

TITLE: 2025-26 Transitional Kindergarten Implementation

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DATE: April 7, 2025

PURPOSE: The purpose of this reference guide is to provide guidance for Transitional Kindergarten (TK) program implementation

MAJOR CHANGES: This reference guide replaces reference guide REF-123501.3 of the same subject dated April 22, 2024, and incorporates the following changes:

- 1) With the full implementation of TK in 2025-26, all children who have their fourth birthday by September 1, 2025, are eligible for TK.
- 2) The program will now be called TK and not Universal Transitional Kindergarten (UTK) since there are no longer early enrollment (TE) students.
- 3) The mandated classroom capacity is 20 students for classrooms with TK age students.
- 4) A maximum capacity of 20 students in a TK or Transitional Kindergarten/Kindergarten (TK/K) combination class.
- 5) The Transitional Kindergarten/Collaborative Classroom (TK/CC) composition has been changed to 12 general education students and 8 students with IEPs.
- 6) No acceleration from TK to first grade per Education Code 48011.
- 7) All TK classrooms will use the District adopted Creative Curriculum.
- 8) The new Preschool Transitional Kindergarten Learning Foundations (PTKLF) were released in August 2024 and are replacing the Preschool Learning Foundations (PLF).

INSTRUCTIONS: The following guidelines apply:

I. BACKGROUND

On July 9, 2021, Governor Gavin Newsom signed Assembly Bill 130 (AB130), amending the law to allow students who turn 4 years old by September 1 of the current school year to attend a transitional kindergarten program. The amended law also expands the transitional kindergarten program for students impacted by the change of the kindergarten entry date. The birth date ranges for eligibility were phased-in over three years beginning in Fall 2022. For further information, reference AB 130. Prior to AB 130, the law specified that in the 2014-15 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 2021-22 school year, Los Angeles Unified School District (LAUSD) offered TK at all elementary schools that offered Kindergarten.

The District's implementation timeline for TK-eligible students allowed all eligible 4-year-old students to attend UTK by the 2023-24 school year.

LAUSD continued the implementation of the existing TK programs and completed the transition of forming UTK classrooms to establish programs for 4-year-olds in all elementary schools by 2023-24.

In addition, under the Individuals with Disability Education Act (IDEA), LAUSD 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), the Division of Special Education (DSE), and Early Childhood Special Education (ECSE) will offer inclusive program models for all children.

Commencing with Fiscal Year (FY) 2025–26, [Education Code \(EC\) Section 48000\(g\)\(3\)](#) specifies that the average adult-to-student ratio for TK classrooms at each school site will be one adult for every 10 students. This 1:10 adult-to-student ratio must be maintained for the entire instructional day to the extent it is reasonably possible.

II. ELIGIBILITY

TK provides for a two-year kindergarten program, where students are placed in grade TK the first year and kindergarten in the second year. It is a general education placement for age-eligible students.

Grade Level Placement and Age-Eligibility for SY 2025-26

Grade Level	5 years old as of:	Date of Birth
TK	09/02/2025 – 09/01/2026	09/02/2020 – 09/01/2021

III. TK CLASSROOM CAPACITY

Pursuant to [Education Code Section 48000\(g\)\(3\)](#), the average adult-to-student ratio for TK classrooms at each school site will be one adult for every 10 students. Schools and charter schools are required to maintain a TK class enrollment of **not more than 20 students** for each classroom. This includes combination classes of TK/K. The TK class size and adult-to-student ratio requirements apply to all students in a classroom, including combination classes.

IV. PROGRAMS FOR STUDENTS REQUIRING SPECIAL EDUCATION SERVICES

Transitional Kindergarten/Collaborative Classrooms – TK/CC is a general education program for students who are eligible to receive special education services. The student’s placement in this program should be specified in their Individual Educational Program (IEP). All supports and services are based upon the student’s IEP and will be provided accordingly in a general education classroom.

A TK/CC class is composed of a combination of **12 general education TK students and 8 TK students with an IEP. The maximum classroom capacity may not exceed 20 students.**

TK/CC is staffed by a general education teacher, an early childhood special education teacher, a transitional kindergarten instructional aide (TKIA), and a special education aide. This program is available 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 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 administrator of selected school sites.

Special Day Program - TK-aged students requiring the support of a Special Day Program to access the general curriculum may be placed in the TK grade level and will be offered placement in a primary Special Day Program.

Pre-Kindergarten (Pre-K) Program (PALs, PCC, PSC) - TK-aged students whose placement is in a Pre-K program should be assigned to grade level PK and placed in the appropriate Pre-K class. Examples of Pre-K programs are Preschool for All Learners (PALs), Preschool Collaborative Classroom (PCC), Preschool Comprehensive Class (PSC) etc.

The DLE TK grade level is currently part of the grade level configuration at various approved elementary schools. Non-TK DLE K-5/6 elementary programs, with community interest, may submit a TK grade level configuration amendment form to the Multilingual Multicultural Education Department to initiate an analysis for the feasibility of offering DLE TK.

To enroll TK students into an existing DLE TK-5/6 program, the Apply Portal enrollment procedures are to be followed. For further information, please visit <https://apply.lausd.net/#gsc.tab=0>.

The DLE school administrator is responsible for working with the office staff to ensure that the appropriate steps are taken to enroll TK-eligible students into the DLE program after reviewing applications in the Apply Portal. The proper Dual Language Education Master plan coding in My Integrated Student Information System (MiSiS) must be added to the TK DLE sections in MiSiS. For support with DLE MiSiS coding, please visit <https://www.lausd.org/Page/18541>.

DLE TK Spanish programs use the District-adopted Creative Curriculum Bilingual Kits in English and Spanish. DLE TK programs for other target languages use *Creative Curriculum* in English, with the ongoing development of target language resources.

DLE TK teachers attend MMED Dual Language Education professional development and receive instructional support to ensure the goals of biliteracy and bilingualism are embedded into the teaching and learning of TK DLE students.

V. TRANSITIONAL KINDERGARTEN INSTRUCTIONAL AIDE (TKIA)

A TKIA is assigned to the TK, TK/CC, and TK/K classrooms to meet adult-to-student ratios. The TKIA staff must be identified in MiSiS to enable the District Office in determining the school's compliance with the state mandated ratios below.

- The adult-to-student ratio for any General Education class with a TK student remains at 1 adult to 10 students.

- The adult-to-student ratio for any TK/CC classroom remains at 1 adult to 10 students. It is staffed by a general education teacher, an early childhood special education teacher, a TKIA, and a special education aide.
- Please use the MiSiS job aid "[Adding Instructional Aides to TK Sections](#)" to reflect the TKIA staff assigned to the course sections.

VI. RECRUITMENT OF TK STUDENTS

In the TK Messaging Toolkit, schools may use the following resources to recruit and assist parents, staff, and community:

- TK Brochure (English/Spanish)
- Blackboard Connect messages
- School newsletter announcements
- Flyers displayed in the main office
- Signage and banners displayed in high-visibility areas
- Social Media accounts
- Notices at local businesses, childcare facilities, and community organizations
- School led community canvassing

VII. ENROLLMENT PROCEDURES

To enroll a TK-eligible student for the 2025-26 school year, see the following enrollment procedures:

- Students must meet the age requirement
- The parent/guardian must complete the standard enrollment packet
- Schools offering TK will inform parents of all preschool programs (TK, CSPP)
- School staff must explain to the parent of a TK-eligible child that the TK program is the first year of a two-year kindergarten program.
- Parents of 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.
- Each TK/CC class will have up to 12 general education students and 8 students with IEPs that stipulate placement in a TK/CC class.
- Schools should ensure that class sizes of classrooms containing TK students are not exceeded and that adult-to-student ratios are met.

- Kindergarten aged students are eligible to enroll in TK at a parent’s request. To enroll a kindergarten aged student in TK the parent must sign the Kindergarten Continuance Form (Attachment A) at the time of enrollment.

Classroom	Classroom Size
Transitional Kindergarten (TK)	20 students
Transitional Kindergarten/Collaborative Classroom (TK/CC)	20 students (12 TK & 8 IEP)
Transitional Kindergarten/Kindergarten (TK/K)	20 students

VIII. 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.

All TK applications collected are put in MiSiS. However, no students will be allowed to attend school without immunizations to ensure proper class size/ratios.

For the 2025-26 school year:

TK	Students who turn 5 years old between September 2, 2025, and September 1, 2026, may be enrolled in MiSiS as grade level TK (unless placement is in a Pre-K special day program, which then requires placement in grade level PK (PALs)).
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IX. INSTRUCTIONAL PROGRAM

A. Standards for TK

The TK curriculum is based on the *California Preschool Curriculum Framework* and the new *Preschool Transitional Kindergarten Learning Foundations (PTKLF)* released in August 2024, replacing the *Preschool Learning Foundations (PLF)*.

B. Curriculum and Core Curriculum Materials

The TK program uses District adopted *Creative Curriculum* and developmentally appropriate materials as guided by the CA Preschool Curriculum Framework and the PTKLF. TK/K combination classes must make curricular modifications to ensure instruction aligns to the PTKLFs (the standards for TK).

This is important for TK students because the PTKLFs 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 PTKLF, 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 the PTKLFs 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 LAUSD PTKLF Standards Alignment document is a valuable resource to guide instruction in the classroom and monitor how students are developing along the learning continuum through the Kindergarten CCS. This document aligns the developmental benchmarks for children at 3 to 4½ years and 4 to 5½ years, and to the end of kindergarten.
- Grounded in the most recent science of learning and development, the PTKLF describes key competencies children develop in nine domains of learning:
 1. Approaches to Learning
 2. Social and Emotional Development
 3. Language and Literacy (including Foundational Language Development and English Language Development)
 4. Mathematics
 5. Science
 6. Physical Development
 7. Health
 8. History Social Science
 9. Visual and Performing Arts

The foundations reflect attention to the whole child, focusing on all aspects of learning and development, including children's social-emotional and physical development, while also addressing children's development in areas that map more directly to academic

subjects such as mathematics, language and literacy, and science.

- **TK students are not expected to meet kindergarten standards until the end of their kindergarten year.** Kindergarten assessments, including the Reading Difficulties Risk Screener, are not required of TK students. For grading guidance and progress monitoring support, see the [TK Progress Reporting Resources](https://www.lausd.org/Page/15509) website at: <https://www.lausd.org/Page/15509>
- The Desired Results Developmental Profile (DRDP) is an assessment that is currently administered twice per year to children with disabilities from infancy to five years of age. The DRDP is required under IDEA and the California Education Code.
 - All children in TK and TK/CC who have an IEP must be assessed during the DRDP.

D. The TK Progress Report is aligned to the California PLFs. A student's mark is based on how the child is progressing along the continuum from:

- E=Exploring
- B=Building
- D=Developing (emerging kindergarten skills)
- I=Integrating (kindergarten skills)

Teachers will use the TK Progress Report using the same procedures and forms as kindergarten teachers to report student progress and conferences with parents.

TK students are working towards meeting all PTKLFs and should not be expected to master the kindergarten standards until the end of the kindergarten year. 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 they have had, whether teacher direct or student initiated?

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

English Language Development (ELD) Block time is not intended for TK Programs as ELD is embedded into the instructional program with the use of *Creative Curriculum*.

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

The LAUSD Preschool Transitional Kindergarten Learning Foundations (PTKLF) Standards Alignment document is a valuable resource to guide instruction in the classroom and monitor how students are developing. Teachers will be able to 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 found on [ECED's website](#) under Early Childhood Education Division – “For Employees: [TK Progress Report \(Sample\)](#)”

A TK student’s promotion at the end of the school year is to kindergarten. TK is designed to prepare students for kindergarten and is part of a two year kindergarten program. TK is Year 1 and kindergarten is Year 2.

Acceleration to Grade 1 – (*Education Code* Section 48010).

There is no requirement that a student first complete a year of transitional kindergarten or kindergarten before enrolling in first grade. However, California law requires a child to be six years old on or before September 1 to be legally eligible for first grade (*EC* Section 48011).

If a child is not six years old by this date, they may be admitted to the first grade pursuant to *EC* Section 48011, if the child has completed one year of kindergarten or, in some cases, has attended some kindergarten. Please note that a year of transitional kindergarten is not equivalent to a year of kindergarten, for purposes of *EC* Section 48011.

**RELATED
RESOURCES:**

MiSiS Job Aid

- [Adding Instructional Aides to TK Sections](#)

Transitional Kindergarten FAQs developed by California Department of Education

- <http://www.cde.ca.gov/ci/gs/em/kinderfaq.asp#contactinfo>

California Preschool Curriculum Frameworks

- <http://www.cde.ca.gov/sp/cd/re/psframework.asp>

California Preschool Transitional Kindergarten Learning Foundations

- <https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>

The Alignment of the California Preschool Learning Foundation with Key Early Education Resources

- <https://www.cde.ca.gov/sp/cd/re/documents/alignmentofcaplf.pdf>

Transitional Kindergarten Teaching Tools on classroom & instructional planning, Social Emotional Development, English Language Arts, Mathematics, English Language Development

- <https://tkcalifornia.org/teachers/>

Centers on the Social and Emotional Foundations for Early Learning (CSEFEL)

- <http://csefel.vanderbilt.edu/resources/strategies.html>

Other resources for Transitional Kindergarten can be found at

- <http://www.tkcalifornia.org/>

ATTACHMENTS: Attachment A – Parent of Kindergarten Eligible Student Requesting TK Form (English & Spanish)
Attachment B – Programmatic Age Calendar, Universal Prekindergarten Information, and Program Chart
Attachment C – Adding Instructional Aides to TK Sections Job Aid

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

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