



Date: June 14, 2022  
To: Board of Directors of Navigator Schools  
From: Kevin Sved, CEO  
Subject: PreKindergarten Planning and Implementation Grant

### **Summary**

The California Department of Education (CDE) allocated Prekindergarten Planning and Implementation Grants to support planning efforts associated with the expansion of transitional kindergarten (TK) and California State Preschool Program (CCSP). Funding has been allocated as follows: Gilroy Prep, \$59,625; Hollister Prep, \$60,067; Watsonville Prep, \$61,865; and Hayward Collegiate, \$58,245. The funds must be expended by June 30, 2025. The plan for expansion must be provided to the governing body before June 30, 2022 as a condition to receive the funds.

Under the provisions of California Education Code (EC) Section 8281.5, grant funds are allocated to school districts, charter schools, and county offices of education (COEs) with kindergarten enrollment in specific years, according to a specified formula. In addition, funds are allocated to COEs to support countywide planning and capacity building around UPK. As a condition of receipt of apportionment, school districts and charter schools must implement universally available TK for all four-year-old children by 2025–26 (EC 48000[c][1]).

Grant funds may be used for costs associated with creating or expanding CSPP or TK programs, or to establish or strengthen partnerships with other providers of prekindergarten education within the LEA, including Head Start programs, to ensure that high-quality options for prekindergarten education are available for four-year-old children. Allowable costs include but are not limited to: (1) planning costs, (2) hiring and recruitment costs, (3) staff training and professional development, (4) classroom materials, and (5) supplies.

As a condition of receiving grant funds, state law requires each LEA to create a plan articulating, how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the After-School Education and Safety Program, the California state preschool program, Head Start programs, and other community-based early learning and care programs (EC Section 8281.5).

Under state law, the plan must be developed for consideration by the LEA's governing board or body at a public meeting on or before June 30, 2022, after which the LEA must provide data, as specified by the State Superintendent of Public Instruction, to the CDE. The CDE must encumber funds by June 30, 2024. LEAs will have until June 30, 2025, to use the funds.

The Prekindergarten Planning and Implementation Grant Program plan for Gilroy Prep, Hollister Prep, Watsonville Prep, and Hayward Collegiate is attached. The full CDE planning template can be found [here](#). Please let me know if you have any questions.



# Universal Prekindergarten Planning and Implementation Grant Program Plan

Local Educational Agencies:

Gilroy Prep School

Hollister Prep School

Watsonville Prep School

Hayward Collegiate

June 14, 2022

### **Universal Prekindergarten Planning and Implementation Grant Program Background**

The California Department of Education (CDE) allocated Prekindergarten Planning and Implementation Grants to support planning efforts associated with the expansion of transitional kindergarten (TK) and California State Preschool Program (CCSP). Funding has been allocated as follows: Gilroy Prep, \$59,625; Hollister Prep, \$60,067; Watsonville Prep, \$61,865; and Hayward Collegiate, \$58,245. The funds must be expended by June 30, 2025. The plan for expansion must be provided to the governing body before June 30, 2022 as a condition to receive the funds.

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As a condition of receiving grant funds, state law requires each LEA to create a plan articulating, how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the After-School Education and Safety Program, the California state preschool program, Head Start programs, and other community-based early learning and care programs (EC Section 8281.5).

Under state law, the plan must be developed for consideration by the LEA's governing board or body at a public meeting on or before June 30, 2022, after which the LEA must provide data, as specified by the State Superintendent of Public Instruction, to the CDE. The CDE must encumber funds by June 30, 2024. LEAs will have until June 30, 2025, to use the funds.

### **History of Transitional Kindergarten in Navigator Schools and Universal Transitional Kindergarten**

Beginning in 2014-15, children had to attain five years of age on or before September 1 to start kindergarten that school year. This was a change from the previous requirement that allowed children to enter kindergarten if they had their fifth birthday prior December 2. Concurrent with the changes in kindergarten age, the State of California began a TK program, which the California Department of Education describes as follows: "TK is the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate."

Most TK programs in California have prioritized students who are born between September 2 and December 2 because the regulations were designed to prioritize those students who would have, under the earlier kindergarten age requirements, been in kindergarten and were no longer eligible. The mechanism the state utilized to prioritize this group of students was to allocate average daily apportionment only to students who turned five between September 2 and December 2, or once the child turned five years of age. For example, a four-year-old student who turns five on December 1, could

start a TK program on the first day of school in mid-August and the school would receive full funding for every day of that student's attendance from the beginning of the year. However, if a student turned five on December 2, then a school wouldn't be eligible for apportionment funding until the child turned five years of age.

When Watsonville Prep School launched its first year of TK in August 2021, enrollment was prioritized for children who turned five from September 1 to December 1. There were still openings available and in order to serve more students and to have a larger group of students receiving a high-quality TK program prior to their first year of K, we filled the class with children who were not yet eligible for attendance apportionment funding. The largest expense was the staffing cost, so serving more students even without receiving full funding was basically cost neutral.

With the expansion of universal TK, the state is extending funding by two additional months for the next several years. In 2022-23 schools will receive full funding for children who turn five on or before February 1. In 2023-24 it will be by April 1 and in 2024-25 it will be by June 1. In 2025-26 TK will exist for all four-year-old children in California. TK expansion is a component of a larger statewide initiative referred to as [Universal Prekindergarten](#) which includes expansion of state preschool programs.

#### TK at Watsonville Prep School

TK students at Watsonville Prep School (WPS) have thrived. On average, WPS TK students score better on early reading skills like sound and letter recognition than WPS students entering kindergarten. Furthermore, the development of social skills is also significant and measured closely by our TK staff through the use of [Desired Results Development Profile](#) assessments. We look forward to comparing the academic and behavioral outcomes of students who have benefited from Navi TK to those who did not participate in Navi TK to determine the extent of the advantages of our investment in these early grades. Based on current evidence, TK participation is clearly a great benefit.

#### Expanding TK at WPS

Since the WPS facility was designed for TK-8 and will only serve TK-5 in 2022-23, there is extra classroom space in which we can operate a second TK class for 2022-23, 2023-24, and 2024-25, as we will not reach 8th grade until the 2025-26 school year. Andi Hernandez, Principal of WPS, requested that we consider utilizing the extra classroom space to operate an additional TK class beginning in 2022-23. This request was based on parent and staff input. From an enrollment and budget perspective, the first TK is full for 2022-23, with 13 students on the waitlist, showing the demand for the program.

The main challenge is thinking ahead to the 2025-26 school year when our existing space will likely be unable to accommodate a second TK class. In the best-case scenario, we will be able to find a way to add an additional classroom in part of the downstairs area that is not yet programmed by the landlord. We might also be able to allocate space freed by implementing rotating schedules in middle school. In the worst-case scenario, we would have to downsize to a single TK class in 2025-26. A key focus of the planning period will be to solve for the space challenges at Watsonville Prep School.

#### Adding TK at Gilroy Prep School and Hollister Prep School

Navigator staff members have initiated conversations with Gilroy Unified School District and Hollister School District about the desire to add TK at Gilroy Prep School (GPS) and Hollister Prep School (HPS). Currently, the charters for Gilroy Prep and Hollister Prep do not reference TK. It is not clear if the school districts will require a material revision to add TK. According to Education Code, 48000 2(d): For purposes of this section, "transitional kindergarten" means the first year of a two-year kindergarten

program that uses a modified kindergarten curriculum that is age and developmentally appropriate. Based on this, we believe that a material revision is not required to serve TK. The local authorizer might claim that a material revision is required based on the increased enrollment of TK students. Expanding to two TK classrooms of 24 students at both Gilroy Prep and Hollister Prep would add 48 students at each site. The current charters refer to K-8 enrollment of 540. By adding 48 TK students beyond the 540 referenced in the charter, we would only increase projected enrollment by 8.9%. Currently, there is no stated agreement with either Gilroy Unified School District (GUSD) or Hollister School District (HSD) that requires the charter to get a material revision if the enrollment changes by a certain percentage. In the case of Watsonville Prep —authorized by the State Board of Education — enrollment changes that exceed 25% of the total projected in the charter require a material revision.

Assuming that the charters allow for TK or that GUSD and HSD approve the required material revisions (if any), another barrier to overcome are the facility limitations. We are pursuing funding through the Charter School Facilities Program as one pathway to address this challenge. A key focus of the planning period will be to solve for the space challenges at Gilroy Prep School and Hollister Prep School.

#### Serving TK Students at Hayward Collegiate

Hayward Collegiate’s charter includes TK. Hayward Collegiate (HC) has included TK students in a class with kindergarten students in the past. Moving forward, due to new restrictions on class size for TK, HC does not plan to offer TK in 2022-23 until new facility solutions for providing a separate TK class are determined.

#### **Planning for Universal Prekindergarten at GPS, HPS, WPS and Hayward Collegiate (HC)**

As a condition of receiving grant funds, state law requires each LEA to create a plan articulating how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA’s expanded learning offerings, the After-School Education and Safety Program, the California State Preschool Program, Head Start programs, and other community-based early learning and care programs (EC Section 8281.5). Navigator Schools will work with parents, staff, and community partners to articulate the access points for families in the school’s attendance area for such services. Additionally, the plan will address all of the required elements for the Prekindergarten Planning and Implementation Grant Program. These required elements can be found [here](#) and are also included below.

GPS, HPS, WPS and HC Prekindergarten Planning and Implementation Grant Program plans will address the following requirements across several focus areas, with current plans listed below the questions in italics.

#### Focus Area A: Vision and Coherence

1. Which of the following model(s) of service delivery does the LEA plan to implement for UPK for all four-year-old children, including classes fully inclusive of children with disabilities, to provide access to the least restrictive environment for learning? [select all that apply]
  - a. TK offered at all sites
  - b. TK offered at some sites

- c. TK stand-alone classes
- d. TK and kindergarten combination classes
- e. CSPP and TK combination classes (CSPP funding and ADA funding)
- f. Locally-funded preschool and TK combination classes
- g. CSPP stand-alone classes
- h. Head Start stand-alone classes
- i. Other [describe, open response]

*Currently, Navigator Schools is planning for (c.) TK stand-alone classes offered at (c.) all sites.*

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

*Currently, Navigator Schools is planning for full-day TK that aligns with the Kindergarten schedule at all sites.*

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

*Navigator Schools plans to replicate and expand the successful TK implementation at Watsonville Prep School (WPS) to the other schools in the charter network.*

- 4. Does the LEA plan to begin operating a CSPP or expand its current CSPP contract? [select one]
  - a. Yes - the LEA applied to expand its existing CSPP contract in 2022–23
  - b. Yes - the LEA applied for a new CSPP contract in 2022–23
  - c. Yes - the LEA will apply to expand its existing CSPP contract in future years (if funding is appropriated by the legislature)
  - d. Yes - the LEA plans to apply to administer a CSPP contract in future years (if funding is appropriated by the legislature)
  - e. No - the LEA has no plans to begin or expand a CSPP contract in future years
  - f. No - the LEA plans to relinquish or reduce CSPP services in future years

*Currently, Navigator Schools and the related LEAs (GPS, HPS, WPS, and HC) have (e.) no plans to begin or expand a CSPP contract in future years.*

5. If the LEA answered yes in question four, what age of children does the LEA plan to serve through a CSPP contract? [select all that apply]
- a. Three-year-old children
  - b. Four-year-old children who will not be enrolled in TK in the current school year
  - c. Four-year-old children who will be enrolled in early admittance TK on their fifth birthday but who are not yet enrolled because their birthday does not fall in the range for which LEAs are fully funded to support TK. (Note: children whose birthdays fall outside of this range can be served in TK at LEA option from the beginning of the school year, but LEAs only generate ADA after the child's fifth birthday.)
  - d. Four-year-old children who are enrolled in TK, including early admittance TK (CSPP would provide extended learning and care in addition to the TK instructional day).

*Question 5 is not applicable.*

6. Please indicate if the LEA plans to serve students eligible for early admittance TK, for children whose fifth birthday occurs after the enrollment date for the year of implementation (see implementation timeline above)?
- a. 2022–23 (Birthdays February 3 or after) [select one]
    - i. Yes
    - ii. No
    - iii. Maybe

*Yes, for the TK program at Watsonville Prep School.*

- b. 2023–24 (Birthdays April 3 or after) [select one]
  - i. Yes
  - ii. No
  - iii. Maybe

*Yes, for the TK program at Watsonville Prep School, as well as any other Navigator sites offering TK in 2023-24.*

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

- ii. No
- iii. Maybe

*Yes, for the TK program at Watsonville Prep School, as well as any other Navigator sites offering TK in 2024-25*

Focus Area B: Community Engagement and Partnerships

1. Identify which of the following opportunities the LEA implemented to obtain public input on the UPK Plan. [Select all that apply]
  - a. Parent Teacher Association Meetings
  - b. Family or parent surveys
  - c. English Learner Advisory Committee (ELAC)
  - d. District English Learner Advisory Committee (DELAC)
  - e. Special Education Local Plan Area (SELPA)
  - f. School Site Council
  - g. District Advisory Committee
  - h. LCAP educational partners input sessions
  - i. Tribal Community input session
  - j. Co-hosting events with community-based organizations (CBOs)
  - k. Hosting meet and greets with the early learning and care community
  - l. LPC Meetings
  - m. Local Quality Counts California (QCC) consortia meetings
  - n. First 5 County Commission meetings
  - o. Community Advisory Committee (CAC)
  - p. Head Start Policy Council meetings
  - q. Collaboration with parent engagement centers (for example, Parent Training and Information Center [PTIC], Community Parent Resource Center [CPRC], Family Empowerment Centers [FEC])



- r. Other [describe, open response]

*At this time, Navigator collected (b.) surveys from parents and (r.) staff. Since we are early in the planning process, many additional opportunities for input and collaboration will be implemented, including integrating the planning process associated with the Community Schools Partnership Program planning grant at GPS, HPS, and WPS.*

2. Select which programs the LEA plans to combine with the TK instructional day to offer a minimum of nine hours per day of programming (instructional day plus programming) for children whose families opt in for extended learning and care. [select all that apply]
  - a. Expanded learning programs on an LEA site (ASES, 21st Century Community Learning Centers [21st CCLC], ELO-P)
  - b. Expanded learning programs at a CBO site (ASES, 21st CCLC, ELO-P)
  - c. CSPP (on an LEA site)
  - d. CSPP (at a CBO site)
  - e. LEA- or locally-funded preschool
  - f. Head Start
  - g. LEA preschool funded with Title I of the Every Student Succeeds Act funds
  - h. Other CBO preschool
  - i. State subsidized child care (not including CSPP)
  - j. Other [describe, open response]

*Currently, the plan is to offer (a.) expanded learning opportunities on each LEA site.*

#### Focus Area C: Workforce Recruitment and Professional Learning

1. Which of the following strategies does the LEA intend to use to support diverse and effective prospective TK teachers, including multilingual educators, to earn a Multiple Subject Teaching Credential? [select all that apply]
  - a. Partner with one or more local Institutions of higher education (IHEs) or the COE to help support teachers holding less than a full credential to complete requirements to earn a preliminary Multiple Subject Teaching Credential
  - b. Apply for a California Classified School Employee Teacher Credentialing Program grant (<https://www.ctc.ca.gov/educator-prep/grant-funded-programs/Classified-Sch-Empl-Tea>)

[cher-Cred-Prog](#)) on your own, with your COE, as part of a new collaborative, or by joining an existing Classified grant program to recruit teachers

- c. Apply for a California Teacher Residency Grant Program (<https://www.ctc.ca.gov/educator-prep/grant-funded-programs/teacher-residency-grant-program>) on your own, as part of a new collaborative, or by joining an existing Teacher Residency Grant Program to recruit and prepare individuals with a bachelor's degree who want to become teachers in your LEA
- d. Join an existing intern preparation program to recruit and prepare teachers for your LEA
- e. Join an existing apprenticeship cohort program to recruit and prepare teachers for your LEA
- f. Establish a relationship with other local LEAs to establish pathways for high school students interested in a career in CSPP or in P–3 teaching through clubs, registered apprenticeships, or other such early recruitment opportunities
- g. Partner with the California Center on Careers to contact registrants who might be interested in becoming teachers for your LEA
- h. Provide information on scholarship and grant opportunities to CSPP and other staff interested in providing extended learning and care services
- i. Apply for workforce development funding and competitive grant opportunities from the CDE
- j. Provide a stipend for tuition and fees for coursework leading to a Multiple Subject Teaching Credential
- k. Provide advising on credential requirements and options for how to meet these requirements
- l. Collaborate with IHEs to offer unit-bearing coursework at a local LEA site during times that work for teachers and other interested staff members [list IHEs, open response]
- m. Partner with a local IHE to provide other services to candidates seeking to earn a Multiple Subject Teaching Credential
- n. Partner with a COE to provide other services to candidates seeking to earn a multiple subject credential
- o. Other [describe, open response]
- p. None of the above, the LEA currently has enough Multiple Subject Teaching Credential holders to meet the need for TK educators

*At this time, Navigator Schools is focused on option (a.) but is continuing to explore all options listed to ensure a highly trained and appropriately qualified TK staff.*

2. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective TK teachers, including multilingual educators, to meet the requirements under EC Section 48000(g)(4)? [select all that apply]
  - a. Partner with a local IHE offering eligible early childhood education or childhood development coursework
  - b. Partner with an IHE or COE to operate cohort models for LEA teachers earning 24 units
  - c. Provide information on scholarship and grant opportunities
  - d. Apply for workforce development funding and grant opportunities
  - e. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree
  - f. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit
  - g. Provide advising on requirements and how to meet the requirements
  - h. Offer unit-bearing IHE coursework at a local LEA site during times that work for teachers
  - i. Develop or work with an established mentorship program to support new TK teachers
  - j. Other [describe, open response]
  - k. None of the above; the LEA currently has enough Multiple Subject Teaching Credential holders who have at least 24 units in early childhood education, or childhood development, or both; professional experience in a classroom setting with preschool-age children that is comparable to the 24 units of education described in subparagraph (a); or a Child Development Teacher Permit issued by the CTC

*At this time, Navigator Schools is focused on option (a.) but is continuing to explore all options listed to ensure a highly trained and appropriately qualified TK staff.*

3. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective **CSPP** teachers, including multilingual educators, to obtain a Child Development Teacher Permit [select all that apply]
  - a. Partner with a local IHE offering eligible early childhood education or childhood development coursework

- b. Partner with an IHE or COE to operate cohort models for educators working towards a Child Development Teacher Permit
- c. Provide information on scholarship and grant opportunities
- d. Apply for workforce development funding and grant opportunities
- e. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree
- f. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit
- g. Provide advising on requirements and planning for how to meet the Child Development Teacher Permit requirements
- h. Offer unit-bearing coursework at a local district site during times that work for teachers
- i. Other [describe, open response]
- j. None of the above, the LEA is not planning to support prospective CSPP educators in obtaining a Child Development Teacher Permit

*At this time, Navigator Schools and our related LEAs are (j.) not planning to support prospective CSPP educators in obtaining a Child Development Teacher Permit.*

4. On which child observational assessments does the LEA intend to offer professional learning to TK, CSPP, and other early education teachers during the 2022–23 school year? [select all that apply]
- a. Ages & Stages Questionnaire (ASQ)
  - b. BRIGANCE Early Childhood Screen
  - c. Desired Results Developmental Profile (DRDP)
  - d. Developmental Reading Assessment (DRA)
  - e. LEA-based, grade level benchmarks and a report card
  - f. Teaching Strategies GOLD (TS GOLD)
  - g. Work Sampling System (WSS)
  - h. Other [describe, open response]
  - i. The LEA does not plan to offer professional learning on child observational assessments

*At the current time, Watsonville Prep School utilizes (c.) Desired Results Developmental Profile (DRDP). Currently, the plan is to continue this type of assessment for all sites operating TK.*

5. On what topics does the LEA intend to offer professional learning regarding early childhood education to site leaders and principals? [select all that apply]
  - a. Effective adult-child interactions
  - b. Children’s literacy and language development (aligned with the Preschool Learning Foundations and Frameworks)
  - c. Children’s developing math and science (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
  - d. Children’s social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
  - e. Implicit bias and culturally- and linguistically-responsive practice
  - f. ACEs and trauma- and healing-informed practice
  - g. Curriculum selection and implementation
  - h. Creating developmentally-informed environments
  - i. Administration and use of child assessments to inform instruction
  - j. Support for multilingual learners, including home language development and strategies for a bilingual classroom
  - k. Serving children with disabilities in inclusive settings, including Universal Design for Learning
  - l. Engaging culturally- and linguistically-diverse families
  - m. Other [describe, open response]
  - n. Site leaders and principals will not be offered professional learning on early childhood education

*Currently, the plan is to provide professional learning support to site leaders and principals in all areas listed above, (a.) through (i.), for all LEA sites operating TK.*

**Focus Area D: Curriculum, Instruction, and Assessment**

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

- a. Dual language program with a language allotment<sup>1</sup> of 50/50 [open response for language offered]
- b. Dual language program with a language allotment of 90/10 [open response for language offered]
- c. Dual language program with a language allotment of 80/20 [open response for language offered]
- d. Dual language program with a language allotment of 70/30 [open response for language offered]
- e. English-only instruction with home-language support
- f. None
- g. Other [describe, open response]

*Currently, the plan is to provide (e.) English-only instruction with home language support for all LEAs and sites operating TK.*

- 2. If the LEA administers CSPP, does it plan to provide any of the following language model(s) for CSPP students? [select all that apply]
  - a. Dual language program with a language allotment<sup>2</sup> of 50/50 [open response for language offered]
  - b. Dual language program with a language allotment of 90/10 [open response for language offered]
  - c. Dual language program with a language allotment of 80/20 [open response for language offered]
  - d. Dual language program with a language allotment of 70/30 [open response for language offered]
  - e. English-only instruction with home-language support
  - f. None
  - g. Other [describe, open response]

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<sup>1</sup> The percentage of instructional time spent on the target language and English (e.g., in a 50/50 Spanish/English program, 50% of instructional time is spent on each language).

<sup>2</sup> The percentage of instructional time spent on the target language and English (e.g., in a 50/50 Spanish/English program, 50% of instructional time is spent on each language).

*The LEAs do not administer CSPP.*

3. Identify methods the LEA plans to use to support the development of social-emotional learning and executive function skills through specific instruction in these areas and by embedding and reinforcing this instruction in all curriculum areas. [select all that apply]
  - a. Provide training for staff on the Center on the Social Emotional Foundations for Early Learning (CSEFEL) Pyramid Model
  - b. Implement the CSEFEL Pyramid Model in the classroom
  - c. Designing developmentally-appropriate learning environments to allow for individual and group activities that promote social-emotional learning and executive function skills (for example, use students' pictures or words in daily routines, feelings charts)
  - d. Promote learning through play as a context for social and emotional development, including social play with teachers and peers in small or large group settings
  - e. Use developmental observations to identify children's emerging skills and support their development through daily interactions
  - f. Development of lesson plans or use of a curriculum that includes specific and targeted social-emotional learning and executive function activities throughout the day of instruction
  - g. Staff development opportunities encouraging reflective practice and cross-level support for instruction specific to social-emotional learning and executive function skills
  - h. Offer open-ended, self-directed learning opportunities that foster individual interests and curiosity and new learning

*Currently, the LEAs are focused on utilizing all methods (c.) through (h.) above.*

4. What instructional practices does the LEA plan to implement to support children with disabilities in UPK programming? [select all that apply]
  - a. Implement Universal Design for Learning
  - b. Provide adaptations to instructional materials
  - c. Provide specialized services (for example, occupational therapy, physiotherapy, speech and language pathology therapy) in the classroom with peer models
  - d. Implement social-emotional strategies, such as the Pyramid Model, CSEFEL, and others
  - e. Provide additional staff to support participation in instruction

- f. Other [open response]

*Currently, the LEAs plan to (b.) provide adaptations to instructional materials and (e.) provide additional staff to support participation in instruction.*

5. What assessments does the LEA plan to use in TK or kindergarten? [select all that apply]
- a. ASQ
  - b. BRIGANCE Early Childhood Screen
  - c. DRDP
  - d. DRA
  - e. LEA-based grade level benchmarks and a report card
  - f. TS GOLD
  - g. WSS
  - h. Other [describe, open response]
  - i. The LEA does not plan to use a common TK assessment
  - j. Unsure

*Currently, the LEAs utilize (c.) DRDP.*

#### Focus Area E: LEA Facilities, Services, and Operations

1. To support an overall increase in UPK access, what efforts does the LEA plan to make to prevent the displacement of any early education programs on LEA campuses, including both LEA-administered and non-LEA-administered programs?

*Currently, there are no early education programs on any of the campuses of the four LEAs included in this plan.*

2. Does the LEA have adequate classroom space to meet the Projected Enrollment of TK students listed in the Projected Enrollment and Needs Assessment section of this document, for the respective implementation year? [multiple choice]
- a. Yes
  - b. No



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

*The answer for this section is different for the various LEAs. For WPS, there is space available until the 2025-26 school year, when WPS will grow out through 8th grade. WPS will explore alternatives for the second TK class for the 2025-26 school year, including leasing additional space downstairs.*

*For GPS, there is not currently adequate space. However, GPS applied for funding to the Charter School Facilities Program to support the addition of two TK classrooms which could be added in time for the 2024-25 school year. Similarly, there is not adequate space for HPS currently. HPS also applied for funding to the Charter School Facilities Program to support the addition of two TK classrooms which could be added in time for the 2024-25 school year. Hayward Collegiate does not currently have adequate space. The plans are to explore adding facilities at the current Hayward Collegiate campus to allow for one classroom of TK for the 2024-25 school year or earlier.*

3. Does the space meet the kindergarten standards described in *California Code of Regulations, Title 5, Section 14030(h)(2)*? [multiple choice]
  - a. Yes
  - b. No
    - i. If no, what modifications need to be made? What resources are needed to make them? (See Facilities Grant Program Funding at <https://www.dgs.ca.gov/OPSC/Services/Page-Content/Office-of-Public-School-Construction-Services-List-Folder/Access-Full-Day-Kindergarten-Facilities-Grant-Program-Funding>) [describe, open response]

*Watsonville Prep and Hayward Collegiate utilize private facilities that do not meet Title 5 requirements and the autonomy afforded charter schools in this regard is important to retain due to the limited facility options available. For Gilroy Prep and Hollister Prep, applications made to the Charter School Facilities Program will be designed and built to Title 5 standards.*

4. Does the space contain necessary adaptive equipment, assistive technology, or other accommodations to ensure children with disabilities have access to education in the least restrictive environment? [multiple choice]
  - a. Yes
  - b. No

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

*Yes, current TK space at WPs provides necessary accommodations, and the planned spaces for GPS, HPS, and HC will also provide necessary accommodations.*

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

- a. Yes
- b. No

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

*No, the Facilities Master Plans for all four LEAs need to be updated to accommodate future TK programming. This will be initiated in the 2022-23 school year as part of the TK planning process with the Navigator Schools Board of Directors approving the plans before June 2023.*

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

- a. Turfed area
- b. Paved area
- c. Apparatus area
- d. Land required for buildings and grounds
- e. Total square feet required
- f. None of the above

*All LEAs plan to update (d.) land for buildings and grounds and (e.) total square feet required.*

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

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

d. No transportation will be provided

*Currently, there are (d.) no plans to provide transportation.*

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

*Currently, there are no plans to provide transportation to other sites as the extended learning opportunities are being planned to be provided on-site.*

*This is the end of the required questions to be completed as part of the Universal Prekindergarten Planning and Implementation Grant Program. Please contact Kevin Sved at [kevin.sved@navigatorsschools.org](mailto:kevin.sved@navigatorsschools.org) if you have questions.*