moving forward, may be altered and updated to reflect new data and changes within Logan Heights.

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## Part 1: Community Overview

Logan Heights is a neighborhood of approximately 30,000 residents within the city of San Diego, California <sup>(1)</sup>. It is one of the oldest and most culturally-rich urban neighborhoods in San Diego. From historic beginnings in the latter part of the 19th century to the vibrant mix of uses and people who reside and work in Logan Heights, the neighborhood has played a vital role in the City's development. The Logan Heights community is a living example of the change and evolution that have continuously shaped the area's cultural heritage, development patterns, economic opportunities, and social fabric. <sup>(2)</sup>

The community is positioned between Downtown San Diego to the north, Interstate 5 to the east, as well as the Unified Port of San Diego and United States Naval Base San Diego along San Diego Bay to the west, and National City to the south. Logan Heights is comprised of approximately 1,000 acres. The Port of San Diego and Naval Station San Diego comprises 562 acres or 52% of the land area contained within the community planning area. <sup>(3)</sup>

In 2012, Hispanic residents comprised 71% of the population, White 15%, and Black 9%. The population of Logan Heights is by average younger than the city of San Diego as a whole with the median age of residents at 27 years old, compared to the City of San Diego's median age of 34. Additionally, 25% of the population ages 3+ are enrolled in K-12 schools compared to the city with 15%. <sup>(4)</sup> While 71% of the total population of Logan Heights is Hispanic, 90% of the students at the four target schools who took the Smarter Balanced Test in 2016 identified themselves as Hispanic. <sup>(5)</sup>

The neighborhood is served by the San Diego Unified School District (SDUSD), which is a district that serves more than 130,000 students in pre-school through grade 12 and is the second largest district in California. SDUSD's student population represents more than 15 ethnic groups and more than 60 languages and dialects. <sup>(6)</sup> The Logan Heights Community has 11 public and one private elementary schools, three public middle schools and one private, and access to two public high schools: San Diego High School and King-Chavez High School (charter) and one private. <sup>(7)</sup>

For the initial launch of the Campaign for Grade Level Reading: San Diego (**READY** for 4<sup>th</sup>), four schools will be targeted: Perkins K-8, Burbank K-5, Logan K-8, and Sherman K-5 (The Target Schools).

### Poverty Indicators

In 2015, the median household income in Logan Heights was \$29,222 compared to the City of San Diego at \$67,871. Due to the high poverty levels in this area, all elementary schools in the community have 98%-100% eligibility for the free and reduced lunch program. This compares with SDUSD's 65.77%. 91.2% of the students at Logan K-8 were classified as socioeconomically disadvantaged in the spring, 2016 School Accountability Report Card. <sup>(8)</sup>

The San Diego Housing Commission (SDHC) currently provides rental assistance to 16,533 households in the city of San Diego. Rental assistance recipients pay 30% of their household income toward their rent. The balance is paid by SDHC directly to the landlord. Voucher recipients may also enroll in classes run by the SDHC Achievement Academy that focus on achieving economic independence. The maximum annual income limit for families to qualify for assistance is 80% of the San Diego Area Median Income (AMI). In 2016, the San Diego AMI was \$68,000 for a family of four. The average income for rental assistance recipients is \$12,798.

SDHC recipients:

76.4 % are Extremely Low Income (up to 30% AMI)

18.5% are Very Low Income (31%-50% AMI)

4.9% are Low Income (51%-79% AMI)<sup>(9)</sup>

There are 2,466 children between the ages of 0-5 that live in a subsidized household in San Diego. In the Logan Heights community there are 972 households who receive rental assistance with 599 children between the ages 0-5.

Logan Heights is included in The San Diego Promise Zone (SDPZ). Federally designated Promise Zones are characterized by high unemployment, low educational attainment, insufficient access to healthy foods, concentrated poverty, rising crime, and the least affordable housing in the nation. The City of San Diego and its partners have identified six goals to improve the quality of life and accelerate revitalization. Expanding educational opportunities and promoting health and access to healthcare are two of the goals that align specifically with the goals of **READY** for 4<sup>th</sup>. The other four goals – to create jobs, improve economic activity, reduce crime, and offer accessible top-quality affordable housing – support our families in ultimately achieving a better quality of life, which will support the goals of **READY** for 4<sup>th</sup>.<sup>(10)</sup>

## Educational Attainment

In Logan Heights, 35% of adults read at the lowest level of literacy and less than 5% adults, age 25 and over, have a college degree. 35% of residents over the age of 18 have a high school diploma and approximately 70% of residents in this community, age five and over, do not speak English as a first language. According to the Smarter Balanced Test in 2016, 28% of students in The Target Schools came from families where the highest attained education by parents was a high school diploma.<sup>(11)</sup>

In 2016, SDUSD's graduation rate was 91.2%.<sup>(12)</sup> At the three schools of San Diego High School, the feeder schools for the students of the Logan Heights community, the graduation rate that year was as follows: School of Science and Technology – 78.5%, School of Business and Leadership: 78.6% - School of International Studies - 97%. (See Appendix 2 for a breakdown of San Diego High graduates by race and ethnicity)

## Part 2: The CSAP

### ***Assurance #1 – The Problem***

#### Grade-Level Reading

Research has shown that the foundation of a successful education is the learning that takes place during the earliest years – prenatal to 3<sup>rd</sup> grade. Children who reach 4<sup>th</sup> grade without fundamental literacy, numeracy and social-emotional skills will likely continue to struggle throughout their schooling, and are four times more likely to drop out of school than children who meet 3<sup>rd</sup> grade benchmarks. <sup>(13)</sup>

According to the 2016 Student Accountability Report Card, <sup>(14)</sup> which shows the percentage of 3<sup>rd</sup> graders who have met or exceeded English Language Arts/Literacy (ELA) standards, all four The Target Schools scored lower than the school district as a whole. For SDUSD, 54% of students met or exceeded state standards in ELA. The Target Schools rated as follows:

<b>School</b>	<b>% of 3<sup>rd</sup> graders met or exceeded ELA standards</b>	<b>% of 3<sup>rd</sup> graders met or exceeded Mathematics standards</b>
Burbank K-5	21	15
Logan K-8	41	51
Perkins K-8	19	21
Sherman K-5	52	41

Many factors can contribute to the above test scores and these are outlined in this section within the three pillars of the Campaign for Grade Level Reading: I - School Readiness, II - Low Attendance, and III - Summer Learning Loss.

Other underlying factors may include hunger, unstable home environments such as homelessness, and physical and mental health issues. Research has shown that missing meals and experiencing hunger impairs children's development and achievement. Studies that have documented the negative effects of hunger on children's academic performance and behavior in school show that hungry children have lower math scores. They are also more likely to repeat a grade, come to school late, or miss it entirely. <sup>(15)</sup>

Before moving on to the three pillars of **READY** for 4<sup>th</sup>, a number of "bright spots" currently addressing grade-level reading in Logan are outlined below.

## Grade-Level Reading Bright Spots

### *Words Alive*

Words Alive, a literacy non-profit 501(c)3, is currently working in Logan to improve 3<sup>rd</sup>-grade literacy through the Read Aloud Program. In this program, volunteers visit classrooms weekly to share their love of reading with students, exposing students to diverse topics and authors while helping sharpen the skills they need to be strong readers. Students also receive two, high-quality books each year to help grow their personal library. Words Alive currently serves approximately 240 students at Logan Elementary annually.

### *San Diego Public Library (SDPL)*

The Do Your Homework@ The Library program offered at the Logan Heights Branch and 17 other library locations, offers free homework help to students Monday-Thursday. The program is part of Mayor Faulconer's One San Diego plan to establish the City's libraries as centers for learning and civic engagement. The program provides: free access to paid tutors and caring volunteers who are available to help students with their homework assignments. They also receive free access to school supplies, computers, and online research tools. The Logan Heights homework center is one of the most frequented center in the library system. During the 2016-2017 school year, the homework center served over 2,500 students in grades K-8.

In addition to the free homework program, the Logan Heights Branch Library also offers free afterschool snacks to all children ages 0-18 regardless of income level as well as free lunches to students during the summer. Enrichment activities such as DIY (Do it Yourself) and STEAM (Science, Technology, Engineering, Arts, and Math) projects are offered free of charge to all children before or after the snack and lunch programs.

### *Reach Out and Read*

Reach Out and Read San Diego, a program of the local chapter of the American Academy of Pediatrics (AAP-CA3), a non-profit 501(c)3, provides books and read aloud advice to 86,000 children a year throughout San Diego County. In the Logan Heights area there are three Federally Qualified Health Centers participating in Reach Out and Read serving almost 4,000 children a year. The Reach Out and Read program trains doctors and nurses to provide read aloud advice to parents and gives new books starting at birth until the five year visit. At repeated visits, parents learn the importance of the role they play in their child's healthy brain development. Fourteen peer reviewed studies show that children who participate in this program are read to more often and have higher vocabulary scores. Reach Out and Read works with children early and often when the brain is forming the most, creating the brain pathways for eventual independent reading.

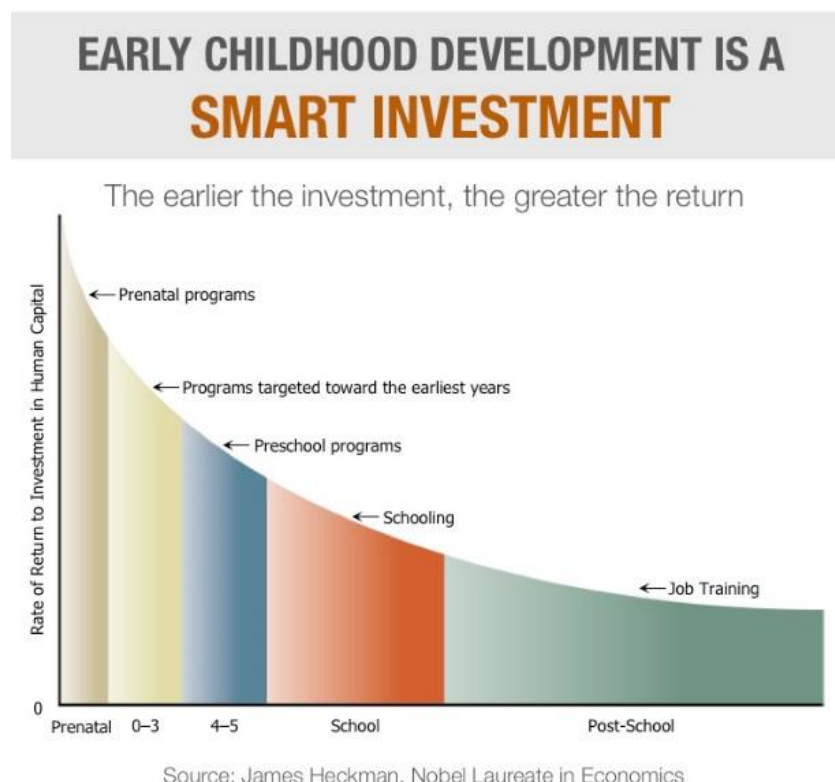
### *San Diego Unified School District*

During the 2016-2017 school year, the Family and Community Engagement (FACE) division of SDUSD implemented a new intervention program called Student Centered Coaching Cycles. During these six-week intensive workshops at Logan K-8 teachers and coaches work together to tackle strong strategy building based on a specific area of need for literacy achievement. During the first cycle program in which 69 second graders participated, 59 (86%) students improved their reading levels by at least one Lexile band. Additionally, the students' inferential comprehension went from 10% to 45%. Due to the successful results of this program for second graders, Logan K-8 plans to replicate this program for grades Kindergarten through 3<sup>rd</sup> grade in the 2017-2018 school year.

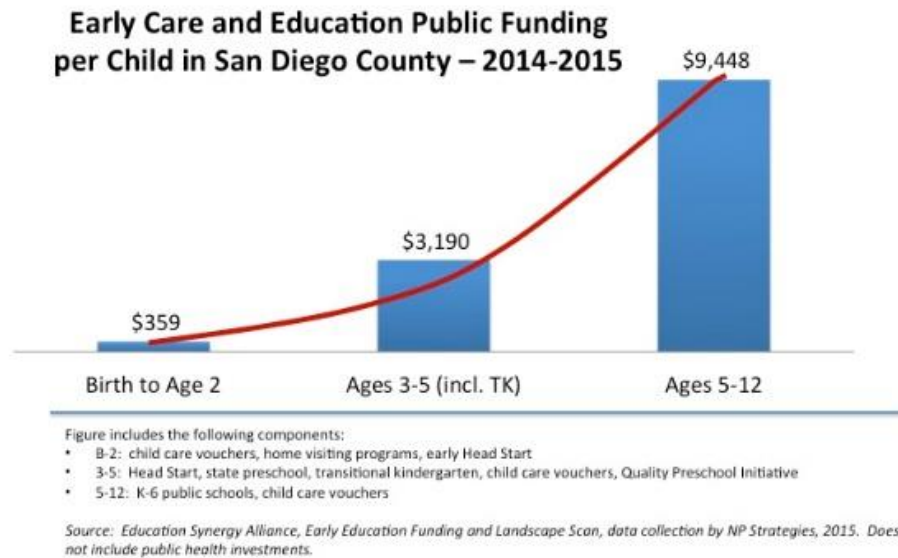
## I. School Readiness

### **Importance of School Readiness**

It has been proven by a federal annual report on the well-being of children and families that children who attend preschool do better in Kindergarten than those who do not. James Heckman shows in his Heckman Curve that early childhood development is a smart investment. The curve attests that the earlier the investment in childhood development, the greater the return. But unfortunately, San Diego County has a REVERSE Heckman Curve. We are spending \$359 per child ages 0-2, \$3,152 per child ages 3-5, and \$9,448 per child ages 5-12. <sup>(16)</sup>



## San Diego County's REVERSE Curve



Critical brain growth as well as essential cognitive, social and emotional foundations are built before age nine – with brain development at its most rapid in the earliest years. Yet latest test scores reveal that less than half of San Diego County children reach critical academic benchmarks in reading (46%) in math (47%) by 3<sup>rd</sup> grade, which puts them at severe risk for dropping out of school before graduation. We also know that from Heckman's research that early education investments yield the highest possible returns – prevention and early intervention are far less expensive than remediation, incarceration, underemployment and disengagement. <sup>(17)</sup>

Currently in the Logan Heights community, there are more children being cared for at home, a non-licensed child-care facility, or by someone in their family and friends network than by a licensed child-care facility. According to the 2016 San Diego Public Library's Logan Heights School Served list, which is a yearly survey taken by librarians, an estimated 755 children between the ages of 0-5 are enrolled in a licensed child-care facility. <sup>(18)</sup> The estimated 2016 projection of the total population of children between the ages of 0-5 is 2,130. <sup>(19)</sup> This means that over half (65%) of the children in this age group not in the care of a licensed caregiver or they are enrolled in a facility outside of Logan Heights.

### School Readiness Bright Spots

#### *San Diego Public Library*

In the summer of 2017, SDPL will be hosting two bilingual Kindergarten Prep Bootcamps at the Logan Heights Branch Library. This camp will prepare children for their first day of school by offering a variety of lessons and activities that focus on a child's academic



development, learning readiness, and social wellness. These classes are a week-long, free, and will provide kindergarten readiness for up to 50 students.

In the spring of 2016, the Youth Service Librarian at the Logan Heights Branch completed an early childhood development course, entitled Mind in the Making. In this class, she acquired skills to integrate seven essential skills for brain development to her storytime curriculum. The Logan Heights Branch offers two storytime programs a week in which these skills are incorporated. The first, a Monday storytime geared for children ages 0-5 and their parents, exposes children to literature, songs, play, and fingerplays with the hope that their parents will practice these skills at home. The second storytime is bilingual and welcomes kindergarten and 1<sup>st</sup> grade students. The goal for bilingual storytime is to instill in children a love of books and reading. After storytime, the students stay and read independently, then pick out books to check-out. Feature library programs are also promoted to welcome the children back after school and on the weekends with their families.

Under the umbrella of READ/San Diego, the SDPL's adult literacy program, Families for Literacy (FFL) is a core library program. It targets low-literate adults who have at least one child under the age of five. All family members, including older children, are welcome to attend. The intention of the program is to break the intergenerational cycle of illiteracy by working with the whole family. The program includes components to help adults achieve their own education goals as well as teaches them how to read to and prepares their children for school. A key element of the program is providing participants with books to build literacy rich home environments. Based on California State Library program standards and research in early childhood education, the FFL program model has four components: adult literacy education; parenting education that empathizes the role of parents and caregivers as the child's first teacher; early childhood education; and parent and child time together.

In fiscal year 2016, READ/San Diego in partnership with the Logan Heights Branch Library, who provides outreach and also a co-teacher for the program, delivered three bilingual workshop series to low-literate families for a total of 12 sessions. Throughout the program, READ/San Diego distributed 363 (mostly bilingual) books to build literacy rich home environments. Evaluations after each series reported that as a result of the program: 100% of participants had more books at home and read more often to their children; 75% felt more confident as their child's teacher; and 95% noted increased time talking with their children. Open ended questions, including a request for top three things learned, reported: "I learned I can teach my child with ordinary items around my home like using egg cartons for counting and finding letters on the cereal box," and "I learned that one of the most important things I can do is talk with my child," and "I learned that a trip to the grocery store can be a learning tool – my child can learn colors, math, even shapes there."

### *San Diego Housing Commission*

The SDHC Achievement Academy has two programs that specifically work with families with young children. Both programs promote reading through the use of the SDHC Achievement Academy library. The 2 Gen San Diego program is specific to 60 families in City Heights with small children that focuses on improving Financial Stability, Health & Wellness, Education & Employment, and Social Capital. The Power of One program is specific to single-parent household with dependents under the age of 18. Fifty-two households participate in the Power of One program which specifically encourages young children to read by providing incentives through a match savings program if they participate in a literacy program. Currently six households in the Logan Heights community participate in Power of One.

### *Words Alive*

Words Alive, whose mission is to open opportunities for success by cultivating a commitment to reading, invested in school readiness efforts in the Logan Elementary community during the spring of 2017. Words Alive partnered with the Quality Preschool Initiative, the Neighborhood House Association and area Head Starts to deliver a Family Literacy Program to the families of preschool age children. The program aims to empower parents as agents of change and advocates for their families by meeting parents where they are and giving them the "ah-ha!" moments that lead to deeper engagement with their children. Parents in the program attend seven workshops, receiving approximately 10 hours of parent education covering early literacy development topics specific to preschool age children. Each workshop includes a tailored information session and skill-building exercises for parents, a group story time, and guided activities for parents and children. Families also receive new books to build their personal libraries and foster robust reading habits at home. The program was well received by families and Words Alive intends to expand the program in the Logan Elementary community.

### *First Five Commission*

The First 5 Commission of San Diego County (First 5 San Diego) promotes the health and well-being of young children during their most critical years of development, from the prenatal stage through five years of age. The ultimate goal of First 5 is that all children ages zero through five are healthy, loved and nurtured, and enter school as active learners. First 5 San Diego is a key contributor to improving the system of care for our county's youngest children by providing them with developmental checkups and services, dental care, quality preschool, early education and literacy programs, and family support services while building the community and organizational capacity to support families. First 5 San Diego programs and services are funded through San Diego County's portion of California's Proposition 10 tobacco tax revenues.

The first five years of a child's life are critical to a child's development, shaping his/her success in school and in life. High-quality early childhood programs have been shown to

reduce crime, raise earnings and promote education and better health. First 5 San Diego focuses its resources to give young children the opportunities they need to reach their highest potential and enter school healthy and ready to succeed. The overarching goal of the First 5 San Diego Strategic Plan 2015-2020 is to strengthen the relationships essential for the healthy development of young children. These relationships are threaded across four key areas: HEALTH: Promote each child's healthy physical, social and emotional development; LEARNING: Support each child's development of communication, problem-solving, physical, social-emotional and behavioral abilities, building on their natural readiness to learn; FAMILY: Strengthen each family's ability to provide nurturing, safe and stable environments; COMMUNITY: Build each community's capacity to sustain healthy social relationships and support families and children.

First 5 San Diego has a number of programs that will help meet the goals of **READY** for 4<sup>th</sup>.

#### 2-1-1 Information and Referral:

2-1-1 San Diego is a free 24-hour phone service and online database that connects people with community resources. 2-1-1 also operates a First 5 San Diego Warm Line that assists parents of children ages zero through five with locating services and resources for their families.

#### First 5 First Steps (F5FS):

First 5 First Steps provides countywide home visitation services to specific high-risk target populations including pregnant and parenting teens, military, refugee/immigrant and low-income families using the Healthy Families America (HFA) model and the Parents as Teachers (PAT) curriculum.

#### Healthy Development Services (HDS):

Healthy Development Services is an array of services for early identification and treatment of children with mild to moderate developmental delays. Services include assessment and treatment for developmental (including speech and language) and behavioral concerns, parent education and care coordination to all families receiving HDS services.

#### Kit for New Parents (Kit):

The Kit for New Parents is a free, comprehensive resource from First 5 California for new and expectant parents emphasizing the importance of a child's early years. Kits are distributed countywide and are available in English, Spanish, Vietnamese, Cantonese, Korean and Mandarin.

#### Quality Preschool Initiative (QPI):

The Quality Preschool Initiative provides high quality preschool services in public and private center-based early childhood programs in high-need communities throughout San Diego County

### *San Diego Council on Literacy (SDCOL)*

The mission of SDCOL is to unite the community to support literacy. The SDCOL works with a network of 29 affiliated youth, adult, and family literacy programs that serve over 170,000 residents of all ages, at no cost. The SDCOL has recently invested in the **READY** for 4<sup>th</sup> community by conducting initial research and meeting with the principals of the four elementary schools. It has a history of having convened partners in the community to look at the needs of children and families in the targeted communities, and looking at how literacy infusion efforts, combined with a focus on family stability, can contribute to solutions that break cycles of illiteracy, dependency, and dysfunction in the targeted communities.

While there are many school readiness initiatives happening within the Logan Heights community, there has been no data found to tell us how many children enter school ready for Kindergarten. However, the school district does have one tool that Kindergarten teachers to assess their incoming students, the Writing and Reading Assessment Profile (WRAP). One of the early stages of **READY** for 4<sup>th</sup> will be to find a shared vision about how being prepared for Kindergarten is defined and will use the WRAP assessment to determine a baseline for school readiness. In other words, once we determine what school readiness looks like, we will be able to formulate goals, strategies, and create measures for evaluating impact.

## II. School Attendance

### **Importance of School Attendance**

One of the strongest predictors of school achievement is attendance. Chronic absenteeism is an important “early warning sign” that a student is at risk for school failure and early dropout. Students in elementary school are learning basic reading, math, social, and study skills critical to success, and chronic absence as early as kindergarten can lead to deficits in achievement. While school attendance may be affected by many factors - such as family vacations, illness, transportation difficulties, child care, parent illness, or family dysfunction - focused and coordinated strategies can make a difference. To address frequent absences and trancies, schools, parents, community providers, and law enforcement must work together to develop policies, services, and programs that support students and their families. <sup>(20)</sup>

In California, chronic absence is defined as missing 10% or more of the school year for any reason, excused or unexcused. Ten percent of the school year equals about 18 missed school, or two days a month based upon the typical 180-day school year. <sup>(21)</sup> Chronic truancy is defined when a student is absent from school without a valid excuse for 10% or more of the school year. Chronic absence is distinct from truancy because truancy involves only unexcused absences and tardiness. <sup>(22)</sup>

## School Attendance Challenges in Logan Heights

In SDUSD, the percent of students during the school year 2015-16 who achieved at 95% attendance rate was 67.84%. At The Target Schools, the number of children who were in attendance at school 95% of the time was: Perkins- 44.91%; Burbank-45.55%; Logan- 70.62%; and Sherman- 65.42%. Perkins and Burbank fall in the last two spots of school attendance for the entire school district. We know that 93% of students at The Target Schools were classified as economically disadvantaged in 2016 and that low-income students are four times more likely to be chronically absent than others often for reasons beyond their control, such as unstable housing, unreliable transportation and a lack of access to health care. <sup>(23,24)</sup> Unstable housing was determined to be one of the biggest challenges for many of the students at Perkins K-8 where Principal Hernandez advised that 30% of the children are homeless or in foster care.

## School Attendance Bright Spots

### *San Diego Unified School District*

SDUSD currently offers a 3 Tier support system for attendance. Tier 1 is an integrated department approach model in which FACE focuses on awareness and support on attendance and nursing and wellness. Tier 2 includes home visits and Tier 3 involves the School Attendance Review.

While school attendance was discussed openly as being one of the biggest challenges for principals at The Target Schools at a **READY** for 4<sup>th</sup> partner meeting, it also proved to be the Campaign pillar with by far the least amount of Bright Spots and current initiatives. Interventions and incentive programs have been attempted but offered little success. The first step of addressing the school attendance will be to gather data to determine reasons for the struggle of parents to get their students to school on a regular basis. The long-term goal will be to implement initiatives that are specifically tailored to the needs of the families of the Logan Heights Community.

## III. Summer Learning Loss & Summer School/Program Participation

### **The Importance of Summer Learning**

While some may perceive summer vacation as an opportunity for struggling students to catch up before entering the next grade, for low-income public students in America, it is often a time of struggle to find a safe place to spend their day or find enough food to eat. Summer learning loss, the phenomenon where young people lose academic skills over the summer, is one of the most significant causes of the achievement gap between lower and higher income youth and one of the strongest contributors to the high school dropout rate.

For many young people, the summer “opportunity gap” contributes to disproportionate achievement, employment and college and career success. <sup>(25)</sup>

Every summer, low-income youth lose two to three months in reading and math while their higher-income peers make slight gains. These reading and math losses add up. By 5<sup>th</sup> grade, summer learning loss can leave low-income students two and a half to three years behind their peers. Research shows that while gaps in student achievement remain relatively constant during the school year, they widen significantly during the summer. Low-income youth also lose access to healthy meals over the summer. Six out of every seven students who receive free- and reduced-price lunches lose access to them when school lets out. <sup>(26)</sup> Summer learning and nutritional meals are key solutions to closing academic and opportunity gaps that plague many communities across the country.

### **Defining Summer Learning**

Summer learning can happen anytime, anywhere and can make a difference. Summer learning can be cost-effective and targeted to support the young people who need it the most. They can range in platforms, such as implementing educational technology which provides children online books and tracks reading gains during the summer to enrichment activities such as cultural music activities and the opportunity to learn and master the game of chess. High-quality summer learning programs have been shown to improve reading and math skills, school attachment, motivation and relationships with adults and peers. They not only curb summer learning loss, but they can even help boost student achievement. <sup>(27)</sup>

The RAND Corporation lists characteristics of high quality summer programs. These are: highly-qualified and specially trained staff, along with early planning that engages partners with clearly delineated roles; smaller class sizes, individualized instruction, and sufficient time on task and are operated for at least five weeks, with three to four hours of academics per day; involving families and maximizing student attendance with firm enrollment deadlines, clear attendance policies, and electronic student records; strategic use of partnerships; and, using evidence based, commercially available curricula that is standardized its use across sites. <sup>(27)</sup>

### **Summer Learning Challenges in Logan Heights**

While there are summer programs and activities at two schools who serve the children of Logan Heights and at the Logan Heights branch of the San Diego Public Library, there is no data to reflect how many unique participants attend or the impact these programs make.

In the other communities within the San Diego Promise Zone (SDPZ), such as the Valencia Park, Malcolm X Branch Library service area, there have been initiatives to provide free summer learning opportunities for low-income families through partnerships with organizations such as United Way, Arts for Learning, and the Diamond Educational

Excellence Partnership (DEEP). However, no such movement has begun in Logan Heights. The challenge is to determine how many children in Logan Heights are engaged in some type of summer learning and how these programs impact students' abilities when they arrive back to school in the fall.

## **Summer Learning Bright Spots**

### *The San Diego Public Library*

Over the summer the Logan Heights Branch Library participates in the Summer Reading Program which is offered at all SDPL locations. This program encourages children and teens to read during the summer break. Participants are asked to read 10 age appropriate books or read for 10 hours to receive prizes that include: meal coupons, amusement park entrance coupons, and a toy. In 2016, the Logan Heights Branch had 1,327 children and teenagers participate in this program. Additionally, it offered 26 enrichment programs during the summer where with a total of 1,122 participants attended. These programs included: STEAM programs; music shows; animal shows; and, art programs. Through a partnership with SDUSD, the branch also offers a free lunch program during the summer. In 2016, it served a total of 818 lunches and 472 snacks. Programming was also offered either before or after the free lunch and snack program. These programs included: Zumba fitness classes for children and their parents; healthy cooking classes for families; movies, science programs; and, music performances.

During the summer of 2017, SDPL's Do Your Homework@ the Library program will be offering two summer learning workshops in the Logan Heights Branch Library. The first one, Sharpen Your Skills this Summer for students in grades K-8, will be happening from mid-June to mid-August and target curriculum designed to prevent "summer slide" and help students build their math and reading skills to stay on track with their educational development throughout the summer. Students will be assessed at the beginning of the sessions to see where they need assistance, and then given specific activities to help them practice and learn. The second, SAT Prep camp, will be offered at the nearby Central Library. This prep camp is open for 9-12<sup>th</sup> graders and is happening for one week in June and in August. Students will take practice tests and learn testing strategies to help them succeed on the 2017 SAT. Finally, the Logan Heights branch will also be offering a STEM learning camp called Rokenbok Robotics for students in grades 5-8. In this week-long camp, students will explore the mechanics of robotics and learn about design and engineering.

### *San Diego Unified School District*

The PrimeTime Summer Program offers a safe place where students can strengthen their academic skills and participate in age-appropriate enrichment activities within the areas of art, science, music and athletics, while improving social skills. Students who participate in this full day, free program will be provided a nutritious lunch and afternoon snack.

Burbank Elementary school hosts the PrimeTime program for Logan K-8 and Perkins students and nearby Rodriguez Elementary hosts for Sherman students. The Burbank PrimeTime program has capacity for 120 students and as of mid-June had received 75 applications. The Rodriguez program has 122 spots and has received 121 applications. While this program will be implemented in the summer of 2018, the hosting locations may change due to factors such as space availability, student needs, etc.

#### *San Diego Council on Literacy (SDCOL)*

SDCOL has recently invested in the targeted community by conducting initial research and meeting with the principals of The Target Schools. In recent months, in an effort to address summer slide, the SDCOL has donated hundreds of new books to the younger (TK-2<sup>nd</sup> grade) students at the targeted schools.

#### ***Assurance #2 – Destination***

The overarching vision of **READY** for 4<sup>th</sup> is that all children in The Target Schools are attending school every day ready to learn and achieving their reading standards by the end of 3<sup>rd</sup> grade. In keeping with this vision, the Campaign community has identified the following goals:

Goal 1: Every child is entering Kindergarten ready to learn armed with the necessary skills for school success.

Goal 2: Every child achieves a 95% attendance rate to receive adequate instructional time and support at school.

Goal 3: All children attend enriching and educational summer programming to prevent learning loss.

Goal 4: Parents and caregivers are empowered to be their child's first teacher.



<b>Progress Indicators*</b>	<b>Baseline</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2025</b>
<i>3rd Grade Level Literacy</i>					
% of students reading at Grade Level by end of 3rd grade	Perkins - 19% met or exceeded Burbank - 21% Logan - 31% Sherman - 52%	Perkins - 24% Burbank - 26% Logan - 36% Sherman - 57%	Perkins - 29% Burbank - 31% Logan - 41% Sherman - 62%	Perkins - 34% Burbank - 36% Logan - 46% Sherman - 67%	Perkins - 84% Burbank - 84% Logan - 96% Sherman - 100%
<i>School Readiness</i>					
% of children starting Kindergarten ready to learn	No current data - difficult to track - Need survey to distribute to community	Define School Readiness. Design and distribute survey to gather data to gather baseline	TBD	TBD	TBD
<i>School Attendance</i>					
% of students at school 95% of the time	Perkins- 44.91% Burbank-45.55% Logan-70.62 Sherman- 65.42	Perkins- 50% Burbank-51% Logan-75% Sherman- 70%	Perkins- 55% Burbank-56% Logan-80% Sherman- 75%	Perkins- 60% Burbank-61% Logan-85% Sherman- 80%	Perkins- 100% Burbank-100% Logan-100% Sherman- 100%
<i>Summer Learning</i>					
% K-3 students attending a summer program	No current data - no SDUSD summer learning opportunities	Design and distribute Surveys to track students engaged in summer programs and impact made	TBD	TBD	TBD

\* **READY** for 4<sup>th</sup> strives to progress by approximately five percentage points each year until year 2020 in 3<sup>rd</sup> grade literacy and school attendance. As strategies are well established and improving, the percentages increase after 2020 to 10%.

### ***Assurance #3 – Strategy***

In response to the vision that all children in The Target Schools will achieve reading standards by the end of 3<sup>rd</sup> grade, the network of partners and collaborating organizations of **READY** for 4<sup>th</sup> commits to the following efforts:

#### **Goal 1: Every child is entering Kindergarten ready to learn armed with the necessary skills for school success.**

##### *Strategies:*

1. In the fall of 2017, utilize Writing and Reading Assessment Profile (WRAP) cards at The Target Schools to determine how many students are meeting the current Kindergarten entry standards for SDUSD.
2. In the winter of 2018, using WRAP data, meet with community members and SDUSD to determine if WRAP is an agreed standard for the children of Logan Heights and if there should be any changes made.
3. SDPL will launch its official Mind in the Making Storytime in the fall of 2017 to help foster essential skills for brain development. The Youth Service Librarian at Logan Heights Library will be facilitating at least one bilingual storytime a month that is based on an essential skill (i.e. critical thinking). There are seven skills, so she will be introducing all skills to the community in seven months' time. With additional funding, the library plans to give away free books that incorporate the monthly essential skill.
4. SDPL will launch its 1,000 Books before Kindergarten initiative in the fall of 2017 to encourage parents and caregivers to read to their children on a regular basis through an incentive program. Parents and children will receive a lanyard in which to attach their library card and will add reading patches to the lanyard as they reach each 100 book milestone. In Logan Heights, children will also receive books as part of the incentive program to help build their home library.
5. In a partnership between SDPL and SDHC, the Book Rich Environment Initiative will provide thousands of books to families in Logan in the fall of 2017. This effort will also provide library and San Diego Housing Commission resource information as well as provide dinner and entertainment for the entire family. The ultimate goal is that low-income families in Logan Heights are given the resources to provide book-rich environments in their home.
6. With adequate funding, the SDHC will expand the Power of One Program to more families in Logan Heights. The Power of One program encourages young children to read by providing incentives through a match savings program if they participate in a literacy program.

**Goal 2: Every child achieves a 95% attendance rate to receive adequate instructional time and support at school.**

*Strategies:*

1. During the 2017-2018 school year, create surveys for families and schools to determine most common factors for low attendance and distribute in the spring of 2018.
2. Based on results from surveys, **READY** for 4<sup>th</sup> with input from community members and teachers, will develop strategies for increasing attendance rate unique to the needs to each of The Target Schools with the goal of implementing pilot programs in the 2018-2019 school year.
3. To respond to the difficulty of conducting home visits for its students who are homeless or live in unstable home environments, SDUSD is launching an initiative in 2017-2018 to identify safe community spaces to facilitate the home visit process.

**Goal 3: All children attend enriching and educational summer programming to prevent learning loss.**

*Strategies:*

1. During the 2017-2018 school year, create surveys for families and schools to determine how many children will attend summer programs in the upcoming summer. Follow up with entry surveys to determine how many attended the programs.
2. Create an exit and entry evaluation tool to determine summer learning loss for K-3<sup>rd</sup> graders to be used in the spring and fall of 2019.
3. Engage with the community to determine barriers for attending existing programs and possible barriers for attending new programs.
4. Continuously seek to obtain funding for easily accessible, free, and sustainable summer programs for children in Logan Heights.
5. The FACE division of SDUSD is working on a program to enhance the PrimeTime 2018 summer programs at Burbank and Rodriguez to offer Family Action Team Meetings during lunch blocks to offer literacy skill-building to parents and their children.
5. Work with schools and neighborhood organizations to create summer learning programs with limited barriers, such as the Readers in the Heights program in the nearby neighborhood of City Heights. Readers in the Heights is an initiative of the San Diego Public Library, United Way, and Partnership for Children that focused on improving reading, but also provided free lunches, snacks, and distributed free books and school supplies. They served over 40 children in the summer of 2016 with 2,000 learning hours that happened over four weeks of programming.

6. The Logan Heights Branch of SDPL will continue and strengthen Summer Reading and Summer Lunch programs and offer more free bilingual summer camps and work closer with the teachers at the four target schools to recruit students for summer camps as well as to help spread the word for the Summer Reading and Summer Lunch programs.

**Goal 4: Empower parents and caregivers to be their child's best first teacher.**

*Strategies:*

1. Immediately solicit more parent engagement and literacy education at library preschool storytimes.

2. SDUSD – FACE division strives to implement parent engagement during 2018 summer learning programs.

3. Connect with families at community gathering places such as recreation centers, neighborhood events, health care centers, and SDUSD monthly cluster meetings to promote literacy efforts and strategies.

4. SDPL will work more closely with SDHC to offer more family engagement nights and activities to rental assistance recipients. These activities will be similar to the Book Rich Environment model, where families learn literacy skills and availability of resources and opportunities at their local library and the SDHC.

5. With additional funding, the SDHC would like to expand the 2 Gen San Diego Program in Logan Heights, which focuses on improving Financial Stability, Health & Wellness, Education & Employment, and Social Capital.

6. With additional funding and resources, Words Alive San Diego, will expand the Family Literacy Program to more families in Logan Heights.

***Assurance #4 – Connecting for Synergy***

**READY** for 4<sup>th</sup> recognizes that partnering and affiliated organizations in Logan Heights have traditionally worked in silos, but is moving forward with a new coordinated approach. Below are examples of current synergy collaborations happening in the San Diego area that **READY** for 4<sup>th</sup> will align with:

*Diamond Educational Excellence Partnership*

In the nearby Promise Zone neighborhood of the Diamond District, a strong collaborative group, Diamond Educational Excellence Partnership (DEEP), is a model for synergy. Campaign partners such as Words Alive, SDUSD, SDPL, and SDCOL are connecting our work in the Diamond District to improve kindergarten readiness and increase 3<sup>rd</sup> grade reading proficiency. The **READY** for 4<sup>th</sup> will work closely with DEEP to implement strategies for

synergy, while recognizing that communities have unique needs and approaches that work for the families of the Diamond District may not always work for the families of Logan Heights.

#### *San Diego Promise Zone (SDPZ)*

Logan Heights was included in the October 1<sup>st</sup>, 2016 U.S. Department of Housing and Urban Development's designation of the Promise Zone Initiative which will last for 10 years, spanning the course of **READY** for 4<sup>th</sup>. In this initiative, federal government partners work with local leaders to streamline resources across agencies and deliver comprehensive support. Leading the effort, the City has partnered with Campaign local organizations and agencies including SDCH and SDUSD to develop programs and initiatives in six working group goal areas to improve quality of life and accelerate revitalization in the SDPZ. **READY** for 4<sup>th</sup> will connect with the Promise Zone to be part of the most clearly aligned working groups: Increasing Access to Affordable Housing, Improving Educational Opportunities, Increasing Access to Healthcare and Healthy Foods, and Creating a Priority of Safety.

#### *San Diego STEM Ecosystem*

Led by the San Diego's Fleet Science Center, The STEM ecosystem initiative cultivates and supports bringing together local stakeholders across education, science and business sectors to ensure all students have opportunities to develop the knowledge and skills they need to thrive. The local initiative in San Diego is reimagining how community partners, in and outside of school, can coordinate efforts and align resources to provide quality STEM education for more students. **READY** for 4<sup>th</sup> will work with the Early Childhood STEM and the Innovations for K-12 working groups to help connect the families of Logan Heights with STEM-rich learning environments so that they may reach their full potential.

#### *Southeast Collaborative*

A gathering of residents, service and health providers, including faith-based, educators, laborers, employment agencies, college program administrators, activists and youth to discuss issues facing Southeastern San Diego. The Southeast district of San Diego, which includes Logan Heights, Skyline, and Malcolm X/Valencia Park, meets monthly to share and exchange projects, resources, initiatives, and information that contribute to the betterment of the community.

#### **Assurance #5 – Data**

Due to the current lack of data for School Readiness and Summer Learning and data gaps for School Attendance, data collecting will be a major focus for the first year of the **READY** for 4<sup>th</sup>.

#### *School Readiness*

Kindergarten teachers are in the unique position to collect School Readiness data as children enter school. They are currently using a test called Writing and Reading Assessment Profile (WRAP) to assess entry-level skills of their students. These assessments

have not been made public in the past and The Target Schools have agreed to share this data with **READY** for 4<sup>th</sup> in the fall of 2017 to gauge where students are falling within these guidelines. After receiving this data, **READY** for 4<sup>th</sup> will assess the results to determine the most critical areas that need to be addressed for School Readiness.

#### *Summer Learning*

**READY** for 4<sup>th</sup> will work with teachers at The Target Schools in creating exit and entry surveys for teachers and tests for students to determine the effect of summer slide on the students, which students are engaged in summer learning programs, and barriers to these programs.

The Logan Heights branch of SDPL serves over a thousand children over the course of the summer with its Summer Reading and Summer Lunch programs. They are currently responsible for gathering quantitative data from these programs but will work in the school year of 2017-18 to create surveys that reflect qualitative/outcome based data to gauge impact of their programs for the summer of 2018.

#### *School Attendance*

One of the biggest challenges for two of The Target Schools in **READY** for 4<sup>th</sup> is low attendance. There are many assumptions as to why the families at these schools struggle with getting their children to school, but no data has been collected from families to determine their challenges. With great difficulty, a principal at one of The Target Schools has tried multiple ways to connect with caregivers of students with chronic absence as well as started incentive programs. To obtain data regarding school attendance, SDHC is able to reach its families through surveys and this will be a valuable tool for gaining this information. However, homelessness is predicted to be a large factor in chronic absence and teachers report having the most difficulty reaching out to families who are homeless. **READY** for 4<sup>th</sup> plans to reach out to local homeless shelters and other agencies to help facilitate these conversations surrounding school attendance.

#### ***Assurance #6 – Success and Sustainability***

The **READY** for 4<sup>th</sup> coalition is dedicated for the length of the project. They have met throughout the Community Solutions Action Plan (CSAP) writing process to share experiences and challenges with working within the Logan Heights community as well as other San Diego communities. They offered their own expertise in community engagement and organizing as well as brainstormed approaches to best serve the Logan Heights community. The passion and experience of the coalition will be a valuable asset in the movement in new stakeholders and community awareness to get **READY** for 4<sup>th</sup> off the ground.

SDPL the Community Lead Organization, created a new position, The Education and Community Engagement Librarian, in which the majority of hours will be dedicated to facilitation and Library initiatives that support **READY** for 4<sup>th</sup>. The Community Lead will facilitate regularly scheduled meetings and mobilize key stakeholders which will include: existing and potential partners, elected officials, community members, parents and caregivers, school district representatives, and funders. She will also stay abreast of grant opportunities to support **READY** for 4<sup>th</sup> funding to increase funds to support school readiness initiatives, summer learning opportunities, programs to improve school attendance, and data to determine the unique needs of Logan Heights for all of the aforementioned challenges.

The San Diego Public Library Foundation strengthens communities by supporting excellence in the San Diego Public Library system through philanthropy, advocacy and outreach. The Library Foundation supports literacy programs such as the **READY** for 4<sup>th</sup> throughout the 36-Library system by seeking support from individuals/families (e.g., by being members of the Donor Circle, through major outright gifts, and through planned gifts) and by seeking corporate and foundation grants. The Library Foundation also publishes *Library Connections*, a monthly email newsletter that informs a distribution list of 250,000 people of the impact of the Library in the community and the opportunities San Diegans have to enjoy their Library. The Library Foundation's Annual Report also shares stories of how the Library makes a difference. The Library Foundation works with the Friends of the Library to ensure that the Library's budget needs are communicated to elected City officials.

SDCOL and its partners, including its 29 affiliated literacy program partners, are committed to investing in **READY** for 4<sup>th</sup> and bringing resources and funds to collaborative efforts that aim to meet the basic needs and education needs of low-income populations. Over the past year, the SDCOL and its partners have intensified the application of primary interventions in cooperative efforts that are producing outcomes in youth literacy and having a positive impact on family stability in the following locations: El Cajon, Linda Vista, City Heights, the Diamond Community, and now this campaign. While the SDCOL cannot name funding sources at this time, it has identified the work of **READY** for 4<sup>th</sup> as a priority and as an effort worthy of SDCOL funding requests that are dedicated to **READY** for 4<sup>th</sup> efforts.

## Part 3: Overview of the CSAP Development Process

The CSAP process has been a positive collaboration between community partners in San Diego who are dedicated to one vision for the youngest members of the Logan Heights Community. The effort took a while to become mobilized, however, as a community lead organization did not step forward until two years after the beginning discussions to include San Diego into the Campaign for Grade Level Reading. In the spring of 2016, SDPL took the lead and began collecting data and engaging with potential partners. The Letter of Intent was submitted in the summer of 2016 and in the fall of 2016, the position for the Education and Community Engagement Librarian was created, whose duties focus primarily on the Campaign. In December of 2016, the Community Lead began writing the CSAP based on existing data and support from existing partners and held meetings with community partners and, during the spring of 2017, began to gather feedback and to coordinate efforts around the three challenge areas. After shared goals and visions were gathered, the Community Lead and partnering organizations communicated via email and phone to wrap up final details for the CSAP.

Challenges in completing the CSAP included finding times where a majority of the partnering organizations could meet. This was offset, however, by representatives from the organizations being extremely forthcoming with data, experiences, and feedback. Data retrieval was also a difficult aspect of compiling the CSAP. Because there has been little movement in community efforts on a large scale in Logan Heights, data hadn't been collected in a cohesive format. This speaks to the great need that the community has for an initiative such as **READY** for 4<sup>th</sup>.



## Endnotes

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