Universal Prekindergarten Planning and Implementation Grant Program – Planning Template

A Resource for Local Educational Agencies
Released – February 2023

Universal Prekindergarten in California....3
The California Universal Prekindergarten Planning and Implementation Grant Program – Overview....3
Planning Template Purpose....4
Accompanying Guidance....5
Directions, Timeline, and Suggested Planning & Implementation Process....6
Key Considerations....6
- Transitional Kindergarten Implementation Timeline....6
- Supporting a Preschool through Third Grade Continuum....7
- Full-Day, Extended Learning and Care....7
- Creating Joint or Aligned Plans....8

UPK Planning Template....9
- Self-Certification....9
- Enrollment and Needs Assessment....10
  - Recommended Planning Questions....10
  - Required Questions....12
- Focus Area A: Vision and Coherence....13
  - Recommended Planning Questions....13
  - Required Questions....13
- Focus Area B: Community Engagement and Partnerships....16
  - Required Questions....16
- Focus Area C: Workforce Recruitment and Professional Learning....17
  - Recommended Planning Questions....17
  - Required Questions....17
- Focus Area D: Curriculum, Instruction, and Assessment....20
  - Required Questions....20
- Focus Area E: LEA Facilities, Services, and Operations....22
  - Required Questions....22

Technical Assistance Questions....24
Appendix I - Definitions....26
Appendix II - Additional Deeper Planning Questions....28
- Focus Area A: Vision and Coherence....28

Focus Area C: Workforce Recruitment and Professional Learning 28
Focus Area D: Curriculum, Instruction, and Assessment 28
Focus Area E: LEA Facilities, Services, and Operations 29

Universal Prekindergarten in California

Decades of research demonstrate that an early and strong foundation for learning matters. Children who have effective learning opportunities before kindergarten have an advantage in school and in life over children who do not, especially children with adverse childhood experiences. Children who attend quality preschool programs are more prepared for school in terms of their early literacy, language, and math skills, their executive function, and social emotional development. In some cases, preschool participants are less likely to be identified for special education services or to be held back in elementary school than children who do not attend developmentally-informed preschool programs that include strong educational components.

California is poised to realize Universal PreKindergarten (UPK) for all four-year-old children, and to expand services for three-year-old children through bold leadership and the unprecedented investments in the Budget Act of 2021, including universal transitional kindergarten (UTK) and expansion of the California State Preschool Program (CSPP).

The tumult of the COVID-19 pandemic accelerated a call to action to ensure a strong educational foundation for all children, emphasizing the critical role of our education system in supporting children and families' needs and how local flexibility fuels community capacity to meet their needs. California's leaders responded with historic investments in family support, child development and care, and education. Yet, as the Master Plan for Early Learning and Care highlights, realizing the promise of early childhood investments will require all partners—across early learning and care, early education, elementary education, and expanded learning and extended care communities—to work together to create a stronger system designed to meet the needs of the whole child.

The California Universal Prekindergarten Planning and Implementation Grant Program – Overview

California seeks to set children on a trajectory of lifelong success by investing in early and equitable learning experiences, including infant and toddler supports, such as family leave and access to infant and toddler care, universal preschool for all four-year-old children, and enhanced educational experiences across an aligned preschool to third grade system.

The 2022–23 State Budget package allocated additional funding for the UPK Planning and Implementation Grant Program as a state early learning initiative with the goal of expanding access to prekindergarten programs at local educational agencies (LEAs). This grant program provides $300 million for the California Department of Education (CDE) to allocate directly to LEAs based on a statutory formula to support planning and implementation costs associated with expanding Prekindergarten (Pre-K) options, such as universally-available transitional kindergarten (TK), CSPP, and Head Start for eligible students, and other local and community-based partnerships. It is important for LEAs to include partners such as CSPP, Head Start, and other early learning and care providers in the co-creation of the local plan. Engaging all partners in the community will enhance resources for families and children and fully utilize and coordinate available resources, including facilities, staff, and funding.

Under the provisions of California Education Code (EC) Section 8281.5, grant funds are allocated to school districts and charter schools with Kindergarten (K) enrollment in specific years, according to a specified formula. In addition, funds are allocated to county offices of education (COEs) to support countywide planning and capacity building around UPK.

Grant funds may be used for costs associated with creating or expanding CSPP or TK programs, or to establish or strengthen partnerships with other providers of Pre-K education within the LEA, including Head Start programs, to ensure that high-quality options for Pre-K education are available for children four years of age. Allowable costs shall include, but are not necessarily limited to, classroom operating costs, planning costs, hiring and recruitment costs, staff training and professional development, classroom materials, and supplies.

Under current law, as a condition of grant apportionment, if the LEA did not develop the 2021–22 UPK Plan required pursuant to EC 8281.5(c)(3)(B), the LEA must develop a 2022–23 UPK Plan for consideration by the governing board or body at a public meeting on or before March 30, 2023. This plan must articulate how all children in the attendance area of the LEA will have access to full-day learning programs the year before K that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the After School Education and Safety (ASES) Program, CSPP, Head Start programs, and other community-based early learning and care programs (EC Section 8281.5).

As a condition of apportionment, all LEAs must provide data to the CDE through the UPK Program Report, ensure expenditures are consistent with their local plan and offer TK to all eligible pupils interested in TK within their attendance area by the 2025–26 school year. LEAs must commit to planning with their county's local planning council (LPC), local tribes, CSPP, and Head Start program providers in their region. The CDE must encumber funds by June 30, 2026. LEAs will have until June 30, 2026, to use the funds.

LEAs are strongly encouraged to share their UPK Plan with their COE before submitting data to the CDE through the UPK Program Report.

The intent of the Expanded Learning Opportunities Program (ELO-P) is that all LEAs offer to at least all unduplicated students and provide to at least 50 percent of enrolled unduplicated students in classroom-based instructional programs in TK and grades one to six, inclusive, access to comprehensive afterschool and intersessional expanded learning opportunities. The ELO-P requires LEAs to offer in-person before or after-school expanded learning opportunities that, when added to the core instructional day, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day (EC Section 46120).

Beginning in 2023–24, as a condition of apportionment, LEAs with an unduplicated pupil percentage (UPP) at or above 75 percent shall offer to all students in classroom-based instructional programs in K and grades one to six, inclusive, access to ELO-Ps, and shall provide access to any student whose parent or guardian requests their placement in a program. LEAs with an UPP below 75 percent must offer at least all unduplicated students in classroom-based instructional programs in TK-6, inclusive, access to the ELO-P, and shall provide access to any unduplicated student whose parent or guardian requests their placement in a program. LEAs receiving ELO-P funding must meet all TK-6 requirements, which include, but are not limited to, offering a minimum of a nine-hour day for students TK–6 during the school year, providing pupil access, and offering 30 non-school days of programming, such as during summer and intersession periods.

Summer and intersession programming are also offered through many other early learning programs such as CSPP, Head Start, and early learning and care providers. Sharing costs, staff, and resources can support implementation of TK that provides for full-day supports while also meeting parental needs and supporting parental choice of program and setting type. LEAs should consider how these services will be offered as part of their UPK Plan. For key definitions related to UPK in California, see Appendix I.

Planning Template Purpose

The UPK Program Template has been created to: (1) offer planning and implementation questions for LEA consideration in developing a UPK Program that meet community and family needs, and (2) outline the data that will be required for submission to the CDE to meet the requirements of EC Section 8281.5.

This template includes required planning and implementation questions. Collectively, the required questions form a set of core questions the CDE believes are critical to supporting the development of a comprehensive, responsive, and community-centered UPK Program.

- **Recommended Questions:** LEAs are highly encouraged to incorporate answers to these questions in their UPK Plans for implementation. Responses to these questions are not required for submission to the CDE but do support more holistic planning and implementation that meets the intent of these funds.

- **Required questions:** LEAs will be required to answer the required data questions outlined in this template in the UPK Program Report that will be issued by the CDE. If the LEA did not develop the 2021–22 UPK Plan required pursuant to EC 8281.5(c)(3)(B), the LEA must develop a 2022–23 UPK Plan for consideration by the governing board or body at a public meeting on or before March 30, 2023.

The CDE will be collecting information on the answers to the required questions after March 30, 2023, through the UPK Program Report. This will allow the CDE to learn about how LEAs are implementing UPK, and to identify what additional support may be needed to help LEAs as they implement their UPK Program.

The questions required for submission to the CDE should be answered based on what the LEA has implemented in the 2022–23 school year. However, the CDE encourages LEAs to look beyond the first years of implementation and lay the foundation for the full implementation period. The CDE also encourages LEAs to look to their Local Control and Accountability Plans (LCAPs) to identify where their LCAPs already include relevant opportunities for alignment, and to consider the results of the UPK planning and implementation efforts as it pertains to future updates to their LCAPs.

The UPK Template is organized as follows:

1. Self-Certification
2. Projected Enrollment and Needs Assessment
3. Focus Area Planning & Implementation
    a. Vision and Coherence
    b. Community Engagement and Partnerships
    c. Workforce Recruitment and Professional Learning
    d. Curriculum, Instruction, and Assessment
    e. LEA Facilities, Services, and Operations
4. Technical Assistance Questions

Accompanying Guidance

To help introduce LEA leaders to early education concepts, agencies, and structures, the CDE has released an accompanying Guidance Document, that includes information on the following:

1. Local LEA indirect service agencies and partners (for example, childcare local planning council [LPC], Resource and Referral program [R&R], Alternative Payment Program [APP]);
2. Allowable ways to layer funding sources and programs to achieve full-day programming for four-year-old children;
3. Requirements for TK and early education facilities;
4. UPK workforce requirements for CSPP and TK educators, including the Early Learning Career Lattice, Commission on Teacher Credentialing (CTC) Child Development Teacher Permit information, information on the Multiple Subject Teaching Credential requirements, and TK educator professional learning;
5. Other available resources for UPK Implementation:
    a. Workforce development grants and funds that can be accessed to help candidates obtain early education and TK qualifications (for example, federal stimulus funds, Educator Effectiveness Block Grant, and others);
    b. Funding sources that can be utilized for facilities;
    c. Funding sources that can be utilized for extended learning and care;
6. Research on the importance of participating in quality early education and research demonstrating the long-term impact on attendance, behavior, graduation rates, and academic and career success; and
7. Other resources aligned with the questions presented in the UPK Template.

Additionally, the CDE will work with partners to ensure the release of additional information and technical assistance in the form of guidance, resources, tools, and regularly scheduled webinars.

Directions, Timeline, and Suggested Planning & Implementation Process

The CDE will disseminate the UPK Program Report to collect responses to the required questions in this template. If the LEA did not develop the 2021–22 UPK Plan required pursuant to EC Section 8281.5(c)(3)(B), the LEA must develop a 2022–23 UPK plan for consideration by the governing board or body at a public meeting on or before March 30, 2023. LEAs are encouraged to use this template to fulfill the EC Section 8281.5 requirement to create a UPK Plan that articulates how the LEA has facilitated access to full-day learning for all children the year before kindergarten, including their partnerships with CSPP, Head Start, other preschool partners, and extended learning and care partners.

The CDE recommends the following process and timeline for LEAs that did not develop a 2021–22 UPK Plan:

1. LEAs convene a planning team, including staff from the early learning department and Head Start (if these exist), curriculum and instruction, student programs, workforce and human resources (HR), business services, special education, multilingual education, expanded and after-school learning, and facilities.
2. The CDE, along with partners, has released guidance, resources, and additional information to support LEAs in the development of their UPK plan. LEAs should review this guidance as part of their planning process, and COEs should use the guidance to inform the support they offer to LEAs.
3. COEs should communicate with the LEAs in their county about the types of information, resources, and technical assistance the COE has offered to support the UPK planning process.
4. LEAs conduct outreach and engagement activities with local R&Rs, LPCs, local tribes, and existing extended learning and care providers including early learning and childcare providers operating within the LEA's enrollment attendance boundary.
5. LEAs convene a public engagement process to gather input and perspectives to inform the plan. This engagement process should include parents, early learning communities (including CSPP, Head Start, and the Head Start Policy Council), and expanded learning communities (ASES Program). To ensure meaningful engagement, the CDE recommends LEAs complete this by January 1, 2023.
6. If the LEA wants technical assistance from their COE, the CDE recommends LEAs submit a draft of the UPK Plan to their COE for review by February 15, 2023.
7. Planning teams meet with the COE to discuss the LEA's draft, including local constituency input, by March 1, 2023.
8. Planning teams present a draft plan to the school board by March 30, 2023.
9. The plan shall demonstrate how families have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the ASES Program, CSPP, Head Start programs, and other community-based early learning and care programs.

LEAs shall respond to the CDE's subsequent requests for information after March 30, 2023.

Key Considerations

Transitional Kindergarten Implementation Timeline

As a condition of receipt of grant apportionment, LEAs must implement universally available TK for all four-year-old children by 2025–26 (EC Section 48000[c][1]). LEAs are encouraged to consider how this implementation timeline will impact elements of their UPK Program, including whether implementing UTK on a fast timeline will allow the LEA to reach economies of scale with regard to the number of classrooms and TK teachers needed. The table below illustrates the UTK implementation timeline, including eligibility and ratios.

Table: Transitional Kindergarten Eligibility, Ratio, and Class Size Requirements by Fiscal Year

Type of Requirement	2022–23	2023–24	2024–25	2025–26
Eligibility	Turn five between September 2 and February 2; at district	Turn five between September 2 and April 2; at district	Turn five between September 2 and June 2; at district	Turn four by September 1

Type of Requirement	2022–23	2023–24	2024–25	2025–26
	discretion, turn five between February 3 and the end of the school year***	discretion, turn five between April 3 and the end of the school year***	discretion, turn five between June 3 and the end of the school year***	
Ratios	1:12	1:10**	1:10**	1:10**
Class Size	24	24	24	24

* average class size across the school site
** Subject to future legislative appropriation
*** Pursuant to EC Section 37200 the end of the school year is June 30th

Supporting a Preschool through Third Grade Continuum

The Preschool through Third Grade (P-3) Alignment Initiative is rooted in research that suggests the gaps in children's opportunities and learning outcomes demand system-level reform at the state, county, district, school, and community level. Through this work, the CDE hopes to disrupt inequities, address bias, and promote equitable opportunities for California's early learners. UPK implementation presents a critical opportunity to strengthen P-3 alignment, as a means of sustaining and accelerating the improved child outcomes associated with high-quality, early learning experiences.

To ensure the LEA's implementation is aligned with the vision of a P-3 continuum, the LEA team for UPK Program implementation should include staff from the early education department (if there is one), curriculum and instruction, student programs, workforce, HR, business services, special education, multilingual education, expanded learning and after-school, and facilities. Furthermore, to create a strong UPK system that meets families' needs, the voices and choices of parents should be centered. Furthermore, LEAs should conduct continued outreach to the early learning and care providers that operate within the ZIP codes that the LEA serves to include them in informing the implementation of the LEA's UPK Program.

For LEAs that did not previously create a 2021–22 UPK Plan, as a best practice, the CDE recommends LEAs convene a public engagement process to gather input and perspectives to inform the plan by January 1, 2023. This engagement process should include parents, early education communities (including CSPP and Head Start), expanded learning communities (including the ASES Program), and early learning and care (including center- and home-based childcare) in order to gather information from impacted communities to inform the development of this plan.

Full-Day, Extended Learning and Care

State law does not require LEAs to operate a TK program that offers full-day early learning to all children the year before kindergarten; however, LEAs must articulate how they plan to offer full-day, early learning programming to all students, and how they are partnering or plan to partner with other programs, such as those listed in the statute, to ensure that every child has access to extended learning and care that, combined, equates to a full-day of programming that meets the community's needs.

Additionally, starting in the 2022–23 school year, LEAs receiving ELO-P funding must offer nine hours of combined instructional time and expanded learning opportunities per instructional day to at least all unduplicated children enrolled in TK and at least 30 intersession days; however, LEAs are not required to exclusively use ELO-P funding to meet the requirement. LEAs can also partner with Head Start, CSPP, ASES, or other community-based childcare programs to fund and provide the additional extended learning and care hours needed to reach nine hours. (EC Section 46120). This would allow the LEA to use ELO-P funds to provide additional service hours or services for additional children.

Creating Joint or Aligned Plans

(LEAs that did not previously create a 2021–22 UPK plan)

LEAs are permitted to partner in creating a joint UPK Plan, however, each LEA must submit their UPK Plan individually through the UPK Program Report. Small and rural LEAs serving similar communities, especially those with low TK or K average daily attendance (ADA), are strongly encouraged to consider creating a joint UPK Plan which includes non-district learning programs serving four-year-old children. LEAs are also encouraged to consider partnering with other nearby LEAs to create a joint UPK Plan or with their COE to create a single, countywide plan. These joint plans should be developed in conjunction with CSPP, Head Start, other preschool programs, and early learning and care providers.

UPK Planning Template

Recommended Planning Questions: The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions below.

Required Questions: The CDE will be requiring this information be submitted via the UPK Program Report in Fall 2023. For those LEAs that did not previously create a plan by June 30, 2022, plans must be presented to the governing board for consideration by March 30, 2023.

Self-Certification

In the data collection survey submitted to the CDE, LEAs must self-certify they are implementing a plan for how all children in the attendance area of the LEA will have access to full-day learning programs the year before K that meet the needs of parents, including through partnerships with the LEA's expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

For those LEAs that did not previously create a plan by June 30, 2022, plans must be presented to the governing board for consideration by March 30, 2023.

1. Please complete the following table:

LEA Name	Contact Name and Title of the Individual Self-Certifying the Statement Above	Email	Phone
Trillium Charter School	Marianne Keller	mkeller@trilliumcharter.org	707-822-4721

2. Did the LEA develop a joint UPK implementation plan with multiple LEAs (for example, multiple small and rural LEAs serving similar communities or countywide plans developed with support of the COE for all LEAs in the county)?

No

3. If the LEA answered Yes to Question 2, what other LEAs are part of this joint plan?

Enrollment and Needs Assessment
Recommended Planning Questions

1. What do existing data sources indicate about parental needs and preferences related to early learning and care programs for three- and four-year-old children in the LEA's attendance area? (LEAs are encouraged to work with local early learning and care partners such as CSPP, Head Start programs, LPCs, R&Rs, and APPs, and utilize data sources such as LPC Needs Assessment data, Head Start Needs Assessments, and so on.)
2. Using the projected TK enrollment for the LEA provided by the CDE, make modifications to the LEA's TK student estimates and make cumulative facilities and staffing estimates needed each year from school year 2022–23 to 2025–26. Complete the following tables.

Table: Student Enrollment

Type of Student	2021–22 (TK-eligible children turn five between September 2 and December 2, inclusive)	2022–23 (Current) (TK-eligible children turn five between September 2 and February 2, inclusive)	2023–24 (TK-eligible children turn five between September 2 and April 2, inclusive)4	2024–25 (TK-eligible children turn five between September 2 and June 2, inclusive)	2025–26 (TK-eligible children turn four by September 1)
TK Students	1	1	5	5	5
CSPP (if applicable)	0	0	0	0	0

Table: Facilities Estimates (Cumulative)

Type of Facility	2021-22	2022–23 (Current)	2023–24	2024–25	2025–26
TK Classrooms	1	1	1	1	1
CSPP Classrooms	n/a	n/a	n/a	n/a	n/a
Head Start or Other Early Learning and Care Classrooms	n/a	n/a	n/a	n/a	n/a

Table: Staffing Estimates (Cumulative)

Type of Staff Needed	2021-22	2022–23 (Current)	2023–24	2024–25	2025–26
Ratios	N/A	1:12	1:10**	1:10**	1:10**
Class Size	24*	24*	24*	24*	24*

Type of Staff Needed	2021-22	2022–23 (Current)	2023–24	2024–25	2025–26
TK Credentialed Teacher	1	1	1	1	1
TK Teacher's Assistants	1	1	0	0	0
CSPP (if applicable)	n/a	n/a	n/a	n/a	n/a
Other CSPP Classroom Staff (if applicable)	n/a	n/a	n/a	n/a	n/a
Early Education District-level staffing (if applicable)	n/a	n/a	n/a	n/a	n/a

*average class size across the school site

**subject to future legislative appropriation; if no funds are appropriated to reduce ratios to 1:10, the teacher to child ratio shall remain 1:12

3. As part of the ELO-P requirements, EC Section 8281.5 requires LEAs to offer or partner in offering in-person, before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day, including through partnerships with the LEA's expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

Consider your estimated number of TK students. Estimate the number of TK students that will utilize extended learning and care services in addition to the TK instructional minutes in the table below.

Table: Number of Transitional Kindergarten Students Utilizing Extended Learning and Care

2021-22	2022–23 (Current)	2023–24	2024–25	2025–26
1	1	4	5	5

Working with local early learning and care and expanded learning partners, estimate the number of slots available for TK students in the following programs, to provide extended learning care beyond the TK school day:

Table: Number of Slots Available for Transitional Kindergarten Students for Extended Learning and Care

Slot Type	2021-22	2022–23 (Current)	2023–24	2024–25	2025–26
CSPP	n/a	n/a	n/a	n/a	n/a
Head Start	n/a	n/a	n/a	n/a	n/a

Slot Type	2021-22	2022–23 (Current)	2023–24	2024–25	2025–26
ASES Program/ELO-P	1	1	5	5	5

Required Questions

There are no required questions in this section.

Focus Area A: Vision and Coherence

In order to provide equity of access for all students and their families, it is vital for the LEA, in partnership with early learning and care programs, to develop a coherent educational system that begins with UPK, includes access to TK and other options for all four-year-old children, and provides nine hours of programming per day through a combination of instructional time and extended learning and care opportunities for those families who choose this option.

In planning for UPK, consider how the LEA's administrative structure will support school leadership in building connections between them and expanded learning programs as well as early learning and care programs (e.g. CSPP, Head Start, other subsidized or privately administered preschool and child care programs) to provide UPK programing and before school and after-school, intersession, and summer learning and care.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. In addition to TK, what service delivery models will be integrated to offer UPK programming, including the nine hours of total extended learning and care programming around the TK instructional time for families that opt in? In developing this component of the plan, LEAs should include partners such as CSPP, Head Start, and other early learning and care providers to ensure local services and funding are maximized and coordinated in response to parental needs and choice.

   TK/K combination class, TK/K afternoon ELOP care, school break and summer ELOP camps

2. Describe the planned administrative structure that will support and monitor the UPK program and facilitate connections with the ELO-P as well as non-LEA-administered early learning and care programs that will support the extended learning components of UPK.

   School administration, in conjunction with the teaching staff, will facilitate recruitment, enrollment, student records, attendance, supply ordering, and nutrition programs for all instructional days as well as ELO-P extended calendar days.

3. Identify how UPK leadership will be integrated in the decision-making process at the executive or cabinet level.

   The lead TK teacher works directly with the Trillium Administration and Steering Committee throughout all phases of planning and implementation.

4. Describe how the LEA has ensured the inclusion of students with disabilities in UPK classrooms, including which staff and any outside supports will be involved in the process.

   All TK students are provided speech & language, vision, hearing, and dental hygeiene screenings annually. TK students have equal access to IEP eligibility evaluations and to support services as determined though that process by parent request or teacher referral.

5. Describe how the LEA plans to support sites in building connections between them and ELO-P, as well as early learning and care partners.

   Trillium has a single site where all classrooms and the ELO-P program are located.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. What is the LEA's vision for UPK?

   Trillium's TK program is primarily focused on positive peer interactions, multi-sensory experiences, and developing a sense of self as a confident, capable learner through skill development. The TK/K is a combination class that includes dramatic play, time for rest, and moving breaks each day.

2. Who is the individual (at the LEA) who is responsible for key functions pertaining to implementing UPK?

   a. First and last name: Sarah Hapgood

   b. Title: Teacher

   c. Email: shapgood@trilliumcharter.org

   d. Phone Number: 707-822-4721

3. Has the LEA integrated UPK into the LCAP? [select one]

   Yes

4. Does your LEA offer TK at all elementary schools in the district?

   Yes, all sites

   i. If no, at how many elementary schools is TK offered in 2022–23? [open response]

   ii. If no, at how many elementary schools will TK be offered in 2023–24? [open response]

5. How many of the following types of early learning classes does your LEA currently offer? Please complete the table below, also indicating how many of these classes are fully inclusive of children with disabilities, providing access to the least restrictive environment for learning.

Type of class	**Number of classrooms**	**Percentage of these classes that are fully inclusive of students with disabilities**
TK standalone classes	0	
TK-kindergarten combination classes	1	5. 81–100%
CSPP and TK combination classes (CSPP funding and ADA funding)	0	
Locally-funded preschool and TK combination classes	0	
CSPP standalone classes	0	
Head Start standalone classes	0	
Other early learning classes (Please describe)	0	

6. Has the LEA implemented full-day TK (more than four hours), part-day TK (less than four hours), or both? [select one]

   Full Day TK

7. Describe how the LEA changed its TK and other early learning programming from 2021–22 to 2022–23, if at all.

   The TK classroom has added dramatic play, sensory experiences, and rest time to the daily schedule.

8. Did the LEA operate a CSPP?

No - the LEA has no plans to begin or expand a CSPP contract in future years

i. If yes, did the LEA apply to expand a CSPP contract?

ii. If no, does the LEA plan to contract with CSPP in future years?

No

9. If the LEA answered yes in question four, what age of children does the LEA plan to serve through a CSPP contract? [select all that apply]

Not applicable (LEA does not serve children through CSPP)

10. Please indicate if the LEA expanded access to early TK, or plans to expand access to early TK, for children whose fifth birthday occurred after the enrollment date for the year of implementation (see implementation timeline above).

a. Expanded access 2022–23 (birthdays February 2 and after) [select one]

No

b. Planning for expanded access 2023–24 (birthdays April 3 or after) [select one]

No

c. Planning for expanded access 2024–25 (birthdays June 3 or after) [select one]

No

Focus Area B: Community Engagement and Partnerships

To successfully implement UPK and create a P–3 continuum, LEAs will need to cultivate relationships and collaborate with both internal and external partners.

Required Questions

CDE will be requiring this information be completed and submitted to the CDE after the plan is presented to the governing board.

1. How has the LEA's UPK Plan prioritized parental needs for UPK options? What has the LEA done to learn about family preferences for availability of care, cost, and curriculum?

   We have included a non-classroom based program for families who prefer flexibility in curriculum and scheduling. TK age siblings of currently enrolled students get priority enrollment and all students are guaranteed a placement in our ELO-P programs, including before and after school care.

2. How has the LEA engaged extended learning and care partners in the development of the LEA's UPK Plan?

   Our ELO-P program brought in multiple community partners for science, art, gardening, and theater workshops. TK students were included in all activities through differentiated instruction.

3. Identify which of the following opportunities the LEA implemented to obtain public input on the UPK Plan. [Select all that apply]

   Family or parent surveys

   LCAP educational partners input sessions

   School Site Council

4. When soliciting public input, which languages other than English were used to communicate? [select all that apply]

   Spanish

5. Select which programs the LEA plans to combine with the TK instructional day to offer a minimum of nine hours per day of programming (instructional day plus programming) for children whose families opt in for extended learning and care. [select all that apply]

   Expanded learning programs on an LEA site (ASES, 21st Century Community Learning Centers [21st CCLC], ELO-P)

   State subsidized child care (not including CSPP)

Focus Area C: Workforce Recruitment and Professional Learning

Based on the projected enrollment and needs described in Focus Area A, LEAs should create a plan to recruit, train, and support the new TK, preschool, early learning and care, and expanded learning staff needed to support full-day early education options for all children the year before kindergarten.

(Note: All LEAs will need to plan for workforce development considerations as part of this planning work.)

EC Section 48000(g)(4) specifies that credentialed teachers who are first assigned to a TK classroom after July 1, 2015, have, by August 1, 2023, one of the following:

a. At least 24 units in early childhood education, or childhood development, or both.
b. As determined by the LEA employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in subparagraph (a).
c. A Child Development Teacher Permit or the Emergency Specialist Teaching Permit in Early Childhood Education, also known as the Emergency Transitional Kindergarten Permit issued by the Commission on Teacher Credentialing (CTC)

**Additional credential options include:

- PK-3 Early Childhood Education Specialist Credential (issued by the CTC once available in 2023)

EC Section 8295 specifies that teachers in CSPP shall either possess a permit issued by the CTC authorizing service in the care, development, and instruction of children in a child care and development program; or meet the following criteria:

a. Possess a current credential issued by the CTC authorizing teaching service in elementary school or a single subject credential in home economics; and
b. Possess twelve units in early childhood education or child development, or both, or two years' experience in early childhood education or a child care and development program.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. How has the LEA recruited the educators needed to implement its UPK Plan (including CSPP teachers, assistant teachers, TK teachers, and TK teachers' instructional aides and assistants)? [open response]

   We have a highly-qualified K teacher on staff who has enthusiastically embraced TK and has been instrumental throughout all phases of planning and implementation.

2. How has the LEA partnered with CSPP (LEA School CSPPs & Non-LEA CSPPs), Head Start, and other early learning and care providers to offer joint professional learning opportunities? [open response]

   We have advertised for open TK enrollment at local preschool programs but are not partnering with any specific programs.

Required Questions

LEAs should develop a strategy for providing professional learning for educators across the P-3 continuum. Consider which staff will receive professional learning in which topics, and through which modalities.

LEAs are required to give additional details about the frequency, modality, and audience for the professional development opportunities chosen below in questions 1 and 2 in the UPK Program Report.

1. What were the priority areas for professional development opportunities for TK staff this year? Select up to three main content focus areas of professional learning opportunities covered, the modality and frequency, and the audience that attended, including if the audience consisted of multiple grade levels (joint professional development) or across different preschool program settings.

Professional Learning Opportunities for TK staff (choose up to 3)	Modality and Frequency (Select all that apply)	Audience (Select all that apply)
Effective adult-child interactions		
Implicit bias and culturally- and linguistically-responsive practice	Ongoing LEA - onsite professional development (for example, Monthly)	Lead teachers Assistant teachers Paraeducators Administrators Other support staff Offered Jointly with K, 1, 2, or 3 Grade Levels
Creating developmentally-informed environments	Other:	Lead teachers Administrators Other support staff
Engaging culturally- and linguistically-diverse families	One or multi-day LEA onsite professional development (for example, Annually)	Lead teachers Paraeducators Administrators Other support staff

2. If your LEA has CSPP, what were the priority areas for professional development opportunities for CSPP staff this year? Select up to three (3) main content focus areas of professional learning opportunities covered, the modality and frequency, and the audience that attended, including if the professional learning offered was joint with TK or other preschool programs in the community.

Professional Learning Opportunities for TK staff (choose up to 3)	Modality and Frequency (Select all that apply)	Audience (Select all that apply)
Effective adult-child interactions		
None, our LEA does not have CSPP	Not applicable	Not applicable

3. Which of the following strategies does the LEA intend to use to support diverse and effective prospective TK teachers, including multilingual educators, to earn a Multiple Subject Teaching Credential? [select all that apply]

None of the above, the LEA currently has enough Multiple Subject Teaching Credential holders to meet the need for TK educators

4. Which of the following strategies has the LEA employed to support diverse and effective prospective TK teachers, including multilingual educators, **to meet the requirements under EC Section 48000(g)(4)?** [select all that apply]

Other [describe, open response]

Our teacher did not need additional professional training to teach TK. She participated in a planning cohort through our COE to interface with other TK and EC educators.

5. Does the LEA have enough fully qualified teaching staff to accommodate TK classrooms?

Yes

Staff Type	How many total staff were needed for 2022–23 school year?	How many staff positions were filled with qualified staff at the start of the school year?	Unfilled Vacancies: How many necessary positions, based on actual enrollment, were unfilled at the start of the 2022–23 school year?	Unfilled Vacancies: How many necessary positions, based on actual enrollment, were unfilled at the middle of the year (January 2023)?	How many total staff are anticipated to be needed for the 2023–24 school year?
TK Teacher	1	1	0	0	1
CSPP Teacher	NA	NA	NA	NA	NA
Head Start Teacher	NA	NA	NA	NA	NA
Second Adult	1	1	0	0	0

6. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective **CSPP** teachers, including multilingual educators, **to obtain a Child Development Teacher** Permit [select all that apply]

Not applicable (the LEA does not employ CSPP staff)

Focus Area D: Curriculum, Instruction, and Assessment

It is critical for each LEA and preschool program partner to develop or select curriculum or curricula that are developmentally-informed and aligned with the strengths of all students, including multilingual students and students with disabilities, as well as ensure curricula are implemented with fidelity to support intentional, quality instruction for all students. LEAs and preschool program partners should consider how they provide coherent, culturally- and linguistically-responsive UPK curriculum or curricula anchored in the California Preschool Learning Foundations (https://www.cde.ca.gov/sp/cd/re/psfoundations.asp) and the California Preschool Curriculum Frameworks (https://www.cde.ca.gov/sp/cd/re/psframework.asp) to support the development of skills across the domains outlined in those documents.

Required Questions

1. Does the LEA plan to provide any of the following language model(s) for TK students? [select all that apply]

   English-only instruction with home-language support

2. If the LEA administers CSPP, does it plan to provide any of the following language model(s) for CSPP students? [select all that apply]

   Not applicable, the LEA does not operate a CSPP

3. Select the curriculum approach(es) TK programs are using to build student's math, language and literacy, and social-emotional skills (the following are examples that have been used in TK programs, and not necessarily State-endorsed curricula) [select all that apply]:

   District or teacher-developed literacy units for TK

   Social-Emotional Curriculum [Examples: Second Step, Kimochis, Sanford Harmony]

   Pre-K Math-Specific Curriculum [Examples: Building Blocks PreK, ORIGO Stepping Stones PreK Math, Eureka Math, MyMath PreK, Everyday Mathematics PreK, Bridges in Mathematics PreK, etc.]

   Pre-K Literacy-Specific Curriculum [Examples: Opening the World of Learning; Heggerty Phonemic Awareness PreK; Handwriting Without Tears PreK; World of Wonders PreK, Fountas & Pinnell PreK, Zoophonics, SEAL Model, etc.]

   Whole-Child Approach or Philosophy for PreK [Examples: Emergent Curriculum, Reggio Emilia Approach, Montessori, Waldorf]

4. Identify methods the LEA used to support the development of social-emotional learning, and executive function skills, through specific instruction in these areas and by embedding and reinforcing this instruction in all curriculum areas. [select up to three]

   Designing developmentally-appropriate learning environments to allow for individual and group activities that promote social-emotional learning and executive function skills (for example, use students' pictures or words in daily routines, feelings charts)

   Promote learning through play as a context for social and emotional development, including social play with teachers and peers in small or large group settings

   Offer open-ended, self-directed learning opportunities that foster individual interests and curiosity and new learning

5. What instructional practices has the LEA implemented to support children with varying ability levels in UPK programming? [select up to three]

Implement social-emotional strategies, such as the Pyramid Model, CSEFEL, and others

Implement social-emotional strategies, such as the Pyramid Model, CSEFEL, and others

6. What assessments does the LEA plan to use in TK or kindergarten? [select all that apply]

Unsure

7. On which child observational assessments has the LEA offered professional learning to TK, CSPP, and other early education teachers during the 2022–23 school year? [select all that apply]

The LEA did not offer professional learning on child observational assessments

8. On what topics has the LEA offered professional learning regarding early childhood education to site leaders and principals? [select all that apply]

Implicit bias and culturally- and linguistically-responsive practice

Engaging culturally- and linguistically-diverse families

Focus Area E: LEA Facilities, Services, and Operations

It is critical to ensure that LEA facilities, services, and operations are thoughtfully aligned to support the implementation of UPK and movement towards a P-3 continuum. It is also critical for early education programs currently operating to continue to be a part of California's mixed-delivery system by creating shared space, blending funding and coordinating service delivery.

For Facilities:

For facilities planning, draw on the Projected Enrollment and Needs Assessment section of this document and the LEA's Facilities Master Plan. The objectives of this section are to identify the availability of space for UPK, the adequacy of available space to meet the kindergarten facilities standards for meeting the needs of young children, and, if needed, to update the Facilities Master Plan to address any unmet need for developmentally-appropriate space.

Required Questions

1. For which students in TK and early learning programs was transportation provided?

   No transportation was provided

2. What transportation will the LEA offer to children enrolled in TK? [select all that apply]

   No transportation will be provided

3. What strategies has the LEA implemented to ensure TK students have access to meals and adequate time to eat? (Note: The LEA must continue to comply with all health and safety, state, and federal Child Nutrition Program regulations while implementing meal service) [select all that apply]

   Added additional meal services and time in the cafeteria

4. If you had a Pre-K program before UPK implementation, what efforts have been made to prevent the displacement of existing early education programs? [open response]

5. Does the LEA have adequate classroom space to meet the Projected Enrollment of TK students listed in the Projected Enrollment and Needs Assessment section of this document, for the respective implementation year? [multiple choice]

   Yes

   i. If no, how many more classrooms does the LEA need? [identify number, open response]

   ii. If no, how might the LEA provide classrooms in the timeframe needed? [describe, open response]

6. Did the classroom space meet the K standards described in California Code of Regulations, Title 5, Section 14030(h)(2)? [single choice]

Yes

i. If no, what modifications need to be made? What resources are needed to make them? (See Facilities Grant Program Funding at https://www.dgs.ca.gov/OPSC/Services/Page-Content/Office-of-Public-School-Construction-Services-List-Folder/Access-Full-Day-Kindergarten-Facilities-Grant-Program-Funding) [describe, open response]

7. Did the classroom space contain necessary adaptive equipment, assistive technology, or other accommodations to ensure children with disabilities have access to education in the least restrictive environment? [multiple choice]

i. If no, what modifications need to be made? What resources are needed to provide equipment or accommodations? [describe, open response]

8. Did the LEA's Facilities Master Plan adequately address the need for UPK programming? [multiple choice]

Yes

i. If no, what process will the LEA use to update the Facilities Master Plan to accommodate future TK and early education programming? [describe, open response]

9. In which of the following areas does the LEA intend to make updates to facilities? [select all that apply]

Bathroom facilities

Technical Assistance Questions

The CDE is collecting information on the type(s) and topics of technical assistance that LEAs need to support implementation of a robust and effective UPK program. This information will be used to leverage existing resources and inform future technical assistance opportunities provided by CDE partners, including COEs, to help ensure that the needs of LEAs are met.

The following questions are optional. However, the CDE will be collecting any information that LEAs wish to provide in response to these questions via the survey that the CDE administers to collect the required data questions above.

1. What technical assistance would be most helpful related to projecting enrollment and assessing needs? [select all that apply]

   Information on program eligibility requirements to project enrollment across programs

2. What technical assistance would be most helpful related to the elements included in Focus Area A: Vision and Coherence? [select all that apply]

   Technical assistance on how to integrate UPK and P–3 in the district LCAP

3. What technical assistance would be most helpful related to the elements included in Focus Area B: Community Engagement and Partnerships? [select all that apply]

   Support for parent surveys and engagement activities to understand parent needs and support authentic choice

   Strategies for meeting the ELO-P requirements through different models of extended learning and care, including models of blending and layering funding to support the nine-hour day and ensuring developmentally-informed environments for young children

4. What technical assistance would be most helpful related to the elements included in Focus Area C: Workforce Recruitment and Professional Learning? [select all that apply]

   Additional guidance on UPK workforce requirements (TK, CSPP, and other early learning and care providers)

5. What technical assistance would be most helpful related to support for professional learning opportunities on specific topics? [select all that apply]

   Trauma- and healing-informed practice

6. What technical assistance would be most helpful related to support for specific professional learning delivery mechanisms? [select all that apply]

   Workshops with external professional development providers

7. What technical assistance would be most helpful related to the elements included in Focus Area D: Curriculum, Instruction, and Assessment [select all that apply]

   Specific instructional strategies to support specific skills including, but not limited to, children's social-emotional development and home language development

8. What technical assistance would be most helpful related to implementing hands-on, interactive, and developmentally-informed early education experiences for UPK students? [select all that apply]

   Encouraging purposeful play, choice, social interactions, and collaboration

Incorporating materials and manipulatives that are culturally representative of the children served to support dramatic play that inspires engagement, communication, and understanding of diversity

9. What technical assistance would be most helpful related to the elements included in Focus Area E: LEA Facilities, Services, and Operations? [select all that apply]

Guidance to support strategies that ensure TK students have access to meals and adequate time to eat

10. What is the biggest challenge your LEA is facing with the implementation of UPK? [open response, up to 5000 characters]

The first 2 years we offered TK we only had one TK student in a multi-grade classroom and it was challenging to meet their unique needs in that setting. We have perpetual inquiries from parents who are confused or misinformed about TK eligibility. Oftentimes this misinformation originated at their preschool and we heard from multiple families with a child had "graduated" from preschool who was not yet age-eligible for TK.

Appendix I - Definitions

The following definitions are critical for UPK planning efforts. Additional terms and definitions can be found in the Guidance Document:

- **Preschool through Third Grade (P-3):** P-3 is a continuum of learning from preschool through third grade that can be supported by intentional practices at the classroom, school, and leadership levels that align curricula, assessment, and professional learning opportunities to ensure instruction builds on the knowledge and skills that children acquire as they transition across grades and settings.
- **Universal Pre-Kindergarten (UPK):** UPK refers to universal TK as well as the expanded CSPP, Head Start, and early childhood special education services that families can choose from to create rich early learning opportunities for all three- and four-year-old children during the year or two years before kindergarten. In high-needs neighborhoods, the CDE strongly encourages LEAs to consider pairing TK programs with access to Head Start and CSPP for age- and income-eligible three- and four-year-old children to further bolster program quality, either through the LEA's own Head Start or CSPP program or via a contract partnership with a CBO that administers a Head Start or CSPP.
- **Transitional Kindergarten (TK):** TK means the first year of a two-year kindergarten program, serving four-year-old children regardless of income that uses a modified kindergarten curriculum that is age- and developmentally-appropriate (EC Section 48000 [d]).
- **Universal Transitional Kindergarten (UTK):** UTK refers to the expansion of TK by 2025–26 to serve all four-year-old children by September 1 of each year, regardless of income, providing a year of rich learning opportunities the year before kindergarten that families can choose from as part of California's public education system.
- **California State Preschool Program (CSPP):** CSPP is the largest state-funded preschool program in the nation. CSPP includes both part-day and full-day services to eligible three- and four-year-old children. CSPP 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 LEAs, colleges, community-action agencies, local government entities, and private, nonprofit agencies.
- **Expanded learning:** This includes before school, after-school, summer, or intersession learning programs that focus on developing the academic, social, 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.
- **Expanded Learning Opportunities Program (ELO-P):** ELO-P provides funding for after-school and summer school enrichment programs for TK through sixth grade. ELO-P is defined as services provided in addition to the normal school day and school year operations, to provide full-day and full-year expanded learning programs to meet the needs of working families whose children are enrolled in TK through sixth grade and also provide expanded learning enrichment programming for students. A full day is defined as in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day.
- **Early learning and care:** This refers to the continuum of programs serving children from birth to preschool or school entry, as well as extended care to support school-age children with before school and after-school care as well as vacation schedules. This includes general childcare, Early Head Start and Head Start, community-based early learning and care programs, family childcare providers, and family, friend, and neighbor care.
- **Extended learning and care:** This refers to the continuum of programs and services (early learning and care options and expanded learning options) available in addition to the normal school day and school year operations, to provide full-day and full-year care to meet the needs of working families whose children are enrolled in TK or kindergarten. A full day is defined as in-person before school or after-school programming or care that, when added to daily instructional minutes, provide no fewer than nine hours of combined instructional time and

expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day. Funding to support extended learning and care for children enrolled in TK includes ELO-P and the CSPP, as specified in guidance provided by the CDE's Early Education Division. Additional subsidized care opportunities may be available to families who qualify, such as childcare vouchers and the General Child Care School Age program.

Appendix II - Additional Deeper Planning Questions

This section includes optional planning and implementation questions for LEAs that are ready to develop more advanced UPK and P-3 programs.

These additional questions are designed to support the LEA's development of a more comprehensive local UPK Program. LEAs can also use these questions as a tool for integrating UPK into existing LEA plans such as the LCAP. LEAs should assess their readiness to include any of these deeper planning questions in their initial planning and implementation process and reassess their readiness throughout the implementation of their UPK Program.

Focus Area A: Vision and Coherence

1. If an LEA has a California State Preschool Plan (as part of the LEA's application for its CSPP contract) what updates would the LEA like to make to the LEA's program narrative to reflect implementation of TK?

2. Does the LEA plan to establish, maintain, and facilitate ongoing LEA leadership teams to focus on effective P–3 articulation and coordination throughout the LEA?

3. How will the LEA support sites in providing well-coordinated transitions for all P–3 students as they move through grade levels?

4. How does the LEA plan to communicate the importance of the P–3 continuum across a broad spectrum of audiences (including audiences internal and external to the district)?

5. Identify the processes and tools the LEA will use to strengthen understanding of early childhood development and facilitate communication between preschool and elementary school (including TK) teachers, principals, and administrators to support P–3 alignment?

Focus Area C: Workforce Recruitment and Professional Learning

1. What strategies does the LEA plan to employ to recruit multilingual educators to teach in dual language programs?

2. How does the LEA plan to assess the implementation of its professional learning structures to ensure efficacy?

Focus Area D: Curriculum, Instruction, and Assessment

1. Describe how the LEA plans to establish and maintain a coherent, culturally- and linguistically-responsive P–3 continuum to provide a strong integrated curriculum anchored in the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks, California Common Core State Standards, and the Curriculum Frameworks.

2. What actions does the LEA plan to take to establish or expand multilingual programs across the P–3 continuum based on student population and family needs? (If the LEA has no plans to establish or expand multilingual programs across the P–3 continuum, identify how the LEA will evaluate these opportunities moving forward.)

3. What planning and actions are needed to accommodate a positive meal service, and how will the LEA adapt their universal meal program for TK students?

Focus Area E: LEA Facilities, Services, and Operations

1. Describe what changes the LEA intends to make to the LEA's Facilities Master Plan to ensure it is consistent with P–3 goals of creating seamless transitions for children and families.

2. Identify how the LEA plans to ensure TK students are included in all provisions of Multi-Tiered Systems of Supports (MTSS) and, when necessary, special education instruction, with an emphasis on early intervention and inclusion practices to address supports and least restrictive environments.

3. Identify any modifications the LEA intends to make to the Student Information System (SIS) and the assessment data system to ensure teachers and administrators have access to data from preschool through third grade.