



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.1

Meeting Date: March 3, 2016

Subject: Early Kinder Program – Board Policy #6170.1 Revision

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: 3/17/16)
- Conference/Action
- Action
- Public Hearing

Division: Academic Office/Early Kinder Program

Recommendation: Approve revisions to BP 6170.1

Background/Rationale: The California Department of Education has recently amended Education Code (EC) 48000 for Transitional Kindergarten. The changes to our district's BP 6170.1 are reflected in the noted draft revisions and are also appropriately comply with the revisions suggested by the Californian School Board Association.

Financial Considerations: Not applicable

LCAP Goal(s): College and Career Readiness

Documents Attached:

1. Executive Summary
2. Original approved Early Kinder Board Policy #6170.1
3. Edit updated (redline) notations-Board Policy #6170.1
4. Clean copy-revised Board Policy #6170 for review and consideration

Estimated Time of Presentation: 10 minutes

Submitted by: Iris Taylor and John Conway

Approved by: José L Banda, Superintendent

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 Unified School District (SCUSD) and throughout the state began Kindergarten at a younger age than almost all other states. These early age students often begin school before they have maturity, early literacy and pre-math skills needed to meet the challenges of a rigorous academic Kindergarten program. Moving back the Kindergarten entry date is a welcome response addressing this longstanding practice and has created a new educational opportunity, Transitional Kindergarten (TK), referred to as Early Kinder (EK) in SCUSD.

This gift of time affords children who turn five between 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 fewer grade retentions (Lynch, 2005). According to a study conducted by the RAND Corporation in 2007, the readiness gap mirrors the achievement gap of students in the primary grades. However, the report denoted that entering Kindergarten at an older age is an important predictor for student success. Students who are older when they enter Kindergarten demonstrate a significant boost in academic achievement, self-confidence, and positive attitudes about school and learning. Consequently, to ensure student readiness, it is vital that SCUSD provides a quality Early Kinder (two-year) program to give students an additional year to mature socially, emotionally, cognitively, and physically. The proposed revisions to the Early Kinder Policy will provide the guidelines necessary to create the learning environments that support quality instruction and learning for students in the district's Early Kinder program.

III. Budget

The adoption of the proposed revisions to the existing Early Kinder Board Policy #6170.1 does not have any budget implications. The Early Kinder program is supported with Local Control Formula Funds. (LCFF)

IV. Goals, Objectives and Measures

The district is fully committed to preparing its students for college and career. Its goal is to provide students with experiences, beginning with the formative years, which will place them on a trajectory that will position them for success beyond their preschool- grade 12 tenure. Hence, the Early Kinder program is critical to accomplishing this end.

To ensure the program's success, the district is committed to providing an infrastructure of support based on research, reform initiatives and exemplary practices. This includes quality professional learning that is continuous and fosters a deepening of subject matter knowledge

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and a greater understanding of learning for improving classroom practice and student learning, as well as customized targeted support.

Early Kinder program effectiveness is measured by student performance to the district standards developed and adopted from the California Learning Foundations and state and Common Core standards for this grade level. Student progress is assessed and reported to parents each trimester and conference times. Parents and staff are surveyed annually to gain community comment and evaluate the overall program and the instructional delivery the measure program effectiveness.

V. Major Initiatives

The following education revisions are requested for the existing Early Kinder Board Policy #6170.1

- Section one, **Instruction**, page one - removal of the consult reference (cf. 0420 School/Site Council)
- Section two, **Eligibility**, page one - removal of the prioritize enrollment dates for the 2012-2013 and 2013-2014 school years. The September 2nd through December 2nd birthdates remain as the prioritized enrollment dates for the students and families in SCUSD for this year and for the years that follow 2015-2016.
- Section three, **Curriculum and Instruction**, page two - restates that the curriculum and instruction shall be aligned to the preschool learning foundations and preschool curriculum framework's developed by the California Department of Education. The curriculum shall be designed to facilitate a student's development in essential skills related to language and literacy, mathematics, physical development and health, visual and performing arts, science, history-social studies, English language development, and social-emotional development.
- Section three, **Curriculum and Instruction**, page two - establishes that the Board shall fix the length of the school day in the district's Early Kinder program. The Early Kinder instructional day shall be at least three hours but no more than four hours.
- Section four, **Staffing**, page two and three - states that teachers assigned to teach Early Kinder shall possess a teaching credential or permit from the Commission on Teacher Credentialing (CTC) that authorizes Early Kinder instruction. Additionally a teacher first assigned to teach in Early Kinder after July 1st, 2015, shall by August 1st, 2020 have at least 24 units in early childhood education and /or child development, comparable experience in a preschool setting and or a child development teacher permit issued by the CTC.

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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 play to deliver instruction in the classroom.

The district continues to build a close working relationship with neighboring school districts in the area and throughout the state. The Early Kinder school sites and district office have hosted and shared materials/ideas with visitors from Early Edge, the California State Legislature, the Sacramento County Office of Education, and surrounding school districts this past year. Sacramento City Unified participates in collaborative meetings with the Sacramento County Office of Education and other district representatives to help build a learning group that supports regional development of this program. In addition, the Community Partners Program with California State University, Sacramento-Student Volunteers/Student Partners has been very beneficial to the Early Kinder program.

VII. Lessons Learned/Next Steps

The next steps in seeking approval for the proposed revisions to the Early Kinder policy include the following:

- Present the proposed revisions in a second reading to the Board
- Once approved, draft administrative regulations for the policy to provide further guidance on policy implementation
- Continue to provide professional learning in Early Kinder Curriculum and Instructional Practices, Social Emotional and Physical Development, Developmental Play, Assessment for Kinder Readiness, Hands-on Mathematics, and Classroom Management/Behavior Techniques for Early Kinder students
- Continue to provide developmentally appropriate instructional materials

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- Continue to develop the Early Kinder student assessment model
- Continue to evaluate program success through student assessments and program evaluation from parents, site principals, and teachers
- Enhance communication to provide information to the school community and build future enrollment at the school sites
- Organize and hold quarterly meetings to build a common district program model and further develop the program's instructional platform
- Develop new program sites as the district budget allows

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 - 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)

Upon recommendation by the Superintendent or designee, the Board shall approve academic standards for Early Kinder that bridge preschool learning foundations and Kindergarten standards. Such standards shall be designed to facilitate students' development in essential skills which may include, as appropriate, language and literacy, mathematics, physical development, the arts, science, 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 number of instructional minutes offered in Early Kinder shall be the same as that required for the district's Kindergarten program.

(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

Teachers assigned to teach in Early Kinder classes shall possess a teaching credential or permit that authorizes instruction at the Kindergarten grade level.

(cf. 4112.12- Certification)

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

(cf. 4131- Staff Development)

Continuation to Kindergarten

Students who complete the Early Kinder program shall be eligible to continue in Kindergarten the following school year.

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

CALIFORNIA COUNTY SUPERINTENDENTS EDUCATIONAL SERVICES

ASSOCIATION PUBLICATIONS

Transitional Kindergarten (TK) Planning Guide: A Resource for Administrators of California Public School Districts, November 2011

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Transitional Kindergarten FAQs

California Preschool Curriculum Framework, Vol. 1, 2010

California Preschool Learning Foundations, Vol. 1, 2008
Prekindergarten Learning Development Guidelines, 2000
First Class: A Guide for Early Primary Education, 1999

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

11-08 Transitional Kindergarten Assignments, Credential Information Alert, August 25, 2011

WEB SITES

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

California County Superintendents Educational Services Association: <http://www.ccsesa.org>

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

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

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

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

Policy SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

adopted: November 20, 2014 Sacramento, California

Sacramento City USD

Board Policy

Early Kinder/Transitional Kindergarten

BP 6170.1

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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)

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/Transitional Kindergarten Program shall prioritize student enrollment for children whose fifth birthday lies between: (Education Code: 48000)

- ~~• November 2 and December 2 in the 2012-2013 school year~~
- ~~• October 2 and December 2 in the 2013-14 school year~~
- 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)
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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)

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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)

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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

~~Teachers assigned to teach in Early Kinder/Transitional Kindergarten classes shall possess a teaching credential or permit that authorizes instruction at the kindergarten grade level.~~

The Superintendent or designee shall ensure that teachers assigned to teach in the Early Kinder classes possess a teaching credential or permit from the Commission on Teacher Credentialing (CTC) that authorizes such instruction.

4112.12 - Certification

A credentialed teacher who is first assigned to an E K class after July1, 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 a child development teacher permit issued by the CTC.

(Education code 48000)

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(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.**

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/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** 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)

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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>

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Sacramento City USD

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