

File No. 140069

Committee Item No. \_\_\_\_\_  
Board Item No. 16

**COMMITTEE/BOARD OF SUPERVISORS**  
AGENDA PACKET CONTENTS LIST

Committee \_\_\_\_\_

Date \_\_\_\_\_

Board of Supervisors Meeting

Date February 11, 2014

**Cmte Board**

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**OTHER**

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Senate Bill 837

Completed by: John Carroll

Date January 30, 2014

Completed by: \_\_\_\_\_

Date \_\_\_\_\_

An asterisked item represents the cover sheet to a document that exceeds 20 pages. The complete document is in the file.

1 [Supporting Senate Bill 837 - Kindergarten Readiness Act]

2

3 **Resolution expressing support for Senate Bill 837, the Kindergarten Readiness Act.**

4

5 WHEREAS, Studies have shown that investing in early education is highly effective in  
6 increasing high school graduation and college attendance, decreasing crime, and building a  
7 stronger economy; and

8 WHEREAS, Only half of California low-income preschool-aged children are served in  
9 State Preschool or Head Start, and only one quarter of all children are eligible for the current  
10 transitional kindergarten program; and,

11 WHEREAS, The Kindergarten Readiness Act makes one year of voluntary, high quality  
12 transitional kindergarten available to every 4 year old in California; and

13 WHEREAS, The Kindergarten Readiness Act combines the best quality standards from  
14 current transitional kindergarten and State Preschool, creating a model that results in  
15 sustainable gains in school performance; and

16 WHEREAS, The Kindergarten Readiness Act allows existing federal and state  
17 preschool funds to be focused on additional early care and education programs for low-  
18 income 3 and 4 year olds, giving them an added boost where they need it most; and

19 WHEREAS, The Kindergarten Readiness Act will not take away any funds from  
20 existing state-contracted child development providers; now, therefore, be it

21 RESOLVED, That the Board of Supervisors hereby supports Senate Bill 837 (SB 837);  
22 and, be it

23 FURTHER RESOLVED, That the Board of Supervisors urges our state representatives  
24 to support the Kindergarten Readiness Act when it comes before California State Legislature,  
25 and urges the Governor to sign SB 837 into law; and, be it

1           FURTHER RESOLVED, That the Board of Supervisors respectfully requests the Clerk  
2 of the Board to transmit a copy of the resolution to California State Legislature.  
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**Introduced by Senators Steinberg, Beall, Block, DeSaulnier,  
Hancock, Hill, Lara, Leno, Liu, and Wolk**  
(Coauthor: Assembly Member Bonta)

January 6, 2014

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An act to amend Sections 46300 and 48000 of, and to add Article 1.5 (commencing with Section 48005.10) to Chapter 1 of Part 27 of Division 4 of Title 2 of, the Education Code, relating to transitional kindergarten.

LEGISLATIVE COUNSEL'S DIGEST

SB 837, as introduced, Steinberg. Schools: transitional kindergarten.

Existing law authorizes a school district or charter school to maintain a transitional kindergarten program, and, as a condition of receipt of apportionments for pupils in a transitional kindergarten program, requires the school district or charter school to comply with specified minimum age requirements for pupils participating in the transitional kindergarten program. Existing law also specifies that a transitional kindergarten program shall not be construed as a new program or higher level of service.

This bill, the Kindergarten Readiness Act of 2014, would instead require each school district or charter school that offers kindergarten to offer transitional kindergarten, and would require a child that meets specified minimum age requirements to be admitted to transitional kindergarten. The bill would authorize the average daily attendance of a school district to include the average daily attendance of pupils enrolled in transitional kindergarten and would require transitional kindergarten to receive a per pupil base grant for apportionment purposes, as specified. The bill would require transitional kindergarten to be taught by teachers and associate teachers who meet certain

requirements, and would require transitional kindergarten to include specified elements that promote integration and alignment with the early learning and child care system and the elementary education system. The bill would require a school district or charter school offering transitional kindergarten to provide public notice of the availability of transitional kindergarten and to administer transitional kindergarten, as specified. The bill would authorize a school district or charter school administering transitional kindergarten to contract with a public local agency or private local provider, or both, to participate in the delivery of transitional kindergarten. The bill would require a private local provider participating in the delivery of transitional kindergarten to be considered a public school employer, as defined, for certain purposes. By requiring school districts and charter schools that offer kindergarten to offer transitional kindergarten, the bill would impose a state-mandated local program.

The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to these statutory provisions.

Vote: majority. Appropriation: no. Fiscal committee: yes.  
State-mandated local program: yes.

*The people of the State of California do enact as follows:*

- 1 SECTION 1. This act shall be known and may be cited as the
- 2 Kindergarten Readiness Act of 2014.
- 3 SEC. 2. (a) The Legislature finds and declare all of the
- 4 following:
- 5 (1) Recent reforms such as implementation of the common core
- 6 state standards and the local control funding formula establish
- 7 increased quality and greater equity in California's public education
- 8 system.
- 9 (2) However, these reforms do not address the reality that an
- 10 achievement gap among children is present well before children
- 11 first step through the kindergarten classroom door.
- 12 (3) Recent research shows that by the age of two, low-income
- 13 children are six months behind in language development relative

1 to their higher income peers, and that by age five, low-income  
2 children are more than two years behind their higher income peers  
3 in language development.

4 (4) Research also shows that California children with the largest  
5 gaps in school readiness and achievement are the least likely to  
6 participate in any preschool and the least likely to attend  
7 high-quality preschool programs.

8 (5) Only half of California's low-income preschoolers benefit  
9 from existing state preschool programs or federal Head Start  
10 programs, and only one-quarter of all children are provided with  
11 transitional kindergarten.

12 (6) Children who do not read proficiently by the end of third  
13 grade are four times less likely to graduate from high school on  
14 time.

15 (7) Only 48% of California's third graders tests proficient or  
16 better in English language arts.

17 (8) Nationally, more than 100 studies have shown that  
18 high-quality preschool significantly improves a child's school  
19 readiness and school performance.

20 (9) Numerous longitudinal studies have shown that high-quality  
21 transitional kindergarten programs decrease grade retention and  
22 special education placements and increase high school graduation  
23 rates, college enrollment rates, and earnings in adulthood.  
24 High-quality transitional kindergarten programs also decrease  
25 taxpayer costs on criminal justice and welfare.

26 (10) If California were to invest in high-quality preschool  
27 programs, the savings in the prison system alone are estimated to  
28 reach \$1.1 billion per year due to reducing the prison population  
29 by 13,000 prisoners.

30 (b) It is the intent of the Legislature in enacting the Kindergarten  
31 Readiness Act of 2014 to accomplish all of the following:

32 (1) Make early childhood education in California a rational and  
33 efficient system so that all of California's four-year-old children  
34 have access to a voluntary, high-quality transitional kindergarten  
35 program one year before enrolling in kindergarten.

36 (2) More strategically use existing state and federal funds to  
37 provide full-day, developmentally appropriate services for  
38 four-year-old children from low-income families, and provide  
39 high-quality early learning and care to those children who need it  
40 the most.

1 (3) Ensure that children are four years of age by September 1  
2 in order to attend transitional kindergarten in that academic year.

3 (4) Ensure that parents and guardians receive timely information  
4 from local educational agencies about the new age requirements  
5 for enrollment in transitional kindergarten that are implemented  
6 pursuant to this act.

7 SEC. 3. Section 46300 of the Education Code is amended to  
8 read:

9 46300. (a) In computing average daily attendance of a school  
10 district or county office of education, there shall be included the  
11 attendance of pupils while engaged in educational activities  
12 required of those pupils and under the immediate supervision and  
13 control of an employee of the *school* district or county office of  
14 *education* who possessed a valid certification document, registered  
15 as required by law.

16 (b) (1) For purposes of a work experience education program  
17 in a secondary school that meets the standards of the California  
18 State Plan for Career Technical Education, "immediate  
19 supervision," in the context of off-campus work training stations,  
20 means pupil participation in on-the-job training as outlined under  
21 a training agreement, coordinated by the school district under a  
22 state-approved plan, wherein the employer and certificated school  
23 personnel share the responsibility for on-the-job supervision.

24 (2) The pupil-teacher ratio in a work experience program shall  
25 not exceed 125 pupils per full-time equivalent certificated teacher  
26 coordinator. This ratio may be waived by the state board pursuant  
27 to Article 3 (commencing with Section 33050) of Chapter 1 of  
28 Part 20 of Division 2 under criteria developed by the state board.

29 (3) A pupil enrolled in a work experience program shall not be  
30 credited with more than one day of attendance per calendar day,  
31 and shall be a full-time pupil enrolled in regular classes that meet  
32 the requirements of Section 46141 or 46144.

33 (c) (1) For purposes of the rehabilitative schools, classes, or  
34 programs described in Section 48917 that require immediate  
35 supervision, "immediate supervision" means that the person to  
36 whom the pupil is required to report for training, counseling,  
37 tutoring, or other prescribed activity shares the responsibility for  
38 the supervision of the pupils in the rehabilitative activities with  
39 certificated personnel of the *school* district.

1 (2) A pupil enrolled in a rehabilitative school, class, or program  
2 shall not be credited with more than one day of attendance per  
3 calendar day.

4 (d) (1) For purposes of computing the average daily attendance  
5 of pupils engaged in the educational activities required of high  
6 school pupils who are also enrolled in a regional occupational  
7 center or regional occupational program, the school district shall  
8 receive proportional average daily attendance credit for those  
9 educational activities that are less than the minimum schoolday,  
10 pursuant to regulations adopted by the state board; however, none  
11 of that attendance shall be counted for purposes of computing  
12 attendance pursuant to Section 52324.

13 (2) A school district shall not receive proportional average daily  
14 attendance credit pursuant to this subdivision for a pupil in  
15 attendance for less than 145 minutes each day.

16 (3) The divisor for computing proportional average daily  
17 attendance pursuant to this subdivision is 240, except that, in the  
18 case of a pupil excused from physical education classes pursuant  
19 to Section 52316, the divisor is 180.

20 (4) Notwithstanding any other provision of law, travel time of  
21 pupils to attend a regional occupational center or regional  
22 occupational program shall not be used in any manner in the  
23 computation of average daily attendance.

24 (e) (1) In computing the average daily attendance of a school  
25 district, there shall also be included the attendance of pupils  
26 participating in independent study conducted pursuant to Article  
27 5.5 (commencing with Section 51745) of Chapter 5 of Part 28 for  
28 five or more consecutive schooldays.

29 (2) A pupil participating in independent study shall not be  
30 credited with more than one day of attendance per calendar day.

31 (f) For purposes of cooperative career technical education  
32 programs and community classrooms described in Section 52372.1,  
33 "immediate supervision" means pupil participation in paid and  
34 unpaid on-the-job experiences, as outlined under a training  
35 agreement and individualized training plans wherein the supervisor  
36 of the training site and certificated school personnel share the  
37 responsibility for the supervision of on-the-job experiences.

38 (g) (1) In computing the average daily attendance of a school  
39 district, there shall be included the attendance of pupils in  
40 ~~kindergarten after they have completed one school year in~~



1 ~~kindergarten or pupils in a transitional kindergarten program after~~  
 2 ~~they have completed one year in that program if one of the~~  
 3 ~~following conditions is met: *transitional kindergarten and*~~  
 4 ~~*kindergarten.*~~

5 ~~(A) The school district has on file for each of those pupils an~~  
 6 ~~agreement made pursuant to Section 48011, approved in form and~~  
 7 ~~content by the department and signed by the pupil's parent or~~  
 8 ~~guardian, that the pupil may continue in kindergarten for not more~~  
 9 ~~than one additional school year.~~

10 ~~(B) The pupils participated in a transitional kindergarten~~  
 11 ~~program pursuant to subdivision (c) of Section 48000.~~

12 (2) A school district may not include for apportionment purposes  
 13 the attendance of any pupil for more than two years in kindergarten  
 14 or for more than two years in a combination of transitional  
 15 kindergarten and kindergarten.

16 (3) *For purposes of transitional kindergarten operated by a*  
 17 *private local provider pursuant to paragraph (2) of subdivision*  
 18 *(a) of Section 48005.20, "immediate supervision" means being*  
 19 *under the immediate supervision of an employee of the private*  
 20 *local provider who satisfies the requirements of Section 48005.35.*

21 SEC. 4. Section 48000 of the Education Code is amended to  
 22 read:

23 48000. (a) A child shall be admitted to a kindergarten  
 24 maintained by the school district at the beginning of a school year,  
 25 or at a later time in the same year, if the child will have his or her  
 26 fifth birthday on or before one of the following dates:

27 (1) December 2 of the 2011–12 school year.

28 (2) November 1 of the 2012–13 school year.

29 (3) October 1 of the 2013–14 school year.

30 (4) September 1 of the 2014–15 school year and each school  
 31 year thereafter.

32 (b) *A child shall be admitted to a transitional kindergarten*  
 33 *maintained by the school district at the beginning of a school year,*  
 34 *or at a later time in the same year, if the child will have his or her*  
 35 *fifth birthday between the following dates:*

36 (1) *September 2, 2015, to February 1, 2016, inclusive, for the*  
 37 *2015–16 school year.*

38 (2) *September 2, 2016, to April 1, 2017, inclusive, for the*  
 39 *2016–17 school year.*

1 (3) *September 2, 2017, to June 1, 2018, inclusive, for the*  
2 *2017–18 school year.*

3 (4) *September 2, 2018, to August 2, 2019, inclusive, for the*  
4 *2018–19 school year.*

5 (c) *A child shall be admitted to a transitional kindergarten*  
6 *maintained by the school district at the beginning of a school year,*  
7 *or at a later time in the same year, if the child will have his or her*  
8 *fourth birthday on or before September 1 of the 2019–20 school*  
9 *year and each school year thereafter.*

10 (b)

11 (d) The governing board of a school district maintaining one or  
12 more kindergartens may, on a case-by-case basis, admit to a  
13 kindergarten a child having attained the age of five years at any  
14 time during the school year with the approval of the parent or  
15 guardian, subject to the following conditions:

16 (1) The governing board of the school district determines that  
17 the admittance is in the best interests of the child.

18 (2) The parent or guardian is given information regarding the  
19 advantages and disadvantages and any other explanatory  
20 information about the effect of this early admittance.

21 ~~(c) As a condition of receipt of apportionment for pupils in a~~  
22 ~~transitional kindergarten program pursuant to subdivision (g) of~~  
23 ~~Section 46300, a school district or charter school shall ensure the~~  
24 ~~following:~~

25 ~~(1) In the 2012–13 school year, a child who will have his or her~~  
26 ~~fifth birthday between November 2 and December 2 shall be~~  
27 ~~admitted to a transitional kindergarten program maintained by the~~  
28 ~~school district.~~

29 ~~(2) In the 2013–14 school year, a child who will have his or her~~  
30 ~~fifth birthday between October 2 and December 2 shall be admitted~~  
31 ~~to a transitional kindergarten program maintained by the school~~  
32 ~~district.~~

33 ~~(3) In the 2014–15 school year and each school year thereafter,~~  
34 ~~a child who will have his or her fifth birthday between September~~  
35 ~~2 and December 2 shall be admitted to a transitional kindergarten~~  
36 ~~program maintained by the school district.~~

37 (d)

38 (e) For purposes of this section, “transitional kindergarten”  
39 means the first year of a two-year kindergarten program that uses  
40 a modified kindergarten curriculum that is age and developmentally

1 ~~appropriate: a school-year long kindergarten readiness grade level~~  
2 ~~that is age and developmentally appropriate for a child who will~~  
3 ~~be four years old before September 1 of the year in which he or~~  
4 ~~she enrolls in transitional kindergarten.~~

5 ~~(c) A transitional kindergarten shall not be construed as a new~~  
6 ~~program or higher level of service.~~

7 SEC. 5. Article 1.5 (commencing with Section 48005.10) is  
8 added to Chapter 1 of Part 27 of Division 4 of Title 2 of the  
9 Education Code, to read:

10  
11 Article 1.5. Kindergarten Readiness Act of 2014

12  
13 48005.10. Transitional kindergarten is hereby established to  
14 do all of the following:

15 (a) Support all children in developing the skills necessary for  
16 success in school and life. These skills shall include, but are not  
17 limited to, all of the following:

18 (1) Cognitive skills such as language, early literacy, and  
19 numeracy.

20 (2) Social-emotional skills such as perseverance, self-control,  
21 self-esteem, motivation, and conscientiousness.

22 (3) Physical skills such as gross and fine motor development,  
23 and healthy eating habits.

24 (b) Be age and developmentally appropriate.

25 (c) Build on high-quality early learning and child care programs,  
26 including federal Head Start programs, to sustain the gains that  
27 children achieve attending those programs.

28 48005.15. (a) A school district or charter school that offers  
29 kindergarten shall make transitional kindergarten available to all  
30 eligible children and shall allow, to the greatest extent possible, a  
31 parent of an eligible child to choose the transitional kindergarten  
32 that the eligible child attends.

33 (b) On or before July 1, 2015, each county superintendent of  
34 schools shall conduct a review of the level of access to transitional  
35 kindergarten, state preschool, and Head Start provided to eligible  
36 children within the county. The review shall include, but is not  
37 limited to, a description of the plans of the school districts and  
38 charter schools in the county that offer kindergarten, to make  
39 transitional kindergarten available to all eligible children by the

1 2019–20 school year. The county superintendent of schools shall  
2 post the results of the review on its Internet Web site.

3 (c) To encourage the efficient use of existing facilities,  
4 transitional kindergarten may be operated using available classroom  
5 space at a public schoolsite meeting kindergarten classroom  
6 requirements, or at any public or private facility that has a child  
7 care license for age-eligible children, as defined in Division 12 of  
8 Title 22 of the California Code of Regulations.

9 (d) Federal funding for preschool programs, and state funding  
10 annually appropriated in the Budget Act for the support of state  
11 preschool programs, shall be used to provide services for eligible  
12 three-, four-, and five-year-old children, including augmenting  
13 transitional kindergarten to provide full-day learning and child  
14 care services for participants.

15 (e) Transitional kindergarten funds shall supplement, and not  
16 supplant, federal and state funding for existing child care and  
17 development programs.

18 48005.20. (a) A school district or charter school offering  
19 transitional kindergarten shall do both of the following:

20 (1) Provide public notice of the availability of transitional  
21 kindergarten using a variety of strategies to reach and inform  
22 families living in areas of poverty or high linguistic diversity,  
23 including, but not limited to, providing information through  
24 schoolsite councils, school advisory groups, community  
25 organizations, and parent meetings.

26 (2) Administer the program for participating children. A school  
27 district or charter school administering transitional kindergarten  
28 may contract with a public local agency, including, but not limited  
29 to, a county office of education, or a private local provider, or both,  
30 to participate in the delivery of transitional kindergarten consistent  
31 with the statutory requirements of transitional kindergarten.

32 (b) (1) It is the intent of the Legislature that a school district or  
33 charter school offering transitional kindergarten provide  
34 high-quality professional development aligned to transitional  
35 kindergarten standards adopted by the state board and designed to  
36 improve child learning and development. It is further the intent of  
37 the Legislature that professional development for transitional  
38 kindergarten teachers and associate teachers supports both of the  
39 following:

1 (A) Teacher-child interactions that promote child engagement  
2 and learning.

3 (B) The use of child-level and class-level data to inform  
4 instructional strategies.

5 (2) Professional development for transitional kindergarten  
6 teachers and associate teachers shall be aligned with the  
7 professional development provided to teachers and administrative  
8 staff in kindergarten and grades 1 to 3, inclusive.

9 48005.25. Transitional kindergarten shall include all of the  
10 following elements to promote integration and alignment with the  
11 early learning and child care system and the elementary education  
12 system:

13 (a) Until statewide transitional kindergarten standards are  
14 adopted, use of the research-based age and developmentally  
15 appropriate preschool learning foundations of the department for  
16 all eight early childhood domains and the kindergarten education  
17 content standards that are aligned with elementary education  
18 standards.

19 (b) Use and implementation of curriculum frameworks,  
20 instructional materials, and diagnostic assessment tools that are  
21 aligned with the California Preschool Learning Foundations and  
22 the kindergarten education content standards.

23 (c) Inclusion in the single school plan for pupil achievement  
24 and the local control and accountability plan.

25 (d) Participation in the California Longitudinal Pupil  
26 Achievement Data System and the California School Information  
27 Services.

28 (e) Coordination with other providers of services to young  
29 children, including, but not limited to, providers of health  
30 insurance, health services, including mental and behavioral health,  
31 developmental screening and assessment, parent literacy and  
32 education, and social services, especially through systems of care  
33 provided by First 5 California programs, preschool, and school  
34 health services and clinics.

35 (f) Coordination of services with full-day, full-year early  
36 learning and child care programs.

37 48005.30. (a) On or before July 1, 2015, the Superintendent  
38 shall develop, and the state board shall adopt, the regulations  
39 necessary to implement this article and transitional kindergarten  
40 and shall incorporate existing regulations and guidelines, as

1 appropriate. The state board may adopt emergency regulations for  
2 purposes of this subdivision, and the adoption of emergency  
3 regulations by the state board pursuant to this subdivision shall be  
4 deemed necessary for the immediate preservation of the public  
5 peace, health and safety, or general welfare.

6 (b) On or before July 1, 2016, the Superintendent shall develop,  
7 and the state board shall adopt, transitional kindergarten standards,  
8 curriculum frameworks, and instructional materials that include,  
9 but are not limited to, social-emotional development, English  
10 language arts, English language development, mathematics, and  
11 science, that are based on the California Preschool Learning  
12 Foundations and aligned to kindergarten education content  
13 standards.

14 (c) On or before January 31, 2017, the state board shall revise  
15 the local control and accountability plan template, adopted pursuant  
16 to Section 52064, to include any changes necessary to reflect the  
17 provision of high-quality transitional kindergarten to all eligible  
18 children.

19 48005.35. (a) On or before July 1, 2015, all transitional  
20 kindergarten classes shall be taught by a teacher who holds, at a  
21 minimum, an associate degree, and has a professional development  
22 plan that provides for a baccalaureate degree with at least 24 units  
23 in early childhood education and a teaching credential by July 1,  
24 2019.

25 (b) On or before July 1, 2019, all transitional kindergarten  
26 classes shall be taught by a teacher who holds a baccalaureate  
27 degree with at least 24 units in early childhood education and a  
28 teaching credential.

29 (c) On or before July 1, 2015, all transitional kindergarten  
30 associate teachers shall have, at a minimum, 24 units in early  
31 childhood education, and a professional development plan that  
32 provides for an associate degree by July 1, 2019.

33 (d) On or before July 1, 2019, all transitional kindergarten  
34 associate teachers shall have an associate degree with at least 24  
35 units in early childhood education.

36 (e) Commencing with the 2015–16 school year, for purposes  
37 of compensation, including salary and benefits, transitional  
38 kindergarten teachers and associate teachers shall provide two  
39 part-day sessions per day in order to be considered full-time  
40 employees.

1 (f) On or before July 1, 2015, the Superintendent, in  
2 collaboration with the Commission on Teacher Credentialing, the  
3 public postsecondary education system, including the California  
4 Community Colleges, and private postsecondary institutions, shall  
5 establish a workforce development plan for transitional  
6 kindergarten teachers and associate teachers that provides for  
7 adequate opportunities for existing early childhood educators to  
8 obtain the necessary transitional kindergarten qualifications by  
9 July 1, 2019.

10 (g) Commencing with the 2015–16 school year, transitional  
11 kindergarten shall be taught by at least one teacher and one  
12 associate teacher, and class size shall be limited to no more than  
13 20 children.

14 48005.40. (a) Transitional kindergarten shall be eligible for  
15 school facilities funding.

16 (b) Funds made available to public schools for joint use facilities  
17 may be used for transitional kindergarten.

18 (c) Public local agencies or private local providers, or both,  
19 participating in the delivery of transitional kindergarten are  
20 encouraged to seek shared use agreements with a broad array of  
21 public and private entities.

22 48005.45. Commencing with the 2015–16 school year,  
23 transitional kindergarten shall receive a per pupil base grant per  
24 unit of average daily attendance equal to two-thirds of the annual  
25 per pupil base grant provided for in subparagraph (A) of paragraph  
26 (1) of subdivision (d) of Section 42238.02, as adjusted for inflation  
27 pursuant to paragraph (2) of subdivision (d) of Section 42238.02,  
28 plus an additional adjustment of 10.4 percent, and a supplemental  
29 grant add-on, as computed pursuant to subdivision (e) of Section  
30 42238.02.

31 48005.50. For purposes of establishing collective bargaining  
32 rights for employees of a private local provider of transitional  
33 kindergarten pursuant to the terms of an agreement with the  
34 administering school district or charter school, as a condition of  
35 the receipt of funds, the private local provider shall be considered  
36 a public school employer, as defined in subdivision (k) of Section  
37 3540.1 of the Government Code, and Chapter 10.7 (commencing  
38 with Section 3540) of Division 4 of Title 1 of the Government  
39 Code, shall apply to the private local provider.

1 SEC. 6. If the Commission on State Mandates determines that  
2 this act contains costs mandated by the state, reimbursement to  
3 local agencies and school districts for those costs shall be made  
4 pursuant to Part 7 (commencing with Section 17500) of Division  
5 4 of Title 2 of the Government Code.

O



Print Form

# Introduction Form

By a Member of the Board of Supervisors or the Mayor

Time stamp  
or meeting date

I hereby submit the following item for introduction (select only one):

- 1. For reference to Committee.  
An ordinance, resolution, motion, or charter amendment.
- 2. Request for next printed agenda without reference to Committee.
- 3. Request for hearing on a subject matter at Committee.
- 4. Request for letter beginning "Supervisor [ ] inquires"
- 5. City Attorney request.
- 6. Call File No. [ ] from Committee.
- 7. Budget Analyst request (attach written motion).
- 8. Substitute Legislation File No. [ ]
- 9. Request for Closed Session (attach written motion).
- 10. Board to Sit as A Committee of the Whole.
- 11. Question(s) submitted for Mayoral Appearance before the BOS on [ ]

Please check the appropriate boxes. The proposed legislation should be forwarded to the following:

- Small Business Commission     Youth Commission     Ethics Commission
- Planning Commission     Building Inspection Commission

**Note: For the Imperative Agenda (a resolution not on the printed agenda), use a Imperative**

**Sponsor(s):**

Cohen

**Subject:**

Resolution Supporting the Kindergarten Readiness Act

**The text is listed below or attached:**

[Empty box for text listing]

Signature of Sponsoring Supervisor:

For Clerk's Use Only:

