



2018-2019

ANNUAL REPORT





We are grateful to each of our parents for being a foundational part of our program's success, starting with their child's very first day of school.

MESSAGE FROM OUR CEO AND BOARD CHAIR

Friends, colleagues, and partners,

Five years ago, Priscilla and Meredith imagined a new kind of school: one that would bring parents, health care, and education together to serve the whole child. Since then, so many people in the East Palo Alto community and beyond have come together to make this dream a reality.

This year, we continued to build a program that stretches the boundaries of what school should be. We grew our birth-to-three program, working closely with new parents to strengthen their capacity and help them identify and support their child's developmental needs early on. We partnered with parents on their own journeys, seeing even more parents build resiliency by accessing resources, achieving their own personal goals, and supporting each other. And we continued to see children at all levels grow across the areas of academic, health, and social-emotional development.

The Primary School wasn't created to be one special school, and in the upcoming school year we plan to take the next step in our mission to make this comprehensive approach accessible for all children and families. In East Palo Alto, we will welcome our first class of second graders and break ground on our new facility. In Hayward, California, we will work with families and partners in the community to design and launch our new program. And, across the country, we will work closely with partners like Sesame Workshop and Wu Yee Children's Services to share components of our program with even more children and families.

We continue to be humbled and inspired by our courageous parents, talented and passionate staff, dedicated community partners, curious students, and many others who make this work possible. Thank you for joining us to make sure more children and families have access to the comprehensive care they deserve.

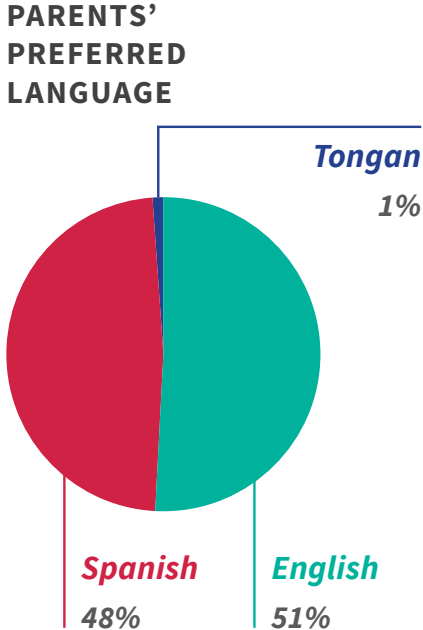
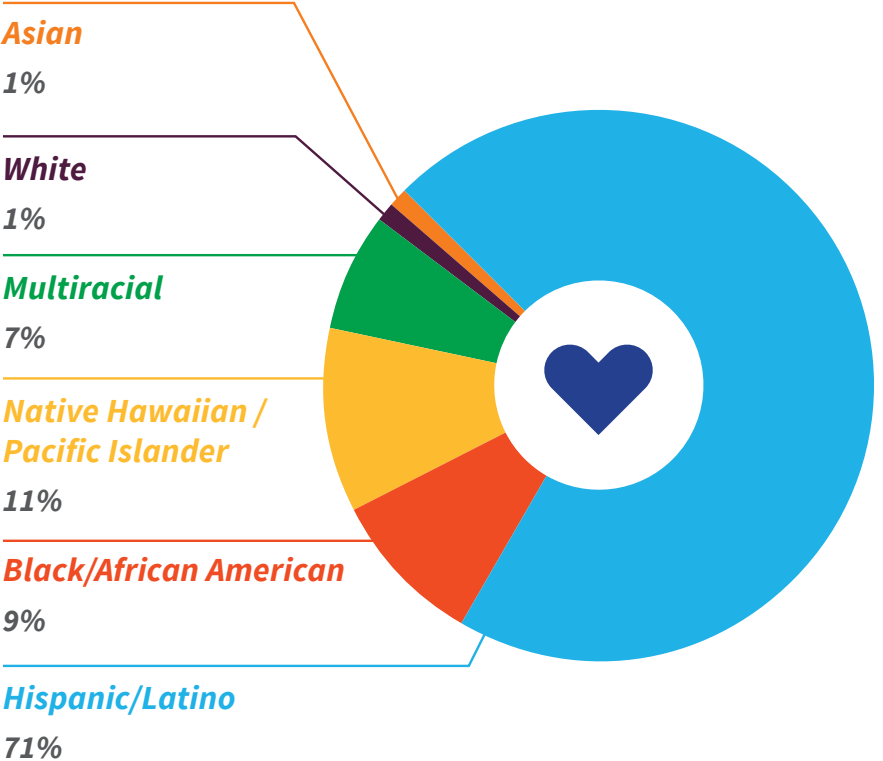
With gratitude and hope,

Courtney Garcia, CEO

Priscilla Chan, Co-Founder and Board Chair

DEMOGRAPHICS OF OUR SCHOOL

Our flagship school in East Palo Alto reflects the racial and ethnic makeup of the community and focuses on children and families who can benefit the most from our program. As we grow to new communities, we will continue to build programs that reflect local diversity and values.



18 MONTHS - 7 YEARS OLD

AGES OF CHILDREN WE SERVE

PRESCHOOL (AGES 3 AND 4) - 1ST

GRADES OF OUR STUDENTS

272

CHILDREN SERVED

100%

OF INCOMING FAMILIES HAVE A FAMILY INCOME BELOW 65% AREA MEDIAN INCOME FOR SAN MATEO COUNTY¹

47%

OF SCHOOL-AGED STUDENTS HAVE AN INDIVIDUALIZED EDUCATION PLAN (20%) OR RECEIVE SPECIALIZED SUPPORT SERVICES (27%)²

¹ \$95,350 for family of 4 in 2018.

² Includes speech support, occupational therapy, academic support, social skills support, and mental health services.

This year, Playworks helped us develop programming during recess, teaching students leadership and conflict resolution skills. We look forward to continuing to partner with Playworks to make recess an opportunity for learning, physical activity, and leadership.



THEORY OF CHANGE

OUR PURPOSE

All families want their children to access opportunities and achieve their potential. And all families rely on health and education systems to help them achieve this vision.

At the same time, many families are facing economic hardship, instability, and other stressful and traumatic experiences. Because of systemic racism, communities of color are disproportionately affected by these challenges. Yet our country's systems struggle to sufficiently address these inequities. Despite having similar goals, these systems — schools, social service agencies, early childhood settings, and health care systems — often lack the connection, capacity, or scope to address a family's interrelated challenges.

We are creating a comprehensive approach that integrates services and builds family well-being throughout a child's development, so children can lead healthy, happy, and productive lives.

START
EARLY

PARTNER
WITH
PARENTS

INTEGRATE
SERVICES

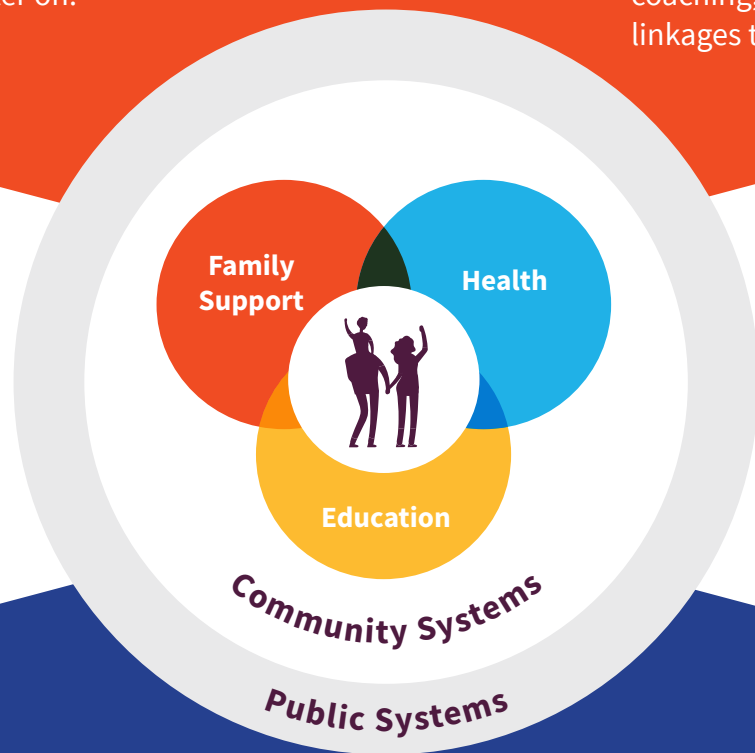
STRATEGIES

START EARLY: We reach children at a critical stage in their development by working with families with children as young as 18 months and providing full-time school starting at age three. Across all of our outcome areas, we focus on promotion and prevention by providing robust universal services, like screenings, which help to identify and address needs early. In addition, we connect families to early intervention services to reduce the need for more intensive interventions later on.

INTEGRATE SERVICES: Our unique model unites health, education, and family support, building a multi-disciplinary team and holistic system of care to address a child's full set of needs. We leverage experts, partner with community-based organizations, and use data to ensure families receive the personalized support and services they need.

PARTNER WITH PARENTS: We believe that when parents thrive, children thrive, so we support the wellness and growth of parents alongside the growth of their children. We collaborate with parents in the work of achieving positive child outcomes by sharing new knowledge and skills to engage in their child's development, health, and education. Families set goals related to both parent and child growth, and we support them in achieving their goals through coaching, information, and linkages to community resources.

INTEGRATED SYSTEMS



LENSES

TRAUMA-INFORMED: Our work with children and families is informed by an understanding of what trauma can do to the brain and a child's ability to learn. We promote resilience and mitigate the effects of trauma throughout our child and family programming. We also provide support services that directly address trauma.

CULTURALLY RESPONSIVE: We value the cultural and community identities of all of our students, families, and staff, and we promote an anti-racist approach to combat historical narratives and a deficit mindset. Our curricula and programming provide opportunities for children and families to learn about other cultures and ways of thinking, and to explore and share their own cultural identity.

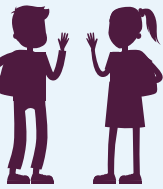
WHOLE CHILD OUTCOMES

LONG-TERM OUTCOME

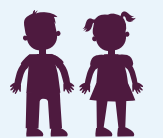
Children are prepared to live productive, happy, and healthy lives. As adolescents and adults, children experience secondary and post-secondary success, economic freedom and career options, emotional and mental well-being, and physical well-being.



High School,
Post-
Secondary,
and Beyond



K-8



Preschool

PARENT OUTCOMES

Parents are engaged with their child's health and education

Parents and children have a healthy relationship with secure attachment

Parents are able to access services and meet basic needs to provide a safe and stable home for their family

Parents are resilient, self-efficacious, and have social connections and support

COGNITIVE + ACADEMIC OUTCOMES

Children are at or above grade-level in literacy, math, writing, and science

Children have age-appropriate language and executive functioning skills

Children have age-appropriate executive functioning and expressive and receptive language skills

Children express curiosity about learning

SOUL OUTCOMES

Children show social skills in self-awareness, self-management, social awareness, relationships, and responsible decision-making

Children have a sense of belonging and identity, and value civic engagement

Children have age-appropriate social skills in self-regulation, peer relationships, and peer interactions

Children have the ability to form a positive relationship with their teacher

HEALTH OUTCOMES

Children have a medical and dental home and are up to date on preventative care

Children have healthy behaviors related to oral health, sleep, physical activity, nutrition, and media use

Chronic physical health needs have been identified and addressed

Mental health needs have been identified and addressed

Children have a medical and dental home and are up to date on preventative care

Children are receiving services for any developmental delays that have been identified

START
EARLY

STRATEGY

START EARLY

ACROSS THE COUNTY, CHILDREN ARE ENTERING KINDERGARTEN ALREADY BEHIND BECAUSE THEIR FAMILIES WERE NOT ABLE TO ACCESS HIGH-QUALITY PRESCHOOL PROGRAMS AND OTHER EARLY CHILDHOOD SUPPORT SERVICES.

The first years of a child's life are a critical period in their learning and development. More and more research is showing that parent-child attachment¹ as well as early learning opportunities and access to high-quality preschool² contribute to better health, academic, and social-emotional outcomes later in life.

Learning gaps can start as early as birth, when children are building early language skills and forming secure attachment with their parents, and it can widen if children have a developmental delay. If families aren't able to access early childhood support services, a child's delay may go undetected until kindergarten or later, when intervention becomes less effective and more expensive.

One of our core strategies is to **start early**, focusing on early prevention and promotion of language and social-emotional development so children are ready for preschool and kindergarten. Our Birth to Three program offers developmental screenings, parent wellness and coaching support, parent-child playgroups, and a preschool readiness program for parents with children as young as 18 months. We also provide full-day preschool for our three and four year olds.

BIRTH TO THREE OUTCOMES

100%

OF CHILDREN UNDER THE AGE OF THREE HAVE BEEN SCREENED FOR DEVELOPMENTAL DELAYS

92%

OF REFERRALS HAVE BEEN FOLLOWED UP ON BY FAMILIES WITH CHILDREN UNDER THREE WHO MAY QUALIFY FOR SUPPORT SERVICES

62%

OF FAMILIES ENGAGED WITH A MOBILE APP (CALLED SPARKLER) TO SUPPORT THEIR CHILD'S LEARNING AT HOME

This year, our preschoolers learned new social-emotional and science skills by caring for insects and observing them in their habitats. This unit is part of the curriculum we're developing with Sesame Workshop.

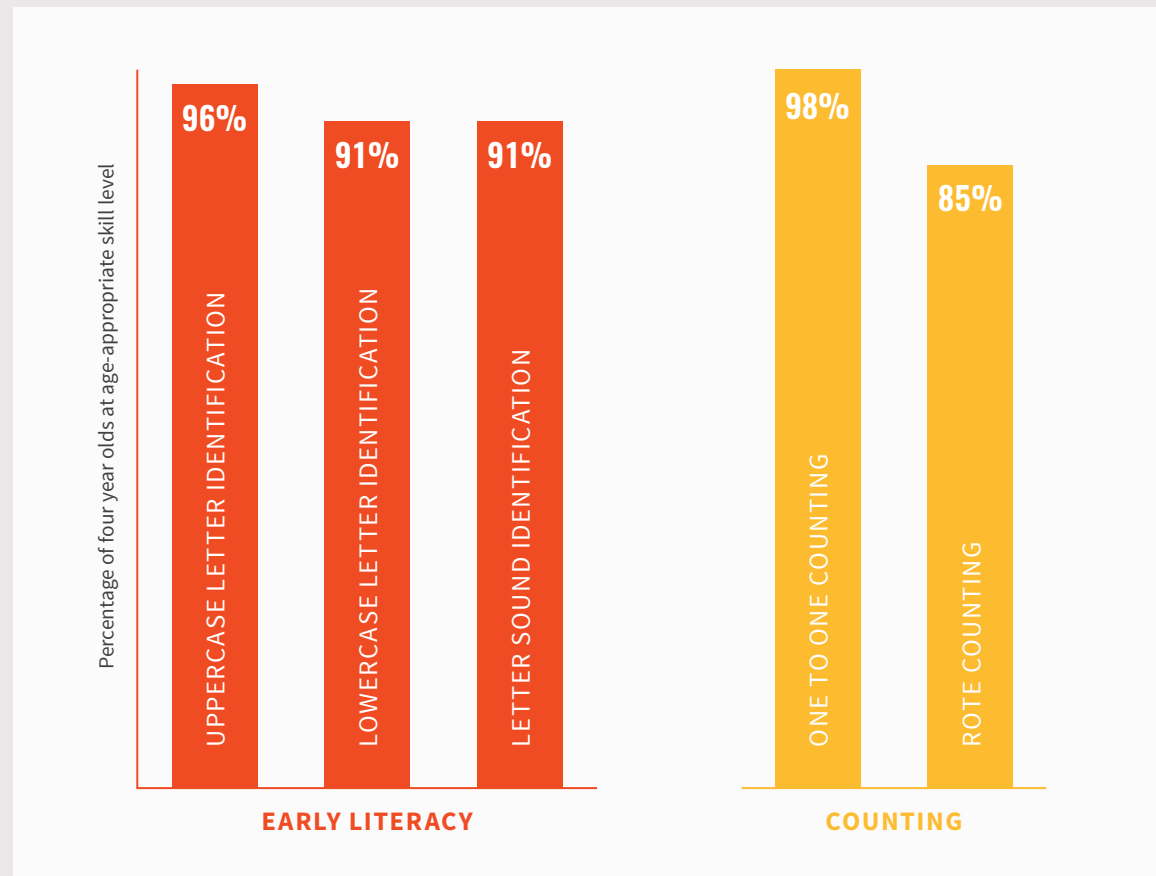
¹ Ranson, K. E. & Urichuk, L. J. "The effect of parent-child attachment relationships on child biopsychosocial outcomes: a review, *Early Child Development and Care*." 2015. 178:2, 129-152, DOI: 10.1080/03004430600685282

² "A Matter of Equity: Preschool in America." U.S. Department of Education, 2015, <https://www2.ed.gov/documents/early-learning/matter-equity-preschool-america.pdf>

START
EARLY

KINDERGARTEN READINESS OUTCOMES

The outcomes below represent the age-appropriate skills of our four-year-old preschool students at the end of the 2018-2019 school year.



79%

OF FOUR YEAR OLDS ARE MEETING OR EXCEEDING SOCIAL EMOTIONAL BENCHMARKS¹

“Since my daughter started at The Primary School, I’ve noticed that her communication has really increased a lot. It’s also helping me as a parent to be able to communicate with her as well.”

— STAR, PARENT

¹ Based on teacher-reported student assessment data using the Social Skills Improvement Rating Scales- Social-Emotional Learning Edition (SSIS-SEL), which assesses self-awareness, self-management, responsible decision-making, relationship skills, and social awareness.



Students begin the day with a Community Circle to welcome each other to class. This helps reinforce the feelings of safety and community within each classroom.

PARTNER HIGHLIGHT SESAME WORKSHOP

Over the past two years, we have been working with Sesame Workshop to develop an early childhood curriculum for preschool students. The curriculum teaches students literacy skills, with a specific emphasis on language development and comprehension, while incorporating social-emotional learning. This was our second year of implementing the curriculum with our three- and four-year-old preschool students. In collaboration with Sesame Workshop, we are now piloting the curriculum in other schools across the country, and plan to share the curriculum more broadly. As a first step, our teachers had the chance to travel to New York City to meet teachers from Public Prep — one of the schools that will pilot the curriculum next year — and share their early learnings.



CASE STUDY: ADDRESSING DEVELOPMENTAL DELAYS BEFORE PRESCHOOL

In California, 70% of developmental delays go undetected until kindergarten.¹ Stories like J.'s demonstrate the power of what's possible when we partner with parents to make sure all children receive early intervention and support to start preschool ready to learn.

Every child who participates in our program receives a comprehensive developmental screening, and three-year-old J. was identified as needing extra support with language and speech development. After the screening, J.'s parents met with our team — including our parent coach, early intervention specialist, and program manager — to discuss the results. After several meetings with J.'s family to explore ways to best support him, J.'s parents decided to seek out services.

Our team put in a referral for an evaluation, and J. qualified for speech services. His parents also decided to enroll J. in Bridge to Preschool, one of our preschool readiness programs targeting speech and language as well as social emotional skills, to learn new strategies and make sure J. had access to extra support before entering preschool.

In the beginning, J. had trouble expressing his emotions, and would instead roll around on the floor, hit, cry, and grab at other students. Both parents were very committed to J. and made sure they were doing everything they could to support him. However, it was challenging to trust that the new strategies our team was suggesting could work. Each parent also had a different parenting style and approach from each other.

Bit by bit, however, J.'s parents developed a stronger relationship with the early intervention specialist and started to use the new strategies. Soon, they could see how their efforts were improving J.'s behavior. J.'s mom started to incorporate these strategies at home and with J.'s little brother, and she started to express excitement about his progress.

By the end of the program, his parents could see how much J. had improved. J. had significantly expanded his language, shared more willingly with other students, and didn't grab or push as much as he did at the beginning of the program. He was also better able to follow directions and participate in a daily routine in the classroom: both key skills that will set him up for success in preschool.

Now, both parents are excited to send J. to preschool, where he will continue to receive speech and language services and build his academic and social-emotional skills.

Our Bridge to Preschool program was accepted into Harvard University Child Development Center's Frontiers of Innovation portfolio, which gives us access to expert consultation and other resources to support the program's development and growth.

¹ *Early Identification Matters*, 2017, *Help Me Grow California*, <http://helpmegrowca.org/index.php/help-me-grow-california/policy-and-advocacy>

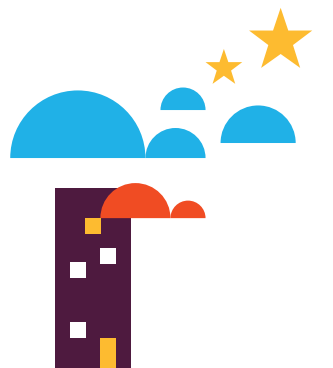
“I like the fact that we're able to stay in class [in Bridge to Preschool]. We were able to see him become more independent and grow on his own. He's more careful, more gentle, and has learned to share.”

— J'S PARENT

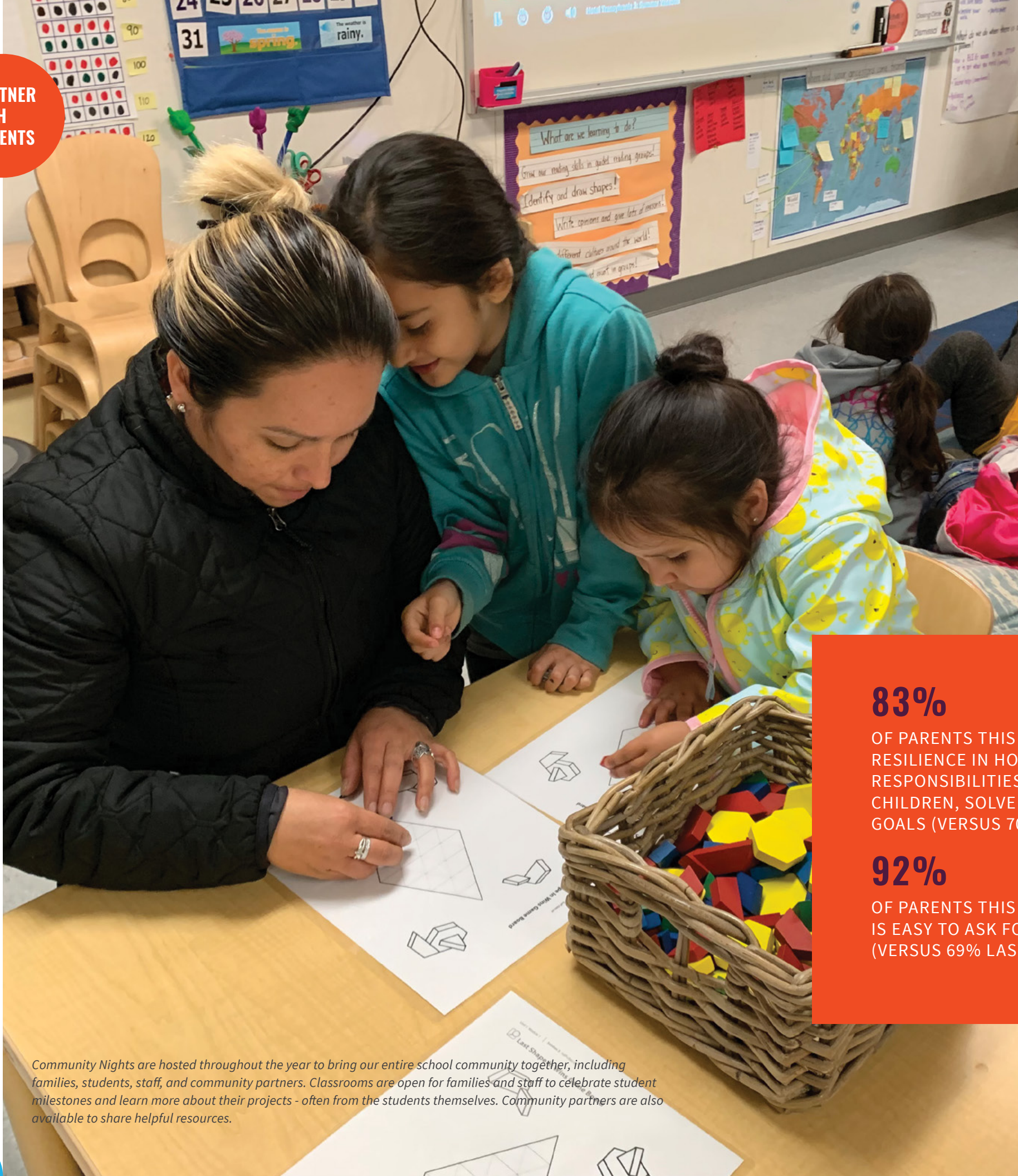


LESSONS LEARNED

- ★ **Identifying needs early, building trust, and coordinating care can lead to children and parents accessing more services and following through on referrals.** Breakdowns in communication between the health and early intervention systems and parents are common, so being the connector between systems is crucial for catching — and acting on — developmental delays early.
- ★ **Putting parents at the center of the process early sets a strong foundation for success in school.** When parents are invited to reflect on the results of a developmental screening with a trusted parent coach and attend early childhood sessions with their children, they can see firsthand how new support strategies are affecting their child's behavior and skills. Investing time to do home visits and regular in-person progress updates about their child also gives staff the chance to start building trust and connection with parents before their child starts attending school.
- ★ **Learning about a child's strengths and developmental needs early facilitates a smoother transition to school.** Through programs like Bridge to Preschool, parents and staff can start the school year with a deeper understanding of the child and — in some cases — intervention services already in place to support their learning and growth.



PARTNER WITH PARENTS



STRATEGY

PARTNER WITH PARENTS

ONE IN TEN CHILDREN IN THE UNITED STATES HAS EXPERIENCED THREE OR MORE ADVERSE CHILDHOOD EXPERIENCES (ACES)¹, WHICH CAN LEAD TO TOXIC STRESS AND POOR EMOTIONAL AND PHYSICAL HEALTH OUTCOMES LATER IN LIFE. EXISTING SYSTEMS DON'T PRIORITIZE THE IMPORTANCE OF WORKING WITH PARENTS TO BUILD RESILIENCY, SOCIAL SUPPORT, AND OTHER PROTECTIVE FACTORS THAT CAN DRAMATICALLY MITIGATE — AND EVEN PREVENT — THE IMPACT OF ACES.

Many systems that work with adults tend to only focus on parents in relation to their children. Yet all adults — whether or not they are parents — also have their own needs and desires. When parents are well, they can provide a more stable environment for children and engage more directly in their health and learning.

One of our core strategies is **partnering with parents and caregivers**, supporting their growth alongside the growth of their children. Through our parent-focused programming, we work alongside parents on their goals to support their development as parents and individuals. Parents build capacity to engage with us regularly at school and act as a central voice in decision-making for their child, offering a vital perspective for the best way to support their child's health, academics, and well-being at home and in the classroom.

PARENT OUTCOMES

83%

OF PARENTS THIS YEAR REPORTED RESILIENCE IN HOW THEY MANAGE RESPONSIBILITIES, CARE FOR THEIR CHILDREN, SOLVE PROBLEMS, AND ACHIEVE GOALS (VERSUS 70% OF PARENTS LAST YEAR)

66%

OF PARENTS REPORTED MAKING PROGRESS ON THEIR OWN PERSONAL GOALS THIS YEAR, WHICH INCLUDES FINANCIAL, EDUCATION, EMPLOYMENT, AND HEALTH AND WELLNESS GOALS

92%

OF PARENTS THIS YEAR REPORTED THAT IT IS EASY TO ASK FOR HELP FOR THEIR CHILD (VERSUS 69% LAST YEAR)

100%

OF PARENTS FELT HEARD, UNDERSTOOD, AND RESPECTED BY THEIR PARENT COACH

Community Nights are hosted throughout the year to bring our entire school community together, including families, students, staff, and community partners. Classrooms are open for families and staff to celebrate student milestones and learn more about their projects - often from the students themselves. Community partners are also available to share helpful resources.

¹ Sacks, V., MPP, & Murphy, D., PhD. "The prevalence of adverse childhood experiences, nationally, by state, and by race/ethnicity." Child Trends, 2018, https://www.childtrends.org/wp-content/uploads/2018/02/ACESBriefUpdatedFinal_ChildTrends_February2018.pdf

PARTNER
WITH
PARENTS



Our Parent Circles help parents build stronger networks of support and connection with other parents.

INCREASING SOCIAL SUPPORT NETWORKS THROUGH MONTHLY PARENT CIRCLES

We believe in the strength, resiliency, and power of each of our parents, and studies have shown that parents with healthy social relationships are more likely to have positive perceptions about themselves and their parenting practices, and are less likely to struggle with anger, anxiety, or depression.¹ Our monthly group parent sessions — called Parent Circles — are one of the ways that parents share their wisdom, learn and explore new skills, and support each other.

¹ Browne, C. H., PhD. "Strengthening Families Approach and Protective Factors Framework: Branching Out and Reaching Deeper." Center for the Study of Social Policy, 2014, <https://cssp.org/wp-content/uploads/2018/11/Branching-Out-and-Reaching-Deeper.pdf>

CASE STUDY

B. came to The Primary School eager to support his child's education and learn how to strengthen his parenting skills and communication with his partner.

In the beginning, it was difficult to open up with other parents during monthly Parent Circle group meetings. But over time, he has become more comfortable using the group as a place of support and guidance. Sharing more about his personal goals during Parent Circles has reinforced his existing efforts to apply for a new job, maintain a healthier lifestyle, and develop more structured routines at home for his children. He has also worked closely with his parent coach to access learning about different ways to align his parenting approach with his partner. In turn, B. has been able to offer support and wisdom to other parents as they work toward their own personal goals.

GOALS ACHIEVED BY PARENTS THIS YEAR

Financial Goals

- ★ Saved \$3,500 and on track to save \$7,000 by November 2019
- ★ Set up automatic monthly deposits in savings account

Education and Employment Goals

- ★ Completed GED
- ★ Found and started English classes

Health and Wellness Goals

- ★ Started exercising consistently throughout the week
- ★ Started eating healthier food by cooking at home and meal planning

“When we don't know how to do something, other parents have ideas for how they overcame a problem. And you learn that way by other parents going through the same thing.”

— DAVID, PARENT

89%

OF PARENTS REPORT THAT THERE IS AT LEAST ONE OTHER PERSON IN THEIR PARENT CIRCLE THAT THEY CAN TALK TO IF THEY NEED SUPPORT WITH A PERSONAL ISSUE



Parents play a crucial role in our integration work, partnering with our multidisciplinary team to understand a child's full set of needs. All of our classrooms feature visual reminders of the child's entire family, both in and out of the classroom. This year, students drew their own depictions of family, which were prominently displayed on classroom walls.

“When we had the opportunity to bring this school [to East Palo Alto], as parents, many of us felt very excited about the idea to have an institution that offered our children basic skills and beyond, because it's not just about the knowledge, but also about the soul and the character, about encouraging values, friendship, fellowship - all of that.”

— EVELING, PARENT

LESSONS LEARNED

- ★ **Place importance on adult well-being.** Our work has much greater impact when we account for parents having their own needs and desires, separate from that of their children.
- ★ **Create space for parents to set their own goals and engage in self-reflection.** Parents are more likely to achieve their own goals and feel successful when goals are concrete, measurable, and bold. Our support is most effective when we help parents find the balance between what is realistic and what is just outside of their comfort zones.
- ★ **Provide non-judgmental, experiential learning opportunities.** Parents are most engaged when our monthly group sessions have an experiential component and concrete skills that they can choose to use at home.

PARTNER HIGHLIGHT WU YEE CHILDREN'S SERVICES

This past year, we launched a partnership with Wu Yee Children's Services — San Francisco's largest Head Start provider — to learn more about how components of our model could be implemented in a Head Start-funded early childhood center. We teamed up with their Kirkwood Child Development Center in San Francisco's Bayview and Hunters Point neighborhoods to co-design family engagement strategies and a trauma-responsive, multi-tiered mental health support system for children and families.

The Kirkwood team then implemented pilots in these areas, including a more intimate approach to welcoming families; a revamped “SEL Coach” role for the mental health provider; and new team-based processes to address holistic child needs. Together, we learned a lot about logistical challenges and other implementation barriers, while also celebrating the increased support that teachers and parents drew from the structures and approach. Next year, we look forward to implementing the mental health model with a joint mental health partner and family engagement strategies with Wu Yee's Family Advocates. By co-designing and piloting these components, our goal is to learn about how they can impact children, families, and educators across different contexts.



INTEGRATE SERVICES

STRATEGY

INTEGRATE SERVICES

OUR COUNTRY'S HEALTH CARE, EARLY CHILDHOOD, K-12, AND SOCIAL SERVICE SYSTEMS STRUGGLE TO WORK TOGETHER TO SUPPORT CHILDREN AND FAMILIES. IF WE REIMAGINE HOW THESE SYSTEMS CAN COLLABORATE, WE CAN BETTER SUPPORT A CHILD'S HOLISTIC NEEDS.

Children thrive when they are supported, learning, and growing not only within the classroom, but also across other settings. This requires coordination among all of the adults in a child's life — including teachers, parents, and other family members — as well as systems — including health care, education, and other support services.

One of our core strategies is to **integrate services** to support a child's holistic growth. We leverage our unique relationship with families and daily interaction with students to proactively support a child's academic, social-emotional, and health outcomes. We also work closely with outside experts, including health care providers, and other community partners to coordinate care for children.

INTEGRATION OUTCOMES

98%

OF CHILDREN HAVE A MEDICAL HOME

97%

OF CHILDREN HAVE HAD A WELL CHILD VISIT, PREVENTATIVE DENTAL SCREENING, AND VISION SCREENING IN THE PAST YEAR

97%

OF CHILDREN HAD A CHILDREN'S CIRCLE THREE TIMES THIS YEAR, WHEN THEIR PARENT, PARENT COACH, AND TEACHER CAME TOGETHER TO DISCUSS THEIR PROGRESS ACROSS ACADEMIC, SOUL, AND HEALTH OUTCOMES

Partnering with existing health care providers in the community is an essential part of our program. Our core health care partner, Ravenswood Family Health Center in East Palo Alto, works with us to provide group well child visits (pictured above), coordinate medical care, and support chronic health conditions. One of their pediatric nurses, who is also our integrated nurse liaison, comes to our school twice a week to provide on-site care coordination.



CASE STUDY: SUPPORTING COMPLEX NEEDS WITH A MULTIDISCIPLINARY TEAM

Seven-year-old D. is a bright, articulate first grader who has been enrolled at The Primary School since preschool. Her mom always knew D. was very active and talkative; it wasn't until she started talking with other parents and doing research that she realized these qualities could be related to ADHD.

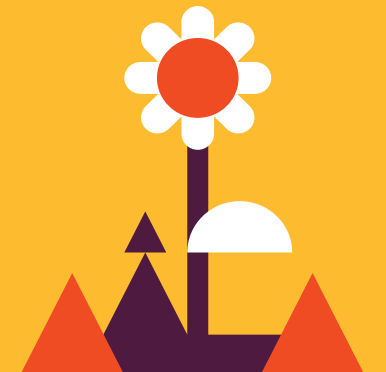
As D. got older, her mom and teacher noticed that she was more talkative and had trouble focusing in class. She also struggled with anxiety and speech. D.'s mom asked the school to share this information with her pediatrician. This led to a referral to a developmental specialist, who diagnosed D. with ADHD and anxiety.

Once D. had a diagnosis, her mom proactively started looking for resources and doing research to find the best support services. Our parent coach partnered with D.'s mom to transfer her to a new medical home and coordinate with the school team, including our integrated nurse liaison (who also worked at her new medical home clinic), assistant principal, parent coach, and teachers. D.'s mom and our team worked together to develop a personalized success plan, which included at-home and in-classroom strategies identified in the developmental assessment to build on D.'s many strengths and help improve her focus and attention. D.'s teachers were also able to start working with D. on individualized academic goals in the classroom.

Because D.'s mom, specialists, integrated nurse liaison, parent coach, and teacher were involved, our team was able to build a more effective support plan. The plan incorporates family values and time constraints, recommendations from her pediatrician and therapist, and observations in the classroom.

“With The Primary School, there is more freedom to see what works for each kid, especially when it comes to learning. I love that about the school. Going forward, I want to work with The Primary School to focus on my daughter’s strengths, help her overcome some of her weaknesses, and just allow her to feel good about herself. I’m excited to watch her flourish.”

— D.'S MOM



Our team helps reinforce healthy behaviors, like toothbrushing, in the classroom by having students brush their teeth after eating and learn about the impact of sugary drinks on their teeth. We also partner with families to practice the same healthy behaviors at home.



INTEGRATE SERVICES



This year, we hosted a two-week Pedometer Challenge to promote physical activity outside of the classroom. Parents and staff participated in the challenge. At the end of two weeks, parents, staff, students, and partners — including the East Palo Alto Police Department, Ravenswood Family Health Center, and East Palo Alto Mayor Lisa Gauthier — walked from “bus stations” around the community to school together.

“It’s been so helpful to be able to communicate with children’s teachers, interventionists, and support staff to understand their overall health and well-being and gain insight into how they are functioning and behaving in a home and school setting.”

— DORIEL PEARSON NISHIOKA, MS, PA-C.
PEDIATRIC PHYSICIAN ASSISTANT, RAVENSWOOD FAMILY HEALTH CENTER

LESSONS LEARNED

- ★ **Identifying points of contact with providers at different organizations**, like an integrated nurse liaison or parent coach, is vital for efficient communication and treatment plan development.
- ★ **Investing the time and resources in developing strong relationships with parents** through universal parent coaching programs builds a strong foundation of trust, which is especially helpful for supporting children with complex needs. Parents are then more likely to take the first step following a diagnosis and continue following up with their health care and school-based teams.
- ★ **Integrating with other systems successfully requires intentional time and structures** to maintain open communication, meet regularly, and coordinate around shared priorities to make sure everyone is on the same page.

PARTNER HIGHLIGHT

SAN MATEO COUNTY ASTHMA COALITION

If not properly controlled, asthma can result in missed school days and visits to the emergency room, impacting a child’s ability to learn. In partnership with Ravenswood Family Health Center, we have developed and tested protocols to ensure our school can support children with asthma needs and to provide ongoing screening of students with asthma throughout the year. This involves school front office administrative staff, teachers, school nurses, and parents all working together. We are excited to share these protocols with schools and clinics more broadly throughout San Mateo County. In partnership with the San Mateo County Asthma Coalition, we are now supporting the launch of a task force to support local pilot schools in becoming “asthma ready” for Fall 2019.



GROWING OUR IMPACT

We believe that to achieve impact beyond East Palo Alto, we must partner with other schools and organizations. Our ultimate goal is to build a game-changing and replicable system of care for children.

Build Full Model

We are planning to open multiple sites in order to better understand what our comprehensive model looks like and the impact that it can have on children and families. This past year, we built the foundation for our second site in the community of Hayward, California. We learned about the need in the community for more robust early childhood and health supports from local parents, leaders, and organizations. We also developed a partnership with a health care provider, Kaiser Permanente, who runs a pediatric clinic in Hayward. Kaiser Permanente physicians and other staff will work with us, alongside community organizations and parents, to integrate pediatric care and their health and wellness approach into our programming. We will build on the learnings from our first site in East Palo Alto and explore innovative approaches to health care and education collaboration.

Milestones in 2019-2020:

- ★ Launch second grade with our founding families in East Palo Alto
- ★ Open second site in Hayward in partnership with Kaiser Permanente, beginning with parent-toddler programming and preschool in 2020

Develop and Pilot Components

We also believe that we need to build a broader network for learning, and we are investing in local and national partnerships to extend the learning about our model to different contexts. In order to help us determine which parts of our model work, for who, and why, we will work with partners to implement components of the model as learning pilots with aligned measurement plans.

Milestones in 2019-2020:

- ★ Continue using Sesame Workshop curriculum in preschool classrooms and pilot curriculum in other schools across the country
- ★ Pilot parent and mental health program components with Wu Yee Children's Services in San Francisco
- ★ Deepen our ability to learn and improve our programs quickly, and codify components for broader dissemination

Prepare for Broader Adoption

Finally, we are building towards our vision for systems-level change by deeply understanding the systems we are operating in, the barriers to adoption of our model, and the windows of opportunity for change.

Milestones in 2019-2020:

- ★ Build our understanding of current policy conditions and what it would take for education and health systems to adopt our core principles and practices
- ★ Lay groundwork for broader change by sharing our learning with practitioners, institutions, and policymakers in California and nationally



OUR PARTNERS

WE ARE PROUD TO WORK WITH PARTNERS ACROSS SECTORS, WHO HELP US ENRICH OUR CLASSROOM EXPERIENCE, OFFER PERSONALIZED HEALTH AND SUPPORT SERVICES FOR CHILDREN AND FAMILIES, LEARN FROM SIMILAR MODELS, AND GROW THE IMPACT OF OUR PROGRAM.



NATIONAL PARTNERS

Chan Zuckerberg Initiative
Conscious Discipline
Frontiers of Innovation/Center for the Developing Child at Harvard University
LENA Foundation
Osmosis
Sesame Workshop
Sparkler



REGIONAL PARTNERS

Kaiser Permanente
NewSchools Venture Fund
Playworks
Seneca Family of Agencies



CZI'S COMMUNITY OF PRACTICE

Codman Academy
Momentous Institute
Monument Academy
Oyler School
Rales Center and KIPP Harmony
Wediko School



COMMUNITY PARTNERS

Baby Basics
Children's Health Council
City of East Palo Alto
Community Legal Services in East Palo Alto
County of San Mateo Health System
Ecumenical Hunger Program
EPACenter Arts
First Five - San Francisco
Gatepath
Lewis and Joan Platt East Palo Alto Family YMCA
Ravenswood City School District
Ravenswood Family Health Center
San Mateo County Libraries
Speech Goals
Starvista
Wu Yee Children's Services
YMCA of the East Bay



THE PRIMARY SCHOOL VALUES



EXCELLENCE



GROWTH



COURAGE



COMMUNITY



SOUL