

Universal Prekindergarten Planning and Implementation Grant Program – Planning Template

A Resource for Local Educational Agencies
Released – December 17, 2021

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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
San Diego Cooperative Charter School	Sarah Saluta Executive Director	sarah@sdccs.org	858-496-1613

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]

No

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

N/A

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	6	11	12	12	10	10
CSPP (if applicable)						

Table: Facilities Estimates (Cumulative)

Type of Facility	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK Classrooms	1	1	1	1	1	1
CSPP Classrooms	N/A	N/A	N/A	N/A	N/A	N/A
Head Start or Other Early Learning and Care Classrooms	0	0	0	0	0	0

Table: Staffing Estimates (Cumulative)

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK	1	1	1	1	1	1
TK Teacher's Assistants	0	0	0	0	0	0

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
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

- 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	2	2	2	2

Table: Projected Number of Slots Available for TK Students

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

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?

Our mission is to provide a safe, nurturing and engaging early learning environment that effectively supports the diverse needs of children and families in our community and creates a foundation for children to be able to enter Kindergarten as a lifelong learner and a critically-thinking citizen.

It is the philosophy of the San Diego Cooperative Charter Schools TK Program is that children be encouraged to learn and grow by providing a foundation of developmentally appropriate experiences where all children can succeed in a safe and nurturing environment. We believe that each child is a unique individual and that all children can learn. Our preschool programs provide inclusive settings that recognize children's varied abilities, interests, needs, and learning styles. We believe children learn best through meaningful play. Our play-based, child centered program reflects the integration of physical, cognitive, social, emotional, language, self help and aesthetic areas for the total development of the child. Meaningful play encourages curiosity, discovery and problem solving which allows individual growth and development of a positive self-image.

We recognize that parents are the child's first teachers. Children learn best when parents are involved in their educational program. The primary bridge between home and school is the involvement of family and community.

We believe:

*Play is the work of children.

*The safety and overall well-being of each child is our first priority.

*The classroom environment should be safe, nurturing and engaging.

*Children can be guided to develop self-control by learning to manage their bodies and emotions.

*The learning materials that we choose should be developmentally appropriate, diverse, open-ended, and free of bias.

*The curriculum should meet the needs of all learners, including those with special needs and students who are Emergent Bilingual.

*Learning experiences should be individualized to each child's specific needs and development.

*The role of the teacher is to be a facilitative guide to help children meet developmentally appropriate milestones through inspired learning.

*Teachers and families should work together as partners in both teaching and assessing children.

*Children learn best in social settings with hands-on, meaningful, and constructive learning experiences.

*Learning experiences are most meaningful when the development, experiences, interests, and culture of each individual child are taken into consideration.

- *Learning experiences should be a balance of whole group, small group, or individual teacher and child-directed activities.
- *Children should be assessed on an ongoing basis using a variety of evidence-based methods to determine if they are appropriately meeting curricular objectives.
- *Our curriculum should address all areas of children’s development: physical, social/emotional, language & communication and cognitive.
- *Everything we do should have a purpose and be grounded in best practices for early childhood education

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.

Boys and Girls Club will be a care provider that will help to ensure local services and funding are maximized.

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.

We have planned for a full day TK structure that will support and monitor the UPK program and facilitate connections with the ELO-P and extended learning components of UPK.

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).

San Diego Cooperative Charter School plans to facilitate the development of an early education leadership team. We plan to promote site-based horizontal and vertical articulation to support student transitions, share strategies, and collaboratively monitor student progress.

- Academic Services - Kathy Osterhout
- Human Resources - Janna Roper
- Special Education - Amy Spitler, El Dorado SELPA
- English Learners - Bernie McFarland, Learning While Leading
- Assessment and Data Collection - Sarah Saluta
- ELO-P - Sarah Saluta

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

We are a small school that pulls together for planning at all levels. Our TK is only one teacher who works directly with the Principal, Vice Principal, SPED Director and Case Manager. We have already incorporated planning times for the TK and Kinder team to work together directly.

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

Goals

With a diversity, equity, and inclusion lens, SDCCS will continue to provide all students with high-quality developmental, constructivist educational programs using evidence-based pedagogical strategies with a rigorous standards-aligned curriculum that focuses on the diverse learning needs of our students so they are prepared for the ever-changing global world.

Continue to invite and engage parents and other stakeholders to be involved in our program through collaboration and communication to support all students.

All students will receive a broad course of instruction from appropriately trained and credentialed teachers, they will have access to standard aligned instructional materials and will learn in a rich, functional, and safe academic

environment.

Developed a Multi-Tiered System of Supports (MTSS) framework as part of a strategic effort to meet the academic needs of the SDCCS's diverse student population specifically our Emergent Bilingual Students, Foster Youth, and students with Disabilities.

Notes

SDCCS will:

- Create benchmarks to measure progress with school staff using ongoing data collection and analysis
- Schedule ongoing meetings to determine if benchmarks accurately reflect progress
- Evaluate data to measure statistically significant effects of each intervention
- Focus on each area of an identified need to evaluate available resources and inequities
- Identify and address barriers to student and school improvement
- Adjust the plan and timeline, as needed, and communicate with stakeholders
- Hold focus groups, utilize surveys, and bring stakeholders together to ensure collaboration

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.

Inclusive learning environments provide opportunities for all students to access education in the general education setting to the maximum amount appropriate.

Inclusivity is a shared responsibility. An inclusive environment is one of shared responsibility between all stakeholders. Schools with an exclusionary culture divide responsibilities between general education teachers, special education teachers, counselors, ESL teachers, and others. Inclusion requires that all staff take responsibility for all students.

Teacher collaboration is a must. SDCCS is an inclusive school that supports teachers by spending time together, developing lesson plans, co-teaching, and sharing resources.

Behavior management should be a school-wide initiative, not an individual. Inclusion requires consistent, school-wide use of management strategies. A school-wide plan, developed with input from all stakeholders, leaves no room for exclusionary tactics by individual teachers. We use restorative practices to make sure that all students are supported and learning.

Reaching all families starts with strong communication. Inclusion is not possible if families are not involved. There are barriers to reaching some family members, and to break through them requires a variety of strategies. We work to make sure that materials are translated and that interpreters are invited so that all of our families are feeling informed.

True inclusion involves all adults in the school community, from families and teachers to everyone in-between. This includes support staff like counselors, therapists, aides, psychologists, and social workers.

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.

We are providing the extended learning activities in our school and will embrace all TK students into our programs.

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

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

Full Day TK

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.

We are a single site charter and we are planning on a full day TK program next year at our one site.

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

No - the LEA has no plans to begin or expand a CSPP contract 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? [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]

Yes

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

Yes

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

Yes

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?

SDCCS was founded by a group of parents and educators from a variety of professions and backgrounds, who initially came together through a parent cooperative preschool. This community desired a higher standard and quality education that would not only prepare their students for academic success, but also mold them to be well rounded, empathetic, and passionate learners. The experience of being a significant part of our children’s education led us to feel that a school that emphasized parent involvement and respect for each child’s learning style was an ideal educational option for all children.

We respect parents as partners and seek feedback annually from parents regarding the successes and areas of growth in our program. We consider our feedback from parents who have participated in our program as most parents coming into TK are new to the program and our community. We are a small tight knit community that values the feedback and is nimble in making adjustments or accommodations where we see necessary.

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

SDCCS has extended learning in a variety of ways. We will have both before and aftercare available during the school days as well as Extended School year and summer and winter camps.

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?

We do not currently have any plans aside from our own extended care.

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)?

We plan to work hand in hand with families as they enter our school. Parents of students who are neurotypical or have learning disabilities may need additional support. We work hand in hand with El Dorado SELPA to ensure the best education for all students. Although our SELPA is a wonderful resource for parents they are as well for our staff. They support us by giving us trainings, visits and continuous growth opportunities so that our Early Learning care providers are well trained.

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.

6-8:30 Before Care provided by LEA
8:30-3 School Day
3-5 After Care provided by LEA or Boys and Girls Club

There will be 4 weeks of summer programs offered as well as winter and spring camps.

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]

Other [describe, open response]

We will be providing public opportunities for input at both our board meetings and at our Parent Teacher Association

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]

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

LEA- or locally-funded preschool

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 have already secured a TK instructor but will be working to find and train staff for before and aftercare. Depending on our enrollment we may need to hire additional instructional assistants to maintain a proper ratio.

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 are working on a plan to work with Boys and Girls Club for an afterschool program onsite. We will work together to establish norms, routines and how to best serve students with disabilities or those that are neurodiverse,

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:
 - a. 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)
 - b. 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
- c. 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)

a. Who will receive this professional learning? Professional learning will be given before the beginning of the school year and throughout.

i. By role: Professional development will be given to all teaching staff and instructional assistants throughout the school year.

ii. By grade: All of our staff will be trained however the TK-K team will collaborate with a focus on young learners in TK-K, two key areas of professional development are:
 1) utilizing developmentally appropriate instruction for young students, and
 2) supporting the social-emotional development of young students. Other professional development areas that can support teachers in addressing the needs of their diverse student population might include:

Supporting teachers’ use of formative assessment and differentiated instruction to meet the needs of all students. How to plan lessons that integrate subject areas. Best practices for meeting the needs of Emergent Bilingual Students. Family engagement to support children’s learning and development.

b. What content will professional learning opportunities cover?: Young children gain new skills and understanding through active, hands-on experiences. They need instructional programs that provide engaging whole groups, small groups, paired and individual activities, and language-rich learning environments that include spaces such as block areas, cozy reading centers, and dramatic play areas.

Some areas of professional learning include:
 Playful, active, engaging activities to develop early math and literacy skills. Social-emotional skills and direct instruction. Dynamic classrooms that give children time, space, and multiple opportunities to develop oral language. Ongoing formal and informal formative assessments that inform instruction and provide guidance to meet the needs of children in the whole group, small group, paired, and individual work. Integrated and differentiated instruction. Strong relationships with families.

i. Effective adult-child interactions: Adults at SDCCS are partners in education. At this early age, it is essential to build trust and create an environment with safety and predictability built into students' school days. Teachers and Instructional Assistants can review the Head Start Early Learning Outcomes Framework (ELOF) Effective Practice Guides as refreshers about what supporting children's higher-order thinking and language skills look like in practice.

ii. Children's literacy and language development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks): The preschool learning foundations in Language and Literacy are organized into three developmental strands: listening and speaking, reading, and writing. The listening and speaking strand focuses primarily on language development and includes foundations related to language use and conventions, vocabulary, and grammar. The other two strands relate to key competencies and concepts in literacy. Specific foundations are grouped into the following substrands: concepts about print, phonological awareness, alphabetic and word/print recognition, comprehension and analysis of age-appropriate text, literacy interest and response, and writing strategies.

iii. Children's developing math and science (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks): The preschool learning foundations in Mathematics identify a set of mathematical skills and concepts that preschool children develop. There are five strands: number sense, algebra and functions (classification and patterning), measurement, geometry, and mathematical reasoning. Specific foundations within the strands are grouped into substrands. The number sense strand is divided into children's understanding of numbers and quantities and children's understanding of number relationships and operations. The algebra and functions strand includes key competencies related to two areas: classification and patterning. The foundations in the measurement strand are about children's ability to compare, order, and begin to measure. The geometry strand includes the ability to identify and use shapes and the understanding of positions in space. The strand on mathematical reasoning is about applying mathematical strategies to solve problems that arise in the everyday environment

iv. Children's social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks): The foundations in social-emotional development at the infant/toddler years set the stage for healthy social-emotional competencies during the preschool years. The infant/ toddler foundations also include the competencies involved in social interaction with peers and adults and in building positive relationships with others. The infant/toddler foundations interactions with adults and interactions with peers are aligned with the preschool substrands interactions with familiar adults and interactions with peers. The preschool foundations also include skills for group participation and cooperation and responsibility, but these emerge during the preschool years and therefore do not have corresponding infant/toddler foundations. The infant/toddler foundations relationships with adults and relationships with peers are linked to the preschool substrands under relationships: attachment to parents, friendships, and close relationships with teachers and caregivers.

The kindergarten content standards related to social-emotional development are included as part of the health education standards under the strand mental, emotional, and social health rather than as a separate domain.

v. Implicit bias and culturally- and linguistically responsive practice: We are working with Learning While Leading to create a linguistically responsive practice. This includes empathy interviews, social support, and best practices around Emergent Bilingual education.

vi. Adverse Childhood Experiences (ACEs) and trauma- and healing-informed practice: Trauma can negatively affect student learning at school by decreasing students' ability to pay attention, to regulate emotion and

behavior, or to develop positive relationships with adults and peers. We use a variety of curriculums including Second Step, MindUp, and Culturally Responsive Teaching while working with students. Additionally, we will have 2.5 full-time counselors available to our students with a focus on support and care using trauma-informed practices.

vii. Curriculum selection and implementation: We use Orton Gillingham for reading instruction, Illustrative Math for math instruction, Second step, MIndUp, and Culturally Responsive Classroom for Social-Emotional curriculum. Our teachers nurture interests in students and allow those interests to guide studies along with Common Core Curriculum.

viii. Creating developmentally-informed environments: Creating developmentally appropriate learning environments is essential, indoor and outdoor scenarios that meet the developmental needs of students lead to success ensuring that students can:

- physically and cognitively access the materials that they will need remain motivated to ask questions and pursue deeper learning
- move comfortably around the classroom and to other areas in the school
- stay emotionally present and safe throughout the school day.

The first step to creating a developmentally appropriate learning environment is understanding the developmental stages of the students you are working with, some things to consider are:

- Are students more oriented toward working alone or collaboratively?
- Will students move around the classroom without permission?
- What languages will students hope to see represented? What kinds of images will be meaningful to them?

ix. Administration and use of child assessments to inform instruction: Early childhood assessment is a tool used to gather and provide educators, parents, and families with critical information about a child's development and growth. An assessment provides educators, parents, and families with critical information about a child's development and growth. Assessment can:

- Provide a record of growth in all developmental areas: cognitive, physical/motor, language, social-emotional, and approaches to learning.
- Identify children who may need additional support and determine if there is a need for intervention or support services.
- Help educators plan individualized instruction for a child or for a group of children that are at the same stage of development.
- Identify the strengths and weaknesses within a program and information on how well the program meets the goals and needs of the children.
- Provide a common ground between educators and parents or families to use in collaborating on a strategy to support their child.

The Department of Early Education and Care (EEC) supports the use of child assessment systems in TK settings to help educators individualize instruction and improve programs.

x. Support for multilingual learners, including home language development and strategies for a bilingual classroom: At SDCCS we celebrate and extend the linguistic expertise of young students who speak two or more languages. We support these students with a variety of different strategies, some listed below.

- Incorporate student's home languages
- Teach anchor words

- Provide sentence stems
- Incorporate visuals
- Use layered questioning
- Utilize empathy interviews

xi. Serving children with disabilities in inclusive settings, including Universal Design for Learning: Evaluation science helps identify the characteristics of successful programs, known as effectiveness factors. In early care and education, for example, the effectiveness factors that have been shown by multiple studies to improve outcomes for children include:

- Qualified and appropriately compensated personnel
- Small group sizes and high adult-child ratios
- Language-rich environment
- Developmentally appropriate “curriculum”
- Safe physical setting
- Warm and responsive adult-child interactions

—Center on the Developing Child (2007)10

xii. Engaging culturally- and linguistically diverse families: In order to work effectively with families from diverse backgrounds, SDCCS intends to understand the culture of the families they work with, and design outreach and communication strategies that respond to the specific social, cultural and linguistic needs and values of that group. We have an English Learner Advisory Committee that works with the principal and staff in the development of a site plan for English learners and submitting the plan to the Admin counsel for consideration of inclusion in the LCAP.

c. How will professional learning be delivered: Every young child in California deserves to be cared for by adults who have access to high-quality professional learning supports that prepare them to support children’s development. We have 8 full days of professional learning throughout the year as well as a minimum day once a week to engage in PLCs and effectively collaborate.

i. Coaching and mentoring: A growing body of research about high-quality teacher professional development as well as coaching indicates that certain components or characteristics of training are important for increasing teacher knowledge and improving teaching practice. We have mentor staff who will work with the team on math, reading, and writing, working with students with disabilities, working with Emergent Bilingual Students, and navigating the TK Curriculum in a constructivist way.

ii. Classroom observations and demonstration lessons with colleagues: All staff will have both planned and unplanned observations.

iii. Workshops with external professional development providers: We will be working directly with Learning While Leading, MindUp as well as Second Step to facilitate professional learning.

iv. Internally-delivered professional learning workshops and training: We have a vast network of skilled and knowledgeable staff who can provide professional learning workshops regarding Orton Gillingham instruction, math instruction, UDL, and Special Education supports.

v. Operating an induction program: We participate in the High Tech High Induction Program.

vi. Partnerships with local QCC professional learning in CSPP settings: Quality Counts California (QCC) is a statewide effort to strengthen California’s early learning and care system to support young children and their families.QCC

focuses on quality early learning experiences because those experiences build the foundation for skills children need in school, work, and life. We plan to work with community organizations to support our early learning programs to support students and families.

vii. In mixed groupings (for example, TK and CSPP teachers): Our goal is to create a strong program and to collaborate with local agencies and Early Learning providers to create a program of support not only for our students but our families.

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?

SDCCS has a staff that works collaboratively with planning times built into the week for collaboration and information sharing. The Staff meets regularly together for vertical articulation to ensure that students have a clear pathway to success. PLCs are used to dive into research and application, best practices are shared and celebrated.

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]

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

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

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

Other [describe, open response]

We have provided a pathway program that supports the growth and development of staff who are working on their Multiple Subject Teaching credential

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]

Provide information on scholarship and grant opportunities

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]

Apply for workforce development funding and grant opportunities

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

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

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]

BRIGANCE Early Childhood Screen

LEA-based, grade level benchmarks and a report card

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]

Effective adult-child interactions

Children’s literacy and language development (aligned with the Preschool Learning Foundations and Frameworks)

Children’s developing math and science (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)

Implicit bias and culturally- and linguistically-responsive practice

ACEs and trauma- and healing-informed practice

Engaging culturally- and linguistically-diverse families

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

Creating developmentally-informed environments

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.

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

The school has currently adopted several curriculums that will be utilized in our TK classroom. Some of those are:

- Second Step
- Orton Gillingham
- Illustrative Math
- Responsive Classroom
- MindUp

We will make that our curriculum is in alignment with the California Preschool Curriculum Framework.

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.

We have already hired our UPK teacher and are ready to begin education planning for the 2022-2023 school year.

We will conduct five days of professional development in August, these trainings will provide the foundations for success during the school year. This time will be spent reviewing the framework, unit planning and collaboration with the Kindergarten team. This time will also allow for vertical articulation with the entire school team.

In August we will also review and plan for any students who are Neurodiverse, Emergent Bilingual, or students with learning disabilities.

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?

SDCCS believes in building responsive classrooms. We do this in a variety of ways including but not limited to the use of The First Six Weeks of School. This lays a solid foundation for safety and success throughout the year.

Build the foundation for a productive year of learning.

- Plan a great first day—set a positive tone right from the start.

- Ensure that every part of the day flows smoothly—arrival, recess, lunch, and dismissal times, as well as lessons.
- Teach positive discipline—invest children in the rules and build prosocial behavior skills that keep their learning going.
- Present engaging academics—spark motivation and lay the groundwork for high academic achievement.
- Foster community—start with a daily Morning Meeting and end with a closing circle.

The First Six Weeks of School is packed with practical teaching tips and examples of effective teacher language, along with activities and interactive learning structures

Additionally, we use restorative practices school-wide. These systems allow us to support student learning in all situations.

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

We only have on TK class on campus and they will collaborate and plan with our Kindergarten teachers.

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)?

At SDCCS 27% of our population is comprised of students who have learning disabilities and those who are neurodiverse. The students bring amazing diversity to our inclusion classrooms. The students are supported by Case Managers, Instructional Assistants as well as a classroom that provides an entry point for every student through UDL. Our special education team consists of a Psychologist, Occupational Therapist, Speech and Language Pathologist, Counselors and an Adaptive PE Instructor. This team works collaboratively to support all students with special needs.

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

At SDCCS we celebrate and extend the linguistic expertise of young students who speak two or more languages. We support these students with a variety of different strategies, some listed below. We are expanding our practice by working directly with Learning While Leading.

- Incorporate student's home languages
- Teach anchor words
- Provide sentence stems
- Incorporate visuals
- Use layered questioning
- Utilize empathy interviews

In addition we:

- Support children's use of their home languages
- Value children's home cultures
- Use specific teaching strategies to help children be successful

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

Children's language development is dynamic; it is constantly changing. This is especially the case for dual language learners. Not only are they exposed to and learning their home language but they are also exposed to and learning a second language, such as English. If a child is learning his or her home language at the same time as he or she is learning English, the pace might be slower than that of a child who is learning only one language. On the other hand, if a child has mastered his or her home language, he or she will most likely learn a second language over time. In either case, delays in social and communication development might occur when a child is learning two or

more languages.
Discerning between normal developmental language differences in young Emergent Bilingual students and potential developmental delays can be difficult.

Whenever possible we will:

- Practitioners use assessment materials and strategies that are appropriate for the child’s age and level of development and accommodate the child’s sensory, physical, communication, cultural, linguistic, social, and emotional characteristics.
- Practitioners conduct assessments in the child’s dominant language and in additional languages if the child is learning more than one language.
- Practitioners use a variety of methods, including observation and interviews, to gather assessment information from multiple sources, including the child’s family and other significant individuals in the child’s life.

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]

English-only instruction with home-language support

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

English-only instruction with home-language support

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]

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

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

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

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

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

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

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

Implement Universal Design for Learning

Provide adaptations to instructional materials

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

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

Provide additional staff to support participation in instruction

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

BRIGANCE Early Childhood Screen

LEA-based grade level benchmarks and a report card

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?

We have two different play and learning areas that are developmentally appropriate and safe for our younger children. We have also worked to create a Kinder and TK buddy program where our older students work with our younger students creating friendships and developing empathy. The school is set up so that the students in TK and Kindergarten are supported with appropriate learning spaces and play areas.

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

We do not currently have a plan to address transportation issues.

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)

We provide both breakfast and lunch for all students. We have planned our TK day around frequent breaks and continual access to food. All food is delivered directly to the classroom including additional snacks for students to access throughout the day.

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?

Our goal is to eventually increase our TK program to 24 however we are currently out of classrooms and unable to fit more than 12 kids in our TK space.

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]

No

- i. If no, how many more classrooms does the LEA need? [identify number, open response]
 We only have one small classroom space now that accommodates 12. I would like to add two classrooms to support this program fully.
- ii. If no, how might the LEA provide classrooms in the timeframe needed? [describe, open response]
 We will be working with our construction team to add two classrooms.
3. Does the space meet the kindergarten standards described in California Code of Regulations, Title 5, Section 14030(h)(2)? [multiple choice]
 Yes
- i. If no, what modifications need to be made? What resources are needed to make them? (See Facilities Grant Program Funding at <https://www.dgs.ca.gov/OPSC/Services/Page-Content/Office-of-Public-School-Construction-Services-List-Folder/Access-Full-Day-Kindergarten-Facilities-Grant-Program-Funding>) [describe, open response]
 N/A
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]
 Yes
- i. If no, what modifications need to be made? What resources are needed to provide equipment or accommodations? [describe, open response]
 N/A
5. Does the LEA's Facilities Master Plan adequately address the need for UPK programming? [multiple choice]
 Yes
- i. If no, what process will the LEA use to update the Facilities Master Plan to accommodate future TK and early education programming? [describe, open response]
 N/A
6. In which of the following areas does the LEA intend to make updates to facilities? [select all that apply]
 Land required for buildings and grounds
7. What transportation will the LEA offer to children enrolled in TK? [select all that apply]
 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?
 No, we will not be providing transportation.

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]

Data analysis capacity building to support staff to refine enrollment projections based on community context

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

Templates or framework for drafting a P–3 vision that partners and parents support

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

Considerations for TK early admittance

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]

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

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

Creating joint professional learning opportunities for preschool and elementary school teachers within LEAs or across LEA- and CBO-administered programs

Strategies to support the teacher pipeline, including, but not limited to, recruiting multilingual educators, cohort models, apprenticeships, or residency programs

Support for communications to recruit prospective educators and share grant and scholarship opportunities to support degree attainment

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

Creating developmentally-informed environments

Administration and use of child assessments to inform instruction

Engaging culturally- and linguistically-diverse families

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

Workshops with external professional development providers

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

Guidance and best practices on how to monitor and support curriculum fidelity in UPK settings

Guidance on how to adopt the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks into a specific UPK setting (for example, mixed-age classrooms)

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]

Facilitating the development of critical thinking skills through the inquiry process (for example, the scientific method) to enhance children's learning experiences

Considering the structure of the daily routine to enhance individual and group learning experiences

Intentional planning of developmentally-informed practices and curriculum to meet the individual needs of children in combination classrooms

Integrated English language development

Universal Design for Learning

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

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

Guidance on how to modify an elementary school classroom to serve young children

Making modifications to district data systems to support access to UPK assessment data and other relevant information across community and elementary school settings

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?

N/A

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?

Our school continues to plan and facilitate effective P-3 articulation and coordination through professional development.

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

We have dedicated planning and collaboration time built in on Thursday afternoons. We will have the team meet regularly and plan together on themed units. The older kids will work as mentors for our TK students.

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)?

This document will be shared as well as placed on our website for external access. Articulation is not new to our school through this plan, we have been working for years on vertical and horizontal articulation. Our program provides for daily prep time with teaching teams (horizontal) and weekly professional learning times with our TK-8 teachers (vertical).

We work closely with 3 Universities for teacher training and those student teachers will be involved in our P-3 articulation.

Additionally we will be working with our PSA and Board in reviewing this plan for public feedback and access.

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?

All of our teaching teams have time to work with each other and with teachers and administrators school wide to ensure we are all up to date on the best instruction to meet our diverse learners. We will ensure that all teachers are supported with their grade level and strand.

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?

We are working closely with many different universities and colleges to recruit new teachers and counseling staff to our school. We have also been recruiting from Teachers Without Borders to diversify our staff applicant pool.

2. How does the LEA plan to assess the implementation of its professional learning structures to ensure efficacy?
- The primary goals for professional learning are changes in educator practice and increases in student learning. This is a process that occurs over time and requires support for implementation to embed the new learning into practices. Those responsible for professional learning apply findings from change process research to support long-term change in practice by extending learning over time. They integrate a variety of supports for individuals, teams, and schools. Finally, they integrate constructive feedback and reflection to support continuous improvement in practice that allows educators to move along a continuum from novice to expert through application of their professional learning.

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.

We are working with Learning While Leading to develop a culturally and linguistically responsive TK-8 program. We are using the work of Zaretta Hammond and Culturally Responsive Teaching And the Brain to guide our learning and best practices.

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.)

We do not currently have a plan to create a multilingual program moving forward however we will review our ELPAC data annually. Our reclassification rate will assist us in knowing if we need to further build our program into one that is multilingual in the coming years.

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?

We already have a universal meal program in place for TK students. There is no planning needed.

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.

SDCCS is currently in the third phase of construction plan. We are working with the our architects and planning crews to make sure that we are able to create space for our TK students.

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.

Multi-Tiered Systems of Support (MTSS) provides early interventions to targeted students in the areas of academic growth, behavioral health, and social and emotional learning. Research shows that prevention and early intervention is more effective than later remediation. Our TK MTSS has a dual focus on improving the quality of instructional practices for all children as well as providing additional support for some children to ensure that every child succeeds in school. We have an MTSS coordinator and an Instructional Assistant network to support the needs of our TK program.

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.

SDCCS does not need to make any modifications as we already have data systems in place that allows for our administrative team to access the necessary data.

