



# LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

---

**TITLE:** Expanded Transitional Kindergarten Implementation

**NUMBER:** REF-6595.1

**ISSUER:** Dr. Frances Gipson, Chief Academic Officer  
Division of Instruction

Dean Tagawa, Administrator  
Early Childhood Education Division

**ROUTING**  
Local Districts  
Administrators of  
Instruction  
Instructional Directors,  
Elementary  
Elementary Principals  
ECE Administrators

**DATE:** April 12, 2016

**PURPOSE:** This Reference Guide updates REF-6595.0 and provides guidance for Expanded Transitional Kindergarten (ETK) program implementation and clarifies enrollment.

**BACKGROUND:** The Expanded Transitional Kindergarten (ETK) program is intended to provide an alternate program in selected schools with closed School Readiness Language Development Program (SRLDP) classrooms.

The California Education Code (EC) requires public school districts or charter schools to provide the Transitional Kindergarten (TK) program to a child who will have his/her fifth birthday between September 2 and December 2 (inclusive). AB 104 amended the EC to add subsection (c)(3)(B) to Section 48000 to allow a public school district or charter school the flexibility to admit a child into a TK program, under certain circumstances, if the child will have his/her fifth birthday after December 2, but before the end of the school year (June 30). For additional information regarding the amendments to EC 48000(c) please review this letter from the State Superintendent of Public Instruction:  
<http://www.cde.ca.gov/nr/el/le/yr15ltr0717.asp>.

The creation of this new program will provide additional seats for low income preschool children and teaching positions for certificated and classified staff. The implementation of this program is monitored by the Early Childhood Education Division in close collaboration with the Local District Administrators.

- The short and long-term goals of the TK Expansion Project are to:
- provide quality preschool seats for low-income children who turn five after December 2 and before June 30.
  - provide structured and unstructured opportunities for children to build socialization and communication skills with other children and with adults.
  - lower the dropout rate and increase high school graduation rates by



## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

---

cultivating at a very young age, personal qualities that improve children's resilience, confidence and persistence to a task.

- improve student success in A-G requirements by setting a strong language and literacy foundation for our youngest students.

### **MAJOR CHANGES:**

For the 2016-17 school year, the remaining SRLDP programs will transition to the district's Expanded Transitional Kindergarten (ETK) programs. Governor Jerry Brown signed Assembly Bill (AB)104 giving local educational agencies authority to expand transitional kindergarten programs for low-income students. AB 104 also amended the EC Sections 48000 (c)(3)(B) to allow a public school district or charter school the flexibility to admit a child into a TK program if the child will have his/her fifth birthday after December 2, but before the end of the school year (June 30).

### **GUIDELINES:**

To provide more early education opportunities, ETK classrooms may offer a one-year, no extension ETK permit. Schools that will be offering ETK permits must communicate the number of permits being requested and receive approval from the Early Childhood Education Division and their Local District Operations office.

#### **I. ELIGIBILITY CRITERIA**

- A. As the goal is to provide the Expanded TK Program for low-income children, the meal application will be used as the first criteria for enrollment. Students who legitimately qualify for the Free/ Reduced Meal program are eligible to enroll in the program and,
- B. Children who will have their fifth birthday after December 2, 2016 and before July 1, 2017 will be eligible for the ETK program.

#### **II. ENROLLMENT PROCEDURES**

- A. After both criterion are met, priority order for enrollment is based on the order of ADA reimbursement as follows:
  - December birthdays (post December 2, 2011 birthdates for the 2016-17 school year)
  - January birthdays (January, 2012 birthdates for the 2016-17 school year)
  - February birthdays (February, 2012 birthdates for the 2016-17 school year)
  - March birthdays (March, 2012 birthdates for the 2016-17 school year)
  - April, May, June birthdays (April – June 2012 birthdates for the 2016-17 school year)



## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

---

- B. Family residency within the school boundary is a priority. After all neighborhood children have been offered enrollment, schools may enroll students outside of the residential boundary. A one year, no extension ETK permit will be made available to facilitate this process.
- C. Enrollment in Expanded TK must be available to families throughout the school year or until the class is full. ETK is not an optional program that schools choose to offer and it is limited to selected sites.
- D. To enroll an ETK age-eligible student in Expanded Transitional Kindergarten, the parent/guardian is responsible:
  - 1. Complete the standard LAUSD elementary enrollment packet
  - 2. Submit all required immunization records (See BUL-1660.8, *Immunization Guidelines for School Admission*)
- E. The school administrator is responsible for working with his/her office staff to ensure that the appropriate steps are implemented to enroll a student in ETK. Please refer to the MISIS website for training materials and enrollment procedures for new students.

### III. ETK STUDENTS REQUIRING SPECIAL EDUCATION SERVICES

- A. ETK is considered general education placement for students who are eligible to receive special education services. Any additional supports and services based upon the student's IEP will be provided accordingly.
- B. Some ETK classrooms will be Collaborative Classrooms that will have a Special Education Teacher and a Special Education Trainee/Assistant to provide support to students with an IEP.
- C. The classroom ratios for ETK/Preschool Collaborative Classroom (PCC) will be 16:1 general education students and 8:1 for students with an IEP.

### IV. INITIAL IDENTIFICATION AND PARENTAL NOTIFICATION

The California English Language Development Test (CELDT) is given as an initial assessment to newly enrolled students whose primary language is not English and as an annual assessment to English Learners enrolled in expanded transitional kindergarten through grade twelve in California public schools.

The CELDT has three purposes:

- 1. To identify students who are limited English proficient.
- 2. To determine the level of English language proficiency of students who are limited English proficient .



## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

---

3. To assess the progress of limited English proficient students in acquiring the skills of listening, speaking, reading, and writing in English.

The CELDT assessment will be used to determine ETK students' Initial Language Classification (ILC). Students identified as English Learners will be placed in the appropriate Master Plan program as determined by their English language proficiency level. Please refer to the 2012 English Learner Master Plan for guidance on English Learner placement ([BUL-3448.1](#)).

Note: The CELDT coding roster available in MISIS will assist EL designees in identifying ETK students who need to be assessed.

Schools will need to follow the parent notification procedures for ETK students outlined in REF-4380.1, when the initial Home Language Survey (HLS) identifies a potential English Learner with a language other than English.

### V. RECRUITMENT OF EXPANDED TRANSITIONAL KINDERGARTEN STUDENTS

Schools may use, as they would for kindergarten or TK, the following resources to assist parents, staff and community:

- ETK Brochure, English and Spanish (Attachment A).
- ConnectED messages, school newsletter.
- Informational meetings in the spring.
- Flyers in the main office and high visibility areas.
- Announcements at various school site meetings and committees.
- Notices at local businesses, child care facilities, and community organizations.
- Local print and news media.
- Articulation with local Early Education Centers and other preschool programs.

### VI. INSTRUCTIONAL PROGRAM

- A. ETK is a full-day program that follows the California Preschool Learning Foundations in Volumes 1-3 and the corresponding California Preschool Curriculum Frameworks Volumes 1-3. The curriculum and foundations (standards) found in both of these documents are age and developmentally appropriate. Emphasis is placed on developing oral language skills and providing integrated experiences in language and literacy, English Language Development, social-emotional development, mathematics, physical development, the arts, science, and social sciences. Students in the



## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

---

Expanded Transitional programs may not be combined or placed in a Transitional Kindergarten classroom. The ETK curriculum is aligned with the *California Preschool Learning Foundations*.

<http://www.cde.ca.gov/sp/cd/re/psfoundations.asp> and the California Preschool Curriculum Frameworks  
<http://www.cde.ca.gov/sp/cd/re/psframework.asp>

- B. The ETK curriculum is aligned with the *California Preschool Learning Foundations*. <http://www.cde.ca.gov/sp/cd/re/psfoundations.asp> and the California Preschool Curriculum Frameworks  
<http://www.cde.ca.gov/sp/cd/re/psframework.asp>
- C. Curriculum and Core Curriculum Materials  
Schools should use curricular programs and tools that are aligned to the developmental levels of preschool students. The newly adopted math curriculum for TK should be used in all classrooms. As there is currently no District-wide curriculum for all preschool programs, schools have a few options. A school may choose to continue to use the *Developmental Learning Materials* (DLM) curriculum or, if funds are available, purchase either the *We Can* Curriculum or the *Creative Curriculum*. ETK Expansion classrooms **should not** use Kindergarten *Treasures*.
- D. Progress Reporting  
During the year, ETK students are working on developing key pre-kindergarten foundational skills. As a basis for establishing if ETK students are meeting expected benchmarks, schools are advised to use the LAUSD K-TK [Alignment Document](#) extracted from the *Alignment of the CA Preschool Learning Foundations with Key Early Education Resources* (CDE, 2012). This LAUSD extract aligns *Preschool Learning Foundations* descriptors for children at 48 and 60 months of age. Teachers may wish to reference this document and its descriptors in parent conferences.
- E. Students in the ETK program may not be combined or placed in a Transitional Kindergarten classroom as there are no 1<sup>st</sup> grade acceleration possibilities for ETK students.
- F. Under no circumstance is there acceleration to first grade for Expanded TK students as this program is only designed for kindergarten readiness and no child enrolled in this program would meet birthdate requirements for entrance into first grade.



## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

---

### G. Assessment

1. The students will be assessed on the *Desired Results Developmental Profile* (DRDP 2015) and the results reported onto the online platform. Training in this instrument will be provided over the summer and into the fall months.
2. These assessments are for the sole purpose of demonstrating growth in skills development so that teachers can determine if an ETK student is progressing and will meet kindergarten benchmarks in their second year. ETK students are not expected to meet Kindergarten benchmarks.

### VII. TEACHER QUALIFICATIONS

Since ETK and TK are the first year of a two year kindergarten program, both ETK and TK are subject to meeting the criteria outlined in Senate Bill 876 (SB876). SB 876 added additional requirements for TK teachers. Pursuant to EC 48000(g), a school district or charter school shall ensure that credentialed teachers who are first assigned to a TK classroom after July 1, 2015, have, by August 1, 2020, one of the following:

1. At least 24 units in early childhood education or childhood development, or both.
2. As determined by the LEA employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in bullet 1.
3. A child development teacher permit issued by the California Commission on Teacher Credentialing (CTC).
4. Further, any current credentialed teacher who is or was assigned to teach TK, SRLDP, or a combination class of kindergarten and TK, **on or before** July 1, 2015, is “grandfathered in” to teach TK without having to meet additional requirements.
5. Any Los Angeles Unified School District credentialed teacher assigned to teach TK, or a combination class of kindergarten and TK, **after** July 1, 2015, will be required to complete 24 units of early childhood education coursework, or a Child Development Teacher Permit by August 1, 2020.

The district has set a goal for all teachers to meet the criteria by 2018 to ensure that all of the teachers teaching in the program are compliant with the state deadline.

Any current credentialed teacher who is or was assigned to teach SRLDP, ETK, or a combination class of kindergarten and TK, **on or before** July 1, 2015, is “grandfathered in” to teach ETK without having to meet additional requirements. Please contact the personnel specialist



## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

---

assigned to the local district if there are any questions about teacher qualifications.

### VIII. TEACHER SELECTION

Following the posting of the matrix, teachers will submit their preference forms during the matrix selection process. Permanent teachers shall be allowed to make their requests before the site administrator assigns a non-permanent teacher. The only exception shall occur when the site administrator reasonably determines that any specific assignment is not in the best interests of the program.

Teachers will be assigned to the Expanded TK classroom as outlined in the *LAUSD/UTLA Collective Bargaining Agreement*. Teachers of this program should be interested in preschool children, understand the *California Preschool Learning Foundations*, and have the energy and stamina to interact with our youngest elementary students. The teachers should understand the importance of language and literacy skills appropriate to preschool that prepare children for Kindergarten. The teachers will also need to meet the requirements as outlined by SB876.

Additionally, the Early Childhood Education Division, in conjunction with the Division of Instruction will provide professional learning opportunities for teachers throughout the school year.

### IX. ROLE OF TEACHER ASSISTANTS

Teacher assistants will work under the direct supervision of the ETK teacher. In addition, the Early Childhood Education Division, in collaboration with the Division of Instruction will provide professional learning opportunities for teacher assistants on Saturdays during the school year. These sessions will focus on adult child interactions, outdoor learning activities and concept development for preschoolers.

### X. ROLE OF PRINCIPAL

The elementary school Principal is ultimately responsible for the appropriate identification, recruitment, and enrollment of Expanded TK students. The Elementary Principal is also responsible for ongoing supervision, monitoring and support of the instructional aspects of the TK Program as aligned to the *California Preschool Learning Foundations* and *California Preschool Curriculum Frameworks*. It is crucial that the TK Expansion program be considered an integral component in the elementary school and the teachers held to the same rigorous professional standards as their colleagues.



## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

---

### XI. ROLE OF LOCAL DISTRICT SUPERVISING DIRECTORS

Each Local District will identify one or two Supervising Directors who will assist the Early Childhood Education Division with the planning and implementation of this program prior to the beginning of the school year.

During the school year, the expectation is that Supervising Directors assigned to each of these schools will closely monitor the instructional program and provide assistance as necessary to the Principal, teacher and parents.

#### **ASSISTANCE:**

For assistance with ETK placement, please contact Dean Tagawa, Administrator, or one of the Early Education Directors in the Early Childhood Education Division at 213-241-0415. For assistance with all assessment or curriculum questions, please contact Lourdes Puyol, Elementary Literacy Expert, in the Division of Instruction at 213-241-5631.

For assistance with the CELDT administration instructions training and registration, questions regarding the security forms and delivery of test materials, please contact the Student Testing Branch at 213- 241-4104.

For questions regarding training for CELDT trainers and test examiners, please contact the Multilingual and Multicultural Education Department at 213-241-5582.

#### **RELATED RESOURCES:**

##### RESOURCES FOR TRANSITIONAL KINDERGARTEN

- BUL-5708.1 Transitional Kindergarten, Kindergarten, and First Grade Entrance Age Requirements, Verification of Birth Date, and Placement Forms
- REF-5777.4 Transitional Kindergarten
- REF-4380.2 Initial Notification Requirements for Parents of English Learners
- <http://www.cde.ca.gov/ci/gs/em/kinderfaq.asp>
- <http://www.desiredresults.us>
- <http://www.tkalifornia.org>