SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item 10.1

Meeting Date: April 13, 2023

Subject: Revision of Board Policy 6170.1 Transitional Kindergarten

☐ Information Item Only
☐ Approval on Consent Agenda
☐ Conference (for discussion only)
☐ Conference/Second Reading (Action Anticipated:
☐ Conference/Action
X Action
☐ Public Hearing

Division: Academic Office/Early Learning and Care

Recommendation: NA

Background/Rationale:
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 quality Transitional Kindergarten (TK) programming to give students an additional year to mature socially, emotionally, cognitively, and physically. The proposed revisions to the Transitional Kindergarten (TK) Policy will provide the guidelines necessary to create the learning environments that support quality instruction and learning for students in the district's TK classrooms while meeting the requirements of AB 130.

In 2021, legislation was passed that requires any school district operating a kindergarten to also provide a TK program for all children who turn four years old by September 1 by the year 2025–26. TK uses a modified kindergarten curriculum that is age and developmentally appropriate and based on California's Preschool Learning Foundations and Frameworks (California Department of Education, Transitional Kindergarten FAQs, https://www.cde.ca.gov/ci/gs/em/kinderfaq.asp).

Financial Considerations: N/A

LCAP Goal(s):
Goal 1: College Career Readiness
Goal 2: Foundational Educational Experience with Equitable Opportunities for ALL students

Documents Attached:
List the documents included:
Executive Summary
Original copy of BP 6170.1, Transitional Kindergarten
Redlined copy of BP 6170.1, Transitional Kindergarten
Revised copy of BP 6170.1, Transitional Kindergarten

Estimated Time of Presentation: 10 min

Submitted by: Yvonne Wright, Chief Academic Officer

Approved by: Jorge A. Aguilar, Superintendent

Board of Education Executive Summary

Department: Academic Office

Title: Revision of Board Policy 6170.1 Transitional Kindergarten

Date of Meeting: April 13, 2023

I. Overview of Transitional Kindergarten, (formerly named Early Kindergarten)

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 began school before they had maturity, early literacy and pre-math skills needed to meet the challenges of a rigorous academic Kindergarten program. Moving back the Kindergarten entry date was a welcome response addressing this longstanding practice and created a new educational opportunity, Transitional Kindergarten (TK), formerly referred to as Early Kindergarten (EK) in SCUSD.

This gift of time affords children who turn five at the beginning of a school year or at a later time in that same year, an additional year of school and serves as a bridge between preschool and Kindergarten. Transitional Kindergarten 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 Transitional Kindergarten 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 TK has expanded to H.W. Harkness, A.M. Winn, Pacific, Crocker/Riverside (relocated to Washington for the 2016/2017 school year), John Sloat, Pacific, Tahoe, Earl Warren, Edward Kemble, Ethel Phillips, Isador Cohen, John Bidwell, Mark Twain, Martin Luther King, Parkway, and Susan B. Anthony, and for the 2023/2024 school year will further expand to David Lubin, Elder Creek, Ethel I. Baker, Genevieve Didion, Golden Empire, Hollywood Park, and John Cabrillo by providing students and families regional access for this early educational opportunity. The response from parents and school staff strongly indicate that Transitional Kindergarten 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 Transitional Kindergarten, was the adoption of Board Policy # 6170.1 which was adopted by the Board in November 2014, introducing Early Kindergarten (now identified as Transitional Kindergarten) as an essential regular grade school 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.

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 quality Transitional Kindergarten to give students an additional year to mature socially, emotionally, cognitively, and physically. The proposed revisions to the Transitional Kindergarten Policy will provide the guidelines necessary to create the learning environments that support quality instruction and learning for students in the district's Transitional Kindergarten classrooms.

III. Budget:

The adoption of the proposed revisions to the existing Transitional Kindergarten Board Policy #6170.1 does not have any budget implications. Transitional Kindergarten 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, Transitional Kindergarten 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 and a greater understanding of learning for improving classroom practice and student learning, as well as customized targeted support.

Transitional Kindergarten 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 Transitional K Board Policy #6170.1

- Section one, **Eligibility**, page one - replaces the term "Early Kindergarten" with Transitional Kindergarten
- Section one, **Eligibility**, page one – expands the prioritized enrollment dates to extend eligibility to children who will turn four years old by September 1 by the 2025-2026 school year.
- Section two, **Waivers,** page two- replaces the term "Early Kindergarten" with Transitional Kindergarten.
- Section two, **Waivers,** page two and three- establishes a waiver process for children whose fifth birthday is on or before September 1 and for students whose fifth birthday are after the given year's eligibility window for the 2023-24 and 2024-25 school years only.
- Section three**, Curriculum and Instruction,** page three and four - replaces the term "Early Kindergarten" with Transitional Kindergarten. Page 3 includes requirements when TK students are commingled in the same classroom with four-year-old students from a CSPP and Head Start programs
- Section four, **Staffing,** pages four and five- replaces the term "Early Kindergarten" with Transitional Kindergarten.
- Section five, **Continuation to Kindergarten,** page five, - replaces the term "Early Kindergarten" with Transitional Kindergarten.
- Section six, **Program Evaluation,** page five, - replaces the term "Early Kindergarten" with Transitional Kindergarten.

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 185 students and their families to potentially serving 792 students in schools regionally placed throughout the district. Parents and staff are surveyed each spring at each Transitional Kindergarten school site to gain community comment and evaluate the overall program and instructional delivery to meet the needs for this age student.

VII. Lessons Learned/Next Steps:

Board of Education Executive Summary

Department: Academic Office

Title: Revision of Board Policy 6170.1 Transitional Kindergarten

Date of Meeting: April 13, 2023

The next steps in seeking approval for the proposed revisions to Board Policy 6170.1, Transitional Kindergarten include the following:

- Seek Board approval of the proposed revisions
- Once approved, update the administrative regulations for the policy to provide alignment and further guidance on policy implementation
- Continue to provide professional learning in Transitional Kindergarten Curriculum and Instructional
- Continue to provide developmentally appropriate instructional materials
- 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
- Develop new program sites as needed to ensure access to all four-year olds.

Policy 6170.1: Transitional Kindergarten

Status: Adopted

Original Adopted Date: November 2014

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. 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)

* 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 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.

(cf. 4112.2 - Certification)

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 a 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 Kinder teachers 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.

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)

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	**Description**
5 CCR 18000-18434	Child care and development programs
5 CCR 18068	Attendance and expenditure reports
5 CCR 18272	Developmental profile
5 CCR 18281	Environment rating scales
Ed. Code 17375	California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program
Ed. Code 37202	Equal time in all schools
Ed. Code 44065	Issuance of and functions requiring credentials
Ed. Code 44256	Authorization for teaching credentials
Ed. Code 44258.9	County superintendent review of teacher assignment
Ed. Code 46111	Kindergarten; hours of attendance
Ed. Code 46114-46119	Minimum school day; kindergarten
Ed. Code 46120	Expanded learning opportunities
Ed. Code 46300	Method of computing average daily attendance
Ed. Code 48000	Minimum age of admission for kindergarten; transitional kindergarten
Ed. Code 48002	Evidence of minimum age required to enter kindergarten or first grade
Ed. Code 48003	Kindergarten annual report
Ed. Code 48011	Promotion/retention following one year of kindergarten
Ed. Code 48200	Compulsory attendance
Ed. Code 8207	California State Preschool Program administration
Ed. Code 8241	Staffing ratios for center-based program
Ed. Code 8322	California Prekindergarten Planning and Implementation Grant Program
Ed. Code 8970-8974	Early primary program, including extended-day kindergarten
Ed. Code 8973	Extended-day kindergarten

Management Resources	**Description**
California Department of Education Publication	Desired Results Developmental Profile: A Developmental Continuum from Early Infancy up to Kindergarten Entry, 2015

California Department of Education Publication	California Preschool Curriculum Framework, Vol. 1, 2010
California Department of Education Publication	California Preschool Curriculum Framework, Vol. 2, 2011
California Department of Education Publication	California Preschool Curriculum Framework, Vol. 3, 2013
California Department of Education Publication	California Preschool Learning Foundations, Vol. 1, 2008
California Department of Education Publication	Transitional Kindergarten FAQs
California Department of Education Publication	Transitional Kindergarten Implementation Guide: A Resource for California Public School District Administrators and Teachers, 2013
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California Department of Education Publication	California Preschool Learning Foundations, Vol. 3, 2012
CSBA Publication	What Boards of Education Can Do About Kindergarten Readiness, Governance Brief, May 2016
Website	CSBA District and County Office of Education Legal Services
Website	Transitional Kindergarten California
Website	California Kindergarten Association
Website	Commission on Teacher Credentialing
Website	CSBA
Website	California Department of Education

Cross References

Code	Description
0500	Accountability
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
4112.2	Certification
4112.2	Certification
4131	Staff Development
4131	Staff Development
5111	Admission
5111	Admission
5111.1	District Residency
5111.1	District Residency
5123	Promotion/Acceleration/Retention
5123	Promotion/Acceleration/Retention
5123-E PDF(1)	Promotion/Acceleration/Retention
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.3	Health Examinations
5141.3	Health Examinations
5141.31	Immunizations
5141.31	Immunizations
5145.6	Parent/Guardian Notifications
5145.6-E PDF(1)	Parent/Guardian Notifications
6011	Academic Standards
6111	School Calendar

6112	School Day
6141	Curriculum Development And Evaluation
6151	Class Size
6151	Class Size
6161.1	Selection And Evaluation Of Instructional Materials
6161.1	Selection And Evaluation Of Instructional Materials
6162.5	Student Assessment
6162.5	Student Assessment

Policy 6170.1: Transitional Kindergarten **Status:** Adopted
Original Adopted Date: November 2014

The governing board desires to offer a high-quality ~~Early Kinder/Transitional Kindergarten~~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~~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. 1220 - Citizen Advisory Committees)

(cf. 6020 - Parent Involvement

Eligibility

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

September 2nd and February 2nd for the 2022–23 school year

September 2nd and April 2nd for 2023-24 school year.

September 2nd and June 2nd for the 2024–25 school year.

In the 2025–26 school year, and in each school year thereafter, children who will turn four-years old by September 1 are eligible for Transitional Kindergarten.

~~* September 2 and December 2~~

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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~~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

Out of District Transfers into Transitional Kindergarten

Students transferring from a Transitional Kindergarten program in an out-of-district public school may be admitted to Transitional Kindergarten to allow for continuity of service, pending receipt and review of school records.

Transitional Kindergarten Waivers

The District will implement the following transitional kindergarten waiver programs as outlined in the accompanying AR and consistent with the Education Code if transitional kindergarten classes are not fully enrolled with age-eligible students:

Over-Age Transitional Kindergarten Waiver

Upon request of a child's parents/guardians, the district may, on a case-by-case basis after the Superintendent or designee determines that it is in the child's best interest, admit into the district's Transitional Kindergarten program a child whose fifth birthday is on or before September 1 and who is therefore eligible for kindergarten.

Under-Age Transitional Kindergarten Waiver

Upon request of a child's parents/guardians, the district may, on a case-by-case basis, admit into the district's Transitional Kindergarten program, a child who will have their fifth birthday between April 2, 2024 and September 1, 2024 for the 2023-24 school year and fifth birthday between June 2, 2025 and September 1, 2025 for the 2024-25 school year. This waiver shall apply if transitional kindergarten classes are not fully enrolled to capacity for the 2023-24 or the 2024-25 school years only.

Special Under-Age Transitional Kindergarten Waiver

To provide maximum continuity of services, children who are eligible for a waiver as described above *and* who have an active Individual Education Program ("IEP") through the school district *and* who have a sibling at a school with a transitional kindergarten program such that the child will attend kindergarten at that school, will be eligible for a "Special Temporary Transitional Kindergarten Waiver."

A Special Temporary Transitional Kindergarten Waiver allows a qualifying child to participate in the regular transitional kindergarten enrollment process as though they were born before the codified cut-off date.

To qualify, parents or guardians must apply for a "Special Waiver" within the timeframe allowed for ordinary transitional kindergarten enrollment.

Education Code Title II, Division 4, Part 27, Chapter 1, Article I §48000(c).

Id. at §48000(c)(2)(A)

Curriculum and Instruction

The district's Transitional Kindergarten~~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 Transitional Kindergarten~~Early Kinder~~ program, which shall be at least three hours but no more than four hours.

(cf. 6111 - School Calendar)

(cf. 6112 - School Day)

Transitional Kindergarten~~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.

TK students may be commingled in the same classroom with four-year-old students from a CSPP program as long as the commingled program meets all of the requirements of each program as well as the following requirements: (Education Code 8207, 48000):

1. The classroom does not include students enrolled in TK for a second year or students enrolled in a regular kindergarten
2. An early childhood environment rating scale, as specified in 5 CCR 18281, is completed for the classroom
3. All children enrolled for 10 or more hours per week are evaluated using the Desired Results Developmental Profile, as specified in 5 CCR 18272
4. The classroom is taught by a teacher that holds a credential issued by the Commission on Teacher Credentialing in accordance with Education Code 44065 and 44256
5. The classroom is in compliance with the adult-child ratio specified in Education Code 8241
6. Contractors of the district report the services, revenues, and expenditures for children in the preschool program in accordance with 5 CCR 18068 except for contractors of the TK program

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Staffing

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

(cf. 4112.2 - Certification)

A credentialed teacher who is first assigned to an Transitional Kindergarten~~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 a child development teacher permit issued by the CTC. (Education code 48000)

The Superintendent or designee may provide professional development as needed to ensure that Transitional Kindergarten ~~Early Kinder~~ teachers 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~~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. However, whenever children who would otherwise be age-eligible for kindergarten are enrolled in Transitional Kindergarten, the Superintendent or designee shall obtain a Kindergarten Continuance Form signed by the parent/guardian near the end of the Transitional Kindergarten year consenting to the child's enrollment in kindergarten the following year.

Students enrolled at a regional non-neighborhood Transitional Kindergarten ~~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~~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 Transitional Kindergarten ~~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)

Policy Reference Disclaimer:

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Policy 6170.1: Transitional Kindergarten **Status: Adopted**

Original Adopted Date: November 2014

The governing board desires to offer a high-quality 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 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. 1220 - Citizen Advisory Committees)

(cf. 6020 - Parent Involvement

Eligibility

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

September 2nd and February 2nd for the 2022–23 school year

September 2nd and April 2nd for 2023-24 school year.

September 2nd and June 2nd for the 2024–25 school year.

In the 2025–26 school year, and in each school year thereafter, children who will turn four-years old by September 1 are eligible for Transitional Kindergarten.

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 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

Out of District Transfers into Transitional Kindergarten

Students transferring from a Transitional Kindergarten program in an out-of-district public school may be admitted to Transitional Kindergarten to allow for continuity of service, pending receipt and review of school records.

Transitional Kindergarten Waivers

The District will implement the following transitional kindergarten waiver programs as outlined in the accompanying AR and consistent with the Education Code if transitional kindergarten classes are not fully enrolled with age-eligible students:

Over-Age Transitional Kindergarten Waiver

Upon request of a child's parents/guardians, the district may, on a case-by-case basis after the Superintendent or designee determines that it is in the child's best interest, admit into the district's Transitional Kindergarten program a child whose fifth birthday is on or before September 1 and who is therefore eligible for kindergarten.

Under-Age Transitional Kindergarten Waiver

Upon request of a child's parents/guardians, the district may, on a case-by-case basis, admit into the district's Transitional Kindergarten program, a child who will have their fifth birthday between April 2, 2024 and September 1, 2024 for the 2023-24 school year and fifth birthday between June 2, 2025 and September 1, 2025 for the 2024-25 school year. This waiver shall apply if transitional kindergarten classes are not fully enrolled to capacity for the 2023-24 or the 2024-25 school years only.

Special Under-Age Transitional Kindergarten Waiver

To provide maximum continuity of services, children who are eligible for a waiver as described above *and* who have an active Individual Education Program ("IEP") through the school district *and* who have a sibling at a school with a transitional kindergarten program such that the child will attend kindergarten at that school, will be eligible for a "Special Temporary Transitional Kindergarten Waiver."

A Special Temporary Transitional Kindergarten Waiver allows a qualifying child to participate in the regular transitional kindergarten enrollment process as though they were born before the codified cut-off date.

To qualify, parents or guardians must apply for a "Special Waiver" within the timeframe allowed for ordinary transitional kindergarten enrollment.

Education Code Title II, Division 4, Part 27, Chapter 1, Article I §48000(c).

Id. at §48000(c)(2)(A)

Curriculum and Instruction

The district's Transitional Kindergarten 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 Transitional Kindergarten program, which shall be at least three hours but no more than four hours.

(cf. 6111 - School Calendar)

(cf. 6112 - School Day)

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

TK students may be commingled in the same classroom with four-year-old students from a CSPP program as long as the commingled program meets all of the requirements of each program as well as the following requirements (Education Code 8207, 48000):

1. The classroom does not include students enrolled in TK for a second year or students enrolled in a regular kindergarten

2. An early childhood environment rating scale, as specified in 5 CCR 18281, is completed for the classroom

3. All children enrolled for 10 or more hours per week are evaluated using the Desired Results Developmental Profile, as specified in 5 CCR 18272

4. The classroom is taught by a teacher that holds a credential issued by the Commission on Teacher Credentialing in accordance with Education Code 44065 and 44256

5. The classroom is in compliance with the adult-child ratio specified in Education Code 8241

6. Contractors of the district report the services, revenues, and expenditures for children in the preschool program in accordance with 5 CCR 18068 except for contractors of the TK program

Staffing

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

(cf. 4112.2 - Certification)

A credentialed teacher who is first assigned to an Transitional Kindergarten 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 a child development teacher permit issued by the CTC. (Education code 48000)

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

(cf. 4131- Staff Development)

Continuation to Kindergarten

Students who complete the 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. However, whenever children who would otherwise be age-eligible for kindergarten are enrolled in Transitional Kindergarten, the Superintendent or designee shall obtain a Kindergarten Continuance Form signed by the parent/guardian near the end of the Transitional Kindergarten year consenting to the child's enrollment in kindergarten the following year.

Students enrolled at a regional non-neighborhood Transitional Kindergarten 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 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 Transitional Kindergarten 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)

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	**Description**
5 CCR 18000-18434	Child care and development programs

5 CCR 18068	Attendance and expenditure reports
5 CCR 18272	Developmental profile
5 CCR 18281	Environment rating scales
Ed. Code 17375	California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program
Ed. Code 37202	Equal time in all schools
Ed. Code 44065	Issuance of and functions requiring credentials
Ed. Code 44256	Authorization for teaching credentials
Ed. Code 44258.9	County superintendent review of teacher assignment
Ed. Code 46111	Kindergarten; hours of attendance
Ed. Code 46114-46119	Minimum school day; kindergarten
Ed. Code 46120	Expanded learning opportunities
Ed. Code 46300	Method of computing average daily attendance
Ed. Code 48000	Minimum age of admission for kindergarten; transitional kindergarten
Ed. Code 48002	Evidence of minimum age required to enter kindergarten or first grade
Ed. Code 48003	Kindergarten annual report
Ed. Code 48011	Promotion/retention following one year of kindergarten
Ed. Code 48200	Compulsory attendance
Ed. Code 8207	California State Preschool Program administration
Ed. Code 8241	Staffing ratios for center-based program
Ed. Code 8322	California Prekindergarten Planning and Implementation Grant Program
Ed. Code 8970-8974	Early primary program, including extended-day kindergarten
Ed. Code 8973	Extended-day kindergarten
Management Resources	**Description**
California Department of Education Publication	Desired Results Developmental Profile: A Developmental Continuum from Early Infancy up to Kindergarten Entry, 2015
California Department of Education Publication	California Preschool Curriculum Framework, Vol. 1, 2010
California Department of Education Publication	California Preschool Curriculum Framework, Vol. 2, 2011
California Department of Education Publication	California Preschool Curriculum Framework, Vol. 3, 2013
California Department of Education Publication	California Preschool Learning Foundations, Vol. 1, 2008
California Department of Education Publication	Transitional Kindergarten FAQs
California Department of Education Publication	Transitional Kindergarten Implementation Guide: A Resource for California Public School District Administrators and Teachers, 2013
California Department of Education Publication	California Preschool Learning Foundations, Vol. 2, 2010
California Department of Education Publication	California Preschool Learning Foundations, Vol. 3, 2012
CSBA Publication	What Boards of Education Can Do About Kindergarten Readiness, Governance Brief, May 2016
Website	CSBA District and County Office of Education Legal Services
Website	Transitional Kindergarten California
Website	California Kindergarten Association
Website	Commission on Teacher Credentialing
Website	CSBA
Website	California Department of Education

Cross References

Code	Description
0500	Accountability
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
4112.2	Certification
4112.2	Certification
4131	Staff Development
4131	Staff Development
5111	Admission
5111	Admission
5111.1	District Residency
5111.1	District Residency
5123	Promotion/Acceleration/Retention
5123	Promotion/Acceleration/Retention
5123-E PDF(1)	Promotion/Acceleration/Retention
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.3	Health Examinations
5141.3	Health Examinations
5141.31	Immunizations
5141.31	Immunizations
5145.6	Parent/Guardian Notifications
5145.6-E PDF(1)	Parent/Guardian Notifications
6011	Academic Standards
6111	School Calendar
6112	School Day
6141	Curriculum Development And Evaluation
6151	Class Size
6151	Class Size
6161.1	Selection And Evaluation Of Instructional Materials
6161.1	Selection And Evaluation Of Instructional Materials
6162.5	Student Assessment
6162.5	Student Assessment