



Universal Prekindergarten Resource Guide

*For Administrators Supporting
Preschool and Transitional
Kindergarten Programs*



CALIFORNIA COUNTY
SUPERINTENDENTS

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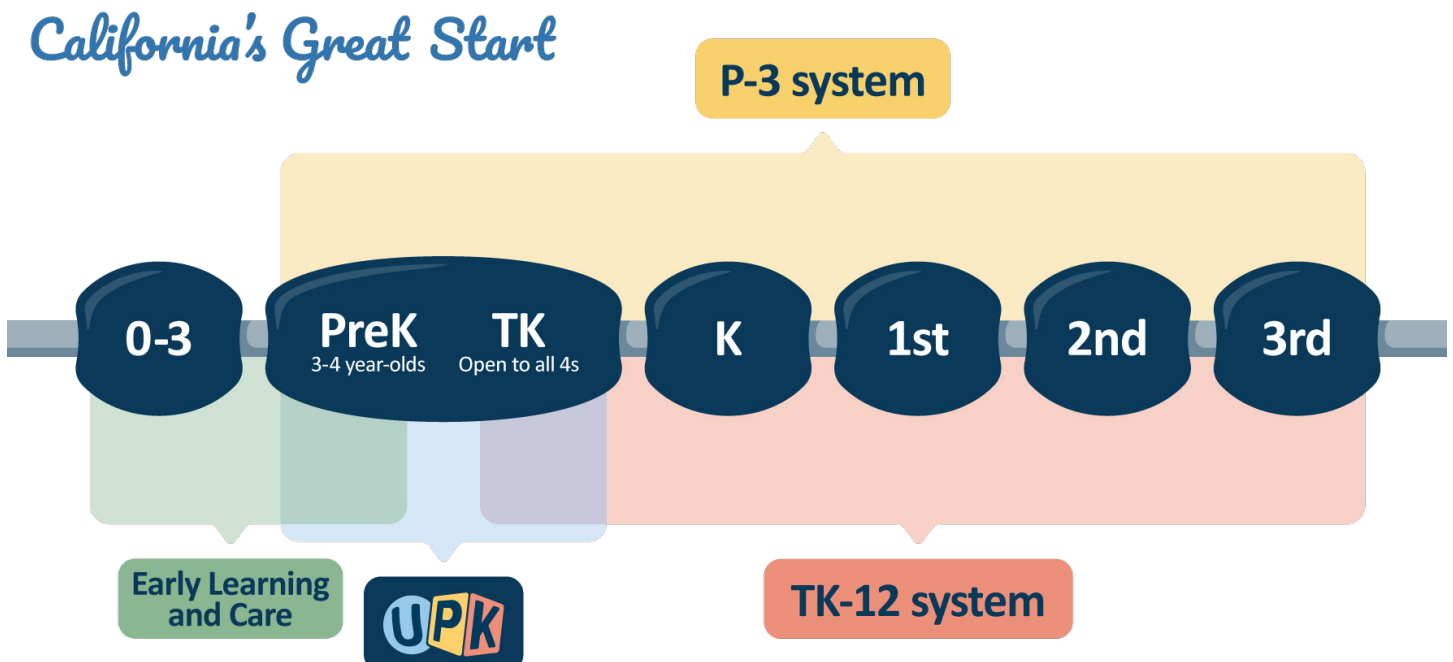
Introduction



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INTRODUCTION

California's historic investments in early education expands opportunities to provide equitable and inclusive learning experiences for all young learners. Universal Prekindergarten (UPK) serves young learners ages four to five (including birthdate eligibility), as well as 3-year-olds through subsidized programs (not universal). Preschool to Grade 3 (P–3) alignment is a coordinated, intentional approach to early education that ensures instructional coherence, collaborative leadership, and continuity of learning from preschool through third grade.

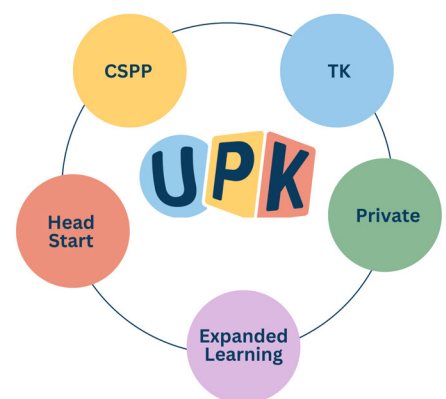


[Long Description: P–3 Alignment in California](#)

Rooted in California's vision for equity and quality in early learning, P–3 alignment emphasizes developmentally informed practices, inclusive environments, and strong family partnerships to close opportunity gaps and build strong educational foundations. A well-aligned P–3 continuum ensures that children experience coherent, developmentally informed, and equitable learning from their earliest years through third grade—an approach that directly supports Local Control and Accountability Plan (LCAP) priorities by fostering early academic success, social-emotional development, and long-term educational outcomes for all students.

A mixed-delivery preschool system includes the full range of high-quality, early care and education settings. Critical to this mixed-delivery system are multiple Universal Prekindergarten (UPK) options offered through:

- Transitional Kindergarten (TK)
- California State Preschool Programs (CSPP)
- Head Start
- Expanded Learning
- Private and Community-based Child Care Providers



UPK Mixed Delivery System

Transitional Kindergarten (TK)

California Education Code (EC), Section 4800 established transitional kindergarten as the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate.

California State Preschool Programs (CSPP)

"Assembly Bill 2759 (Chapter 308, Statutes of 2008) created the California State Preschool Program. This program consolidated the funding for State Preschool, Prekindergarten and Family Literacy, and General Child Care center-based programs serving eligible three- and four-year-old children to create the California State Preschool Program, the largest state-funded preschool program in the nation. The program provides both part-day and full-day services that provides a core class curriculum that is developmentally, culturally, and linguistically appropriate for the children served. The program also provides meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees. The program is administered through local educational agencies, colleges, community-action agencies, and private nonprofit agencies." (Source: Cal. Stat. 2008, ch. 308).

Head Start Programs

"Head Start, a federally funded program established in 1965, promotes school readiness for young children from low-income families by offering comprehensive services in early education, health, nutrition, and family support. Designed for children from birth to age five, the program highlights the critical role of parental involvement in a child's development. It includes both Head Start for children ages 3–5 and Early Head Start for infants, toddlers, and expectant mothers, with a focus on developing cognitive, social, and emotional growth to prepare children for long-term success in school and beyond." (Source: U.S. Department of Health & Human Services, n.d.)

Expanded Learning

"*Expanded learning* means before school, after school, summer, or intersession learning programs that focus on developing the academic, social and emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year." (Source: California Department of Education, n.d.)

Family, Friends, and Neighbors (FFN)

"Family, Friend, or Neighbor Care (also known as License-Exempt Child Care) is care provided in the child's or child care provider's home by a person who is a relative, friend, neighbor, or other license-exempt provider. This type of care is not required to be licensed by the State of California. Families who choose this type of care may know and trust the caregiver. Families may choose this type of care for linguistic or



cultural reasons, or for flexibility in scheduling, and transportation reasons.” (Source: California Department of Social Services. (n.d.). *Child care and development parent information and resources*. <https://cdss.ca.gov/inforesources/calworks-child-care/parent-information-and-resources>)

Private and Community-based Child Care Providers

Private, community-based child care providers include various settings such as family child care homes and child care centers, often operating within a community network. These providers can be licensed or license-exempt. They offer a range of services, including care for infants to school-aged children, with a focus on development, culture, and language. This includes Family Child Care (FCC), which can be licensed as a small or large family child care home. FCC programs are provided in the home of a licensed provider and offer a nurturing, home-like environment. Small FCC homes may care for up to eight children, depending on the ages of the children and staffing ratios. Large FCC homes may care for up to 14 children with one adult and one assistant. Ensuring that FCC homes provide safe, quality care is a shared responsibility of the licensing agency, the parents, and the provider (Source: California Department of Social Services, n.d.)



Purpose

The purpose of the ***Universal Prekindergarten (UPK) Resource Guide for Administrators*** is to provide a compilation of accessible online resources for administrators to support UPK implementation.

The guide highlights resources in the following areas:

1. Developmentally Appropriate Teaching and Learning
2. Professional Development and Articulation
3. Family and Community Engagement
4. Braiding and Blending Funding
5. Transitional Kindergarten Policy, Reports, and Resources

The resources:

- Support the goals of the UPK program;
- Assist administrators as they support and supervise teachers to meet the unique developmental needs of transitional kindergarten students; and
- Have been strategically aligned with language from the Preschool/Transitional Kindergarten Learning Foundations (PTKLF), California Professional Standards for Education Leaders (CPSEL), and with Local Control and Accountability Plan (LCAP) priorities.

Developmentally Appropriate Teaching and Learning



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DEVELOPMENTALLY APPROPRIATE TEACHING AND LEARNING

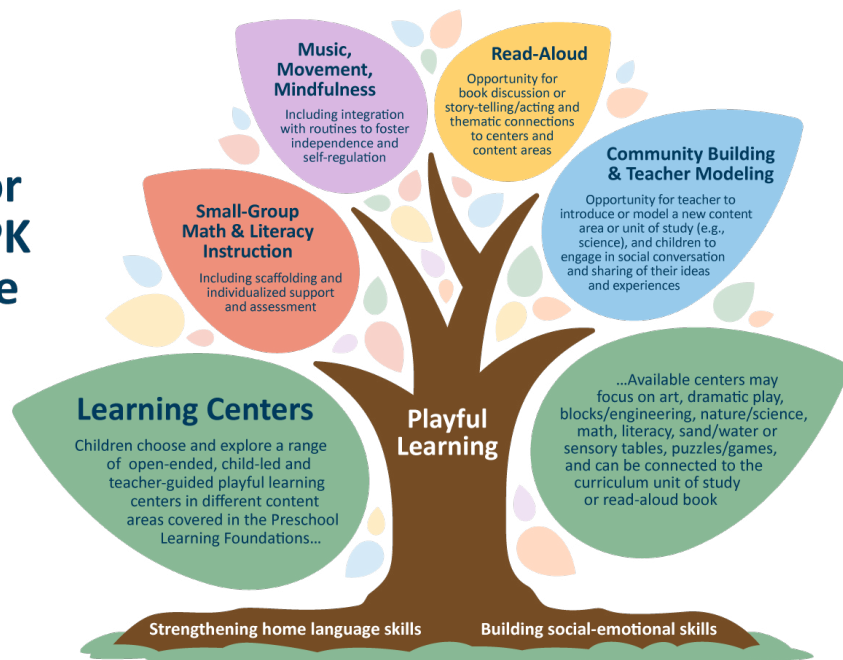
The resources in this section align with the California Professional Standards for Educational Leaders (CPSEL) and can be used to support administrators in guiding and monitoring the alignment of curriculum, instruction assessment, and professional practice in transitional kindergarten. Administrators are responsible for:

- Shaping a collective vision for developmentally appropriate curriculum and instruction
- Ensuring that TK assessment is developmentally appropriate and used to monitor, improve, and extend educator practices, program outcomes, and student progress
- Providing access to a variety of resources that are needed for the effective instruction and differentiated support for all students, including multilingual learners and students with disabilities
- Focusing on establishing and managing a safe and productive learning and working environment

The National Association for the Education of Young Children (NAEYC) defines “developmentally appropriate practice” as methods that promote each child’s optimal development and learning through a strengths-based, play-based approach to joyful, engaged learning. Educators implement developmentally appropriate practice by recognizing the multiple assets all young children bring to the early learning program as unique individuals and as members of families and communities. Building on each child’s strengths—and taking care to not harm any aspect of each child’s physical, cognitive, social, or emotional well-being—educators design and implement learning environments to help all children achieve their full potential across all domains of development and across all content areas. Developmentally appropriate practice recognizes and supports each individual as a valued member of the learning community. As a result, to be developmentally appropriate, practices must also be culturally, linguistically, and ability appropriate for each child.

Learning Stems from Play: Considerations for Implementing UPK Instructional Time

Learning thrives in an environment that celebrates and affirms cultural and linguistic diversity, actively combats racism and pursues equity, embraces inclusion and promotes belonging for each and every child.



Our youngest learners thrive when at least 50% of instructional time relies on child-directed playful learning activities, such as those that occur in learning centers, with the remaining time spread across educator-guided or -directed playful learning activities, such as those available through whole group or small group contexts.

UPK Curriculum Guidance for Programs Serving 4-Year-Olds, distributed by the California Department of Education Early Learning Division.

UPK Instructional Time: Playful Learning graphic from UPK Curriculum Checklist, California Department of Education (CDE).

[Long Description: Learning Stems from Play](#)

The Developmental Continuum of Learning

Transitional Kindergarten Curriculum

- **California Preschool/Transitional Kindergarten Learning Foundations (PTKLF), CDE (2024).**

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

The California Preschool/Transitional Kindergarten Learning Foundations (PTKLF) outline key knowledge and skills that most children ages three to five and a half years old can achieve when provided with the kinds of interactions, instruction, and environments that research has shown to promote early learning and development. The foundations can provide preschool and transitional kindergarten (TK) educators, parents, and the public with a clear understanding of the wide range of knowledge and skills that children typically attain when given the benefits of a high-quality preschool program, whether it be in center-based, home-based, or TK settings. The webpage linked above provides links to each domain of the PTKLF as well as helpful prerecorded presentations on CDE's YouTube page that provide an overview of each domain. Additionally, there are videos that were released on UPK social media platforms that highlight what the PTKLF look like in practice. Access this folder of videos using the following link:

<https://drive.google.com/drive/folders/1jfjZGHxzJ7-Wi3w39uQSjXsUHZDBpk3M>

- » **Introduction to the California Preschool/Transitional Kindergarten Learning Foundations, CDE (2024).**



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

- » **California Preschool/Transitional Kindergarten Learning Foundations: Introduction, CDE and WestEd (2024).**



<https://www.youtube.com/watch?v=05oKJ7YiMX8>

This recorded webinar provides an overview of the updated PTKLF and the introduction of the publication.

- » **California Preschool/Transitional Kindergarten Learning Foundations: At-a-Glance, CDE (2024).**



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

- » **California Preschool/Transitional Kindergarten Learning Foundations: Approaches to Learning, CDE (2024).**



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

- » **California Preschool/Transitional Kindergarten Learning Foundations: Approaches to Learning Domain**, CDE and WestEd (2024).



<https://www.youtube.com/watch?v=64iVFHmPfyl>

This recorded webinar provides an overview of the Approaches to Learning Domain, which describes skills that help children engage in learning activities, problem-solving, and collaboration with peers and adults.

- » **Preschool Through Third Grade (P–3) Learning Progressions: Introduction**, CDE (2025).



<https://www.cde.ca.gov/ci/gs/p3/documents/p3learnprogressionsintro.pdf>

This document includes the knowledge and skills children develop over the P–3 continuum and examples that illustrate how educators can use playful, inquiry-based teaching practices to engage children in developmentally appropriate learning experiences.

- » **Preschool Through Third Grade (P–3) Learning Progressions: Approaches to Learning**, CDE (2025).



<https://www.cde.ca.gov/ci/gs/p3/documents/p3learnprogressionsatl.pdf>

This document includes the knowledge and skills children develop over the P–3 continuum and examples that illustrate how educators can use playful, inquiry-based teaching practices to engage children in developmentally appropriate learning experiences.

Developmentally Appropriate Practice

- **7 Reasons Why Worksheets Are Not Appropriate for Preschoolers**, CDE, California Educators Together (2025).

<https://cdn.caeducatorstogether.org/files/uploaded/resource/YlokSI9IO6ufhTZmoHL54MVzeQUvrGHA2v3Gqjm8aih3paBJ/7%20Reasons%20Worksheets%20are%20Not%20Appropriate%20for%20Preschoolers%20Development.pdf>

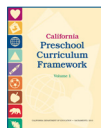
Create a free account to access resources on the California Educators Together platform.

- **California Preschool Curriculum Frameworks**, CDE (2010).

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

The California Preschool Curriculum Frameworks present strategies for early childhood educators that enrich learning and development opportunities for preschool and TK children. The California Preschool Curriculum Frameworks include ideas for how to intentionally integrate learning into children's play; implement child-directed and teacher-guided activities; plan environments, interactions, routines, and materials that engage children in learning; and individualize curriculum based on children's knowledge, skills, needs, and interests.

- » **California Preschool Curriculum Framework, Volume 1**, CDE (2010).



<http://www.cde.ca.gov/sp/cd/re/documents/psframeworkkvol1.pdf>

- **Language and Literacy, Chapter 4** (pp. 98–103, Introduction and Guiding Principles)
- **Mathematics, Chapter 6** (pp. 232–236, Introduction and Guiding Principles)
- **Developmentally Appropriate Toileting Practices Toolkit**, CDE (2024).
<https://www.caeducatorstogether.org/resources/124848/developmentally-appropriate-toileting-practices-toolkit-final>

This publication provides guidance and resources to support district and community-based leaders and educators in understanding why supporting toileting independence in developmentally appropriate ways is crucial, both to providing equitable access to programs across settings, and to ensuring children’s full engagement in preschool through third grade (P-3) learning opportunities.

Create a free account to access resources on the California Educators Together platform.

- **Head Start National Center on Early Childhood Development, Teaching and Learning**, U.S. Department of Health and Human Services.
<https://headstart.gov/ncecdtl>

This website provides Head Start program planning tools and resources for curriculum planning, professional development, classroom coaching, child assessment practices, culturally and linguistically appropriate practices and data-driven reflections.

- **The Integrated Nature of Learning: Best Practices for Planning Curriculum for Young Children**, CDE (2016).



<https://www.cde.ca.gov/sp/cd/re/documents/intnatureoflearning2016.pdf>

- **P–3 Leadership Video: Morning Soft Starts**, Sonoma County Office of Education in partnership with 21 CSLA and CDE (2025).



<https://www.youtube.com/watch?v=0CdJWJbrkWU>

Experience how a TK teacher in Sonoma County, California, facilitates a morning “soft start” at the beginning of each school day to foster a nurturing and welcoming environment for all children and families. Explore how you might expand your family engagement strategies by hearing insights from an elementary school principal and TK teacher.

- **National Association for the Education of Young Children (NAEYC) Position Statements and Standards**, NAEYC (2020).

<http://www.naeyc.org/positionstatements>

This website provides links to NAEYC position statements related to developmentally appropriate instructional practice, policies, and professional development. These position statements are aligned with, and reflect, information provided in the publication, *Developmentally Appropriate Practice*, cited in the TK Policy, Reports, and Resources section of this document.

- **Play and Children’s Learning**, NAEYC.

<http://www.naeyc.org/play>

This website provides many resources related to the importance of play in early childhood programs and the research that supports its critical role, including specific resources and suggestions for including meaningful play into the developmentally appropriate curriculum.

- **Promising Universal Prekindergarten (UPK) Practice Video Series**, California County Superintendents (2024).



- » **Curriculum, Instruction, and Assessment: Developmentally Appropriate Practices for UPK**

<https://www.youtube.com/watch?v=QfyW6P97Nio&t=8s>



- » **Curriculum, Instruction, and Assessment: Developmentally Appropriate Practices for UPK Facilitator’s Guide**

https://www.cacountysupts.org/files/ugd/55f199_170d8905c018479fa146456b4b0fefac.pdf

- **The Powerful Role of Play in Early Education: Best Practices for Planning Curriculum for Young Children**, CDE (2021).



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

This publication outlines the guiding principles and considerations explaining why play matters for all young children and the central role of learning in play. Research and resources are provided on the continuum of play-based learning, the role of play in children’s learning and development, the essential roles of teachers and administrators in supporting play-based learning and risk-taking in play, as well as using play to support inclusion and trauma-informed practices.

- **TK Sample Class Schedules**, CDE (2025).

- » **Half-Day Schedule**

https://drive.google.com/file/d/14phhRsv41zgxmX_73OCBI2AIPBpBySw8/view?pli=1

- » **Full-Day Schedule**

<https://drive.google.com/file/d/1axzUlid1HJXrw6VfQa331AOiBI8ysKCi/view>

- **Universal PreKindergarten (UPK) Curriculum Checklist**, CDE (2023).

<https://drive.google.com/file/d/19rceuGYPYqel7qYv2s3k0HxxogXoEGBX/view>

This checklist resource assists programs in selecting developmentally appropriate curricula for 4-year-old children. The checklist outlines curriculum components for instructional content and context along with related resources.

- **UPK Curriculum Toolkit**, CDE.



CDE is in the process of developing the UPK Curriculum Toolkit to support programs in evaluating and implementing their current curriculum approach aligned to the new Preschool/Transitional Kindergarten Learning Foundations (PTKLF).

Social and Emotional Development

- **California Preschool Curriculum Framework, Volume 1**, CDE (2010).



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

» **Social-Emotional Development, Chapter 3** (pp. 37–94)

- **California Preschool/Transitional Kindergarten Learning Foundations: Social and Emotional Development**, CDE (2024).



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

- **California Preschool/Transitional Kindergarten Learning Foundations: Social and Emotional Development Domain (PTKLF)**, CDE and WestEd (2024).



<https://www.youtube.com/watch?v=n8ygYwGBEWI>

This recorded webinar provides an overview of the PTKLF Social and Emotional Domain which describe the social and emotional competencies children can demonstrate and develop through their early learning experiences.

- **California Teaching Pyramid**, California Collaborative on the Social and Emotional Foundations for Early Learning (CaCSEFEL).

<https://cainclusion.org/camap/map-project-resources/ca-teaching-pyramid/>

This website provides a variety of teaching resources designed to foster positive social-emotional well-being and address behaviors in young children that might interfere with learning and development. The Teaching Pyramid, adapted for California from the National Center on the Social and Emotional Foundations for Early Learning, provides a focus for the information provided (National CSEFEL, <http://csefel.vanderbilt.edu/>).

- **National Center for Pyramid Model Innovations (NCPMI)**.

<https://challengingbehavior.org/>

The NCPMI website provides guidance and resources that promote positive social, emotional, and behavioral outcomes of young children, reducing the use of inappropriate discipline practices and increasing inclusion and ongoing participation of young children with disabilities. The resources include professional development materials, training tools, and family engagement considerations.

- **Preschool Through Third Grade (P–3) Learning Progressions: Social and Emotional Development**, CDE (2025).



<https://www.cde.ca.gov/ci/gs/p3/documents/p3learnprogressionssed.pdf>

This document includes the knowledge and skills children develop over the P–3 continuum and examples that illustrate how educators can use playful, inquiry-based teaching practices to engage children in developmentally appropriate learning experiences.

- **Purposeful Learning for All Young Children – TK Video Project**, Kern County Superintendent of Schools (2024).

» **TK Social Emotional Development: Self Regulation**



<https://youtu.be/NpkEy4pye9g>

» **TK Teacher Interactions**



<https://youtu.be/OxAOASfMVEE>



Language and Literacy Development

- **California Literacy**

<https://www.cde.ca.gov/ci/cl/>

This webpage from CDE includes the Literacy Roadmap and the P-3 Learning Progressions in Language and Literacy Development. Learn about California’s literacy policy and initiatives, including Screening for Risk of Reading Difficulties. All support the implementation of evidence-based practices aimed at achieving reading by third grade and beyond.

- **California Comprehensive State Literacy Plan**, CDE (2021).



<https://www.cde.ca.gov/ci/pl/documents/cacompstatelitplan.pdf>

The purpose of this publication is to align and integrate state literacy initiatives, content standards, and state guidance documents to support teachers of students birth through grade twelve.

- **California Preschool/Transitional Kindergarten Learning Foundations: Language and Literacy Development**, CDE (2024).



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

- **California Preschool/Transitional Kindergarten Learning Foundations (PTKLF): Language and Literacy Development**, CDE and WestEd (2024).



<https://www.youtube.com/watch?v=IDAFXpNjojo&t=125s>

This recorded webinar provides an overview of the PTKLF Language Literacy Development – Foundational Language Development Domain and focuses on the Foundational Language Development subdomain.

- **English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten Through Grade Twelve (ELA/ELD Framework)**, CDE (2014).

<http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>

- » **Chapter 3: Content and Pedagogy: Transitional Kindergarten Through Grade One**

<https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter3.pdf>

- **Joyful Reading and Creative Expression with Young Children: Planning Tips and Tools**, Regional Educational Laboratory (REL), WestEd REL (2021)

- » **Joyful Reading and Writing Videos**



<https://ies.ed.gov/use-work/resource-library/resource/other-resource/joyful-reading-and-writing-young-children>

- » **Planning Guide**



<https://ies.ed.gov/rel-west/2025/01/joyful-reading-and-creative-expression-young-children-planning-tips-and-tools>

This planning guide is to be used in tandem with the video *Joyful Reading and Creative Expression with Young Children: Planning Tips and Tools*. These resources share practical strategies for teachers to promote joyful reading experiences and support language and literacy development for multilingual learners ages three through eight, with a particular emphasis on dual language learners and English learners.

- **Preparing Young Children for School Practice Guide**, Institute of Education Science, What Works Clearinghouse.

<https://ies.ed.gov/ncee/WWC/PracticeGuide/30>

This website includes a practice guide that outlines instructional recommendations based on early childhood and preschool education research. Strategies and research links are provided on the website.



- **Preschool Through Third Grade (P–3) Learning Progressions: Language and Literacy Development**, CDE (2025).



<https://www.cde.ca.gov/ci/gs/p3/documents/p3learnprogressionslld.pdf>

This document describes the correspondence between the Preschool/Transitional Kindergarten Learning Foundations and existing kindergarten through third grade (K–3) state standards. It includes the knowledge and skills children develop over the P–3 continuum and teaching practices to engage children in developmentally appropriate learning experiences.

- **Purposeful Learning for All Young Children – TK Video Project**, Kern County Superintendent of Schools (2024)

- » **TK Dialogic Reading**



<https://youtu.be/lgPsG6BggKg>

- » **TK Fundamental Reading Skills: Print in Environment**



<https://youtu.be/2REmM0GfZgA>

- » **TK Writing: Physical Development**



https://youtu.be/dG_5qJ_3BAY



Mathematics

- **California Preschool/Transitional Kindergarten Learning Foundations: Mathematics**, CDE (2024).



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

- **California Preschool/Transitional Kindergarten Learning Foundations (PTKLF): Mathematics**, CDE and WestEd (2024).



<https://www.youtube.com/watch?v=MHF-2qeGP7E>

This recorded webinar provides an overview of the PTKLF Mathematics Domain.

- **Count Play Explore (CPE) M⁵ Early Math Approach: Enhancing Math Learning in Early Childhood**, Fresno County Superintendent of Schools (2025)

https://cpe-earlyeducationpl.org/sites/default/files/2025-05/M5-Early-Math-Approach_Brief.pdf

This article describes the five teaching practices for M⁵ Early Math that include mutual learning, meaningful investigations, materials and learning environment, math vocabulary and discourse, and multiple representations.

- **First Steps to Math Success: Guidance for Teaching Mathematics in Transitional Kindergarten**, California County Superintendents (CCS), Curricular and Instructional Support Committee (CISC) (2023).



https://www.cacountysupts.org/files/ugd/63f997_70f43b140b4e45bc99932b4f7bed5bd2.pdf

This publication provides guidance in mathematics curriculum planning to address the learning needs of younger students in Transitional Kindergarten. Instructional examples include key math concepts to emphasize and skill areas for kindergarten through second grade. The role of play in learning is also examined.

- **Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve**, CDE (2023).

<https://www.cde.ca.gov/ci/ma/cf/index.asp>

- » **Chapter 6 Mathematics: Investigating and Connecting, Transitional Kindergarten Through Grade Five**, CDE (2023).

<https://www.cde.ca.gov/ci/ma/cf/documents/mathframeworkch6.pdf>

- **PK Math Spotlight**, San Mateo County Office of Education.



<https://elmi.smcoe.org/preschool-math.aspx>

These videos highlight how math is naturally connected to every aspect of students' preschool lives. Opportunities to problem-solve and develop mathematical reasoning are embedded in morning rituals, centers, cooking activities, and field trips.

- **Preschool Through Third Grade (P–3) Learning Progressions: Mathematics**, CDE (2025).



<https://www.cde.ca.gov/ci/gs/p3/documents/p3learnprogressionsmath.pdf>

This document describes the correspondence between the Preschool/Transitional Kindergarten Learning Foundations and existing kindergarten through third grade (K–3) state standards. It includes the knowledge and skills children develop over the P–3 continuum and teaching practices to engage children in developmentally appropriate learning experiences.

- **Purposeful Learning for All Young Children – TK Video Project**, Kern County Superintendent of Schools (2024).

- » **TK Geometry: Shapes and Space**

<https://youtu.be/yzhgXQSI83o>

- » **TK Math: Counting**

<https://youtu.be/nOYCIQ0BMdQ>

- » **TK Block Play**

<https://youtu.be/QjP2oPgQ-i4>



Science

- **2016 Science Framework for California Public Schools, Kindergarten Through Grade Twelve**, CDE (2016).

<https://www.cde.ca.gov/ci/sc/cf/cascienceframework2016.asp>

- » **Chapter 2: Transitional Kindergarten**

<https://www.cde.ca.gov/ci/sc/cf/documents/scifwchapter2.pdf>

- **California Preschool/Transitional Kindergarten Learning Foundations: Science**, CDE (2024).



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

- **California Preschool/Transitional Kindergarten Learning Foundations (PTKLF): Science Domain**, CDE and WestEd (2024).



<https://www.youtube.com/watch?v=1u-IAEeAP0M>

This recorded webinar provides an overview of the PTKLF Science Domain.

- **Preschool Through Third Grade (P–3) Learning Progressions: Science**, CDE (2025).



<https://www.cde.ca.gov/ci/gs/p3/documents/p3learnprogressionssci.pdf>

This document describes the correspondence between the Preschool/Transitional Kindergarten Learning Foundations and existing kindergarten through third grade (K–3) state standards. It includes the knowledge and skills children develop over the P–3 continuum and teaching practices to engage children in developmentally appropriate learning experiences.

- **Purposeful Learning for All Young Children – TK Video Project**, Kern County Superintendent of Schools (2024).

- » **TK Science Lesson: Bugs**

<https://youtu.be/SS3p5k9oTCc>

- » **TK Science Lesson: Planting Seeds**

<https://youtu.be/AAsuvbziTxY>

- **P–3 Leadership Video: STEAM Learning in Transitional Kindergarten (TK)**, Sonoma County Office of Education in Partnership with 21 CSLA and CDE (2025).



<https://www.youtube.com/watch?v=L0K9pFJS3Wk>

Young children are natural problem solvers and investigators of the world around them. Enter into a TK classroom in Sonoma County, California, and experience what play-based, Science, Technology, Engineering, Art, and Math (STEAM) activities can look like with young children. Learn how to leverage the power of early learning STEAM through interviews with an elementary school principal, TK teacher, and instructional assistant.

- **P-3 Leadership Video: Supporting Dual Language Learners through STEAM**, Sonoma County Office of Education in partnership with 21 CSLA and CDE (2025).



<https://www.youtube.com/watch?v=HkVs6sEU0Mc>

Explore how the use of Science, Technology, Engineering, Art, and Math (STEAM) practices can promote engagement and language development with young children through the perspectives of a district superintendent, elementary school principal, and TK teacher in Sonoma County, California.

Health and Physical Development

- **Activities to Strengthen Fine Motor**, CDE, California Educators Together (2025).
<https://cdn.caeducatorstogether.org/files/uploaded/resource/xXDeiJ4uX2Sg4YNRrxwinV9aIGZo9JyzMRB3ouSGJ3LeC32v/Activities%20to%20Strengthen%20Fine%20Motor.pdf>

Create a free account to access resources on the California Educators Together platform.

- **California Preschool/ Transitional Kindergarten Learning Foundations: Health**, CDE (2024).



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

- **California Preschool/Transitional Kindergarten Learning Foundations (PTKLF): Health**, CDE and WestEd (2024).



<https://www.youtube.com/watch?v=c9cPJyhdnXE>

This recorded webinar provides an overview of the PTKLF Health Domain.

- **California Preschool/Transitional Kindergarten Learning Foundations: Physical Development**, CDE (2024).



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

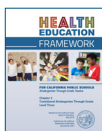
- **California Preschool/Transitional Kindergarten Learning Foundations (PTKLF): Physical Development**, CDE and WestEd (2024).



https://www.youtube.com/watch?v=YyZGQm_MW-c

This recorded webinar provides an overview of the PTKLF Physical Development Domain.

- **Health Education Framework for California Public Schools Transitional Kindergarten Through Grade Twelve**, CDE (2019).



<https://www.cde.ca.gov/ci/he/cf/#:~:text=The%20Health%20Education%20Framework%20is,Division%20Content%20Standards%20web%20page.>

- » **Chapter 3: Transitional Kindergarten Through Grade Three**

<https://www.cde.ca.gov/ci/he/cf/documents/hefwch3tkthrugrade3.pdf>

- **Purposeful Learning for All Young Children – TK Video Project**, Kern County Superintendent of Schools (2024).

- » **TK Integrated Learning through Physical Education**

<https://youtu.be/luL5Yztm0NM>

- » **TK Writing: Physical Development**

https://youtu.be/dG_5qJ_3BAY



History and Social Science

- **California Preschool/Transitional Kindergarten Learning Foundations: History-Social Science**, CDE (2024).



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

- **California Preschool/Transitional Kindergarten Learning Foundations (PTKLF): History-Social Science Domain**, CDE and WestEd (2024).

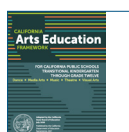


<https://www.youtube.com/watch?v=nuMSycvm92I>

This recorded webinar provides an overview of the PTKLF History-Social Science Domain.

Visual and Performing Arts

- **California Arts Education Framework for California Public Schools Transitional Kindergarten Through Grade Twelve**, CDE (2020).



<https://www.cde.ca.gov/ci/cr/cf/documents/caartsedfw.pdf>

- **California Arts Standards for California Public Schools Prekindergarten Through Grade Twelve**, CDE (2019).



<https://www.cde.ca.gov/be/st/ss/documents/caartsstandards.pdf>

- **California Preschool/Transitional Kindergarten Learning Foundations: Visual and Performing Arts**, CDE (2024).



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

- **California Preschool/Transitional Kindergarten Learning Foundations (PTKLF): Visual and Performing Arts**, CDE and WestEd (2024).



https://www.youtube.com/watch?v=e-J_V94G6sw

This recorded webinar provides an overview of the PTKLF Visual and Performing Arts Domain.

- **Purposeful Learning for All Young Children – TK Video Project**, Kern County Superintendent of Schools (2024).

» **TK Creative Art**



<https://youtu.be/XSNkCs0mNvE>



Differentiated Instruction: Effective Instruction for All Students

Culturally and Linguistically Responsive Instruction

- **California Preschool Curriculum Framework, Volume 1**, CDE (2010).

<http://www.cde.ca.gov/sp/cd/re/documents/psframeworkkv1.pdf>

» **Chapter 5: English Language Development (pp. 178–185)**

- **Creating Equitable Early Learning Environments for Young Boys of Color**, CDE (2022).



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

This book introduces a wide range of practical strategies that teachers and program leaders can use to create strengths-based, responsive, early education environments that support young boys of color.

- **Embracing Linguistic Diversity to Support Multilingual Learners**, NAEYC (2024).

<https://www.naeyc.org/resources/pubs/tyc/summer2024/embracing-linguistic-diversity>

This article outlines recommendations to create language-rich interactions and learning environments. It also includes strategies to honor the home language across content areas.

- **Language Learning Project: Personalized Oral Language Learning (POLL) Strategies.**

<https://www.pollstrategies.org/>

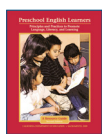
This website provides information on the POLL Strategies to use with dual language learners from birth to five years. The website also includes resources to promote multilingualism with families and professional development for administrators and instructional coaches.

- **Multilingual Learning Toolkit.**

<https://www.multilinguallearningtoolkit.org/>

This website provides resources for PreK to third grade instructional strategies and user guides for teachers, administrators and teacher education faculty to support multilingual learners.

- **Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning**, CDE (2009).



<http://www.cde.ca.gov/sp/cd/re/documents/psenglearnersed2.pdf>

This comprehensive document provides information related to a wide variety of topics associated with young English learners.

- **Preschool/Transitional Kindergarten Toolkit for English Learner Roadmap Implementation**, Californians Together (2024).



<https://californianstogether.org/resource/preschool-transitional-kindergarten-toolkit-for-english-learner-roadmap/>

This toolkit enacts the commitments of the California Master Plan for Early Learning and Care to provide equitable access and quality care for dual language learners and utilizes the Principles of the California English Learner Roadmap to guide practice. Realizing the commitments to research-based, evidence-based practices that underlie both the Master Plan and the Roadmap, this Toolkit also draws heavily upon the professional knowledge base in early childhood education and the dual language development fields.

- **Promising Universal Prekindergarten Practice Video Series**, California County Superintendents (2024).

» **Curriculum, Instruction, and Assessment: Culturally and Linguistically Responsive UPK**



<https://www.youtube.com/watch?v=Ldjw6S8wNnQ&t=4s>

California educators focus on the importance of creating a culturally and linguistically responsive program that reflects the diverse needs of children and describes effective classroom practices that are culturally and linguistically responsive to support all children.

- **Curriculum, Instruction, and Assessment: Culturally and Linguistically Responsive UPK Facilitator's Guide**

<https://www.cacountysupts.org/files/ugd/55f199d78ceb3e6e7744f288c18b077202c89d.pdf>

Inclusive Practices

- **Beginning Together: Caring for Young Children with Disabilities in Inclusive Settings,** CDSS and WestEd.

<https://cainclusion.org/bt/>

This website offers training resources and materials and regional outreach for the promotion of appropriate inclusive practices.

- **California Early Childhood Special Education (CalECSE) Network.**

<https://calecse.org/>

The California Early Childhood Special Education (CalECSE) Network was funded by the California Department of Education in April 2022 to support the areas of (1) Individuals with Disabilities Education Act (IDEA) Part C to B evaluations, (2) preschool assessment practices, and (3) preschool child find. The CalECSE Network leverages cross-agency collaboration, dissemination of resources, and the highlighting of exemplary practices to improve the capacity, knowledge, and implementation of evidence-based practices throughout California.

The CalECSE Network supports regional Communities of Practice (CoPs) that bring together Educators, Specialists, Administrators, and Community Partners to share innovative strategies, strengthen inclusion in early childhood settings, and promote equitable access to high-quality learning opportunities for all children. The CalECSE Network remains committed to improving outcomes for young children with disabilities and their families by identifying and addressing barriers to successful transitions and fostering a culture of inclusion across California's early learning system.

- **California Making Access Possible (MAP) to Inclusion and Belonging.**

<https://cainclusion.org/camap/>

This website lists resources at state and regional levels to promote inclusive practices for young children and families.

- **California Universal Design for Learning (UDL) and Early Childhood Education (ECE) Crosswalk, Supporting Inclusive Practices (SIP),** Open Access, Novak Education, and San Joaquin County Office of Education (2025).

- » **ECE UDL Crosswalk: Introductory Video**



<https://www.youtube.com/watch?v=qaMPKes2gwE>

- » **ECE UDL Crosswalk: Engagement**

<https://www.thinglink.com/scene/1981801720908350308>

» **ECE UDL Crosswalk: Representation**

<https://www.thinglink.com/scene/1982614631213957988>

» **ECE UDL Crosswalk: Action and Expression**

<https://www.thinglink.com/scene/1982617350809060196>

These interactive webpages showcase resources for reading, watching, and listening to the different design options of Universal Design for Learning (UDL).

- **Core Components of Response to Instruction and Intervention (RtI)/Multi-Tiered System of Supports (MTSS), CDE.**

<http://www.cde.ca.gov/ci/cr/ri/rtiihome.asp>

This website links to a wide variety of resources to support RtI/MTSS.

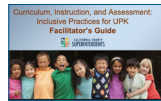
- **Curriculum, Instruction, and Assessment: Inclusive Practices for UPK**, Promising Practices UPK Video Series, California County Superintendents.

» **Video Link**



<https://youtu.be/zVnCzQTeQ9g>

» **Facilitator's Guide**



https://www.cacountysupts.org/_files/ugd/55f199_892fdda4210645fbba4e02c56ffa411a.pdf

- **Desired Results Developmental Profile (DRDP) and Special Education FAQs**

<https://www.cde.ca.gov/sp/se/ac/drdp-faqs.asp#accordionfaq>

- **Early Childhood Education through the Lens of Universal Design for Learning (UDL) Webinar**, California Department of Education (CDE), California Collaborative for Educational Excellence (CCEE), and Center for Applied Special Technology (CAST) (2024).

» **Webinar**



https://www.youtube.com/watch?v=rW_frUoPqMc

- **Early Childhood Technical Assistance Center (ECTA) Indicators and Elements of High-Quality Inclusion.**

<https://ectacenter.org/topics/inclusion/indicators-local.asp>

This website lists descriptions of the twelve local program indicators of high-quality inclusion along with tools and resources to support the Individual Education Plan (IEP) process.

- **Early Childhood Technical Assistance Center (ECTA) Practice Improvement Tools: Practice Guides for Practitioners.**



<https://ectacenter.org/decrp/type-pgpractitioner.asp>

This website was developed by the Early Childhood Technical Assistance (ECTA) Center, which is a program funded through cooperative agreement number from the Office of Special Education Programs, U.S. Department of Education. This website provides practice guides for assessment, environment, family, instruction, interaction, teaming and collaboration, and transition for practitioners of early childhood education inclusion programs.

- **Early Start**

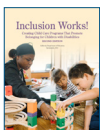
<https://www.dds.ca.gov/services/early-start/>

The Early Start (ES) program is California's early intervention program for infants and toddlers with developmental delays, or at risk for having a developmental disability, and their families. Early Start services are available statewide and are provided in a coordinated, family-centered system.

- **Equitable Services for Students with Disabilities: Parentally-Placed Private School Children with Disabilities: Preschool Students**

<https://www.cde.ca.gov/sp/se/as/ideaeservices.asp>

- **Inclusion Works! Creating Child Care Programs that Promote Belonging for Children with Disabilities, Second Edition, CDE (2021).**



<https://www.cde.ca.gov/sp/cd/re/documents/inclusionworks2ed.pdf>

This publication provides research-based guidance and references policies to serve as resources for inclusive strategies that promote acceptance and belonging of all children.

- **Inclusive Early Education Resources, CDE.**

<https://www.cde.ca.gov/sp/cd/op/ieeresources.asp>

The webpage includes resources to support inclusive policies and practices for early care and education.

- **Policy and Position Statements on Inclusion, Early Childhood Technical Assistance Center (ECTA).**

<https://ectacenter.org/topics/inclusion/policyposition.asp>

- **Position Statement: Multitiered System of Support (MTSS) in Early Childhood, Division for Early Childhood (DEC) Council for Exceptional Children (2021).**

<https://www.dec-sped.org/single-post/new-position-statement-multitiered-system-of-support-framework-in-early-childhood>

The guidelines provided in this position statement cover the implementation of broad principles and elements of an MTSS framework. Recommendations include universal screening, authentic assessment, and differential supports in ways that are developmentally appropriate and address children's unique needs across both curricular and developmental outcomes.

- **Preventing Suspension and Expulsion of Young Children in Child Care and Early Education Settings.**

<https://preventingchildcareexpulsionca.org/>

The Preventing Suspension and Expulsion of Young Children in Child Care and Early Education Settings is led by the California Collaborative on the Social and Emotional Foundations for Early Learning (CA CSEFEL) Leadership Team that is funded by the California Department of Social Services, Child Care and Development Division, and includes many state agencies, regional leaders, and their training partners. This website provides information and resources to support early childhood programs in complying with state guidelines that restrict expulsion and suspension practices. Resources include definitions of compliance terms, program self-assessment tools, and behavioral support agencies.

- **Rightful Presence and Inclusive Early Education Programs as the First Consideration for Children with Disabilities,** CDE.

<https://www.cde.ca.gov/sp/se/lr/om120424.asp>

- **Seeds of Partnership Learning Resources: Promoting Well-Being in a High Quality Early Learning Environment (HQELE),** CDE Special Education Division.

<https://www.seedsofpartnership.org/hqeale/hqeale.html>

This HQELE online tool provides a comprehensive panoramic virtual tour that emphasizes principles of a quality classroom design and incorporates key strategies to replicate highlighted elements. This tool is intended to support self-evaluation and reflection to encourage increased consideration of the early childhood learning environment as an extension of teaching.

- **Supporting Innovative Practices.**

<https://www.sipimpact.org/What-We-Do/Universal-Prekindergarten-UPK/index.html>

This website includes a dedicated webpage for UPK innovation that includes videos from *Universal Pre-Kindergarten: Seeds of Change*, *Preschool Interview Series* and *Discover. Data. Design. Deliver with Andratesha Fritzgerald* series.

- **UPK Seeds of Change: Planting the Seeds for High Quality Inclusive Experiences for ALL Series,** Supporting Innovative Practices (SIP) in partnership with the California Preschool Instructional Network (CPIN) (2024).

» **Video Series:**



<https://www.sipimpact.org/What-We-Do/Universal-Prekindergarten-UPK/index.html>

» **Seeds of Change Resources Padlet Link:**

<https://padlet.com/SIPimpact/universal-pre-kindergarten-seeds-of-change-nkt7ke0fvcsa2pfp>

- **Universal Design for Learning (UDL) Guidelines 3.0**, CAST.

<https://udlguidelines.cast.org/>

This website provides an overview of the UDL Guidelines and defines the different design options and learner agency. It also includes research references and resources.

Assessment in the Transitional Kindergarten Program

- **Assembly Bill 2268: English Language Proficiency Assessments for TK**, Early Edge California (2024).

<https://earlyedgecalifornia.org/ab-2268-english-language-proficiency-assessments-for-tk/>

Assembly Bill 2268, signed into law on June 14, 2024, exempts Transitional Kindergarten (TK) students from both initial and summative ELPAC testing during the 2024–25 school year, recognizing that the assessment was developed for older children and may not validly reflect the language proficiency of younger 4-year-olds. By removing TK from kindergarten-level ELPAC requirements, the law prevents misidentification of English learners and enables California to pursue more developmentally appropriate language screening candidates for young multilingual learners.

- **Desired Results Developmental Profile (DRDP) 2025 Preschool–Transitional Kindergarten–Kindergarten View**, Desired Results Training and Technical Assistance Project (2025).

<https://www.desiredresults.us/desired-results-system/drdp-2025-instrument-and-forms>

The Desired Results Developmental Profile (DRDP) 2025 Preschool–Transitional Kindergarten–Kindergarten view, an Early Childhood Developmental Continuum, is a formative assessment instrument developed by the California Department of Education and the California Department of Social Services for young children and their families, used to inform instruction and program development.

- **Developing Appropriate Practice (DAP): Observing, Documenting, and Assessing Children’s Development and Learning**, NAEYC Position Statement, NAEYC.

<https://www.naeyc.org/resources/position-statements/dap/assessing-development>

The Developing Appropriate Practice (DAP) position statement describes different recommendations for systematic procedures to observe, document, and assess children’s learning. The article also lists best practices for the use of assessment data to inform teaching and learning.

- **English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten Through Grade Twelve (ELA/ELD Framework)**, CDE (2014).

The California State Board of Education adopted the ELA/ELD Framework on July 9, 2014.

<http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>

- » **Chapter 8: Assessment** – Overview and Definitions (pp. 2–12)

This comprehensive chapter describes appropriate strategies for assessing students (including EL students) and clarifies appropriate uses of data from a variety of assessments.

- **Sample TK Progress Report**, CDE, California Educators Together (2025).
<https://drive.google.com/file/d/1ceglIdS-3NxYXlCF6s8-2ALzdAOa9Vvj2/view>
- **Sample TK Report Card**, CDE, California Educators Together (2025).
https://drive.google.com/file/d/1O520pc_Jm4Wf0Mwsv86VNal7P8AnHaXi/view
- **Shortened Sample TK Report Card**, CDE, California Educators Together (2025).
https://drive.google.com/file/d/1MJLBdfWOBnqebC_URx7kIDX5g7lckUDB/view

The Transitional Kindergarten Learning Environment

- **Classroom Environment**, TK California.
<https://tkcalifornia.org/teachers/environment/>

This website provides an overview of effective TK environments and additional links to supportive resources.
- **Purposeful Learning for All Young Children - TK Video Project**, Kern County Superintendent of Schools (2024).

» **TK Classroom Learning Environment**



<https://youtu.be/ABHwjsEYgj4>

- **Transitional Kindergarten Implementation Guide: A Resource for California Public School District Administrators and Teachers**, CDE (2013).



<https://cpin.us/sites/default/files/TK/tkguide.pdf>

» **Chapter 5: The Transitional Kindergarten Learning Environment** (pp. 62–82)

Professional Learning and Articulation Resources to Support P–3 Alignment



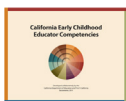
CALIFORNIA COUNTY
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PROFESSIONAL LEARNING AND ARTICULATION RESOURCES TO SUPPORT P–3 ALIGNMENT

The resources in this section support administrators as they work to shape a collaborative culture of teaching and learning, focused on student and professional growth, to improve Transitional Kindergarten (TK) instruction and promote prekindergarten through sixth grade (P–6) articulation. Specifically, P–3 alignment is crucial for creating a seamless and coherent learning experience for young children from preschool through third grade, ensuring they are adequately prepared for kindergarten and beyond. It addresses inequities, promotes consistent high-quality education, and fosters collaboration between early childhood and K–12 systems.

Professional Learning

- **California Early Childhood Educator Competencies**, CDE (2011).



<https://cacompsat.org/>

CompSAT is a competencies-based, self-assessment toolkit aligned with the 12 California Early Childhood Education Competency Areas essential for high-quality early learning. The toolkit places self-reflection and assessment tools directly in the hands of educators, supporting them in evaluating their knowledge, skills, and dispositions across all competency areas. CompSAT includes resources focused on leadership, dual language development, inclusion, and family engagement, empowering early educators to deepen their practice and promote continuous professional growth.

- **California Early Childhood Online (CECO)**.

<https://www.caeearlychildhoodonline.org/>

CECO centralizes Early Childhood Education (ECE) professional development content into flexible, accessible modules. Topics include health and safety, learning environments, inclusion, and family engagement. It is a key resource for credentialing and ongoing training for TK educators. Create a free account to access resources on the California Early Childhood Online website.

- **California Educators Together**, CDE and CDE Foundation.

<https://www.caeducatorstogether.org/>

Create a free account to access resources on the California Educators Together platform. It is also recommended to follow the P–3 channel on California Educators Together.

- **California Preschool Instructional Network (CPIN)**, CDE (2024).



<https://cpin.us/content/professional-development>

CPIN offers professional development aligned with the California Preschool Learning Foundations and Curriculum Frameworks. It supports the ongoing education of early childhood educators and administrators through a regional training model. Workshops and resources are designed to help build educator capacity in providing developmentally appropriate, inclusive, and effective instruction for preschool and transitional kindergarten classrooms.

- **Promising Universal Prekindergarten (UPK) Practice Video Series**, California County Superintendents (2024).
 - » **Workforce Recruitment and Professional Learning: Collaborative Professional Learning Models**

<https://www.youtube.com/watch?v=F4fvxC3-N14>

California educators highlight the importance of providing collaborative professional learning opportunities that bring together early educators from various early learning settings to support the implementation of UPK.

- » **Workforce Recruitment and Professional Learning: Collaborative Professional Learning Models Facilitator's Guide**

https://www.cacountysupts.org/files/ugd/55f199_cac4df4721824e15bacafec853ad67e7.pdf

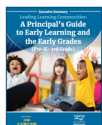
Leadership and Administrator Competencies

- **Universal Transitional Kindergarten (UTK) Leadership Initiative**, 21st Century California School Leadership Academy (21CSLA).

<https://21cslacenter.berkeley.edu/utk>

Provides targeted professional learning for leaders implementing UTK. Emphasizes equity, inclusion, and quality in leadership practices for expanding TK access statewide.

- **Leading Learning Communities: A Principal's Guide to Early Learning and the Early Grades, Executive Summary**, National Association of Elementary Principals (2021).

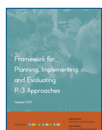


<https://www.naesp.org/wp-content/uploads/2021/03/llc2021-executive-summary.pdf>

Identifies six core leadership competencies for supporting early learning, including instructional leadership, child development knowledge, and systems alignment. Emphasizes the importance of early learning in long-term student success.

P–3 Alignment Tools and Research

- **Framework for Planning, Implementing, and Evaluating P–3 Approaches**, National P–3 Center (2019).



<https://nationalp-3center.org/wp-content/uploads/2019/10/P-3-Framework.pdf>

Outlines eight domains essential to successful P–3 systems, including leadership, instruction, family engagement, and professional capacity. Offers tools for self-evaluation and continuous improvement.

- **PreK–3 Alignment Challenges and Opportunities in California**, EdPolicyInCA (2020).



https://edpolicyinca.org/sites/default/files/2020-01/r_koppich_jan20.pdf

A research brief that explores structural and policy barriers to P–3 alignment. Offers recommendations for local and state policymakers, and emphasizes the administrator's role in systems change.

- **Preschool through 3rd Grade (P–3) Learning Progressions: Table View**, CDE (2025).



<https://www.cde.ca.gov/ci/gs/p3/documents/p3progressionstv.pdf>

This document provides a tables-only view of the Preschool through Third Grade (P–3) Learning Progressions in all domains. For the full version of the P–3 Learning Progressions in each domain, including domain introductions, teaching practices, and in-practice examples, go to Preschool through Third Grade (P–3) Alignment. <https://www.cde.ca.gov/ci/gs/p3/>

- **Transition to Elementary School Toolkit**, California Collaborative for Educational Excellence (2023).



<https://ccee-ca.org/wp-content/uploads/2023/07/Californias-Great-Start-Transition-to-Elementary-School-Toolkit.pdf>

Provides resources for bridging early childhood education (ECE) and K–12 systems during the early grades transition. Addresses strategies for family engagement, instructional continuity, and cross-sector collaboration.

Family and Community Engagement



CALIFORNIA COUNTY
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FAMILY AND COMMUNITY ENGAGEMENT

The resources in this section support administrators as they collaborate with families and other stakeholders to support and integrate the Transitional Kindergarten (TK) program into existing programs.

- **All About Young Children: Information for Families on Children’s Early Development,** CDE (2014).

<http://allaboutyoungchildren.org/english/>

This website provides print and video information to share with families with young children (infancy through age five). Detailed information about what to expect from children in each age level and specific, parent-friendly suggestions for promoting growth are provided in the areas of social and emotional development, language and literacy, number sense, and physical development.

- **California Preschool Instructional Network (CPIN): Family Engagement.**

<https://cpin.us/content/family-engagement>

The CPIN website provides publications and materials on family engagement with literacy and the California Preschool/Transitional Kindergarten Learning Foundations (PTKLF).

- **Count Play Explore for Families.**

<https://countplayexplore.org/>

The Count Play Explore website is all about fun with math. It is a place for parents and caregivers to find ideas and activities that bring math into your home and conversation. Short and easy videos demonstrate what it can look and sound like to talk about math with young children. Each video is linked to children’s books and age-appropriate activities that children will enjoy and learn from.

- **Family Engagement Framework: A Tool for California School Districts,** CDE (2014).



<https://www.cde.ca.gov/ls/pf/pf/documents/famengageframeenglish.pdf>

This Family Engagement Framework is intended to provide guidance to educators, districts, schools, families, and communities as they plan, implement, and evaluate strategies across multiple programs for effective family engagement to support student achievement and close the academic achievement gap.

- **National Association for the Education of Young Children (NAEYC).**

The NAEYC website provides links to “Effective Family Engagement Principles” and a wide variety of tools and resources related to engaging diverse families.

- » **Principles of Effective Family Engagement**

<https://www.naeyc.org/resources/topics/family-engagement/principles>

» **Family Engagement in Action**

<https://www.naeyc.org/resources/topics/family-engagement>

» **Families and Educators Together: Building Great Relationships That Support Young Children**



<https://www.naeyc.org/resources/pubs/books/families-educators-together>

» **Resources for Child Care and Early Learning Programs Serving Immigrant Families**

<https://www.naeyc.org/resources/topics/support-immigrant-families>

• **National Center on Safe Supportive Learning Environments.**

<https://safesupportivelearning.ed.gov/training-technical-assistance/education-level/early-learning/family-school-community-partnerships>

This website provides resources and articles on family and community engagement.

• **Partners in Education: A Dual Capacity-Building Framework for Family–School Partnerships**, Southwest Educational Development Laboratory (2013).

<https://sedl.org/pubs/framework/FE-Cap-Building.pdf>

Funded by the U.S. Department of Education.

• **Promising Universal Prekindergarten Practices Video Series**, California County Superintendents (2024).

» **Community Engagement and Partnerships: Building Partnerships**



<https://www.youtube.com/watch?v=HDf2qBPvSAk&t=10s>

California educators describe their approaches to facilitate partnerships to ensure students and their families have equitable access to high-quality early education experiences.

– **Community Engagement and Partnerships: Building Partnerships Facilitator’s Guide**

https://www.cacountysupts.org/files/ugd/55f199_a02937c3454749a693549cb9e3d01211.pdf

» **Community Engagement and Partnerships: Engaging Families in Meaningful Ways**



<https://www.youtube.com/watch?v=WQzHKiLymrl>

California educators share engagement strategies for building strong and effective partnerships with families to help children thrive.

– **Community Engagement and Partnerships: Engaging Families in Meaningful Ways Facilitator’s Guide**

https://www.cacountysupts.org/files/ugd/55f199_55fe48d355b3469397b539e2ad0f5dbc.pdf

- **Community Engagement Initiative.**

<https://californiaengage.org/>

This website serves as a centralized platform for California's Statewide System of Support, dedicated to helping school districts, county offices, families, educators, and community partners build capacity for effective, equitable, and culturally responsive community engagement across the state. Resources include Self-Assessment Tools, Facilitation Protocols and Toolkits, Learning Modules, and a curated resource collection.

- **TKCalifornia.**



<https://tkcalifornia.org/parents/>

This website provides a parent-focused Frequently Asked Questions (FAQ) on Transitional Kindergarten (TK) and family and teacher engagement resources.

Blending and Braiding Funding to Implement TK



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BLENDING AND BRAIDING FUNDING TO IMPLEMENT TK

To effectively implement Transitional Kindergarten (TK), local educational agencies should consider blending and/or braiding funding streams. This approach allows for the strategic coordination of multiple funding sources—such as general fund, special education, Title I, and early learning grants—to maximize resources, promote equity, and ensure a cohesive, high-quality TK program that meets the diverse needs of children and families.

- **Promising Universal Prekindergarten (UPK) Practice Video Series**, California County Superintendents (2024).

<https://www.cacountysupts.org/upk-practices>

The Promising Universal Prekindergarten (UPK) Practice Video Series includes interviews with leaders from districts, charter schools, county offices of education, and partner agencies to support UPK. Each video focuses on a UPK Focus Area as described in the UPK Template released by CDE and the *UPK Planning Toolkit: A Resource for County Offices of Education in California* released by the California County Superintendents.

» **Vision and Coherence: Braiding Programs to Implement UPK**



<https://www.youtube.com/watch?v=ydJ0xrlEyIQ>

California educators share strategies to successfully braid preschool programs with TK to offer a variety of program options, including full-day programs.

» **Vision and Coherence: Braiding Programs to Implement UPK Facilitator's Guide**

https://www.cacountysupts.org/files/ugd/55f199_4bf2156d1cef4dc097bc7f43324aa726.pdf

» **UPK TA Tool**

<https://upktool.ccee-ca.org/>

- For technical assistance, visit <https://upktool.ccee-ca.org/>.

Transitional Kindergarten Resources



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TRANSITIONAL KINDERGARTEN RESOURCES

The resources in this section focus on current Transitional Kindergarten (TK) policy and relevant evidence from research that informs decisions related to improving teaching and learning for all TK students.

- **Advancing Universal Transitional Kindergarten (UTK)**, CSBA (April 2022).

<https://www.csba.org/-/media/CSBA/Files/GovernanceResources/GovernanceBriefs/GovBrief-UTK-04062022.ashx?la=en&rev=94c6ceb05b444b7e98e6ac82e23f1bfa>

This policy brief includes a description of California’s funding and policy goals to expand UTK and questions that school board members may be asking.

- **Building a Well-Qualified Transitional Kindergarten Workforce in California: Needs and Opportunities**, Learning Policy Institute (2022).

<https://learningpolicyinstitute.org/product/ca-transitional-kindergarten-workforce-brief>

This report discusses the number of TK teachers needed and potential pathways to support the early education workforce.

- **California’s Transitional Kindergarten Expansion**, Public Policy Institute of California (PPIC) (2025).

<https://www.ppic.org/publication/californias-transitional-kindergarten-expansion/>

Highlights of this report include enrollment and take up rates, evolution of programming and potential challenges of expanding to younger 4-year-olds.

- **Early Edge**, TK California.

<http://www.tkcalifornia.org>

The TK California website provides a variety of resources for teachers and administrators to support high-quality and developmentally appropriate TK classes.

- **Early Learning: Early Learning at the U.S. Department of Education and Beyond**, U.S. Department of Education.

<http://www.ed.gov/early-learning>

This website provides information about federal policies and initiatives. It also provides a direct link to subscribe to a monthly newsletter and its archives. These newsletters provide timely information about current research, the most recent initiative updates, and other related resources.



- **Ensuring a Multilingual-Ready Universal Pre-Kindergarten Workforce**, Californians Together (2025).
https://californianstogether.org/resource/ensuring-a-multilingual-ready-upk-workforce/?fbclid=IwY2xjawMQgblleHRuA2FlbQlXMAbIcmIkETFCbGZmN2NOV0pmMWNZV0gyAR77qsDrIpHmhRjEcvhFi2LKqghjgMJH3XkTKvxaBLLq46_zkz3pmLE9tmO-ug_aem_x6vWMF-d9y4EqTXElpCH0g

This report offers a comprehensive set of policy recommendations, research insights, and practical strategies to help local and state leaders strengthen the educator pipeline and meet the needs of California's diverse early learners.
- **Kindergarten in California**, CDE.
<http://www.cde.ca.gov/ci/gs/em/kinderinfo.asp>

This guidance material is designed to address several public school kindergarten issues: enrollment age, continuance, and extended-day kindergarten. This information may also be helpful to parents and guardians, as well as teachers of preschool, kindergarten, and first grade.
- **National Association for the Education of Young Children (NAEYC)**.
<https://www.naeyc.org/>

This comprehensive website provides access to free, online resources, including articles and webcasts. Paid membership includes online publications and books.
- **National Institute for Early Education Research (NIEER)**.
www.nieer.org/

This comprehensive website provides links to the latest information about research in early education (e.g., access, assessment, English learners, etc.) and current policies.
- **Transitional Kindergarten (TK)**, CDE.
<http://www.cde.ca.gov/ci/gs/em/>

Resources for those interested in the achievement of transitional kindergarten through grade six public school students, including transition-to-school guidance.
- **Universal Prekindergarten (UPK) Guidance**, CDE (2024).
<https://www.cde.ca.gov/ci/gs/em/upkg.asp>

This webpage was curated to help introduce LEA leaders to early education concepts, agencies, and structures. It includes links to relevant resources such as the UPK Guidance Volumes 1 and 2.
- **Universal Prekindergarten (UPK) Planning Toolkit**, California County Superintendents (2022).
https://www.cacountysupts.org/files/ugd/63f997_a02f3b9fa64549be87ac69d91c581ae2.pdf

The UPK Planning Toolkit is a comprehensive resource designed to guide school districts and community partners through the process of developing, expanding, and implementing high-quality UPK programs. It offers practical tools, templates, and strategies to support equitable access and readiness for all children entering kindergarten.

Appendix



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APPENDIX

California Department of Education Resources

The following standards and frameworks were approved by the California State Board of Education prior to the establishment of transitional kindergarten (TK).

- **California Common Core State Standards**, CDE (2010, modified 2013).
<http://www.cde.ca.gov/re/cc/index.asp>
 - » **English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Standards**
 - » **Mathematics Standards**
- **California English Language Development (ELD) Standards**, CDE (2012).
<http://www.cde.ca.gov/sp/el/er/eldstandards>
- **Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve**, CDE (2008)
<https://www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf>
- **History-Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve**, CDE (2016).
 - » **Chapter 2: Instructional Practice for Kindergarten Through Grade Five**
<https://www.cde.ca.gov/ci/hs/cf/documents/hssfwchapter2.pdf>
 - » **Chapter 3: Kindergarten – Learning and Working Now and Long Ago**
<https://www.cde.ca.gov/ci/hs/cf/documents/hssfwchapter3.pdf>
- **History-Social Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve**, CDE (1998)
<https://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf>
- **Physical Education Framework for California Public Schools, Kindergarten Through Grade Twelve**, CDE (2009)
<https://www.cde.ca.gov/ci/pe/cf/documents/peframework2009.pdf>
- **Physical Education Model Content Standards for California Public Schools, Kindergarten Through Grade Twelve**, CDE (2005)
<https://www.cde.ca.gov/be/st/ss/documents/pestandards.pdf>

Long Descriptions

P–3 Alignment in California

The upper left corner depicts the California's Great Start logo. Beneath is a timeline with labeled markers for 0–3, PreK (3–4-year-olds), TK (open to all 4s), K, grade 1, grade 2 and grade 3. This timeline depicts the continuity and progression of children's learning experiences through Early Learning and Care, UPK, the P–3 System, and TK–12 system. The markers for 0–3 and PreK 3–4-year-olds are bracketed with the heading Early Learning and Care below. The markers for PreK and TK are bracketed with UPK below. The label P–3 system encompasses PreK through grade 3 above the timeline. The markers for TK open to all 4-year-olds, K, grades 1, 2, and 3 are labeled with TK–12 system.

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Learning Stems from Play

In the top left is the title "Learning Stems from Play: Considerations for Implementing UPK Instructional Time." Beneath the title is text: "Learning thrives in an environment that affirms cultural and linguistic diversity, actively combats racism and pursues equity, embraces inclusion and promotes belonging for each and every child." To the right of this text is a drawing of a tree. The roots of the tree are labeled, "Strengthening home language skills" and "building social-emotional skills." The trunk of the tree is labeled "Playful Learning." Each leaf of the tree contains text. The leftmost leaf is titled "Learning Centers." This leaf contains the text: "Children choose and explore a range of open-ended, child-led and teacher-guided playful learning centers in different content areas covered in the Preschool Learning Foundations..." This text is continued on the right most leaf reading, "...Available centers may focus on art, dramatic play, blocks/engineering, nature/science, math, literacy, sand/water or sensory tables, puzzles/games, and can be connected to the curriculum unit of study or read-aloud book." The leaf above the leaf titled "Learning Centers" is titled, "Small-Group Math and Literacy Instruction" and contains the text, "Including scaffolding and individualized support and assessment." The Leaf above it is titled, "Music, Movement, Mindfulness" and includes the text, "Including integration with routines to foster independence and self-regulation." To the right another leaf is titled, "Read-Aloud" and includes text reading, "Opportunity for book discussion or storytelling/acting and thematic connections to centers and content areas." Further right and below is another leaf titled, "Community Building & Teacher Modeling" with the text, "Opportunity for teacher to introduce or model a new content area or unit of study (e.g., science), and children to engage in social conversation and sharing of their ideas and experiences."

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