



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

TITLE: Transitional Kindergarten Implementation

NUMBER: REF-5777.5

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DATE: July 12, 2016

ROUTING
Local District
Superintendents
Directors, Elementary
Principals, Elementary
Early Childhood
Educations
Administrators

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-5777.4. The assessment program for TK students has been adjusted; TK students are no longer required to completed the elementary literacy assessments: Dynamic Indicators Basic Early Literacy Skills, Indicadores Dinámicos del Éxito en la Lectura, or Text Reading Comprehension (DIBELS/IDEL/TRC). Additional revised information includes enrollment policies, teacher requirements, and acceleration to grade 1.

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 SB1381, 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 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 the Early Childhood Education Division to assist with communication with parents and principals. Enrollment in TK must be available to families throughout the school year. Our TK program is not an optional program. Our TK students must be enrolled in their school of residence just as it is required for kindergarten students. If a TK student who *meets* the age



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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 2nd through, and including, December 2nd.

I. TEACHER QUALIFICATIONS

A. SB 876 added additional requirements for TK teachers. 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).

B. 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.

C. Any credentialed teacher assigned to teach TK, or a combination class of kindergarten and TK, *after* July 1, 2015, will have until August 1, 2020, to meet the above-mentioned education requirements. The district has set a goal for all teachers to meet the criteria by 2018 to ensure that all of the teachers teaching in the program are compliant with the state deadline.

D. 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.”

E. 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.



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II. ELIGIBLE STUDENTS TK AGE

In the 2016-17 school year, children who will have their fifth birthday after September 1 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 (5 years of age on or before September 1) *may* be enrolled in the TK program upon parent request.

- 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 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 newsletter
- Informational meetings in the spring
- Flyers in the main office and high visibility areas
- Announcements at various school site meetings and committees
- Notices at local businesses, child care 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 LAUSD elementary enrollment packet
2. Submit all required immunization records (See BUL-1660.6, *Immunization Guidelines for School Admission*)
3. Sign the *Transitional Kindergarten Age-eligible Student Placement Form* (Attachment B). This form shall be placed in the student's cumulative folder.



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4. 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 LAUSD elementary enrollment packet
 - b. Submit all required immunization records, See BUL-1660.6, *Immunization Guidelines for School Admission*
 - 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.

VI. INSTRUCTIONAL PROGRAM

The TK program follows the requirements of SB 1381 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, social-emotional development, mathematics, physical development, the arts, science, and social sciences.

VII. STANDARDS FOR TK

The TK curriculum is aligned with the *California Preschool Learning Foundations*: <http://www.cde.ca.gov/sp/cd/re/psfoundations.asp>



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VIII. CURRICULUM AND MATERIALS

The TK program will use the same core curriculum and materials as the kindergarten program with curricular modifications that will allow the TK student to meet the Kindergarten *California Content Standards (CCS)* at the end of the kindergarten year. Unless schools have purchased a pilot curriculum, the TK program will, for the 2016-17 school year, use the same core curriculum and materials as the kindergarten program with curricular modification that align to the California Preschool Learning Foundations.

IX. TK DISTRICT ASSESSMENT TOOLS

Teachers should use the “TK-K Alignment” document extracted from the *Alignment of the CA Preschool Learning Foundations with Key Early Education Resources (CDE 2012)* to measure how students are developing along the instructional 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. TK students are not expected to meet kindergarten standards until the end of their kindergarten year.

Kindergarten assessments are not required of TK students.

The assessment program for TK students has been adjusted; TK students are no longer required to complete the elementary literacy assessments: Dynamic Indicators Basic Early Literacy Skills, Indicadores Dinámicos del Éxito en la Lectura, or Text Reading Comprehension (DIBELS/IDEL/TRC). Although these assessments are not required for TK students, TK teachers and students will continue to have access to the assessments and may administer them. These assessments are for the sole purpose of demonstrating growth in skills development. TK students are not expected to meet kindergarten benchmarks during their first year in TK.

X. PROGRESS REPORTING

During the first and second trimesters of TK, students are working on developing key pre-kindergarten foundational skills. By the third trimester, students may be developing beginning foundational skills based on the Kindergarten California Content Standards.

For the third progress report markings, a teacher should use professional judgment to assign a grade of “3” if s/he feels the student is on target toward meeting the beginning skills that will lead towards mastery of the California kindergarten content standards by the end of the kindergarten year.



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As a basis for establishing if TK students are meeting expected appropriate criteria, schools are advised to use the LAUSD TK-K [Alignment Document](#) extracted from the *Alignment of the CA Preschool Learning Foundations with Key Early Education Resources (CDE, 2012)*.

Teachers may wish to reference this document and its descriptors in parent conferences. As a reminder, teachers should indicate in the electronic report card “enrollment in Transitional Kindergarten,” a drop-down comment in the “General” section.

XI. PROMOTION

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.

XII. STUDENTS TRANSFERRING INTO TK/K FROM OUTSIDE LAUSD

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 places TK age-eligible students into Kindergarten based on approval of their local school board. LAUSD does not have this waiver process in place. Should a parent/guardian attempt to enroll a TK age-eligible student in an LAUSD school having already been enrolled for at least one semester in kindergarten in another school district, based on this process, the child is to be enrolled in kindergarten should the parent request it. All pertinent documentation including testing protocol 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 LAUSD school request a letter from the parent requesting K placement for their TK-aged student.

XIII. ACCELERATION TO GRADE ONE

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



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accelerating the student.

This acceleration is for the very few students whose parents request it and when criteria are met. A conference with parent(s) 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 1st 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 standards listed on attachment G.
3. *Benchmark scores* in the following kindergarten assessments. All assessments will need to be administered and scores inputted, where applicable, into the database before the end of the school year.
 - a) Dynamic Indicators of Basic Early Literacy Skills Next (DIBELS Next) end of the year (EOY):
Student must have benchmark scores in all component scores and the composite score.
 - b) Kindergarten writing task district interim assessment:
A score of 4 on each of the three components (Writing Standards, Text Types & Purposes; Concepts of Print and Language Standards 1 and 2) A copy of the teacher's rubric for the student must be checked and filed in the student's cumulative record along with the student writing sample.
 - c) Mathematics kindergarten assessment:
Student must meet all kindergarten content standards in mathematics as reflected on the *Kindergarten Assessment Recording Form*. Copies of the *Spring Kindergarten Assessment Recording Form* must be filed in the student's cumulative record.
4. Student demonstrates one year's growth in English Language Development growth.

XIV. 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:



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- 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.

ASSISTANCE:

For assistance with TK placement or 1st grade acceleration, please contact Dean Tagawa or the Early Education Directors in the Early Childhood Education Division at (213) 241-0415.

- Ranae Amezquita – Local Districts East and South
- Martha Borquez – Local Districts Northeast and Northwest
- Dr. Patricia Yeldell – Local Districts Central and West

For assistance with elementary instruction questions, please contact Katie McGrath, Director, Elementary Instruction at (213) 241-5333.

ATTACHMENTS: RESOURCES FOR TRANSITIONAL KINDERGARTEN

- 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*

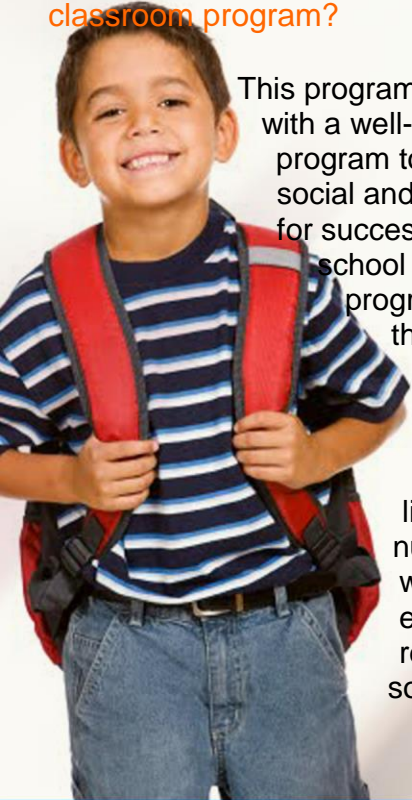
What is Transitional Kindergarten?

Transitional kindergarten is a program that builds a bridge between early learning years and traditional kindergarten. Transitional kindergarten is implemented in 2016-17 in elementary schools that offer kindergarten at their sites.

Transitional kindergarten is the first year of a two year kindergarten program. It is designed for students who turn 5 years old after September 1 and on or before December 2, 2016. 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 2016-2017



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 District

School Name

School Address

School Phone Number

School Website Address



¿Qué es el Kínder Transicional?

El kínder transicional es un programa educativo que establece la conexión entre los años de aprendizaje preescolar y el kínder tradicional. El kínder **transicional será implementado para el año escolar 2016-17 en todas las escuelas primarias** que ofrecen kínder en sus planteles.

El kínder 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 del año 2016. 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 kínder 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 Año Escolar 2016-2017



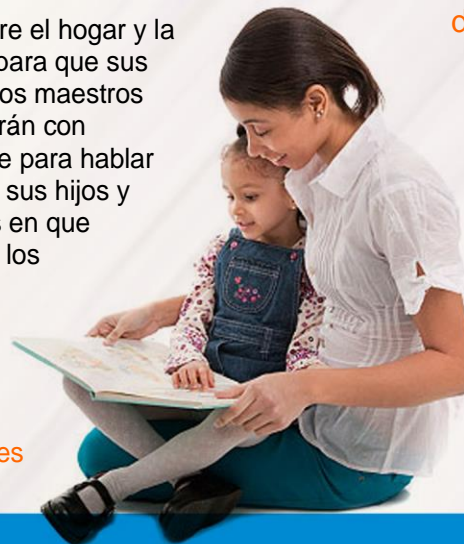
El programa kínder transicional sigue el horario del kínder tradicional, con jornada completa de seis horas y media, diariamente.

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.



AnexoA 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

Nombre de la escuela

Domicilio de la escuela

Teléfono de la escuela

Domicilio del sitio Web de la escuela





LOS ANGELES UNIFIED SCHOOL DISTRICT

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 Kínder 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 Kínder de Transición constituye el primer año de un programa de Kindergarten de dos años que establece la ley de Preparación para el Kínder 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 Kínder 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

Date Received: ___/___/___
Time Received: _____ am / pm
FOR OFFICE USE ONLY

PARENT OF KINDERGARTEN ELIGIBLE STUDENT REQUESTING TRANSITIONAL KINDERGARTEN

Child's Name: _____
(Please Print) First Middle Last

Birth Date: ___/___/___ Sex: M F
Month Day Year

Home Address: _____
Street City State Zip Code

Home Telephone: _____

Father's Name: _____ Mother's Name: _____

Work/Cell Number: _____ Work/Cell Number: _____

Siblings: (Names/Ages) _____

Has your child attended preschool? Y N How many years? _____

Name of preschool(s) attended: _____

List reasons why you think your child would benefit from the Transitional Kindergarten program:

Please submit this form with your registration packet to the school office. You will be notified by school staff regarding your child's placement.

School Site Name

School Address

School Phone number / School website



LOS ANGELES UNIFIED SCHOOL DISTRICT

Anexo C

Date Received: ____/____/____ Time Received: _____ am / pm FOR OFFICE USE ONLY

CON NINO/A ELIGIBLE POR KINDER PIDIENDO KINDER TRANSICIONAL

Nombre del Estudiante: _____
(Por favor escriba en letra de molde) Primer Inicial Apellido

Fecha de Nacimiento: ____/____/____ Mes Día Año Sexo: M F

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:

Por favor entregue ésta 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 _____

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 2017.
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 2016-2017 presumed to be June 2017
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 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>

Kindergarten Continuance Form T08-244 English

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: _____
(1st instructional date of next school year)

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, so that a child who begins kindergarten in January, for example, shall be promoted the following January unless there is formal agreement to have him or her continue in kindergarten. 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, print the last instructional date of next school year)

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. De esta manera, un niño que comienza el jardín infantil en enero, por ejemplo, debe ser promovido en enero del año siguiente a menos que exista un acuerdo formal para que continúe asistiendo al jardín infantil. 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: _____

KINDER DE TRANSICIÓN CON PASE ACELERADO AL PRIMER GRADO

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: _____

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 the all of the **CA Content Standards** for Kindergarten and the **Common Core State Standards for Literacy** listed on Attachment G.

Name of Teacher	Signature	Date

- Principal recommendation including verification that an Acceleration Conference was conducted with the parent or guardian

Name of Principal	Signature	Date

Assessment Results:

- Benchmark scores in Dynamic Indicators of Basic Early Literacy Skills Next (DIBELS Next) Middle of Year and End of Year
(Student must have benchmark scores in all component scores and the composite score.)
 1. CCSS Writing Task Fall and Spring
A score of 4 on each of the three components (Writing Standards, Text Types and Purposes; 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.
 2. Mathematics Kindergarten Assessment
Student must meet ALL Kindergarten CCSS in Mathematics as reflected on the *Kindergarten Assessment Recording Form*. Copies of the Assessment rubric must be maintained in the student’s cumulative record.
- Student demonstrates an ELD Level 2
- Student meets Kindergarten Content and Common Core Standards (Attachment G)

TRANSITIONAL KINDERGARTEN ACCELERATION TO GRADE ONE**Summary of Progress**

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

Student Name: _____ Date of Birth _____

Domain:	Content Area:	
Health Education	Mental, Emotional, and Social Health	
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>
History/ Social Science	Responsible Conduct	
1. Follow rules such as sharing and taking turns, and know the consequences of breaking them.	<i>Met</i>	<i>Not met</i>
Speaking and Listening	Comprehension and Collaboration	
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>
Language	Conventions of Standard English	
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>
Reading	Key Ideas and Details	
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>
	Craft and Structure	

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	
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 <u>both in isolation and in text.</u>		
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>

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

Teacher Name _____

Teacher Signature _____

Date _____

Principal Signature _____