THE MISSION PREPARATORY SCHOOL
every child, every minute, every day

Universal Prekindergarten Planning and Implementation

Grant Program – Planning Template

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.

LEA Name	Contact Name and Title of the Individual Self-Certifying the Statement Above	Email	Phone
Mission Preparatory School	Cynthia Jerez, Executive Director	Compliance@missionprepartory.org	415-508-9626

1. Please complete the following table:

2. Did the LEA develop a joint plan with multiple LEAs (for example, multiple small and rural LEAs serving similar communities or countywide plans developed with support of the COE for all LEAs in the county)? [select one]

    a. Yes

    b. No

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

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.[1] Complete the following tables.[2]

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	12	12	12	13	14	16

---

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

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

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	N/A	N/A	N/A	N/A	N/A	N/A

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	1	1	1
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

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
Early Education District-level staffing (if applicable)	0	0	1	1	1	1

3. As part of the ELO-P requirements, *EC* Section 8281.5 requires LEAs to offer or partner in offering in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day, including through partnerships with the LEA's expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

   Consider your estimated number of TK students. Estimate the number of TK students that will utilize extended learning and care services in addition to the TK instructional minutes. Then, working with local early learning and care and expanded learning partners, estimate the number of slots available for TK students in the following programs:

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

2019–20	Current	2022–23	2023–24	2024–25	2025–26
6	7	10	12	12	16

Table: Projected Number of Slots Available for TK Students

Slot Type	2019–20	Current	2022–23	2023–24	2024–25	2025–26
CSPP						
Head Start	N/A	N/A	N/A	N/A	N/A	N/A
ASES Program/ELO-P	N/A	N/A	10	12	12	16

Required Questions

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

There are no required questions in this section.

Focus Area A: Vision and Coherence

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

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

Recommended Planning Questions

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

1. What is the LEA's vision for UPK?

   Introduction

   Mission Preparatory School is excited to expand its Universal Pre-Kindergarten program from 12 students to 16 students. With this growth, we are increasing our programming from 7.5 hours to 9 hours per day. One of the unique features of our program is a low student-to-teacher ratio of 16:2, ensuring personalized attention and customized instruction for each child. This plan outlines the process of expansion while maintaining our commitment to quality early childhood education.

   Classroom and Space Expansion

   In order to accommodate the additional students, we will need to ensure that the classroom space is adequate for 16 students. This may involve expanding current classrooms, utilizing additional available spaces within the school, or possibly constructing new areas. The expanded space will still have to meet the state standards for a pre-kindergarten environment including safety, accessibility, and functionality for a comprehensive learning experience.

   Educational Materials and Equipment

With four additional students, we will need to acquire more educational materials and equipment. This includes learning aids, books, play equipment, and technology tools to cater to the expanded class size. We will maintain our standard of providing high-quality resources for all our students.

Program Expansion and Time Management

With the increased daily program time from 7.5 to 9 hours, the educational and activity schedules will be revisited. The aim is to utilize the extra time productively while ensuring the students are not overwhelmed. The extra time will allow for more exploration, hands-on activities, free play, and rest time.

Staffing

The unique feature of our program is the low student-to-teacher ratio of 16:2. This allows for personalized attention and fosters a strong bond between the children and their teachers. We will need to hire more highly-qualified pre-kindergarten teachers to maintain this ratio. Teacher's assistants may also be hired to ensure the smooth operation of our program.

Parental Involvement and Communication

As we make these changes, it's critical to keep parents informed and involved. We will hold meetings to explain the benefits of the expanded program and longer hours. Regular updates will be provided on the progress of the expansion, and feedback will be sought from parents.

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.

> We are working with internal partners to access UPK afterschool services as these require a different licensing for our current afterschool partnership provider. As of now we are operating with in-school staff to

provide enrichment until 6PM. And outside partners for counseling, sports, and motor skills, and academic reinformcement

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.

Academic director

The overall UPK program will be supervised the AcademicDirector. The Director will manage aspects of the program, including curriculum implementation, staff management, budgeting, and program evaluation.

UPK Coordinator (Part-time SY24)

Directly under the Acdemic Director, the UPK Coordinator will facilitate connections with the Extended Learning Opportunities-Prekindergarten (ELO-P) and non-Local Education Agency (non-LEA) administered early learning and care programs to ensure coordination and collaboration. Monitoring daily operations of the expanded program, ensuring smooth implementation of curriculum, maintaining quality standards, and ensuring the welfare of students and staff. They will be responsible for bridging connections between the UPK program and other early learning programs.

Teacher Leaders

Teacher Leaders will be selected among the UPK teaching staff. They will act as liaisons between the teaching staff and the administration. Teacher Leaders will support their fellow teachers, assist the UPK Coordinator in monitoring the program, and provide input on the curriculum based on classroom experience.

UPK Teachers and Assistants

The UPK teachers and their assistants will form the foundation of the program. Maintaining a 16:2 student-to-teacher ratio, they will be responsible for executing the daily learning activities, managing the classroom, and providing individualized attention to students.

Support Staff

Support staff including administrative assistants, maintenance personnel, and IT staff will ensure the program's smooth running by providing necessary logistical, technical, and operational support.

Parent-Teacher Association (PTA)

The PTA will consist of parents and teachers collaborating to support the UPK program. They will facilitate communication between parents and the school, and support the program through fundraising, volunteering, and providing feedback.

ELO-P and non-LEA Early Learning Programs Liaison

A dedicated liaison will be appointed to manage and facilitate connections with ELO-P and non-LEA administered early learning and care programs. This role will ensure coordinated efforts between these entities and the UPK program, thereby supporting the extended learning components of UPK.

The planned administrative structure is designed to support and monitor the expanded UPK program effectively. By establishing a hierarchical structure with defined roles and responsibilities, we ensure the efficient running of the program, while facilitating essential connections with other early learning programs to provide a comprehensive learning experience for our students.

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). SEE ABOVE

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

The Universal Pre-Kindergarten (UPK) leadership will be deeply integrated into the decision-making process at the executive or cabinet level. This integration is essential to ensure that the expanded UPK program is aligned with the broader mission and objectives of the Mission Preparatory School, and that the needs and perspectives of our youngest students are considered in all strategic decisions.

UPK Academic Director's Role: The Academic Director will serve as the primary representative of the UPK program at the executive level. They will participate in executive or cabinet meetings, providing valuable input regarding the UPK program's operation, needs, and potential improvements.

Inclusion in Strategic Planning: The Academic director will be involved in the formulation of the school's strategic plans. They will contribute insights from the UPK perspective to guide decisions on school-wide initiatives, resource allocation, and policy changes.

Regular Reporting: The Academic director will regularly report to the executive team on program progress, achievements, challenges, and proposed solutions. This two-way communication will keep the executive team informed about the UPK program and allow for supportive decision-making.

Cross-Functional Committees: The UPK leadership will be included in cross-functional committees, such as those focused on curriculum development, diversity and inclusion, safety, and student well-being. Their involvement will ensure that the needs and considerations of pre-kindergarten students are taken into account in these broader discussions.

Feedback and Evaluation: The UPK leadership will participate in evaluating the effectiveness of the executive team's decisions on the UPK program and propose necessary adjustments. This allows the leadership

team to gain insight into the outcomes of their decisions and make evidence-based changes.

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

The Mission Preparatory School's Universal Pre-Kindergarten (UPK) model will be seamlessly integrated into the district's Local Control and Accountability Plan (LCAP). The integration of these two aspects is critical to ensure that our early childhood education program aligns with the broader district goals, complies with local and state regulations, and adequately supports the success of our students.

Alignment with LCAP Goals: Our proposed UPK model will be designed to directly support the three core areas of the LCAP - conditions of learning, pupil outcomes, and engagement. This includes providing high-quality teaching, implementing a robust curriculum that supports positive pupil outcomes, and promoting the engagement of parents and pupils in the learning process.

Resource Allocation: We will align our UPK model's funding needs with the LCAP budgeting process to ensure adequate resources are available to support the UPK program expansion and longer operational hours. This ensures that our UPK program's specific needs are accounted for in the LCAP's annual budget.

Performance Indicators: The UPK program will contribute to the LCAP's overall performance indicators. We will regularly assess the progress of our UPK students using relevant metrics, such as school readiness, early literacy and numeracy skills, and social-emotional development. The results of these assessments will be reported in the LCAP to demonstrate our progress towards achieving the district's goals for early learning.

Parent and Community Engagement: Our UPK model will actively encourage parental and community involvement, aligning with the LCAP's focus on stakeholder engagement. We will regularly communicate with parents about their child's progress and engage them in school events. We will also reach out to the community through partnerships with local organizations, ELO-P, and non-LEA early learning and care programs.

Continuous Improvement: As part of LCAP's requirement for continuous improvement, we will regularly review and refine our UPK model based on feedback from teachers, parents, and students, as well as data from performance metrics. This process will help us to make necessary adjustments to better meet the needs of our students and contribute to achieving the LCAP goals.

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.

Mission Preparatory School is committed to the full inclusion of students with disabilities in our Universal Pre-Kindergarten (UPK) classrooms. We believe that all children, regardless of their abilities, should have access to quality early childhood education in an inclusive and supportive environment. Here is how we plan to ensure this inclusion:

Individualized Education Plans (IEPs): For students with identified disabilities, we will develop Individualized Education Plans (IEPs) in compliance with the Individuals with Disabilities Education Act (IDEA). The IEP will outline specific goals for the child and provide a roadmap for the appropriate educational services and accommodations needed to achieve these goals.

Inclusive Classroom Environment: We will ensure our classrooms are accessible, safe, and comfortable for all students. This includes the provision of adaptive equipment, assistive technology, and modifications to the physical layout of the classroom as necessary.

Special Education Teachers and Aides: Special education teachers and aides will be part of the UPK team to support students with disabilities. They will work alongside regular teachers, providing necessary accommodations and differentiated instruction to meet each child's unique needs.

Professional Development for Staff: All teachers and staff will receive ongoing training on inclusive teaching practices, strategies for differentiating instruction, and understanding and managing a range of disabilities. This ensures our team is equipped to support the diverse needs of our students.

Collaboration with Parents and Specialists: Parents, therapists, and other specialists involved in the child's care will be essential partners in the inclusion process. Regular communication and meetings will ensure consistent support and coordinated efforts for the child's development.

Peer Interaction and Social-Emotional Learning: We will foster an environment of acceptance and respect, teaching all students to value diversity. Activities will be designed to promote interaction among all students, enabling them to learn from each other.

Continuous Monitoring and Assessment: The progress of students with disabilities will be continuously monitored, with adjustments made to their IEPs and classroom accommodations as necessary.

All stakeholders listed above will be part of the team supporting this work.

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]

    a. TK offered at all sites

    b. TK offered at some sites

    c. TK stand-alone classes

    d. TK and kindergarten combination classes

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

    f. Locally-funded preschool and TK combination classes

    g. CSPP stand-alone classes

    h. Head Start stand-alone classes

      i.   Other [describe, open response]

2. Does the LEA plan to implement full-day TK, part-day TK, or both?[3] [select one]

    a. <mark>Full Day TK</mark>

    b. Part Day TK

    c. Both

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

> As a single site charter UPK will follow the current plan of extended day and extended school year as per charter authorization

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

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

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

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

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

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

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

5. If the LEA answered yes in question four, what age of children does the LEA plan to serve through a CSPP contract? [select all that apply]

    a. Three-year-old children

---

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

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

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

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

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

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

   i. Yes

   ii. No

   iii. Maybe

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

   i. Yes

   ii. No

   iii. Maybe

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

   i. Yes

   ii. No

   iii. Maybe

Focus Area B: Community Engagement and Partnerships

To successfully implement UPK and create a P–3 continuum, LEAs will need to cultivate relationships and collaborate with both internal and external partners.

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]

    a. Parent Teacher Association Meetings

    b. Family or parent surveys

    c. English Learner Advisory Committee (ELAC)

    d. District English Learner Advisory Committee (DELAC)

    e. Special Education Local Plan Area (SELPA)

    f. School Site Council

    g. District Advisory Committee

    h. LCAP educational partners input sessions

    i. Tribal Community input session

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

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

    l. LPC Meetings

    m. Local Quality Counts California (QCC) consortia meetings

    n. First 5 County Commission meetings

    o. Community Advisory Committee (CAC)

    p. Head Start Policy Council meetings

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

    r. Other [describe, open response]

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]

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

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

    c. CSPP (on an LEA site)

    d. CSPP (at a CBO site)

    e. LEA- or locally-funded preschool

    f. Head Start

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

    h. Other CBO preschool

    i. State subsidized child care (not including CSPP)

    j. Other [describe, open response]

Focus Area C: Workforce Recruitment and Professional Learning

Based on the projected enrollment and needs described in Focus Area A, LEAs should create a plan to recruit, train, and support the new TK, preschool, early learning and care, and expanded learning staff needed to support full-day early education options for all children the year before kindergarten.

(Note: All LEAs will need to plan for workforce development considerations as part of this planning work. There is a separate $100 million allocation for the Prekindergarten Planning and Implementation Grant – Competitive, also known as the Early Education Teacher Development Grant, that will be competitively awarded and is not part of this planning template.)

EC Section 48000(g)(4) specifies that credentialed teachers who are first assigned to a TK classroom after July 1, 2015, have, by August 1, 2023, one of the following:

   a. At least 24 units in early childhood education, or childhood development, or both.

   b. As determined by the LEA employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in subparagraph (a).

   c. A Child Development Teacher Permit issued by the CTC.

EC Section 8295 specifies that teachers in CSPP shall either possess a permit issued by the CTC authorizing service in the care, development, and instruction of children in a child care and development program; or meet the following criteria:

   a. Possess a current credential issued by the CTC authorizing teaching service in elementary school or a single subject credential in home economics; and
   b. Possess twelve units in early childhood education or child development, or both, or two years' experience in early childhood education or a child care and development program.

Recommended Planning Questions

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

   1. How does the LEA plan to recruit the educators needed to implement its UPK Plan (including CSPP teachers, assistant teachers, TK teachers, and TK teachers' instructional aides and assistants)? Currently partnering with multiple stakeholders to suppor EEC teacher assistant credentialing and certification/ credential of EEC educators. Working with TFA, Reach University, San Francisco State University among others within the local Misison District Community.

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?

Mission Preparatory currently partners with multiple ECC agencies and will continue to make targeted ECC, CSPP opportunities available to all stakeholders in the program to continue assessing needs and responding to best practices.

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?

The Mission Preparatory School believes in the importance of continuous professional learning for educators to maintain high-quality instruction and to adapt to the evolving needs of students. We have planned a comprehensive professional learning strategy spanning across the Preschool to 3rd Grade (P-3) continuum.

1. Who will receive this professional learning?

This professional learning program will be made available to all staff involved in the P-3 continuum. This includes:

Lead Teachers

Assistant Teachers

Special Education Teachers

Administrators

Coaches

On-site Preschool Staff

Off-site Preschool Staff

2. Strategy Overview

Role-Specific Training: Training sessions will be tailored according to the roles of the participants. For instance, lead and assistant teachers will receive training on classroom management, curriculum implementation, and student assessment. Administrators will receive training on leadership skills, program management, and policy implementation. Coaches will be trained on effective coaching strategies, feedback methods, and pedagogical developments.

Grade-Specific Training: Teachers will receive training specific to their grade level, addressing the developmental needs, learning styles, and curriculum for each grade. This includes Transitional Kindergarten (TK) staff, Kindergarten through 3rd Grade staff, on-site and off-site Preschool staff.

Inclusive Education Training: Special emphasis will be given to inclusive education practices. All staff will be trained on providing individualized support for students with disabilities, differentiating instruction, and fostering an inclusive classroom environment.

Interdisciplinary Training: This will foster a better understanding of the P-3 continuum, enabling staff from different grades to learn from each other and align their teaching practices. This is particularly important for smoothing transitions between grades.

Mentorship and Peer Learning: Experienced educators will mentor newer or less experienced staff. Peer learning sessions will also be organized to promote knowledge exchange and collaboration.

3. Execution of the Strategy

Professional learning will be provided through a variety of methods, including workshops, seminars, online courses, and coaching sessions. We will also invite experts in different fields of education to give talks and provide hands-on training sessions. Additionally, there will be opportunities for staff to attend relevant conferences and professional development events.

4. Monitoring and Evaluation

The impact of professional learning will be assessed through regular evaluations. Feedback from participants will be gathered to make improvements. Furthermore, the effectiveness of training will be measured by monitoring changes in teaching practices and improvements in student outcomes.

    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)

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?

    Horizontal and vertical articulation teams will be formed at each school site to promote cohesive teaching and learning across the P-3 continuum.

Horizontal Articulation: These teams will comprise teachers and staff within the same grade level. They will meet regularly to share best practices, coordinate lesson plans, and monitor student progress. This will ensure consistency in teaching strategies and expectations within each grade level, enhancing the learning experience for students.

Vertical Articulation: These teams will include teachers and staff from different grade levels, particularly those in adjacent grades (like preschool and TK, or 1st and 2nd grades). They will meet regularly to discuss curriculum progression, share insights on student development, and plan strategies to smooth transitions between grades. They will also collaborate to monitor student progress across grades, enabling early intervention if any issues arise.

3. Support and Training for Teams

We will provide regular training and support to these teams to build their capacity for effective collaboration, decision-making, and problem-solving. This might include training in team leadership, communication skills, data analysis, problem-solving strategies, and conflict resolution.

4. Collaboration with Wider Community

Both the district leadership and articulation teams will collaborate with parents and the wider community. This might involve regular meetings with the Parent-Teacher Association, partnerships with local organizations, and outreach to families.

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]

    a. Partner with one or more local Institutions of higher education (IHEs) or the COE to help support teachers holding less than a full credential to complete requirements to earn a preliminary Multiple Subject Teaching Credential

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

    c. Apply for a California Teacher Residency Grant Program (https://www.ctc.ca.gov/educator-prep/grant-funded-programs/teacher-residency-grant-program) on your own, as part of a new collaborative, or by joining an existing Teacher Residency Grant Program to recruit and

==prepare individuals with a bachelor's degree who want to become teachers in your LEA==

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

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

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

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

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

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

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

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

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

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

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

o. Other [describe, open response]

p. None of the above, the LEA currently has enough Multiple Subject Teaching Credential holders to meet the need for TK educators

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]

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

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

    c. Provide information on scholarship and grant opportunities

    d. Apply for workforce development funding and grant opportunities

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

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

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

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

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

    j. Other [describe, open response]

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

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]

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

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

c. Provide information on scholarship and grant opportunities

d. Apply for workforce development funding and grant opportunities

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

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

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

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

i. Other [describe, open response]

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

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]

a. Ages & Stages Questionnaire (ASQ)

b. BRIGANCE Early Childhood Screen

c. Desired Results Developmental Profile (DRDP)

d. Developmental Reading Assessment (DRA)

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

f. Teaching Strategies GOLD (TS GOLD)

g. Work Sampling System (WSS)

h. Other [describe, open response]

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

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]

a. Effective adult-child interactions

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

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

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

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

f. ACEs and trauma- and healing-informed practice

g. Curriculum selection and implementation

h. Creating developmentally-informed environments

i. Administration and use of child assessments to inform instruction

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

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

l. Engaging culturally- and linguistically-diverse families

m. Other [describe, open response]

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

Focus Area D: Curriculum, Instruction, and Assessment

It is critical for each LEA and preschool program partner to plan for how they will develop or select curriculum or curricula that are developmentally-informed and aligned with the strengths of all students, including multilingual students and students with disabilities, as well as how they will ensure curricula are implemented with fidelity to support intentional, quality instruction for all students. LEAs and preschool program partners should consider how they will provide coherent, culturally- and linguistically-responsive UPK curriculum or curricula anchored in the *California Preschool Learning Foundations* (https://www.cde.ca.gov/sp/cd/re/psfoundations.asp) and the *California Preschool Curriculum Frameworks* (https://www.cde.ca.gov/sp/cd/re/psframework.asp) to support the development of skills across the domains outlined in those documents.

Recommended Planning Questions

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

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

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. [open response]

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?

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

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)? [open response]

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

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

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]

    a. Dual language program with a language allotment[4] of 50/50 [open response for language offered]

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

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

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

    e. English-only instruction with home-language support

    f. None

    g. Other [describe, open response]

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

    a. Dual language program with a language allotment[5] of 50/50 [open response for language offered]

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

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

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

    e. English-only instruction with home-language support

---

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

f.   None

g.   Other [describe, open response]

3. Identify methods the LEA plans to use to support the development of social-emotional learning and executive function skills through specific instruction in these areas and by embedding and reinforcing this instruction in all curriculum areas. [select all that apply]

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

   b.   Implement the CSEFEL Pyramid Model in the classroom

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

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

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

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

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

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

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

   a.   Implement Universal Design for Learning

   b.   Provide adaptations to instructional materials

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

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

e. Provide additional staff to support participation in instruction

f. Other [open response]

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

a. ASQ

b. BRIGANCE Early Childhood Screen

c. <mark>DRDP</mark>

d. <mark>DRA</mark>

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

f. TS GOLD

g. WSS

h. Other [describe, open response]

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

j. Unsure

Focus Area E: LEA Facilities, Services, and Operations

It is critical to ensure that LEA facilities, services, and operations are thoughtfully aligned to support the implementation of UPK and movement towards a P–3 continuum. It is also critical for early education programs currently operating to continue to be a part of California's mixed-delivery system by creating shared space, blending funding and coordinating service delivery.

For Facilities:

For facilities planning, draw on the Projected Enrollment and Needs Assessment section of this document and the LEA's Facilities Master Plan. The objectives of this section are to identify the availability of space for UPK, the adequacy of available space to meet the kindergarten facilities standards for meeting the needs of young children, and, if needed, to update the Facilities Master Plan to address any unmet need for developmentally-appropriate space.

Required Questions

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

1. To support an overall increase in UPK access, what efforts does the LEA plan to make to prevent the displacement of any early education programs on LEA campuses, including both LEA-administered and non-LEA-administered programs? We will maintain building capacity and only expand TK to 16 students in a 2 educator ratio, until further research is completed on expanding the physical location of the single site the LEA operates.

2. Does the LEA have adequate classroom space to meet the Projected Enrollment of TK students listed in the Projected Enrollment and Needs Assessment section of this document, for the respective implementation year? [multiple choice]

    a. Yes

    b. No

        i. If no, how many more classrooms does the LEA need? [identify number, open response]

        ii. If no, how might the LEA provide classrooms in the timeframe needed? [describe, open response]

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

a. Yes

b. No

    i. If no, what modifications need to be made? What resources are needed to make them? (See Facilities Grant Program Funding at https://www.dgs.ca.gov/OPSC/Services/Page-Content/Office-of-Public-School-Construction-Services-List-Folder/Access-Full-Day-Kindergarten-Facilities-Grant-Program-Funding) [describe, open response]

4. Does the space contain necessary adaptive equipment, assistive technology, or other accommodations to ensure children with disabilities have access to education in the least restrictive environment? [multiple choice]

a. Yes

b. No

    i. If no, what modifications need to be made? What resources are needed to provide equipment or accommodations? [describe, open response]

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

a. Yes

b. No

    i. If no, what process will the LEA use to update the Facilities Master Plan to accommodate future TK and early education programming? [describe, open response]

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

a. Turfed area

b. Paved area

c. Apparatus area

d. Land required for buildings and grounds

e. Total square feet required

     f. None of the above

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

     a. Transportation to and from the TK program

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

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

     d. No transportation will be provided

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

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]

    a. Support for parent surveys to gauge interest in service delivery models

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

    c. Information on program eligibility requirements to project enrollment across programs

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

    a. Adjusting classroom practices to support the district's UPK model (for example, mixed-age classrooms)

    b. Creating inclusive classrooms, including implementing Universal Design for Learning

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

    d. Models for administrative structures that support effective UPK programs and facilitate connections with the ELO-P and non-LEA-administered early learning and care programs

    e. Support for developing and applying to administer a CSPP contract

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

g. Guidance on best practices for smooth transitions through the P–3 continuum

h. 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]

   a. Support for parent surveys and engagement activities to understand parent needs and support authentic choice

   b. Support for community engagement activities including best practices for coordination with LPCs, Local QCC Consortia, First 5 County Commissions, Head Start Policy Councils and other early learning and care leadership tables

   c. Guidance on best practices for enrolling more children with disabilities in UPK classrooms and providing services in inclusive settings

   d. 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

   e. Increasing UPK enrollment and parent awareness of programs

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]

   a. Additional guidance on UPK workforce requirements (TK, CSPP, and other early learning and care providers)

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

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

   d. Identifying the content, type, and frequency of professional learning opportunities given the needs of the community and the LEA's P–3 vision

    e. Creating professional learning opportunities to provide site leaders with more early childhood knowledge

    f. Building partnerships with IHEs or COEs to support professional learning opportunities and degree attainment

    g. 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]

    a. Effective adult-child interactions

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

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

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

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

    f. Trauma- and healing-informed practice

    g. Curriculum selection and implementation

    h. Creating developmentally-informed environments

    i. Administration and use of child assessments to inform instruction

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

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

    l. 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]

a. Coaching and mentoring

b. Classroom observations and demonstration lessons with colleagues

c. Workshops with external professional development providers

d. Internally-delivered professional learning workshops and trainings

e. Operating an induction program

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]

a. 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)

b. Guidance on the selection, development, or integration of developmentally-informed curricula and aligning curricula across the early grades

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

d. 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

e. 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

f. Specific instructional strategies to support specific skills including, but not limited to, children's social-emotional development and home language development

g. Guidance on appropriate assessment selection and utilization

h. Guidance on creating dual language immersion or bilingual programs

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]

a. Using manipulatives to develop fine motor skills

b. Incorporating a balanced approach to teaching and learning that includes both child-initiated and teacher-guided activities

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

d. Using differentiated groups that include individual, small, and large group experiences

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

f. Encouraging purposeful play, choice, social interactions, and collaboration

g. Creating time and space for children to develop gross motor skills inside the classroom and in the outdoor environment

h. Using child development knowledge to guide instructional approaches

i. Providing language- and literacy-rich environments

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

k. Facilitating development and exploration through art

l. Incorporating inclusive practices

m. Supporting students' home language and English language development

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

o. Universal Design for Learning

p. Integrated English language development

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]

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

b. Strategies to address transportation issues related to UPK access and enrollment

c. Guidance to support strategies that ensure TK students have access to meals and adequate time to eat

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

e. 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