



Universal Transitional Kindergarten

WHAT IS IT?

How it is different from Kindergarten?

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Transitional Kindergarten (TK)

Background

TK came about after the Legislature approved the ***Kindergarten Readiness Act in 2010***. Until then, children who were 4 years old on Sept. 1 could still enroll in regular kindergarten if they turned 5 by December 2 of that year. But the new law changed that. Beginning in 2012, children had to be 5 years of age by September 1 to enroll in kindergarten.

That left out about 100,000 students in California who had to wait an extra year to attend school. In response, transitional kindergarten was established in 2012 to serve those 4-year-olds who would have previously been eligible for kindergarten, meaning their birthdates were between September 2 and December 2 of that school year.

Transitional Kindergarten

2012 - 2022

Enrolled students in TK who turned 5 between September 2 - December 2

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12 YEARS LATER

Assembly 130

In the 2021–22 state budget, California signaled its commitment to early childhood education through the universal transitional kindergarten provision contained in **Assembly Bill 130**.

- Provides the operative language on expanding TK, which would begin with the 2022–23 school year. It expands TK age eligibility in two-birth month increments over a period of four years, resulting in universal transitional kindergarten for all children who are 4 years of age in the 2025–26 school year.
- Requires TK programs to operate with a teacher–student ratio of 1:12 in 2022–23 (2:24 = 1 teacher and 1 Paraprofessional)

2022-2023
Age 5 by Feb 2

2023-2024
Age 5 by April 2

2024 - 2025
Age 5 by June 2

2025 - 2026
Age 4 by Sept 1

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What is the difference between UTK and Kindergarten?

	Universal TK	Kindergarten
Student Age	4 Year Olds	5 Year Olds
Class Size <small>(Student/Staff Ratio)</small>	1:12	1:24
Teacher Credentialing	Multiple Subject Teaching Credential & Early Childhood Authorization	Multiple Subject Teaching Credential

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What is the difference between UTK and Kindergarten?

Preparing students for Kindergarten success.

Program Focus

Universal TK *Kindergarten*

Based on TK Learning Domains:

- Social-Emotional Development
- Language & Literacy
- Cognition: Math & Science
- Self-Regulation
- Physical Development

(Alignment between the Preschool Learning Foundations and the California Kindergarten Common Core Standards)

California Common Core State Standards for Kindergarten:

- English Language Arts
- Mathematics
- History Social Science
- Science

Preparing students for 1st Grade success.

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What is the difference between UTK and Kindergarten?

Universal TK

Student Reporting
(Report Card)

Kindergarten

Developmental Continuum of Progress:

- Exploring (EX)
- Building 1 (BD-1)
- Building 2 (BD-2)
- Building 3 (BD-3)
- Integrating (INT)

Standards-based report card:

Performance Level Marks

- 1 – Limited Not Meeting Standard
- 2 – Approaching Standards
- 3 – Meets Standards

Effort Marks

- S – Satisfactory
- A – Approaching
- N – Needs Improvement

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LANGUAGE AND LITERACY	Q2	Q4
Understanding of Language (Receptive)		
Use of Language (Expressive)		
Reciprocal Communication and Conversation		
Comprehension of Age-Appropriate Text		
Phonological Awareness		
Letter and Word Knowledge		
Emergent Writing		

- Exploring (EX)
- Building 1 (BD-1)
- Building 2 (BD-2)
- Building 3 (BD-3)
- Integrating (INT)

Student Reporting

Universal TK

Domain #2 : Language and Literacy Development				
2.6 – Letter and Word Knowledge				
Child shows increasing awareness of letters in the environment and their relationship to sound, including understanding that letters make up words.				
Mark the latest developmental level the child has mastered:				
EX: Exploring Demonstrates awareness that pictures represent people or things. Demonstrates awareness of a few common simple symbols in the environment.	BD-1: Building Early Demonstrates awareness of a few letters in the environment.	BD-2: Building Middle Identifies some letters by name.	BD-3: Building Later Identifies ten or more letters (not necessarily at the same time); and Shows understanding that letters make up words.	INT: Integrating Identifies most upper-case letters; and identifies most lower-case letters; and Shows understanding that a letter corresponds to a sound in words.
Possible Examples • Points to a picture of a bird in a book when adult communicates, "Bird" • Goes and gets teddy bear after seeing a picture of a bear • Sees a photo of mother and communicates, "Mama" • Recognizes that a stop sign means "stop" • Places paper in a recycling bin after noticing the recycling symbol (three arrows forming a circle) on the bin • Notices a familiar store or business in the neighborhood from its logo	Possible Examples • Holds up hand or communicates, "Me," when an adult holds up a sign with child's name • Finds the first letter of own name in the environment, such as on labels, artwork, cubbies, or chairs	Possible Examples • Names some letters while looking at an alphabet book • Points and names some letters in an alphabet puzzle	Possible Examples • Copies the word "cat" and communicates that it says "cat" (letters may not be written accurately)	Possible Examples • Names, by sight or touch, most of the letters of the alphabet, when reading an alphabet book • Communicates, "Ball starts with B," after hearing the word "ball" in a story • Looks at the word "mat" in large print and says "m" (letter sound)

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READING	Effort	Q2	Q4
Foundational Skills			
Recognizes and names all uppercase letters			
Recognizes and names all lowercase letters			
Produces all consonant and vowel sounds			
Recognizes and produces rhymes			
Segments syllables			
Isolates sounds (beginning, middle, ending)			
Substitutes sounds			
Reads high frequency words			
Reading Comprehension			
Asks and answers questions about the text with prompting and support			
Retells familiar stories with key details including character, setting, and major events with prompting and support			
Identifies main topic and retells key details of an informational text with prompting and support			

Student Reporting

Kindergarten

PERFORMANCE LEVEL	EFFORT
3 Meets Standards	S Satisfactory
2 Approaching Standards	A Approaching
1 Limited – Not Meeting Standards	N Needs Improvement

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text.** CA
 - a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.
 - b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (Identify which letters represent the five major vowels [Aa, Ee, Ii, Oo, and Uu] and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the grade 1 phonics standards.) CA
 - c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
 - d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

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Universal Transitional Kindergarten *Classroom Environment*

- Engaging, promotes movement, and is responsive to the diverse backgrounds and experiences of transitional kindergarteners.
- Students are actively engaged in play-based activities that are connected to theme-based, integrated curriculum.
- Explicit instruction is often done in small groups and for short chunks of time.
- Gradual Release Model – I do, we do, you do...
- Multiple opportunities for success and explorations
- Builds on an environment of curiosity and questions

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THANK YOU FOR JOINING US
Welcome to the Los Al Family!

GENERAL QUESTIONS

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