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LOS ANGELES UNIFIED SCHOOL DISTRICT  
Office of the Senior Deputy Superintendent, Educational Services

DISTRIBUTION:	All Schools and Offices	<u>ROUTING</u> Principals
SUBJECT:	BULLETIN NO. CP-1 (Rev.) ORGANIZATION AND TRANSFER OF RECORDS FROM PRESCHOOL PROGRAMS TO SCHOOLS	Early Education Center Administrators School Administrative Assistants Early Education Center Office Managers Kindergarten Teachers Early Education Center Teachers
DATE:	August 15, 2002	Local District Directors
DIVISION:	Early Childhood Education	
APPROVED:	CARMEN N. SCHROEDER, Assistant Superintendent	

For assistance, contact Early Childhood Education Division at (213) 625-6506 or Division of Special Education, Infant and Preschool Support Services, at (213) 229-4713.

This bulletin replaces Bulletin No. CP-2, "Organization and Transfer of Records from Preschool Programs to Kindergarten Classrooms," Child Development Division, dated July 31, 1998.

I. BACKGROUND

The District's early education programs maintain assessments of children's learning strengths and needs. Articulation and a smooth transition from prekindergarten to kindergarten are critical to learners continued educational success. Articulation and transition are the responsibility of both the sending early education program and the receiving elementary school.

AB 1539, Chapter 629, Statutes of 2001, permits the transfer of preschool information deemed beneficial to the pupil and the public school teacher, including, but not limited to, development issues, social interaction abilities, health background, and diagnostic assessments, if any. Children receiving Division of Special Education services will continue to have this information transferred to their elementary school of attendance in the green special education folder. Early Childhood Education Division programs may, with the permission of the parent or guardian, transfer this information to the pupil's elementary school. The legislation also requires that the preschool program provide the parent or guardian with information from the previous year deemed beneficial to the child.

II. PURPOSE

The purpose of this bulletin is to provide direction in the organization and transfer of records to elementary schools for preschool children enrolled in Early Childhood Education Division programs including early education centers, School Readiness Language Development Programs (SRLDP), and State Preschools and for preschool children receiving Special Education services.

III. PRESCHOOL FOLDER

A yellow preschool folder will alert elementary schools that the entering student has attended a Los Angeles Unified School District early education program prior to enrolling in the elementary school.

The yellow preschool folder will contain:

- For all children receiving Division of Special Education services:
  - The green special education folder

- For children enrolled in Early Childhood Education Division programs:
  - A copy of the child's Pre-K Developmental Profile (Attachment A)
  - A signed copy of the Permission to Transfer Preschool Information to Elementary School form (Attachment B)

#### IV. SPECIFIC INSTRUCTIONS FOR PRESCHOOL FOLDERS

1. For children enrolled in Early Childhood Education Division programs, parents/guardians must give permission for information to be transferred to the elementary school by completing Attachment B, Permission to Transfer Preschool Information to Elementary School. A copy of the permission form should be placed in the yellow folder and a copy kept on file at the sending preschool.
2. Each pupil's preschool folder shall be kept with the elementary school's cumulative record folder in accordance with district policy.
3. Each pupil transitioning from Division Special Education preschool services will also have a green Special Education folder with the cumulative record folder.
4. The child's preschool experience must be recorded on the cumulative record in Section #8 (School History). Record: Preschool Experience – early education centers, SRLDP, Special Education Infant Preschool, State Preschool, Head Start, etc., Year(s) \_\_\_\_\_.

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LOS ANGELES UNIFIED SCHOOL DISTRICT  
Early Childhood Education Division

BULLETIN NO. CP-1 (Rev.)  
August 15, 2002

ATTACHMENT A

**PRE-K DEVELOPMENTAL PROFILE**

Child's Name \_\_\_\_\_ Sending Program \_\_\_\_\_ Receiving School \_\_\_\_\_

Child Desired Result	Not Yet	Emerging	Almost Mastered	Fully Mastered
<b>Child Desired Result 1: Children are personally and socially competent</b>				
1. Identifies self by categories of gender, age, or social group (e.g., "I'm a boy," "I'm not a baby," "This is my brother")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Demonstrates confidence in own abilities (e.g., leads teacher to show block structure that put together; "I can climb to the top of the big slide all by myself!")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Seeks adult help when appropriate (e.g., asks adult for assistance to open bottle of paint)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Responds to and makes verbal greetings at appropriate times (e.g., responds with "good morning," "hi," or "goodbye," if prompted by familiar adult)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Engages in cooperative pretend play activities with peers (e.g., plays house, builds a spaceship, creates fantasy role play with peers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Negotiates with peers to resolve social conflicts with adult guidance (e.g., agrees to alternatives like sharing or taking turns)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Expresses empathy or caring for others (e.g., consoles or comforts a friend who is crying)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Comforts self with adult guidance (e.g., goes to quiet area or requests favorite book to be read when upset; identifies emotion he/she is feeling)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Exhibits impulse control and self-regulation (e.g., uses appropriate words or sign language to show anger when a toy is taken by another child, waits for turn on playground equipment, shows some patience)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Child Desired Result	Not Yet	Emerging	Almost Mastered	Fully Mastered
10. Follows rules when participating in routine activities (e.g., handles toys with care, joins group for snack or circle time, tolerates transitions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Shows concern about fairness within peer group regardless of group differences (e.g., "Everyone gets a turn" when engaged in group activity;" "That's not fair")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Follows two-step requests that are sequential, but not necessarily related (e.g., "Please pick up the ball and then get your coat")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Engages in conversations that develop a thought or idea (e.g., tells about a past event, asks how something works)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Participates in songs, rhymes, games, and stories that play with sounds of language (e.g., claps out sounds or rhythms of language; creates own rhyming words through songs, fingerplays, chants)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Experiments with new vocabulary, uses more complex grammar and parts of speech (e.g., uses plural forms of nouns, such as "balls" or "fishes," uses future or past tense, or uses pronouns such as "he," "she," "I," "you")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Child Desired Result 2: Children are effective learners</b>				
16. Observes and examines natural phenomena through senses (e.g., notices different types of bugs, asks why it rains)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Combines activities, materials, and equipment in new ways (e.g., builds tent using sheet or blanket around table, uses Play-Doh to make pretend food)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Child Desired Result	Not Yet	Emerging	Almost Mastered	Fully Mastered
18. Acts out plays, stories, or songs (e.g., uses body and sounds to express rhythm; makes up plays or songs about common fables, stories, or familiar characters)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Completes increasingly complex puzzles (e.g., single, cut-out figures to 4-piece interlocking to 8- or 10 piece puzzles)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Stays with or repeats a task (e.g., finishes a puzzle, asks that block structure be left to work on after snack, makes a really long Play-Doh snake out of many pieces)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Counts to 10 by rote memorization (e.g., recites numbers from 1 to 10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Uses size words like "many," "big," and "little" appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Understands that numbers represent quantity (e.g., can get three apples out of the box, asks for two more crackers, can put out one napkin for each child)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Uses measuring implements (e.g., uses tool in sand and water play, helps measure ingredients for a cooking project)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Orders objects from smallest to largest (e.g., orders various circle sizes, nests cups, lines up from shortest to tallest)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Demonstrates an understanding of different rates of speed (e.g., "fast" and "slow")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Describes how items are the same or different (e.g., "This ball is bigger than that one," "My shirt is the same as Marcus")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Matches and names simple patterns (e.g., "boy-girl-boy-girl," "red-blue-red-blue")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Estimates (e.g., "I'm as tall as the yellow bookshelf," "I think there are about 20 marbles in that jar")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Understands that letters make up words (e.g., knows some of the letters in his or her name)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Recognizes print in the environment (e.g., recognizes signs around the room as labels for "Puzzles," "Toys," or "Books")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Makes three or more letter-sound correspondences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Pretends to read books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Child Desired Result	Not Yet	Emerging	Almost Mastered	Fully Mastered
34. Engages in discussion about books (e.g., predicts events in a story, retells main events from a story in order)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Draws a picture related to a story and talks about his or her drawing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Uses pretend writing during play activities (e.g., scribbles lines and shapes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Uses strings of repeated letter-like symbols as pretend writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Writes three or more letters or numbers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Child Desired Result 3: Children show physical and motor competence</b>				
39. Avoids obstacles (e.g., moves about the room without bumping into objects)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Pedals a tricycle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. Jumps forward with both feet together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. Kicks a large ball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. Catches a large ball with two hands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. Shows rhythmic movement (e.g., marches or moves to music)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. Gets dressed with minimal help (e.g., puts on coat, hat, and boots with minimal help)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. Skips or gallops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. Manipulates two small objects at the same time (e.g., stringing beads)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. Uses tools with increasing precision (e.g., crayons, scissors)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. Fastens buttons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Child Desired Result 4: Children are safe and healthy</b>				
50. Tries new food on own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. Washes and dries hands before eating and after toileting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. Takes care of own toileting needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. Communicates dangerous behavior to another (e.g., tells someone not to throw rocks or sand)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. Knows how to follow routines in emergency situations (e.g., fire or earthquake drills)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. Knows first and last name	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Early Childhood Education Division

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ATTACHMENT B

PERMISSION TO TRANSFER PRESCHOOL INFORMATION TO ELEMENTARY SCHOOL

Program:  Early Education Center  
 SRLDP  
 State Preschool  
 Other Los Angeles Unified School District Preschool Program \_\_\_\_\_

Program Name: \_\_\_\_\_

Articulation and a smooth transition from prekindergarten to kindergarten are critical to children's continued educational success. Preschool information deemed beneficial to the child and the public school teacher, including, but not limited to, development issues, social interaction abilities, health background, and diagnostic assessments, if any, will be transferred to the child's elementary school.

I have been informed and agree that my child's preschool information will be transferred to his/her school in order to give my child the benefit of a smooth transition to kindergarten.

Name of Child \_\_\_\_\_

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

\_\_\_\_\_  
Date

DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES  
División de Educación Preescolar

BOLETIN NO. CP-1 (Rev.)  
15 de agosto del 2002

ATTACHMENT C

PERMISO PARA TRANSFERIR INFORMACIÓN PREESCOLAR A LA ESCUELA ELEMENTARIA

Programa:  Centro de Educación Preescolar  
 SRLDP  
 Pre-escuela Estatal  
 Otro programa del Distrito Escolar Unificado de Los Ángeles \_\_\_\_\_

Nombre del Programa: \_\_\_\_\_

Articulación y una transición tranquila del programa preescolar al kindergarten es crítica para que continúe el éxito educacional de los niños. La información preescolar es considerada beneficiosa tanto para el niño como para el maestro(a) de la escuela pública, se incluye pero no es limitado, cuestiones de desarrollo, habilidades de integración social, historia de la salud, diagnóstico y evaluación. Si alguno, será transferido a la escuela elemental del niño(a).

Yo fui informado(a) y estoy de acuerdo en que la información preescolar de mi hijo(a) sea transferida a la escuela de mi niño(a) para que tenga una transición tranquila al kindergarten.

Nombre del Niño(a) \_\_\_\_\_

\_\_\_\_\_  
Firma del padre/Tutor legal

\_\_\_\_\_  
Fecha