



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

TITLE: Expanded Transitional Kindergarten (ETK) Implementation

NUMBER: REF 6595.4

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ROUTING
Local District Superintendents
Administrators of Instruction
Directors, Elementary & Early
Education
Elementary Principals
ECED Principals
SAA

DATE: July 24, 2018

PURPOSE: This Reference Guide provides guidance in administering the ELPAC as an initial assessment to newly enrolled, ETK students whose primary language is not English as indicated by the Home Language Survey. The ELPAC is replacing the California English Language Development Test (CELDT).

MAJOR CHANGES: This Reference Guide updates REF-6595.3, dated July 5, 2018, and provides guidance for Expanded Transitional Kindergarten (ETK) program implementation, priority enrollment age chart and updates to English Language Proficiency Assessment for California (ELPAC).

BACKGROUND: The Expanded Transitional Kindergarten program is intended to provide an alternate program in selected schools. 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 an ETK program, under certain circumstances, if the child will have his/her fifth birthday on/after December 3rd, 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 180-day school program that follows the same time schedule as other elementary classrooms, will provide additional seats for low income or foster 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.



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The short-term and long-term goals of the ETK program are to:

- provide quality preschool seats for low-income or foster children who turn five on/after December 3rd and before June 30 of the same school year
- 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 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

GUIDELINES:

To provide more early education opportunities, ETK classrooms may offer a revocable, one-year no extension ETK permit for those families residing within LAUSD boundaries. 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

Since the program is funded through Local Control Funding Formula (LCFF), primary enrollment should be based on LCFF criteria. Eligibility should be based primarily on date of birth (see section II). Other criteria that can be followed are families that are low-income, foster youth or English learners. Families are eligible to enroll in the program when the child will have their fifth birthday on/after December 3rd and before June 30 of the current school year. Space is limited to 24 seats per class.

II. ENROLLMENT PROCEDURES

A. Priority order for enrollment is based on the order of ADA reimbursement as follows:

Priority Enrollment 1 – Children who turn five between December 3–31 of the same school year

Priority Enrollment 2 – Children who turn five between January 1 – 31 of the same school year

Priority Enrollment 3 – Children who turn five between February 1 – 28 of the same school year

Priority Enrollment 4 – Children who turn five between March 1 – 31 of the same school year

Priority Enrollment 5 – Children who turn five between April 1 – June 30 of the same school year

All others are not eligible for the ETK program.



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- B. Family residency within the school boundary is a priority. After all resident children have been offered enrollment, schools may enroll students outside of the residential boundary but within LAUSD boundaries. A revocable, one year, no extension ETK permit will be made available to facilitate this process. Families residing outside of LAUSD boundaries are not eligible to enroll in ETK.
- C. Enrollment in ETK must be available to families throughout the school year or until the class is full. ETK is limited to selected sites.
- D. To enroll an age-eligible student in ETK, the parent/guardian is responsible to:
 - 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. At the end of the year, ETK students will rollover in MISIS to their home school.

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 general education students, one general education teacher and one general education teacher assistant and 8 students with an IEP with one special education teacher and one special education assistant.

IV. INITIAL IDENTIFICATION AND PARENTAL NOTIFICATION

The English Language Proficiency Assessments for California (ELPAC) 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.



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

The Initial ELPAC assessment, which is a paper-pencil test, 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 per parent request. Please refer to the Master Plan Documentation for English Learners for guidance, BUL-3448.2, dated February 4, 2016.

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 ETK STUDENTS

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

- ETK Flyer, English and Spanish (Attachment A)
- Blackboard Connect messages, school newsletter
- Informational meetings/school tours
- 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
- School banners, websites, social media
- Local print and news media
- Articulation with local Early Education Centers and other preschool programs.

No additional days have been allotted for the recruitment, enrollment or orientation of ETK students.



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VI. INSTRUCTIONAL PROGRAM

- A. ETK is a 6.5 hour, 180-day program that follows the same time schedule as kindergarten and elementary school classrooms. The class size is limited to 24 children with one credentialed teacher and two degree-track teacher assistants. Students will participate in Breakfast in the Classroom and will have lunch with peers in a location selected by the Principal.
- B. This District-funded program is set up to impact as many students as possible, therefore enrollment is to be maximized at 24 students.
- C. ETK classroom schedules and teachers' schedules will be included in banked time.
- D. ETK is a full-day program that follows the California Preschool Learning Foundations 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 ETK program *may not* be combined or placed in a Transitional Kindergarten (TK) or Kindergarten (K) classroom.
- E. 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>
- F. Curriculum and Core Curriculum Materials
Schools should use curricular programs and tools that are aligned to the developmental levels of preschool students. The adopted curriculum for all preschool programs is *Creative Curriculum*. A school may choose to continue to use the *Developmental Learning Materials* (DLM) or *We Can Curriculum*. If school funds are available, schools can purchase the *Creative Curriculum*, *We Can Curriculum*, or *Ready To Advance*. ETK classrooms **must not** use **TK or Kindergarten curriculum programs**.
- G. The structure of the school day will revolve around many and varied opportunities for students to gain foundational language and literacy skills appropriate to a preschool program. Learning centers that provide



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opportunities for play and discovery are an integral part of the instructional day. Productive classrooms consist of clearly defined interest areas where age-appropriate materials are accessible for children's choice. Classrooms must reflect cultural diverse populations and inclusive programs. Hands-on play opportunities allow children to explore and discover, provide experiences that foster curiosity, the ability to raise questions, and practice in solving problems. An extremely important component of a quality preschool program involves the outdoor learning environment. The ETK classroom schedule will mandate a minimum of two hours per day in the outdoor environment. This outdoor learning time is not recess. It is instructional time. The outdoor learning time must include planned learning activities led by the teacher and assistants. In a high-quality preschool program, the outdoors mirror the classroom activities and centers. As with other Transitional Kindergarten programs, there is no naptime routine. Quiet games, story time and music are appropriate transition activities.

H. Progress Reporting

During the year, ETK students are working on developing key pre-kindergarten foundational skills. The DRDP 2015 will be used to record student progress toward mastering the developmental domains. This information is to be recorded on DRDPtech for Fall and Spring. Teachers will complete the Child's Developmental Progress form to share during parent conferences. Conferences are to be scheduled twice a year with all other grade level school-wide parent conferences.

I. Students in the ETK program may not be combined or placed in a Transitional Kindergarten classroom.

J. Under no circumstance is there acceleration to first grade for ETK 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.

K. Assessment

1. The students will be assessed on the *Desired Results Developmental Profile* (DRDP 2015) within the first 60 calendar days of enrollment and then six months thereafter. The results will be reported on to the online platform, DRDPtech (<https://drdptech.org/Public/Login.aspx>) in Fall and Spring of each school year.
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.



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3. ELPAC must be administered within 30 calendar days of a student's enrollment in a California public school or 60 days prior to instruction, but not before July 1st per Initial ELPAC regulations.

L. Cumulative Record

1. At the end of each school year, a yellow folder will be placed in the student's cumulative record (CUM) indicating a LAUSD preschool experience.
2. Each CUM will contain the following information:
 - A copy of each student's individual Rating Record from the Spring assessment
 - A signed copy of the Permission to Transfer Preschool Information to Elementary School (Attachment B)

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 December 1, 2019 to be eligible to continue teaching in a TK or ETK classroom, one of the following:

1. A minimum of 24 units in early childhood education or childhood development, or a combination of 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 number 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 December 1, 2019, to ensure that all of the teachers teaching in the program are compliant with the state deadline.

Please contact the personnel specialist assigned to the local district if there are any questions about teacher qualifications.



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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 ETK classroom as outlined in the *LAUSD/UTLA Collective Bargaining Agreement*. Teachers of this program should be interested in teaching preschool children, understand the *California Preschool Learning Foundations and the California Preschool Curriculum Frameworks*, and have the energy, and stamina to have developmentally appropriate interactions with our youngest 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

The ratio of 8:1 students to teachers in the ETK classroom must be maintained at all times. Two degree-track teacher assistants will work under the direct supervision of the ETK teacher. These two degree-track assistants must meet their contractual obligation of maintaining continuous enrollment in college courses, and successfully completing 12 qualifying semester units each school year, July – June. In addition, the Early Childhood Education Division, in collaboration with the Division of Instruction will provide professional learning opportunities for teacher assistants 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 ETK students. The elementary principal is also responsible for ongoing supervision, monitoring and support of the instructional aspects of the ETK Program as aligned to the *California Preschool Learning Foundations and California Preschool Curriculum Frameworks*. It is crucial that the ETK program be considered an integral component in the elementary school and that ETK teachers are held to the same rigorous professional standards as their colleagues. ETK teachers and assistants are evaluated by the school principal/administrator.



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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, Executive Director, 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 Specialist, in the Division of Instruction at (213) 241-5631.

For assistance with the ELPAC administration instructions training/ 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 ELPAC trainers and test examiners, please contact the Multilingual and Multicultural Education Department at (213) 241-5582.

RELATED RESOURCES:

- BUL-5708.1 *Transitional Kindergarten, Kindergarten, and First Grade Entrance Age Requirements, Verification of Birth Date, and Placement Forms*, dated May 13, 2013
- REF-5777.5 *Transitional Kindergarten Implementation*, dated July 16, 2016
- REF-4380.1 *Initial Notification Requirements for Parents of English Learners*, dated September 24, 2013
- BUL-3448.2 *Master Plan Documentation for English Learners, K-12*, dated February 4, 2016
- <http://www.cde.ca.gov/ci/gs/em/kinderfaq.asp>
- <http://www.desiredresults.us>
- <http://www.tkcalifornia.org>
- <https://achieve.lausd.net/Page/6503>
- CA Preschool Curriculum Framework, <http://www.cde.ca.gov/sp/cd/re/psframework.asp>
- CA Preschool Learning Foundations, <http://www.cde.ca.gov/sp/cd/re/psfoundations.asp>
- 2018 Master Plan for English learners and Standard English learners <https://achieve.lausd.net/Page/14743#spn-content>



Los Angeles Unified School District

[SCHOOL NAME]

EXPANDED TRANSITIONAL KINDERGARTEN

An Early Childhood Education
program for children
who turn 5 between
December 3, 2018-June 30, 2019



- Program begins on August 14, 2018
- For low-income families at no cost
- Children will learn language, literacy, and math skills to prepare them for kindergarten and beyond

***For additional information please
contact [PHONE NUMBER] or [EMAIL].***



ATTACHMENT A

Distrito Escolar Unificado de Los Ángeles
[SCHOOL NAME]

KINDERGARTEN
TRANSICIONAL EXPANDIDO

Programa de Educación Temprana
para niños que cumplirán 5 años
entre el 3 de diciembre de 2018
al 30 de junio de 2019

Solamente disponibles en algunas escuelas



- Programa inicia el 14 de agosto de 2018
- Sin costo para familias de bajos recursos
- Los niños aprenderán destrezas de lenguaje, lectura y escritura y matemáticas que los preparará para el kínder y más adelante

Para más información entre en contacto
al [PHONE NUMBER] o [EMAIL].

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Early Childhood Education Division

ATTACHMENT B

PERMISSION TO TRANSFER PRESCHOOL INFORMATION TO ELEMENTARY
SCHOOL

- Program: Early Education Center (EEC)
 California State Preschool Program (CSPP)
 Expanded Transitional Kindergarten (ETK)

School Name: _____

Articulation and a smooth transition from prekindergarten to kindergarten are critical to children's continued educational success. Preschool information deemed beneficial to the child and the public school teacher, including, but not limited to, development issues, social interaction abilities, health background, and diagnostic assessments, if any, will be transferred to the child's elementary school.

I have been informed and agree that my child's preschool information will be transferred to his/her school in order to give my child the benefit of a smooth transition to kindergarten.

Name of Child _____

Parent/Guardian Signature

Date

DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES
División de Educación Preescolar

ATTACHMENT B

PERMISO PARA TRANSFERIR INFORMACIÓN PREESCOLAR A LA ESCUELA
ELEMENTARIA

- Programa: Centro de Educación Preescolar
 Pre-escuela Estatal
 Programa de Kindergarten Transicional Expandido

Nombre de Escuela: _____

Articulación y una transición tranquila del programa preescolar al kindergarten es crítica para que continúe el éxito educacional de los niños. La información preescolar es considerada beneficiosa tanto para el niño como para el maestro(a) de la escuela pública, se incluye pero no es limitado, cuestiones de desarrollo, habilidades de integración social, historia de la salud, diagnóstico y evaluación. Si alguno, será transferido a la escuela elemental del niño(a).

Yo fui informado(a) y estoy de acuerdo en que la información preescolar de mi hijo(a) sea transferida a la escuela de mi niño(a) para que tenga una transición tranquila al kindergarten.

Nombre del Niño(a) _____

Firma del padre/Tutor legal

Fecha