Universal Prekindergarten Planning and Implementation Grant Program and Plan

The O'Farrell Charter School

May 9, 2022

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.[1] 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.

Plan Development and Components

The UPK Plan 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 plan 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.[2]

- 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.[3]

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 Plan 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

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 December 3 and the end of the school year	Turn five between September 2 and February 2; at district discretion, turn five between February 3 and the end of the school year	Turn five between September 2 and April 2; at district discretion, turn five between April 3 and the end of the school year	Turn five between September 2 and June 2; at district discretion, turn five between June 3 and the end of the school year	Turn four by September 1

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

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.

UPK Plan

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.

LEA Name	Contact Name and Title of the Individual Self-Certifying the Statement Above	Email	Phone
The O'Farrell Charter Schools	Cindy Wagner, Superintendent	Cindy.wagner@ofarrellcharterschool.org	(619)263-3009

1. Please complete the following table:

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)?

No

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

Not Applicable

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)

Given that as a charter school, we do not have an assigned attendance area, we relied on survey data from our current families, combined with information gained during the lottery process. Families in the local community have options for CSPP and Headstart programs within the local area, as well as access to Transitional Kindergarten at local district schools. Current O'Farrell families have expressed interest in transitional kindergarten being offered at our charter school. We send direct mailings and recruitment materials to families residing in the local community. This resulted in enough interest to offer two transitional kindergarten classes in 2022-2023.

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.[7] Complete the following tables.[8]

As an independent charter school, we must operate within the agreed upon enrollment cap as set by our authorizer, San Diego Unified School District. Given this enrollment cap, the maximum number of TK classes possible at The O'Farrell Charter School is two. We currently enroll students by lottery, as the number of students exceeds the capacity of the charter.

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)	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	0	0	48	40	40	40
CSPP (if applicable)	N/A	N/A	N/A	N/A	N/A	N/A

Table: Facilities Estimates (Cumulative)

Type of Facility	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK Classrooms	0	0	2	2	2	2
CSPP Classrooms	N/A	N/A	N/A	N/A	N/A	N/A
Head Start or Other Early Learning and Care Classrooms	0	1, District Head Start program located on our charter campus	1, District Head Start program located on our charter campus	1, District Head Start program located on our charter campus	1, District Head Start program located on our charter campus	1, District Head Start program located on our charter campus

Table: Staffing Estimates (Cumulative)

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK	0	0	2	2	2	2
TK Teacher's Assistants	0	0	2	2	2	2
CSPP (if applicable)	N/A	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	N/A
Early Education District-level staffing (if applicable)	N/A	N/A	N/A	N/A	N/A	N/A

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	Up to 48	Up to 40	Up to 40	Up to 40

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 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. What is the LEA's vision for UPK?

The O'Farrell Charter school strives to be a comprehensive TK-12th grade program for our students. Given the unique structure of our charter, students entering TK will be able to complete their full TK-12 school experience at O'Farrell, if they so choose. This allows for early intervention and support of our youngest learners to ensure they are able to meet the rigorous expectations within our school.

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.

All transitional kindergarten students will be eligible to participate in ELO-P and/or ASES programming. This will allow for a nine hour day as well as additional learning days during intersessions and summer. The TK schedule is aligned to other grade levels, thus allowing for full participation.

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.

Our elementary school principal will oversee transitional kindergarten as well as ELO-P. In addition, there will be an ELO-P coordinator.

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).

Charter staff wil assume these responsibilities as applicable with their current duties and job descriptions. The addition of an ELO-P coordinator will assist in expanded learning offerings.

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

As a one site TK-12 charter school, UPK leadership will work directory with the administrative team and superintendent.

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

The O'Farrell Charter School LCAP goal one ensures a standards aligned and vertically coherent academic program. This goal supports the full TK-12th grade scope. In addition, goal four supports a positive school culture focused on the whole student. This ensures developmentally appropriate practice for all learers, but especially our youngest.

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.

All students are welcome and have access to UPK classrooms, including those with disabilities. The O'Farrell Charter School provides a full continuum of special education services for transitional Kindergarten students based on their individual needs as determined by their IEP team. Professional development includes Universal Design for Learning.

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.

Not Applicable

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? Highlighted options below reflect UPK planning

a. TK offered at all sites: As a one site charter school, we will be offering TK, as part of regular programming.

b. TK offered at some sites

c. TK stand-alone classes: It is our plan to enroll enough TK students to fill two stand alone TK classrooms. In the event there are not enough TK

students who apply to our charter school for TK, we will offer TK-Kindergarten combination classes.

d. TK and kindergarten combination classes: See above.

e. CSPP and TK combination classes (CSPP funding and ADA funding)

f. Locally-funded preschool and TK combination classes

g. CSPP stand-alone classes

h. Head Start stand-alone classes

i. Other [describe, open response]

2. Does the LEA plan to implement full-day TK, part-day TK, or both?[9] [select one]

a. Full Day TK: O'Farrell Charter School plans to operate full day TK, in alignment with our full day kindergarten.

b. Part Day TK

c. Both

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.

a. As a one site charter, we will have the maximum number of TK classes allowable under our charter petition and enrollment agreement with our authorizer. TK will be seen as year one of a two-year kindergarten program.

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

a. Yes - the LEA applied to expand its existing CSPP contract in 2022–23

b. Yes - the LEA applied for a new CSPP contract in 2022–23

c. Yes - the LEA will apply to expand its existing CSPP contract in future years (if funding is appropriated by the legislature)

d. Yes - the LEA plans to apply to administer a CSPP contract in future years (if funding is appropriated by the legislature)

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

f. No - the LEA plans to relinquish or reduce CSPP services in future years

5. If the LEA answered yes in question four, what age of children does the LEA plan to serve through a CSPP contract? Not Applicable

a. Three-year-old children

b. Four-year-old children who will not be enrolled in TK in the current school year

c. Four-year-old children who will be enrolled in early admittance TK on their fifth birthday but who are not yet enrolled because their birthday does not fall in the range for which LEAs are fully funded to support TK. (Note: children whose birthdays fall outside of this range can be served in TK at LEA option from the beginning of the school year, but LEAs only generate ADA after the child's fifth birthday.)

d. Four-year-old children who are enrolled in TK, including early admittance TK (CSPP would provide extended learning and care in addition to the TK instructional day).

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]

i. Yes

ii. No

iii. Maybe

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

i. Yes

ii. No

iii. Maybe

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

i. Yes

ii. No

iii. Maybe

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 below.

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

The LEA's UPK plan opens the maximum number of classes allowed under our charter. The need for two classes of TK was determined through a marketing campaign and outreach to the community as well as current families.

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

ASES and ELO-P offering will be made available to all TK students and families. If the number of students wishing to participate in ASES and/or ELOP exceeds capacity, priority will be given to unduplicated students.

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?

Due to being an independent charter school located on a district owned property, we have some limitations as to additional programming options available. A district sponsored Head Start program currently operates on our campus.

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)?

The O'Farrell Charter School works closely with the El Dorado Charter SELPA to support students in transitional kindergarten through professional development, as well as consultation and collaboration. The O'Farrell Charter School works with the families of newly enrolled students to identify students with suspected disabilities.

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.

Transitional kindergarten class schedules will mirror that of kindergarten, as full day programs. This allows all UPK students to participate. Morning tutoring and afterschool tutoring will be offered each day. Intersession and summer programming options will be offered as well.

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. Highlighted options below represent the LEA's actions.

a. Parent Teacher Association Meetings

b. Family or parent surveys

c. English Learner Advisory Committee (ELAC)

d. District English Learner Advisory Committee (DELAC)

e. Special Education Local Plan Area (SELPA)

f. School Site Council

g. District Advisory Committee

h. LCAP educational partners input sessions

i. Tribal Community input session

j. Co-hosting events with community-based organizations (CBOs)

k. Hosting meet and greets with the early learning and care community

l. LPC Meetings

m. Local Quality Counts California (QCC) consortia meetings

n. First 5 County Commission meetings

o. Community Advisory Committee (CAC)

p. Head Start Policy Council meetings

q. Collaboration with parent engagement centers (for example, Parent Training and Information Center [PTIC], Community Parent Resource Center [CPRC], Family Empowerment Centers [FEC])

r. Other

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. Highlighted options below represent the LEA's actions.

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

b. Expanded learning programs at a CBO site (ASES, 21st CCLC, ELO-P)

c. CSPP (on an LEA site)

d. CSPP (at a CBO site)

e. LEA- or locally-funded preschool

f. Head Start

g. LEA preschool funded with Title I of the Every Student Succeeds Act funds

h. Other CBO preschool

i. State subsidized child care (not including CSPP)

j. Other [describe, open response]

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 below.

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)?

The O'Farrell Charter School is offering to sponsor coursework needed to be CCTC compliant by August 2023 to all current staff beginning in Summer 2022. If current staff are unable to fulfill this requirement by the deadline, O'Farrell will recruit new staff through marketing, job fairs, and partnership with other LEAs and early childhood organizations.

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?

Not Applicable

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:

As part of the LEA Professional Learning Plan, a focus on early literacy, numeracy, and social emotional learning will be included for all P-3 staff.

b. Who will receive this professional learning?

i. By role (lead teachers, assistant teachers, administrators, coaches, and so forth)

ii. By grade (TK staff, kindergarten through third grade staff, on-site preschool staff, off-site preschool staff, and so forth)

c. What content will professional learning opportunities cover?

i. Effective adult-child interactions

ii. Children's literacy and language development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)

iii. Children's developing math and science (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)

iv. Children's social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)

v. Implicit bias and culturally- and linguistically-responsive practice

vi. Adverse Childhood Experiences (ACEs) and trauma- and healing-informed practice

vii. Curriculum selection and implementation

viii. Creating developmentally-informed environments

ix. Administration and use of child assessments to inform instruction

x. Support for multilingual learners, including home language development and strategies for a bilingual classroom

xi. Serving children with disabilities in inclusive settings, including Universal Design for Learning

xii. Engaging culturally- and linguistically-diverse families

d. How will professional learning be delivered?

i. Coaching and mentoring

ii. Classroom observations and demonstration lessons with colleagues

iii. Workshops with external professional development providers

iv. Internally-delivered professional learning workshops and trainings

v. Operating an induction program

vi. Partnerships with local QCC professional learning in CSPP settings

vii. In mixed groupings (for example, TK and CSPP teachers)

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?

Not applicable

Required Questions

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

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? Highlighted options below represent the LEA's actions.

a. Partner with one or more local Institutions of higher education (IHEs) or the COE to help support teachers holding less than a full

credential to complete requirements to earn a preliminary Multiple Subject Teaching Credential

b. Apply for a California Classified School Employee Teacher Credentialing Program grant (https://www.ctc.ca.gov/educator-prep/grant-funded-programs/Classified-Sch-Empl-Teacher-Cred-Prog) on your own, with your COE, as part of a new collaborative, or by joining an existing Classified grant program to recruit teachers

c. Apply for a California Teacher Residency Grant Program (https://www.ctc.ca.gov/educator-prep/grant-funded-programs/teacher-residency-grant-program) on your own, as part of a new collaborative, or by joining an existing Teacher Residency Grant Program to recruit and prepare individuals with a bachelor's degree who want to become teachers in your LEA

d. Join an existing intern preparation program to recruit and prepare teachers for your LEA

e. Join an existing apprenticeship cohort program to recruit and prepare teachers for your LEA

f. Establish a relationship with other local LEAs to establish pathways for high school students interested in a career in CSPP or in P–3 teaching through clubs, registered apprenticeships, or other such early recruitment opportunities

g. Partner with the California Center on Careers to contact registrants who might be interested in becoming teachers for your LEA

h. Provide information on scholarship and grant opportunities to CSPP and other staff interested in providing extended learning and care services

i. Apply for workforce development funding and competitive grant opportunities from the CDE

j. Provide a stipend for tuition and fees for coursework leading to a Multiple Subject Teaching Credential

k. Provide advising on credential requirements and options for how to meet these requirements

l. Collaborate with IHEs to offer unit-bearing coursework at a local LEA site during times that work for teachers and other interested staff members [list IHEs, open response]

m. Partner with a local IHE to provide other services to candidates seeking to earn a Multiple Subject Teaching Credential

n. Partner with a COE to provide other services to candidates seeking to earn a multiple subject credential

o. Other [describe, open response]

p. 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 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)? Highlighted options below represent the LEA's actions.

q. Partner with a local IHE offering eligible early childhood education or childhood development coursework

r. Partner with an IHE or COE to operate cohort models for LEA teachers earning 24 units

s. Provide information on scholarship and grant opportunities

t. Apply for workforce development funding and grant opportunities

u. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree

v. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit

w. Provide advising on requirements and how to meet the requirements

x. Offer unit-bearing IHE coursework at a local LEA site during times that work for teachers

y. Develop or work with an established mentorship program to support new TK teachers

z. Other [describe, open response]

aa. None of the above; the LEA currently has enough Multiple Subject Teaching Credential holders who have at least 24 units in early childhood education, or childhood development, or both; professional experience in a classroom setting with preschool-age children that is comparable to the 24 units of education described in subparagraph (a); or a Child Development Teacher Permit issued by the CTC

2. 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?

Not applicable

a. Partner with a local IHE offering eligible early childhood education or childhood development coursework

b. Partner with an IHE or COE to operate cohort models for educators working towards a Child Development Teacher Permit

c. Provide information on scholarship and grant opportunities

d. Apply for workforce development funding and grant opportunities

e. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree

f. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit

g. Provide advising on requirements and planning for how to meet the Child Development Teacher Permit requirements

h. Offer unit-bearing coursework at a local district site during times that work for teachers

i. Other [describe, open response]

j. None of the above, the LEA is not planning to support prospective CSPP educators in obtaining a Child Development Teacher Permit

5. 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? Highlighted options below represent the LEA's actions.

k. Ages & Stages Questionnaire (ASQ)

l. BRIGANCE Early Childhood Screening

m. Desired Results Developmental Profile (DRDP)

n. Developmental Reading Assessment (DRA)

o. LEA-based, grade level benchmarks and a report card

p. Teaching Strategies GOLD (TS GOLD)

q. Work Sampling System (WSS)

r. Other [describe, open response]

s. The LEA does not plan to offer professional learning on child observational assessments

6. On what topics does the LEA intend to offer professional learning regarding early childhood education to site leaders and principals? Highlighted options below represent the LEA's actions.

t. Effective adult-child interactions

u. Children's literacy and language development (aligned with the Preschool Learning Foundations and Frameworks)

v. Children's developing math and science (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)

w. Children's social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)

x. Implicit bias and culturally- and linguistically-responsive practice

y. ACEs and trauma- and healing-informed practice

z. Curriculum selection and implementation

aa. Creating developmentally-informed environments

bb. Administration and use of child assessments to inform instruction

cc. Support for multilingual learners, including home language development and strategies for a bilingual classroom

dd. Serving children with disabilities in inclusive settings, including Universal Design for Learning

ee. Engaging culturally- and linguistically-diverse families

ff. Other [describe, open response]

gg. Site leaders and principals will not be offered professional learning on early childhood education

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*.

Curriculum materials that align with both California Preschool Learning FOundations, as well as kindergarten content standards will be used with all transitional TK classes. O'Farrell has had a two year kindergarten program for several years. HTe curriculum designed and used for this program will be modified to best suit the needs of transitional kindergarten students.

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.

All curriculum materials will be selected and/or modified by Summer 2022.

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?

Developmentally appropriate behavior management strategies based on our existing Posiitve Behavior and Intervention System will be used.

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

The LEA does not operate UPK programs other than transitional kindergarten.

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)?

O'Farrell will implement Universal Design for Learning principles to support students with disabilities as well as a full inclusion model as is appropriate based on students' individualized education plans.

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

Evidence based language acquisition practices will be implemented to ensure development of multilingual students. This includes ELL paraprofessional support, designated and integrated ELD, and adaptive curriculum materials.

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

All English learners will be assessed using state measures such as ELPAC as well as internal language benchmarks.

Required Questions

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

7. Does the LEA plan to provide any of the following language model(s) for TK students? Highlighted options below represent the LEA's actions.

a. Dual language program with a language allotment[10] of 50/50 [open response for language offered]

b. Dual language program with a language allotment of 90/10 [open response for language offered]

c. Dual language program with a language allotment of 80/20 [open response for language offered]

d. Dual language program with a language allotment of 70/30 [open response for language offered]

e. English-only instruction with home-language support

f. None

g. Other [describe, open response]

2. If the LEA administers CSPP, does it plan to provide any of the following language model(s) for CSPP students? Not Applicable

a. Dual language program with a language allotment[11] of 50/50 [open response for language offered]

b. Dual language program with a language allotment of 90/10 [open response for language offered]

c. Dual language program with a language allotment of 80/20 [open response for language offered]

d. Dual language program with a language allotment of 70/30 [open response for language offered

e. English-only instruction with home-language support

f. None

g. Other [describe, open response]

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. Highlighted options below represent LEA actions.

a. Provide training for staff on the Center on the Social Emotional Foundations for Early Learning (CSEFEL) Pyramid Model

b. Implement the CSEFEL Pyramid Model in the classroom

c. 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)

d. 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

e. Use developmental observations to identify children's emerging skills and support their development through daily interactions

f. Development of lesson plans or use of a curriculum that includes specific and targeted social-emotional learning and executive function activities throughout the day of instruction

g. Staff development opportunities encouraging reflective practice and cross-level support for instruction specific to social-emotional learning and executive function skills

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

4. What instructional practices does the LEA plan to implement to support children with disabilities in UPK programming? Highlighted options below represent the LEA's actions.

a. Implement Universal Design for Learning

b. Provide adaptations to instructional materials

c. Provide specialized services (for example, occupational therapy, physiotherapy, speech and language pathology therapy) in the classroom with peer models

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

e. Provide additional staff to support participation in instruction

f. Other [open response]

5. What assessments does the LEA plan to use in TK or kindergarten? Highlighted options below represent the LEA's actions.

a. ASQ

b. BRIGANCE Early Childhood Screen

c. DRDP

d. DRA

e. LEA-based grade level benchmarks and a report card

f. TS GOLD

g. WSS

h. Other

i. The LEA does not plan to use a common TK assessment

j. Unsure

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 districts 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?

Currently, Kindergarten students have a developmentally appropriate learning and play space on the campus. Schedules are developed to ensure that TK and Kindergarten students use the play space with age appropriate peers only.

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

Currently, O'Farrell Charter School offers public transportation -asses to students/families living outside of the immediate community, and within walking distance. This practice will be continued for UPK.

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)

The O'Farrell Charter School offers free meals to all students, including breakfast, lunch and snacks. Breakfast may be consumed before school, on campus. Take home meals are also available after school. Program schedules are created to ensure our youngest learners have adequate time to eat, as is developmentally appropriate. As a charter school, we partner with San Diego Unified School District for all meal service.

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?

We do not anticipate the displacement of any current 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]

a. Yes

b. No

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]

a. Yes

b. No

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]

a. Yes

b. No

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]

a. Yes

b. No

As an independent charter school located on a district property, the Facilities Master Plan is developed at the district level. Some modifications and improvements to the facility are at the discretion of the charter school.

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]

a. Turfed area

b. Paved area

c. Apparatus area

d. Land required for buildings and grounds

e. Total square feet required

f. None of the above

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

a. Transportation to and from the TK program

b. Transportation from the TK program to an extended learning and care opportunity on another LEA site

c. Transportation from the TK program to an extended learning and care opportunity on a non-LEA site (for example, a CBO that operates a preschool program)

d. No transportation will be provided

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?

Not applicable, as we are a one site charter school. All TK classrooms will be located on our site, as well as all before and after school offerings.

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? [open response]

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? [open response]

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

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)? [open response]

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? [open response]

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? [open response]

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

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. [open response]

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.) [open response]

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? [open response]

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. [open response]

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. [open response]

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. [open response]

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[1] In addition, $100 million is available to LEAs for workforce development through a separate competitive request for applications (RFA). The $100 million available for workforce development will not be addressed in this document.

[2] See Appendix II for additional planning questions for LEAs that are ready to develop more advanced UPK and preschool through third grade (P–3) plans.

[3] The required questions referred to in this template are being provided to LEAs in advance of the survey to assist in the planning and Implementation process.

[4] The CDE may collect additional data related to UPK implementation in future years as well.

[5] LEAs can obtain a list of licensed ELC providers operating within the LEA's enrollment zip codes by contacting their county R&R. LEAs can also collaborate with APPs in their county to share information about the engagement activities with ELC providers in the county. See the CDE Guidance Document to learn more about R&Rs and APPs and how to find the R&R(s) and APP(s) in your county. In addition, as local partnerships, LEAs should and can work with local Head Start grantees to discuss the Head Start needs assessment allowing for better coordination and collaboration.

[6] The purpose of this engagement process is to ensure that diverse community voices and interests are uplifted and used to inform the development of a UPK Plan that meets families' and communities' needs. The LEA should develop a process that allows for authentic, inclusive, and meaningful input.

[7] If the administration of kindergarten will be impacted by the implementation of UPK, (for example, through the use of combination classes), add additional rows to the table and develop estimates for the number of kindergarten students, classrooms, teachers, and teacher's assistants will be needed, in addition to those estimates that are required for reporting to CDE.

[8] See the implementation schedule above for changes in teacher/adult ratios over the implementation period.

[9] The minimum length of instructional time that must be offered to constitute a school day is 180 minutes (*EC* sections 46117 and 46201). By statute, the maximum school day in kindergarten is four hours ("part day") (*EC* Section 46111). However, *EC* Section 8973 allows schools that have adopted an early primary program (extended-day kindergarten or "full day") to exceed four hours. Furthermore, *EC* Section 48000 states that a TK shall not be construed as a new program or higher-level service. In general, the number of required instructional minutes for TK is 36,000 minutes per year.

[10] The percentage of instructional time spent on the target language and English (e.g., in a 50/50 Spanish/English program, 50% of instructional time is spent on each language).

[11] The percentage of instructional time spent on the target language and English (e.g., in a 50/50 Spanish/English program, 50% of instructional time is spent on each language).