WHO WE ARE

We are creating a new school model that fundamentally reimagines how to support the life trajectory of underserved children. Our approach starts well before kindergarten, integrates health care services, and builds parent wellbeing throughout a child’s development.

THE PROBLEM

We believe that raising a child is a team effort. With a strong team supporting them, every child can learn, be well, and thrive.

Parents and caregivers are the most powerful, capable, and important members of a child’s team. However, all too often, parents are left to support their child’s wellbeing alone. Our public systems have been set up so that teachers, pediatricians, and others are working in silos. Despite having similar goals, the systems in which they work often do not have the capacity, scope, or connection to address a child or family’s complex needs, particularly when those needs are compounded by adversity and other stressful and traumatic experiences.

Because of systemic racism, communities of color are disproportionately affected by these challenges and have the added burden of not being able to afford or access adequate services. The result is that parents, who have the desire and capability to build a better future for their children, must struggle with the challenges of systemic poverty while also supporting their children alone.

OUR SOLUTION

Our comprehensive model brings together all of the adults in a child’s life, including parents, educators, and medical and mental health providers, starting from a very early age. This multidisciplinary approach helps close the achievement gap, ensuring that children and families living in underserved communities receive the support they need to be well, learn, and thrive.

OUR VISION

Our vision is to build a model that can be effectively implemented in diverse communities and sustained on public funding. Over the long term, we seek to have permanent, large-scale, and transformative impact by influencing the policies and public systems that serve children and families.
WHAT WE DO

WHO WE SERVE

CHILDREN FROM BIRTH TO EARLY ADOLESCENCE

Our school program is designed to support a child’s health, academic, and social-emotional development from a very early age through their formative years of growth, from infancy through early adolescence.

HIGH-BENEFIT FAMILIES

We partner with families who are dealing with economic hardship, past traumatic experiences, and a reliance on public systems that are difficult to navigate. Our program also supports children with a wide range of developmental and behavioral needs.

TWO COMMUNITIES

We currently operate two program sites in East Palo Alto and Hayward, California, which act as our primary centers of direct impact, innovation, and learning.

NATIONAL REACH

We work with national and regional partners to test components of our model and reach children and families beyond our direct program sites. These partnerships are an essential piece of our learning and growth strategy.

GUIDING PRINCIPLES

START EARLY

We start working with children as young as infancy and provide full-time school starting at age three to reach them at a critical stage in development.

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.

INTEGRATE SERVICES

Our unique model unites health care and education, building a multi-disciplinary team and holistic system of care around a child’s full needs.

OUR PROGRAM

TODDLERS

Families enter our program several years before kindergarten. As soon as they enroll, parents begin our parent wellness programming, working one-on-one with a wellness coach and attending monthly peer groups. Children attend regular playgroups with other toddlers and their parents, receive developmental screenings, and, when needed, are connected to early intervention services.

PRESCHOOL

Once children turn three years old, they enter our full-day preschool. Our innovative preschool curriculum was developed in partnership with Sesame Workshop and emphasizes social emotional learning and early language and literacy skills. Parents continue working with their wellness coach and meeting every month with a peer group.

ELEMENTARY AND MIDDLE SCHOOL

At age five, children enter elementary school with us. Throughout their school experience, we strive to create a trauma-informed, culturally-relevant environment and hold ourselves accountable to rigorous academic, health, and social emotional outcomes.
PROMISING EARLY RESULTS

We’re starting to see promising early results from our team-based approach. Parents are increasing their resiliency and building their protective factors and social support networks; families are accessing preventative health care and early intervention services, which are essential ingredients for a child’s success in school; and our preschoolers are entering kindergarten with the early academic, health, and social emotional skills they need to succeed.

SUPPORTING PARENT WELLNESS AND RESILIENCE

- 90% of parents regularly attend monthly parent circles
- 83% of parents report resilience in how they care for their children and manage responsibilities (versus 70% last year)
- 66% of parents report making progress on their personal goals

ACCESSING PREVENTATIVE HEALTH CARE AND SERVICES EARLIER

- 98% of families report having a medical home for their children
- 100% of children under three have gone through developmental screenings
- 92% of referrals have been followed up on by parents

STARTING KINDERGARTEN STRONG

LITERACY
- 96% UPPERCASE LETTER IDENTIFICATION
- 91% LOWERCASE LETTER IDENTIFICATION
- 91% LETTER SOUND IDENTIFICATION

COUNTING
- 98% ONE TO ONE COUNTING
- 85% ROTE COUNTING

SOCIAL EMOTIONAL SKILLS*
- 91% SELF-AWARENESS
- 89% RESPONSIBLE DECISION MAKING
- 91% RELATIONSHIP SKILLS

*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.
PLAN TO SCALE

We plan to run a small number of program sites and leverage strategic partnerships to test components of our model and broaden our impact. As we learn and grow, we plan to share our learnings and pursue policy and systems change on a local, state, and national level.

BUILD FULL MODEL

We operate a small number of program sites to better understand what our comprehensive model looks like and the impact it can have on children and families. These sites act as our primary centers of impact, innovation, and learning.

DEVELOP AND PILOT COMPONENTS

We work with local and national partners to test and co-design components of our model that are having early positive impacts at our core sites in different educational environments. These partners help us extend our impact and learning beyond our program sites.

PREPARE FOR BROADER ADOPTION

We are building toward our vision for systems-level change by working with partners to deeply understand the systems we are operating in, the barriers to adoption of our model, and the windows of opportunity for change.
2020-2022

STRATEGIC PRIORITIES

OUR FIRST FOUR YEARS OF OPERATION HAVE BEEN INTENTIONALLY FOCUSED ON BUILDING A STRONG FLAGSHIP SCHOOL IN PARTNERSHIP WITH THE EAST PALO ALTO COMMUNITY AND WORKING WITH A SMALL NUMBER OF PARTNERS TO CO-DESIGN COMPONENTS OF OUR MODEL.

Now, we are moving into an exciting new stage of growth. Over the next two years, we will continue to grow and innovate in East Palo Alto while extending our learning through strategic partnerships. We will also focus on building a stronger foundation of people and financial support to prepare us for longer-term impact.

DEEPEN IMPACT AND LEARNING IN EAST PALO ALTO

We will continue to deliver an excellent educational program in our founding community of East Palo Alto and hold ourselves accountable to the academic, health, and social-emotional outcomes of our students.

EXTEND IMPACT AND LEARNING THROUGH PARTNERS

We will advance learning and broader impact beyond East Palo Alto by opening our second core site in Hayward and by continuing to work with partners to test components of our model in different environments across the country.

BUILD A HIGH-IMPACT, EQUITY-CENTERED ORGANIZATION

We will build a strong foundation for long-term impact by growing a diverse, talented team and seeking out new sources of private and public funding.
DEEPEN IMPACT AND LEARNING IN EAST PALO ALTO

INNOVATION AND EXCELLENCE

By 2022, our goal is that all children in our founding program are at or above grade level in language, literacy, and social-emotional development. These outcomes are strong indicators for how our program as a whole is contributing to students’ future success.

We will also continue to launch new pilot programs and iterate on current components of our model, including parent wellness coaching and birth to three programming. This will help us improve our program for students and families in the community and inform our work with partners.

GROWING OUR SCHOOL PROGRAM

We will continue to grow approximately 50 students per year. By 2022, our school will have 500 students between preschool and fourth grade. Our long-term facility will house our full program, serve as a “community hub” for partners in the community, and act as the launching pad for extending impact beyond East Palo Alto.

The Chan Zuckerberg Initiative has generously made a significant anchor investment in this project, which will ensure that the East Palo Alto program has long-term, sustainable support. We are also excited that other individual donors and philanthropic institutions have been inspired by our mission, and have joined us as partners in our work. This community support will help us innovate in East Palo Alto as well as achieve our vision for system-level change in education and health for children across the country.

GOALS

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<th>Priority 1</th>
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<tbody>
<tr>
<td>All children receive excellent instruction and demonstrate strong academic outcomes</td>
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<tr>
<td>All children feel safe and connected</td>
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<tr>
<td>Complex health needs are not a barrier to learning</td>
</tr>
<tr>
<td>Parent behaviors and enhanced protective factors promote child well-being</td>
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</table>

PROJECTED ENROLLMENT

+52 students 2021-22
+100 students 2020-21
348 CURRENT ENROLLMENT
500 STUDENTS

Current Enrollment: 348 students
Projected Enrollment: 500 students

GROWING OUR SCHOOL PROGRAM
EXTEND IMPACT AND LEARNING THROUGH PARTNERS

LAUNCHING NEW PROGRAM SITE IN HAYWARD WITH KAISER PERMANENTE

We are launching our second program site in close partnership with Kaiser Permanente, who will be our innovative community health care partner in Hayward. This partnership has the dual benefit of delivering high-quality services to students and families and testing our approach with a new health care delivery model that is one of the country’s few examples of a fully integrated managed system of health care. In addition, we are planning to open this site with public early childhood and K-12 funding to better understand how to implement and scale our model within public systems.

TESTING COMPONENTS OF OUR MODEL WITH PARTNERS

Partners have helped us understand how our model works in different contexts. We have been working with Wu Yee Children’s Services (San Francisco’s largest Head Start provider) to co-design family engagement and coaching strategies along with a trauma-informed mental health support system. These strategies are being implemented at multiple Wu Yee locations in San Francisco. We have also been working closely with Sesame Workshop to develop an early childhood curriculum that builds early literacy skills with embedded social emotional learning. This curriculum is being used at our East Palo Alto program site, and is now being tested at two new preschools across the country with plans for broader reach in the next year.

Over the next two years, we will develop similar partnerships to learn, iterate, and codify components of our model for broader dissemination.

LAYING GROUNDWORK FOR SYSTEMS CHANGE

We are actively learning what it looks like to embed our model within the public systems supporting children and families (education, health care, and family supports), including relevant funding, legislative, and regulatory landscapes. We are sharing our early learnings about the systems with policymakers, advocacy organizations, and others as we experience the barriers, gaps, and lack of coordination that prevent children and families from accessing publicly funded supports through our model.

Over the next two years, we will invest in continued learning through our two sites and develop more clarity on which opportunities to impact systems we want to pursue. Possible pathways include the systems that oversee preschool, mental health, Medicaid, early identification and intervention, and family supports. We will also invest in building relationships with relevant stakeholders and organizations in and around those systems, and continue to share our learnings with those audiences in California and beyond.
BUILD A HIGH-IMPACT, EQUITY-CENTERED ORGANIZATION

INVESTING IN OUR TEAM

We know that this work is only possible when led by a diverse, caring, and innovative team. Our team represents a broad range of identities and perspectives, and we are committed to reaching out to and engaging staff who share the identities and lived experiences of children and families in our program. Doing so as we grow requires real investment to attract, develop, and retain talent, and to live out our commitment to diversity, equity, and inclusion throughout our program and practices.

PROJECTED STAFF GROWTH

<table>
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<tr>
<th>PRIORITY 1</th>
<th>East Palo Alto instructional &amp; site support</th>
<th>FY20</th>
<th>FY21</th>
<th>FY22</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>PRIORITY 2</td>
<td>Hayward instructional &amp; site support</td>
<td>6</td>
<td>10</td>
<td>11</td>
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<tr>
<td>PRIORITY 3</td>
<td>R&amp;D and dissemination</td>
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<td>5</td>
<td>1</td>
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<tr>
<td></td>
<td>Talent, finance, development &amp; operations</td>
<td>3</td>
<td>1</td>
<td>0</td>
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DIVERSIFYING OUR FUNDING SOURCES

We are fortunate to have the Chan Zuckerberg Initiative’s investment in our program. As we enter this new phase of growth and expand our direct service programs, we will leverage additional streams of public revenue and engage new philanthropy. This will secure greater sustainability for our organization and open up new opportunities for growth and learning.

We are also working toward specific cost-per-student targets across our program sites to ensure that our innovative practices are, in fact, replicable in other settings. These targets were derived by analyzing the public funding available to support our programs. Already, we are starting to access some of that public funding through our preschools in East Palo Alto and Hayward. We also continue to leverage public resources by partnering with existing health care systems and other systems that support children and families, and, generally, by seeking out opportunities to align and integrate (not duplicate) services.
THE PRIMARY SCHOOL VALUES

EXCELLENCE  GROWTH  COURAGE  COMMUNITY  SOUL