



Universal Prekindergarten Implementation Plan



Educational Services Division | Teaching and Learning Department
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Universal Prekindergarten in California - Overview

California seeks to set children on a trajectory of lifelong success by investing in early and equitable learning experiences. 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.

To provide universal prekindergarten (UPK) options for all four-year-old children and to expand services for three-year-old children in California, the Budget Act of 2021 included an investment in the expansion of transitional kindergarten (TK) and the California State Preschool Program (CSPP). Within this budget package, the UPK Planning and Implementation Grant Program was established to support the costs associated with the development of expanded prekindergarten options, such as universally-available TK and CSPP for eligible students. As a condition of receiving grant funds, state law requires each LEA to create a plan based on certain required questions in five planning areas with approval by the local School Board.

Ocean View School District's UPK Plan - Required Questions

OVSD's UPK Planning Team, composed of fifteen members, represented classified and certificated educators, instructional aides, school office managers, site administrators, and district leadership. This team met on multiple occasions to review, collaborate, and address the CDE-required UPK planning questions. Upon completion, the draft responses were shared with OVSD educational partnerships, including all 14 School Site Councils, the District English Learner Advisory Committee (DELAC), and members of California School Employee Association (CSEA) Chapter 375, Ocean View Teacher's Association (OVTA), and district leadership for additional evaluation and revision.

Area A - Focus and Coherence

Has the local educational agency (LEA) identified a model of service delivery to implement universal prekindergarten (UPK) for all four year-old children, including classes fully inclusive of children with disabilities?

Ocean View School District will provide UPK for all four-year old children, including fully inclusive classes, via the following models:

- TK offered at all/some sites (based on enrollment needs)
- CSPP stand-alone classes at College View, Oak View, and Westmont
- Tuition-based preschool classes at College View and Westmont (based on enrollment needs)





Has the LEA determined if it will implement full-day TK, part-day TK, or both?

The Ocean View School District will implement a full-day TK program that is aligned with the elementary schools' Kindergarten through third grade schedules.

Does the LEA plan to operate a California State Preschool program or expand its current CSPP contract?

Ocean View plans to operate its current CSPP contracts at College View, Oak View, and Westmont for the 2022-23 academic year.

If the LEA answered yes, has the LEA identified what age of children it will serve through a CSPP contract?

The Ocean View students served under a CSPP contract will be three and four year old children, along with eligible four and five year old children whose families do not wish to enroll in TK.

Has the LEA identified whether it will serve students eligible for early admittance TK, for children whose fifth birthday occurs after the enrollment date for the year of implementation?

For the 2022-23 academic year, OVSD will extend the CDE's required February 1st TK birthdate to March 1st which is aligned with Ocean View's early admittance TK program (called Early Kindergarten or EK) to include all eligible students in the TK program. As space permits, Kindergarten age students may participate in TK.

Area B - Community Engagement and Partnerships

Has the LEA identified which opportunities it will offer to obtain public input on the UPK Plan?

Ocean View obtained public input on the UPK Plan through School Site Councils, English Learner Advisory Committees (ELAC), and District English Learner Advisory Committee (DELAC) meetings.

Has the LEA selected the programs it will combine with the TK instructional day to offer a minimum of nine hours per day of programming for children whose families opt in for extended learning and care?

At this time, planning for the Extended Learning Opportunities Program (ELOP) has been placed on hold until the 2022-23 school year. Planning and implementation of the ELOP will include nine hours per day of programming for qualifying TK students and families.





Area C - Workforce Recruitment and Professional Development

If additional TK teachers are needed, has the LEA identified strategies to support diverse and effective prospective TK teachers, including multilingual educators, to earn a Multiple Subject Teaching Credential?

The Ocean View School District currently has enough Multiple Subject Teaching Credential holders to staff TK classrooms.

Has the LEA identified professional learning topics it will offer regarding early childhood education to site leaders and principals?

During the past five years, Ocean View site leaders and principals have received training to support students' social emotional wellbeing, Social Emotional Learning (SEL), instructional supports and inclusive settings (including differentiation based on need and scaffolding) for English learners and students with disabilities, trauma-informed practices, and engaging culturally- and linguistically-diverse families. While many site administrators have experience with TK or Early-Admittance TK on campus, Ocean View intends to provide additional training and resources in the area of Positive Behavioral Interventions and Support (PBIS), developmentally appropriate expectations for students and professional development in the Preschool Learning Foundations and Frameworks. This will better enable administrators to effectively evaluate the early childhood education program on campus and facilitate a deeper understanding of effective instructional practices to support early childhood educators.

Area D - Curriculum, Instruction, and Assessment

Is the LEA planning to provide a Dual Language model for TK students?

While the Ocean View School District does have a Spanish Dual Language Immersion (DLI) Program at Harbour View, the DLI program will not be expanded to include TK for 2022-23. This could change in future years. As with all Ocean View students in Grades K-8, TK will receive English-only instruction with home-language support, as feasible.

If the LEA administers CSPP, does it plan to provide a Dual Language model for CSPP students?

Ocean View's CSPP program is based on English-only instruction with home-language support, as feasible.





Has the LEA identified methods it will 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?

Currently, Ocean View educators who serve students in UPK provide a balanced, rigorous and developmentally-appropriate program. This program will continue for 2022-23 and include additional resources and support in developmentally-appropriate instructional strategies and learning environments. UPK teachers design developmentally-appropriate learning environments to allow for individual and group activities that promote social emotional learning and executive function skills. In addition, learning is promoted through play as a context for social and emotional development, including social play with teachers and peers in small or large group settings. Lesson plans and the curriculum includes specific and targeted social emotional learning and executive function activities throughout the instructional day, including offering open-ended, self-directed learning opportunities that foster individual interest, curiosity, and new learning.

Has the LEA determined which instructional practices it will implement to support children with disabilities in UPK programming?

Ocean View has a robust instructional program with support for children with disabilities. This program currently (and will continue to) extend support to students in UPK programs, including access to teachers who have received training and resources in Universal Design for Learning (UDL) to support scaffolding and differentiation of instructional materials to meet learners' needs. Ocean View educators have received training on Social Emotional Learning (SEL), focused on building positive relationships and communities via daily welcoming, inclusion routines and the use of Restorative Practices. Ocean View also employs a team of educational specialists with expertise in the area of Early Childhood Education, including a Speech/Language Pathologist, a School Psychologist, an Occupational Therapist, and an Adaptive Physical Education Teacher.

Has the LEA identified the assessments it will use in TK or kindergarten?

Ocean View's TK team has reviewed the CDE recommended observation assessment for TK (Desired Results Developmental Profile - Kindergarten, DRDP-K), and the Teaching and Learning Department is in the process of creating trimester "Family Communication" based on the DRDP-K areas/measures and appropriate developmental level markings. There will also be an observation guide with examples to support teachers with communicating levels to parents/guardians.





Area E - LEA Facilities, Services, and Operations

To support an overall increase in UPK access, has the LEA identified what efforts it will make to prevent the displacement of any early education programs on LEA campuses, including both LEA-administered and non-LEA-administered programs?

Ocean View has sufficient, appropriate spaces on each elementary campus to support the TK program; no early education programs will be displaced.

Has the LEA determined if it has adequate classroom space to meet the projected enrollment of TK students for the respective implementation year?

Ocean View School District has sufficient space to meet projected TK enrollment.

Has the LEA determined if the space meets the kindergarten standards described in California Code of Regulations, Title 5, Section 14030(h)(2)? Are modifications needed?

Every elementary school in Ocean View School District has space that meets the kindergarten standards described in California Code of Regulations. TK location will be based on the unique needs of each site.

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? Are modifications needed?

Accommodations will be made, as necessary, to ensure children with disabilities have access to education in the least restrictive environment.

Does the LEA's Facilities Master Plan adequately address the need for UPK programming?

Updates to facilities will be made during modernization after the 2022-23 school year.

Has the LEA determined what transportation it will offer to children enrolled in TK?

Transportation will continue to be provided to children with disabilities according to their Individual Education Program (IEP).

Has the LEA determined if it will offer transportation to transport TK children to extended learning and care opportunities that are at other sites than the one the child is enrolled for TK?

This will be addressed in 2022-23 during the development of the Expanded Learning Opportunities Program (ELOP) plan. Efforts will be made to provide extended learning and care opportunities on every elementary school campus.

