

Summary of Preschool California Research: Programs Serving Young Five Year Olds in California

With the passage of the Kindergarten Readiness Act of 2010, and its implementation over the next four years, school districts and other Local Education Agencies (LEAs) across the state will be offering transitional kindergarten, the first year of a two-year kindergarten experience for those students born between September 1 and December 2. There are a wide variety of programs in California that currently serve young 5 year olds as part of a two-year kindergarten program that may be helpful in developing transitional kindergarten programs across the state. As a resource for those beginning implementation of transitional kindergarten, Preschool California conducted a preliminary statewide scan of these existing programs to find out how they have been designed and implemented.

The information below was gathered from a sample of 10 programs serving young 5 year olds (i.e., students who are born between September 1 and December 2), similar to transitional kindergarten, ranging from new pilots to programs that have been in operation for decades. Preschool California gathered the information through phone interviews and site visits with teachers and school and district administrators. These program snapshots are not necessarily a complete picture, but we hope they will help inform the successful implementation of transitional kindergarten as districts across the state begin the process of designing their new programs.

Table 1: Program Overview

The programs surveyed span the state, from San Diego to Sacramento County. The program in Palo Alto, which began in 1975, has the longest history; many programs have been in existence anywhere from 10 years to 3 years, with four beginning in 2010. The largest program in terms of number of classrooms is the Los Angeles Unified School District (LAUSD), with 36 classrooms in 2010. Programs operate from 175 to 180 days per year, from two and a half to six hours per day. Class sizes range from 20 to 30 children. While most of the programs serving young 5 year olds have separate classrooms, two of the districts (Sacramento City Unified and LAUSD) have some combination classrooms serving both young 5 year olds and older kindergarteners.

Table 2: Demographics

Most or all programs reported more boys than girls enrolled in their young fives classes – often about two thirds boys and one third girls. Family economic status varies across the programs, ranging from more affluent to low-income communities. In some classrooms, a majority of the children served are English Language Learners. All children in Ocean View School District's Preppie K program, for example, are English Language Learners. Programs reported just one student per class to up to 12 percent per class who had been identified as having special needs. Some programs restrict their enrollment to children with fall and summer birthdays (Soquel

Union Elementary School District and Poway Unified School District¹), while most use the same criterion as existing kindergarten programs: Children must be five years old by December 2.

Table 3: Staffing, Teachers, and Professional Development

Classrooms are typically staffed by one teacher who has a multiple subject credential. Some programs also have a classroom aide for a portion of the day, and many programs encourage parent volunteers. In some programs, teachers have prior experience teaching preschool, and some are bilingual. Professional development varies widely; in some programs, teachers receive the same professional development that is offered to kindergarten teachers. In others, professional development includes special focus on working with ELLs, measures used to assess children’s programs, the classroom curricula, and developmentally-appropriate instruction for younger children. Professional development takes place in pre-service institutes, in-service one-day trainings, and other opportunities on a less frequent basis. For example, Poway Unified School District offers weekly periods for staff collaboration and professional growth. Principals are sometimes involved in the professional development opportunities.

Table 4: Curriculum

All programs include at least some focus on math and early literacy and language skills. For some programs, those are the primary focus areas, while other programs reported emphases across developmental areas and subjects. With the goal of creating a developmentally appropriate curriculum, many districts used a part of or a modified version of the following curricula: Open Court, Avenues, Alpha Chants, Houghton-Mifflin, Every Day Counts, Positive Behavior Intervention System, Handwriting Without Tears, Writing Prompts, FOSS and Little Reader for Little Readers.

Programs reported using both whole- and small-group instruction. Many mentioned experiential learning through play as part of the program and the presence of activity centers. Some programs reported employing specific strategies to work with English Language Learners (e.g., Personalized Oral Language Strategies; SDAIE, GLAD).

Table 5: Family Engagement and Communication Strategies

Programs employ several different approaches to reach out to parents and encourage them to enroll their children in the program. These strategies include one on one meetings, small and large group presentations to parents, articles in local newspapers, announcements on TV, flyers in community programs, kindergarten round-up days, word of mouth and district web sites. Several programs reported that parents were sometimes cautious initially because they saw the program as holding their children back. One program also reported initial difficulties in parents’ understanding of the kindergarten continuance form, in some cases due to translation problems. About half the programs have a written parent/family engagement policy. Most programs encourage parent participation in classrooms, and one (Palo Alto) requires it. Parents also are frequently offered parent education/parenting classes, family field trips and book lending/reading programs to encourage parents to read with their children. Two parent

¹ Poway also enrolls children who are outside the age range but who have individual needs such that they would benefit from two years of kindergarten.

involvement programs mentioned specifically were PIQE (Parent Institute for Quality Education) and Abriendo Puertas (Opening Doors).

Table 6: Child Assessment

Programs differ in whether or not they conduct a child assessment to determine if a child should be enrolled in the program (e.g., Magnolia School District, Ocean View School District) or upon enrollment to help guide instruction and/or determine a child's baseline performance so as to be able to show progress during the course of the year. Some programs immediately share the results of the assessment with parents at the beginning of the year.

Districts also vary in whether they conduct assessments of kindergarten readiness at the end of the program year. Across all forms of assessment, programs vary in whether they used standardized measures (e.g., Pre-LAS; DIBELS; Developmental Reading Assessment), or measures that had been developed within the district. Most programs reported that they administer these assessments in English, while some also reported that they employ the child's home language. Most of the newer programs reported that they are currently developing progress reports or report cards so as to be able to share results of assessments with parents. Feedback is shared with parents between two and three times per year.

Table 7: Program Evaluation

Some of these programs that have been in existence for several years reported that they have tracked the progress of their students over time, using a unique student identifier within the same database that is used district-wide. Currently with CALPADS, districts have unique student identifiers that can eventually be used for program evaluation. Some districts have compared the progress of their programs serving young five year old students to those of traditional kindergarten students, or are in the process of doing so. Other districts have not yet established any formal evaluation or longitudinal follow-up.

Table 8: Articulation with PreK and K-3

Programs serving young five year olds vary in the extent to which they connect both with preschool or early childhood programs in their communities and K-3 teachers. For example, in Kingsburg Charter Elementary School District, teachers of preschool, child care, programs serving young 5 year olds and kindergarten meet monthly to discuss curriculum and assessment. In other districts, teachers of programs serving young 5 year olds and kindergarten speak or meet daily, monthly, quarterly, or less frequently for planning or discussions of the progress of individual children.

In some districts, children can only move from programs serving young 5 year olds to kindergarten, and parents are informed upon enrollment in programs serving young 5 year olds that they are really enrolling their children in a two-year kindergarten program (Palo Alto and Sacramento). In most other programs, the assumption (and practice) is that most children will move from programs serving young 5 year olds to kindergarten.

Table 9: Finances: Funding Sources and Costs

Most districts rely on Average Daily Attendance (ADA) to cover operating costs of their programs. Other public funding sources mentioned include Title I, American Recovery and Reinvestment Act, Class Size Reduction, Economic Impact Aid, and Early Intervention with School Success funding. A few programs mentioned support from private foundations or corporations. One district was a Basic Aid district.

Most districts reported that the costs for these programs were about the same as for kindergarten, although there were sometimes start-up costs for materials, professional development and ongoing costs if a district had instructional aide(s) that were above typical kindergarten costs.

Table 1: Program Overview

District	Date of Interview	# of schools/ Classrooms	Class Size	Length of Day	Days/year	Waiting List?	Year Started	Combination TK/K classrooms?	Future Plans
Kingsburg Charter Elementary School District – Washington Elementary (Fresno County)	1/5/2011; 1/25/2011	1 classroom	25	8:10 a.m. – 1:50 p.m. (full day)	179 days, with one furlough day for district	Yes	2010	No	Planning a cohort model, so that children will stay together from TK through traditional K.
Long Beach Unified School District – Cleveland Elementary Preppy K (LA County)	3/31/11	5 Preppy programs at 3 schools, 2 classrooms at this site	20	3 hrs. 20 min.	175 (180 without Furlough Days)	Usually	2006	No	Continue 20 to 1 May extend length of day
Long Beach Unified School District – Garfield Elementary Preppy K (LA County)	1/7/2011; 1/13/2011	5 Preppy programs at 3 schools, 1 classroom at this site	22 max	3.5 hours	Same as other grades	Yes	2008	No	Continue with same format.
Los Angeles Unified School District (LA County)	1/10/2011	36 classrooms	25 max. Some use Title I to reduce to 20.	8:00 a.m. – 2:30 p.m. (six hours, same as traditional K)	176 days (same as school-age children)	Yes	2010	Yes: About 8-10 classrooms are TK/K combination	Add 100 classrooms in Fall 2011; 536 by the end of the 4th year. Up to 600 may be needed.
Magnolia School District –Albert Schweitzer Elementary School (Orange County)	10/29/2010; 1/4/11	2 classrooms	30 max, although want to keep to 25; currently, 24 and 26 in two classrooms	3 hours (part day), Sept – Dec; 6 hours (full day), Jan – June	178	No	2006	No	Add 3 classrooms in 2011

Table 1: Program Overview

District	Date of Interview	# of schools/ Classrooms	Class Size	Length of Day	Days/year	Waiting List?	Year Started	Combination TK/K classrooms?	Future Plans
Ocean View School District – Oak View Preppie K (Orange County)	~2/7/2011	3 classrooms	20 max. 5-6 children per group	8:00 a.m. – 1:50 p.m. (full day)	178 days	No	District: 20 years ago; Oak View: 10 years ago	No	No need at the moment. There are some other TK classes in the district.
Palo Alto Unified School District – Greendell School Young Fives (Santa Clara County)	1/20/2011; 1/25/2011	2 classrooms on 1 campus	22 max (same as district class size)	8:30 a.m. – 12:15 p.m. After winter break: additional time 2 days per week- 12:15-1:30 p.m. (similar to K)	180 days	Yes	1975	No	District probably will expand program in 2012 on the incremental timeline in the legislation.
Poway Unified School District – Poway Extended Primary Program (PEPP) (San Diego County)	1/20/2011; 2/1/2011	Classes at 13 elementary schools	Current enrollment capped at 26	Half-day (e.g., 9:00 a.m. – 12:20 p.m.)	175 days	Yes - Used at initial enrollment, all students requesting are placed.	2001	No	Expansion based upon parent interest each year.

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Sacramento City Unified School District (Sacramento County)	1/20/2011; 2/2/2011	Pilot programs at 4 schools	20 max; two under-enrolled classes are 14-16	2.5 hours (part day)	179 days	Yes – at two schools	2010	Yes: the Waldorf-inspired school has one TK-K blended class	A fifth site to open in Fall 2011. Planning continues. Will consider key factors in the areas of site and teacher capacities, professional development, curriculum, funding and other key factors.
Soquel Union Elementary School District - Santa Cruz Gardens (Santa Cruz County)	2/7/2011; 2/8/2011	1 classroom	22 max	8:30 a.m. – 2:15 p.m. (full day, same as K)	180 days	Yes	2010	No, but do combine some dance activities with K	District may open up a program at another school; would open a second class at Santa Cruz Gardens if state budget allows.

Table 2: Demographics

District	Date of Interview	Race/Ethnicity	Gender	SES	ELL/DLL	Special Needs	Age Enrollment Requirements
Kingsburg Charter Elementary School District – Washington Elementary (Fresno County)	1/5/2011; 1/25/2011	68% Hispanic/Latino 32% White	64% boys; 36% girls	60% low income	25% ELLs: primarily Spanish-speaking, some Punjabi	12% already identified with special needs	Must be 5 by December 2. Preference for birthdays from September – December, but some older children are admitted
Long Beach Unified School District – Cleveland Elementary Preppy K (LA County)	3/31/11	Primarily Caucasian, with very limited # of ELL students.	75% male 25% female	Limited # of low SES.	2% ELL	Only Speech and Language IEP	Age 5 on or before December 2
Long Beach Unified School District – Garfield Elementary Preppy K (LA County)	1/7/2011; 1/13/2011	75% Hispanic/Latino		~90% low SES	75% are ELLs	No special assessments. Most children with special needs are enrolled in traditional K.	Same as traditional K
Los Angeles Unified School District (LA County)	1/10/2011	81% Hispanic/Latino 9.5% White 5.5 % African American 3% Asian	65% boys; 35% girls	74% FRL	65% ELL	10%	Sept-Dec birthdays primarily, but some older children.
Magnolia School District (Orange County)	10/29/2010; 1/4/11	85-90% Hispanic/Latino 10-15% White .5% African American	65% boys; 35% girls	Many, including transient families living in motels	80-85% ELL		Need to be 5 by Dec 2nd. Enrollment open to children with birthdays July 1st – Dec 2nd.

Table 2: Demographics

District	Date of Interview	Race/Ethnicity	Gender	SES	ELL/DLL	Special Needs	Age Enrollment Requirements
Ocean View School District – Oak View Preppie K (Orange County)	~2/7/2011	99.9% Hispanic/Latino	More boys: Average 60-70%	Most families at or below poverty level.	100% ELLs	% not stated, but speech articulation kids are placed into Preppie K.	Children with April 1 – December 2 birthdays are given a Maturation Assessment Test. If they are assessed to be maturationally 5 years old by September, they go to traditional K. If not, the school recommends TK, and parents can agree or not. Maturation assessment conducted as early as March, with results adjusted (e.g., add 6 months to a March score).
Palo Alto Unified – Greendell School Young Fives (Santa Clara County)	1/20/2011; 1/25/2011	59.1% Caucasian 25% Hispanic/Latino 11.4% Asian 2.3% African American 2.3% Other	More boys		~20% ELLs: Spanish, Mandarin, Korean, Russian, other	5% (2 children)	Any child eligible for K (not just fall birthdays); must be 5 years old by December 2. Used to be admitted based on lottery, but now, children are screened and assessed, then ranked and admitted in order based on need. Some children with spring/summer birthdays enrolled.
Poway Unified School District – Poway Extended Primary Program (PEPP) (San Diego County)	1/20/2011; 2/1/2011	PEPP: 67% white; 10% Hispanic/Latino; 7.4% Filipino. All others 2.4% or less.	70% boys; 30% girls	7% receive free or reduced meals	17% ELL	7.4% special needs	June 1- December 2 birthdays and students with individual needs who would benefit from 2 years of K.
Sacramento City Unified School District (Sacramento County)	1/20/2011; 2/2/2011	55% White 20% Hispanic/Latino 11% Black/African American 13% Asian 1% Other/Decline to state		No data currently	5% (1 student)	5% (1 student)	Same as traditional K: Dec 2, but, with parent request, some older children are admitted

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District	Date of Interview	Race/Ethnicity	Gender	SES	ELL/DLL	Special Needs	Age Enrollment Requirements
Soquel Union Elementary School District - Santa Cruz Gardens (Santa Cruz County)	2/7/2011; 2/8/2011	Mostly white	More boys (~60% boys, 40% girls)		~5% (1 student)	~10% (2 students with speech IEPs)	July 1-December 2.

Table 3: Staffing, Teachers, and Professional Development

District	Date of Interview	# teachers/ aides per classroom	Background/ credentials of teachers	Professional development: Teachers	Professional development: Principals
Kingsburg Charter Elementary School District – Washington Elementary (Fresno County)	1/5/2011; 1/25/2011	1 teacher and one 3.5 hour paraprofessional	Teacher: Multi subject credential; college ECE coursework. Paraprofessional: highly qualified NCLB	Participate in FCOE TK professional learning community. Pre-service and in-service: Same as other teachers; SIOP, DIBELS, Developmental Reading Assessment, Children’s Progress Academic Assessment	Participate in FCOE TK professional learning community, based on training from Rick and Becky Dufour.
Long Beach Unified School District – Cleveland Elementary Preppy K (LA County)	3/31/11	1 teacher/class of 20 students 2 teachers share classroom and team teach	Experienced multiple subject credential	2007 implementation, classroom teachers and support personnel formed a district cohort; cohort developed assessments and shared planning and classroom practices.	Principals’ meetings; informal collaboration through Principal network and site walk-throughs.
Long Beach Unified School District – Garfield Elementary Preppy K (LA County)	1/7/2011; 1/13/2011	1 teacher/class of 20 students 2 teachers share classroom and team teach	Fully credentialed	Preppy teacher attended 3-day Gesell Observation training, District meetings. Teacher, on her own, attended Gesell training.	Principal, counselor, and kindergarten & first grade teachers worked together to develop parent piece; discussion at Principal’s meetings.
Los Angeles Unified School District (LA County)	1/10/2011	1 teacher; some classrooms with aide and/or parent volunteers	Multiple subject credentials: 100% Previously taught K: 100% Previously taught both preK and K: 25%. Several teachers: ECE training, board-certified ECE.	Pre-service: 5 days In-service: 1 day/month, plus 3 days in January. Focus on DLLs, early math, early language/literacy, behavior management, mixing elements of preK and K.	Included in some of pre-service, and invited to monthly professional development days.

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District	Date of Interview	# teachers/ aides per classroom	Background/ credentials of teachers	Professional development: Teachers	Professional development: Principals
Magnolia School District – Albert Schweitzer Elementary School (Orange County)	10/29/2010; 1/4/11	1 teacher/classroom with 3 hours bilingual para-educators.	Teacher: credentialed. Former K teacher, need to show ECE understanding. Aides: must meet NCLB, an AA or equivalent to be bilingual aides	Teachers receive same training for Preppie K and K. PreK GLAD/K GLAD hybrid, Right from the Beginning, PALS, Foundations, Thinking Maps, Circles, Handwriting without Tears. Most trainings occur before school year starts.	None.
Ocean View School District – Oak View Preppie K (Orange County)	~2/7/2011	1 teacher/classroom. 2 aides for 1.5 hours/day (total of 3 adults).	All 4 teachers: Master’s degrees; multi subject credentials. 2 teachers fluent in Spanish. 2 have CLAD; 2 have BCLAD. Aides: no BA’s; training in Writing Without Tears and math.	Coach Sandy Silverman in first year. Thinking Maps. GLAD training. District-wide math training	Principal attends team meetings.
Palo Alto Unified School District – Greendell School Young Fives (Santa Clara County)	1/20/2011; 1/25/2011	1 teacher/class. No aides. Required parent engagement (once/week)	Teachers: multiple subject credential; both out of preschool teaching background. One has special ed credential. Teachers have CLAD.	Same PD as offered for the rest of the district on literacy, math, and science (pre-service and in-service). Special teleconference for preK component of Everyday Math, the curriculum used district-wide. Training in SIOP and Elements of Instruction (useful for working with ELLs)	Monthly campus-wide staff meetings; meeting with Young Fives program director every other week. Principal attends all PAUSD Principal meetings and receives the same professional development support that the district offers all principals.

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District	Date of Interview	# teachers/ aides per classroom	Background/ credentials of teachers	Professional development: Teachers	Professional development: Principals
Poway Unified School District – Poway Extended Primary Program (PEPP) (San Diego County)	1/20/2011; 2/1/2011	1 teacher	Multiple subject teaching credentials; all have CLAD	Many professional development opportunities: utilization of effective instructional strategies, computer technology, math and literacy, positive discipline, multicultural training. Weekly periods for staff collaboration and professional growth. Two district-wide professional growth days. Poway Professional Assistance program provides support for new teachers. Teachers are supported with stipends to participate in the National Board Certification process.	Various. This year’s focus: cultural proficiency, Instructional Rounds and student directed learning.
Sacramento City Unified School District (Sacramento County)	1/20/2011; 2/2/2011	1 teacher; parent/ grandparent volunteers	All are K teachers with preschool experience/teacher credential.	Common planning time at each site and participation in curriculum committee process. Teachers at Alice Birney site encouraged to participate in Waldorf Academy. The certification is two years over and above the standard teacher credential.	Provided through forums, workshops, and advisory committee and planning meetings.
Soquel Union Elementary School District - Santa Cruz Gardens (Santa Cruz County)	2/7/2011; 2/8/2011	1 teacher; unpaid aspiring teacher volunteers as aide; parent volunteers	Bilingual teacher with MA in reading. Teacher is multiple subject credentialed.	Variety of local offerings; teacher visited Center Street School’s TK program in El Segundo.	

Table 4: Curriculum

District	Date of Interview	Specific curricula	Content Areas	Pedagogy, Classroom lay-out	ELL approaches
Kingsburg Charter Elementary School District – Washington Elementary (Fresno County)	1/5/2011; 1/25/2011	Avenues, and Alpha Chants (see attached extended list) for ELD. State adopted curriculum for K and approved intervention curriculum.	English Language Arts (90 min); math (60 min); intervention (30 min). Then history, science, art, music.	Dramatic play for language development, small group and whole group instruction.	30 mins of ELD time. All teachers use Sheltered Instruction Observation Protocol. SDAIE strategies.
Long Beach Unified School District – Cleveland Elementary Preppy K (LA County)	3/31/11	State adopted curriculum for K Open Court Pre K (as supplement) and K Harcourt Math Thinking Maps	All	Cooperative Learning Large and small group work areas	Small number of ELL, ELD is individualized
Long Beach Unified School District – Garfield Elementary Preppy K (LA County)	1/7/2011; 1/13/2011	Same state-adopted curriculum as used in K	All		Shorter directions, lots of pictures; teacher is fluent in Spanish.
Los Angeles Unified School District (LA County)	1/10/2011	Working with consultants to choose/adapt curricula and instructional approaches	Primarily language development, literacy, math and social/emotional development.	Small group experiential learning.	Personalized Oral Language Learning strategies developed by Drs. Linda Espinosa and Carola Matera.
Magnolia School District (Orange County)	10/29/2010; 1/4/11	Houghton Mifflin – use pre-k and K themes from HM and developed their own; Avenues for English language development; Every Day Counts math.	Language development, literacy and math.	High Scope small group.	Avenues Preschool GLAD Literacy Learning Trips

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District	Date of Interview	Specific curricula	Content Areas	Pedagogy, Classroom lay-out	ELL approaches
<p>Ocean View School District – Oak View Preppie K (Orange County)</p>	<p>~2/7/2011</p>	<p>Positive Behavior Intervention System; Hapton Brown Avenues (ELD); Handwriting without Tears; Cathy Richardson’s program (math).</p> <p>Kindergarten Houghton-Mifflin Math and Reading programs, although we are taking a developmental approach when teaching the skills in both programs.</p>	<p>ELD/vocabulary</p>	<p>Plan-Do-Review Field trips tied to themes in classroom.</p>	<p>Avenues program. Phonemic awareness, working on vocabulary and word wall. Thinking maps. Anita Archer’s workshop on Active Participation; Rick Morris’s workshop on active participation, classroom management, and integrating sounds for transition cues; Stan Chew workshop on bringing community into classroom via field trips.</p>
<p>Palo Alto Unified School District – Grendell School Young Fives (Santa Clara County)</p>	<p>1/20/2011; 1/25/2011</p>	<p>English Language Arts: Writing Prompts Science: FOSS Math: Everyday Math Handwriting without Tears.</p> <p>All work with district curriculum.</p>	<p>Balanced across subject areas, with strong emphasis on self regulation, social competence, and physical development.</p>	<p>Literature-based, project- and theme-driven based on interests of children this age; dress-up area, block area; more play-based than K.</p>	<p>SDAIE. A lot of slow speech and repetition, which is helpful for all children and very helpful for ELL students. Each project includes multiple elements (e.g., verbal, oral, visual, and kinesthetic). Repeated checking to make sure children are picking up academic language, not just social language. No additional non-English home language support.</p>

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District	Date of Interview	Specific curricula	Content Areas	Pedagogy, Classroom lay-out	ELL approaches
Poway Unified – Poway Extended Primary Program (PEPP) (San Diego County)	1/20/2011; 2/1/2011	Same curriculum as K, with supplemental materials especially around early literacy and math. Some repetition with K, e.g. using the same book, but different activities and questions. Literacy and English Language Arts: Little Reader for Little Readers; Rigby Readers (also used in K)	All areas, but focus on social emotional skills, independence, ability to remain on task and look at impulse control, gross motor skills.	Developmental curriculum with instruction geared toward individual needs.	Structured language instruction; avenues curriculum for one half hour per day.
Sacramento City Unified School District (Sacramento County)	1/20/2011; 2/2/2011	Teacher-created to fit student/site needs. Common curricular model is being developed by district advisory committee.	Emphasis on developmental approach – supporting emotional/social/academic needs. A common district curriculum model is being developed through the district’s Early Kinder Advisory Committee.	Each current pilot school site is focused to provide student readiness for next year’s regular K program and its standards at their individual school site. Each of 4 Early K classrooms has a reduced pace that is not time driven, but addresses the social/emotional/ physical development needs of the child.	Not relevant to school visited.
Soquel Union Elementary School District - Santa Cruz Gardens (Santa Cruz County)	2/7/2011; 2/8/2011	Mostly teacher-created.	Balanced, including phonemic awareness; singing; dance; math sorting, patterning, shapes; social studies, famous people; self-regulation skills; working independently; problem-solving, sharing, working with other children.	Layout similar to traditional developmental K, including dress-up, kitchen, blocks, etc, as well as areas for small and large group instruction. Pedagogy is different. Started with "Preschool Foundations" and transitioned to California State Subject Standards for K as appropriate. Developed curriculum, projects, activities and assessments that would inform instruction as well as make sure every student meets criteria for success.	GLAD, SDAIE training, but only one ELL student; bring more regalia into classroom; focus more on pictures than words, being very intentional with instruction and child’s needs.

Table 5: Family Engagement and Communication Strategies

District	Date of Interview	Written Parent Engagement Policy?	Outreach Strategies	Challenges to Enrollment	Ongoing Strategies of Engagement
Kingsburg Charter Elementary School District – Washington Elementary (Fresno County)	1/5/2011; 1/25/2011	Yes. Parent-school compact: parents sign it each year.	Letters to parents with fall birth dates, newspaper articles, Public TV spot, flyers in clinics and community assistance program.	Some difficulty in understanding K continuance form (translation difficulties); Parents understanding it was a two year kindergarten program.	For children who should have been in TK but whose parents opted for K: school invited parents spend half day in TK program to learn about the importance of phonetics so they could support children at home. Parents asked to volunteer in class. Parenting classes monthly. Partner with local church for ESL classes.
Long Beach Unified School District – Cleveland Elementary Preppy K (LA County)	3/31/11	School-Parent-Student Compact	Mailings to Preschools and Pediatricians Classroom Tours Education Celebration Kindergarten Festivals	Parents enroll students, but then “drop out” in August	Parent conferences Parent volunteers
Long Beach Unified School District – Garfield Elementary Preppy K (LA County)	1/7/2011; 1/13/2011	Yes: school-parent-student compact for al Title I schools/ parents	Initial kinder parent orientation; invite selected parents to attend Preppy Orientation; Parent conferences; 1:1 meetings with school counselor and Preppy K teacher; Preppy parent meeting with teacher, counselor, principal and first grade teacher to explain expectations for next year and why they should stay another year in kinder.	Initial concerns program was remedial. Initial parental push for all children to move from Preppy K to 1st grade; misunderstanding of developmental needs of children; some students take longer.	Monthly parent education workshops for all school parents; parents volunteer in classrooms; parents read to children in first 10 minutes of class.

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District	Date of Interview	Written Parent Engagement Policy?	Outreach Strategies	Challenges to Enrollment	Ongoing Strategies of Engagement
Los Angeles Unified School District (LA County)	1/10/2011	No	LAUSD gave toolkits to each school; K round up; parent nights.	Parents initially saw program as holding children back	Parent volunteers in classroom; Abriendo Puertas; family math nights; family literacy nights; family college trip (Saturday field trip to local college); “Me Gusta Leer” (book lending program)
Magnolia School District – Albert Schweitzer Elementary (Orange County)	10/29/2010; 1/4/11		75% of children recruited via kindergarten round-up days.		Literacy learning trips; Every Day Literacy for families; Powerpoint re: TK shown to parents; school encourages parents to work with children on interactive reading/ literacy activities
Ocean View School District – Oak View Preppie K (Orange County)	~2/7/2011	No	K transition meeting with parents; tour of K classroom.	None now	October/March – parent/teacher conferences when children are assessed in the presence of their parents; daily homework and reading logs; book lending: 4 books/week to read to children; 90% of parents stay in class to read with their children; morning question children answer at start of the day (when parents are present); parent volunteers in class; school-wide parent engagement via Family Children’s Service Program; Latino Family Literacy program is forthcoming.

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District	Date of Interview	Written Parent Engagement Policy?	Outreach Strategies	Challenges to Enrollment	Ongoing Strategies of Engagement
Palo Alto Unified School District – Greendell School Young Fives (Santa Clara County)	1/20/2011; 1/25/2011	Yes	Not a problem now to find/enroll parents, but initially focused messaging on “gift of time,” “not all children develop at the same rate.”	Flexibility: not all parents can commit to high level of parent involvement (volunteering in classroom). Transportation issues usually addressed by carpooling. School sites offer after school programs for child care needs. Sometimes pair a non-English speaking parent with a bilingual parent to provide support/translation.	Parent education twice a month for 3 months, then once a month from January on; required one time per week involvement in classroom.
Poway Unified – Poway Extended Primary Program (PEPP) (San Diego County)	1/20/2011; 2/1/2011	No	District-wide meeting for parents; word of mouth, information on web site; K teachers introduce the program. District informs parents that TK is a form of retention, but highlights the need and benefits. Some parents seek out TK so that their children will be among the oldest in class when they enter K, and biggest when in high school.	In past, parents worried about TK as remedial, but that is less so now.	Parent volunteers in classroom; parent education workshops twice per month, open to parents in all grades. PIQE program used at some schools.

Table 5: Family Engagement and Communication Strategies

District	Date of Interview	Written Parent Engagement Policy?	Outreach Strategies	Challenges to Enrollment	Ongoing Strategies of Engagement
Sacramento City Unified School District (Sacramento County)	1/20/2011; 2/2/2011	Yes. Parent compact is standard to district.	Presentation with parents; article in <i>Inside East Sacramento</i> ; flyers at community centers and parks; talking points and letters to district staff to share with parents; parent blogs; and information provided on district website.		Share assessments with parents.
Soquel Union Elementary School District - Santa Cruz Gardens (Santa Cruz County)	2/7/2011; 2/8/2011	No	Notice in paper; parent workshop.	Some problems for parents who have one child in TK and then others at other school campuses. Some families thought it was remediation, and no solution yet in how best to broadcast the message about the benefits of the program.	Teacher encourages parents to come in during drop-off; homework assignments; "Family Project" to get parent support and parent/child interaction; potentially, parent workshops.

Table 6: Child Assessment

District	Date of Interview	Readiness/TK entry Assessments	Assessment to guide instructional practice	Assessment of K readiness at end of TK year	Progress report /report cards	Language of Assessments	Sharing Results with Parents
Kingsburg Charter Elementary School District – Washington Elementary (Fresno County)	1/5/2011; 1/25/2011	DRDP in preschool; Pre-K Community Assessment.	District and school assessments for alphabet, number/letter recognition, concepts of print, phonemic awareness, speech/grammar and CELDT	DRA, DIBELS	Conferences with parents; Developing progress reports/report cards for next year.	English	Parent conferences three times per year.
Long Beach Unified School District – Cleveland Elementary Preppy K (LA County)	3/31/11	Gesell Developmental Observation	District benchmarks and “chapter tests”	District literacy screens; district benchmarks	District Kindergarten Progress Report	English	Parent Conferences 1 or 2 times/year
Long Beach Unified School District – Garfield Elementary Preppy K (LA County)	1/7/2011; 1/13/2011	Preppy kindergarten district screening assessment	Pre-LAS (twice); DRDP (twice); Children’s Progress (3+ times)	District literacy screens; district benchmarks	District Kindergarten Progress Report	English	At parent conferences.

Table 6: Child Assessment

District	Date of Interview	Readiness/TK entry Assessments	Assessment to guide instructional practice	Assessment of K readiness at end of TK year	Progress report /report cards	Language of Assessments	Sharing Results with Parents
Los Angeles Unified School District (LA County)	1/10/2011	Individual school sites determined systems to capture many different developmental domains. Advisory group and district working to formalize these pieces to make them more uniform.	Pre-LAS (Spanish and English); Desired Results Developmental Profile (DRDP) (observational, in child’s home language or English) – school readiness (piloted through WestEd); Children’s Progress.	Pre-LAS (Spanish and English); Desired Results Developmental Profile (DRDP) – school readiness (piloted through WestEd); Children’s Progress.	Pilot program uses narrative description of assessment including behaviors that support learning, concepts taught to date, and things to work on at home.	Spanish and English	Three times per year; formal parent-teacher conferences two times per year.
Magnolia School District (Orange County)	10/29/2010	Individual assessment (parents present) using Maturation Assessment Test for social and emotional maturity.	PALS; PPVT III	Readiness Assessment MAT	Development report card three times a year.	MAT offered in child’s home language	Parent/teacher conference twice per year.
Ocean View School District – Oak View Preppie K (Orange County)	~2/7/2011	Individual assessment (parents present) using Maturation Assessment Test for social and emotional maturity, cognitive, language and motor adaptive – based on Gesell.	Designed by district – letter/sound recognition, concepts of print, end of year ABC and writing assessment, mid-year phonemic awareness, colors, number recognition, 1-1 correspondence, shapes, sorting and patterns. Oak View Preppie's ELD receptive and expressive language assessments. (4 x/year)	None	Report cards similar to kinder report cards (three times a year).	MAT offered in Spanish (home language)	Parent/teacher conference twice per year, once in October and March, when children are assessed.

Table 6: Child Assessment

District	Date of Interview	Readiness/TK entry Assessments	Assessment to guide instructional practice	Assessment of K readiness at end of TK year	Progress report /report cards	Language of Assessments	Sharing Results with Parents
Palo Alto Unified School District – Greendell School Young Fives (Santa Clara County)	1/20/2011; 1/25/2011	Screen all children utilizing building blocks of kinder readiness.	All children in school are assessed by multiple teachers who screen for entrance to the program using the Building Blocks of Readiness.	DRA, EDM checklist, writing sample and summative profile.	Twice a year progress conferences. Also include the info in the PAUSD "red folders" that are part of every child's grade transition from Young Fives to K.	Assessment is in English. Students take CELDT, and that's used to understand their English language development needs.	Two parent conferences per year. Shared during conferences.
Poway Unified School District – Poway Extended Primary Program (PEPP) (San Diego County)	1/20/2011; 2/1/2011	Varies by school. There is no required or district-wide assessment for entry into PEPP. Site-Based: e.g. Adapted questions from the Kindergarten Observation Form (Applied Survey Research).	Modified version of Developmental Reading Assessment at beginning of school year to determine reading growth, individualized and small group reading instruction. Informal assessments of letter/number recognition; writing names, left/right-handed; fine motor skills (cutting, pencil grip); math; (recognize sides of the die); bike riding.	Modified version of Developmental Reading Assessment at end of school year.	Same progress report as Kindergarten. Standards based criterion referenced report.	English (CELDT)	Parent-teacher conferences at the end of the first trimester, when results of the Early Literacy Assessment are shared with parents.

Table 6: Child Assessment

District	Date of Interview	Readiness/TK entry Assessments	Assessment to guide instructional practice	Assessment of K readiness at end of TK year	Progress report /report cards	Language of Assessments	Sharing Results with Parents
Sacramento City Unified School District (Sacramento County)	1/20/2011; 2/2/2011	Age, socio-emotional maturity and readiness are the main considerations; assessments may be used to help guide the parent and school for best placement. No uniform entry assessment at this time.	Early Literacy Assessment (developed by district) – modified version used in first 6 weeks and at end of year. Informal assessments (developed by teachers).	A common district model is not fully developed at this time.	Common progress reports are being developed.	English at this time	Conversations with parents about aligning expectation and benchmarks; parents visit TK and K classrooms and can see where their children would do best.
Soquel Union Elementary School District - Santa Cruz Gardens (Santa Cruz County)	2/7/2011; 2/8/2011	K Round Up – school-developed assessment to determine children’s school-readiness skills across academics, vocabulary, fine/gross motor skills, social-emotional development. Conducted in March/April before school starts. School is considering how this may or may not be used for TK placement.	District Multiple Measures in Math – every TK/K student takes this is fall/spring Developmental Reading Assessment – in spring.	Concepts of Print – at end of TK/K year. Phonemic awareness – at end of TK/K.	Report cards are used. District has a developmental report card for K-3.	Primary language, where possible (including in Spanish)	Report cards sent to parents in Nov, March, June. Parent- teacher conferences in November and, if needed, in spring.

Table 7: Program Evaluation

District	Date of Interview	CQI	Program Evaluation	Longitudinal Tracking of Students?
Kingsburg Charter Elementary School District – Washington Elementary (Fresno County)	1/5/2011; 1/25/2011	The PLC continually looks at student progress to adapt the program to meet the student needs. The PLC determines the interventions needed for all TK & K students.	In process of comparing student outcomes to children in a similar K class. Change in DIBELS scores over time to show program improvement/ effectiveness. Will examine pacing chart to see if program is successful.	DRA will be used to track student achievement through 3rd grade. All students are identified in student databases as TK students for longitudinal studies.
Long Beach Unified School District – Cleveland Elementary Preppy K (LA County)	3/31/11		Positive response and enrollment from community School sites who receive TK students are very positive about the student’s K readiness; student readiness evident through students’ report cards into elementary years.	Current TK students have a district distinguishing code. Tracking studies are not yet completed.
Long Beach Unified School District – Garfield Elementary Preppy K (LA County)	1/7/2011; 1/13/2011		Student outcomes. Parental willingness to enroll in Preppy K.	Principal keeps track of preppy students’ success to ensure that intervention has worked and student is not at risk academically.
Los Angeles Unified School District (LA County)	1/10/2011	Coaches and First 5 LA and Title 1-funded first year evaluation.	Student outcomes and startup process evaluation	Common data system for district pre-K, TK and K-12 – My Data
Magnolia School District (Orange County)	10/29/2010		No formal evaluation.	Yes – now up to children in 2nd grade. Aries Data System, using unique child identifier.

Table 7: Program Evaluation

District	Date of Interview	CQI	Program Evaluation	Longitudinal Tracking of Students?
Ocean View School District – Oak View Preppie K (Orange County)	~2/7/2011	At the end of the year they reassess what worked with pre-k and k articulation. Each month there is a central theme – and at the end of the year the preppie team assesses what worked well.	No formal evaluation.	Initially, tracked through 5 th grade. District-wide alternate rank to see how students are progressing: below basic – advanced. When progress seen to be very good (children ranked middle to high), stopped tracking. Low retention rate after TK.
Palo Alto Unified School District – Greendell School Young Fives (Santa Clara County)	1/20/2011; 1/25/2011		Anecdotal from teacher to teacher.	
Poway Unified School District – Poway Extended Primary Program (PEPP) (San Diego County)	1/20/2011; 2/1/2011		Embedded within school SPSA. Periodic review of second grade assessments based upon PEPP enrollment and California Standards Test.	Not regularly completed. Last assessment was in 2007.
Sacramento City Unified School District (Sacramento County)	1/20/2011; 2/2/2011	Not yet established.	No formal approach but looking for child outcomes, social development, pre-literacy and pre-math, talking with parents about relevant issues.	Not yet established.

Table 7: Program Evaluation

District	Date of Interview	CQI	Program Evaluation	Longitudinal Tracking of Students?
Soquel Union Elementary School District - Santa Cruz Gardens (Santa Cruz County)	2/7/2011; 2/8/2011	No official CQI. On-going analysis, reflection and effort toward improvement.	Not yet.	Not yet, but would like to track to 3 rd grade.

Table 8: Articulation with PreK and K-3

District	Date of Interview	Teachers meet/plan together	Moving from TK to K/1 st Grade
Kingsburg Charter Elementary School District – Washington Elementary (Fresno County)	1/5/2011; 1/25/2011	Preschool, child care, TK, and K teachers meet monthly to discuss curriculum and assessment. Worked on outreach materials and information packets and folder together. Local Professional Learning Communities: Lead K teachers meet with TK teacher to talk about common issues (e.g., review assessment data, plan ELD time, curriculum). School gave preK teachers copy of content standards. Educated preschool community to assuage fears about losing children to the new law. Houghton Mifflin mathematics used in preschool, TK, and K. TK uses many mathematics programs including Family Math, Touch Math, and AIMS. Group work: children from K and TK are mixed into classroom for specific lessons based on intervention needs.	Some individual cases: movement from TK to first grade, from TK to K, from K to TK.
Long Beach Unified School District – Cleveland Elementary Preppy K (LA County)	3/31/11	TK teachers collaborate with K teachers 2 times/month or more.	If student shows readiness beyond current TK placement, every effort is made to move student to a K program within that school year, then proceed to 1 st the following school year.
Long Beach Unified School District – Garfield Elementary Preppy K (LA County)	1/7/2011; 1/13/2011	Head Start and Preppy teachers meet with K teachers monthly. K and 1st grade teachers communicate about individual children.	Teachers usually recommend about 25% of children move to 1st grade. Some parents opt for moving children to 1st grade, even if teachers recommend against that (up to 75% in first year of Preppy K but now declining).
Los Angeles Unified School District (LA County)	1/10/2011	All schools bring TK and K teachers together. LAUSD convenes K teachers to learn about TK. At some schools, preK and K or PreK and TK teachers meet together.	If child does well on Pre-LAS, DRDP-SR, and Children’s Progress, teachers and parents discuss moving from TK to 1st grade. Anticipate that most will move from TK to K.

Table 8: Articulation with PreK and K-3

District	Date of Interview	Teachers meet/plan together	Moving from TK to K/1 st Grade
Magnolia School District (Orange County)	10/27/2011; 1/4/11	District preschool collaborative – workshops, action plans, needs assessment. Quarterly meeting with pre-k, Preppie K and K. Professional Learning Community for K.	
Ocean View School District – Oak View Preppie K (Orange County)	~2/7/2011	Apply for Early Intervention with School Success (EISS) funding to support articulation: TK/K teachers tour classrooms twice a year; TK/K teachers meet three times a year with informal discussions throughout year; work together on professional development, curriculum , program development. Common areas in basic skills assessed across grades (e.g., sounds, number recognition, socialization, anecdotal, student behavior, etc.).	Has happened on rare occasion, but assessments generally place kids in the appropriate program.
Palo Alto Unified School District – Greendell School Young Fives (Santa Clara County)	1/20/2011; 1/25/2011	TK/K teachers talk about skills K teachers would like TK students to have at end of TK; this guides instruction. TK teachers will meet with K teachers at end of the year to discuss individual student progress. Important that TK keep its developmentally appropriate approach. District is now moving toward articulation PreK-TK-K.	At enrollment, parents sign child up for a two-year program, with a retention form. No assessments to determine if the child is ready for 1 st grade.
Poway Unified School District – Poway Extended Primary Program (PEPP) (San Diego County)	1/20/2011; 2/1/2011	All TK teachers are elementary teachers and so are on each school’s K teacher team. For campuses with preK, preK teachers prepare individual placement cards to summarize each student’s progress and make recommendation for placement in TK or K. At midyear, preschool and K teachers review what’s happening to promote articulation. TK teacher works closely with other K teachers to make sure that there is no repetition between TK and K.	Children who enroll in TK (PEPP) move into kindergarten after one year in PEPP. The first year is a more developmental path in preparation for the second year’s regular kindergarten program. Since neither kindergarten nor PEPP are compulsory, parents have the authority to have their children enter first grade after the PEPP year, but virtually no one has asked to do so in all the years they have had this program.
Sacramento City Unified School District (Sacramento County)	1/20/2011; 2/2/2011	Early, traditional K, and 1st grade teachers meet together to articulate curriculum. District builds into teacher contracts that all K-12 teachers must have time set aside when they are required to do vertical articulation.	TK to K is the only permitted route. Parents are aware of this when they enroll their children in TK.

Table 8: Articulation with PreK and K-3

District	Date of Interview	Teachers meet/plan together	Moving from TK to K/1 st Grade
Soquel Union Elementary School District - Santa Cruz Gardens (Santa Cruz County)	2/7/2011; 2/8/2011	TK and K teachers talk daily about what they are doing, with time available for joint planning. Interaction between TK and preK is informal, and TK teacher and preK director frequently talk, and have had a few joint projects (e.g., family science night; trip to the aquarium). Fourth grade students buddy with TK students, serving as mentors.	Intention is to have this be a two-year K program, so most children will go into K. School will follow wishes of parents if parents prefer child move to 1 st grade.

Table 9: Finances: Funding Sources and Cost

District	Date of Interview	Funding Sources	Cost Comparison with Traditional K
Kingsburg Charter Elementary School District – Washington Elementary (Fresno County)	1/5/2011; 1/25/2011	ADA. Title I used for materials, substitutes for teachers’ professional development. Economic Impact Aid (EIA) used for ELLs. ARRA for classroom materials and supplies, grant from Packard Foundation for start-up costs and research.	About the same, but TK classroom had additional start-up costs (curriculum, technology, computer assessments, materials) and additional costs for paraprofessional (traditional K has only 20 minutes of para/day versus 3.5 hrs for TK).
Long Beach Unified School District – Cleveland Elementary Preppy K (LA County)	3/31/11	Meet current age requirement for K. Receive ADA and qualify for CSR.	
Long Beach Unified School District – Garfield Elementary Preppy K (LA County)	1/7/2011; 1/13/2011	ADA	Same as K.
Los Angeles Unified School District (LA County)	1/10/2011	ADA. Title I. Class Size Reduction funding. Private foundation/corporation (Packard, Boeing) for professional development and parent engagement.	PD costs for TK are above what is usually provided for K.
Magnolia School District (Orange County)	10/29/10; 1/4/11	ADA, Title I	Costs are relatively the same except for initial start-up costs and the payment for an instructional assistant (3 hrs a day).

Table 9: Finances: Funding Sources and Cost

District	Date of Interview	Funding Sources	Cost Comparison with Traditional K
Ocean View School District – Oak View Preppie K (Orange County)	~2/7/2011	ADA and Class Size Reduction funding; Title I funding for aides. Early Intervention with School Success (EISS) grant (\$50k for 2 years) to focus on articulation.	About the same.
Palo Alto Unified School District – Greendell School Young Fives (Santa Clara County)	1/20/2011; 1/25/2011	Basic aid	Same.
Poway Unified School District – Poway Extended Primary Program (PEPP) (San Diego County)	1/20/2011; 2/1/2011	ADA	About the same.
Sacramento City Unified School District (Sacramento County)	1/20/2011; 2/2/2011	ADA	About the same.
Soquel Union Elementary School District - Santa Cruz Gardens (Santa Cruz County)	2/7/2011; 2/8/2011	ADA	About the same, but materials probably cost more (more activities needed for short attention spans; more consumables for fine and gross motor skills).