



2023-24 Universal PreKindergarten Planning and Implementation Grant Program

Early Education Division

Overview

As a condition of receiving the 2021–22 and the 2022–23 Universal PreKindergarten (UPK) Planning and Implementation Grant funds, *California Education Code* (EC) requires each local educational agency (LEA) to create a plan articulating how all children in the LEA attendance area will have access to full-day learning programs the year before kindergarten. The plan must address how programs will meet the needs of parents, and include a plan for leveraging partnerships with the LEA's expanded learning offerings, the After-School Education and Safety Program, local California State Preschool Programs (CSPP), Head Start programs, and other community-based early learning and care programs ([EC Section 8281.5](#)).

In May 2024, the California Department of Education (CDE) released the updated [2023–24 UPK plan template](#) to: (1) offer planning and implementation questions for LEA consideration in developing and/or updating 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. The template includes recommended and required planning questions. Please use the updated 2023–24 UPK plan template to assist with answering questions in this report.

The CDE is collecting answers to the required questions presented in the updated 2023–24 template through this report. Please complete the UPK plan template before filling out this report. The purpose of this report is to inform the CDE on UPK implementation, and to identify what additional support may be needed for LEAs and County Offices of Education (COEs) to support UPK implementation.

Aggregate data from this report will be reported to the Legislature.

Instructions and Deadlines

All application fields are required for submission of the report unless otherwise noted as optional. The application is structured into the following sections: **Section I:** LEA Information and Self-Certification, **Section II:** Focus Area A: Vision and Coherence, **Section III:** Focus Area B: Community Engagement and Partnerships, **Section IV:** Focus Area C: Workforce Recruitment and Professional Learning, **Section V:** Focus Area D: Curriculum, Instruction, and Assessment, **Section VI:** Focus Area E: LEA Facilities, Services, and Operations, and **Section VII:** Technical Assistance Questions.

If you do not intend to complete the report in one session, you must select the **Save Responses** button located on the bottom of the screen. Once selected, you will be redirected to a new browser window to enter your email address. You will receive an email with a unique web address for entrance back into the report. It is recommended that you save the application web address.

For questions regarding this report or for technical assistance, please send an email to UPKPlanningGrant@cde.ca.gov.

Section I

LEA Information and Self Certification

Local Educational Agency Name

San Diego Cooperative Charter, CDS: 37683386119168 ▼

Entity Type

- School District
- Charter School

County

San Diego County ▼

Point of Contact Name

Title:	<input type="text" value="Executive Director"/>
First name:	<input type="text" value="Sarah"/>
Last name:	<input type="text" value="Saluta"/>
Phone number: (999-999-9999)	<input type="text" value="619-459-9507"/>
Extension: (optional)	<input type="text"/>
Email:	<input type="text" value="sarah@sdccs.org"/>

Did your LEA implement Transitional Kindergarten (TK) in the 2023–24 school year?

- Yes
- No

Section II

Focus Area A: Vision and Coherence (I)

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

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

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

UPK contact title:	<input type="text" value="Executive Director"/>
UPK contact first name:	<input type="text" value="Sarah"/>
UPK contact last name:	<input type="text" value="Saluta"/>
UPK contact phone number: (999-999-9999)	<input type="text" value="619-459-9507"/>
UPK contact extension: (optional)	<input type="text"/>
UPK contact email:	<input type="text" value="sarah@sdccs.org"/>

Has the LEA integrated UPK into the Local Control and Accountability Plan (LCAP)?

- Yes
- No
- Unsure

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

- Yes, all sites
- No

How many school sites offered TK in 2023-24?

1

Section II

Focus Area A: Vision and Coherence (II)

How many TK standalone classes did your LEA offer?

1

How many TK-kindergarten combination classes did your LEA offer?

1

How many CSPP and TK combination classes [CSPP funding and average daily attendance (ADA) funding did your LEA offer?

0

How many locally-funded preschool and TK combination classes did your LEA offer?

0

How many CSPP standalone classes did your LEA offer?

0

How many Head Start standalone classes did your LEA offer?

0

How many other early learning classes did your LEA offer?

0

Section II

Focus Area A: Vision and Coherence (III)

Please indicate how many of each category of class entered on the previous page are Dual Language Immersion.

Of the 1 TK standalone classes your LEA offered, how many classrooms were Dual Language Immersion?

0

Of the 1 TK-kindergarten combination classes your LEA offered, how many classrooms were Dual Language Immersion?

Of the 0 CSPP and TK combination classes (CSPP funding and ADA funding) your LEA offered, how many classrooms were Dual Language Immersion?

Of the 0 Locally-funded preschool and TK combination classes your LEA offered, how many classrooms were Dual Language Immersion?

Of the 0 CSPP standalone classes your LEA offered, how many classrooms were Dual Language Immersion?

Of the 0 Head Start standalone classes your LEA offered, how many classrooms were Dual Language Immersion?

Of the 0 other early learning classes, your LEA offered how many classrooms were Dual Language Immersion?

Section II

Focus Area A: Vision and Coherence (IV)

Please indicate how many of each category of class entered are inclusive of children with disabilities by providing access to the least restrictive environment for learning.

Of the 1 TK standalone classes your LEA offered, how many classrooms were inclusive of students with disabilities?

Of the 1 TK-kindergarten combination classes your LEA offered, how many classrooms were inclusive of students with disabilities?

Of the 0 CSPP and TK combination classes (CSPP funding and ADA funding) your LEA offered, how many classrooms were inclusive of students with disabilities?

Of the 0 Locally-funded preschool and TK combination classes your LEA offered, how many classrooms were inclusive of students with disabilities?

Of the 0 CSPP standalone classes your LEA offered, how many classrooms were inclusive of students with disabilities?

Of the 0 Head Start standalone classes your LEA offered, how many classrooms were inclusive of students with disabilities?

Of the 0 other early learning classes, your LEA offered, how many classrooms were inclusive of students with disabilities?

Section II

Focus Area A: Vision and Coherence (V)

Has the LEA implemented full-day TK (more than four hours), part-day TK (less than four hours), or both?

- Full-Day TK
- Part-Day TK
- Both

Indicate if the LEA expanded access to early admittance TK, for children whose fifth birthday occurred after the enrollment date for the year of implementation between April 3 and June 2:

- Yes
- No

Indicate if the LEA expanded access to early enrollment children, or plans to expand access to early enrollment children, for children whose fourth birthday will be between June 3rd and September 1st preceding the school year during which they are or would be enrolled.

Did your LEA offer expanded access in 2023–24?

- Yes
- No

Is your LEA planning for expanded access in 2024–25?

- Yes
- No
- Maybe

How has expanding access to early enrollment children impacted your school district or charter school? (optional)

How are you adjusting your policies or revising your practices to address the increase in children who will need toileting assistance as TK age-eligibility expands? (select all that apply)

- We already have dedicated staff to support toileting and communicate regularly with parents about how our school sites provide toileting assistance for children who need it.
- We are or will be engaging in additional negotiations with our local labor organizations to assign duties related to toileting assistance to new or additional staff.
- We share or will be sharing resources or information with families about how our school sites will approach toileting assistance.
- We have adopted or will be adopting new practices to support all children having access to additional clothing and/or toileting supplies as necessary.
- We are planning to address toileting with our community on an upcoming meeting agenda.
- Other

Section III

Focus Area B: Community Engagement and Partnerships

To successfully implement UPK and create a Preschool through third grade continuum, LEAs will need to cultivate relationships and collaborate with both internal and external partners.

Select which programs the LEA combined with the TK instructional day to offer a full day of programming (including the use of Expanded Learning Opportunities Program (ELO-P) funds) to extend the instructional day 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)
- Expanded learning programs at a Community Based Organization (CBO) site (ASES, 21st CCLC, ELO-P)
- CSPP (on an LEA site)
- CSPP (at a CBO site)
- LEA- or locally-funded preschool
- Head Start
- LEA preschool funded with Title I of the Every Student Succeeds Act funds
- Other CBO program
- State subsidized child care (not including CSPP)
- None
- Other

Section IV

Focus Area C: Workforce Recruitment and Professional Learning (I)

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.

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, 2025, 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 meeting the criteria established by the governing board or body of the LEA that is comparable to the 24 units of education described in subparagraph (a)
- c. A Child Development Teacher Permit (or higher) or the Emergency Specialist Teaching Permit in Early Childhood Education, also known as the Emergency Transitional Kindergarten Permit issued by the Commission on Teacher Credentialing (CTC)

Additional credential options include:

Preschool through third grade (PK-3) Early Childhood Education Specialist Credential (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 12 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

On which topics has the LEA offered professional learning regarding early childhood education to *site leaders and principals* during the 2023–24 school year? (select all that apply)

- Effective adult-child interactions
- Children's literacy and language development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
- Children's developing math and science (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
- Children's social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
- Implicit bias and culturally- and linguistically-responsive practice
- Adverse Childhood Experiences (ACEs) and trauma- and healing-informed practice
- Curriculum selection and implementation
- Creating developmentally-informed environments
- Playful learning across the P-3 continuum
- Administration and use of child assessments to inform instruction
- Support for multilingual learners, including home language development and strategies for a bilingual classroom
- Serving children with disabilities in inclusive settings, including Universal Design for Learning
- Engaging culturally- and linguistically-diverse families
- Early childhood behavioral health (for example, early childhood mental health consultation)
- Site leaders and principals were not offered professional learning on early childhood education
- Other

Which of the following professional learning topics were offered to TK teachers of record during the 2023–24 school year? (select all that apply)

- Effective adult-child interactions
- Children's literacy and language development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
- Children's developing math and science (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
- Children's social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
- Implicit bias and culturally- and linguistically-responsive practice
- ACEs and trauma- and healing-informed practice
- Curriculum selection and implementation
- Creating developmentally-informed environments
- Playful learning across the P-3 continuum
- Administration and use of child assessments to inform instruction
- Support for multilingual learners, including home language development and strategies for a bilingual classroom
- Serving children with disabilities in inclusive settings, including Universal Design for Learning
- Engaging culturally- and linguistically-diverse families
- Early childhood behavioral health (for example, early childhood mental health consultation)
- TK teachers of record were not offered professional learning on early childhood education
- Other

Which of the professional learning topics included in classroom coaching for TK teachers of record during the 2023–24 school year?(select all that apply)

- Effective adult-child interactions
- Children's literacy and language development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
- Children's developing math and science (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
- Children's social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
- Implicit bias and culturally- and linguistically-responsive practice
- ACEs and trauma- and healing-informed practice
- Curriculum selection and implementation
- Creating developmentally-informed environments
- Playful learning across the P-3 continuum
- Administration and use of child assessments to inform instruction
- Support for multilingual learners, including home language development and strategies for a bilingual classroom
- Serving children with disabilities in inclusive settings, including Universal Design for Learning
- Engaging culturally- and linguistically-diverse families
- Early childhood behavioral health (e.g. early childhood mental health consultation)
- TK teachers of record were not offered in classroom coaching
- Other

Which of the following professional learning topics were offered to the *second adults in TK classrooms* during the 2023–24 school year? (select all that apply)

- Effective adult-child interactions
- Children's literacy and language development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
- Children's developing math and science (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
- Children's social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
- Implicit bias and culturally- and linguistically-responsive practice
- ACEs and trauma- and healing-informed practice
- Curriculum selection and implementation
- Creating developmentally-informed environments
- Playful learning across the P-3 continuum
- Administration and use of child assessments to inform instruction
- Support for multilingual learners, including home language development and strategies for a bilingual classroom
- Serving children with disabilities in inclusive settings, including Universal Design for Learning
- Engaging culturally- and linguistically-diverse families
- Early childhood behavioral health (e.g. early childhood mental health consultation)
- Second adults in TK classrooms were not offered professional learning on early childhood education
- Other

Which of the professional learning topics were offered jointly with *Kindergarten (K) educators* during the 2023–24 school year? (select all that apply)

- Effective adult-child interactions
- Children's literacy and language development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
- Children's developing math and science (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
- Children's social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
- Implicit bias and culturally- and linguistically-responsive practice
- ACES and trauma- and healing-informed practice
- Curriculum selection and implementation
- Creating developmentally-informed environments
- Playful learning across the P-3 continuum
- Administration and use of child assessments to inform instruction
- Support for multilingual learners, including home language development and strategies for a bilingual classroom
- Serving children with disabilities in inclusive settings, including Universal Design for Learning
- Engaging culturally- and linguistically-diverse families
- Early childhood behavioral health (e.g. early childhood mental health consultation)
- Joint professional learning was not offered
- Other

Which of the professional learning topics were offered jointly with *grade K-3 educators* during the 2023–24 school year?(select all that apply)

- Effective adult-child interactions
- Children’s literacy and language development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
- Children’s developing math and science (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
- Children’s social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
- Implicit bias and culturally- and linguistically-responsive practice
- ACEs and trauma- and healing-informed practice
- Curriculum selection and implementation
- Creating developmentally-informed environments
- Playful learning across the P-3 continuum
- Administration and use of child assessments to inform instruction
- Support for multilingual learners, including home language development and strategies for a bilingual classroom
- Serving children with disabilities in inclusive settings, including Universal Design for Learning
- Engaging culturally- and linguistically-diverse families
- Early childhood behavioral health (e.g. early childhood mental health consultation)
- Joint professional learning was not offered
- Other

Section IV

Focus Area C: Workforce Recruitment and Professional Learning (II)

For the 2023–24 school year, did the LEA have enough fully qualified teaching staff to accommodate TK classrooms? Fully qualified means that the TK teachers meet the requirements described in EC 48000(g)(4).

- Yes
- No

How many total staff were needed for the 2023–24 school year?

Total TK Teacher staff needed for the 2023-24 school year:

Total CSPP Teacher staff needed for the 2023-24 school year:

Total Head Start Teacher staff needed for the 2023-24 school year:

Total TK Second Adult staff needed for the 2023-24 school year:

How many staff positions were filled with qualified staff at the start of the 2023–24 school year?

TK Teacher staff positions filled:

CSPP Teacher staff positions filled:

Head Start Teacher staff positions filled:

TK Second Adult staff positions filled:

Unfilled Vacancies: How many necessary positions, based on actual enrollment, were unfilled at the start of the 2023–24 school year?

Unfilled TK Teacher vacancies at the start of the 2023-24 school year:

Unfilled CSPP Teacher vacancies at the start of the 2023-24 school year:

Unfilled Head Start Teacher vacancies at the start of the 2023-24 school year:

Unfilled TK Second Adult staff vacancies at the start of the 2023-24 school year:

Unfilled Vacancies: How many necessary positions, based on actual enrollment, were unfilled at the middle of the year (January 2024)?

TK Teacher vacancies unfilled at the middle of the year (January 2024):

CSPP Teacher vacancies unfilled at the middle of the year (January 2024):

Head Start Teacher vacancies unfilled at the middle of the year (January 2024):

TK Second Adult staff vacancies unfilled at the middle of the year (January 2024):

How many total staff are anticipated to be needed for the 2024–25 school year?

Total TK Teacher staff needed for the 2024-25 school year:

Total CSPP Teacher staff needed for the 2024-25 school year:

Total Head Start Teacher staff needed for the 2024-25 school year:

Total TK Second Adult staff needed for the 2024-25 school year:

Of the total number of TK teachers the LEA had in 2023-24 that met the additional teacher requirements in (EC) Section 48000(g)(4), for the questions below please indicate how the LEA recorded these teachers were qualified to teach TK.

How many TK teachers had at least 24 units in early childhood education, or childhood development, or both?

How many TK teachers met the criteria established by the governing board or body of the LEA for professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education?

Describe the criteria established by the governing board or body of the LEA:

We did not need to utilize this

How many TK teachers had a child development teacher permit (or higher)?

How many TK teachers had the Emergency Specialist Teaching Permit in Early Childhood Education, also known as the Emergency TK Permit?

How many TK teachers are legacy teachers (first assigned to a TK classroom before July 1, 2015)?

Section V

Focus Area D: Curriculum, Instruction, and Assessment

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

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

- Whole-Child or Comprehensive Pre-K Curriculum
- Pre-K Literacy-Specific Curriculum
- Pre-K Math-Specific Curriculum
- District or teacher-developed math units for TK
- District or teacher-developed literacy units for TK
- Social-Emotional Curriculum
- Whole-Child Approach or Philosophy for PreK
- K Math or Literacy Curriculum Used (Not Pre-K)
- Other curricula used

Describe the district or teacher-developed math units for TK your LEA used to build student's math skills:

We have worked as a TK/K team to develop whole-child, progressive developmental units for our TK students that are standards-aligned and evidence-based.

Describe the district or teacher-developed literacy units for TK your LEA used to build student's literacy skills:

We have worked as a TK/K team to develop whole-child, progressive developmental units that are standards-aligned and evidence-based for our TK students.

What Social-Emotional Curriculum did your LEA use to build student's social-emotional skills?

- Kimochis
- Sanford Harmony
- Second Step Early Learning
- Other

What Whole-Child Approach or Philosophy for PreK did your LEA use to build student's math, language and literacy, and social-emotional skills?

- Emergent Curriculum
- Reggio Emilia Approach
- Montessori
- Waldorf
- Other

Identify methods the LEA used to support the development of social-emotional learning, and executive function skills, through specific instruction in these areas and by embedding and reinforcing this instruction in all curriculum areas: (select all that apply)

- Provided training for staff on the Center on the Social Emotional Foundations for Early Learning (CSEFEL) Pyramid Model
- Implemented the CSEFEL Pyramid Model in the classroom
- Designed developmentally-appropriate learning environments to allow for individual and group activities that promote social-emotional learning and executive function skills (for example, used students' pictures or words in daily routines, feelings charts)
- Promoted learning through play as a context for social and emotional development, including social play with teachers and peers in small or large group settings
- Used developmental observations to identify children's emerging skills and support their development through daily interactions
- Developed lesson plans or used a curriculum that includes specific and targeted social-emotional learning and executive function activities throughout the day of instruction
- Staff development opportunities encouraged reflective practice and cross-level support for instruction specific to social-emotional learning and executive function skills
- Offered open-ended, self-directed learning opportunities that fostered individual interests, curiosity, and new learning

What instructional practices has the LEA implemented to support children with varying ability levels in UPK programming in the 2023–24 school year? (select all that apply)

- Implemented Universal Design for Learning
- Provided adaptations to instructional materials
- Provided specialized services (for example, occupational therapy, physiotherapy, speech and language pathology therapy) in the classroom with peer models
- Implemented social-emotional strategies, such as the Pyramid Model, CSEFEL, and others
- Provided additional staff to support participation in instruction
- Other

What child observational assessments did the LEA use in TK during the 2023–24 school year (select all that apply)

- Ages & Stages Questionnaire (ASQ)
- BRIGANCE Early Childhood Screen
- Desired Results Developmental Profile (DRDP)
- Educational Software for Guiding Instruction (ESGI)
- LEA-developed grade level benchmarks
- STAR Early Literacy
- Teaching Strategies (TS) GOLD
- Work Sampling System
- Classroom Assessment Scoring System (CLASS)
- Other
- The LEA did not use a common child observational assessment in TK

On which child observational assessments has the LEA offered professional learning to TK teachers during the 2023–24 school year? (select all that apply)

- ASQ
- BRIGANCE Early Childhood Screen
- DRDP
- Educational Software for Guiding Instruction (ESGI)
- LEA-developed, grade level benchmarks
- STAR Early Literacy
- Teaching Strategies GOLD (TS GOLD)
- Work Sampling System
- Other
- The LEA did not offer professional learning on child observational assessments

Describe the other child observational assessments the LEA offered professional learning to TK teachers during the 2023–24 school year:

KTEA

Section VI

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 planning, draw on the Projected Enrollment and Needs Assessment section of the updated 2023–24 UPK Plan Template 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 K 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.

For which students in TK and early learning programs was transportation provided during the 2023–24 school year?

- Transportation was provided for all children that wanted it
- Transportation was provided for some children
- No transportation was provided
- Other

What transportation did the LEA offer to children enrolled in TK during the 2023–24 school year? (select all that apply)

- Transportation to and from the TK program
- Transportation from the TK program to an extended learning and care opportunity on another LEA site
- Transportation from the TK program to an extended learning and care opportunity on a non-LEA site (for example, a CBO that operates a preschool program)
- No transportation was provided

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

- Students eat all meals in the cafeteria with other grade levels
- Students eat all meals in cafeteria with TK only
- Students eat all meals in their classroom
- Student meals are served family style (large serving dishes rather than individual meals)
- None
- Other

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

They have been integrated.

Do you expect to have sufficient classroom space by 2025–26 to accommodate your projected enrollment?

- Yes
- No

Section VII

Technical Assistance Questions

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

What technical assistance would be most helpful related to projecting enrollment and assessing needs? (select all that apply)

- Support for parent surveys and other methods to engage parents (including those parents not already connected to the LEA) to gauge interest in service delivery models
- Data analysis capacity building to support staff to refine enrollment projections based on community context
- Information on program eligibility requirements to project enrollment across programs
- None of the above

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

- Adjusting classroom practices to support the district's UPK model (for example, mixed-age classrooms)
- Creating inclusive classrooms, including implementing Universal Design for Learning
- Templates or framework for drafting a P-3 vision that partners and parents support
- Models for administrative structures that support effective UPK programs and facilitate connections with ELO-P and non-LEA-administered early learning and care programs
- Support for developing and applying to administer a CSPP contract
- Technical assistance on how to integrate UPK and P-3 in the district LCAP
- Guidance on best practices for smooth transitions through the P-3 continuum
- Considerations for TK early enrollment children

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

- Support for parent surveys and engagement activities to understand parent needs and support authentic choice, including engaging parents not already connected to the LEA
- Support for community engagement activities including best practices for coordination with LPCs, Local QCC Consortia, First 5 County Commissions, Head Start Policy Councils, R&R and APP agencies and other early learning and care leadership tables
- Guidance on best practices for enrolling more children with disabilities in UPK classrooms and providing services in inclusive settings
- Strategies for meeting 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
- Increasing UPK enrollment and parent awareness and understanding of programs (For example, eligibility, what is offered, how they differ)

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

- Additional guidance on UPK workforce requirements (TK, CSPP, and other early learning and care providers)
- 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
- Identifying the content, type, and frequency of professional learning opportunities given the needs of the community and the LEA's P-3 vision
- Creating professional learning opportunities to provide site leaders with more early childhood knowledge
- Building partnerships with Institutes of Higher Education (IHE) or COEs to support professional learning opportunities and degree attainment
- Support for communications to recruit prospective educators and share grant and scholarship opportunities to support degree attainment

What technical assistance would be most helpful related to support for professional learning opportunities on specific topics? (select all that apply)

- Effective adult-child interactions
- Children's literacy and language development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
- Children's math and science development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
- Children's social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
- Implicit bias and culturally- and linguistically-responsive practice
- Trauma- and healing-informed practice
- Curriculum selection and implementation
- Playful learning across the P-3 continuum
- Creating developmentally-informed environments to foster play
- Administration and use of child assessments to inform instruction
- Support for multilingual learners, including home language development and strategies for a bilingual classroom
- Serving children with disabilities in inclusive settings, including Universal Design for Learning
- Engaging culturally- and linguistically-diverse families
- Practices to address the increase in children who will need toileting assistance in TK

What technical assistance would be most helpful related to support for specific professional learning delivery mechanisms? (select all that apply)

- Coaching and mentoring
- Classroom observations and demonstration lessons with colleagues
- Workshops with external professional development providers
- Internally-delivered professional learning workshops and trainings
- Operating an induction program

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 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)
- Guidance on the selection, development, or integration of developmentally-informed curricula and aligning curricula across the early grades
- Guidance and best practices on how to monitor and support curriculum fidelity in UPK settings
- Guidance on how to support effective classroom organization practices and behavior management strategies to ensure a positive learning environment for a diverse population of UPK students
- Guidance on instructional practices to support children with disabilities in UPK (for example, implementing Universal Design for Learning, providing specialized services in the classroom with peer models, and implementing social-emotional strategies such as the Pyramid Model) and partnerships with early learning and care providers to support services for children with disabilities
- Specific instructional strategies to support specific skills including, but not limited to, children's social-emotional development and home language development
- Guidance on appropriate assessment selection and utilization
- Guidance on creating dual language immersion or bilingual programs
- Guidance on how to refer families to community resources based on results from child assessments and developmental screeners.

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):

- Using manipulatives to develop fine motor skills
- Incorporating a balanced approach to teaching and learning that includes both child-initiated and teacher-guided activities
- Facilitating the development of critical thinking skills through the inquiry process (for example, the scientific method) to enhance children's learning experiences
- Using differentiated groups that include individual, small, and large group experiences
- Considering the structure of the daily routine to enhance individual and group learning experiences
- Encouraging purposeful play, choice, social interactions, and collaboration
- Creating time and space for children to develop gross motor skills inside the classroom and in the outdoor environment
- Using child development knowledge to guide instructional approaches
- Providing language- and literacy-rich environments
- Intentional planning of developmentally-informed practices and curriculum to meet the individual needs of children in combination classrooms
- Facilitating development and exploration through art
- Incorporating inclusive practices
- Supporting students' home language and English language development
- Incorporating materials and manipulatives that are culturally representative of the children served to support dramatic play that inspires engagement, communication, and understanding of diversity
- Universal Design for Learning
- Integrated English language development

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
- Strategies to address transportation issues related to UPK access and enrollment
- Guidance to support strategies that ensure TK students have access to meals and adequate time to eat
- Making modifications to district data systems to support access to UPK assessment data and other relevant information across community and elementary school settings
- Best practices for preventing displacement of early learning education programs operated by non-LEA administrators on LEA campuses and transitioning programs to serve younger children.

What is the biggest challenge your LEA is facing with the implementation of UPK?

We do not have enough space.

Certification and Agreement

AGREEMENT: By signing this report electronically, I, the District Superintendent, Charter School Administrator, or authorized designee, agree that my electronic signature is the legally binding equivalent to my handwritten signature.

- Yes
- No

CERTIFICATION: By signing this report electronically, I, the District Superintendent, Charter School Administrator, or authorized designee, hereby certify, to the best of my knowledge, that all applicable state and federal rules and regulations will be observed, that the information contained in this report is correct and complete, and certify to retain all records, as required by applicable law.

- Yes
- No

Name of District Superintendent, Charter School Administrator, or authorized designee:

Sarah Saluta

Please print a copy of your completed report for your records before submitting it. Questions about this report can be directed to UPKPlanningGrant@cde.ca.gov.

Note: By selecting the **Print** button below, you will be redirected to a new browser window to **print** the form. **You must return to the previous browser window to submit your report** to the CDE.

Once you select the **Submit** button below, your report will be sent to the CDE and you will be redirected to the CDE Elementary web page. An automatically generated email will be sent to the email address provided on your report to confirm your submission. Please check your email account's spam folder if you do not receive a confirmation email to your inbox.