



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

TITLE:	2022-2023 Universal Transitional Kindergarten Implementation	ROUTING Local District Superintendent Community of School Administrators Early Education Center Directors Elementary Principals Early Education Center Principals
NUMBER:	REF-12350.1	
ISSUER:	Alison Yoshimoto-Towery Chief Academic Officer Division of Instruction Dean Tagawa, Ed.D. Executive Director Early Childhood Education Division Carlen Powell Administrator Elementary Instruction	
DATE	August 15, 2022	
PURPOSE:	The purpose of this reference guide is to provide guidance for Universal Transitional Kindergarten (UTK) program implementation.	
MAJOR CHANGES:	This is a new reference guide for the implementation of Universal Transitional Kindergarten for the 2022-2023 school year. <ul style="list-style-type: none">• Enrollment of students who turn 5 after February 2nd in schools that DO NOT have a Universal TK classroom(s).• ELD block time• Progress reporting procedures• Curriculum choices• Acceleration from TK to Grade 1	
INSTRUCTIONS:	The following guidelines apply:	

I. BACKGROUND

On July 9, 2021, Governor Gavin Newsom signed Assembly Bill 130, changing the current law allowing all 4-year-olds to attend transitional kindergarten. The new entry dates will be phased-in over three years beginning in Fall 2022. The bill also creates an ongoing transitional kindergarten program for students impacted by the change of the kindergarten entry date. For further information, reference [Assembly Bill 130](#).



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The previous legislation, Senate Bill 1381 (SB1381) specified that in the 2014--2015 school year and each school year thereafter, children who will have their fifth birthday between September 2 and December 2, shall be admitted to a transitional kindergarten program. In the 2021--2022 school year, Los Angeles Unified established transitional kindergarten at most elementary schools that offer kindergarten (K). In addition, Expanded Transitional Kindergarten (ETK) was offered in 345 additional elementary schools.

To comply with AB 130, LA Unified will continue the implementation of the existing Transitional Kindergarten (TK) programs and begin the transition of forming TK and UTK classrooms to help the district establish 4-year old programs in all elementary schools by 2023--2024.

Under the Individuals with Disability Education Act (IDEA), LA Unified must also ensure that all preschool children with disabilities are educated with their non-disabled peers to the maximum extent possible (34 CFR §300.114). The Early Childhood Education Division (ECED) and the Division of Special Education (DSE), --Early Childhood Special Education (ECSE) will offer inclusive program models for all children.

II. PURPOSE

TK is the first year of a two-year Kindergarten program. TK is the program placement for TK age-eligible students.

LA Unified's implementation timeline for TK-eligible students will allow all 4-year-old students to attend TK by the 2023--2024 school year:

- A. In the 2022-2023 school year, children who will have their fifth birthday between September 2 and February 2 shall be admitted to a Transitional Kindergarten program. Also, approximately 50% or more of District schools will offer a child who will have their fifth birthday between September 2 and September 1, admittance into a TK program maintained by the school district.
- B. In the 2023-2024 school year, the remaining district schools will offer a child who will have their fifth birthday between September 2 and September 1, admittance into a TK program maintained by the school district.

2022 – 2023 SY	Children who will have their fifth birthday between September 2 and February 2 shall be admitted to a Transitional Kindergarten program.	Approximately 50% or more of District schools will offer a child who will have their fifth birthday between September 2 and September 1, admittance into a TK program maintained by the school district.
2023-2024 SY	-	The remaining district schools will offer a child who will have their fifth birthday between September 2 and September 1, admittance into a TK program maintained by the school district.



II. TK STUDENTS REQUIRING SPECIAL EDUCATION SERVICES

TK is a general education program. For students who are eligible to receive special education services, TK is considered a general education placement. Any additional support and service based upon the student’s Individual Educational Program (IEP) will be provided accordingly.

TK-eligible students requiring the support of a Special Day Program to access the general curriculum will be offered placement in a Primary Special Day Program.

TK Collaborative Classrooms are located at select elementary schools with TK. The selection of school sites is based on multiple variables as well as the number of children with an Individual Educational Program (IEP) requiring TK CC placement within a specific geographical area. Approval of a TK CC site is the responsibility of the Early Childhood Education Division, and Early Childhood Special Education department in collaboration with the administration of selected school sites.

III. RECRUITMENT

Schools may use the following resources to assist parents, staff, and community:

- A. TK Brochure, English and Spanish
- B. Town Hall meetings provided within the Local District
- C. Parent meetings provided within the Community of Schools
- D. School site meetings led by the principal
- E. Blackboard Connect
- F. School newsletter
- G. Flyers in the main office
- H. Signage and banners in high-visibility areas
- I. Social Media such as website, Facebook groups, and Twitter
- J. Notices at local businesses, childcare facilities, and community organizations
- K. Free publicity from local print and news media

IV. ENROLLMENT PROCEDURES

For the upcoming 2022-23 school year:

<p>In select schools, TK will be available for all 4-year-olds that have their 5th birthday between September 2, 2022 and September 1, 2023 of the current school year.</p>	<p>In the remaining schools, students can enroll into TK if they will turn 5 between September 2 and February 2 of the current school year.</p> <p>These schools can also enroll students who turn 5 between February 3 and September 1 if there is space available and the additional enrollment does not result in the need for an additional teacher.</p> <p>The district also accepts students with IEPs when a general education TK placement is appropriate.</p>
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- A. To enroll a TK-eligible student in TK, the parent/guardian must complete the following:
 1. Standard enrollment packet
 2. School staff must explain to the parent of a TK-eligible child the TK program is the first year of a two-year kindergarten program.
 3. Students with an IEP should also bring a copy of the IEP during enrollment to ensure the general education TK placement is the least restrictive environment.
 4. Each UTKCC group has 16 children enrolled in TK and 8 children with IEPs needing specialized instruction enrolled in the CC. All children enrolled in TK must turn 5 on/after September 2 and on/before February 2.

- B. Schools that will not be offering Universal Transitional Kindergarten (UTK) may enroll students who turn 5 between February 3 – September 1 if there is space available and the additional enrollment does not result in the need for another teacher.

V. MiSiS ENROLLMENT PROCEDURES

The school administrator is responsible for working with the office staff to ensure that the appropriate steps are taken to enroll TK-eligible students. Please refer to the MiSiS manual for training materials on enrollment of new students. The proper coding in MISIS is critical for proper attendance reporting to the state.

For the upcoming 2022-23 school year:

Students who turn 5 years old between September 2 and February 2 will be enrolled in MiSiS as TK.	Children who turn 5 after February 2, will be enrolled in MiSiS as Transitional Expansion (TE).
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VI. INSTRUCTIONAL PROGRAM

The TK program follows the requirements of SB 1381 in providing a curriculum that is both age and developmentally appropriate. Emphasis is placed on developing oral language skills and providing integrated experiences in language and literacy, social-emotional development, mathematics, physical development, the arts, science, social sciences, and English language development.

The Collaborative Classroom (CC) for children with special needs located at elementary schools in the TK classroom (TK CC) uses a team-teaching



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model with the TK teacher, paraprofessional, special education teacher, and special education assistant/trainee. The school principal is the site administrator of the program with support from the ECED, DSE, and ECSE.

A. Standards for TK

The UTK and TK curriculum is based on the *California Preschool Curriculum Framework* and the *California Preschool Learning Foundations Volumes 1-3*.

B. Curriculum and Core Curriculum Materials

The UTK and TK program uses District adopted core curricula and developmentally appropriate materials as guided by the CA Preschool Curriculum Framework and the CA Preschool Learning Foundations (PLF). TK/K combination classes must make curricular modifications to ensure instruction aligns to the PLFs (the standards for TK). This is important for UTK and TK students because the PLFs address the instructional practices for students preparing for kindergarten. Curricular modifications must meet each TK student where they are in their development learning progression and prepare the student to meet the Kindergarten California Content Standards (CCS) at the end of the subsequent kindergarten year.

C. TK District Assessment Tools

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.

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

The LA 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 development benchmarks for children at 48 months, 60 months, and the end of Kindergarten.

The PLFs 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 3 ELD PLF levels, Beginning, Middle, and Later. Teachers will document student progress in MISIS during each reporting period.



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TK Students are not expected to meet kindergarten standards until the end of their kindergarten year. Some Kindergarten assessments are not required of TK students. For grading guidance and progress monitoring support, see the [Elementary Grading Supports and Resources](https://achieve.lausd.net/Page/13782) website at: <https://achieve.lausd.net/Page/13782>.

For all students during their TK year, teachers will administer the District assessments listed below, and follow all established procedures, schedules, and timelines:

- Diagnostic Inventory of Basic Early Literacy Skills (DIBELS)
- While DIBELS is optional for TK, the Oral Language screener in the Amplify mCLASS platform is strongly encouraged
- Math Periodic Assessment
- Initial English Language Proficiency Assessments for California (Initial ELPAC) for students who are potential ELs

- D. English Language Development (ELD) Block time is not intended for UTK Programs as ELD is embedded into the instructional program. More information is also expected as guidance from the state is forthcoming.
- E. UTK and TK teachers are to use the same procedures and forms as kindergarten teachers to report student progress and conferences with parents. UTK (formerly ETK) will no longer do the Desired Results Developmental Profile (DRDP) and will no longer input DRDP scores into desired results. Beginning in 22-23, UTK progress reports are to be done in MISIS. UTK teachers can contact for assistance.

The TK Progress Report is aligned to the California Preschool Learning Foundations (PLFs). A student's mark is based on how the child is progressing along the continuum from E=Exploring (48-months), B=Building (60-months), D=Developing (emerging kindergarten skills), and I=Integrating (kindergarten skills).

Kindergarten standards are not expected to be mastered until the end of the kindergarten year. TK students are working towards meeting all PLFs. On the TK report N/A is not an option for any academic subject, including social emotional development. 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 experience that have had, whether teacher direct or student initiated?



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Social Emotional Development is reflected separately in Characteristic 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 = Beginning Beginning to develop English especially with signals and stimuli	M = Middle Repeats familiar phrases and uses formulaic speech. Code switches. Comprehension is developing.	L = Later Beginning to use English to learn in all content areas. Use of age-appropriate English is improving.

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

The LA Unified TK-K Standards Alignment Document indicates the developmental progression from 48-months to the end of kindergarten. Teachers may reference this document and 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

TK student promotion at the end of the school year is to kindergarten. TK is designed to prepare students for kindergarten. TK is Year 1 and Kindergarten is Year 2.

F. Acceleration to Grade 1

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, born between September 1 and December 2 who are presumably in the top 5% of the entire population, the procedure outlined below is to be followed prior to accelerating the student.



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This acceleration is for the very few students who meet the social emotional, academic requirements, AND are recommended for acceleration to 1st grade from TK by the parent, teacher, and principal. Conversation about acceleration between the parent and teacher during a conference would be appropriate. Any general announcement or publicity around this option would not be advisable or appropriate.

Students in the TK program may be accelerated to grade if she/he/they are 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 D, 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 F.
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 components (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



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- 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):
- a. The student must score Above-Standard on the Kindergarten on 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 1st 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 F.
- 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 F.
 - d. To complete the Health Education portion of Attachment F, refer to [DRDP-Kindergarten Social Emotional Development 4](#).
 - e. To complete the History Social Studies portion of Attachment F, refer to [DRDP-Kindergarten History/Social Science 5](#).
 - f. To complete the Speaking and Listening portion of Attachment F, 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.



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8. 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

VII. RESOURCES FOR TRANSITIONAL KINDERGARTEN

- Attachment A – Parent of Kindergarten Eligible Student Requesting TK Form
- Attachment B – Kindergarten Continuance Form
- Attachment C – Revised List of Schools (June XX, 2022)



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ASSISTANCE: For assistance or further information please contact your Local District Elementary Administrators of Instruction or your Early Education Directors or the Early Childhood Education Division at (213) 241-0415.

LD	Administrator of Instruction	Contact email
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