

Board of Education Executive Summary
Academic Office: Early Kindergarten Program
Board Policy # 6170.1 Revision
March 3rd, 2016



I. Overview of the Early Kinder Program

An important step in reaching the vision outlined in Pillar One, *College and Career Ready Students*, of the district's strategic plan, is to build a stronger support network for our youngest learners. In 2010, California enacted the Kindergarten Readiness Act, S.B. 1381. Prior to that time, children in Sacramento City

had an educational opportunity, Transitional Kindergarten (TK), referred to as Early Kinder (EK) in

which afforded children who turn five between September 2

September 2nd and December 2nd an additional year of school and serves as a bridge between preschool and Kindergarten. Early Kinder uses developmentally appropriate curricula aligned to the California Preschool Learning Foundations, Common Core, and State Standards taught by credentialed teachers in an enriching environment.

The district continues to deepen its implementation of the Early Kinder program for its students and families. Since its implementation in 2011 with four pilot school sites: Alice Birney Waldorf Inspired K-8, Leonardo da Vinci K-8, Theodore Judah, and Hubert Bancroft, the program has expanded to H.W. Harkness, A.M. Winn, Pacific, and Crocker/Riverside (2015/2016) by providing students and families regional access for this early educational opportunity. Due to class size reduction, the Early Kinder class at Crocker/Riverside will move to Washington Elementary for the 2016/2017 school year. The response from parents and school staff strongly indicate that Early Kinder provides the extra support to help students develop the social, emotional and academic skills needed for regular Kindergarten and success in school. It is the district's intent to expand the program to each school that is able to support this educational opportunity for its school community.

An important first step for sustaining the Early Kinder program was the adoption of Board Policy # 6170.1 which was adopted by the Board in November 2014, introducing Early Kinder as an essential regular grade school level for the families in SCUSD. Using the California School Boards Association (CSBA) sample policy as a guide, the district drafted a policy that outlined state regulations and prescribed essential program components needed to provide our students with the knowledge, skills, and attitudes that will position them for success in subsequent grades.

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The California Department of Education (CDE) has recently amended Education Code (EC) 48000 for Transitional Kindergarten. The request to revise/amend Board Policy #6170.1 appropriately complies with CDE and the needed changes suggested by the California School Board Association.

II. Driving Governance

The research clearly indicates that high-quality education for young learners is vitally important in assuring school success and plays a pivotal role in closing the achievement gap among groups of students. Children who participate in high-quality early childhood programs tend to perform at/above the proficiency level, have greater language abilities, and

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- Section five, **Continuance to Kindergarten**, page three - states that parents are no longer required to submit a Kindergarten Continuation Form for students who complete Early Kinder and are eligible/attend kindergarten the following year.
- Section six, **Program Evaluation**, page three, inserts the language “**formal and informal**” assessments shall be developed and utilized to evaluate E K students’ development and progress.
- **Legal Reference**, bottom of page three, inserts Education Code - 37202 School Calendar; equivalency of instructional minutes.

VI. Results

While the program continues to evolve, data from varying sources indicate that the program is indeed making a difference and is positively impacting student learning. It has grown from serving approximately 71 students and their families to now serving 185 students in schools regionally placed throughout the district. Parents and staff are surveyed each spring at each Early Kinder school site to gain community comment and evaluate the overall program and instructional delivery to meet the needs for this age student.

Parent feedback from 2014/2015 Early Kinder school survey indicated:

- Ninety-four percent (94%) indicated that Early Kinder provided the time and instruction necessary to develop the social/emotional and academic skills needed at this grade level
- Ninety-three percent (93%) noted that the program provided appropriate opportunities for social/emotional development to help build positive social interactions with peers and school staff
- Ninety-three percent (93%) responded that the program provided instructional opportunities to increase self-regulation and accept class/school instruction
- Ninety-four percent (94%) cited that their child benefitted from having this program to help prepare for Kindergarten/next steps in school
- Ninety-three percent (93%) indicated that the program provided a variety of learning activities such as: play, student choice, one to one, small group, and large group instruction to help build capacity for their child
- Ninety-three percent (93%) stated that the program has been a positive learning experience for their child

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Principal and teacher feedback from the 2014/2015 Early Kinder survey indicated:

- 100% agreement that the program is providing a balanced instructional program that promotes Physical, social/emotional, and academic development t for the students
- 100% agreement that the students are benefitting from an additional instructional year that will promote success at the next grade.
- 100% agreements that Early Kinder is providing appropriate instructional opportunities in oral language and mathematic development.
- 100% agreement that that Early Kinder is providing appropriate instructional opportunities to increase student’s social interaction, self-regulation, to accept instruction.
- 100% agreement that Early Kinder is providing of a variety opportunities for student learning: whole group, small group, one to one, student choice, and instructional /free

Sacramento City USD

Board Policy

Early Kinder (Transitional Kindergarten)

BP 6170.1

Instruction

The Governing Board desires to offer a high-quality Early Kinder (Transitional Kindergarten) Program for eligible children who do not yet meet the minimum age criterion for Kindergarten. The program shall assist children in developing the academic, social, and emotional skills they need to succeed in Kindergarten and beyond.

The district's Early Kinder shall be the first year of a two-year Kindergarten program (Education Code 48000)

The Board encourages ongoing collaboration among district preschool staff, other preschool providers, elementary teachers, administrators, and parents/guardians in program development, implementation, and evaluation.

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)
(cf. 6020 - Parent Involvement)

Eligibility

The district's Early Kinder Program shall prioritize student enrollment for children whose fifth birthday lies between: (Education Code: 48000)

- * November 2 and December 2 in the 2012-13 school year
- * October 2 and December 2 in the 2013-14 school year
- * September 2 and December 2 in the 2014-15 school year and each school year thereafter

Parents/guardians of eligible children shall be notified of the availability of this program and the age, residency, and any other enrollment requirements. Enrollment in the Early Kinder Program shall be voluntary.

(cf. 5111 - Admission)
(cf. 5111.1 - District Residency)
(cf. 5111.12 - Residency Based on Parent/Guardian Employment)
(cf. 5111.13 - Residency for Homeless Children)
(cf. 5141.22 - Infectious Diseases)
(cf. 5141.3 -

Students enrolled at a regional non-neighborhood Early Kinder school site shall return to their assigned/neighborhood home school to continue their regular 2nd year in Kindergarten. Parents requesting to continue the second year of Kindergarten at a regional non-neighborhood school would apply to do so through the Open Enrollment Process.

A student shall not attend more than two years in a combination of Early Kinder and Kindergarten. (Education Code 46300)

(cf. 5123 - Promotion/Acceleration/Retention)

Program Evaluation

The Superintendent or designee shall develop or identify appropriate assessments of Early Kinder students' development and progress. He/she shall monitor and regularly report to the Board regarding program implementation and the progress of students in meeting related academic standards.

(cf. 0500 - Accountability)

(cf. 6162.5 - Student Assessment)

Legal Reference:

EDUCATION CODE

8973 Extended-day kindergarten

44258.9 Assignment monitoring by county office of education

46111 Kindergarten, hours of attendance

46114-46119 Minimum school day, kindergarten

46300 Computation of average daily attendance, inclusion of kindergarten and transitional kindergarten

48000 Minimum age of admission (kindergarten)

48002 Evidence of minimum age required to enter kindergarten or first grade

48200 Compulsory education, starting at age six

60605.8 Academic Content Standards Commission, development of Common Core Standards

Management Resources:

CSBA PUBLICATIONS

Transitional Kindergarten, Issue Brief, July 2011

Board Policy

Early Kinder/Transitional Kindergarten

BP 6170.1

Instruction

The governing board desires to offer a high-quality Early Kinder/Transitional Kindergarten Program for eligible children who do not yet meet the minimum age criterion for kindergarten. The program shall assist children in developing the academic, social, and emotional skills they need to succeed in kindergarten and beyond.

The district's Early Kinder/Transitional Kindergarten shall be the first year of a two-year kindergarten program (Education Code 48000)

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A credentialed teacher who is first assigned to an E K class ~~after~~ **July 1, 2015**, shall ~~by August 1, 2020~~, have at least 24 units in early childhood education and/or child development, comparable experience in a preschool setting, and/or ~~child development teacher permit issued by the CTC.~~ **child development teacher permit issued by the CTC.**

(Education code 48000)

The Superintendent or designee may provide professional development as needed to ensure that Early Kinderteachers are knowledgeable about standards and effective instructional methods for teaching young children.

(cf. 4131– Staff Development)

Continuation to Kindergarten

Students who complete the Early Kinder/Transitional Kindergarten program shall be eligible to continue in kindergarten the following school year. ~~Parents /guardians of such students shall not be required to submit a signed Kindergarten Continuance Form for kindergarten attendance.~~ **Parents /guardians of such students shall not be required to submit a signed Kindergarten Continuance Form for kindergarten attendance.**

Students enrolled at a regional neighborhood Early Kinder school site shall return to their assigned/neighborhood home school to continue their regular year in kindergarten. ~~Parents requesting to continue the second year of kindergarten at a regional neighborhood school would apply to do so through the Open Enrollment Process.~~ **Parents requesting to continue the second year of kindergarten at a regional neighborhood school would apply to do so through the Open Enrollment Process.**

A student shall not attend more than two years in a combination of Early Kinder/Transitional Kindergarten and kindergarten ~~(Education Code 46300)~~.

(cf. 5123 – Promotion/Acceleration/Retention)

Program Evaluation

The Superintendent or designee shall develop or identify appropriate ~~formal and/or informal~~ **formal and/or informal** assessments of Early Kinder students' development and progress. He/she shall monitor and regularly report to the Board regarding program implementation and the progress of students in meeting related academic standards.

(cf. 0500 – Accountability)
(cf. 6162.5 – .5)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Transitional Kindergarten FAQs

Desired Results Developmental Profile, 2015

Transitional Kindergarten Implementation Guide: A Resource For California Public School District Administrators and Teachers, 2013

California Preschool Curriculum framework, Vol. 1, 2010

California Preschool Learning Foundations, vol. 1, 2008

Web Sites:

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

California Kindergarten Association: <http://www.ckanet.org>

Commission on Teacher Credentialing: <http://www.tkcalifornia.org>

Transitional Kindergarten California: <http://www.tkcalifornia.org>

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The Board encourages ongoing collaboration among district preschool staff, other preschool providers, elementary teachers, administrators, and parents/guardians in program development, implementation, and evaluation.

(cf. 1220 – Citizen Advisory Committees)
(cf. 6020 – Parent Involvement)

Eligibility

The district's Early Kinder/Transitional Kindergarten Program shall prioritize student enrollment for children whose fifth birthday lies between: (Education Code: 48000)

x September 2 and December 2

Parents/guardians of eligible children shall be notified of the availability of this program and the age, residency, and any other enrollment requirements. Enrollment in the Early Kinder/Transitional Kindergarten Program shall be voluntary.

(cf. 5111 - Admission)
(cf. 5111.1 – District Residency)
(cf. 5111.12 – Residency Based on Parent/Guardian Employment)
(cf. 5111.13 – Residency for Homeless Children)
(cf. 5141.22 – Infectious Diseases)
(cf. 5141.3 – Health Examinations)
(cf. 5141.31 – Immunizations)
(cf. 5141.32 – Health Screening for School Entry)

Curriculum and Instruction

The district's Early Kinder Program shall be based on a modified kindergarten curriculum that is

age and developmentally appropriate (Education Code: 48000)

(cf. 6141 – Curriculum Development and Evaluation)
(cf. 6161.1 – Selection and Evaluation of Instructional Materials)

The program shall be aligned to the preschool learning foundations and preschool curriculum frameworks developed by the California Department of Education. It shall be designed to facilitate students' development in essential skills related to language and literacy, mathematics, physical development health, visual and performing arts, science, history-social studies, English language development, and social-emotional development.

(cf. 5148.3 –Preschool/Early Childhood Education)
(cf. 6011 – Academic Standards)
(cf. 6174 – Education for English Language Learners)

The Board shall fix the length of the school day in district's Early Kinder program, which shall be at least three hours but no more than four hours.

(cf. 6111 – School Calendar)
(cf. 6112 – School Day)

Early Kinder students may be placed in the same classrooms as Kindergarten students when necessary, provided that the instructional program is differentiated to meet student needs.

Staffing

The Superintendent or designee shall

continue in kindergarten the following school year. Parents /guardians of such students shall not be required to submit