

Compass Charter Schools Universal Prekindergarten Planning and Implementation Grant Program – Planning Template

A Resource for Local Educational Agencies

Released – December 17, 2021

Universal Prekindergarten Planning and Implementation Grant Program – Planning Template	1
Universal Prekindergarten in California	3
The California Universal Prekindergarten Planning and Implementation Grant Program - Overview	3
Planning Template Purpose	5
Accompanying Guidance	7
Directions, Timeline, and Suggested Planning Process	8
Key Considerations	10
Transitional Kindergarten Implementation Timeline	10
Supporting a Preschool through Third Grade Continuum	11
Full-Day, Extended Learning and Care	112
Creating Joint or Aligned Plans	12
UPK Planning Template	13
Self-Certification	13
Projected Enrollment and Needs Assessment	14
Recommended Planning Questions	14
Required Questions	18
Focus Area A: Vision and Coherence	19
Recommended Planning Questions	19
Required Questions	22
Focus Area B: Community Engagement and Partnerships	26
Recommended Planning Questions	26
Required Questions	27
Focus Area C: Workforce Recruitment and Professional Learning	30

Universal Prekindergarten Planning and Implementation Grant Program - Planning
Template

Recommended Planning Questions	30
Required Questions	33
Focus Area D: Curriculum, Instruction, and Assessment	348
Recommended Planning Questions	348
Required Questions	37
Focus Area E: LEA Facilities, Services, and Operations	46
Recommended Planning Questions	46
Required Questions	46
Technical Assistance Questions	50
Appendix I - Definitions	56
Appendix II - Additional Deeper Planning Questions	58
Focus Area A: Vision and Coherence	58
Focus Area C: Workforce Recruitment and Professional Learning	58
Focus Area D: Curriculum, Instruction, and Assessment	59
Focus Area E: LEA Facilities, Services, and Operations	59

Universal Prekindergarten in California

Decades of research demonstrate that an early and strong foundation for learning matters. Children who have effective learning opportunities before kindergarten have an advantage in school and in life over children who do not, especially children with adverse childhood experiences. Children who attend quality preschool programs are more prepared for school in terms of their early literacy, language, and math skills, their executive function, and social emotional development. In some cases, preschool participants are less likely to be identified for special education services or to be held back in elementary school than children who do not attend developmentally-informed preschool programs that include strong educational components.

California is poised to realize universal prekindergarten (UPK) for all four-year-old children, and to expand services for three-year-old children through bold leadership and the unprecedented investments in the Budget Act of 2021, including universal transitional kindergarten (UTK) and expansion of the California State Preschool Program (CSPP).

The tumult of the COVID-19 pandemic accelerated a call to action to ensure a strong educational foundation for all children, emphasizing the critical role of our education system in supporting children and families' needs and how local flexibility fuels community capacity to meet their needs. California's leaders responded with historic investments in family support, child development and care, and education. Yet, as the Master Plan for Early Learning and Care highlights, realizing the promise of early childhood investments will require all partners—across early learning and care, early education, elementary education, and expanded learning and extended care communities—to work together to create a stronger system designed to meet the needs of the whole child.

The California Universal Prekindergarten Planning and Implementation Grant Program – Overview

California seeks to set children on a trajectory of lifelong success by investing in early and equitable learning experiences, including infant and toddler supports, such as family leave and access to infant and toddler care, universal preschool for all four-year-old children, and enhanced educational experiences across an aligned preschool to third grade system.

The 2021–22 State Budget package established the UPK Planning and Implementation Grant Program as a state early learning initiative with the goal of expanding access to prekindergarten programs at local educational agencies (LEAs). This grant program provides \$200 million for the California Department of Education (CDE) to allocate directly to LEAs based on a statutory formula to support planning and implementation costs associated with expanding prekindergarten options, such as universally-available transitional kindergarten (TK), CSPP, and Head Start for eligible students, and other

local and community-based partnerships.¹ It is important for LEAs to include partners such as CSPP, Head Start, and other early learning and care providers in the co-creation of the local plan. Engaging all partners in the community will enhance resources for families and children and fully utilize and coordinate available resources, including facilities, staff, and funding.

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

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

As a condition of receiving grant funds, state law requires each LEA to create a plan articulating,

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

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

In addition, the 2021–22 State Budget also established the Expanded Learning Opportunities Program (ELO-P). The intent of the program is that all LEAs offer all unduplicated students in classroom-based instructional programs access to comprehensive afterschool and intersessional expanded learning opportunities. The ELO-P requires LEAs to offer in-person before or after-school expanded learning opportunities that, when added to the core instructional day, are no fewer than nine

¹ In addition, \$100 million is available to LEAs for workforce development through a separate competitive request for applications (RFA). The \$100 million available for workforce development will not be addressed in this document.

hours of combined instructional time and expanded learning opportunities per instructional day (*EC* Section 46120).

In 2021–22, all LEAs must offer all TK through sixth grade (TK–6) classroom-based, unduplicated pupils an ELO-P and provide access to 50 percent of TK–6 enrolled, classroom-based, unduplicated pupils. Commencing in 2022–23, as a condition of apportionment, LEAs with an Unduplicated Pupil Percentage (UPP) at or above 80 percent must offer an ELO-P to all TK–6 classroom-based pupils and provide access to all TK–6 classroom-based pupils upon parent or guardian request. LEAs with an UPP below 80 percent must offer an expanded learning opportunity to all TK–6 classroom-based, unduplicated pupils and provide access to 50 percent of TK–6 enrolled classroom-based, unduplicated pupils. LEAs receiving ELO-P funding must meet all TK–6 requirements, which include, but are not limited to, offering a minimum of a nine-hour day for students TK–6 during the school year, providing pupil access, and offering 30 non-school days of programming, such as during summer and intersession periods.

Summer and intersession programming are also offered through many other early learning programs such as CSPP, Head Start, and early learning and care providers. Sharing costs, staff, and resources can support implementation of TK that provides for full-day supports while also meeting parental needs and supporting parental choice of program and setting type. LEAs should consider how these services will be offered as part of their UPK Plan. For key definitions related to UPK in California, see Appendix I.

Planning Template Purpose

The UPK Planning Template has been created to: (1) offer planning questions for LEA consideration in developing comprehensive plans for UPK that meet community and family needs, and (2) outline the data that will be required for submission to the CDE to meet the requirements of *EC* Section 8281.5.

This template includes recommended and required planning questions. Collectively, the recommended and required questions form a set of core planning questions the CDE believes are critical to supporting the development of a comprehensive, responsive, and community-centered UPK Plan.²

- Recommended Questions: LEAs are highly encouraged to incorporate answers to these questions in their UPK Plans. Responses to these questions are not required for submission to the CDE but do support more holistic planning that meets the intent of these funds.
- Required questions: LEAs will be required to answer the required data questions outlined in this template in a survey that will be issued by the CDE following the

² See Appendix II for additional planning questions for LEAs that are ready to develop more advanced UPK and preschool through third grade (P–3) plans.

June 30, 2022, deadline for LEAs to present their plans to their governing boards.³

The CDE will be collecting information on the answers to the required questions after July 30, 2022, in a survey. This will allow the CDE to learn about how LEAs are planning to implement UPK, and to identify what additional support may be needed to help LEAs as they move along the implementation process.

The questions required for submission to the CDE should be answered based on what the LEA plans to implement in the 2022–23 school year. However, the CDE encourages that LEAs, when developing their UPK Plan for consideration by their local governing board, look beyond the first year of implementation and lay the foundation for the full implementation period. The CDE also encourages LEAs to look to their Local Control and Accountability Plans (LCAPs) to identify where their LCAPs already include relevant opportunities for alignment, and to consider the results of the UPK planning and implementation efforts as it pertains to future updates to their LCAPs.

The UPK Planning Template is organized as follows:

1. Self-Certification
2. Projected Enrollment and Needs Assessment
3. Focus Area Planning
 - a. Vision and Coherence
 - b. Community Engagement and Partnerships
 - c. Workforce Recruitment and Professional Learning
 - d. Curriculum, Instruction, and Assessment
 - e. LEA Facilities, Services, and Operations
4. Technical Assistance Questions

The CDE encourages COEs to use this template as a guide for developing their own plans for how they will support the districts in their county to assess options, make decisions, and construct a plan that includes the required questions and considers the recommended questions found in this template.

³ The required questions referred to in this template are being provided to LEAs in advance of the survey to assist in the planning and Implementation process.

Accompanying Guidance

To help introduce LEA leaders to early education concepts, agencies, and structures, the CDE will release an accompanying Guidance Document in early 2022, that will include information on the following:

1. Local LEA indirect service agencies and partners (for example, child care local planning council [LPC], Resource and Referral program [R&R], Alternative Payment Program [APP]);
2. Allowable ways to layer funding sources and programs to achieve full-day programming for four-year-old children;
3. Requirements for TK and early education facilities;
4. UPK workforce requirements for CSPP and TK educators, including the Early Learning Career Lattice, Commission on Teacher Credentialing (CTC) Child Development Teacher Permit information, information on the Multiple Subject Teaching Credential requirements, and TK educator professional learning;
5. Other available resources for UPK Implementation:
 - a. Workforce development grants and funds that can be accessed to help candidates obtain early education and TK qualifications (for example, federal stimulus funds, Educator Effectiveness Block Grant, and others);
 - b. Funding sources that can be utilized for facilities;
 - c. Funding sources that can be utilized for extended learning and care;
6. Research on the importance of participating in quality early education and research demonstrating the long-term impact on attendance, behavior, graduation rates, and academic and career success; and
7. Other resources aligned with the questions presented in the UPK Planning Template.

Additionally, the CDE will work with partners to ensure the release of additional information and technical assistance in the form of guidance, resources, tools, and regularly-scheduled webinars. Topics will include workforce, support for multilingual learners, and inclusive early education practices, among others.

Directions, Timeline, and Suggested Planning Process

LEAs are encouraged to use this template to fulfill the *EC* Section 8281.5 requirement to create a UPK Plan that articulates how the LEA will facilitate access to full-day learning for all children the year before kindergarten, including their partnerships with CSPP, Head Start, other preschool partners, and extended learning and care partners. The CDE will disseminate a survey to collect responses to the required questions in this template following the June 30, 2022, deadline for presenting plans to the local governing board.⁴

The CDE recommends the following process and timeline after the release of this UPK Planning Template in December 2021:

1. LEAs convene a planning team, including staff from the early learning department and Head Start (if these exist), curriculum and instruction, student programs, workforce and human resources (HR), business services, special education, multilingual education, expanded and after-school learning, and facilities.
2. The CDE, along with partners, will release guidance, resources, and additional information to support LEAs in the development of their UPK plan. LEAs should review this guidance as part of their planning process, and COEs should use the guidance to inform the support they offer to LEAs.
3. COEs develop plans for how they will support LEAs in their county to assess options, make decisions, and construct plans that address the required questions and consider the recommended questions found in this template. COEs should communicate with the LEAs in their county about the types of information, resources, and technical assistance the COE is able to offer to support the UPK planning process.
4. LEAs conduct outreach and engagement activities with local R&Rs, LPCs, and existing extended learning and care providers including early learning and child care providers operating within the LEA's enrollment attendance boundary.⁵

⁴ The CDE may collect additional data related to UPK implementation in future years as well.

⁵ LEAs can obtain a list of licensed ELC providers operating within the LEA's enrollment zip codes by contacting their county R&R. LEAs can also collaborate with APPs in their county to share information about the engagement activities with ELC providers in the county. See the CDE Guidance Document to learn more about R&Rs and APPs and how to find the R&R(s) and APP(s) in your county. In addition, as local partnerships, LEAs should and can work with local Head Start grantees to discuss the Head Start needs assessment allowing for better coordination and collaboration.

5. LEAs convene a public engagement process to gather input and perspectives to inform the plan. This engagement process should include parents, early learning communities (including CSPP, Head Start, and the Head Start Policy Council), and expanded learning communities (including the After-School Education and Safety [ASES] Program). To ensure meaningful engagement, the CDE recommends LEAs complete this by March 1, 2022.⁶
6. If the LEA wants technical assistance from their COE, the CDE recommends LEAs submit a draft of the UPK Plan to their COE for review by April 15, 2022.
7. Planning teams meet with the COE to discuss the LEA's draft, including local constituency input, by June 1, 2022.
8. Planning teams present a draft plan to the school board by **June 30, 2022**.
9. The plan shall demonstrate how families will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the ASES Program, CSPP, Head Start programs, and other community-based early learning and care programs.

Following the presentation of the plan to the LEA's school board, the LEA shall respond to the CDE's subsequent requests for information no later than July 31, 2022.

Key Considerations

Transitional Kindergarten Implementation Timeline

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

⁶ The purpose of this engagement process is to ensure that diverse community voices and interests are uplifted and used to inform the development of a UPK Plan that meets families' and communities' needs. The LEA should develop a process that allows for authentic, inclusive, and meaningful input.

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

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
Eligibility	Turn five between September 2 and December 2; at district discretion, turn five between December 3 and the end of the school year	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	Not specified	1:12	1:10**	1:10**	1:10**
Class Size	24	24	24	24	24

* average class size across the school site

** Subject to future legislative appropriation

Supporting a Preschool through Third Grade Continuum

The CDE recently launched a Preschool through Third Grade (P–3) Alignment Initiative rooted in research that suggests the gaps in children’s opportunities and learning outcomes demand system-level reform at the state, county, district, school, and community level. Through this work, the CDE hopes to disrupt inequities, address bias, and promote equitable opportunities for California’s early learners. UPK implementation presents a critical opportunity to strengthen P–3 alignment, as a means of sustaining and accelerating the improved child outcomes associated with high-quality, early learning experiences.

To ensure the LEA’s plan is aligned with the vision of a P–3 continuum, the development team for the LEA UPK Plan (for which this document is a template) should include staff from the early education department (if there is one), curriculum and instruction, student programs, workforce, HR, business services, special education, multilingual education, expanded learning and afterschool, and facilities. Furthermore, to create a strong UPK system that meets families’ needs, the voices and choices of parents should be centered. Furthermore, LEAs should conduct outreach to the early learning and care providers that operate within the zip codes that the LEA serves to include them in informing the development of the LEA’s UPK Plan.

As a best practice, the CDE recommends LEAs convene a public engagement process to gather input and perspectives to inform the plan by March 1, 2022. This engagement process should include parents, early education communities (including CSPP and Head Start), expanded learning communities (including the ASES Program), and early learning and care (including center- and home-based child care) in order to gather information from impacted communities to inform the development of this plan.

Full-Day, Extended Learning and Care

State law does not require LEAs to operate a TK program that offers full-day early learning to all children the year before kindergarten; however LEAs must articulate how they plan to offer full-day, early learning programming to all students, and how they are partnering or plan to partner with other programs, such as those listed in the statute, to ensure that every child has access to extended learning and care that, combined, equates to a full-day of programming that meets the community's needs.

Additionally, starting in the 2022–23 school year, LEAs receiving ELO-P funding must offer nine hours of combined instructional time and expanded learning opportunities per instructional day to all unduplicated children enrolled in TK and at least 30 intersession days; however, LEAs are not required to exclusively use ELO-P funding to meet the requirement. LEAs can instead partner with Head Start, CSPP, ASES, or other community-based child care programs to fund and provide the additional extended learning and care hours needed to reach nine hours. (*EC Section 46120*). This would allow the LEA to use ELO-P funds to provide additional service hours or services for additional children.

Creating Joint or Aligned Plans

LEAs are permitted to partner in creating a joint UPK Plan and may submit the same plan for multiple LEAs. Small and rural LEAs serving similar communities, especially those with low TK or kindergarten average daily attendance (ADA), are strongly encouraged to consider creating a joint UPK Plan which includes non-district learning programs serving four-year-old children. LEAs are also encouraged to consider partnering with other nearby LEAs to submit a joint UPK Plan or with their COE to create a single, countywide plan. These joint plans should be developed in conjunction with CSPP, Head Start, other preschool programs, and early learning and care providers.

UPK Planning Template

Self-Certification

In the data collection survey submitted to the CDE, LEAs must self-certify they developed a plan that was presented for consideration by the governing board or body at a public meeting on or before June 30, 2022, for how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

LEA Name	Contact Name and Title of the Individual Self-Certifying the Statement Above	Email	Phone
Compass Charter Schools	J.J. Lewis, Superintendent & CEO	jlewis@compasscharter.org	855-937-4227

1. Please complete the following table:

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

a. Yes

b. No

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

N/A

Projected Enrollment and Needs Assessment

Recommended Planning Questions

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

1. What do existing data sources indicate about parental needs and preferences related to early learning and care programs for three- and four-year-old children in the LEAs attendance area? (LEAs are encouraged to work with local early learning and care partners such as CSPP, Head Start programs, LPCs, R&Rs, and APPs, and utilize data sources such as LPC Needs Assessment data, Head Start Needs Assessments, and so on)
 - a. Based on our historical data, we see limited interest in non-classroom based programs for four-year-olds and little to no interest in TK at our one learning center. The Orange County Learning Center, which is part of our San Diego charter, has limited room and has historically had few to no TK enrollees. As such, we are focusing on our nonclassroom-based TK program, which has generated more interest and has fairly steady enrollment. We are not currently partnering with any organization, and our family of charter schools serve 18 counties, so a comprehensive needs assessment is not feasible at this time.
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 2025–26.⁷ Complete the following tables.⁸
 - a. Projections have been made based on current enrollment, expecting flat growth for 2022-23, since we already serve that age group, and 5% growth in subsequent years. No projections were provided by the CDE.

⁷ If the administration of kindergarten will be impacted by the implementation of UPK, (for example, through the use of combination classes), add additional rows to the table and develop estimates for the number of kindergarten students, classrooms, teachers, and teacher's assistants will be needed, in addition to those estimates that are required for reporting to CDE.

⁸ See the implementation schedule above for changes in teacher/adult ratios over the implementation period.

Table: Projected Student Enrollment

Type of Student	2019–20	Current (TK-eligible children turn five between September 2 and December 2, inclusive)	2022–23 (TK-eligible children turn five between September 2 and February 2, inclusive)	2023–24 (TK-eligible children turn five between September 2 and April 2, inclusive) ⁴	2024–25 (TK-eligible children turn five between September 2 and June 2, inclusive)	2025–26 (TK-eligible children turn four by September 1)
TK Students	116 2020-21 =84	79	79	83	87	91
CSPP (if applicable)	N/A	N/A	N/A	N/A	N/A	N/A

Table: Facilities Estimates (Cumulative)

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

Table: Staffing Estimates (Cumulative)

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK	N/A*	N/A*	7	8	9	10
TK Teacher’s Assistants	N/A	N/A	N/A	N/A	N/A	N/A
CSPP (if applicable)	N/A	N/A	N/A	N/A	N/A	N/A
Other CSPP Classroom Staff (if applicable)	N/A	N/A	N/A	N/A	N/A	N/A
Early Education District-level staffing (if applicable)	N/A	N/A	N/A	N/A	N/A	N/A

*TK scholars were being served as part of TK-12 personalized learning rosters, so were spread among multiple staff members - there were no dedicated TK staff.

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

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

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

2019–20	Current	2022–23	2023–24	2024–25	2025–26
0	0	0	0	0	0

Table: Projected Number of Slots Available for TK Students

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

Required Questions

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

There are no required questions in this section.

Focus Area A: Vision and Coherence

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

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

Recommended Planning Questions

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

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

Compass Charter Schools' Universal Pre-Kindergarten (UPK) Program vision is to build an expanded program off of our current TK program that offers a quality personalized learning program for young scholars to embark on their educational journey. With support and guidance from our supervising teachers, scholars will become life-long learners and prepared to take responsibility for their future success. Our collaborative virtual learning community provides resources for scholars to thrive academically, socially, and emotionally. Our vision is to offer personalized learning choices for families for UPK so their children's individual needs are met.

2. In addition to TK, what service delivery models will be integrated to offer UPK programming, including the nine hours of total extended learning and care programming around the TK instructional time for families that opt in? In developing this component of the plan, LEAs should include partners such as CSPP, Head Start, and other early learning and care providers to ensure local services and funding are maximized and coordinated in response to parental needs and choice.

Since our offerings are completely personalized, our teachers and staff will be working with the families to develop a school day customized to meet that family's needs. Aside from the core academics and holistic support, additional materials, resources, enrichment activities, field trips, and other engagement programming/experiences are part of the personalized learning plan. We have a long list of providers with whom we

have contracted after rigorous vetting. However, as we are nonclassroom-based charter schools, we do not participate in ELO-P.

3. Describe the planned administrative structure that will support and monitor the UPK program and facilitate connections with the ELO-P as well as non-LEA-administered early learning and care programs that will support the extended learning components of UPK.

Our supervising teachers will create personalized learning plans with each family. The supervising teachers will meet regularly with each family to assign and grade a body of work. The supervising teachers are overseen by program coordinators in our structure. Planned oversight includes monitoring of the program by our program coordinators. The coordinators are overseen by a director, who reports directly to the Assistant Superintendent & Chief Academic Officer. Our other directors will collaborate with those program directors and coordinators to ensure that additional support is provided as needed (ex: professional growth after identifying any needs/gaps; developing additional engagement activities; assessments; supplemental resources; etc.)

4. Identify and assign each individual that will be responsible for key functions pertaining to implementing UPK (for example, academic or educational services, early childhood, facilities, human resources and labor, special education, English learner or multilingual programs, partnerships, including early learning and care and ELO-P, assessment and data collection, professional learning, workforce recruitment and preparation support, or others).

The UPK program at Compass will consist of supervising teachers (STs) in a 12:1 student to teacher ratio the first year, and 10:1 for successive years. These teachers are responsible for direct instruction, creating a personalized learning plan, curriculum implementation, grading, scholar engagement, and attendance. Program coordinators will oversee the STs to provide teachers with coaching, mentoring, professional learning, and training opportunities (under the supervision of our program directors, and resources from the staff support team, and Human Resource Department); a team of staff, coordinators, and directors will support the program through data analysis (our Data and Assessment Department) and a focus on equity for special and underrepresented populations. The Chief Academic Officer oversees the entire Academic Services Division, including UPK. The Chief People Officer will oversee workforce recruitment, preparation, and retention of UPK teachers.

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

The Coordinators observe and meet with the STs on a regular basis. The Directors meet regularly with the coordinators to gather current feedback and information regarding upcoming decisions. The Directors meet regularly with and communicate with

the Assistant Superintendent & Chief Academic Officer, who is a member of the Cabinet and meets regularly with the Superintendent & CEO, to ensure decisions are scholar-focused and based on teacher and family input, as well as data. Compass also has advisory committees who work directly with the administration, so there is collaboration on decisions that impact staff and scholars. Input from our Parent Advisory Council is shared with the Superintendent and disseminated to the administration to help drive decision-making and oversight. Reports are shared regularly with the Board of Directors and discussed at Board meetings.

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

Compass Charter Schools has identified four (4) goals to support positive scholar outcomes that address state and local priorities. These goals include:

Goal 1: Increase scholar academic achievement in core academic subjects.

Goal 2: Increase scholar and parent engagement/involvement.

Goal 3: Increase college and career readiness for scholars.

Goal 4: Ensure that at promise scholars are making progress towards earning a high school diploma.

Since we already offer TK, Compass will continue to expand on the current program in terms of our LCAP outcomes, especially within Goal 1 and Goal 2.

Compass' LCAP goals and associated actions ensure equitable support for all scholars, including those in UPK. By maintaining ample standards-aligned curricula and resources, teachers will support academic achievement in core subjects. Furthermore, all scholars will be supported through Compass' Multi-Tier System of Supports (MTSS), with a focus on Positive Behavior Interventions and Supports (PBIS) and Social Emotional Learning (SEL). All staff will have access to professional learning through conferences and workshops, specifically focused on the academic, social, and emotional needs of TK scholars. Leadership will continuously monitor and evaluate our scholar populations and research and pilot additional ways to support scholar learning.

To increase scholar and parent engagement/involvement, Compass will offer a Learning Coach Academy program that covers support topics of interest for learning coaches. Compass will also provide a variety of extracurricular and enrichment activities to include community service opportunities, field trips, virtual scholar workshops, and scholar-led clubs.

7. Describe how the LEA plans to ensure the inclusion of students with disabilities in UPK classrooms and who will be involved in the process.

Compass firmly believes in supporting the least restrictive environment for all scholars and a full inclusion model. Scholars with disabilities, including those with an IEP or 504, will be included in the general education setting with support through accommodations and/or modifications, depending on their IEP or 504 plan. Supervising teachers will participate in professional learning and training on the topic of supporting scholars with special needs, with a focus on full-inclusion in a virtual education setting. Progress monitoring check-ins will occur throughout the year between the special education case manager, parent, supervising teacher, and counselor (if applicable).

8. Describe how the LEA plans to support sites in building connections between them and ELO-P, as well as early learning and care partners.

N/A

Required Questions

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

1. Which of the following model(s) of service delivery does the LEA plan to implement for UPK for all four-year-old children, including classes fully inclusive of children with disabilities, to provide access to the least restrictive environment for learning?
 - a. TK offered at all sites
 - b. TK offered at some sites
 - c. TK stand-alone classes** TK only; non-classroom based
 - d. TK and kindergarten combination classes
 - e. CSPP and TK combination classes (CSPP funding and ADA funding)
 - f. Locally-funded preschool and TK combination classes
 - g. CSPP stand-alone classes
 - h. Head Start stand-alone classes
 - i. Other [describe, open response]

2. Does the LEA plan to implement full-day TK, part-day TK, or both?⁹ [select one]

a. Full Day TK

b. Part Day TK

c. Both

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

Since we are nonclassroom-based, we can easily provide virtual service delivery across all three of our schools and have programming, resources, and supports available for full day TK. Services will be delivered via Zoom or other video conferencing platform; physical materials will be shipped to families; live synchronous instruction will be made available daily; and additional online supplemental resources will be accessible.

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

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

5. If the LEA answered yes in question four, what age of children does the LEA plan to serve through a CSPP contract? **N/A**

⁹ 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.

- 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).
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) **Between Feb. 3 and April 2**
 - i. Yes**
 - ii. No
 - iii. Maybe
 - b. 2023–24 (Birthdays April 3 or after) [select one]
 - i. Yes
 - ii. No
 - iii. Maybe**
 - c. 2024–25 (Birthdays June 3 or after) [select one]
 - i. Yes
 - ii. No
 - iii. Maybe**

Focus Area B: Community Engagement and Partnerships

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

Recommended Planning Questions

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

1. How does the LEA's UPK Plan prioritize parental needs and choices?

At Compass Charter Schools, parents/guardians are highly involved in their child's education. As a nonclassroom-based public charter school, parents/guardians are also the learning coaches for their child. Learning coaches have the ability to make choices regarding curriculum, teaching style, learning environment, and scheduling. Parents meet monthly with STs to discuss scholar progress, and STs ensure scholar and parent needs are met. Compass also offers several opportunities for parents/guardians to partner with Compass including a Learning Coach Academy, Parent Advisory Council, and Town Hall meetings with the Superintendent. These opportunities focus on collaboration amongst staff and parents, with a focus on scholar/parent needs and choices. Parents also often request additional providers be added to our provider list, and our Community Providers Department works on vetting those recommendations.

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

As a nonclassroom-based LEA, our materials and resources can be accessed during extended hours; many are available 24/7. These resources include, but are not limited to, research and data-backed educational subscriptions, physical manipulatives, video recordings, live synchronous sessions, and field trips. As a nonclassroom-based LEA, we do not participate in ELO-P.

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

N/A. We are not partnering due to the scope of the multiple counties we serve and the nonclassroom-based nature of our programs.

4. How does the LEA plan to create or grow partnerships with early learning and care providers serving children with disabilities (including how the LEA plans to

collaborate with their SELPA to enroll more children with disabilities in inclusive UPK opportunities)?

We currently serve TK scholars with special needs and/or disabilities. We are already members of El Dorado County Charter SELPA, which is a state-wide SELPA. We already have relationships with multiple NPAs across the state. We will continue to serve all children, including those with disabilities.

5. Develop sample program schedules that describe how the requirements of the ELO-P will be met for UPK, including the use of ELO-P funds or other fund sources; how they will be combined with the instructional day to offer a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports); and how they will offer a minimum nine-hour summer or intersession day.

Due to the individualized nature of our program and the fact that we are nonclassroom-based, each child has a personalized learning plan (PLP) that is created in partnership with the learning coach (parent/guardian) and the ST. Every child's schedule will look different.

Required Questions

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

1. Identify which of the following opportunities the LEA implemented to obtain public input on the UPK Plan.
 - 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] Parent Advisory Committee**
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.
- 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: N/A**

Focus Area C: Workforce Recruitment and Professional Learning

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

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

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

- a. At least 24 units in early childhood education, or childhood development, or both.
- b. As determined by the LEA employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in subparagraph (a).
- c. A Child Development Teacher Permit issued by the CTC.

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

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

Recommended Planning Questions

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

1. How does the LEA plan to recruit the educators needed to implement its UPK Plan (including CSPP teachers, assistant teachers, TK teachers, and TK teachers' instructional aides and assistants)?

We will first recruit from within our organization and offer the opportunity to experienced current employees who meet the specifications and have recent and relevant teaching experience at the TK level. Then, we intend to advertise any available positions via

Edjoin, as well as reach out to universities for candidates who have recently or will be completing their programs through additional job posting boards.

2. How does the LEA plan to partner with CSPP, Head Start, and other early learning and care providers to offer joint professional learning opportunities?

We will access professional learning opportunities from the Los Angeles County Office of Education, San Diego County Office of Education, and Yolo County Office of Education.

3. What is the LEA's planned strategy for providing professional learning for educators across the LEA's P–3 continuum? Plans might include the following:

- a. Who will receive this professional learning?

- i. **By role: teachers, administrators, and coaches (if applicable)**

- ii. **By grade: TK staff**

- b. What content will professional learning opportunities cover?

Professional learning opportunities will cover most or all of the following topics:

- i. Effective adult-child interactions
- ii. Children's literacy and language development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
- iii. Children's developing math and science (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
- iv. Children's social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
- v. Implicit bias and culturally- and linguistically-responsive practice
- vi. Adverse Childhood Experiences (ACEs) and trauma- and healing-informed practice
- vii. Curriculum selection and implementation
- viii. Creating developmentally-informed environments

- ix. Administration and use of child assessments to inform instruction
- x. Support for multilingual learners, including home language development and strategies for a bilingual classroom
- xi. Serving children with disabilities in inclusive settings, including Universal Design for Learning
- xii. Engaging culturally- and linguistically-diverse families

c. How will professional learning be delivered?

Professional learning will be delivered via multiple methods, up to and including:

- i. Coaching and mentoring
 - ii. Classroom observations and demonstration lessons with colleagues
 - iii. Workshops with external professional development providers
 - iv. Professional conferences
 - v. Webinars
 - vi. Internally-delivered professional learning workshops and trainings
4. How does the LEA plan to facilitate the development of a district early education leadership team (across grade levels and departments) and promote site-based horizontal and vertical articulation (P–3) teams to support student transitions, share strategies, and collaboratively monitor student progress?

We will have a coordinator(s) who will directly oversee the TK supervising teachers across our programs to ensure horizontal alignment. Additionally, those coordinators will meet regularly with coordinators overseeing other grade spans for vertical alignment. During those meetings, support for scholar transitions, appropriate strategies, and collaboration for monitoring student progress will be discussed. As the program progresses, we will evaluate the benefits of putting them together onto one team with one coordinator versus having them on different multi-grade level teams with several coordinators.

Required Questions

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

1. Which of the following strategies does the LEA intend to use to support diverse and effective prospective TK teachers, including multilingual educators, to earn a Multiple Subject Teaching Credential?
 - 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-Emp-Teacher-Cred-Prog>) on your own, with your COE, as part of a new collaborative, or by joining an existing Classified grant program to recruit teachers
 - c. Apply for a California Teacher Residency Grant Program (<https://www.ctc.ca.gov/educator-prep/grant-funded-programs/teacher-residency-grant-program>) on your own, as part of a new collaborative, or by joining an existing Teacher Residency Grant Program to recruit and prepare individuals with a bachelor's degree who want to become teachers in your LEA
 - d. Join an existing intern preparation program to recruit and prepare teachers for your LEA
 - e. Join an existing apprenticeship cohort program to recruit and prepare teachers for your LEA
 - f. Establish a relationship with other local LEAs to establish pathways for high school students interested in a career in CSPP or in P–3 teaching through clubs, registered apprenticeships, or other such early recruitment opportunities
 - g. Partner with the California Center on Careers to contact registrants who might be interested in becoming teachers for your LEA
 - h. Provide information on scholarship and grant opportunities to CSPP and other staff interested in providing extended learning and care services

- i. Apply for workforce development funding and competitive grant opportunities from the CDE
 - j. Provide a stipend for tuition and fees for coursework leading to a Multiple Subject Teaching Credential
 - k. Provide advising on credential requirements and options for how to meet these requirements**
 - l. Collaborate with IHEs to offer unit-bearing coursework at a local LEA site during times that work for teachers and other interested staff members [list IHEs, open response]
 - m. Partner with a local IHE to provide other services to candidates seeking to earn a Multiple Subject Teaching Credential
 - n. Partner with a COE to provide other services to candidates seeking to earn a multiple subject credential**
 - o. Other [describe, open response] the LEA currently has enough Multiple Subject Teaching Credential holders to meet the need for TK educators and also regularly creates an eligibility pool via posting on Edjoin and other job boards.**
 - p. None of the above, the LEA currently has enough Multiple Subject Teaching Credential holders to meet the need for TK educators
2. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective TK teachers, including multilingual educators, to meet the requirements under *EC* Section 48000(g)(4)?
- 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] 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; when necessary, we establish an eligibility pool and advertise via edjoin and other job boards.**
 - k. None of the above; the LEA currently has enough Multiple Subject Teaching Credential holders who have at least 24 units in early childhood education, or childhood development, or both; professional experience in a classroom setting with preschool-age children that is comparable to the 24 units of education described in subparagraph (a); or a Child Development Teacher Permit issued by the CTC
3. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective **CSPP** teachers, including multilingual educators, to obtain a Child Development Teacher Permit
- a. Partner with a local IHE offering eligible early childhood education or childhood development coursework
 - b. Partner with an IHE or COE to operate cohort models for educators working towards a Child Development Teacher Permit
 - c. Provide information on scholarship and grant opportunities
 - d. Apply for workforce development funding and grant opportunities
 - e. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree
 - f. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit
 - g. Provide advising on requirements and planning for how to meet the Child Development Teacher Permit requirements

- h. Offer unit-bearing coursework at a local district site during times that work for teachers
 - i. Other [describe, open response]
 - j. None of the above, the LEA is not planning to support prospective CSPP educators in obtaining a Child Development Teacher Permit**
4. On which child observational assessments does the LEA intend to offer professional learning to TK, CSPP, and other early education teachers during the 2022–23 school year?
- a. Ages & Stages Questionnaire (ASQ)
 - b. BRIGANCE Early Childhood Screen
 - c. Desired Results Developmental Profile (DRDP)
 - d. Developmental Reading Assessment (DRA)
 - e. LEA-based, grade level benchmarks and a report card**
 - f. Teaching Strategies GOLD (TS GOLD)
 - g. Work Sampling System (WSS)
 - h. Other [describe, open response]
 - i. The LEA does not plan to offer professional learning on child observational assessments
5. On what topics does the LEA intend to offer professional learning regarding early childhood education to site leaders and principals?
- a. Effective adult-child interactions
 - b. Children’s literacy and language development (aligned with the Preschool Learning Foundations and Frameworks)
 - c. Children’s developing math and science (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
 - d. Children’s social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)**

- e. Implicit bias and culturally- and linguistically-responsive practice
- f. ACEs and trauma- and healing-informed practice
- g. Curriculum selection and implementation
- h. Creating developmentally-informed environments
- i. Administration and use of child assessments to inform instruction
- j. Support for multilingual learners, including home language development and strategies for a bilingual classroom
- k. Serving children with disabilities in inclusive settings, including Universal Design for Learning
- l. Engaging culturally- and linguistically-diverse families
- m. Other [describe, open response]
- n. Site leaders and principals will not be offered professional learning on early childhood education

Focus Area D: Curriculum, Instruction, and Assessment

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

Recommended Planning Questions

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

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

As a nonclassroom-based personalized learning public charter school, there will be choices for curriculum. We offer online programs, where the curriculum is adapted from current online curricula to align with *California Preschool Learning Foundations* and *California Preschool Curriculum Frameworks*. The content will be customized to ensure full alignment. However, most of our families opt for a more personalized approach and will be provided with a list of recommended curricular options from approved providers, with alternatives requiring teacher approval. This list will be developed by reviewing the scope and sequence of various curriculum options from a wide range of publishers and compared to the standards for UPK learning. We will utilize “I Can Statements for TK,” developed by Compass’s credentialed teachers and based off of the *California Preschool Learning Foundations*, to ensure curriculum aligns with key standards for learning and development.

2. Describe the intended timeline for curriculum implementation, including steps for piloting and gathering input from UPK teachers, and a process for ensuring curriculum fidelity.

As a nonclassroom-based personalized learning public charter school, families have a choice of what curriculum they select, under the guidance of a supervising teacher. A family can choose an alternative curriculum if the teacher ensures it aligns with the *California Preschool Learning Foundations* and *California Preschool Curriculum Frameworks*. A personalized learning plan will be developed for each scholar before the

start of school, or during the first week of school if the family is not reachable prior to school starting (or upon enrollment and assignment to a supervising teacher for late enrollees), to track and grade assigned curriculum standards covered throughout the year. Teachers will meet with families monthly to discuss curriculum progress and help fill in any gaps of learning.

We are already working on various curricular and program options. We curated a list of suggested curricula and currently utilized curricula (we already serve TK) that will continue to be developed in collaboration with TK-5 teachers and administrators, taking into account ongoing feedback from families currently using TK curricula, before August 2022. We also have a web-based core curriculum that is being further developed based on the *California Preschool Learning Foundations* and *California Preschool Curriculum Frameworks*. This is being developed collaboratively by TK-5 teachers and administrators, will integrate feedback shared by current TK teachers and families, and will be completed by August 2022.

For live synchronous instruction, lessons will be developed by the UPK team, with support from administration and our staff support team, utilizing a scope and sequence of topics to cover throughout the year. The lesson/unit cadence will be developed in August 2022 in preparation for the first week of school starting August 31st, with updates and changes made as necessary. Lesson content will be reviewed throughout the year to ensure alignment with the *California Preschool Learning Foundations* and *California Preschool Curriculum Frameworks*.

The TK teachers will meet regularly to collaborate with each other, review data and research, and discuss feedback from monthly meetings with families. The supervising administrators, as well as our Staff Support Department, will also provide support, research, and data.

3. What actions does the LEA plan to take to support effective classroom organization practices and behavior management strategies to ensure a positive learning environment for a diverse population of UPK students?

During live synchronous instruction, teachers will ensure a positive learning environment by utilizing as many of the the following practices as possible:

- Welcome each scholar by name and ask for a verbal or visual response (“hello”, wave, thumbs up, etc)
- Teach scholars new procedures, one step at a time
- Model preferred behaviors
- Practice correct behaviors and procedures
- Use visual cues and nonverbal communication as well as verbal communication

- Front-load needed supplies so parents/scholars can gather everything at the start
- Utilize sounds and songs for transitions
- Celebrate scholar achievements
- Redirect scholars to correct behaviors
- Communicate with parents
- Provide translations of important communications to families so they can participate in the classroom
- Ensure IEP and 504 accommodations are implemented
- Promote heterogeneous grouping
- Integrate SEL strategies into lessons
- Integrate DEI strategies into lessons

Teachers will participate in ongoing collaboration to discuss best practices for classroom organization and management strategies, specific to the diverse needs of their scholars. Professional learning and training opportunities will also be provided on the topic of ensuring a positive learning environment for a diverse population of UPK scholars.

To promote positive learning experiences in the home-learning environment, teachers will provide ideas and support to learning coaches during monthly connection meetings. Learning coaches will also have the opportunity to participate in Learning Coach Academy, where they can learn ways to support their child's education at home.

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

UPK teachers will collaborate to develop and utilize, during live synchronous instruction, shared lesson plans to ensure they are aligned and reflective of the *California Preschool Learning Foundations* and *California Preschool Curriculum Frameworks*. Teachers will observe each other's teaching to ensure classroom practices are integrated and consistent amongst classes. Teachers will collaborate to establish classroom best practices to be followed in all UPK classes. The UPK team will meet throughout the year to discuss classroom practices in terms of what has been successful and what needs to be adjusted to meet the diverse needs of their scholars. Ongoing research and training will inform practices. UPK teachers will also meet with teachers of other grade levels to ensure vertical alignment.

5. What instructional practices does the LEA plan to implement to support children with disabilities in UPK (for example, implementing Universal Design for Learning, providing specialized services in the classroom with peer models, implementing social-emotional strategies such as the Pyramid Model)?

In order to support children with disabilities in UPK, general education teachers will work collaboratively with special education case managers. General education teachers will focus on providing accommodations in the virtual classroom to ensure equitable access to learning for all scholars. A focus on social-emotional strategies will be integrated into lessons in order to maintain a growth mindset in the virtual classroom. Adaptations and supplementary instructional materials will also be provided to help meet the diverse needs of scholars. Special education case managers will support children with Individualized Education Plans (IEPs) through Specialized Academic Instruction (SAI) to work towards meeting these scholars' academic goals. Teachers and scholars will also have access to social emotional learning (SEL) programs and workshops to use with their scholars. Compass will use a full inclusion model. Additionally, a group of Compass staff members are being trained on Universal Design for Learning (UDL) and those practices will be shared with the TK team members.

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

In order to support the language and overall development of multilingual learners, teachers will utilize a variety of instructional practices including:

- Visual and auditory cues and signals; nonverbal cues
- Integration of specially designed academic instruction in English (SDAIE) strategies into live synchronous instruction
- Predictable procedures
- Slow-paced speech and the use of gestures
- Opportunities for interaction, with longer wait time
- Culturally responsive teaching making a connection with each student
- Differentiated learning using multiple modalities
- Teacher consultation with the Compass English Language (EL) Support Coordinator
- Parent information meetings by the EL Coordinator
- Direct support sessions by EL tutors, as appropriate
- Access to language development resources

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

Required Questions

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

1. Does the LEA plan to provide any of the following language model(s) for TK students?
 - a. Dual language program with a language allotment¹⁰ 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: Language Acquisition Program: Structured English Immersion (SEI) program option (EC Section 305[a][2]).**

2. If the LEA administers CSPP, does it plan to provide any of the following language model(s) for CSPP students?
 - a. Dual language program with a language allotment¹¹ 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

¹⁰ 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).

¹¹ The percentage of instructional time spent on the target language and English (e.g., in a 50/50 Spanish/English program, 50% of instructional time is spent on each language).

- f. None N/A**
 - g. Other [describe, open response]
3. Identify methods the LEA plans to use to support the development of social-emotional learning and executive function skills through specific instruction in these areas and by embedding and reinforcing this instruction in all curriculum areas.
- a. Provide training for staff on the Center on the Social Emotional Foundations for Early Learning (CSEFEL) Pyramid Model
 - b. Implement the CSEFEL Pyramid Model in the classroom
 - c. Designing developmentally-appropriate learning environments to allow for individual and group activities that promote social-emotional learning and executive function skills (for example, use students' pictures or words in daily routines, feelings charts)**
 - d. Promote learning through play as a context for social and emotional development, including social play with teachers and peers in small or large group settings**
 - e. Use developmental observations to identify children's emerging skills and support their development through daily interactions**
 - f. Development of lesson plans or use of a curriculum that includes specific and targeted social-emotional learning and executive function activities throughout the day of instruction**
 - g. Staff development opportunities encouraging reflective practice and cross-level support for instruction specific to social-emotional learning and executive function skills**
 - h. Offer open-ended, self-directed learning opportunities that foster individual interests and curiosity and new learning**
4. What instructional practices does the LEA plan to implement to support children with disabilities in UPK programming?
- a. Implement Universal Design for Learning (once pilot program is completed)**
 - 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 (if indicated in IEP)**
 - f. Other [open response]
5. What assessments does the LEA plan to use in TK or kindergarten? [select all that apply]
- a. ASQ
 - b. BRIGANCE Early Childhood Screen
 - c. DRDP
 - d. DRA
 - e. LEA-based grade level benchmarks and a report card
 - f. TS GOLD
 - g. WSS
 - h. Other
 - i. The LEA does not plan to use a common TK assessment
 - j. Unsure: Leaning toward Renaissance Early Literacy to align with our K-12 assessments, but will continue to research others.**

Focus Area E: LEA Facilities, Services, and Operations

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

For Facilities:

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

Recommended Planning Questions

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

1. What strategies does the LEA plan to employ to integrate younger children and older children on the same campus and ensure safety and appropriate commingling? **N/A**
2. Describe how the LEA plans to address transportation issues resulting from UPK implementation. **N/A**
3. What strategies does the LEA intend to implement to ensure TK students have access to meals and adequate time to eat (for example, adding additional meal services and time in the cafeteria, offering breakfast after the bell [students pick up a breakfast and bring it to the classroom])? (Note: The LEA must continue to comply with all health and safety, state, and federal Child Nutrition Program regulations while implementing meal service) **N/A**

Required Questions

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

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

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?

a. N/A We are nonclassroom-based

b. Yes

c. No

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

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

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

a. N/A We are nonclassroom-based

b. Yes

c. No

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

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

a. N/A We are nonclassroom-based; if required by an IEP, appropriate items would be sent to the child's home

b. Yes

c. No

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

5. Does the LEA's Facilities Master Plan adequately address the need for UPK programming?
- a. **N/A We are nonclassroom-based**
 - b. Yes
 - c. No
 - i. If no, what process will the LEA use to update the Facilities Master Plan to accommodate future TK and early education programming? [describe, open response]
6. In which of the following areas does the LEA intend to make updates to facilities?
- a. Turfed area
 - b. Paved area
 - c. Apparatus area
 - d. Land required for buildings and grounds
 - e. Total square feet required
 - f. **None of the above**
7. What transportation will the LEA offer to children enrolled in TK?
- 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; N/A We are nonclassroom-based**
8. Will the LEA offer transportation to transport TK children to extended learning and care opportunities that are at other sites than the one the child is enrolled at for TK? **No transportation will be provided; N/A We are nonclassroom-based**

Technical Assistance Questions (Optional)

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

The following questions are optional. However, unlike the recommended questions included in Focus Areas A through E, the CDE will be collecting any information that LEAs wish to provide in response to these questions via the survey that the CDE administers to collect the required data questions above.

1. What technical assistance would be most helpful related to projecting enrollment and assessing needs? [select all that apply]
 - a. Support for parent surveys to gauge interest in service delivery models
 - b. Data analysis capacity building to support staff to refine enrollment projections based on community context
 - c. Information on program eligibility requirements to project enrollment across programs
2. What technical assistance would be most helpful related to the elements included in Focus Area A: Vision and Coherence? [select all that apply]
 - a. Adjusting classroom practices to support the district's UPK model (for example, mixed-age classrooms)
 - b. Creating inclusive classrooms, including implementing Universal Design for Learning
 - c. Templates or framework for drafting a P–3 vision that partners and parents support
 - d. Models for administrative structures that support effective UPK programs and facilitate connections with the ELO-P and non-LEA-administered early learning and care programs
 - e. Support for developing and applying to administer a CSPP contract
 - f. Technical assistance on how to integrate UPK and P–3 in the district LCAP

- g. Guidance on best practices for smooth transitions through the P–3 continuum
 - h. Considerations for TK early admittance
3. What technical assistance would be most helpful related to the elements included in Focus Area B: Community Engagement and Partnerships? [select all that apply]
- a. Support for parent surveys and engagement activities to understand parent needs and support authentic choice
 - b. Support for community engagement activities including best practices for coordination with LPCs, Local QCC Consortia, First 5 County Commissions, Head Start Policy Councils and other early learning and care leadership tables
 - c. Guidance on best practices for enrolling more children with disabilities in UPK classrooms and providing services in inclusive settings
 - d. Strategies for meeting the ELO-P requirements through different models of extended learning and care, including models of blending and layering funding to support the nine-hour day and ensuring developmentally-informed environments for young children
 - e. Increasing UPK enrollment and parent awareness of programs
4. What technical assistance would be most helpful related to the elements included in Focus Area C: Workforce Recruitment and Professional Learning? [select all that apply]
- a. Additional guidance on UPK workforce requirements (TK, CSPP, and other early learning and care providers)
 - b. Creating joint professional learning opportunities for preschool and elementary school teachers within LEAs or across LEA- and CBO-administered programs
 - c. Strategies to support the teacher pipeline, including, but not limited to, recruiting multilingual educators, cohort models, apprenticeships, or residency programs
 - d. Identifying the content, type, and frequency of professional learning opportunities given the needs of the community and the LEA's P–3 vision

- e. Creating professional learning opportunities to provide site leaders with more early childhood knowledge
 - f. Building partnerships with IHEs or COEs to support professional learning opportunities and degree attainment
 - g. Support for communications to recruit prospective educators and share grant and scholarship opportunities to support degree attainment
5. What technical assistance would be most helpful related to support for professional learning opportunities on specific topics? [select all that apply]
- a. Effective adult-child interactions
 - b. Children's literacy and language development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
 - c. Children's math and science development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
 - d. Children's social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
 - e. Implicit bias and culturally- and linguistically-responsive practice
 - f. Trauma- and healing-informed practice
 - g. Curriculum selection and implementation
 - h. Creating developmentally-informed environments
 - i. Administration and use of child assessments to inform instruction
 - j. Support for multilingual learners, including home language development and strategies for a bilingual classroom
 - k. Serving children with disabilities in inclusive settings, including Universal Design for Learning
 - l. Engaging culturally- and linguistically-diverse families
6. What technical assistance would be most helpful related to support for specific professional learning delivery mechanisms? [select all that apply]

- a. Coaching and mentoring
 - b. Classroom observations and demonstration lessons with colleagues
 - c. Workshops with external professional development providers
 - d. Internally-delivered professional learning workshops and trainings
 - e. Operating an induction program
7. What technical assistance would be most helpful related to the elements included in Focus Area D: Curriculum, Instruction, and Assessment [select all that apply]
- a. Guidance on how to adopt the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks* into a specific UPK setting (for example, mixed-age classrooms)
 - b. Guidance on the selection, development, or integration of developmentally-informed curricula and aligning curricula across the early grades
 - c. Guidance and best practices on how to monitor and support curriculum fidelity in UPK settings
 - d. Guidance on how to support effective classroom organization practices and behavior management strategies to ensure a positive learning environment for a diverse population of UPK students
 - e. Guidance on instructional practices to support children with disabilities in UPK (for example, implementing Universal Design for Learning, providing specialized services in the classroom with peer models, and implementing social-emotional strategies such as the Pyramid Model) and partnerships with early learning and care providers to support services for children with disabilities
 - f. Specific instructional strategies to support specific skills including, but not limited to, children’s social-emotional development and home language development
 - g. Guidance on appropriate assessment selection and utilization
 - h. Guidance on creating dual language immersion or bilingual programs
8. What technical assistance would be most helpful related to implementing hands-on, interactive, and developmentally-informed early education experiences for UPK students? [select all that apply]

- a. Using manipulatives to develop fine motor skills
 - b. Incorporating a balanced approach to teaching and learning that includes both child-initiated and teacher-guided activities
 - c. Facilitating the development of critical thinking skills through the inquiry process (for example, the scientific method) to enhance children’s learning experiences
 - d. Using differentiated groups that include individual, small, and large group experiences
 - e. Considering the structure of the daily routine to enhance individual and group learning experiences
 - f. Encouraging purposeful play, choice, social interactions, and collaboration
 - g. Creating time and space for children to develop gross motor skills inside the classroom and in the outdoor environment
 - h. Using child development knowledge to guide instructional approaches
 - i. Providing language- and literacy-rich environments
 - j. Intentional planning of developmentally-informed practices and curriculum to meet the individual needs of children in combination classrooms
 - k. Facilitating development and exploration through art
 - l. Incorporating inclusive practices
 - m. Supporting students’ home language and English language development
 - n. Incorporating materials and manipulatives that are culturally representative of the children served to support dramatic play that inspires engagement, communication, and understanding of diversity
 - o. Universal Design for Learning
 - p. Integrated English language development
9. What technical assistance would be most helpful related to the elements included in Focus Area E: LEA Facilities, Services, and Operations? [select all that apply]
- a. Guidance on how to modify an elementary school classroom to serve young children

Universal Prekindergarten Planning and Implementation Grant Program - Planning
Template

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

Appendix I - Definitions

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

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

partners, and complement, but do not replicate, learning activities in the regular school day and school year.

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

Appendix II - Additional Deeper Planning Questions

This section includes optional planning questions for LEAs that are ready to develop more advanced UPK and P–3 plans.

These additional questions are designed to support the LEA’s development of a more comprehensive local UPK Plan. LEAs can also use these questions as a tool for integrating UPK into existing LEA plans such as the LCAP. LEA’s should assess their readiness to include any of these deeper planning questions in their initial planning process and reassess their readiness throughout the implementation of their UPK Plan.

Focus Area A: Vision and Coherence

1. If an LEA has a California State Preschool Plan (as part of the LEA’s application for its CSPP contract) what updates would the LEA like to make to the LEA’s program narrative to reflect implementation of TK? [open response]
2. Does the LEA plan to establish, maintain, and facilitate ongoing LEA leadership teams to focus on effective P–3 articulation and coordination throughout the LEA? [open response]
3. How will the LEA support sites in providing well-coordinated transitions for all P–3 students as they move through grade levels? [open response]
4. How does the LEA plan to communicate the importance of the P–3 continuum across a broad spectrum of audiences (including audiences internal and external to the district)? [open response]
5. Identify the processes and tools the LEA will use to strengthen understanding of early childhood development and facilitate communication between preschool and elementary school (including TK) teachers, principals, and administrators to support P–3 alignment? [open response]

Focus Area C: Workforce Recruitment and Professional Learning

1. What strategies does the LEA plan to employ to recruit multilingual educators to teach in dual language programs? [open response]
2. How does the LEA plan to assess the implementation of its professional learning structures to ensure efficacy? [open response]

Focus Area D: Curriculum, Instruction, and Assessment

8. Describe how the LEA plans to establish and maintain a coherent, culturally- and linguistically-responsive P–3 continuum to provide a strong integrated curriculum anchored in the California Preschool Learning Foundations and the *California*

Preschool Curriculum Frameworks, California Common Core State Standards, and the Curriculum Frameworks. [open response]

9. What actions does the LEA plan to take to establish or expand multilingual programs across the P–3 continuum based on student population and family needs? (If the LEA has no plans to establish or expand multilingual programs across the P–3 continuum, identify how the LEA will evaluate these opportunities moving forward.) [open response]
10. What planning and actions are needed to accommodate a positive meal service, and how will the LEA adapt their universal meal program for TK students? [open response]

Focus Area E: LEA Facilities, Services, and Operations

4. Describe what changes the LEA intends to make to the LEA’s Facilities Master Plan to ensure it is consistent with P–3 goals of creating seamless transitions for children and families. [open response]
5. Identify how the LEA plans to ensure TK students are included in all provisions of Multi-Tiered Systems of Supports (MTSS) and, when necessary, special education instruction, with an emphasis on early intervention and inclusion practices to address supports and least restrictive environments. [open response]
6. Identify any modifications the LEA intends to make to the Student Information System (SIS) and the assessment data system to ensure teachers and administrators have access to data from preschool through third grade. [open response]