



Agenda Item:	IV E: Action Item
Date:	March 9, 2023
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Erdinc Acar, Chief Academic Officer
RE:	Approval of UPK Planning Grant Plans for MSA-7 and MSA-Santa Ana

Action Proposed:

I move that the Board approve the Universal Prekindergarten (UPK) Planning Grant Plans for Magnolia Science Academy (MSA)-7 and MSA-Santa Ana.

The California Universal PreKindergarten Planning and Implementation Grant Program – Overview

The California Universal Pre-Kindergarten (UPK) Grant is a proposed initiative aimed at providing high-quality early childhood education to all 4-year-old children in California. The proposed grant will be funded by the state government and will provide grants to eligible public and private pre-K programs, enabling them to expand and enhance their services to meet the requirements of the UPK program.

The goal of the California UPK Grant is to improve school readiness, promote academic achievement, and close the achievement gap among California's children. The proposed initiative will prioritize the provision of high-quality, developmentally appropriate early childhood education that is inclusive and culturally responsive. The grant will also provide support for program monitoring and evaluation, as well as professional development opportunities for early childhood educators, to ensure that California's children receive the best possible start in life.

The 2022–23 State Budget package allocated additional funding for the UPK Planning and Implementation Grant Program as a state early learning initiative with the goal of expanding access to prekindergarten programs at local educational agencies (LEAs). This grant program provides \$300 million for the California Department of Education (CDE) to allocate directly to LEAs based on a statutory formula to support planning and implementation costs associated with expanding Prekindergarten (Pre-K) options, such as universally-available transitional kindergarten (TK), CSPP, and Head Start for eligible students, and other local and community-based partnerships. It is important for LEAs to include partners such as CSPP, Head Start, and other early learning and care providers in the co-creation of the local plan. Engaging all partners in the community will enhance resources for families and children and fully utilize and coordinate available resources, including facilities, staff, and funding.

Under the provisions of California *Education Code (EC)* Section 8281.5, grant funds are allocated to school districts and charter schools with Kindergarten (K) enrollment in specific years, according to a specified formula. In addition, funds are allocated to county offices of education (COEs) to support countywide planning and capacity building around UPK.

Grant funds may be used for costs associated with creating or expanding CSPP or TK programs, or to establish or strengthen partnerships with other providers of Pre-K education within the LEA, including Head Start programs, to ensure that high-quality options for Pre-K education are available for children four years of age. Allowable costs shall include, but are not necessarily limited to, classroom operating costs, planning costs, hiring and recruitment costs, staff training and professional development, classroom materials, and supplies.

Under current law, as a condition of grant apportionment, if the LEA did not develop the 2021–22 UPK Plan required pursuant to *EC* 8281.5(c)(3)(B), the LEA must develop a 2022–23 UPK Plan for consideration by the governing board or body at a public meeting on or before March 30, 2023. This plan must articulate how all children in the attendance area of the LEA will have access to full-day learning programs the year before K that meet the needs of parents, including through partnerships with the LEA’s expanded learning offerings, the After School Education and Safety (ASES) Program, CSPP, Head Start programs, and other community-based early learning and care programs (*EC* Section 8281.5).

As a condition of apportionment, all LEAs must provide data to the CDE through the UPK Program Report, ensure expenditures are consistent with their local plan and offer TK to all eligible pupils interested in TK within their attendance area by the 2025–26 school year. The CDE must encumber funds by June 30, 2026. LEAs will have until June 30, 2026, to use the funds.

Universal Transitional Kindergarten Implementation Timeline

As a condition of receipt of grant apportionment, LEAs must implement universally available TK for all four-year-old children by 2025–26 (*EC* Section 48000[c][1]). LEAs are encouraged to consider how this implementation timeline will impact elements of their UPK Program, including whether implementing UTK on a fast timeline will allow the LEA to reach economies of scale with regard to the number of classrooms and TK teachers needed. The table below illustrates the UTK implementation timeline, including eligibility and ratios.

Table: Transitional Kindergarten Eligibility, Ratio, and Class Size Requirements by Fiscal Year

Type of Requirement	2022–23	2023–24	2024–25	2025–26
Eligibility	Turn five between September 2 and February 2; at district discretion, turn five between February 3 and the end of the school year***	Turn five between September 2 and April 2; at district discretion, turn five between April 3 and the end of the school year***	Turn five between September 2 and June 2; at district discretion, turn five between June 3 and the end of the school year***	Turn four by September 1
Ratios	1:12	1:10**	1:10**	1:10**
Class Size	24	24	24	24

* average class size across the school sit
 ** Subject to future legislative appropriation
 *** Pursuant to *EC* Section 37200 the end of the school year is June 30th

Budget Impact

As part of the UPK grant, MSA 7 received \$60,135 and MSA- SA received \$57,267 to be spent by the end of the 25-26 school year. Schools will expend the funds per the plans and update the MPS Board, COEs, Authorizers and CDE accordingly.

Exhibits:

1. Universal Prekindergarten Planning and Implementation Grant Program Plans for MSA-7..... Pg. 3
2. Universal Prekindergarten Planning and Implementation Grant Program Plans for MSA-Santa Ana..... Pg. 46



**Universal Pre-Kindergarten Planning
and
Implementation Grant Program**

Prepared and Submitted by:

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March 9, 2023

Table of Contents

Enrollment and Needs Assessment	3
Recommended Planning Questions	3
Table: Student Enrollment	3
Table: Facilities Estimates (Cumulative)	4
Table: Staffing Estimates (Cumulative)	4
Table: Number of Transitional Kindergarten Students Utilizing Extended Learning and Care	5
Table: Number of Slots Available for Transitional Kindergarten Students for Extended Learning and Care	6
Focus Area A: Vision and Coherence	7
Focus Area B: Community Engagement and Partnerships	12
Focus Area C: Workforce Recruitment and Professional Learning	14
Focus Area D: Curriculum, Instruction, and Assessment	36
Focus Area E: LEA Facilities, Services, and Operations	42

UPK Plan

Required Questions: The CDE will be requiring this information to be submitted via the UPK Program Report in Fall 2023. For those LEAs that did not previously create a plan by June 30, 2022, plans must be presented to the governing board for consideration by March 30, 2023.

Self-Certification

In the data collection survey submitted to the CDE, LEAs must self-certify they are implementing a plan for how all children in the attendance area of the LEA will have access to full-day learning programs the year before K 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.

For those LEAs that did not previously create a plan by June 30, 2022, plans must be presented to the governing board for consideration by March 30, 2023.

1. Please complete the following table:

Self-Certification Table

LEA Name	Contact Name and Title of the Individual Self-Certifying the Statement Above	Email	Phone
Magnolia Science Academy 7	Meagan Wittek, Principal	mwittek@magnoliapublicschools.org	818 886 0585

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

No

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

-N/A

Enrollment and Needs Assessment

Recommended Planning 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 LEA’s 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: Student Enrollment

Type of Student	2021–22 (TK-eligible children turn five between September 2 and December 2, inclusive)	2022–23 (Current) (TK-eligible children turn five between September 2 and February 2, inclusive)	2023–24 (TK-eligible children turn five between September 2 and April 2, inclusive)	2024–25 (TK-eligible children turn five between September 2 and June 2, inclusive)	2025–26 (TK-eligible children turn four by September 1)
TK Students	7	15	6	10	10

¹ If the administration of K 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 or adult ratios over the implementation period.

Table: Facilities Estimates (Cumulative)

Type of Facility Needed	2021–22	2022–23 (Current)	2023–24	2024–25	2025–26
TK Classrooms	1	1	1	1	1

Table: Staffing Estimates (Cumulative)

Type of Staff Needed	2021–22	2022–23 (Current)	2023–24	2024–25	2025–26
Ratios	N/A	1:12	1:10**	1:10**	1:10**
Class Size	24*	24*	24*	24*	24*
TK Credentialed Teacher	1	1	1	1	1
TK Teacher’s Assistants	1	1	1	1	1

*average class size across the school site

**subject to future legislative appropriation; if no funds are appropriated to reduce ratios to 1:10, the teacher to child ratio shall remain 1:12

- 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 in the table below.

Table: Number of Transitional Kindergarten Students Utilizing Extended Learning and Care

2021–22	2022–23 (Current)	2023–24	2024–25	2025–26
4	9	TBD - based on parents choosing to enroll their child in the extended learning care or not	TBD - based on parents choosing to enroll their child in the extended learning care or not	TBD - based on parents choosing to enroll their child in the extended learning care or not

Working with local early learning and care and expanded learning partners, estimate the number of slots available for TK students in the following programs, to provide extended learning care beyond the TK school day:

Table: Number of Slots Available for Transitional Kindergarten Students for Extended Learning and Care

Slot Type	2021–22	2022–23 (Current)	2023–24	2024–25	2025–26
ASES Program/ELO-P	7	15	10	10	10

Required Questions

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 (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.

Required Questions

1. What is the LEA's vision for UPK? [open response – character limit 1,000]

-The LEA's vision for UPK is to offer a safe, engaging, and inclusive learning environment and program for younger students in our community. The school is prepared to offer a Transitional Kindergarten program for all 4 year old students and would like to begin working with local preschool programs to partner with and provide options for families for their younger children. The TK program would be full day, have access to our extended learning opportunities including before and after school care, tutoring and clubs and students and families would participate in the same events and programs as all other students enrolled in the school.

2. Who is the individual (at the LEA) who is responsible for key functions pertaining to implementing UPK? [open response]

- *First and last name: Meagan Wittek*
- *Title: Principal*
- *Email: mwittek@magnoliapublicschools.org*
- *Phone Number: (818) 886-0585*

3. Has the LEA integrated UPK into the LCAP? [select one]

- Yes
- Not yet but we plan to*
- No, not sure we plan to
- No, no plan to
- We would like to but are unsure how to do this
- Unsure

Universal PreKindergarten Planning and Implementation Grant Program

4. Does your LEA offer TK at all elementary schools in the district?
 - *Yes, all sites and full-day programs*

5. How many of the following types of early learning classes does your LEA currently offer? Please complete the table below, also indicating how many of these classes are fully inclusive of children with disabilities, providing access to the least restrictive environment for learning.

Type of class	Number of classrooms	Percentage of these classes that are fully inclusive of students with disabilities
TK standalone classes	0	N/A
TK-kindergarten combination classes	2	81–100%

1. Has the LEA implemented full-day TK (more than four hours), part-day TK (less than four hours), or both?³ [select one]
 - *Full Day TK*
2. Describe how the LEA changed its TK and other early learning programming from 2021–22 to 2022–23, if at all. [open response – character limit 1,000]

MSA-7 has been offering a full day kindergarten program since before 21-22. There have not been any changes.
3. Did the LEA operate a CSPP?
 - *No*
 - a. If no, does the LEA plan to contract with CSPP in future years
 - *No*

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.

Universal PreKindergarten Planning and Implementation Grant Program

4. If the LEA answered yes in question four, what age of children did the LEA serve through a CSPP contract? [select all that apply]
- *Not applicable (LEA does not serve children through CSPP)*
5. Please indicate if the LEA expanded access to early TK, or plans to expand access to early TK, for children whose fifth birthday occurred after the enrollment date for the year of implementation (see implementation timeline above).
- a. Expanded access 2022–23 (birthdays February 2 and after) [select one]
- Yes
- b. Planning for expanded access 2023–24 (birthdays April 3 or after) [select one]
- Yes
- c. Planning for expanded access 2024–25 (birthdays June 3 or after) [select one]
- Yes
 - No
 - 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

1. How has the LEA's UPK Plan prioritized parental needs for UPK options? What has the LEA done to learn about family preferences for the availability of care, cost, and curriculum? [open response – character limit 1,000]

-Our LEA meets with and surveys our families annually in order to collect feedback and input on plans, programs, and budget. In addition, we conduct assets and needs assessments as well as focus group discussions to collect input and feedback from families. For example, one common piece of feedback we received last year was that there was a need for a before school program so we started and offered one this year. We followed similar systems in order to collect feedback on the UPK plan development.

2. How has the LEA engaged extended learning and care partners in the development of the LEA's UPK Plan? [open response – character limit 1,000]

-We partner with a third party vendor, arc, to provide our extended learning and care programs to our students and families. This includes before and after school care as well as intersession camps. During the development of our UPK Plan, we met with program leaders and coordinators to discuss the needs and requirements of the program in order to ensure they would be able to assist us in meeting those needs during the extended learning programs. We meet monthly to continue the conversations and planning.

3. Identify which of the following opportunities the LEA implemented to obtain public input on the UPK Plan. [Select all that apply]

- Parent Teacher Association Meetings
- Family or parent/caregiver surveys
- English Learner Advisory Committee (ELAC)
- District English Learner Advisory Committee (DELAC)
- Special Education Local Plan Area (SELPA)
- School Site Council
- District Advisory Committee
- LCAP educational partners input sessions
- Tribal Community input session
- Co-hosted events with community-based organizations (CBOs)
- Hosted meet and greets with the early learning and care community

Universal PreKindergarten Planning and Implementation Grant Program

- LPC Meetings
- Local Quality Counts California (QCC) consortia meetings
- First 5 County Commission meetings
- Community Advisory Committee (CAC)
- Head Start Policy Council meetings
- Collaborated with parent engagement centers (for example, Parent Training and Information Center [PTIC], Community Parent Resource Center [CPRC], Family Empowerment Centers [FEC])
- Other [describe, open response]

4. When soliciting public input, which languages other than English were used to communicate? [select all that apply]

- Arabic
- Armenian
- Chinese (Cantonese)
- Chinese (Mandarin)
- Farsi
- Hmong
- Japanese
- Khmer
- Korean
- Laotian
- Punjabi
- Russian
- Spanish
- Tagalog (including Filipino)
- Vietnamese
- Other *[parents have the option to select whatever their preferred language is for all correspondences sent home via our parent portal]*

5. Select which programs the LEA combined with the TK instructional day to offer a full day of programming (instructional day plus extended programming) for children whose families opt in for extended learning and care. [select all that apply]

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

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.)

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 **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:**

- PK-3 Early Childhood Education Specialist Credential (issued by the CTC once available in 2023)

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.

Required Questions

LEAs should develop a strategy for providing professional learning for educators across the P-3 continuum. Consider which staff will receive professional learning in which topics, and through which modalities.

LEAs are required to give additional details about the frequency, modality, and audience for the professional development opportunities chosen below in questions 1 and 2 in the UPK Program Report.

1. What were the priority areas for professional development opportunities for TK staff this year? Select up to three main content focus areas of professional learning opportunities covered, the modality and frequency, and the audience that attended, including if the audience consisted of multiple grade levels (joint professional development) or across different preschool program settings.

Universal PreKindergarten Planning and Implementation Grant Program

Professional Learning Opportunities for TK staff (choose up to 3)	Modality and Frequency (Select all that apply)	Audience (Select all that apply)
Effective adult-child interactions	<input type="checkbox"/> In-Classroom Coaching (one or two times) <input type="checkbox"/> In-Classroom Coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – Off-site <input type="checkbox"/> One or multi-day LEA onsite professional development (for example, Annually) <input type="checkbox"/> Ongoing LEA - onsite professional development (for example, Monthly) <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with K, 1, 2, or 3 Grade Levels <input type="checkbox"/> Offered jointly with CSPP, Head Start, or other preschool program <input type="checkbox"/> Other [open response]
Children’s literacy and language development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)	<input type="checkbox"/> In-Classroom Coaching (one or two times) <input type="checkbox"/> In-Classroom Coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – Off-site <input type="checkbox"/> One or multi-day LEA onsite professional development (for example, Annually) <input type="checkbox"/> Ongoing LEA - onsite professional development (for example, Monthly) <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with K, 1, 2, or 3 Grade Levels <input type="checkbox"/> Offered jointly with CSPP, Head Start, or other preschool program <input type="checkbox"/> Other [open response]

Universal PreKindergarten Planning and Implementation Grant Program

Professional Learning Opportunities for TK staff (choose up to 3)	Modality and Frequency (Select all that apply)	Audience (Select all that apply)
<p>Children’s developing math and science (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> In-Classroom Coaching (one or two times) <input type="checkbox"/> In-Classroom Coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – Off-site <input type="checkbox"/> One or multi-day LEA onsite professional development (for example, Annually) <input type="checkbox"/> Ongoing LEA - onsite professional development (for example, Monthly) <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response] 	<ul style="list-style-type: none"> <input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with K, 1, 2, or 3 Grade Levels <input type="checkbox"/> Offered jointly with CSPP, Head Start, or other preschool program <input type="checkbox"/> Other [open response]
<p>Children’s social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> In-Classroom Coaching (one or two times) <input type="checkbox"/> In-Classroom Coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – Off-site <input type="checkbox"/> One or multi-day LEA onsite professional development (for example, Annually) <input type="checkbox"/> Ongoing LEA - onsite professional development (for example, Monthly) <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response] 	<ul style="list-style-type: none"> <input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with K, 1, 2, or 3 Grade Levels <input type="checkbox"/> Offered jointly with CSPP, Head Start, or other preschool program <input type="checkbox"/> Other [open response]

Universal PreKindergarten Planning and Implementation Grant Program

Professional Learning Opportunities for TK staff (choose up to 3)	Modality and Frequency (Select all that apply)	Audience (Select all that apply)
<p>Implicit bias and culturally- and linguistically-responsive practice</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> In-Classroom Coaching (one or two times) <input checked="" type="checkbox"/> In-Classroom Coaching (monthly or more frequently) <input checked="" type="checkbox"/> One or multi-day workshop – Off-site <input checked="" type="checkbox"/> One or multi-day LEA onsite professional development (for example, Annually) <input type="checkbox"/> Ongoing LEA - onsite professional development (for example, Monthly) <input type="checkbox"/> Online course <input checked="" type="checkbox"/> Webinar <input type="checkbox"/> Other [open response] 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Lead teachers <input checked="" type="checkbox"/> Assistant teachers <input checked="" type="checkbox"/> Paraeducators <input checked="" type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input checked="" type="checkbox"/> Other support staff <input checked="" type="checkbox"/> Offered Jointly with K, 1, 2, or 3 Grade Levels <input checked="" type="checkbox"/> Offered jointly with CSPP, Head Start, or other preschool program <input type="checkbox"/> Other [open response]
<p>Adverse Childhood Experiences (ACEs) and trauma- and healing-informed practice</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> In-Classroom Coaching (one or two times) <input checked="" type="checkbox"/> In-Classroom Coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – Off-site <input checked="" type="checkbox"/> One or multi-day LEA onsite professional development (for example, Annually) <input type="checkbox"/> Ongoing LEA - onsite professional development (for example, Monthly) <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response] 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Lead teachers <input checked="" type="checkbox"/> Assistant teachers <input checked="" type="checkbox"/> Paraeducators <input checked="" type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input checked="" type="checkbox"/> Other support staff <input checked="" type="checkbox"/> Offered Jointly with K, 1, 2, or 3 Grade Levels <input type="checkbox"/> Offered jointly with CSPP, Head Start, or other preschool program <input type="checkbox"/> Other [open response]

Universal PreKindergarten Planning and Implementation Grant Program

Professional Learning Opportunities for TK staff (choose up to 3)	Modality and Frequency (Select all that apply)	Audience (Select all that apply)
Curriculum selection and implementation	<input type="checkbox"/> In-Classroom Coaching (one or two times) <input type="checkbox"/> In-Classroom Coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – Off-site <input type="checkbox"/> One or multi-day LEA onsite professional development (for example, Annually) <input type="checkbox"/> Ongoing LEA - onsite professional development (for example, Monthly) <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with K, 1, 2, or 3 Grade Levels <input type="checkbox"/> Offered jointly with CSPP, Head Start, or other preschool program <input type="checkbox"/> Other [open response]
Creating developmentally-informed environments	<input type="checkbox"/> In-Classroom Coaching (one or two times) <input type="checkbox"/> In-Classroom Coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – Off-site <input type="checkbox"/> One or multi-day LEA onsite professional development (for example, Annually) <input type="checkbox"/> Ongoing LEA - onsite professional development (for example, Monthly) <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with K, 1, 2, or 3 Grade Levels <input type="checkbox"/> Offered jointly with CSPP, Head Start, or other preschool program <input type="checkbox"/> Other [open response]

Universal PreKindergarten Planning and Implementation Grant Program

Professional Learning Opportunities for TK staff (choose up to 3)	Modality and Frequency (Select all that apply)	Audience (Select all that apply)
Administration and use of child assessments to inform instruction	<input type="checkbox"/> In-Classroom Coaching (one or two times) <input type="checkbox"/> In-Classroom Coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – Off-site <input type="checkbox"/> One or multi-day LEA onsite professional development (for example, Annually) <input type="checkbox"/> Ongoing LEA - onsite professional development (for example, Monthly) <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with K, 1, 2, or 3 Grade Levels <input type="checkbox"/> Offered jointly with CSPP, Head Start, or other preschool program <input type="checkbox"/> Other [open response]
Support for multilingual learners, including home language development and strategies for a bilingual classroom	<input type="checkbox"/> In-Classroom Coaching (one or two times) <input type="checkbox"/> In-Classroom Coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – Off-site <input type="checkbox"/> One or multi-day LEA onsite professional development (for example, Annually) <input type="checkbox"/> Ongoing LEA - onsite professional development (for example, Monthly) <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with K, 1, 2, or 3 Grade Levels <input type="checkbox"/> Offered jointly with CSPP, Head Start, or other preschool program <input type="checkbox"/> Other [open response]

Universal PreKindergarten Planning and Implementation Grant Program

Professional Learning Opportunities for TK staff (choose up to 3)	Modality and Frequency (Select all that apply)	Audience (Select all that apply)
<p>Serving children with disabilities in inclusive settings, including Universal Design for Learning</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> In-Classroom Coaching (one or two times) <input checked="" type="checkbox"/> In-Classroom Coaching (monthly or more frequently) <input checked="" type="checkbox"/> One or multi-day workshop – Off-site <input checked="" type="checkbox"/> One or multi-day LEA onsite professional development (for example, Annually) <input checked="" type="checkbox"/> Ongoing LEA - onsite professional development (for example, Monthly) <input checked="" type="checkbox"/> Online course <input checked="" type="checkbox"/> Webinar <input type="checkbox"/> Other [open response] 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Lead teachers <input checked="" type="checkbox"/> Assistant teachers <input checked="" type="checkbox"/> Paraeducators <input checked="" type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input checked="" type="checkbox"/> Other support staff <input checked="" type="checkbox"/> Offered Jointly with K, 1, 2, or 3 Grade Levels <input checked="" type="checkbox"/> Offered jointly with CSPP, Head Start, or other preschool program <input type="checkbox"/> Other [open response]
<p>Engaging culturally- and linguistically-diverse families</p>	<ul style="list-style-type: none"> <input type="checkbox"/> In-Classroom Coaching (one or two times) <input type="checkbox"/> In-Classroom Coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – Off-site <input type="checkbox"/> One or multi-day LEA onsite professional development (for example, Annually) <input type="checkbox"/> Ongoing LEA - onsite professional development (for example, Monthly) <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response] 	<ul style="list-style-type: none"> <input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with K, 1, 2, or 3 Grade Levels <input type="checkbox"/> Offered jointly with CSPP, Head Start, or other preschool program <input type="checkbox"/> Other [open response]

Universal PreKindergarten Planning and Implementation Grant Program

Professional Learning Opportunities for TK staff (choose up to 3)	Modality and Frequency (Select all that apply)	Audience (Select all that apply)
Early childhood behavioral health (e.g. early childhood mental health consultation)	<input type="checkbox"/> In-Classroom Coaching (one or two times) <input type="checkbox"/> In-Classroom Coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – Off-site <input type="checkbox"/> One or multi-day LEA onsite professional development (for example, Annually) <input type="checkbox"/> Ongoing LEA - onsite professional development (for example, Monthly) <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with K, 1, 2, or 3 Grade Levels <input type="checkbox"/> Offered jointly with CSPP, Head Start, or other preschool program <input type="checkbox"/> Other [open response]
Other [open response]	<input type="checkbox"/> In-Classroom Coaching (one or two times) <input type="checkbox"/> In-Classroom Coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – Off-site <input type="checkbox"/> One or multi-day LEA onsite professional development (for example, Annually) <input type="checkbox"/> Ongoing LEA - onsite professional development (for example, Monthly) <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with K, 1, 2, or 3 Grade Levels <input type="checkbox"/> Offered jointly with CSPP, Head Start, or other preschool program <input type="checkbox"/> Other [open response]

Universal PreKindergarten Planning and Implementation Grant Program

2. If your LEA has CSPP, what were the priority areas for professional development opportunities for CSPP staff this year? Select up to three (3) main content focus areas of professional learning opportunities covered, the modality and frequency, and the audience that attended, including if the professional learning offered was joint with TK or other preschool programs in the community.

-N/A

Professional Opportunities for CSPP staff (choose up to 3)	Modality and Frequency (Select all that apply)	Audience (Select all that apply)
Effective interactions	adult-child <input type="checkbox"/> In-classroom coaching (one or two times) <input type="checkbox"/> In-classroom coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – offsite <input type="checkbox"/> One or multi-day CSPP - onsite professional development <input type="checkbox"/> Ongoing (for example, monthly) CSPP - onsite professional development <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with TK <input type="checkbox"/> Offered Jointly with other preschool programs (for example, Head Start) <input type="checkbox"/> Offered as part of local QCC consortia professional development <input type="checkbox"/> Other [open response]

Universal PreKindergarten Planning and Implementation Grant Program

Professional Learning Opportunities for CSPA staff (choose up to 3)	Modality and Frequency (Select all that apply)	Audience (Select all that apply)
Children’s literacy and language development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)	<input type="checkbox"/> In-classroom coaching (one or two times) <input type="checkbox"/> In-classroom coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – offsite <input type="checkbox"/> One or multi-day CSPA - onsite professional development <input type="checkbox"/> Ongoing (for example, monthly) CSPA - onsite professional development <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with TK <input type="checkbox"/> Offered Jointly with other preschool programs (for example, Head Start) <input type="checkbox"/> Offered as part of local QCC consortia professional development <input type="checkbox"/> Other [open response]
Children’s developing math and science (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)	<input type="checkbox"/> In-classroom coaching (one or two times) <input type="checkbox"/> In-classroom coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – offsite <input type="checkbox"/> One or multi-day CSPA - onsite professional development <input type="checkbox"/> Ongoing (for example, monthly) CSPA - onsite professional development <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with TK <input type="checkbox"/> Offered Jointly with other preschool programs (for example, Head Start) <input type="checkbox"/> Offered as part of local QCC consortia professional development <input type="checkbox"/> Other [open response]

Universal PreKindergarten Planning and Implementation Grant Program

Professional Learning Opportunities for CSPA staff (choose up to 3)	Modality and Frequency (Select all that apply)	Audience (Select all that apply)
Children’s social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)	<input type="checkbox"/> In-classroom coaching (one or two times) <input type="checkbox"/> In-classroom coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – offsite <input type="checkbox"/> One or multi-day CSPA - onsite professional development <input type="checkbox"/> Ongoing (for example, monthly) CSPA - onsite professional development <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with TK <input type="checkbox"/> Offered Jointly with other preschool programs (for example, Head Start) <input type="checkbox"/> Offered as part of local QCC consortia professional development <input type="checkbox"/> Other [open response]
Implicit bias and culturally- and linguistically-responsive practice	<input type="checkbox"/> In-classroom coaching (one or two times) <input type="checkbox"/> In-classroom coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – offsite <input type="checkbox"/> One or multi-day CSPA - onsite professional development <input type="checkbox"/> Ongoing (for example, monthly) CSPA - onsite professional development <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with TK <input type="checkbox"/> Offered Jointly with other preschool programs (for example, Head Start) <input type="checkbox"/> Offered as part of local QCC consortia professional development <input type="checkbox"/> Other [open response]

Universal PreKindergarten Planning and Implementation Grant Program

Professional Learning Opportunities for CSPA staff (choose up to 3)	Modality and Frequency (Select all that apply)	Audience (Select all that apply)
Adverse Childhood Experiences (ACEs) and trauma- and healing-informed practice	<input type="checkbox"/> In-classroom coaching (one or two times) <input type="checkbox"/> In-classroom coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – offsite <input type="checkbox"/> One or multi-day CSPA - onsite professional development <input type="checkbox"/> Ongoing (for example, monthly) CSPA - onsite professional development <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with TK <input type="checkbox"/> Offered Jointly with other preschool programs (for example, Head Start) <input type="checkbox"/> Offered as part of local QCC consortia professional development <input type="checkbox"/> Other [open response]
Curriculum selection and implementation	<input type="checkbox"/> In-classroom coaching (one or two times) <input type="checkbox"/> In-classroom coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – offsite <input type="checkbox"/> One or multi-day CSPA - onsite professional development <input type="checkbox"/> Ongoing (for example, monthly) CSPA - onsite professional development <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with TK <input type="checkbox"/> Offered Jointly with other preschool programs (for example, Head Start) <input type="checkbox"/> Offered as part of local QCC consortia professional development <input type="checkbox"/> Other [open response]

Universal PreKindergarten Planning and Implementation Grant Program

Professional Learning Opportunities for CSPP staff (choose up to 3)	Modality and Frequency (Select all that apply)	Audience (Select all that apply)
Creating developmentally-informed environments	<input type="checkbox"/> In-classroom coaching (one or two times) <input type="checkbox"/> In-classroom coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – offsite <input type="checkbox"/> One or multi-day CSPP - onsite professional development <input type="checkbox"/> Ongoing (for example, monthly) CSPP - onsite professional development <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with TK <input type="checkbox"/> Offered Jointly with other preschool programs (for example, Head Start) <input type="checkbox"/> Offered as part of local QCC consortia professional development <input type="checkbox"/> Other [open response]
Administration and use of child assessments to inform instruction	<input type="checkbox"/> In-classroom coaching (one or two times) <input type="checkbox"/> In-classroom coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – offsite <input type="checkbox"/> One or multi-day CSPP - onsite professional development <input type="checkbox"/> Ongoing (for example, monthly) CSPP - onsite professional development <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with TK <input type="checkbox"/> Offered Jointly with other preschool programs (for example, Head Start) <input type="checkbox"/> Offered as part of local QCC consortia professional development Other [open response]

Universal PreKindergarten Planning and Implementation Grant Program

Professional Learning Opportunities for CSPP staff (choose up to 3)	Modality and Frequency (Select all that apply)	Audience (Select all that apply)
Support for multilingual learners, including home language development and strategies for a bilingual classroom	<input type="checkbox"/> In-classroom coaching (one or two times) <input type="checkbox"/> In-classroom coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – offsite <input type="checkbox"/> One or multi-day CSPP - onsite professional development <input type="checkbox"/> Ongoing (for example, monthly) CSPP - onsite professional development <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with TK <input type="checkbox"/> Offered Jointly with other preschool programs (for example, Head Start) <input type="checkbox"/> Offered as part of local QCC consortia professional development <input type="checkbox"/> Other [open response]
Serving children with disabilities in inclusive settings, including Universal Design for Learning	<input type="checkbox"/> In-classroom coaching (one or two times) <input type="checkbox"/> In-classroom coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – offsite <input type="checkbox"/> One or multi-day CSPP - onsite professional development <input type="checkbox"/> Ongoing (for example, monthly) CSPP - onsite professional development <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with TK <input type="checkbox"/> Offered Jointly with other preschool programs (for example, Head Start) <input type="checkbox"/> Offered as part of local QCC consortia professional development <input type="checkbox"/> Other [open response]

Universal PreKindergarten Planning and Implementation Grant Program

Professional Learning Opportunities for CSPP staff (choose up to 3)	Modality and Frequency (Select all that apply)	Audience (Select all that apply)
Engaging culturally- and linguistically-diverse families	<input type="checkbox"/> In-classroom coaching (one or two times) <input type="checkbox"/> In-classroom coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – offsite <input type="checkbox"/> One or multi-day CSPP - onsite professional development <input type="checkbox"/> Ongoing (for example, monthly) CSPP - onsite professional development <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with TK <input type="checkbox"/> Offered Jointly with other preschool programs (for example, Head Start) <input type="checkbox"/> Offered as part of local QCC consortia professional development <input type="checkbox"/> Other [open response]
Early childhood behavioral health (e.g. early childhood mental health consultation)	<input type="checkbox"/> In-classroom coaching (one or two times) <input type="checkbox"/> In-classroom coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – offsite <input type="checkbox"/> One or multi-day CSPP - onsite professional development <input type="checkbox"/> Ongoing (for example, monthly) CSPP - onsite professional development <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with TK <input type="checkbox"/> Offered Jointly with other preschool programs (for example, Head Start) <input type="checkbox"/> Offered as part of local QCC consortia professional development <input type="checkbox"/> Other [open response]

Universal PreKindergarten Planning and Implementation Grant Program

Professional Learning Opportunities for CSPA staff (choose up to 3)	Modality and Frequency (Select all that apply)	Audience (Select all that apply)
Other [open response]	<input type="checkbox"/> In-classroom coaching (one or two times) <input type="checkbox"/> In-classroom coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – offsite <input type="checkbox"/> One or multi-day CSPA - onsite professional development <input type="checkbox"/> Ongoing (for example, monthly) CSPA - onsite professional development <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with TK <input type="checkbox"/> Offered Jointly with other preschool programs (for example, Head Start) <input type="checkbox"/> Offered as part of local QCC consortia professional development <input type="checkbox"/> Other [open response]
None, our LEA does not have CSPA	Not applicable	Not applicable

Universal PreKindergarten Planning and Implementation Grant Program

3. Which of the following strategies has the LEA used to support diverse and effective prospective TK teachers, including multilingual educators, to earn a Multiple Subject Teaching Credential? [select all that apply]
- Partnered 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
 - Received 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 joined an existing Classified grant program to recruit teachers
 - Received 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 joined an existing Teacher Residency Grant Program to recruit and prepare individuals with a bachelor's degree who want to become teachers in your LEA
 - Joined an existing intern preparation program to recruit and prepare teachers for your LEA
 - Joined an existing apprenticeship cohort program to recruit and prepare teachers for your LEA
 - Established 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
 - Partnered with the California Center on Careers to contact registrants who might be interested in becoming teachers for your LEA
 - Provided information on scholarship and grant opportunities to CSPP and other staff interested in providing extended learning and care services
 - Applied for workforce development funding and competitive grant opportunities from the CDE
 - Provided a stipend for tuition and fees for coursework leading to a Multiple Subject Teaching Credential
 - Provided advising on credential requirements and options for how to meet these requirements
 - Collaborated 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]
 - Partnered with a local IHE to provide other services to candidates seeking to earn a Multiple Subject Teaching Credential

Universal PreKindergarten Planning and Implementation Grant Program

- Partnered with a COE to provide other services to candidates seeking to earn a multiple subject credential
 - Other [describe, open response]
 - None of the above, the LEA currently has enough Multiple Subject Teaching Credential holders to meet the need for TK educators
4. Which of the following strategies has the LEA employed 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]
- Partnered with a local IHE offering eligible early childhood education or childhood development coursework
 - Partnered with an IHE or COE to operate cohort models for LEA teachers earning 24 units
 - Provided information on scholarship and grant opportunities
 - Received workforce development funding and grant opportunities
 - Provided a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree
 - Provided a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit
 - Provided advising on requirements and how to meet the requirements
 - Offered unit-bearing IHE coursework at a local LEA site during times that work for teachers
 - Developed or worked with an established mentorship program to support new TK teachers
 - Other [describe, open response]
 - None of the above

Universal PreKindergarten Planning and Implementation Grant Program

5. Does the LEA have enough fully qualified teaching staff to accommodate TK classrooms?

- Yes
- No

Staff Type	How many total staff were needed for 2022–23 school year?	How many staff positions were filled with qualified staff at the start of the school year?	Unfilled Vacancies: How many necessary positions, based on actual enrollment, were unfilled at the start of the 2022–23 school year?	Unfilled Vacancies: How many necessary positions, based on actual enrollment, were unfilled at the middle of the year (January 2023)?	How many total staff are anticipated to be needed for the 2023–24 school year?
TK Teacher	1	1	0	0	1
Second Adult	0	0	0	0	1

6. Which of the following strategies has the LEA employed to support diverse and effective prospective **CSPP** teachers, including multilingual educators, **to obtain a Child Development Teacher Permit?** [select all that apply]

-Not applicable (the LEA does not employ CSPP staff

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* (<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.

Required Questions

1. Did the LEA provide any of the following language model(s) for TK students?
[select all that apply]

None

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

Not applicable, the LEA does not operate a CSPP

3. Select the curriculum approach(es) TK programs are using 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]:

- District or teacher-developed math units for TK
- District or teacher-developed literacy units for TK
- Social-Emotional Curriculum [Examples: Second Step, Kimochis, Sanford Harmony]
- Kindergarten Curriculum Used (Not Pre-K) [Examples: World of Wonders for Kindergarten, Investigations Math, Mathematics Their Way, enVision Math, Journeys Reading Program, Go Math, or district benchmark units for kindergarten]

4. 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 up to three]

- Designed developmentally-appropriate learning environments to allow for individual and group activities that promote social-emotional learning and

Universal PreKindergarten Planning and Implementation Grant Program

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
5. What instructional practices has the LEA implemented to support children with varying ability levels in UPK programming? [select up to three]
- 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
6. What assessments did the LEA use in TK? [select all that apply]
- LEA-based grade level benchmarks and a report card
 - Work Sampling System
7. On which child observational assessments has the LEA offered professional learning to TK, CSPP, and other early education teachers during the 2022–23 school year? [select all that apply]
- LEA-based, grade level benchmarks and a report card
 - Work Sampling System

Universal PreKindergarten Planning and Implementation Grant Program

8. On what topics has the LEA offered professional learning regarding early childhood education to site leaders and principals? [select all that apply]
- Effective adult-child interactions
 - Implicit bias and culturally- and linguistically-responsive practice
 - ACES and trauma- and healing-informed practice
 - Curriculum selection and implementation
 - Creating developmentally-informed environments
 - 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)

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

1. For which students in TK and early learning programs was transportation provided?
-No transportation was provided
2. What transportation did the LEA offer to children enrolled in TK? [select all that apply]
-No transportation was provided
3. 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]
-Added additional meal services and time in the cafeteria
-Offered breakfast after the bell
4. If you had a Pre-K program before UPK implementation, what efforts have been made to prevent the displacement of existing early education programs? [open response]
N/A
5. Do you expect to have sufficient classroom space by 2025–26 to accommodate your projected enrollment? [single choice]
-Yes

Universal PreKindergarten Planning and Implementation Grant Program

6. Did the classroom space meet the K standards described in [California Code of Regulations, Title 5, Section 14030\(h\)\(2\)](#)? [single choice]

-Yes

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

-Yes, all classrooms had necessary adaptive equipment.

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

-Yes

9. In which of the following areas did the LEA make updates to facilities with UPK Planning & Implementation grant funding? [select all that apply]

- Turfed area
- Paved area
- Apparatus area
- Land required for buildings and grounds
- Total square feet required
- Bathroom facilities

Technical Assistance Questions

The CDE is collecting information on the type(s) and topics of technical assistance that LEAs need to support the 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.

The following questions are optional. However, 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]
 - Support for parent surveys 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

2. 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
 - 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

Universal PreKindergarten Planning and Implementation Grant Program

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]

- Support for parent surveys and engagement activities to understand parent needs and support authentic choice
- 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 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]

- 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 IHEs 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

Universal PreKindergarten Planning and Implementation Grant Program

5. 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
 - Creating developmentally-informed environments
 - Administration and use of child assessments to inform instruction
 - Serving children with disabilities in inclusive settings, including Universal Design for Learning
 - 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]
- Coaching and mentoring
 - Classroom observations and demonstration lessons with colleagues
 - Workshops with external professional development providers
 - Internally-delivered professional learning workshops and trainings
7. What technical assistance would be most helpful related to the elements included in Focus Area D: Curriculum, Instruction, and Assessment [select all that apply]
- Guidance 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

Universal PreKindergarten Planning and Implementation Grant Program

- 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
 - Guidance on appropriate assessment selection and utilization
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]
- 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
 - 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
 - Intentional planning of developmentally-informed practices and curriculum to meet the individual needs of children in combination classrooms
 - Incorporating inclusive practices
 - 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
9. What technical assistance would be most helpful related to the elements included in Focus Area E: LEA Facilities, Services, and Operations? [select all that apply]
- Guidance on how to modify an elementary school classroom to serve young children
 - Making modifications to district data systems to support access to UPK assessment data and other relevant information across community and elementary school settings

Universal PreKindergarten Planning and Implementation Grant Program

- 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.

10. What is the biggest challenge your LEA is facing with the implementation of UPK? [open response, up to 5000 characters]

-The biggest challenge our LEA is facing with the implementation of UPK is just making sure that we have a full and complete understanding of all that is required and necessary to ensure we are prepared to deliver a quality program to students. We have been working with other team members, LEAs, and community partners to brainstorm ideas and support planning. We know we will need to hire another staff member to support in the TK class and make sure they are trained in early child development. We are also in the process of reviewing and selecting some TK curriculum to help supplement the other programs that are currently being used in the TK/K classes.

Appendix I – Definitions

The following definitions are critical for UPK planning efforts. Additional terms and definitions can be found in the Guidance Document:

- **Preschool through Third Grade (P-3):** P-3 is a continuum of learning from preschool through third grade that can be supported by intentional practices at the classroom, school, and leadership levels that align curricula, assessment, and professional learning opportunities to ensure instruction builds on the knowledge and skills that children acquire as they transition across grades and settings.
- **Universal Pre-Kindergarten (UPK):** UPK refers to universal TK as well as the expanded CSPP, Head Start, and early childhood special education services that families can choose from to create rich early learning opportunities for all three- and four-year-old children during the year or two years before kindergarten. In high-needs neighborhoods, the CDE strongly encourages LEAs to consider pairing TK programs with access to Head Start and CSPP for age- and income-eligible three- and four-year-old children to further bolster program quality, either through the LEA's own Head Start or CSPP program or via a contract partnership with a CBO that administers a Head Start or CSPP.
- **Transitional Kindergarten (TK):** TK means the first year of a two-year kindergarten program, serving four-year-old children regardless of income that uses a modified kindergarten curriculum that is age- and developmentally-appropriate (*EC* Section 48000 [d]).
- **Universal Transitional Kindergarten (UTK):** UTK refers to the expansion of TK by 2025–26 to serve all four-year-old children by September 1 of each year, regardless of income, providing a year of rich learning opportunities the year before kindergarten so that families can choose from as part of California's public education system.
- **California State Preschool Program (CSPP):** CSPP is the largest state-funded preschool program in the nation. CSPP includes both part-day and full-day services to eligible three- and four-year-old children. CSPP provides a core class curriculum that is developmentally, culturally, and linguistically appropriate for the children served. The program also provides meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees. The program is administered through LEAs, colleges, community-action agencies, local government entities, and private, and nonprofit agencies.
- **Expanded learning:** This includes before school, after-school, summer, or intersession learning programs that focus on developing the academic,

Universal PreKindergarten Planning and Implementation Grant Program

social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results-driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year.

- **Expanded Learning Opportunities Program (ELO-P):** ELO-P provides funding for after-school and summer school enrichment programs for TK through sixth grade. ELO-P is defined as services provided in addition to the normal school day and school year operations, to provide full-day and full-year expanded learning programs to meet the needs of working families whose children are enrolled in TK through sixth grade and also provide expanded learning enrichment programming for students. A full day is defined as in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day.
- **Early learning and care:** This refers to the continuum of programs serving children from birth to preschool or school entry, as well as extended care to support school-age children with before school and after-school care as well as vacation schedules. This includes general childcare, Early Head Start and Head Start, community-based early learning and care programs, family childcare providers, and family, friend, and neighbor care.
- **Extended learning and care:** This refers to the continuum of programs and services (early learning and care options and expanded learning options) available in addition to the normal school day and school year operations, to provide full-day and full-year care to meet the needs of working families whose children are enrolled in TK or kindergarten. A full day is defined as in-person before school or after-school programming or care that, when added to daily instructional minutes, provide no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day. Funding to support extended learning and care for children enrolled in TK includes ELO-P and the CSPP, as specified in guidance provided by the CDE's Early Education Division. Additional subsidized care opportunities may be available to families who qualify, such as childcare vouchers and the General Child Care School Age program.



Universal Prekindergarten Planning and Implementation Grant Program Plan

Prepared and Submitted by:

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March 9, 2023

Table of Contents

Enrollment and Needs Assessment	3
Table: Student Enrollment	3
Table: Facilities Estimates (Cumulative)	4
Table: Staffing Estimates (Cumulative)	4
Table: Number of Transitional Kindergarten Students Utilizing Extended Learning and Care	5
Table: Number of Slots Available for Transitional Kindergarten Students for Extended Learning and Care	6
Focus Area A: Vision and Coherence	7
Focus Area B: Community Engagement and Partnerships	12
Focus Area C: Workforce Recruitment and Professional Learning	14
Focus Area D: Curriculum, Instruction, and Assessment	36
Focus Area E: LEA Facilities, Services, and Operations	42

UPK PLAN

Required Questions: The CDE will be requiring this information be submitted via the UPK Program Report in Fall 2023. For those LEAs that did not previously create a plan by June 30, 2022, plans must be presented to the governing board for consideration by March 30, 2023.

Self-Certification

In the data collection survey submitted to the CDE, LEAs must self-certify they are implementing a plan for how all children in the attendance area of the LEA will have access to full-day learning programs the year before K 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.

For those LEAs that did not previously create a plan by June 30, 2022, plans must be presented to the governing board for consideration by March 30, 2023.

1. Please complete the following table:

Self-Certification Table

LEA Name	Contact Name and Title of the Individual Self-Certifying the Statement Above	Email	Phone
[Magnolia Science Academy Santa Ana]	[Maria Czerner-Rowell]	[mrowell@magnolia publicschoools.org]	[714.479.0115]

2. Did the LEA develop a joint UPK implementation 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. No

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

Enrollment and Needs Assessment

Recommended Planning 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 LEA’s 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: Student Enrollment

Type of Student	2021–22 (TK-eligible children turn five between September 2 and December 2, inclusive)	2022–23 (Current) (TK-eligible children turn five between September 2 and February 2, inclusive)	2023–24 (TK-eligible children turn five between September 2 and April 2, inclusive)	2024–25 (TK-eligible children turn five between September 2 and June 2, inclusive)	2025–26 (TK-eligible children turn four by September 1)
TK Students	[6]	[6]	[10]	[10]	[10]

¹ If the administration of K 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 or adult ratios over the implementation period.

Table: Facilities Estimates (Cumulative)

Type of Facility Needed	2021–22	2022–23 (Current)	2023–24	2024–25	2025–26
TK Classrooms	[1]	[1]	[1]	[1]	[1]

Table: Staffing Estimates (Cumulative)

Type of Staff Needed	2021–22	2022–23 (Current)	2023–24	2024–25	2025–26
Ratios	N/A	1:12	1:10**	1:10**	1:10**
Class Size	24*	24*	24*	24*	24*
TK Credentialed Teacher	[1]	[1]	[1]	[1]	[1]
TK Teacher’s Assistants	[0]	[0]	[1]	[1]	[1]

*average class size across the school site

**subject to future legislative appropriation; if no funds are appropriated to reduce ratios to 1:10, the teacher to child ratio shall remain 1:12

- 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 in the table below.

Table: Number of Transitional Kindergarten Students Utilizing Extended Learning and Care

2021–2022	2022-2023 (Current)	2023–24	2024–25	2025–26
[Enter actual number of TK students that utilized extended learning and care number here]	[6]	[10]	[10]	[10]

Working with local early learning and care and expanded learning partners, estimate the number of slots available for TK students in the following programs, to provide extended learning care beyond the TK school day:

Table: Number of Slots Available for Transitional Kindergarten Students for Extended Learning and Care

Slot Type	2021–22	2022–23 (Current)	2023–24	2024–25	2025–26
ASES Program/ELO-P	[4]	[6]	[10]	[10]	[10]

Required Questions

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 (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.

Required Questions

1. What is the LEA's vision for UPK? [open response – character limit 1,000]

MSA-SA has been serving students in Orange County since the fall of 2009 with a mission of graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. MSA-SA is still expanding in Santa Ana while increasing the enrollment and programs.

The school aims to expand and continue to offer high quality transitional kindergarten programs with partnership with local agencies providing early childhood education programs.

2. Who is the individual (at the LEA) who is responsible for key functions pertaining to implementing UPK? [open response]
 - *First and last name: Maria Czerner-Rowell*
 - *Title: Elementary Principal*
 - *Email: mrowell@magnoliapublicschools.org*
 - *Phone Number: 714.479.0115 ext 138*

3. Has the LEA integrated UPK into the LCAP? [select one]

Yes

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

Yes, all sites

Universal PreKindergarten Planning and Implementation Grant Program

5. How many of the following types of early learning classes does your LEA currently offer? Please complete the table below, also indicating how many of these classes are fully inclusive of children with disabilities, providing access to the least restrictive environment for learning.

Universal PreKindergarten Planning and Implementation Grant Program

Type of class	Number of classrooms	Percentage of these classes that are fully inclusive of students with disabilities
TK standalone classes	[0]	1. 0–20% 2. 21–40% 3. 41–60% 4. 61–80% 5. 81–100%
TK-kindergarten combination classes	[1]	1. 0–20% 2. 21–40% 3. 41–60% 4. 61–80% 5. 81–100%

2. Has the LEA implemented full-day TK (more than four hours), part-day TK (less than four hours), or both?³ [select one]
 - *Full Day TK*
3. Describe how the LEA changed its TK and other early learning programming from 2021–22 to 2022–23, if at all. [open response – character limit 1,000]
 - *MSA-SA has been offering full day TK programs since 2015 with expanded learning opportunities embedded.*
4. Did the LEA operate a CSPP?
 - *No and the LEA doesn't plan to contract with CSPP in future years.*
5. If the LEA answered yes in question four, what age of children did the LEA serve through a CSPP contract? [select all that apply]
 - *Not applicable (LEA does not serve children through CSPP)*
6. Please indicate if the LEA expanded access to early TK, or plans to expand access to early TK, for children whose fifth birthday occurred after the enrollment date for the year of implementation (see implementation timeline above).

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.

Universal PreKindergarten Planning and Implementation Grant Program

- Expanded access 2022–23 (birthdays February 2 and after) [select one]
 - i. Yes*
- Planning for expanded access 2023–24 (birthdays April 3 or after) [select one]
 - i. Yes*
- Planning for expanded access 2024–25 (birthdays June 3 or after) [select one]
 - i. Yes*

Focus Area B: Community Engagement and Partnerships

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

Recommended Planning Questions

1. What actions has the LEA taken to partner with local R&Rs; LPCs; and existing early education, child care, and expanded learning providers within the LEA's attendance boundary to support parents to access services across LEA-administered and non-LEA-administered programs for extended learning and care and other supports?

MSASA has supported parents to access services across MSASA programs by ensuring partnerships like PBS kids, Start Well, educational classes offered from Santa Ana Community College. We have also provided opportunities for parents to have access to medical and other health benefits with CAL Optima.

2. How has the LEA created or expanded partnerships with early learning and care providers serving children with disabilities (including how the LEA planned to collaborate with their SELPA to enroll more children with disabilities in inclusive UPK opportunities)?

MSASA is a full-inclusion model, so regardless of SPED, gen ed, or gate students all are welcomed to participate in our ASES after school program.

3. Develop program schedules that have met the requirements of ELO-P for UPK, including the use of ELO-P funds or other fund sources; how they have been combined with the instructional day to offer a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports); and how they offered a minimum nine-hour summer or intersession day. [open response]

At MSASA, our ASES after school program has TK-6th grade students. All funding sources that include ELO-P are supporting our TK students. Our TK program starts at 8:20am and ends on a regular day schedule at 2:55pm. Our extended ASES starts from 2:55 pm till 6:00 pm daily. Our Shortened Day for Staff PDs dismissal is at 1:15pm, so our TK can access the ASES after school from 1:15pm to 6:00pm weekly on Wednesdays.

Required Questions

1. How has the LEA's UPK Plan prioritized parental needs for UPK options? What has the LEA done to learn about family preferences for availability of care, cost, and curriculum? [open response – character limit 1,000]

MSASA has identified high prioritized parental needs like care, costs, and curriculum through surveys and focus groups. Out of our funds we have a community schools coordinator who has looked for partnerships based on parental needs. This year, our partnerships, specifically for TK, include Start Well, which is a mental health and social emotional support program, and PBS Kids, So Cal, has offered parenting classes and informational nights, sharing their apps and new kids programming used as supplemental to our curriculum. Also, based on our parental needs, we have invited CalOptima as they give informational sessions as well as scheduling medical and dental appointments for their students.

2. How has the LEA engaged extended learning and care partners in the development of the LEA's UPK Plan? [open response – character limit S1,000]

This year, our partnerships, specifically for TK, include Start Well, which is a mental health and social emotional support program, and PBS Kids, So Cal, has offered parenting classes and informational nights, sharing their apps and new kids programming used as supplemental to our curriculum. Also, based on our parental needs, we have invited CalOptima as they give informational sessions as well as scheduling medical and dental appointments for their students.

3. Identify which of the following opportunities the LEA implemented to obtain public input on the UPK Plan. [Select all that apply]

- Parent Teacher Association Meetings
- Family or parent/caregiver surveys
- English Learner Advisory Committee (ELAC)
- District English Learner Advisory Committee (DELAC)
- Special Education Local Plan Area (SELPA)
- School Site Council
- District Advisory Committee
- LCAP educational partners input sessions
- Tribal Community input session
- Co-hosted events with community-based organizations (CBOs)
- Hosted meet and greets with the early learning and care community
- LPC Meetings
- Local Quality Counts California (QCC) consortia meetings

Universal PreKindergarten Planning and Implementation Grant Program

- First 5 County Commission meetings
- Community Advisory Committee (CAC)
- Head Start Policy Council meetings
- Collaborated with parent engagement centers (for example, Parent Training and Information Center [PTIC], Community Parent Resource Center [CPRC], Family Empowerment Centers [FEC])
- Other [describe, open response]

4. When soliciting public input, which languages other than English were used to communicate? [select all that apply]

- | | | |
|---|-----------------------------------|--|
| <input type="checkbox"/> Arabic | <input type="checkbox"/> Farsi | <input type="checkbox"/> Punjabi |
| <input type="checkbox"/> Armenian | <input type="checkbox"/> Hmong | <input type="checkbox"/> Russian |
| <input type="checkbox"/> Chinese
(Cantonese) | <input type="checkbox"/> Japanese | <input type="checkbox"/> Spanish |
| <input type="checkbox"/> Chinese
(Mandarin) | <input type="checkbox"/> Khmer | <input type="checkbox"/> Tagalog
(including Filipino) |
| <input checked="" type="checkbox"/> Other [Turkish] | <input type="checkbox"/> Korean | <input checked="" type="checkbox"/> Vietnamese |
| | <input type="checkbox"/> Laotian | |

5. Select which programs the LEA combined with the TK instructional day to offer a full day of programming (instructional day plus extended programming) for children whose families opt in for extended learning and care. [Only ASES]

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

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.)

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 **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:**

- PK-3 Early Childhood Education Specialist Credential (issued by the CTC once available in 2023)

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.

Required Questions

LEAs should develop a strategy for providing professional learning for educators across the P-3 continuum. Consider which staff will receive professional learning in which topics, and through which modalities.

LEAs are required to give additional details about the frequency, modality, and audience for the professional development opportunities chosen below in questions 1 and 2 in the UPK Program Report.

1. What were the priority areas for professional development opportunities for TK staff this year? Select up to three main content focus areas of professional learning opportunities covered, the modality and frequency, and the audience that attended, including if the audience consisted of multiple grade levels (joint professional development) or across different preschool program settings.

A priority area for professional development for TK this year, along with the whole school site, has been MTSS and SEL as main content focus areas. As far as the modality for MTSS, we are all on a single sign on platform, ALLUDO, which houses different domains to receive PD, guidance, and showing mastery of each skill set. This is supported through the Orange County Department of Education, where we are assigned two site coordinators who check in monthly with admin to progress monitor and to support any staff member working through Alludo, as well as working through and school site assessments such as FIA and SIT. Another concentration has been SEL professional development, which is also supported through OCDE. This committee comprises an admin, school psychologist, and a grade level lead (including our TK teacher). Here we work through the Canvas platform, engage in professional development quarterly, with several schools in the Orange County area.

Universal PreKindergarten Planning and Implementation Grant Program

Professional Learning Opportunities for TK staff (choose up to 3)	Modality and Frequency (Select all that apply)	Audience (Select all that apply)
Effective adult-child interactions	<input type="checkbox"/> In-Classroom Coaching (one or two times) <input type="checkbox"/> In-Classroom Coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – Off-site <input type="checkbox"/> One or multi-day LEA onsite professional development (for example, Annually) <input type="checkbox"/> Ongoing LEA - onsite professional development (for example, Monthly) <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with K, 1, 2, or 3 Grade Levels <input type="checkbox"/> Offered jointly with CSPP, Head Start, or other preschool program <input type="checkbox"/> Other [open response]
Children’s literacy and language development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)	<input type="checkbox"/> In-Classroom Coaching (one or two times) <input type="checkbox"/> In-Classroom Coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – Off-site <input type="checkbox"/> One or multi-day LEA onsite professional development (for example, Annually) <input type="checkbox"/> Ongoing LEA - onsite professional development (for example, Monthly) <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with K, 1, 2, or 3 Grade Levels <input type="checkbox"/> Offered jointly with CSPP, Head Start, or other preschool program <input type="checkbox"/> Other [open response]

Universal PreKindergarten Planning and Implementation Grant Program

Professional Learning Opportunities for TK staff (choose up to 3)	Modality and Frequency (Select all that apply)	Audience (Select all that apply)
Children’s developing math and science (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)	<input type="checkbox"/> In-Classroom Coaching (one or two times) <input checked="" type="checkbox"/> In-Classroom Coaching (monthly or more frequently) <input checked="" type="checkbox"/> One or multi-day workshop – Off-site <input checked="" type="checkbox"/> One or multi-day LEA onsite professional development (for example, Annually) <input checked="" type="checkbox"/> Ongoing LEA - onsite professional development (for example, Monthly) <input type="checkbox"/> Online course <input checked="" type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input checked="" type="checkbox"/> Lead teachers <input checked="" type="checkbox"/> Assistant teachers <input checked="" type="checkbox"/> Paraeducators <input checked="" type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input checked="" type="checkbox"/> Other support staff <input checked="" type="checkbox"/> Offered Jointly with K, 1, 2, or 3 Grade Levels <input type="checkbox"/> Offered jointly with CSPP, Head Start, or other preschool program <input type="checkbox"/> Other [open response]
Children’s social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)	<input checked="" type="checkbox"/> In-Classroom Coaching (one or two times) <input checked="" type="checkbox"/> In-Classroom Coaching (monthly or more frequently) <input checked="" type="checkbox"/> One or multi-day workshop – Off-site <input checked="" type="checkbox"/> One or multi-day LEA onsite professional development (for example, Annually) <input checked="" type="checkbox"/> Ongoing LEA - onsite professional development (for example, Monthly) <input checked="" type="checkbox"/> Online course <input checked="" type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input checked="" type="checkbox"/> Lead teachers <input checked="" type="checkbox"/> Assistant teachers <input checked="" type="checkbox"/> Paraeducators <input checked="" type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input checked="" type="checkbox"/> Other support staff <input checked="" type="checkbox"/> Offered Jointly with K, 1, 2, or 3 Grade Levels <input type="checkbox"/> Offered jointly with CSPP, Head Start, or other preschool program <input type="checkbox"/> Other [open response]

Universal PreKindergarten Planning and Implementation Grant Program

Professional Learning Opportunities for TK staff (choose up to 3)	Modality and Frequency (Select all that apply)	Audience (Select all that apply)
Implicit bias and culturally- and linguistically-responsive practice	<input type="checkbox"/> In-Classroom Coaching (one or two times) <input type="checkbox"/> In-Classroom Coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – Off-site <input type="checkbox"/> One or multi-day LEA onsite professional development (for example, Annually) <input type="checkbox"/> Ongoing LEA - onsite professional development (for example, Monthly) <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with K, 1, 2, or 3 Grade Levels <input type="checkbox"/> Offered jointly with CSPP, Head Start, or other preschool program <input type="checkbox"/> Other [open response]
Adverse Childhood Experiences (ACEs) and trauma- and healing-informed practice	<input type="checkbox"/> In-Classroom Coaching (one or two times) <input type="checkbox"/> In-Classroom Coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – Off-site <input type="checkbox"/> One or multi-day LEA onsite professional development (for example, Annually) <input type="checkbox"/> Ongoing LEA - onsite professional development (for example, Monthly) <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with K, 1, 2, or 3 Grade Levels <input type="checkbox"/> Offered jointly with CSPP, Head Start, or other preschool program <input type="checkbox"/> Other [open response]

Universal PreKindergarten Planning and Implementation Grant Program

Professional Learning Opportunities for TK staff (choose up to 3)	Modality and Frequency (Select all that apply)	Audience (Select all that apply)
Curriculum selection and implementation	<input type="checkbox"/> In-Classroom Coaching (one or two times) <input type="checkbox"/> In-Classroom Coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – Off-site <input type="checkbox"/> One or multi-day LEA onsite professional development (for example, Annually) <input type="checkbox"/> Ongoing LEA - onsite professional development (for example, Monthly) <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with K, 1, 2, or 3 Grade Levels <input type="checkbox"/> Offered jointly with CSPP, Head Start, or other preschool program <input type="checkbox"/> Other [open response]
Creating developmentally-informed environments	<input type="checkbox"/> In-Classroom Coaching (one or two times) <input type="checkbox"/> In-Classroom Coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – Off-site <input type="checkbox"/> One or multi-day LEA onsite professional development (for example, Annually) <input type="checkbox"/> Ongoing LEA - onsite professional development (for example, Monthly) <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with K, 1, 2, or 3 Grade Levels <input type="checkbox"/> Offered jointly with CSPP, Head Start, or other preschool program <input type="checkbox"/> Other [open response]

Universal PreKindergarten Planning and Implementation Grant Program

Professional Learning Opportunities for TK staff (choose up to 3)	Modality and Frequency (Select all that apply)	Audience (Select all that apply)
Administration and use of child assessments to inform instruction	<input type="checkbox"/> In-Classroom Coaching (one or two times) <input type="checkbox"/> In-Classroom Coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – Off-site <input type="checkbox"/> One or multi-day LEA onsite professional development (for example, Annually) <input type="checkbox"/> Ongoing LEA - onsite professional development (for example, Monthly) <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with K, 1, 2, or 3 Grade Levels <input type="checkbox"/> Offered jointly with CSPP, Head Start, or other preschool program <input type="checkbox"/> Other [open response]
Support for multilingual learners, including home language development and strategies for a bilingual classroom	<input type="checkbox"/> In-Classroom Coaching (one or two times) <input type="checkbox"/> In-Classroom Coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – Off-site <input type="checkbox"/> One or multi-day LEA onsite professional development (for example, Annually) <input type="checkbox"/> Ongoing LEA - onsite professional development (for example, Monthly) <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with K, 1, 2, or 3 Grade Levels <input type="checkbox"/> Offered jointly with CSPP, Head Start, or other preschool program <input type="checkbox"/> Other [open response]

Universal PreKindergarten Planning and Implementation Grant Program

Professional Learning Opportunities for TK staff (choose up to 3)	Modality and Frequency (Select all that apply)	Audience (Select all that apply)
Serving children with disabilities in inclusive settings, including Universal Design for Learning	<input type="checkbox"/> In-Classroom Coaching (one or two times) <input type="checkbox"/> In-Classroom Coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – Off-site <input type="checkbox"/> One or multi-day LEA onsite professional development (for example, Annually) <input type="checkbox"/> Ongoing LEA - onsite professional development (for example, Monthly) <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with K, 1, 2, or 3 Grade Levels <input type="checkbox"/> Offered jointly with CSPP, Head Start, or other preschool program <input type="checkbox"/> Other [open response]
Engaging culturally- and linguistically-diverse families	<input type="checkbox"/> In-Classroom Coaching (one or two times) <input type="checkbox"/> In-Classroom Coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – Off-site <input type="checkbox"/> One or multi-day LEA onsite professional development (for example, Annually) <input type="checkbox"/> Ongoing LEA - onsite professional development (for example, Monthly) <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with K, 1, 2, or 3 Grade Levels <input type="checkbox"/> Offered jointly with CSPP, Head Start, or other preschool program <input type="checkbox"/> Other [open response]

Universal PreKindergarten Planning and Implementation Grant Program

Professional Learning Opportunities for TK staff (choose up to 3)	Modality and Frequency (Select all that apply)	Audience (Select all that apply)
Early childhood behavioral health (e.g. early childhood mental health consultation)	<input checked="" type="checkbox"/> In-Classroom Coaching (one or two times) <input checked="" type="checkbox"/> In-Classroom Coaching (monthly or more frequently) <input checked="" type="checkbox"/> One or multi-day workshop – Off-site <input checked="" type="checkbox"/> One or multi-day LEA onsite professional development (for example, Annually) <input checked="" type="checkbox"/> Ongoing LEA - onsite professional development (for example, Monthly) <input checked="" type="checkbox"/> Online course <input checked="" type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input checked="" type="checkbox"/> Lead teachers <input checked="" type="checkbox"/> Assistant teachers <input checked="" type="checkbox"/> Paraeducators <input checked="" type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input checked="" type="checkbox"/> Other support staff <input checked="" type="checkbox"/> Offered Jointly with K, 1, 2, or 3 Grade Levels <input type="checkbox"/> Offered jointly with CSPP, Head Start, or other preschool program <input type="checkbox"/> Other [open response]
Other [open response]	<input type="checkbox"/> In-Classroom Coaching (one or two times) <input type="checkbox"/> In-Classroom Coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – Off-site <input type="checkbox"/> One or multi-day LEA onsite professional development (for example, Annually) <input type="checkbox"/> Ongoing LEA - onsite professional development (for example, Monthly) <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with K, 1, 2, or 3 Grade Levels <input type="checkbox"/> Offered jointly with CSPP, Head Start, or other preschool program <input type="checkbox"/> Other [open response]

2. If your LEA has CSPP, what were the priority areas for professional development opportunities for CSPP staff this year? Select up to three (3) main content focus areas of professional learning opportunities covered, the modality

Universal PreKindergarten Planning and Implementation Grant Program

and frequency, and the audience that attended, including if the professional learning offered was joint with TK or other preschool programs in the community.

Professional Learning Opportunities for CSPA staff (choose up to 3)	Modality and Frequency (Select all that apply)	Audience (Select all that apply)
Effective adult-child interactions	<input checked="" type="checkbox"/> In-classroom coaching (one or two times) <input checked="" type="checkbox"/> In-classroom coaching (monthly or more frequently) <input checked="" type="checkbox"/> One or multi-day workshop – offsite <input type="checkbox"/> One or multi-day CSPA - onsite professional development <input type="checkbox"/> Ongoing (for example, monthly) CSPA - onsite professional development <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input checked="" type="checkbox"/> Lead teachers <input checked="" type="checkbox"/> Assistant teachers <input checked="" type="checkbox"/> Paraeducators <input checked="" type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input checked="" type="checkbox"/> Other support staff <input checked="" type="checkbox"/> Offered Jointly with TK <input type="checkbox"/> Offered Jointly with other preschool programs (for example, Head Start) <input type="checkbox"/> Offered as part of local QCC consortia professional development <input type="checkbox"/> Other [open response]

Universal PreKindergarten Planning and Implementation Grant Program

Professional Learning Opportunities for CSPA staff (choose up to 3)	Modality and Frequency (Select all that apply)	Audience (Select all that apply)
Children’s literacy and language development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)	<input type="checkbox"/> In-classroom coaching (one or two times) <input type="checkbox"/> In-classroom coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – offsite <input type="checkbox"/> One or multi-day CSPA - onsite professional development <input type="checkbox"/> Ongoing (for example, monthly) CSPA - onsite professional development <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with TK <input type="checkbox"/> Offered Jointly with other preschool programs (for example, Head Start) <input type="checkbox"/> Offered as part of local QCC consortia professional development <input type="checkbox"/> Other [open response]
Children’s developing math and science (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)	<input type="checkbox"/> In-classroom coaching (one or two times) <input type="checkbox"/> In-classroom coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – offsite <input type="checkbox"/> One or multi-day CSPA - onsite professional development <input type="checkbox"/> Ongoing (for example, monthly) CSPA - onsite professional development <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with TK <input type="checkbox"/> Offered Jointly with other preschool programs (for example, Head Start) <input type="checkbox"/> Offered as part of local QCC consortia professional development <input type="checkbox"/> Other [open response]

Professional Learning Opportunities for CSPP staff (choose up to 3)	Modality and Frequency (Select all that apply)	Audience (Select all that apply)
Children’s social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)	<input type="checkbox"/> In-classroom coaching (one or two times) <input type="checkbox"/> In-classroom coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – offsite <input type="checkbox"/> One or multi-day CSPP - onsite professional development <input type="checkbox"/> Ongoing (for example, monthly) CSPP - onsite professional development <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with TK <input type="checkbox"/> Offered Jointly with other preschool programs (for example, Head Start) <input type="checkbox"/> Offered as part of local QCC consortia professional development <input type="checkbox"/> Other [open response]
Implicit bias and culturally- and linguistically-responsive practice	<input type="checkbox"/> In-classroom coaching (one or two times) <input type="checkbox"/> In-classroom coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – offsite <input type="checkbox"/> One or multi-day CSPP - onsite professional development <input type="checkbox"/> Ongoing (for example, monthly) CSPP - onsite professional development <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with TK <input type="checkbox"/> Offered Jointly with other preschool programs (for example, Head Start) <input type="checkbox"/> Offered as part of local QCC consortia professional development <input type="checkbox"/> Other [open response]

Professional Learning Opportunities for CSPA staff (choose up to 3)	Modality and Frequency (Select all that apply)	Audience (Select all that apply)
Adverse Childhood Experiences (ACEs) and trauma- and healing-informed practice	<input type="checkbox"/> In-classroom coaching (one or two times) <input type="checkbox"/> In-classroom coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – offsite <input type="checkbox"/> One or multi-day CSPA - onsite professional development <input type="checkbox"/> Ongoing (for example, monthly) CSPA - onsite professional development <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with TK <input type="checkbox"/> Offered Jointly with other preschool programs (for example, Head Start) <input type="checkbox"/> Offered as part of local QCC consortia professional development <input type="checkbox"/> Other [open response]
Curriculum selection and implementation	<input type="checkbox"/> In-classroom coaching (one or two times) <input type="checkbox"/> In-classroom coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – offsite <input type="checkbox"/> One or multi-day CSPA - onsite professional development <input type="checkbox"/> Ongoing (for example, monthly) CSPA - onsite professional development <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with TK <input type="checkbox"/> Offered Jointly with other preschool programs (for example, Head Start) <input type="checkbox"/> Offered as part of local QCC consortia professional development <input type="checkbox"/> Other [open response]

Professional Learning Opportunities for CSPP staff (choose up to 3)	Modality and Frequency (Select all that apply)	Audience (Select all that apply)
Creating developmentally-informed environments	<input type="checkbox"/> In-classroom coaching (one or two times) <input type="checkbox"/> In-classroom coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – offsite <input type="checkbox"/> One or multi-day CSPP - onsite professional development <input type="checkbox"/> Ongoing (for example, monthly) CSPP - onsite professional development <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with TK <input type="checkbox"/> Offered Jointly with other preschool programs (for example, Head Start) <input type="checkbox"/> Offered as part of local QCC consortia professional development <input type="checkbox"/> Other [open response]
Administration and use of child assessments to inform instruction	<input type="checkbox"/> In-classroom coaching (one or two times) <input type="checkbox"/> In-classroom coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – offsite <input type="checkbox"/> One or multi-day CSPP - onsite professional development <input type="checkbox"/> Ongoing (for example, monthly) CSPP - onsite professional development <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with TK <input type="checkbox"/> Offered Jointly with other preschool programs (for example, Head Start) <input type="checkbox"/> Offered as part of local QCC consortia professional development Other [open response]

Professional Learning Opportunities for CSPA staff (choose up to 3)	Modality and Frequency (Select all that apply)	Audience (Select all that apply)
Support for multilingual learners, including home language development and strategies for a bilingual classroom	<input type="checkbox"/> In-classroom coaching (one or two times) <input type="checkbox"/> In-classroom coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – offsite <input type="checkbox"/> One or multi-day CSPA - onsite professional development <input type="checkbox"/> Ongoing (for example, monthly) CSPA - onsite professional development <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with TK <input type="checkbox"/> Offered Jointly with other preschool programs (for example, Head Start) <input type="checkbox"/> Offered as part of local QCC consortia professional development <input type="checkbox"/> Other [open response]
Serving children with disabilities in inclusive settings, including Universal Design for Learning	<input type="checkbox"/> In-classroom coaching (one or two times) <input type="checkbox"/> In-classroom coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – offsite <input type="checkbox"/> One or multi-day CSPA - onsite professional development <input type="checkbox"/> Ongoing (for example, monthly) CSPA - onsite professional development <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with TK <input type="checkbox"/> Offered Jointly with other preschool programs (for example, Head Start) <input type="checkbox"/> Offered as part of local QCC consortia professional development <input type="checkbox"/> Other [open response]

Universal PreKindergarten Planning and Implementation Grant Program

Professional Learning Opportunities for CSPP staff (choose up to 3)	Modality and Frequency (Select all that apply)	Audience (Select all that apply)
Engaging culturally- and linguistically-diverse families	<input type="checkbox"/> In-classroom coaching (one or two times) <input type="checkbox"/> In-classroom coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – offsite <input type="checkbox"/> One or multi-day CSPP - onsite professional development <input type="checkbox"/> Ongoing (for example, monthly) CSPP - onsite professional development <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with TK <input type="checkbox"/> Offered Jointly with other preschool programs (for example, Head Start) <input type="checkbox"/> Offered as part of local QCC consortia professional development <input type="checkbox"/> Other [open response]
Early childhood behavioral health (e.g. early childhood mental health consultation)	<input type="checkbox"/> In-classroom coaching (one or two times) <input type="checkbox"/> In-classroom coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – offsite <input type="checkbox"/> One or multi-day CSPP - onsite professional development <input type="checkbox"/> Ongoing (for example, monthly) CSPP - onsite professional development <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with TK <input type="checkbox"/> Offered Jointly with other preschool programs (for example, Head Start) <input type="checkbox"/> Offered as part of local QCC consortia professional development <input type="checkbox"/> Other [open response]

Universal PreKindergarten Planning and Implementation Grant Program

Professional Learning Opportunities for CSPA staff (choose up to 3)	Modality and Frequency (Select all that apply)	Audience (Select all that apply)
Other [open response]	<input type="checkbox"/> In-classroom coaching (one or two times) <input type="checkbox"/> In-classroom coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – offsite <input type="checkbox"/> One or multi-day CSPA - onsite professional development <input type="checkbox"/> Ongoing (for example, monthly) CSPA - onsite professional development <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with TK <input type="checkbox"/> Offered Jointly with other preschool programs (for example, Head Start) <input type="checkbox"/> Offered as part of local QCC consortia professional development <input type="checkbox"/> Other [open response]
None, our LEA does not have CSPA	Not applicable	Not applicable

Universal PreKindergarten Planning and Implementation Grant Program

3. Which of the following strategies has the LEA used to support diverse and effective prospective TK teachers, including multilingual educators, to earn a Multiple Subject Teaching Credential? [select all that apply]

Not applicable

- Partnered 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
- Received 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 joined an existing Classified grant program to recruit teachers
- Received 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 joined an existing Teacher Residency Grant Program to recruit and prepare individuals with a bachelor's degree who want to become teachers in your LEA
- Joined an existing intern preparation program to recruit and prepare teachers for your LEA
- Joined an existing apprenticeship cohort program to recruit and prepare teachers for your LEA
- Established 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
- Partnered with the California Center on Careers to contact registrants who might be interested in becoming teachers for your LEA
- Provided information on scholarship and grant opportunities to CSPP and other staff interested in providing extended learning and care services
- Applied for workforce development funding and competitive grant opportunities from the CDE
- Provided a stipend for tuition and fees for coursework leading to a Multiple Subject Teaching Credential
- Provided advising on credential requirements and options for how to meet these requirements
- Collaborated 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]

Universal PreKindergarten Planning and Implementation Grant Program

- Partnered with a local IHE to provide other services to candidates seeking to earn a Multiple Subject Teaching Credential
- Partnered with a COE to provide other services to candidates seeking to earn a multiple subject credential
- Other [describe, open response]
- None of the above, the LEA currently has enough Multiple Subject Teaching Credential holders to meet the need for TK educators

4. Which of the following strategies has the LEA employed 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]

Not applicable

- Partnered with a local IHE offering eligible early childhood education or childhood development coursework*
- Partnered with an IHE or COE to operate cohort models for LEA teachers earning 24 units*
- Provided information on scholarship and grant opportunities*
- Received workforce development funding and grant opportunities*
- Provided a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree*
- Provided a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit*
- Provided advising on requirements and how to meet the requirements*
- Offered unit-bearing IHE coursework at a local LEA site during times that work for teachers*
- Developed or worked with an established mentorship program to support new TK teachers*
- Other [describe, open response]*
- None of the above*

5. Does the LEA have enough fully qualified teaching staff to accommodate TK classrooms?
- a. Yes
 - b. No

Staff Type	How many total staff were needed for 2022–23 school year?	How many staff positions were filled with qualified staff at the start of the school year?	Unfilled Vacancies: How many necessary positions, based on actual enrollment, were unfilled at the start of the 2022–23 school year?	Unfilled Vacancies: How many necessary positions, based on actual enrollment, were unfilled at the middle of the year (January 2023)?	How many total staff are anticipated to be needed for the 2023–24 school year?
TK Teacher	1	1	0	0	1
Second Adult	0	0	0	0	1?

Universal PreKindergarten Planning and Implementation Grant Program

6. Which of the following strategies has the LEA employed to support diverse and effective prospective **CSPP** teachers, including multilingual educators, **to obtain a Child Development Teacher Permit?** [select all that apply]

Not applicable

- Partnered with a local IHE offering eligible early childhood education or childhood development coursework
- Partnered with an IHE or COE to operate cohort models for educators working towards a Child Development Teacher Permit
- Provided information on scholarship and grant opportunities
- Applied for workforce development funding and grant opportunities
- Provided a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree
- Provided a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit
- Provided advising on requirements and planning for how to meet the Child Development Teacher Permit requirements
- Offered unit-bearing coursework at a local district site during times that work for teachers
- Other [describe, open response]
- None of the above, the LEA is not planning to support prospective CSPP educators in obtaining a Child Development Teacher Permit
- Not applicable (the LEA does not employ CSPP staff)

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* (<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.

Required Questions

1. Did the LEA provide any of the following language model(s) for TK students?
[select all that apply]
 - Dual language program with a language allotment of 50/50 [open response for language offered]
 - Dual language program where a non-English language is intentionally used 90 percent of the time, and English is used 10 percent of the time [open response for non-English language offered]
 - Dual language program where a non-English language is intentionally used 80 percent of the time, and English is used 20 percent of the time [open response for non-English language offered]
 - Dual language program where a non-English language is intentionally used 70 percent of the time, and English is used 30 percent of the time [open response for non-English language offered]
 - Home language instructional program where all instruction is in a non-English language
 - Home language instructional program where home language instruction is intentionally incorporated in another way [Open response - Please describe:]
 - English-only instruction with home-language support
 - None
 - Other [describe, open response]

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

Not applicable

- Dual language program with a language allotment of 50/50 [open response for language offered]
 - Dual language program where a non-English language is intentionally used 90 percent of the time, and English is used 10 percent of the time [open response for non-English language offered]
 - Dual language program where a non-English language is intentionally used 80 percent of the time, and English is used 20 percent of the time [open response for non-English language offered]
 - Dual language program where a non-English language is intentionally used 70 percent of the time, and English is used 30 percent of the time [open response for non-English language offered]
 - Home language instructional program where all instruction is in a non-English language
 - Home language instructional program where home language instruction is intentionally incorporated in another way [Open response - Please describe:]
 - English-only instruction with home-language support
 - None
 - Other [describe, open response]
 - Not applicable, the LEA does not operate a CSPP
3. Select the curriculum approach(es) TK programs are using 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 [Examples: Creative Curriculum, HighScope, Frog Street, Big Day for PreK, Splash Into PreK, Benchmark: Ready to Advance (Listos y Adelante), Three Cheers for PreK, Connect4Learning, Get Set for School, etc.]
 - Pre-K Literacy-Specific Curriculum [Examples: Opening the World of Learning; Heggerty Phonemic Awareness PreK; Handwriting Without Tears PreK; World of Wonders PreK, Fountas & Pinnell PreK, Zoophonics, SEAL Model, etc.]
 - Pre-K Math-Specific Curriculum* [Examples: *Building Blocks PreK, ORIGO Stepping Stones PreK Math, Eureka Math, MyMath PreK, Everyday Mathematics PreK, Bridges in Mathematics PreK, etc.*]
 - District or teacher-developed math units for TK*

Universal PreKindergarten Planning and Implementation Grant Program

- District or teacher-developed literacy units for TK*
 - Social-Emotional Curriculum [Examples: Second Step, Kimochis, Sanford Harmony]*
 - Whole-Child Approach or Philosophy for PreK [Examples: Emergent Curriculum, Reggio Emilia Approach, Montessori, Waldorf]
 - Kindergarten Curriculum Used (Not Pre-K) [Examples: World of Wonders for Kindergarten, Investigations Math, Mathematics Their Way, enVision Math, Journeys Reading Program, Go Math, or district benchmark units for kindergarten]*
 - Other [open response]
4. 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 up to three]
- 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*
5. What instructional practices has the LEA implemented to support children with varying ability levels in UPK programming? [select up to three]
- Implemented Universal Design for Learning*

Universal PreKindergarten Planning and Implementation Grant Program

- 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 [open response]

6. What assessments did the LEA use in TK? [select all that apply]

- ASQ
- BRIGANCE Early Childhood Screen
- DRDP
- LEA-based grade level benchmarks and a report card*
- Teaching Strategies (TS) GOLD
- Work Sampling System*
- Other []
- The LEA did not use a common TK assessment
- Unsure

7. On which child observational assessments has the LEA offered professional learning to TK, CSPP, and other early education teachers during the 2022–23 school year? [select all that apply]

- ASQ
- BRIGANCE Early Childhood Screen
- DRDP
- LEA-based, grade level benchmarks and a report card*
- Teaching Strategies GOLD (TS GOLD)
- Work Sampling System*
- Other [describe, open response]
- The LEA did not offer professional learning on child observational assessments

8. On what topics has the LEA offered professional learning regarding early childhood education to site leaders and principals? [select all that apply]

- Effective adult-child interactions*
- Children's literacy and language development (aligned with the 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*
- 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)*
- Other [describe, open response]
- Site leaders and principals were not offered professional learning on early childhood education*

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

1. For which students in TK and early learning programs was transportation provided?
 - Transportation was provided for all children that wanted it
 - Transportation was provided for some children
 - Which children were provided with transportation? [open response – character limit 1,000]
 - No transportation was provided*
 - Other [open response]
2. What transportation did the LEA offer to children enrolled in TK? [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*
3. 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]

Universal PreKindergarten Planning and Implementation Grant Program

- Added additional meal services and time in the cafeteria*
- Offered breakfast after the bell (students picked up a breakfast and brought it to the classroom)*
- None
- Other [open response]

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

N/A

5. Do you expect to have sufficient classroom space by 2025–26 to accommodate your projected enrollment? [single choice]

- Yes
- No
- If no, how many more classrooms does the LEA need? [identify number, open response]
- If no, how might the LEA provide classrooms in the timeframe needed? [describe, open response]

6. Did the classroom space meet the K standards described in [California Code of Regulations, Title 5, Section 14030\(h\)\(2\)](#)? [single choice]

- Yes
- No
- 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]

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

- Yes, all classrooms had necessary adaptive equipment.*
- Some classrooms had necessary adaptive equipment.
- No classrooms had necessary adaptive equipment.
- No
- If no, what modifications need to be made? What resources are needed to provide equipment or accommodations? [describe, open response]

Universal PreKindergarten Planning and Implementation Grant Program

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

- Yes
- No
- 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]

9. In which of the following areas did the LEA make updates to facilities with UPK Planning & Implementation grant funding? [select all that apply]

- Turfed area*
- Paved area*
- Apparatus area*
- Land required for buildings and grounds*
- Total square feet required*
- Bathroom facilities*
- Other
- None of the above

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.

The following questions are optional. However, 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]
 - Support for parent surveys 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*

2. 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 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]

Universal PreKindergarten Planning and Implementation Grant Program

- Support for parent surveys and engagement activities to understand parent needs and support authentic choice*
 - 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
 - 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 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]
- 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 IHEs 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*
5. 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*

Universal PreKindergarten Planning and Implementation Grant Program

- 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*
 - Creating developmentally-informed environments*
 - 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*
6. 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
7. What technical assistance would be most helpful related to the elements included in Focus Area D: Curriculum, Instruction, and Assessment [select all that apply]
- Guidance 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*

Universal PreKindergarten Planning and Implementation Grant Program

- 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*
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]
- 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*

Universal PreKindergarten Planning and Implementation Grant Program

- 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*

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

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

10. What is the biggest challenge your LEA is facing with the implementation of UPK? [open response, up to 5000 characters]

Appendix I – Definitions

The following definitions are critical for UPK planning efforts. Additional terms and definitions can be found in the Guidance Document:

- **Preschool through Third Grade (P-3):** P-3 is a continuum of learning from preschool through third grade that can be supported by intentional practices at the classroom, school, and leadership levels that align curricula, assessment, and professional learning opportunities to ensure instruction builds on the knowledge and skills that children acquire as they transition across grades and settings.
- **Universal Pre-Kindergarten (UPK):** UPK refers to universal TK as well as the expanded CSPP, Head Start, and early childhood special education services that families can choose from to create rich early learning opportunities for all three- and four-year-old children during the year or two years before kindergarten. In high-needs neighborhoods, the CDE strongly encourages LEAs to consider pairing TK programs with access to Head Start and CSPP for age- and income-eligible three- and four-year-old children to further bolster program quality, either through the LEA's own Head Start or CSPP program or via a contract partnership with a CBO that administers a Head Start or CSPP.
- **Transitional Kindergarten (TK):** TK means the first year of a two-year kindergarten program, serving four-year-old children regardless of income that uses a modified kindergarten curriculum that is age- and developmentally-appropriate (*EC* Section 48000 [d]).
- **Universal Transitional Kindergarten (UTK):** UTK refers to the expansion of TK by 2025–26 to serve all four-year-old children by September 1 of each year, regardless of income, providing a year of rich learning opportunities the year before kindergarten that families can choose from as part of California's public education system.
- **California State Preschool Program (CSPP):** CSPP is the largest state-funded preschool program in the nation. CSPP includes both part-day and full-day services to eligible three- and four-year-old children. CSPP provides a core class curriculum that is developmentally, culturally, and linguistically appropriate for the children served. The program also provides meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees. The program is administered through LEAs, colleges, community-action agencies, local government entities, and private, nonprofit agencies.
- **Expanded learning:** This includes before school, after-school, summer, or intersession learning programs that focus on developing the academic,

social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results-driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year.

- **Expanded Learning Opportunities Program (ELO-P):** ELO-P provides funding for after-school and summer school enrichment programs for TK through sixth grade. ELO-P is defined as services provided in addition to the normal school day and school year operations, to provide full-day and full-year expanded learning programs to meet the needs of working families whose children are enrolled in TK through sixth grade and also provide expanded learning enrichment programming for students. A full day is defined as in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day.
- **Early learning and care:** This refers to the continuum of programs serving children from birth to preschool or school entry, as well as extended care to support school-age children with before school and after-school care as well as vacation schedules. This includes general childcare, Early Head Start and Head Start, community-based early learning and care programs, family childcare providers, and family, friend, and neighbor care.
- **Extended learning and care:** This refers to the continuum of programs and services (early learning and care options and expanded learning options) available in addition to the normal school day and school year operations, to provide full-day and full-year care to meet the needs of working families whose children are enrolled in TK or kindergarten. A full day is defined as in-person before school or after-school programming or care that, when added to daily instructional minutes, provide no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day. Funding to support extended learning and care for children enrolled in TK includes ELO-P and the CSPP, as specified in guidance provided by the CDE's Early Education Division. Additional subsidized care opportunities may be available to families who qualify, such as childcare vouchers and the General Child Care School Age program.