



# LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

**TITLE:** Transitional Kindergarten Implementation

**NUMBER:** REF-5777.6

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**PURPOSE:** The purpose of this reference guide is to provide guidance for Transitional Kindergarten (TK) program implementation and clarify enrollment policies.

**MAJOR CHANGES:** This reference guide replaces REF-5777.5. The reference guide has been revised to include information regarding curriculum, English Language Development instruction, the new TK progress report and assessments, and updated enrollment policies and teacher requirements.

**BACKGROUND:** On September 30, 2010, Governor Arnold Schwarzenegger signed Senate Bill 1381 requiring the kindergarten (K) entry date to change from five years old on or before December 2 to five years old on or before September 1. The new entry date was phased in one month at a time over three years beginning in Fall 2012. The bill created an on-going TK program for students impacted by the change of the kindergarten entry date.

**GUIDELINES:** To comply with Education Code section 48000, TK classrooms or combination classes of kindergarten and TK must be made available at all elementary schools that have kindergarten students enrolled.

Local District Superintendents with their Community of Schools Administrators and Directors may devise a plan to cluster TK students when necessary due to space or program limitations at certain school sites. This plan must be communicated to families and the Division of Instruction, Elementary Instruction in order support coherent communication with parents and principals.

**ROUTING**  
Local District  
Superintendents  
Community of Schools  
Administrators  
Directors  
Principals, Elementary  
Early Childhood  
Educations  
Administrators



**GUIDELINES:** Enrollment in TK must be available to families throughout the school year. The TK program is **not** an optional program offering. TK students must be enrolled in their school of residence, subject to the space and program limitations as noted above, just as it is required for kindergarten students. If a TK student who *meets* the age requirement seeks to enroll after the school year begins, the school of residence has an obligation to enroll the student. It is not permissible for schools to carry waiting lists for TK space. The TK class is year one of a two-year kindergarten program.

The TK program is for eligible students with birth dates on and after September 2<sup>nd</sup> through, and including, December 2<sup>nd</sup>.

## I. TEACHER QUALIFICATIONS

Pursuant to Education Code (EC) 48000(g), a school district or charter school shall ensure that credentialed teachers who are first assigned to a TK classroom after July 1, 2015, have, by August 1, 2020, one of the following:

1. At least 24 units in early childhood education, or childhood development, or both.
2. As determined by the Local Educational Agency employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of early childhood education, or childhood development, or both.
3. A child development teacher permit issued by the California Commission on Teacher Credentialing (CTC).

Any current credentialed teacher who is or was assigned to teach TK, or a combination class of kindergarten and TK, *on or before* July 1, 2015, is “grandfathered in” to teach TK without having to meet additional requirements. Please contact the personnel specialist assigned to the local district if there are any questions about teacher qualifications.

Any teacher assigned to teach TK, or a combination class of kindergarten and TK, *after* July 1, 2015, must complete one of the following no later than June 30 of the academic year prior to being assigned to a TK or TK/K class: either 24 semester units in early childhood education and/or childhood development OR obtain a Child Development Teacher Permit issued by the CTC (ex. to be eligible for a TK/K class during the 2021-2022 academic year, the teacher must be compliant by June 30, 2021).

In addition to addressing teacher requirements, EC 48000(f) states: “It is the intent of the Legislature that transitional kindergarten curriculum be aligned to the California Preschool Learning Foundations developed by the California Department of Education.”



Teacher Selection: Following the posting of the matrix, teachers will submit their preference forms during the matrix selection process. Permanent teachers shall be allowed to make their requests before the site administrator assigns a non-permanent teacher. The only exception shall occur when the site administrator reasonably determines that any specific assignment is not in the best interest of the program.

## II. ELIGIBLE STUDENTS TK AGE

Pursuant to law, (EC 48000[c]), children who have their fifth birthday from September 2 and on or before December 2 shall be admitted to a TK program.

*Children born after December 2 do not qualify for TK; they may be enrolled in Pre-K or Expanded Transitional Kindergarten (ETK) where available.*

## III. KINDERGARTEN AGE ELIGIBLE STUDENTS

Children who meet the age eligibility for kindergarten (five years of age on or before September 1) *may* be enrolled in the TK program upon parent request when space is available at the school.

- A. The TK program is a general education program. For students who are eligible to receive special education services, TK is considered a general education placement. Any additional supports and services shall be based upon the individualized education plan (IEP).
- B. TK eligible students requiring the supports of a Special Day Program to access the general curriculum will be offered placement in a Primary Special Day Program.

## IV. RECRUITMENT OF TRANSITIONAL KINDERGARTEN STUDENTS

Schools are encouraged to begin recruitment for TK as soon as possible. With knowledge of this public-school option, parents can make an informed decision whether or not to pay for a future private preschool seat prior to the November/December private school registration deadline.

Los Angeles Unified (L.A. Unified) schools may use, as they would for kindergarten, the following resources to assist parents, staff, and community:

- TK brochure, English and Spanish (Attachment A)
- ConnectED messages, school newsletters
- Informational meetings in the fall and spring
- Flyers in the main office and high visibility areas
- Announcements at various school site meetings and committees
- Notices at local businesses, childcare facilities, and community organizations
- Local print and news media



- Articulation with local Early Education Centers and other preschool programs

## V. ENROLLMENT PROCEDURES

- A. To enroll an age-eligible student in TK, the parent/guardian must:
1. Complete the standard L.A. Unified elementary enrollment packet
    - a. Submit all required immunization records (see BUL-1660.9, *Immunization Guidelines for School Admission*, dated August 11, 2020).
    - b. Sign the *Transitional Kindergarten Age-eligible Student Placement Form* (Attachment B). This form shall be placed in the student's cumulative folder.
    - c. School staff must explain to the parent of a TK age-eligible child that the TK program is year one of a two-year kindergarten program.
- B. Kindergarten age-eligible students may be considered for TK enrollment with parent consent.
1. To enroll a Kindergarten age-eligible student in the TK program the parent/guardian must:
    - a. Complete the standard L.A. Unified elementary enrollment packet
    - b. Submit all required immunization records (see BUL-1660.9, *Immunization Guidelines for School Admission*, dated August 11, 2020).
    - c. Sign the *Parent of Kindergarten Eligible Student Requesting Transitional Kindergarten* form, (Attachment C). Note: it should be made clear to parents that the submission of the *Parent of Kindergarten Eligible Student requesting Transitional Kindergarten* form does not ensure placement.
    - d. Complete, sign, and date the *CDE Kindergarten Continuance Form* (Attachment D). This form is to be placed in the student cumulative file.

**NOTE: Without a signed California Department of Education *Kindergarten Continuance Form* (Attachment D), a kindergarten-age-eligible student may not be enrolled in the TK program.** The District will not receive Average Daily Attendance funds for Kindergarten-age-eligible children who do not have a signed *Kindergarten Continuance Form*. The school administrator is responsible for working with his/her office staff to ensure that the appropriate steps are implemented to enroll a student in TK. Please refer to the MiSiS manual for training materials on enrollment of new students.

### C. Instructional Program

The TK program follows the requirements of Education Code section 48000 in providing a modified kindergarten curriculum that is both age and developmentally appropriate. Emphasis is placed on developing



oral language skills and providing integrated experiences in language and literacy, English Language Development (ELD), social-emotional development, mathematics, physical development, the arts, science, and social sciences.

TK students who are learning English as a second language, receive 60 minutes of Designated English Language Development (dELD) over the course of the school day. Teachers work with small groups based on proficiency levels to provide targeted dELD instruction. During Integrated English Language Development (iELD), students are heterogeneously grouped to ensure that ELs interact with peers who have a more advanced mastery of the English language and who also serve as age-appropriate language models.

D. Standards for TK

Pursuant to EC 48000(f), Transitional Kindergarten instruction is aligned to the California Preschool Learning Foundations (PLF), <http://www.cde.ca.gov/sp/cd/re/psfoundations.asp>

E. Curriculum and Materials

The TK program uses the TK district adopted core curricula and developmentally appropriate materials, as guided by the CA Preschool Curriculum Framework. Kindergarten materials and/or curricula may be used in a TK/K combination classroom, however, teachers must make curricular modifications to ensure instruction aligns to the Preschool Learning Foundations (the standards for TK), addresses the Preschool Curriculum Framework, and the instructional practices for four- and five-year-olds. Curricular modifications must meet each TK student where they are in their developmental learning progression and will allow the student to meet the Kindergarten *California Content Standards (CCS)* at the *end* of the kindergarten year. TK/K teachers may also choose to use the TK adopted curriculum and modify up to ensure kindergarten instruction meets the kindergarten California standards. Teachers use the [L.A. UNIFIED TK-K Standards Alignment Document](#), extracted from the *Alignment of the CA Preschool Learning Foundations with Key Early Education Resources (CDE, 2012)*, to inform curricula modifications.

F. TK District Assessment Tools

TK students are working towards kindergarten readiness and are expected to demonstrate proficiency in all of the Preschool Learning Foundations by the end of the TK school year. Teachers use a combination of observational and curricula assessments to monitor student development and inform instruction.



The L.A. Unified TK-K Standards [Alignment Document](#) is a valuable resource to guide instruction and monitor how students are developing along the learning continuum from the Preschool Learning Foundations towards beginning kindergarten content standards. This document aligns the developmental benchmarks for children at 48 months, 60 months, and end of year kindergarten.

The California [Preschool Learning Foundations](#) vol. 1, 2, and 3 provide bulleted examples of what students are able to demonstrate when proficient at the 48- and 60-month expectations and within the 3 ELD PLF levels, Beginning, Middle, Later. The [Desired Results Developmental Profile](#) (DRDP-2015) paper pencil format is a developmental assessment tool that teachers can use to monitor skills development from pre-kindergarten to kindergarten.

TK students are not expected to meet kindergarten standards until the end of their kindergarten year. *Kindergarten assessments are not required of TK students.* For grading guidance and progress monitoring support, see the Elementary Grading Supports and Resources website: <https://achieve.L.A.Unified.net/Page/13782>.

## VI. PROGRESS REPORTING

The objective of TK is to assure that each student is strong in *all* content areas of the Preschool Learning Foundations, thus ensuring a strong foundation for a successful school career K-12. The *Transitional Kindergarten (TK) Progress Report* is aligned to the California Preschool Learning Foundations (PLF). A student’s mark is based on how she or he is progressing along the continuum from **E** = Exploring (48 months), **B** = Building (60 months), **D** = Developing (emerging kindergarten skills), and **I** = Integrating (kindergarten skills).

Academic Scores Key			
<b>E</b> = Exploring (48 months)	<b>B</b> = Building (60 months)	<b>D</b> = Developing (emerging kinder skills)	<b>I</b> = Integrating (kinder skills)

Kindergarten standards are not expected to be mastered until the end of the *kindergarten* year. TK students are working towards meeting *all* PLF. N/A is not an option for any academic subject, including social emotional development, on the TK report card. The TK progress report is designed to note a student's developmental level at the time of grading. Teachers should consider the following questions when assigning a mark:



- What skills is the student already coming to school with?
- Where does the student fall in their developmental abilities based on the learning experiences they have had, whether teacher directed or student initiated?

Social Emotional Development is reflected separately in *Characteristics and Behaviors of a College-Prepared and Career-Ready Learner*.

The ELD marks in the TK progress report align to the ELD Preschool Learning Foundations and its levels: Beginning, Middle, and Later. For a complete description of the stages of bilingual language development, see PLF [volume 1](#), pages 105-108.

(See table below.)

English Language Development Key		
<b>B</b> = Beginning Beginning to develop English especially with signals and stimuli.	<b>M</b> = Middle Repeats familiar phrases and uses formulaic speech. Code switches. Comprehension is developing.	<b>L</b> = Later Beginning to use English to learn in all content areas. Use of age-appropriate English is improving.

The [Preschool Learning Foundations](#) vol. 1, 2, and 3 provide bulleted examples of what students are able to demonstrate when proficient at the 48- and 60-month expectations and within the three ELD PLF levels, Beginning Middle, Later. The intention for TK is not mastery of kindergarten or early kindergarten skills.

The [L.A. UNIFIED TK-K Standards Alignment Document](#) indicates the developmental progression from 48 months to the end of kindergarten. Teachers may wish to reference this document and some of its descriptors in parent-teacher conferences.

For a sample of the TK progress report format and additional information and marking guidance regarding TK, please see the [Elementary California Content Standards Progress Report](#): [www.tinyurl.com/newreportcard](http://www.tinyurl.com/newreportcard).

## VII. PROMOTION AND RETENTION

Students in the TK program participate in a two-year kindergarten experience. TK is the first year and K is the second year.

Kindergarten age-eligible children enrolled in TK will promote to traditional kindergarten at the end of the school year. The CDE Kindergarten Continuance Form, Attachment D, must be filled out and placed in the student’s cumulative folder otherwise the District will not receive ADA funds. The option to promote to first grade is also available for these students (birthdates prior to September 2) provided they meet the criteria outlined in this Reference Guide, see attachments E, F, and G.



Students may not be retained in TK.

#### VIII. STUDENTS TRANSFERRING INTO TK/K FROM OUTSIDE L.A. UNIFIED

Some school districts in California may grant waivers to students entering TK/K. These districts may have a process in place that assesses students prior to school entry and place TK age-eligible students into Kindergarten based on approval of their local school board. L.A. UNIFIED does not have this waiver process in place. Should a parent/guardian attempt to enroll a TK age-eligible student in an L.A. UNIFIED school having already been enrolled for at least one semester in kindergarten in another public school district, based on this process, the child is to be enrolled in kindergarten should the parent request it. All pertinent documentation, including testing protocols used in the other district and transfer paperwork from the other district, must be included in the child's cumulative record. It is also strongly recommended that the L.A. UNIFIED school request a letter from the parent requesting K placement for their TK-aged student.

#### IX. ACCELERATION TO GRADE ONE

A few TK students may, at the end of the TK year, demonstrate the highest level of mastery of the Kindergarten CCS in both English Language Arts and Mathematics. Some of these students' parents may request acceleration to grade 1, despite their child being younger than the Kindergarten age eligibility. For these few students, presumably in the top 5% of the entire population, the procedure outlined below is to be followed prior to accelerating the student.

This acceleration is for the very few students whose parent/guardian request it and all acceleration criteria are met. A conference with the parent/guardian and teacher to discuss the criteria would be appropriate.

Students in the TK program may be accelerated to grade 1 if s/he is able to demonstrate proficiency in kindergarten and 1<sup>st</sup> grade readiness by meeting the following criteria on or before the end of the school year. These following criteria should be discussed:

1. Parent request and acknowledgement (Attachment E, *Transitional Kindergarten Acceleration to Grade One*)
2. Teacher recommendation based on student's ability to meet all of the California content standards for kindergarten. including the literacy and mathematics standards listed on Attachment G.
3. *Above-benchmark scores* in the following kindergarten assessments:





- a. **Above-Benchmark** scores on Dynamic Indicators of Basic Early Literacy Skills Next (DIBELS Next) Middle of Year and End of Year
- b. Spanish Dual Language Education Program Students, Newcomers and other English Learners, as applicable, may use the following assessment in lieu of DIBELS:
  - i. **Above-Benchmark** scores on Indicadores Dinámicos del Éxito en la Lectura (IDEL) Middle of Year and End of Year or
  - ii. **Above- Benchmark** proficiency level on the Text Reading Comprehension (TRC) Español Middle of Year (level c) **and** End of Year (level E)

*\*For DIBELS or IDEL, student must have benchmark scores in all component (sub-measure) scores **and** Above-Benchmark on the composite score.*

4. Students in Dual Language education programs other than Spanish may be assessed by a locally designed foundational literacy assessment in the target language. This assessment must be reviewed and approved by the Dual Language Education Program office prior to administration, and students must score at the exceeds standard level on the assessment. A copy of the assessment must be filed in the student's cumulative record. These assessments may be used for newcomers and other English learners, as applicable.
5. District Interim Assessment Kindergarten Writing Task **or** a Curriculum Embedded Writing Task in English or Spanish as applicable.
  - a. Score writing sample selected from the options above with the District Interim Assessment Writing Task rubric appropriate to the genre of the task used.
  - b. For grade K-2 the L.A. UNIFIED Interim Assessments can be accessed at <https://achieve.LAUSD.net/Page/6428> after signing on with an LAUSD Teacher Single Sign On. Located immediately after the elementary ELA interim assessments, teachers can access their grade specific Assessment Bank by selecting the appropriate grade level(s).
  - c. The student must score 4 in each of the components, Writing Standards, Text Types & Purposes **and** Concepts of Print and Language Standards 1 and 2. Copies of the Assessment rubric must be maintained in the student's cumulative record attached to student writing.
  - d. Students may be assigned the District Interim Writing Task or Curriculum Embedded Writing Task via Schoology, Google Classroom, or another digital platform being used. The assessment may be administered in person or during regular communication with the student (phone call, web conference, etc.).



6. District Common Formative Math Assessments (CFAs): Edulastic
  - a. The student must score Above-Standard on the Kindergarten Edulastic CFA#2 or CFA#3. It may be administrated in English or Spanish as applicable.
  - b. Teachers may also continue to use *Kindergarten Assessment Recording Form for eligibility for TK acceleration to 1<sup>st</sup> grade*. Student must meet ALL Kindergarten CSS in mathematics as reflected on the recording form. Copies of the Recording Form must be maintained in the student’s cumulative record. It may be administrated in English or Spanish as applicable.
    - English Kindergarten Assessment Instructions and Recording Form
    - Spanish Kindergarten Assessment Instructions and Recording Form
7. The physical development and social maturity of the child are consistent with the child's advanced mental ability as demonstrated by Attachment G.
  - a. The Desired Results Developmental Profile (DRDP)-Kindergarten, developed by the California Department of Education, provides specific guidance on distinguishing between the learning and developmental milestones of TK and K students.
  - b. The DRDP-Kindergarten developmental levels (**Earlier, Middle and Later**) are organized under two categories (**Building and Integrating**) that reflect a developmental continuum for the transitional kindergarten and kindergarten year.
  - c. Based on teacher observation, student performance on the specific DRDP-Kindergarten measures below should be used to complete the physical development and social maturity elements on Attachment G.
  - d. To complete the Health Education portion of Attachment G, refer to [DRDP-Kindergarten Social Emotional Development 4](#).
  - e. To complete the History Social Studies portion of Attachment G, refer to [DRDP-Kindergarten History/Social Science 5](#).
  - f. To complete the Speaking and Listening portion of Attachment G, refer to [DRDP-Kindergarten Language and Literacy Development 4](#).
  - g. In order to receive a rating of “Met” standard, students should consistently display conduct and ability described as **Integrating (Middle and Later)** on the DRDP-Kindergarten.



## X. PRINCIPAL RECOMMENDATION

Principal must conduct an acceleration conference, which outlines future consequences of accelerating a child who is younger than the peer group. The focus of this conference will be on the child's social/emotional/athletic needs in middle school and senior high school. Points that should be discussed in this conference should include, but not be limited to:

- Social/ emotional impact of being amongst the youngest students in a middle school or senior high school environment
- Physical growth and development compared to grade level counterparts
- Impact on athletic competitiveness when amongst the youngest students
- Transition to college at age 17

Attachments E, F, and G must be filed in the student cumulative record.

### RELATED RESOURCES:

- MEM-6860.3 Chronological Age Calculator, 2020-2021
- BUL-5708.2, Transitional Kindergarten, Kindergarten, and First Grade Entrance Age Requirements, Verification of Birth and Placement Forms
- BUL-1660.9, *Immunization Guidelines for School Admission*
- BUL-2332.7 Elementary School Progress Report Marking Practices and Procedures
- REF-5951.1, Instructional Minutes for English Learners in Designated English Language Development (ELD) and Integrated English Language Arts/ELD in Elementary Schools

### ATTACHMENTS:

- Attachment A – *TK Brochure in English and Spanish*
- Attachment B – *Transitional Kindergarten Age-eligible Student Placement Form*
- Attachment C – *Parent of Kindergarten Eligible Student Requesting TK*
- Attachment D – *California Department of Education Kindergarten Continuance Form*
- Attachment E – *Transitional Kindergarten Acceleration to Grade One, Parent Request and Acknowledgement*
- Attachment F – *Transitional Kindergarten Acceleration to Grade One, Signature Form*
- Attachment G – *Transitional Kindergarten Acceleration to Grade One, Summary of Progress*



## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

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**ASSISTANCE:** For general assistance contact Division of Instruction: Carlen Powell, Director, Elementary Instruction or the Elementary Instruction Transitional Kindergarten website, <https://achieve.LAUSD.net/Page/6503>

For TK building space limitations contact Early Childhood Education Division: Dean Tagawa, Executive Director or the Local District ECE Directors at (213) 241-0415.

- Local District South - Ifetayo Ewing ([iewing1@lausd.net](mailto:iewing1@lausd.net))
- Local District Central - Dr. Patricia Yeldell ([patricia.yeldell@lausd.net](mailto:patricia.yeldell@lausd.net))
- Local District West - Tracey Washington ([tracey.washington@lausd.net](mailto:tracey.washington@lausd.net))
- Local District East - Ranae Amezquita ([ramezqui@lausd.net](mailto:ramezqui@lausd.net))
- Local District Northwest- Desiree DeBond Vargas ([desiree.debond@lausd.net](mailto:desiree.debond@lausd.net))
- Local District Northeast - Martha Borquez ([mlb6470@lausd.net](mailto:mlb6470@lausd.net))

Early Childhood Education Transitional and Expanded Transitional Kindergarten, website: <https://achieve.LAUSD.net/Page/2822>

For TK teacher qualifications contact Human Resources - Certificated Recruitment, Selection and Credential Services: (213) 241-5300

- Qualifying Units: Brenda Neblett ([brenda.neblett@lausd.net](mailto:brenda.neblett@lausd.net))
- Child Development Permit: Rosalind Cook ([rosalind.cook@lausd.net](mailto:rosalind.cook@lausd.net))
- Previous Experience: Luz Ortega ([luz.ortega@lausd.net](mailto:luz.ortega@lausd.net))
- Resources or Courses: Dr. Cherise Roper ([cherise.roper@lausd.net](mailto:cherise.roper@lausd.net))

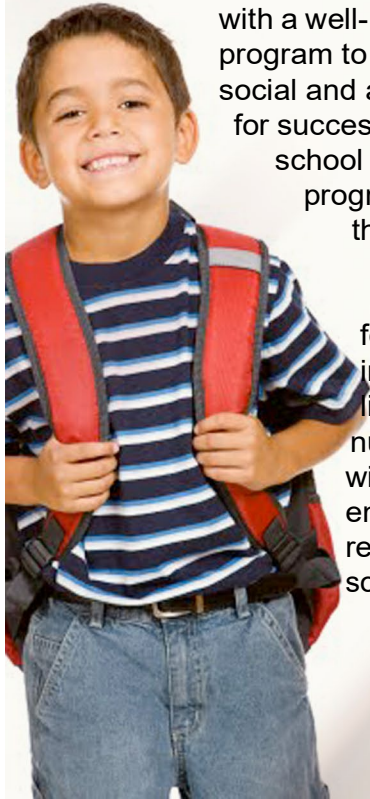
# What is Transitional Kindergarten?

Transitional Kindergarten is a program that builds a bridge between early learning years and traditional kindergarten.

Transitional Kindergarten is the first year of a two-year kindergarten program. It is designed for students who turn five years old after September 1 and on or before December 2. This program will give our children an opportunity to learn important academic and social skills in a hands-on manner that supports their development.

## What is the Transitional Kindergarten classroom program?

This program provides children with a well-planned classroom program to build necessary social and academic skills for success throughout their school careers. The program is based on the *California Preschool Foundations* with focused instruction in literacy and numeracy along with a strong emphasis on self-regulation and social engagement.



# Transitional Kindergarten



The Transitional Kindergarten program follows the full day schedule of Traditional Kindergarten.

Assessments, along with teacher observations, will be used to monitor your child's growth and progress throughout the year. Staff members will use this information to guide instruction, individualized to meet your child's needs.

## How can families be involved in Transitional Kindergarten?

Communication between home and school is essential in helping your child succeed. Your child's teacher will meet with you on a regular basis to discuss your child's progress and ways you will be able to support him/her at home.

Working together will help you stay connected!



# ATTACHMENT A How to Enroll:

The following documents are required for enrollment:

- Proof of Age (Birth Certificate, Baptismal Certificate, Statement from Local Registrar or County Recorder)
- Proof of Residency (Utility Bill, Property Taxes, Rental or Lease Agreement, Official Government Mail)
- Current up-to-date Immunization Records
- Valid Identification for Parent/Guardian

We look forward to welcoming you to Transitional Kindergarten!

## Los Angeles Unified

School Name

School Address

School Phone Number

School Website Address



## ¿Qué es el Kinder Transicional?

El kinder transicional es un programa educativo que establece la conexión entre los años de aprendizaje preescolar y el kínder tradicional.

El kinder transicional es el primer año de un programa de kínder de dos años y se ha diseñado para alumnos que cumplen 5 años entre el 2 de septiembre y el 2 de diciembre. Este programa ofrecerá a nuestros niños la oportunidad de aprender destrezas importantes, tanto en lo social como en lo académico, mediante actividades prácticas para apoyar su desarrollo.

## ¿Cómo es el programa en el salón de clases del kinder transicional?

Este programa brinda a los niños un programa dentro del salón de clases bien planeado para fomentar las destrezas, tanto en lo académico como en lo social, a fin de alcanzar el éxito a lo largo de su trayectoria educativa. El programa se basa en las 'Normas estatales básicas y comunes para el kínder en California' Preschool Learning Foundations cuya instrucción se enfoca en la 'capacidad para leer y escribir' [literacy] y en los 'conocimientos básicos de aritmética' [numeracy], haciendo mucho hincapié también en el autocontrol (self-regulation) y en la participación social.



## Kínder Transicional



El programa kinder transicional sigue el horario del kínder tradicional, con jornada completa de seis horas y media, diariamente.

Las evaluaciones de los maestros conjuntamente con sus observaciones serán utilizadas para monitorear el progreso creciente de sus hijos a lo largo del año escolar. Los miembros del personal se valdrán de esta información para guiar la instrucción individualizada a fin de atender las necesidades de los hijos de ustedes.

## ¿Cómo pueden participar las familias en el kínder transicional?

La comunicación entre el hogar y la escuela es esencial para que sus hijos tengan éxito. Los maestros de sus hijos se reunirán con ustedes regularmente para hablar sobre el progreso de sus hijos y acerca de las formas en que ustedes activamente los apoyarán en casa.

Colaborando con ellos conjuntamente les ayudará a que continúe entre ustedes una mutua conexión.



## ANEXO A Cómo inscribirse:

Se requieren los siguientes documentos para inscribirse:

- prueba de edad (acta de nacimiento, acta de bautismo, pasaporte, declaración del 'secretario del registro civil'[Local Registrar] o del registrador del condado [County Recorder]);
- prueba de residencia ('recibo de luz y agua' [Utility Bill], impuestos prediales [Property Taxes],
- contrato de renta o de arrendamiento [Rental or Lease Agreement], correo oficial del gobierno [Official Government Mail].
- documentos actuales de inmunización [Current Immunization Records];
- identificación válida como padre, madre, tutor o tutora.

Esperamos darles la bienvenida al kínder transicional.

## Distrito Escolar Unificado de Los Ángeles

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Nombre de la escuela

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Domicilio de la escuela

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Teléfono de la escuela

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Domicilio del sitio Web de la escuela





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## TRANSITIONAL KINDERGARTEN AGE ELIGIBLE STUDENT PLACEMENT FORM

I have been informed that my Transitional Kindergarten (TK) age-eligible\* child

\_\_\_\_\_ will be enrolled in a TK program at  
Name of Child Birthdate

\_\_\_\_\_  
Name of School

for the \_\_\_\_\_ school year. Transitional kindergarten is the first year of a two year Kindergarten program as established by the Kindergarten Readiness Act of 2010 (SB 1381; Education Code section 48000).

\_\_\_\_\_  
School Official Date Provided to Parent

\_\_\_\_\_  
Name of Parent/Guardian Parent Signature Date

This **Transitional Kindergarten Age-eligible Student Placement Form** must be placed in student's cumulative folder.

\*Below is the TK age eligibility:

- Children who will have their fifth birthday on or after September 2 and on or before December 2 shall be admitted to a transitional kindergarten program.



**FORMULARIO DE COLOCACIÓN PARA ALUMNOS CON LOS REQUISITOS DE EDAD  
PARA EL KINDER DE TRANSICIÓN**

Se me informó que mi hijo reúne los requisitos de edad\* para el Kinder de Transición, y

\_\_\_\_\_ estará inscrito en un programa TK en  
Nombre del Niño                      Fecha de Nacimiento

\_\_\_\_\_  
Nombre de la Escuela

para el año escolar \_\_\_\_\_. El Kinder de Transición constituye el primer año de un programa de Kindergarten de dos años que establece la ley de Preparación para el Kinder de 2010 (SB 1381).

\_\_\_\_\_                      \_\_\_\_\_  
Funcionario Escolar                      Fecha Que se Proporcionó a Los Padres

\_\_\_\_\_                      \_\_\_\_\_                      \_\_\_\_\_  
Nombre del Padre/Tutor                      Firma del Padre                      Fecha

**El Formulario de Colocación para Alumnos con los Requisitos de Edad para el Kinder de Transición** deberá incluirse en el expediente general.

\*A continuación la clasificación de TK:

- Los niños que cumplan los cinco años entre el 2 de septiembre y el 2 de diciembre deberán recibir admisión al programa de transición de kindergarten.







LOS ANGELES UNIFIED SCHOOL DISTRICT

ANEXO C

<b>Date Received:</b> _____ <b>Time Received:</b> _____ am / pm <b>FOR OFFICE USE ONLY</b>
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**CON NINO/A ELIGIBLE POR KINDER PIDIENDO KINDER TRANSICIONAL**

**Nombre del Estudiante:** \_\_\_\_\_  
(Por favor escribe en letra de molde) Primer Inicial Apellido

**Fecha de Nacimiento:** \_\_\_\_/\_\_\_\_/\_\_\_\_ **Sexo:** M F  
Mes Día Año

**Domicilio:** \_\_\_\_\_  
Calle Ciudad Estado Zona Postal

**Número de teléfono del hogar:** \_\_\_\_\_

**Nombre del padre:** \_\_\_\_\_ **Nombre de la madre:** \_\_\_\_\_

**Número del trabajo/celular:** \_\_\_\_\_ **Número del trabajo/celular:** \_\_\_\_\_

**Hermanos/as:** (Nombre/Edad) \_\_\_\_\_

**¿Ha asistido su hijo/a a un programa preescolar?:** Si No **¿Cuantos años?** \_\_\_\_\_

**Nombre del programa preescolar:** \_\_\_\_\_

**Escriba las razones por la cuales usted piensa que a su hijo/a le beneficiará el programa de Kinder Transicional:**

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*Por favor entregue esta solicitud con su paquete de inscripción a la oficina de la escuela. El personal de la escuela le informará sobre la asignación de su hijo/a.*

\_\_\_\_\_  
Nombre De Escuela

\_\_\_\_\_  
Domicilio de Escuela

\_\_\_\_\_  
Teléfono De Escuela/Escuela De Dirección De Pagina De Web



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**California Department of Education Instructions Kindergarten Continuance Form  
Parental Agreement for Pupil to Continue in Kindergarten**

Instructions for completing the *Kindergarten Continuance* form (Attachment D) are as follows:

1. Print name of student enrolling in the TK program.
2. Print the kindergarten attendance anniversary date. This is the first instructional day of the **next** school year, presumed to be **August 2021**.
3. Name of school official approving for the District: [print school principal's name]
4. Print the last instructional date of the next school year following this statement, for school year 2021-2022 presumed to be **June 2022**
5. Parent must complete and sign the bottom section and submit the form.
6. Make a copy of the *California Department of Education Kindergarten Continuance* form (Attachment D) for the parent and place the original in the child's cumulative record.

NOTE: Without a signed California Department of Education *Kindergarten Continuance* form (Attachment D), a kindergarten-age student may not be enrolled in the TK program. The District will not receive average daily attendance funds for children who do not have a signed *Kindergarten Continuance* form.

For the *California Kindergarten Continuance* form in other languages, go to  
<http://inet2.cde.ca.gov/cmd/translatedparentaldoc.aspx?docid=240,5701-5728,5797-5806>



**California Department of Education**  
**Kindergarten Continuance Form**

**Parental Agreement for Pupil to Continue in Kindergarten**

Reflects amendments to California *Education Code* sections 46300 and 48011, effective Jan. 1, 1992

**Name of School:** \_\_\_\_\_

**Name of Pupil:** \_\_\_\_\_

**Kindergarten Attendance Anniversary Date:** \_\_\_\_\_

**Name of School Official Approving for District:** \_\_\_\_\_

Information for parent or guardian

California law provides that after a child has been lawfully admitted to Kindergarten and has attended for a year, the child shall be promoted to the first grade unless the school district and the child's parent/guardian agree to have the child continue to attend Kindergarten for not longer than one additional year. This rule applies whether a child begins kindergarten at the beginning of a school year or at some later date. Because kindergarten-age children often do not develop at steady or predictable rates, the California Department of Education recommends that approval for a child to continue not be given until near the anniversary of a child's admittance to kindergarten.

I agree to having my child (named above) continue in kindergarten until \_\_\_\_\_ (may not be more than one year beyond anniversary).

Signature of Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

Printed/Typed Name of Parent/ Guardian: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone Number: \_\_\_\_\_



**Departamento de Educación de California**  
**Formulario de acuerdo de los padres**  
**Acuerdo para que los estudiantes continúen en el jardín infantil**

Refleja las enmiendas realizadas a las secciones 46300 y 48011  
del *Código de Educación*, vigentes desde el 1 de enero de 1992

**Nombre de la escuela:** \_\_\_\_\_

**Nombre del estudiante:** \_\_\_\_\_

**Fecha del aniversario de asistencia al jardín infantil:** \_\_\_\_\_

**Nombre del directivo de la escuela que realiza la aprobación en nombre del distrito:**  
\_\_\_\_\_

Información para los padres o el tutor

La ley de California establece que después de que un niño o niña ha ingresado a un jardín infantil y ha asistido durante un año, debe ser promovido a primer grado a menos que el distrito escolar y los padres o el tutor acuerden que el niño continúe asistiendo al jardín infantil por un año más como máximo. Esta regla se aplica ya sea que el niño comience el jardín infantil al comienzo del año escolar o en una fecha posterior. Debido a que los niños en edad de asistir al jardín infantil generalmente no se desarrollan a un ritmo constante o predecible, el Departamento de Educación de California recomienda que la aprobación para que un niño continúe no debe proporcionarse hasta que no se aproxime la fecha del aniversario de admisión del niño al jardín infantil.

Acepto que mi hijo/a (nombrado anteriormente) continúe asistiendo al jardín infantil hasta \_\_\_\_\_ (por no más de un año después de la fecha de aniversario)

Firma del padre/madre o tutor \_\_\_\_\_ Fecha: \_\_\_\_\_

Nombre del padre/madre o tutor escrito a máquina/en letra de imprenta:  
\_\_\_\_\_

Dirección: \_\_\_\_\_  
\_\_\_\_\_

Número de teléfono: \_\_\_\_\_



**TRANSITIONAL KINDERGARTEN ACCELERATION TO GRADE ONE  
Parent Request and Acknowledgement**

I am requesting that my child

\_\_\_\_\_ having completed one year of  
Name of Child Birthdate

Transitional Kindergarten, be accelerated to Grade One at \_\_\_\_\_  
Name of School

for the \_\_\_\_\_ school year.

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_



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## KINDER DE TRANSICIÓN CON PASE ACELERADO AL PRIMERGRADO

Solicito que mi hijo (a):

\_\_\_\_\_, que ha completado un año de  
Nombre del niño (a) Fecha de nacimiento

Kindergarten de Transición, pase al primer grado en: \_\_\_\_\_  
Nombre de la escuela

para el año escolar \_\_\_\_\_.

Firma del Padre de Familia/Tutor: \_\_\_\_\_

Fecha: \_\_\_\_\_



## TRANSITIONAL KINDERGARTEN ACCELERATION TO GRADE ONE

Student Name: \_\_\_\_\_ Student Birthdate: \_\_\_\_\_

School Name: \_\_\_\_\_

The above-named student is recommended for acceleration to Grade One based on the following requirements having been met prior to the completion of the TK academic year.

Teacher recommendation based on student's ability to meet all of the **CA Content Standards** for Kindergarten and the **CA Content Standards for Literacy** listed on Attachment G.

Principal recommendation including verification that an Acceleration Conference was conducted with the parent or guardian. Principal must conduct an Acceleration Conference which outlines future consequences of accelerating a child who is younger than the peer group. The focus of this conference will be on the child's social/emotional/athletic needs in Middle School and Senior High School. Points that should be discussed in this conference should include, but not be limited to:

- Social emotional impact of being among the youngest students in a Middle School or High School environment
- Physical growth and development compared to grade level counterparts
- Impact on athletic competitiveness when among the youngest students
- Transition to college at age 17 and Attachments H, I, and J must be filed in student's cumulative record

The above-named child is in the upper five percent of the child's age group in terms of general mental ability as demonstrated by attaining proficiency in the following first grade readiness measures on or before the end of the TK school year:

**Foundational Literacy Skills Assessment**

1. **Above-Benchmark** scores on Dynamic Indicators of Basic Early Literacy Skills Next (DIBELS Next) **Middle of Year** **and** **End of Year**
2. Spanish Dual Language Education Program Students, Newcomers and other English Learners, as applicable, may use the following assessment in lieu of DIBELS:
  - a. **Above-Benchmark** scores on Indicadores Dinámicos del Éxito en la Lectura (IDEL) **End of Year** (EOY) or
  - b. **Above-Benchmark** proficiency level (Level E) on the Text Reading Comprehension (TRC) Español **End of Year** (EOY)

*\*For DIBELS or IDEL, student must have benchmark scores in all component (sub-measure) scores **and** Above-Benchmark on the composite score.*





3. Students in Dual Language education programs other than Spanish may be assessed by a locally designed foundational literacy assessment in the target language. This assessment must be reviewed and approved by the Dual Language Education Program office prior to administration, and students must score at the exceeds standard level on the assessment. A copy of the assessment must be filed in the student's cumulative record. These assessment may be used for newcomers and other English learners, as applicable

#### California Content Standards (CCS) Writing Assessment

4. District Interim Assessment Kindergarten Writing Task **or** a Curriculum Embedded Writing Task in English or Spanish as applicable.
  - a. Score writing sample selected from the options above with the District Interim Assessment Writing Task rubric appropriate to the genre of the task used.
  - b. For grade K-2 the L.A. UNIFIED Interim Assessments can be accessed at <https://achieve.lausd.net/Page/6428> after signing on with an L.A. UNIFIED Teacher Single Sign On. Located immediately after the elementary ELA interim assessments, teachers can access their grade specific Assessment Bank by selecting the appropriate grade level(s).
  - c. The student must score 4 in each of the components, Writing Standards, Text Types & Purposes **and** Concepts of Print and Language Standards 1 and 2. Copies of the Assessment rubric must be maintained in the student's cumulative record attached to student writing.
  - d. Students may be assigned the District Interim Writing Task or Curriculum Embedded Writing Task via Schoology, Google Classroom, or another digital platform being used. The assessment may be administered in person or during regular communication with the student (phone call, web conference, etc.).

#### Mathematics Assessment

5. District common formative math assessments (CFAs): Edulastic  
The student must score Above-Standard on the Kindergarten Edulastic CFA#2 or CFA#3. It may be administered in English or Spanish as applicable.
6. Teachers may also continue to use *Kindergarten Assessment Recording Form for eligibility for TK acceleration to 1<sup>st</sup> grade*. Student must meet ALL Kindergarten CSS in mathematics as reflected on the recording form. Copies of the Recording Form must be maintained in the student's cumulative record. It may be administered in English or Spanish as applicable.
  - English Kindergarten Assessment Instructions and Recording Form
  - Spanish Kindergarten Assessment Instructions and Recording Form



**Physical Growth and Social Maturity**

7. The physical development and social maturity of the child are consistent with the child's advanced mental ability as demonstrated by Attachment G.
  - a. The Desired Results Developmental Profile (DRDP)-Kindergarten, developed by the California Department of Education, provides specific guidance on distinguishing between the learning and developmental milestones of TK and K students.
  - b. The DRDP-Kindergarten developmental levels (**Earlier, Middle and Later**) are organized under two categories (**Building and Integrating**) that reflect a developmental continuum for the transitional kindergarten and kindergarten year.
  - c. Based on teacher observation, student performance on the specific DRDP-Kindergarten measures below should be used to complete the physical development and social maturity elements on Attachment G.
  - d. To complete the Health Education portion of Attachment G, refer to [DRDP-Kindergarten Social Emotional Development 4](#).
  - e. To complete the History Social Studies portion of Attachment G, refer to [DRDP-Kindergarten History/Social Science 5](#).
  - f. To complete the Speaking and Listening portion of Attachment G, refer to [DRDP-Kindergarten Language and Literacy Development 4](#).
  - g. In order to receive a rating of “Met” standard, students should consistently display conduct and ability described as **Integrating (Middle and Later)** on the DRDP-Kindergarten.

The signatures below indicate that the teacher and principals verify that the student meets all of the criteria above for acceleration to first grade.

Name of Teacher	Signature	Date
Name of Teacher	Signature	Date



A Transitional Kindergarten (TK) student must meet **all** of the **CA State Standards** for Kindergarten listed below to accelerate to Grade One. You may refer to the L.A. UNIFIED TK-K [Alignment Document](#) for additional information. This form must be retained in the student’s cumulative record.

School Name: \_\_\_\_\_

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

<b>Domain:</b>	<b>Content Area:</b>	
<b>Health Education</b>	<b>Mental, Emotional, and Social Health</b>	
1.5 Describe and practice situations when it is appropriate to use “Please”, “Thank you”, “Excuse me”, and “I’m sorry”.	<i>Met</i>	<i>Not Met</i>
4.2 Cooperate and share with others.	<i>Met</i>	<i>Not Met</i>
<b>History/ Social Science</b>	<b>Responsible Conduct</b>	
1. Follow rules such as sharing and taking turns and know the consequences of breaking them.	<i>Met</i>	<i>Not met</i>
<b>Speaking and Listening</b>	<b>Comprehension and Collaboration</b>	
1. Participate in collaborative conversation with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.		
a. Follow agreed-upon rules for discussion	<i>Met</i>	<i>Not Met</i>
b. Continue a conversation through multiple exchanges	<i>Met</i>	<i>Not Met</i>
<b>Language</b>	<b>Conventions of Standard English</b>	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
f. Produce and expand complete sentences in shared language activities.	<i>Met</i>	<i>Not Met</i>
<b>Reading</b>	<b>Key Ideas and Details</b>	
RL2. With prompting and support, retell familiar stories, including key details.	<i>Met</i>	<i>Not Met</i>
RI2. With prompting and support, identify the main topic to retell key details of a text.	<i>Met</i>	<i>Not Met</i>
<b>Reading</b>	<b>Craft and Structure</b>	
RL5. Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text)	<i>Met</i>	<i>Not Met</i>



Reading, Foundational Skills		Print Concepts	
Demonstrate understanding of the organization and basic features of print,			
a. Follow words from left to right, top to bottom, and page by page.		<i>Met</i>	<i>Not Met</i>
b. Recognize that spoken words are represented in written language specific sequences of letters.		<i>Met</i>	<i>Not Met</i>
c. Understand that words are separated by spaces in print.		<i>Met</i>	<i>Not Met</i>
Reading, Foundational Skills		Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words <b><u>both in isolation and in text.</u></b>			
a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.		<i>Met</i>	<i>Not Met</i>
b. Identify which letters represent the five major vowels (Aa, Ee, Ii, Oo, Uu) and know the long and short sound of each vowel.		<i>Met</i>	<i>Not Met</i>
c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does)		<i>Met</i>	<i>Not met</i>
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.		<i>Met</i>	<i>Not met</i>
Mathematics, Counting and Cardinality			
A. Count to tell the number of objects.			
4. Understand the relationship between numbers and quantities; connect counting to cardinality.			
a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.		<i>Met</i>	<i>Not Met</i>
b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.		<i>Met</i>	<i>Not Met</i>
c. Understand that each successive number name refers to a quantity that is one larger.		<i>Met</i>	<i>Not Met</i>
5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.		<i>Met</i>	<i>Not Met</i>



<b>A. Compare Numbers</b>		
6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. <i>(Includes groups with up to ten objects)</i>	<i>Met</i>	<i>Not Met</i>
7. Compare two numbers between 1 and 10 presented as written numerals.	<i>Met</i>	<i>Not Met</i>
<b>Mathematics, Operations and Algebraic Thinking</b>		
<b>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b>		
1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations	<i>Met</i>	<i>Not Met</i>
2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	<i>Met</i>	<i>Not Met</i>
3. Fluently add and subtract within 5.	<i>Met</i>	<i>Not Met</i>

I certify that this information is accurate and is the result of my professional assessment of the progress made by \_\_\_\_\_ during Transitional Kindergarten.  
Child's Name

Name of Teacher	Signature	Date
Name of Teacher	Signature	Date