



**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**REFERENCE GUIDE**

**TITLE:** School Readiness Language Development Program (SRLDP)

**NUMBER:** REF-1129.4

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**ROUTING**  
 Elementary Principals  
 Elementary  
 Instructional Directors  
 ECE Administrators  
 SRLDP Teachers

**PURPOSE:** The purpose of this Reference Guide is to provide guidance for the School Readiness Language Development Program (SRLDP).

**MAJOR CHANGES:** This revision replaces Reference Guide No. 1129.3 of the same title dated May 10, 2013. The content has been revised to reflect changes in operational components of the program. Included is information regarding Z-time and substitute time for teachers and the Teacher Growth and Development Cycle (TGDC) for SRLDP teachers.

**GUIDELINES:** The School Readiness Language Development Program (SRLDP) is an oral language program. It provides students, including English Learners (ELs) and Standard English Learners (SELs), who will be four-years old by December 2nd of the year of enrollment, the opportunity to increase the ability to listen, to speak effectively, to use vocabulary appropriately, and to develop academic readiness skills.

Through the instructional program, the SRLDP teacher models appropriate learning tools for parents to employ in the home environment. This provides parents with skills and knowledge to support academic learning, socialization, language, and behavior at home.

**PERSONNEL**

Each SRLDP classroom is assigned one credentialed classroom teacher and one paraprofessional.

A. Classroom Teacher

1. One classroom teacher per program – Regular Assignment, Fund 010-0000, Functional Area 1110-1000-11080, Commitment Item 110001.



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2. The classroom teacher must hold a multiple subject credential. Child development units are a desirable qualification for SRLDP teachers.
3. The SRLDP teacher qualifies to participate in any LAUSD approved differential program.
4. The School office uses its cost center's organization code when reporting time.
5. Substitute time is provided. A teacher obtains a substitute by utilizing regular school procedures and guidelines. Absence days should be charged to Fund 010-0000, Functional Area 1110-1000-11346, Commitment Item 110002.
6. When a substitute teacher is not available, the principal may provide replacement pay to teachers who assume responsibility for SRLDP students per the guidelines designated for replacement pay. SRLDP teachers who assume responsibility for other students are also eligible for replacement pay.
7. When the regular SRLDP substitute teacher is not present, classroom supervision and responsibility for instruction shall be assigned to an employee who possesses a teaching credential.

### B. Teacher Assistant

1. The Teacher Assistant in SRLDP is restricted to three or six hours per day. Maximum hours per pay period are 60 or 120. Some non-degree track Teacher Assistants continue to be assigned to work in the SRLDP program. Principals wishing to assign non-degree track Teacher Assistants to SRLDP classes must ensure that each non-degree track Teacher Assistant, as a condition of employment, maintains enrollment and passage of a college course in Child Development at all times during the traditional school year. The parameters of the Grace Period will also be enforced. Please refer to Unit F Contract, Article VIII, Section 3.1 and 3.2.
2. School office reports time. Use Fund 010-0000, Functional Area 1110-1000-11080.
3. Day-to-day substitute time is not available for Teacher Assistants.
4. Teacher Assistants do not report to work on school wide pupil-free days.

### C. Additional Clerical Support

Clerical relief /overtime is provided in a Temporary Personnel Account (TPA) in the amount of \$250. Use Fund 010-0000, Functional Area 1110-1000-11080 Commitment Item 290002.

### IMA ALLOCATION

An Instructional Material Account (IMA) Fund 010-0000, Functional Area 1110-



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1000-14227, Commitment Item 430010 has been established to purchase supplies, field trips and equipment needed for instructional purposes. Each SRLDP program (one AM/PM class) receives \$1000 at the beginning of each school year. Principals are responsible for approval of all SRLDP expenditures. School office uses its cost center's organization code when purchasing instructional materials.

### ALLOCATIONS FOR TEACHERS

#### A. Z Time

One day of Z time, to be used prior to the first day of school, will be available to each SRLDP teacher for parent orientation meetings, conferences, school tours, or to assist with student enrollment. The funding information is:

Fund: 010-0000

Functional Area: 1110-1000-11346

Commitment Item: 110004

Budget Item: 10484 Prof Dev Tchr Z-Time

#### B. Substitute Days

Two Substitute Days, approved by the Principal, are available per year for the SRLDP teacher to participate in professional development, conduct parent conferences or parent workshops, or to conduct student assessments. The funding information is:

Fund 010-0000

Functional Area 1110-1000-11346,

Commitment Item 110002

### RECRUITMENT OF STUDENTS

Children who will reach their fourth birthday on or before December 2nd of the current school year are eligible to participate.

Recruitment should begin early in the spring and continue throughout the school year. A waiting list should be established and maintained. Each Principal, knowledgeable of the school's community, will employ appropriate means of encouraging eligible parents to apply for enrollment.

#### A. Suggested Methods of Recruitment

##### 1. Community Notification

- a. Send notices home with all Pre K-5/6 students in the spring. (See Attachment A, Sample Letter A).



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- b. Post notices in the main office and other high visibility areas.
- c. Give information to parents attending various school councils and committees.
- d. Invite parents to informational meetings.
- e. Post notices at local grocery stores, child care facilities, churches, parochial schools and Laundromats.
- f. Make use of publicity from new media.
- g. Seek assistance from local business firms, churches and service clubs.

### 2. Referrals

Students wishing to transfer from another SRLDP class must be placed on the waiting list and given priority once a vacancy becomes available.

NOTE: It should be made clear to parents that registration does not ensure enrollment.

### CRITERIA FOR ELIGIBILITY

#### A. Eligibility for the SRLDP class is based on the following factors:

##### 1. Age

- a. Eligible children must have their fourth birthday on or before December 2 of the enrollment year. Younger or older children are not to be enrolled. Per district policy, parent/guardian cannot choose an SRLDP program in lieu of Transitional Kindergarten.
- b. Age is to be verified by the same documents as those acceptable for kindergarten enrollment.

##### 2. Residence

Priority is given to children who live within the boundary of the PHBAO resident school. However, if recruitment efforts fail to fill an SRLDP classroom, neighboring PHBAO schools are encouraged to share their waiting lists.

##### 3. Parent Participation

- a. This is a critical component of the SRLDP program. A commitment must be made by the parent or parent representative to attend parent conferences and participate in the classroom as a parent volunteer on a regular basis. Parents can also be given projects to complete at home and return to the classroom.
- b. Parent volunteers working in the classroom must have satisfactory



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TB test verification.

- c. Younger siblings are not allowed in the classroom due to LAUSD insurance policies and the safety and security of all students.

#### 4. Toilet Training

Children should have the ability to use bathroom facilities independently and have mastered personal hygiene skills.

### OPERATIONAL DETAILS

#### A. Enrollment

1. An enrollment of 18 students is to be maintained in each class session (36 per program). Eighteen (18) will be the maximum number of students enrolled per class. Waiting lists must be kept current. Due to the great need for preschool programs across the District, in the event that the total enrollment should drop below 36 the school is in jeopardy of losing the program.
2. The method for selecting students for the SRLDP class is under the direction of the Principal. There are two primary options for selecting students for SRLDP when there is more interest than space available in the class.
  - “First Come, First Served”: Those families who have completed the enrollment documentation will be accepted first on a “First Come, First Served” basis. No child should be accepted into the program until all necessary documentation for enrollment is received and verified.
  - “Lottery”: The names of the interested children can be randomly selected for enrollment. The first thirty-six children selected are enrolled. Subsequent names selected will be placed on the waiting list in the order selected.

Students who will be matriculating to Kindergarten at the conclusion of their SRLDP year should have priority for enrollment over those children who will matriculate to Transitional Kindergarten (birthdays between September 2 and December 2, inclusive).

#### B. Class Hours

1. Classes begin on the first day of the school year. Recruitment and



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- enrollment are continuous and should begin in early spring.
2. SRLDP classes are in session Monday through Friday. Each session is 2 hours and 35 minutes.
  3. Fifteen minutes has been added to each session to provide sufficient time to implement Breakfast in the Classroom in the morning session. The afternoon session will include lunch as a part of the instructional day. Lunch should be eaten together as a class under the supervision of the SRLDP teacher. The school lunch area is an appropriate location for lunch, but this is a school site Principal decision.
  4. Enrollment should be ongoing to fill vacancies up to three weeks prior to the close of the school year. With the approval the principal, students with continued or frequent absences should be replaced with children from the waiting list. Students absent for two weeks or more should be considered by the Principal for disenrollment from the program.
  5. SRLDP students will observe the policy followed by the entire school regarding pupil-free days at the semester break or at the end of the school year.
  6. Students are expected to attend classes until the final day of the school year regardless of the culmination date.

### C. Professional Development

SRLDP Teachers shall be required to join all school-wide professional development that is offered at the school site. If the hours of SRLDP dismissal do not coincide with the beginning of the PD session, teachers are expected to attend as soon as students are dismissed. Arrangements should be made in advance to deal with SRLDP students who have not been picked up at the designated time on Professional Development days.

### D. Parent Participation

This program is designed with parent participation. Each parent participates regularly in the classroom, and attends school meetings, workshops and parent/ teacher conferences.

1. Volunteers
  - a. Parent volunteers help maintain a 1:6 adult child ratio in the classroom. This would usually mean one parent volunteer per class per session.
  - b. Schools are to follow the procedure outlined in BUL-5678.1 Establishing and Administering School/Office Volunteer Programs dated October 1, 2012.



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- c. This information should be publicized to each parent or guardian who registers a child for the School Readiness Language Development Program.
- E. The *Desired Results Developmental Profile* is to be conducted twice a year, with the initial assessment required within 60 days of enrollment. The second assessment is due by May 1<sup>st</sup> of each school year. Summary results will be collected each Sprint by the Early Childhood Education Division. Further information may be found at <http://www.desiredresults.us/>
- F. Pupil's Records  
Regular school records shall be established and maintained in the school office for SRLDP students as follows:
- a. School Enrollment Forms
    - Enrollment – Use “E” for pre-kindergarten. “E7” is reserved for regular school kindergarten registration.
    - Registration Card (Indicate enrollment in SRLDP and room number in space above kindergarten.)
    - Attendance Card
    - Emergency Information
    - Health History (Completed by the parent/guardian.)
    - California School Immunization Record (CSIR) Card
    - Health Record Card
    - Parent Consent/Notification
    - Cumulative Record Card (Indicate SRLDP for grade level.)
  - b. Attendance Records:  
  
SRLDP teachers will record daily attendance in the MiSIS system as other K-5/6 teachers do. The SRLDP student enrollment is required to be reported on the Elementary Classification Report in the space provided for SRLDP.
  - c. End-of –School Year Records  
  
All appropriate records should be placed in the SRLDP student's Cumulative Record Folder. The Pre-K Desired Results Developmental Profile is placed in a yellow folder labeled “SRLDP” and also placed in the student's Cumulative Record Folder.



#### G. English Language Learners

Elementary instructional programs begin with SRLDP and continue at the kindergarten level. Participation in these programs will ensure a consistent, sequential and developmental school experience for students.

SRLDP students are included in the *English Language Learner Master Plan 2012* as first time enrollees in LAUSD. Potential English Language Learners (4 years of age) enrolled in SRLDP will be assessed with the *Desired Results Developmental Profile*, Measures 23, 24, 25 and 26.

Parents of English Language Learners should be fully informed of the program options outlined in the new *English Learner Master Plan*, which include Structured English Immersion, Transitional Bilingual Education, Maintenance Bilingual Education or assignment to a Mainstream classroom.

#### H. Federal Breakfast/Lunch Program

School Readiness Language Development Program pupils, upon application and eligibility determination, will participate in Federal Breakfast and/or Lunch Programs. In schools where Breakfast in the Classroom (BIC) is being implemented, SRLDP students are participants. Fifteen minutes has been added to the instructional day to provide time for this program. To bring the afternoon session into alignment, fifteen minutes has also been added to include lunch as an instructional activity. Students may participate in the Free/Reduced Lunch program or can bring a lunch or snack from home. The expectation is that all SRLDP afternoon students would sit together under the supervision of the teacher to eat lunch together as an instructional component of the school day. The location of the lunch is at the discretion of the Principal.

#### I. Field Trips

Field trips by SRLDP classes follow the same policies and procedures as are in place for K-5/6 students. Walking trips are considered field trips and follow regular school trip procedures. Please see REF-2111.0 *Field Trip Handbook*.

There are limited times when a teacher might wish to combine the AM/PM sessions for purposes of field trips or other activities in order to provide a longer day for children. This can be an effective method of involving children in quality learning experiences. Should classes be





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combined, the double class session does not allow for the class the following or preceding day to be cancelled.

### J. Culmination Programs

1. Culminating programs provide an excellent opportunity to demonstrate pupils' growth, to recognize parents' participation, and to thank school personnel for their support throughout the school year. Culmination also provides excellent publicity and can be helpful to schools in the recruitment of students for the coming year.
2. Culminations are to be held during regular SRLDP student hours.
3. Culminating programs should be simple in organization and should reflect what has been learned throughout the year. Some suggested culmination activities may include one or more of the following: simple nursery rhymes, songs, dances, dramatizations, alphabet and number-related poems, etc. Culmination activities should not require extensive use of class time for rehearsals or elaborate/ expensive costumes. Normal time schedules should be maintained.
4. The length of the program should reflect the limits of the attention span of the students. It is suggested that culmination not exceed 45 minutes to one hour in duration, including the distribution of certificates to students and parents. It is strongly recommended that schools with two or more programs conduct separate culminations in order to maintain a small group setting for students and parents.
5. In keeping with LAUSD policy, graduations are held for twelfth-grade students only. Culmination exercises held for SRLDP students should not be referred to as graduation exercises. Caps and/or gowns are not appropriate attire and are not permitted.
6. Students are expected to attend classes until the final day of the school year even if the culmination date falls prior to the last day of school.

### PARAEDUCATORS

#### A. General Requirements

The para-educators are important members of the team consisting of the classroom teacher, parent educator, and parent. The classroom teacher is responsible for guiding the program. Para-educators work under the



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immediate direction of the teacher and observe the teacher as a model. It is important that para-educators enjoy children and are willing to learn how children grow and develop, listen to children, are flexible, and able to transition from one activity to another.

The para-educator must be willing to confer with the principal and the teacher on different occasions and participate in the following discussions:

- Appropriate behavior of the pre-kindergarten student
- Goals and objectives of the SRLDP program
- Daily and long-range plans and schedules
- Confidential observations and discussions related to students
- Relationships with parents, parent participants and volunteers

### B. Job Responsibilities

#### 1. Work with Teacher

- Set up activities for the indoor/outdoor areas.
- Maintain the materials at various areas.
- Store and put away materials and equipment.
- Help with preparations for special activities.
- Rearrange the environment according to needs as discussed with the teacher.
- Keep an inventory of materials.
- Prepare materials for the next day.
- Help in making teaching aids (i.e., mounting pictures, picture files, science kits, individual folders, etc.).

#### 2. Work with Students

- Assist with instruction and/or supervise students in small groups or individually after receiving specific directions from the teacher.
- Instruct students in small groups or individually using the student's primary language under the supervision of the teacher.
- Read to students in the appropriate language.
- Help at designated work area or activity.
- Help students in placement and storage of materials.
- Assist in greeting students.
- Assist students in care of personal needs: lavatory, hand washing, etc.
- Help students in the care of animals and plants.



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- Assist in all other ways possible to release the teacher to concentrate on individual, cluster or group instruction.

### 3. Work with Parents

- Be a liaison between parent and teacher, strengthening school- parent community relations.
- Assist parent participants in learning classroom routines.
- Act as interpreter in language situations where the para-educator speaks the same language as the parent.

### 4. Other Duties

While para-educators are not certified teachers, they are members of the school staff. They transmit feelings, habits and skills to students, who imitate all adult models with whom they come in contact. It is important, therefore, that the para-educators should:

- Practice appropriate grooming that is conducive to participating in the activities of four-year olds.
- Exhibit a cooperative, friendly attitude which will help maintain the professional atmosphere of the school.

**RELATED  
RESOURCES:**

Attachment A – Sample Letter A in English and Spanish  
Attachment B – Sample Letter B in English and Spanish

**ASSISTANCE:**

For assistance or further information please contact Early Childhood Division at 213-241-0415.