



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.3

Meeting Date: November 6, 2014

Subject: First Reading of New Board Policy: Early Kindergarten

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: November 20, 2014)
- Conference/Action
- Action
- Public Hearing

Segment/Department: Academic Office/Early Kindergarten

Recommendation: The Board of Education is requested to approve the Early Kinder Board Policy.

Background/Rationale:

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, which has moved back the Kindergarten entry date, and requires districts to offer Transitional Kindergarten, affectionately called Early Kinder in SCUSD. This gift of time affords children who turn five between September 1st and December 2nd an additional year of school and serves as a bridge between preschool and Kindergarten.

The district began its implementation of the Early Kinder program in 2011 with five pilot school sites (Alice Birney Waldorf Inspired K-8, Leonardo da Vinci K-8, Theodore Judah, and Hubert Bancroft/Thomas Jefferson). Since then, it has expanded to H.W. Harkness, A.M. Winn, and Pacific, providing students and families regional access for this early educational opportunity. 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.

The adoption of a Board policy will outline the state regulation and prescribe the essential program components that will necessitate that students enrolled in the program will exist with the knowledge, skills, and attitudes that will position them for success in subsequent grades.

Financial Considerations: The adoption of the proposed policy does not have any budget implications. However, the Early Kinder program is supported with funds generated: ~~30 minutes~~ Estimated Time of Presentation

Submitted by: Olivine Roberts, Ed.D., Chief Academic Officer
Approved by: José L. Banda, Superintendent



An important step in reaching the vision outlined in Pillar One, 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, affectionately called Early Kinder in SCUSD. This gift of time affords children who turn five between September 1st 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 Common Core State Standards and 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 five pilot school sites (Alice Birney Waldorf Inspired K-8, Leonardo da Vinci K-8, Theodore Judah, and Hubert Bancroft/Thomas Jefferson), it has expanded to H.W. Harkness, A.M. Winn, and Pacific, providing students and families regional access for this early educational opportunity. 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 step sustaining the Early Kinder program is the adoption of a Board policy. Using the California School Boards Association (CSBA) sample policy as a guide, the district has drafted a policy that outlines the state regulation and prescribes the essential program components that will necessitate that students enrolled in the program will exist with the knowledge, skills, and attitudes that will position them for success in subsequent grades. The following notes a brief description of each section of the proposed Board policy:

Section one describes the district's intent to provide a high quality Early Kinder program for the children that do not meet the minimum age requirement for Kindergarten in the state of California. It defines the Early Kinder program as the first year of a two-year experience and states that the Board encourages ongoing collaboration among all school community and school district stakeholders.



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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.

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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