

Universal Prekindergarten Planning and Implementation Grant Program – Planning Template

A Resource for Local Educational Agencies
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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 2021–22 State Budget package established 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 \$200 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 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, charter schools, and county offices of education (COEs) with kindergarten enrollment in specific years, according to a specified formula. In addition, funds are allocated to 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 prekindergarten education within the LEA, including Head Start programs, to ensure that high-quality options for prekindergarten education are available for four-year-old children. Allowable costs include, but are not limited to: (1) planning costs, (2) hiring and recruitment costs, (3) staff training and professional development, (4) classroom materials, and (5) supplies.

As a condition of receiving grant funds, state law requires each LEA to create a plan articulating,

how all children in the attendance area of the LEA will 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 After-School Education and Safety Program, the California state preschool program, Head Start programs, and other community-based early learning and care programs (EC Section 8281.5).

Under state law, the plan must be developed for consideration by the LEA's governing board or body at a public meeting on or before June 30, 2022, after which the LEA must provide data, as specified by the State Superintendent of Public Instruction, to the CDE. The CDE must encumber funds by June 30, 2024. LEAs will have until June 30, 2025, to use the funds.

In addition, the 2021–22 State Budget also established the Expanded Learning Opportunities Program (ELO-P). The intent of the program is that all LEAs offer all unduplicated students in classroom-based instructional programs 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).

In 2021–22, all LEAs must offer all TK through sixth grade (TK–6) classroom-based, unduplicated pupils an ELO-P and provide access to 50 percent of TK–6 enrolled, classroom-based, unduplicated pupils. Commencing in 2022–23, as a condition of apportionment, LEAs with an Unduplicated Pupil Percentage (UPP) at or above 80 percent must offer an ELO-P to all TK–6 classroom-based pupils and provide access to all TK–6 classroom-based pupils upon parent or guardian request. LEAs with an UPP below 80 percent must offer an expanded learning opportunity to all TK–6 classroom-based, unduplicated pupils and provide access to 50 percent of TK–6 enrolled classroom-based, unduplicated pupils. 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 Planning Template has been created to: (1) offer planning questions for LEA consideration in developing comprehensive plans for UPK 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 recommended and required planning questions. Collectively, the recommended and required questions form a set of core planning questions the CDE believes are critical to supporting the development of a comprehensive, responsive, and community-centered UPK Plan.

- Recommended Questions: LEAs are highly encouraged to incorporate answers to these questions in their UPK Plans. Responses to these questions are not required for submission to the CDE but do support more holistic planning that meets the intent of these funds.
- Required questions: LEAs will be required to answer the required data questions outlined in this template in a survey that will be issued by the CDE following the June 30, 2022, deadline for LEAs to present their plans to their governing boards.

The CDE will be collecting information on the answers to the required questions after July 30, 2022, in a survey. This will allow the CDE to learn about how LEAs are planning to implement UPK, and to identify what additional support may be needed to help LEAs as they move along the implementation process.

The questions required for submission to the CDE should be answered based on what the LEA plans to implement in the 2022–23 school year. However, the CDE encourages that LEAs, when developing their UPK Plan for consideration by their local governing board, look beyond the first year 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 Planning Template is organized as follows:

1. Self-Certification
2. Projected Enrollment and Needs Assessment
3. Focus Area Planning
 - 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

The CDE encourages COEs to use this template as a guide for developing their own plans for how they will support the districts in their county to assess options, make decisions, and construct a plan that includes the required questions and considers the recommended questions found in this template.

Accompanying Guidance

To help introduce LEA leaders to early education concepts, agencies, and structures, the CDE will release an accompanying Guidance Document in early 2022, that will include information on the following:

1. Local LEA indirect service agencies and partners (for example, child care 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 Planning 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. Topics will include workforce, support for multilingual learners, and inclusive early education practices, among others.

Directions, Timeline, and Suggested Planning Process

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 will facilitate 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 will

disseminate a survey to collect responses to the required questions in this template following the June 30, 2022, deadline for presenting plans to the local governing board.

The CDE recommends the following process and timeline after the release of this UPK Planning Template in December 2021:

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, will release 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 develop plans for how they will support LEAs in their county to assess options, make decisions, and construct plans that address the required questions and consider the recommended questions found in this template. COEs should communicate with the LEAs in their county about the types of information, resources, and technical assistance the COE is able to offer to support the UPK planning process.
4. LEAs conduct outreach and engagement activities with local R&Rs, LPCs, and existing extended learning and care providers including early learning and child care 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 (including the After-School Education and Safety [ASES] Program). To ensure meaningful engagement, the CDE recommends LEAs complete this by March 1, 2022.
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 April 15, 2022.
7. Planning teams meet with the COE to discuss the LEA's draft, including local constituency input, by June 1, 2022.
8. Planning teams present a draft plan to the school board by June 30, 2022.
9. The plan shall demonstrate how families will 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.

Following the presentation of the plan to the LEA's school board, the LEA shall respond to the CDE's subsequent requests for information no later than July 31, 2022.

Key Considerations

Transitional Kindergarten Implementation Timeline

As a condition of receipt of apportionment, school districts and charter schools must implement universally available TK for all four-year-old children by 2025–26 (EC 48000[c][1]). LEAs are encouraged to consider how this implementation timeline will impact elements of their UPK Plan, 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: TK Eligibility, Ratio, and Class Size Requirements by Fiscal Year

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
Eligibility	Turn five between September 2 and December 2; at district discretion,	Turn five between September 2 and February 2; at district discretion,	Turn five between September 2 and April 2; at district discretion, turn	Turn five between September 2 and June 2; at district discretion, turn	Turn four by September 1

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
	turn five between December 3 and the end of the school year	turn five between February 3 and the end of the school year	five between April 3 and the end of the school year	five between June 3 and the end of the school year	
Ratios	Not specified	1:12	1:10**	1:10**	1:10**
Class Size	24	24	24	24	24

* average class size across the school site

** Subject to future legislative appropriation

Supporting a Preschool through Third Grade Continuum

The CDE recently launched a Preschool through Third Grade (P–3) Alignment Initiative 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 plan is aligned with the vision of a P–3 continuum, the development team for the LEA UPK Plan (for which this document is a template) 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 afterschool, 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 outreach to the early learning and care providers that operate within the zip codes that the LEA serves to include them in informing the development of the LEA’s 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 March 1, 2022. 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 child care) 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 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 instead partner with Head Start, CSPP, ASES, or other community-based child care 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 are permitted to partner in creating a joint UPK Plan and may submit the same plan for multiple LEAs. Small and rural LEAs serving similar communities, especially those with low TK or kindergarten 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 submit 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 Self-Certification

In the data collection survey submitted to the CDE, LEAs must self-certify they developed a plan that was presented for consideration by the governing board or body at a public meeting on or before June 30, 2022, for how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten 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.

1. Please complete the following table:

LEA Name	Contact Name and Title of the Individual Self-Certifying the Statement Above	Email	Phone
Santa Rosa City Schools	Superintendent Anna Trunnell	atrunnell@srcs.k12.ca.us	(707) 890-3800

2. Did the LEA develop a joint 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)? [select one]

Yes

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

Working with Santa Rosa French American Charter, Cesar Chavez Language Academy, and Santa Rosa Charter School for the Arts, which are dependent charters within Santa Rosa City Schools we have developed a joint plan to reflect needs across all the represented LEAs.

Projected Enrollment and Needs Assessment Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required 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 LEAs 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: Projected Student Enrollment

Type of Student	2019–20	Current (TK-eligible children turn five between September 2 and December 2, inclusive)	2022–23 (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	187	171	268	390	475	600
CSPP (if applicable)	69	43	72	72	72	72

Table: Facilities Estimates (Cumulative)

Type of Facility	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK Classrooms	11	11	13	24	28	35
CSPP Classrooms	2	2	2	2	2	2
Head Start or Other Early Learning and Care Classrooms	4	4	7	7	7	7

Table: Staffing Estimates (Cumulative)

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK	11	11	13	24	28	35
TK Teacher's Assistants	3	3	10	19	24	30

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
CSPP (if applicable)	4	4	6	6	6	6
Other CSPP Classroom Staff (if applicable)	4	3	3	3	3	3
Early Education District-level staffing (if applicable)	1	2	2	2	2	2

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. Then, working with local early learning and care and expanded learning partners, estimate the number of slots available for TK students in the following programs:

Table: Projected Number of TK Students Utilizing Extended Learning and Care

2019–20	Current	2022–23	2023–24	2024–25	2025–26
0	0	120	120	120	120

Table: Projected Number of Slots Available for TK Students

Slot Type	2019–20	Current	2022–23	2023–24	2024–25	2025–26
CSPP	0	0	0	0	0	0
Head Start	40	0	0	0	0	0
ASES Program/ELO-P	0	0	120	120	120	120

Required Questions

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

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 (CSPP, Head Start, other subsidized or privately administered preschool and child care programs) to provide UPK programming 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. What is the LEA's vision for UPK?

The Universal Prekindergarten Program in Santa Rosa City Schools provides young learners the opportunity for equitable access to a rich, engaging school experience at an early age. This will prepare them to be students and life-ready learners beginning with social emotional learning, school readiness, and then literacy and numeracy skills that will lead them to success in Kindergarten and beyond. UPK recognizes the value in creating a bridge between Preschool and Kindergarten, nurturing the social and emotional development of our youngest students as we welcome them into our school community.

Aligning with SRCS's vision, mission and priorities, we are committed to embracing the whole child, recognizing the cultural assets and wealth they bring and providing a developmentally appropriate education while working alongside our highly trained staff, families and educational partners.

Transitional Kindergarten provides young learners a head start and the opportunity to learn and grow in an environment that is tailored to meet their academic, social-emotional and developmental needs. Providing Universal Pre-K to students as part of public education to all four year olds by the 2025 school year creates more equitable opportunities in early education regardless of family income, zip code, and immigration status and will help support closing the achievement gap.

2. 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.

Supporting all of our students' individual success is a priority for SRCS. We pride ourselves on recognizing and valuing our students' assets and supporting their cultural wealth.

SRCS will be offering a nine-hour day for our TK families to opt into which includes a full-day instructional model. Each school site will provide a TK classroom, including an instructional assistant, if necessary, to meet the new TK state requirements regarding staffing. Students' academic school day will mirror that of their Kindergarten peers: 220 minutes of academic instruction, a 20-minute nutrition and play break, and a 40-minute lunch and play break. SRCS will prioritize stand alone TK classrooms; however, pending enrollment, TK/Kindergarten combinations may be considered.

Partnering with the Boys and Girls Club and our SRCS Childcare Program, we will offer after-school care to the families of our TK-6th grade students. This will include fee-based programs as well as programs provided at no charge to students qualifying for the Free and Reduced Lunch Program. SRCS will prioritize serving our TK students with after-school activities that are developmentally appropriate and support the learning taking place in class dependent on space availability.

We are committed to continued collaboration with the local preschool programs such as North Bay Children's Center, Pasitos, and Head Start which provide services on our school campuses to families in our community. All services related to supporting students with disabilities will be available to our UPK students and program.

3. 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.

The department of Educational Services, under direction of the Assistant Superintendent and Superintendent and in collaboration with other key departments and personnel, will support and oversee the successful implementation of TK district-wide. This will include partnering with school site staff, Preschool program leads and ASES leadership to coordinate and implement quality services to support the academic, behavioral and social development of our youngest learners.

Site principals will directly oversee and monitor the implementation and support of TK program services. The department of Educational Services will work collaboratively to ensure the success of the program, providing access to academic and social-emotional support, curriculum, and other resources including counselors, behaviorists, support staff, and other specialists as appropriate.

4. Identify and assign each individual that will be responsible for key functions pertaining to implementing UPK (for example, academic or educational services, early childhood, facilities, human resources and labor, special education, English learner or multilingual programs, partnerships, including early learning and care and ELO-P, assessment and data collection, professional learning, workforce recruitment and preparation support, or others).

The Santa Rosa City Schools Board, Superintendent, Associate Superintendent of Business Services, Assistant Superintendent of Educational Services, Assistant Superintendent of Human Resources, District Directors, Site Principals, Head Start Director, District Childcare Supervisor, Human Resources, and ASES Director will work together to coordinate and execute all services and programs for the successful implementation of UPK. This will ensure there is funding to support necessary staffing, facilities, staff training, and educational resources. Working together, the above team will continue to focus on meeting the needs of our TK students and families within our school communities. Other individuals needed to successfully implement UPK are maintenance and operations, transportation, instructional technology, counselors, behaviorists, special education staff, teachers, and instructional assistants.

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

As the age window for UPK eligibility expands, the Executive Leadership and Cabinet will work with site administrators and stakeholders to inform decisions that will directly impact the program. Making sure all stakeholders are engaged and part of the process will be central to the program's implementation. Certificated staff will work together to evaluate and implement curriculum to meet students' academic and social-emotional needs. Goals and actions will be shared with the school board through the Superintendent and Assistant Superintendent yearly and as needed.

6. Describe how the LEA's proposed UPK model will be integrated with the district's LCAP.

Santa Rosa City Schools has offered Transitional Kindergarten since 2013-14 and has prioritized LCAP funding to support curriculum, training and increased staffing. As the age of students being served begins to change, so will the curriculum in order to best meet the developmental needs of students. Recognizing the changing needs of our students as the age window expands, continuing professional development for staff around early childhood education and best practices will continue to be supported and prioritized.

7. Describe how the LEA plans to ensure the inclusion of students with disabilities in UPK classrooms and who will be involved in the process.

Santa Rosa City Schools will offer inclusive opportunities for students with disabilities through a variety of methods including full-inclusion, push-in service delivery, mainstreaming, and accommodations. The district's full-inclusion program is overseen by a program manager and supported by educational specialists. Students in full-inclusion have access to enhanced adult staffing and case management to ensure their success in a general education setting. Full-inclusion will be available to our UTK students.

The district believes that special education is a service, not a place. As such, support staff can provide their services within the general education classroom (push-in) as opposed to an office or special classroom. Service providers will work with TK teachers to offer these push-in students as appropriate.

Special day classrooms will be adequately staffed to allow for students in these classes to 'mainstream' (i.e., receive educational opportunities within a general education classroom) with support from instructional assistants. For our UTK students, this may look like participation in guided play, group art projects, or circle time.

Finally, all TK teachers will be supported in providing students with disabilities the accommodations they need to have meaningful access to the general education curriculum. This will take the form of consultation (between teachers, education specialists, speech-language pathologists, etc.) and professional development. Providing inclusive opportunities for our TK students will be supported through a collaboration between general and special education teachers, service providers, and administrators. As the most important members of any IEP team, parents will be an active participant in planning inclusive opportunities for their child.

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

Santa Rosa City Schools currently partners with several early learning and care providers. This includes partnerships with North Bay Children's Center, Head Start, CAP Sonoma, First Five, Boys and Girls Club, and our district Child Care Programs. As the UPK program expands, we will prioritize communication and collaboration with these partners. This may include annual meetings to review programs, joint professional development opportunities, shared surveys, parent education opportunities, and curricular planning.

Required Questions

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

1. Which of the following model(s) of service delivery does the LEA plan to implement for UPK for all four-year-old children, including classes fully inclusive of children with disabilities, to provide access to the least restrictive environment for learning? [select all that apply]

TK offered at all sites

TK stand-alone classes

TK and kindergarten combination classes

CSPP stand-alone classes

Head Start stand-alone classes

2. Does the LEA plan to implement full-day TK, part-day TK, or both? [select one]

3. Describe how the model(s) of service delivery selected in the preceding two questions will be implemented across the LEA's sites and why.

4. Does the LEA plan to begin operating a CSPP or expand its current CSPP contract? [select one]

5. 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]

6. Please indicate if the LEA plans to serve students eligible for early admittance TK, for children whose fifth birthday occurs after the enrollment date for the year of implementation (see implementation timeline above)?

- a. 2022–23 (Birthdays February 3 or after) [select one]

- b. 2023–24 (Birthdays April 3 or after) [select one]

- c. 2024–25 (Birthdays June 3 or after) [select one]

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.

Recommended Planning Questions

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

1. How does the LEA's UPK Plan prioritize parental needs and choices?

The district will prioritize parental needs and choices by gathering continued feedback through surveys, site- and district-held parent meetings, and direct feedback from school sites. We will work closely with our Preschool partners and after-school partners to support student and parental needs. Program capabilities and resources available will be factors in how we prioritize how students are served, keeping students' best interests at the center of our planning. Services will be prioritized based on serving our unduplicated students, need, best practices, and interest. For schools whose unduplicated population is over 80% there will be no fees for the families.

The SRCS District fee-based after-school program will serve students at schools whose unduplicated population is under 80%. The SRCS District after-school program is a fee-based program that offers a fee option based on the Child Nutrition Programs Income Eligibility Guidelines. The program offers scholarships for students who are in need.

2. How does the LEA plan to meaningfully engage extended learning and care partners in the development of the LEA's UPK Plan?

SRCS plans to collaborate and plan with our community partners (e.g., Boys & Girls Club, Parks & Recreation, etc.) on a regular basis, providing opportunities for them to be part of the process and share a collective voice. We commit to working together to focus on the social-emotional and academic needs appropriate to the age group being served. We will work closely with our extended learning partners to review services provided and adapt the plan as student and family needs change.

3. What actions does the LEA plan to take to partner with local R&Rs; LPCs; and existing early education, child care, and expanded learning providers within the LEA's attendance boundary to support parents to access services across LEA-administered and non-LEA-administered programs for extended learning and care and other supports?

At the district level, we will work closely with our community partners and site administrators to support outreach to their families, making sure to prioritize students by need. This will include informing families of the options for care both within the LEA as well as by outside organizations, like North Bay Children's Center and Head Start, are housed on our school campuses.

4. How does the LEA plan to create or grow partnerships with early learning and care providers serving children with disabilities (including how the LEA plans to collaborate with their SELPA to enroll more children with disabilities in inclusive UPK opportunities)?

SRCS currently has agreements with Preschool providers for inclusive special education placements with Headstart and North Bay Children's Center. Each year, preschoolers who are identified as eligible for services are inclusively placed based on their ability. A teacher is assigned as an itinerant to support those classrooms. At our Lewis Early Learning Academy, a special day class runs parallel with the three HeadStart classrooms to provide students with disabilities access to their general education peers. The expansion of this opportunity will allow for greater access and support to enhance our already strong partnerships.

-
5. Develop sample program schedules that describe how the requirements of the ELO-P will be met for UPK, including the use of ELO-P funds or other fund sources; how they will be combined with the instructional day to offer a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports); and how they will offer a minimum nine-hour summer or intersession day.

Santa Rosa City Schools will use our ELO-P plan to help guide the offerings with alignment to our instructional day, offering nine hours of programming per day, including a total of 30 days combined during intersessions and summer school. Our Transitional Kindergarten will align with our elementary schedule allowing drop off before school with adult supervision dependent on site start times. The school day will meet the Kindergarten instructional minutes established at each site and offer after-school programs until 6:00pm.

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

2. 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]

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. There is a separate \$100 million allocation for the Prekindergarten Planning and Implementation Grant – Competitive, also known as the Early Education Teacher Development Grant, that will be competitively awarded and is not part of this planning template.)

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 issued by the CTC.

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 does the LEA plan to recruit the educators needed to implement its UPK Plan (including CSPP teachers, assistant teachers, TK teachers, and TK teachers' instructional aides and assistants)?

We firmly believe Santa Rosa City Schools is a supportive environment and an attractive place to work. Recruiting highly qualified teachers and staff is our goal to provide the best possible educational experience for all of our students. This belief includes hiring for our TK programs. Through job fairs, online advertisements, EdJoin, Informed K-12, the local paper, and word of mouth, we will recruit staff to support our TK programs. We continue to offer a competitive salary, increased medical benefits, and an overall competitive compensation package. Recruiting highly qualified staff is a process that occurs throughout the year.

A new job description for a Transitional Kindergarten Instructional Assistant has been written to include specific skills and job responsibilities specific to our TK classrooms. The District will use this new job description in the recruiting process to ensure candidates are informed and qualified for the new positions necessary to support the required student to staff to support student ratio.

Due to the new ECE (Early Childhood Education) unit requirement for teachers serving TK students, the district will consider developing a new job description specific to TK teachers.

2. How does the LEA plan to partner with CSPP, Head Start, and other early learning and care providers to offer joint professional learning opportunities?

We will work closely with our early learning and care providers to prioritize and be inclusive in our professional development opportunities. Identification and prioritization of learning opportunities will ensure our UTK program success. This includes opportunities to plan and collaborate around offering training to meet staff needs and build coherence.

3. What is the LEA's planned strategy for providing professional learning for educators across the LEA's P–3 continuum? Plans might include the following:
- Who will receive this professional learning?
 - By role (lead teachers, assistant teachers, administrators, coaches, and so forth)
 - By grade (TK staff, kindergarten through third grade staff, on-site preschool staff, off-site preschool staff, and so forth)
 - What content will professional learning opportunities cover?
 - Effective adult-child interactions
 - Children's literacy and language development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
 - Children's developing math and science (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
 - Children's social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
 - Implicit bias and culturally- and linguistically-responsive practice
 - Adverse Childhood Experiences (ACEs) and trauma- and healing-informed practice
 - Curriculum selection and implementation
 - Creating developmentally-informed environments
 - Administration and use of child assessments to inform instruction
 - Support for multilingual learners, including home language development and strategies for a bilingual classroom
 - Serving children with disabilities in inclusive settings, including Universal Design for Learning
 - Engaging culturally- and linguistically-diverse families
 - How will professional learning be delivered?
 - Coaching and mentoring
 - Classroom observations and demonstration lessons with colleagues
 - Workshops with external professional development providers
 - Internally-delivered professional learning workshops and trainings
 - Operating an induction program
 - Partnerships with local QCC professional learning in CSPP settings
 - In mixed groupings (for example, TK and CSPP teachers)

As a district we have offered TK for the past 9 years. Our TK teachers have been part of standards-based curriculum development and training to support the needs of the students they serve. Moving forward we will meet as a team to revise our curriculum units to ensure they continue to meet our students' academic, developmental and social-emotional needs, as well as align with the updated California Preschool Learning Foundations and the California Preschool Framework. We have begun offering professional development opportunities through partnering with our County Office of Education, Junior College and State University. As a team we have identified the need to align our training and curriculum within the P-3 continuum, as envisioned by the state's Great Start California initiative.

We will continue to partner with our classified union in supporting the opportunities they offer their members to continue their education through a junior and/or four-year college.

Credentialed teachers wishing to teach TK will be supported in obtaining the appropriate certification through continued education courses focusing on early childhood education, once again partnering with our local junior and state colleges along with our County Office of Education.

Santa Rosa City Schools offers multiple professional development opportunities for our staff. SRCS has calendared two district-wide professional development sessions for the 2022-2023 school year, and will continue to offer both external and internal professional development opportunities to meet the needs of its students and staff.

Professional learning opportunities are provided to TK-3 teachers and school staff each year with dedicated district-wide professional development days offered twice yearly.

Opportunities are provided in a variety of formats including by grade level and by topic or area of interest.

Professional development opportunities address a wide variety of topics annually, focusing on both academic and social emotional needs of students. To support early literacy, there is a specific focus on providing the Orton-Gillingham training to TK-3 grade teachers. Ongoing training and support around district-adopted curriculum alongside highly effective teaching strategies is provided annually.

Specific professional development around the needs of the younger students enrolling in TK will be provided, inclusive of training on developmentally appropriate classroom practices and the California Preschool Learning Foundations and Preschool Framework. Basing professional development incorporating the twelve areas listed above will be a priority for SRCS.

The district will continue to provide training on culturally responsive teaching and curriculum as well as family engagement.

The District will support a variety of professional development opportunities, both at the district and school site level. This will include team collaboration & lesson development, mentoring of new teachers and opportunities to attend training and conferences. SRCS will utilize the identified seven areas as ways to support our staff and deliver professional development.

4. How does the LEA plan to facilitate the development of a district early education leadership team (across grade levels and departments) and promote site-based horizontal and vertical articulation (P–3) teams to support student transitions, share strategies, and collaboratively monitor student progress?

Santa Rosa City Schools has created a UPK planning committee to help facilitate the development of our UPK plan and assess the needs for successful implementation throughout our district, schools, and grade levels. The work will continue at both the district and site level for the 2022-2023 school year. Cross grade level articulation will occur during Summer 2022 and throughout the school year, and will be focused on our Collaborative Curriculum Design units of study. Site-based cycles of inquiry, regular progress monitoring, and trimester benchmark testing will support the monitoring of student progress and needs. Staff will work together to discuss ways to support student success both on site and in district-supported grade level meetings.

Required Questions

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

1. 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]

2. Which of the following strategies does the LEA intend to employ 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]

3. 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]

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

5. On what topics does the LEA intend to offer professional learning regarding early childhood education to site leaders and principals? [select all that apply]

Focus Area D: Curriculum, Instruction, and Assessment

It is critical for each LEA and preschool program partner to plan for how they will 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 how they will ensure curricula are implemented with fidelity to support intentional, quality instruction for all students. LEAs and preschool program partners should consider how they will 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.

Recommended Planning Questions

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

1. Describe how the LEA will develop or select a curriculum for UPK classrooms that aligns with the California Preschool Learning Foundations and California Preschool Curriculum Frameworks.

Our current TK teachers were instrumental in the development of our Board-adopted units of study which are cross disciplinary, problem/solution-based units utilizing learning progressions anchored within interdisciplinary standards. Teachers will review and revise the district's current units of study, aligning the units with the revised California Preschool Learning Foundations (CPLF) and California Preschool Curriculum Frameworks based on our students' needs. These CPLF updates will incorporate recent research in the field, including best practices to support dual language learners, reduce racial bias, and better support the inclusion of disabilities, which are paramount to our students' success.

In addition to our units of study, we will work collaboratively to evaluate programs and curriculum currently in use within our TK classrooms for their effectiveness and developmental appropriateness, as well as train staff in developmentally appropriate methods of delivering instruction. If new or additional programs are needed, the district will support a pilot of instructional materials for possible selection and purchase. SRCS dependent charter school TK programs will align with the curriculum and instruction as provided in their respective charter documents.

2. Describe the intended timeline for curriculum implementation, including steps for piloting and gathering input from UPK teachers, and a process for ensuring curriculum fidelity.

In the upcoming school year we will continue to use the district-adopted units of study, modifying them to be more developmentally appropriate for younger students. A team of TK teachers will meet to examine the updated California Preschool Learning Foundations and California Preschool Curriculum Frameworks and revise the units based upon what is developmentally appropriate. The district is committed to dedicating time to support teacher training in implementing the revised curriculum, as well as effective classroom management to support the whole child in a nurturing environment. .

3. What actions does the LEA plan to take to support effective classroom organization practices and behavior management strategies to ensure a positive learning environment for a diverse population of UPK students?

Classroom set-up and environment are crucial components of creating and supporting a welcoming and inclusive UPK class. Classrooms will be arranged in a child-friendly manner with sufficient space for active young children to learn and explore. Classroom management will be matched with developmentally appropriate activities where students receive positive feedback and reinforcement. We will continue to implement our district adoption of the social emotional learning Toolbox curriculum, focusing on building students' awareness of self and others by providing strategies to use to manage self behavior and empathy towards others. SRCS has begun district-wide implementation of the Kimoichis curriculum to support elementary students' emotional needs by addressing ways to deal with their emotions. Working with our county office to provide our transitional kindergarten and

kindergarten training in the California Teaching Pyramid Framework focusing on promoting, preventing, and intervening healthy social-emotional supports.

4. Describe how classroom practices for UPK (TK and other preschool programs the LEA operates or has on site) will be integrated and aligned.

Staff will have opportunities to meet monthly for collaboration to align and support classroom practices between school sites and other preschool program offerings. Sites will work with outside partners such as Boys and Girls Club to offer enrichment and support to students at their school site.

5. What instructional practices does the LEA plan to implement to support children with disabilities in UPK (for example, implementing Universal Design for Learning, providing specialized services in the classroom with peer models, implementing social-emotional strategies such as the Pyramid Model)?

Santa Rosa City Schools has a robust model of tiered support services to support students' academic and social-emotional needs. Students from grades TK-12 have access to school counselors at each elementary school and School-Based Therapists through the Multi-tiered Systems of Support (MTSS) referral process. Each school has teams of intervention coordinators who review cases, provide Tier 1 support strategies to teachers and further develop individual plans to meet students in a pre-special education referral model.

To support students with diverse learning needs, the district will continue to provide professional development on differentiation strategies. In addition, instructional materials will be selected to provide hands-on opportunities where students can be fully engaged.

6. What instructional practices does the LEA plan to implement to support the language and overall development of multilingual learners?

All of our teachers are highly qualified to support our multilingual learners. In addition to our teaching staff, we have support specialists whose focus is our multilingual learners' success. SRCS provides safe learning environments that are grounded in seeing our students' assets and valuing their home language. Using developmentally-appropriate curriculum and research-based strategies to meet the needs of our multilingual students is a priority. Our units of study have been purposefully designed to use strategies to support our students who are learning English.

7. How does the LEA plan to assess dual language learners (DLLs) in areas other than English language acquisition?

Santa Rosa City Schools uses a variety of measures to assess our dual language learners. A teacher-created screener assesses students' ability based on what is developmentally appropriate for the age group. A variety of academic assessments are administered throughout the school year aligned to the subject matter being taught. Formative assessments are conducted daily by asking students questions informally and formally. Students' interpersonal and intrapersonal skills are assessed through our social-emotional curriculum. Students are also assessed through observations of nonverbal demonstrations of knowledge such as counting a given number of objects, creating a pattern, and other direct, explicit assessment activities.

Required Questions

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

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

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]

3. Identify methods the LEA plans to use 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 all that apply]

4. What instructional practices does the LEA plan to implement to support children with disabilities in UPK programming? [select all that apply]

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

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.

Recommended Planning Questions

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

1. What strategies does the LEA plan to employ to integrate younger children and older children on the same campus and ensure safety and appropriate commingling?

Our district has successfully provided TK for the past nine years. Each site carefully places TK classrooms in a location near other TK and Kindergarten classrooms. Schedules are created to ensure safe playgrounds, outdoor spaces, and drop off and pick up of students. Staggered lunch schedules are created to separate older students from younger students and take into consideration the time TK students eat. Our TK students have a play yard that is only accessible to TK and K students.

2. Describe how the LEA plans to address transportation issues resulting from UPK implementation.

School sites that currently provide transportation will continue to offer TK students the opportunity for transportation to and from school. Bus drivers are instructed not to allow a TK student off the bus if a parent or guardian is not present to receive their child. If a parent or guardian is not present the student will be brought back to the school. Sites will offer Kindercare which provides students care until the rest of the school is dismissed, along with after-school programs for families who need longer after school care.

3. What strategies does the LEA intend to implement to ensure TK students have access to meals and adequate time to eat (for example, adding additional meal services and time in the cafeteria, offering breakfast after the bell [students pick up a breakfast and bring it to the classroom])? (Note: The LEA must continue to comply with all health and safety, state, and federal Child Nutrition Program regulations while implementing meal service)

Each school site staggers their breakfast and lunch breaks to ensure access to meals and enough time to eat. Sites will continue to monitor the time they currently provide TK students to ensure they have adequate time to eat.

Required Questions

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

1. To support an overall increase in UPK access, what efforts does the LEA plan to make to prevent the displacement of any early education programs on LEA campuses, including both LEA-administered and non-LEA-administered programs?

2. 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]

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]

3. Does the space meet the kindergarten standards described in California Code of Regulations, Title 5, Section 14030(h)(2)? [multiple choice]

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]

4. Does the 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]

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

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]

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

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

8. Will the LEA offer transportation to transport TK children to extended learning and care opportunities that are at other sites than the one the child is enrolled at for TK?

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 UPK Plan 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, unlike the recommended questions included in Focus Areas A through E, 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]

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

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]

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]

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

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

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]

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]

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]



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 prekindergarten (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. The 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 child care, Early Head Start and Head Start, community-based early learning and care programs, family child care 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 the 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 child care vouchers and the General Child Care School Age program.

Appendix II - Additional Deeper Planning Questions

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

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

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

8. 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.

9. 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.)

10. 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

4. 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.

5. 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.

6. 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.