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# Universal Prekindergarten Planning and Implementation Grant

## 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 betweenSeptember 2 andDecember 2; at district discretion, turn five between December 3 and the end of the school year | Turn five betweenSeptember 2 andFebruary 2; at district discretion, turn five between February 3 and the end of the school year | Turn five betweenSeptember 2 and April 2; at district discretion, turn five between April 3 and the end of the school year | Turn five betweenSeptember 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

## 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.

1. Please complete the following table:

| **LEA Name** | **Contact Name and Title of the Individual Self-Certifying the Statement Above** | **Email** | **Phone** |
| --- | --- | --- | --- |
| Cuyama Joint Unified School District | Alfonso Gamino, Superintendent/Principal Cuyama Joint Unified School District | agamino@cuyamaunified.org  | 661-766-2642 |

1. Did the LEA develop a joint plan with multiple LEAs (for example, multiple small and rural LEAs serving similar communities or countywide plans developed with support of the COE for all LEAs in the county)? [select one]
	1. Yes
	2. **No**
2. If the LEA answered Yes to Question 2, what other LEAs are part of this joint plan? [open response]

## Projected Enrollment and Needs Assessment

### Recommended Planning Questions

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

1. What do existing data sources indicate about parental needs and preferences related to early learning and care programs for three- and four-year-old children in the LEAs attendance area? (LEAs are encouraged to work with local early learning and care partners such as CSPP, Head Start programs, LPCs, R&Rs, and APPs, and utilize data sources such as LPC Needs Assessment data, Head Start Needs Assessments, and so on)

**Many parents in the Cuyama Valley work in the farming industry from early morning until 3, 4, or 5 p.m. The average work commute time for the area is more than 25 minutes each way[[1]](#footnote-1). Some families will benefit from the opportunity to enroll students in the 9-hour program. This will allow their children to receive support at school while their parents work. In addition, The Cuyama Joint Unified School District (CJUSD) is working closely with the Cuyama Valley Family Resource Center (CVFRC) and the CommUnify Head Start program located at the Cuyama Elementary School site. CJUSD is collaborating on an Early Learning Initiative that will encompass all 0-3 year-olds serviced by the CVFRC, 3-4 year-olds serviced by Head Start, and Transitional Kindergarten students through 3rd grade serviced by CJUSD. In 2022, the community completed a community profile. Based on this profile, it was determined that collaboration between these organizations will lead to articulation and alignment and will help all children become competent and confident learners who will experience success throughout their education school experience.**

**According to the results of Parent Focus Groups conducted during the development of the Cuyama Valley Prenatal to Grade 3 Early Learning Initiative (ELI) in December 2021, Cuyama is experienced as a very family-oriented community, which benefits children because strong relationships set a solid foundation for healthy development. Participants highly regard the Head Start program, the services offered by the local FRC, as well as the school district’s ASES after-school program. Parents expressed interest in more academic support during the after-school program and a need for more consistent early learning and play area opportunities for children as well as opportunities for parenting support. Attendees discussed the need for strong communication among parents and community agencies, bilingual services, child care, parenting education and support, and basic need services.**

**The only licensed child care in the Cuyama Valley is CommUnify’s Head Start program, which has capacity for 24 children. At this time there are only 18 children enrolled. Some families address child care needs by one family member staying home while the other parent works. Cuyama Valley families rely heavily on family, friends, and neighbors (informal, unlicensed care) for child care due to the lack of licensed care options in the region. Parents previously enrolled in the local FRC’s programs; however due to the pandemic, these programs are currently not available.**

1. 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.[[2]](#footnote-2) Complete the following tables.[[3]](#footnote-3)

**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** | 11 | 3 | 13 | 12 | 10 | 12 |
| **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 | 1 | 1 | 1 | 1 |
| **CSPP Classrooms** | N/A | N/A | N/A | N/A | N/A | N/A |
| **Head Start or Other Early Learning and Care Classrooms** | 1 | 1 | 1 | 1 | 1 | 1 |

**Table: Staffing Estimates (Cumulative)**

| **Type of Staff** | **2019–20** | **Current** | **2022–23** | **2023–24** | **2024–25** | **2025–26** |
| --- | --- | --- | --- | --- | --- | --- |
| **TK** | 1 | 1 | 1 | 1 | 1 | 1 |
| **TK Teacher’s Assistants** | 1 | 1 | 1 | 1 | 1 | 1 |
| **CSPP (if applicable)** | N/A | N/A | N/A | N/A | N/A | N/A |
| **Other CSPP Classroom Staff (if applicable)** | N/A | N/A | N/A | N/A | N/A | [N/A |
| **Early Education District-level staffing (if applicable)** | N/A | N/A | N/A | N/A | N/A | N/A |

1. 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:

**For the 2022-2023 school year, CJUSD will offer in-person after-school expanded learning opportunities to transitional kindergarten students via the district’s ASES after-school program and full-day Head Start. It is estimated that 2 transitional kindergarten students will utilize the extended learning and care services in addition to the TK full-day instructional minutes, and possibly 2-3 Head Start students. The district will have five slots for UPK students that would like to utilize the extended learning and care services. Those that utilize the services will be provided a minimum of nine hours of combined instructional time and expanded learning opportunities per instructional day.**

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

| 2019**–**20 | Current | 2022**–**23 | 2023**–**24 | 2024**–**25 | 2025**–**26 |
| --- | --- | --- | --- | --- | --- |
| 0 | 0 | 2 | 1 | 3 | 3 |

**Table: Projected Number of Slots Available for TK Students**

| **Slot Type** | **2019–20** | **Current** | **2022–23** | **2023–24** | **2024–25** | **2025–26** |
| --- | --- | --- | --- | --- | --- | --- |
| **CSPP** | 5 | 5 | 5 | 5 | 5 | 5 |
| **Head Start** | N/A | N/A | N/A | N/A | N/A | N/A |
| **ASES Program/ELO-P** | 5 | 5 | 10 | 5 | 5 | 5 |

#### Required Questions

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

There are no required questions in this section.

# Focus Area A: Vision and Coherence

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

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

## Recommended Planning Questions

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

1. What is the LEA’s vision for UPK?

**CJUSD’s vision for UPK is to provide a rich 9-hour Transitional Kindergarten instructional day that includes after-school care to every student and is a critical part of Cuyama Valley’s Prenatal to Grade 3 (PN-3) Early Learning Initiative (ELI). The vision is that all four-year old children in the Cuyama Valley are ready and thriving in school and life and families support their child(ren)’s school readiness and success. Our vision for UPK includes play-based learning with interactive opportunities to promote creativity, critical thinking, innovation, and inquiry. CJUSD has applied for a Community Schools Partnership planning grant through the California Department of Education. If awarded, Transitional Kindergarten, ELI and other district and community efforts will be aligned, coordinated and augmented towards the vision of: *All children in the Cuyama Valley thrive in school and life, and families support their child(ren)’s school readiness and success. Trusted relationships elevate the whole child, the whole family, and the whole community.***

1. 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.

**CJUSD and Head Start are working together in an effort to promote equity in access, multilingualism as an asset, and inclusion of children with disabilities as a benefit for all children as the foundation for UPK programming. The district’s full-day Transitional Kindergarten program runs from 8:00 a.m. until 2:45 p.m and the district’s on-site After-School Education and Safety (ASES) Program will be available from 2:45 p.m. until 5:45 p.m. beginning in August of 2022. Both Head Start and the After-School program are housed at the elementary school which allows for nine hours of total instruction and extended learning and care each day, with smooth transitions for the TK students. Family support services through the Cuyama Valley Family Resource Center will be offered to UPK families.**

1. 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.

**The planned administrative structure that will support and monitor the UPK program and facilitate connections with the ELO-P plan is the following:**

* **The Superintendent/Principal works in coordination with the Teacher on Special Assignment in charge of the ASES after-school program, with the Transitional Kindergarten teacher, and with community service providers, to coordinate CJUSD UPK services.**
* **The Teacher on Special Assignment will work closely to coordinate the extended program for those Transitional Kindergarten students that are offered and accept the extended day programming.**
* **As part of the ELI, a collaborative (cross-organizational and cross-sector) committee has been established with formal decision-making roles and responsibilities among partners and includes UPK programming in the PN-3 offerings. This group is working to ensure that PN-3 pathways - including policies, practices, and collaborative communications - are in place to ensure high-quality early learning opportunities for every child in the Cuyama Valley.**
* **CJUSD applied for California Community Schools Partnership (CSP) funding with the ELI partners. Should that funding be secured, a CSP coordinator will be hired to work with the ELI coordinator, focusing on grades 4 through highschool and beyond.**
1. 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 following individuals will be responsible for key functions pertaining to the implementation of the UPK program:**

1. **Academic and educational services – TK/K credentialed teacher**
2. **Early childhood – CommUnify Head Start Program and Cuyama Valley Family Resource Center**
3. **Facilities – Superintendent/Maintenance staff**
4. **Human Resources and labor– Superintendent/Business Manager to provide adequate staffing**
5. **ELO-P programming – Superintendent/Teacher on Special Assignment**
6. Identify how UPK leadership will be integrated in the decision-making process at the executive or cabinet level.

**CJUSD will rely on input from the experienced TK-2nd grade staff and insight from local early care and education leaders. The intervention team serving TK-2nd grade students will integrate their knowledge of students and leadership in the decision-making process. UPK leadership will be integrated in the decision-making process at the executive or cabinet level as there is only one staff member that serves as the Superintendent/Principal. He is the executive member and therefore, he integrates the UPK in the overall decision making process in regards to the educational program of the school and CJUSD. Additionally, an Early Learning Coordinator will be hired through the ELI who will serve as point person to facilitate collaboration, communication, and decision making among all involved in the implementation of UPK. An application has been made for the California Community Schools Partnership grant. If received, a coordinator for the older grades will be hired to work with the ELI Coordinator.**

1. Describe how the LEA’s proposed UPK model will be integrated with the district’s LCAP.

**The Cuyama Joint Unified School District’s LCAP will be revised to encompass the goals of the UPK plan, the Early Learning Initiative’s plan, Expanded Learning Opportunities Plan, and After-School program plan, creating an aligned Cuyama Joint Unified School District TK-12th grade educational plan. The CJUSD’s proposed UPK model aligns with the LCAP vision that all Cuyama Valley students are ready and thriving in school and in life. One of the district’s LCAP goals is for every student to be college and career-ready by the time they leave high school. A healthy early start based on a PN-3 model that is built on vertically aligned and coordinated services is fundamental to achieving this goal. The proposed UPK model will include professional development, aligned with the LCAP, with an emphasis on developmentally appropriate practices and assessments. Additionally, language that specifically addresses the early learners’ developmental needs and steps to support their successful trajectory through the PN-3 continuum will be included in the LCAP as well as family engagement beginning prior to school entry.**

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

**CJUSD plans to ensure the inclusion of students with disabilities in the UPK classrooms. The staff that will be involved are the classroom teacher, the instructional assistant, the school district psychologist, the TK-12th grade counselor, Superintendent/Principal, the parents, and other staff as needed such as the speech and language pathologist and the district school nurse. Additionally, information regarding children’s IEP and special needs is communicated to the district from Head Start and the County prior to TK/K entry. This allows the school to prepare and best support equitable inclusion. Additionally, CJUSD, in partnership with Head Start, will develop proactive communication strategies with parents and families to gain their insight and input and to ensure that the UPK classroom meets the needs of students with disabilities.**

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

**CJUSD is actively engaged in a consortium with partners in the development of a Prenatal to Grade 3 Early Learning Initiative, which includes UPK. The consortium has committed to collaboratively leading the effort, building connections and establishing the infrastructure to support communication, continued collaboration, and data sharing. Additionally, the LEA elementary site, the ELO-P After-School program, and Head Start program are all located at the same site (Cuyama Elementary School). A CJUSD Teacher on Special Assignment works with the Cuyama Elementary School TK -8th grade teachers. She supports students in reading, literacy assessments, and end of the year testing. She also administers the ELPAC assessments for all students as required. The Head Start teacher regularly communicates with the TK and K teachers. This is an advantage of having a very small K-8 elementary school. As part of the consortium’s commitment to a PN-3 model, CJUSD and community programs serving children are in the process of establishing regular bi-directional communication and collaborative community engagement, anonymized data sharing, as well as finding more and consistent ways to engage and learn from families.**

## Required Questions

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

1. Which of the following model(s) of service delivery does the LEA plan to implement for UPK for all four-year-old children, including classes fully inclusive of children with disabilities, to provide access to the least restrictive environment for learning? [select all that apply]
	1. **TK offered at all sites**
	2. TK offered at some sites
	3. TK stand-alone classes
	4. **TK and kindergarten combination classes**
	5. CSPP and TK combination classes (CSPP funding and ADA funding)
	6. Locally-funded preschool and TK combination classes
	7. CSPP stand-alone classes
	8. **Head Start stand-alone classes**
	9. Other [describe, open response]
2. Does the LEA plan to implement full-day TK, part-day TK, or both?[[4]](#footnote-4) [select one]
	1. **Full-Day TK**
	2. Part-Day TK
	3. 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. [open response]

**The Cuyama Joint Unified plans to implement a full-day TK/K class, which is the current programming that is offered to families, with TK gradually being rolled out to all 4-year-olds according to the timeline set by the state. Additionally, a full-day Head Start option will continue to be available on site at the elementary school and will serve as an option for families. Both TK and Head Start programs promote school readiness of young children and Head Start provides comprehensive family services that support early learning, health, and family well-being. Student/teacher ratios are 1:10 for 4-year-olds and 1:8 for 3-year-olds at Head Start.**

**Cuyama Joint Unified School District is a very small district with a total of 175 students K-12th grade. It is expected that the district will continue to need only one TK/K full-day program kindergarten teacher for the 2022-23 school year.**

1. Does the LEA plan to begin operating a CSPP or expand its current CSPP contract? [select one]
	1. Yes - the LEA applied to expand its existing CSPP contract in 2022**–**23
	2. Yes - the LEA applied for a new CSPP contract in 2022**–**23
	3. Yes - the LEA will apply to expand its existing CSPP contract in future years (if funding is appropriated by the legislature)
	4. Yes - the LEA plans to apply to administer a CSPP contract in future years (if funding is appropriated by the legislature)
	5. **No - the LEA has no plans to begin or expand a CSPP contract in future years**
	6. No - the LEA plans to relinquish or reduce CSPP services in future years
2. If the LEA answered yes in question four, what age of children does the LEA plan to serve through a CSPP contract? [select all that apply] **NA**
	1. Three-year-old children
	2. Four-year-old children who will not be enrolled in TK in the current school year
	3. 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.)
	4. 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).
3. 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)?
	1. 2022**–**23 (Birthdays February 3 or after) [select one]
		1. Yes
		2. **No**
		3. Maybe
	2. 2023**–**24 (Birthdays April 3 or after) [select one]
		1. Yes
		2. **No**
		3. Maybe
	3. 2024**–**25 (Birthdays June 3 or after) [select one]
		1. Yes
		2. **No**
		3. 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?

**The CJUSD’s UPK plan prioritizes parental needs and choices by collaborating with partners to continuously engage families in opportunities to provide feedback, input, and participate in decision making. Regular parent/family surveys and community needs assessments will be conducted. In addition, the district will seek feedback from the School Site Council (SSC) and District English Language Advisory Committee (DELAC). Both groups meet with the Superintendent to provide feedback on how to spend federal categorical dollars, feedback on the district LCAP, and now to review and provide annual feedback on our UPK plan as well. Parent feedback is important to CJUSD.**

**Many families within our district rely on after-school care due to their work demands. Through UPK, families will have the opportunity to enroll their four-year-old students in the on-site Cuyama Joint Unified ASES extended day program or a full or half day at the local, on-site Head Start program. This allows each parent to make a choice based on their families’ needs and which program best aligns with their child(ren)’s developmental needs.**

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

**CJUSD plans to meaningfully engage extended learning and care with the input of the Early Learning partners and the ASES after-school Teacher on Special Assignment (TOSA) lead. The Superintendent works closely with the TOSA in developing the ASES after-school extended learning program, and works closely with the Kindergarten teacher, CommUnify Head Start program lead teacher, and the Cuyama Elementary teachers to write the ASES, Early Learning and UTK plans that are aligned and part of a comprehensive district plan.**

1. 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?

**The Cuyama Joint Unified School District is taking the following actions to partner with existing early education and expanded learning providers within CJUSD’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:**

1. **CJUSD has engaged the LPC in review of this UPK plan and has used the LPC needs assessment in its planning efforts with partners. As more is known about the early learning needs of families in the Cuyama Valley, the partners will engage with the local R&R to start up licensed family child care providers, perhaps in partnership with Head Start, if additional child care and extended learning opportunities are needed.**
2. **In 2021, the District partnered with the Cuyama Valley Family Resource Center and CommUnify Head Start to formally collaborate on a Prenatal - Grade 3 Early Learning Plan. This Early Learning Initiative will focus on 0-3 year-olds, 3-4 year-olds, and TK-3rd grade. The goal of this consortium and Early Learning Initiative is to build on existing services and create a local, coordinated early learning prenatal-to-grade three system through a 9-year grant from First 5 Santa Barbara County. The consortium is creating the infrastructure for continued collaboration and communication that includes the foundation for partners to work together to develop a UPK Plan that feeds into one cohesive, community-based ‘cradle to career’ system of care for all children ages 0-18. As part of this process, cross-trainings will be planned as well as opportunities for vertical and horizontal information sharing all of which will promote a successful PN-3 model within the UPK Plan. The consortium is working to closely monitor and assess the community’s needs throughout the planning and implementation periods.**
3. **An Early Learning Initiative Coordinator hired through Cuyama Valley Family Resource Center will work closely with the district’s Community Schools Coordinator to coordinate the services, articulation meetings, and will support the on-going collaboration among the different agencies. These two positions will work together to build alignment, coordination, and coordinated data sharing, all of which will help inform UPK implementation based on the community’s needs.**
4. **The current Expanded Learning providers are the Cuyama Joint Unified School District’s ASES program and Head Start. Both are offered on-site. This allows the district to align the services offered to our Cuyama Valley community to ensure family needs are met.**
5. 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)?

**CJUSD plans to maintain the current ASES After-School program offered to TK-8th grade students and their families. The district will be holding articulation and transitional meetings with the current CommUnify Head Start program that is operating at the Cuyama Elementary School. The CJUSD works closely with the Santa Barbara County Education Office’s Inclusion Program regarding the identification of children with special needs. Head Start offers a robust inclusion program with strong supports for children and families. The Head Start Lead teacher, the school district psychologist, Kindergarten teacher, and Santa Barbara County Office of Education SELPA staff will meet for a transitional IEP meeting to ensure services are continued once the student enters the TK classroom at Cuyama Joint Unified School District. Professional development and support will be offered to the TK and early learning staff through SELPA and through LPC and SBCEO inclusion training.**

1. 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.

 **The following is a sample schedule for TK and K students in 2022-2023:**

**8:00 – 8:20 a.m. Breakfast and playground**

**8:20 a.m. – 9:30 a.m. ELA**

**9:30 a.m. – 9:45 a.m. Recess/socialization**

**9:45 a.m. to 11:00 a.m. Mathematics/hands on activities**

**11:00 a.m. – 11:30 a.m. Lunch**

**11:30 a.m. – 1:00 p.m. ELD/Science**

**1:00 p.m. – 1:15 p.m. Recess**

**1:15- 2:45 p.m. Art/Science, Music**

**2:45 p.m. to 3:00 p.m. Snack**

**3:00-3:30 pm: SEL to support belonging, including outdoor activities**

**3:30-4:00 pm: Read Aloud with active engagement**

**4:00-5:00 p.m. PE and Exploratory learning hands-on opportunities**

**5:00 - 5:45 p.m. Art, Crafts, Homework Assistance**

**5:45 - 6:00 p.m. - Pick up time/closing**

**(ASES and/or after-school ELO-P tutorial will be offered to TK and K students that request the 9 hours for every day of the regular school day)**

**The following is a sample schedule for Head Start children in 2022-2023:**

**(\*Note: Free Choice and Small Group activities include structured Math, Art, HIstory, Music, Reading)**

**7:30-8:00am - Greeting of each family, Informal health-check of each child, Question of the Day, hand-washing, & each child moves their name on the “from home to school” attendance display**

**8:00-8:15am - Breakfast - Family-style dining and table talk**

**8:20am - Toothbrushing**

**8:30am Inside or Outside time - Child’s self-selection of planned activities**

**9:00-9:40am - Free choice (dramatic play, blocks, sensory, Library)**

**9:40-10:00am - Small Groups (activities and stories)**

**10:00-10:45am - Outdoors (dramatic plan, blocks, sensory, outside library)**

**10:45-10:55am - Bathroom and wash hands**

**10:55-11:30am - Lunch**

**11:30am-1:30pm - Naptime**

**1:30-1:50pm - Wake up and quite activities**

**1:50-2:15pm - Music and dancing**

**2:15-2:35pm - Snack**

**2:35-2:45pm- Departure**

### Required Questions

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

1. Identify which of the following opportunities the LEA implemented to obtain public input on the UPK Plan. [Select all that apply]
	1. Parent Teacher Association Meetings
	2. Family or parent surveys
	3. **English Learner Advisory Committee (ELAC)**
	4. **District English Learner Advisory Committee (DELAC)**
	5. Special Education Local Plan Area (SELPA)
	6. School Site Council
	7. District Advisory Committee
	8. LCAP educational partners input sessions
	9. Tribal Community input session
	10. Co-hosting events with community-based organizations (CBOs)
	11. **Hosting meet and greets with the early learning and care community**
	12. **LPC Meetings**
	13. Local Quality Counts California (QCC) consortia meetings
	14. First 5 County Commission meetings
	15. Community Advisory Committee (CAC)
	16. **Head Start Policy Council meetings**
	17. **Collaboration with parent engagement centers (for example, Parent Training and Information Center [PTIC], Community Parent Resource Center [CPRC], Family Empowerment Centers [FEC])**
	18. Other [describe, open response] **Parent Focus Groups**
2. Select which programs the LEA plans to combine with the TK instructional day to offer a minimum of nine hours per day of programming (instructional day plus programming) for children whose families opt in for extended learning and care. [select all that apply]
	1. **Expanded learning programs on an LEA site (ASES, 21st Century Community Learning Centers [21st CCLC], ELO-P)**
	2. Expanded learning programs at a CBO site (ASES, 21st CCLC, ELO-P)
	3. CSPP (on an LEA site)
	4. CSPP (at a CBO site)
	5. LEA- or locally-funded preschool
	6. **Head Start**
	7. LEA preschool funded with Title I of the Every Student Succeeds Act funds
	8. Other CBO preschool
	9. State subsidized child care (not including CSPP)
	10. Other [describe, open response]

## Focus Area C: Workforce Recruitment and Professional Learning

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

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

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

1. At least 24 units in early childhood education, or childhood development, or both.
2. 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).
3. 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:

1. Possess a current credential issued by the CTC authorizing teaching service in elementary school or a single subject credential in home economics; and
2. 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)?

**CJUSD is a very small district of approximately 175 TK-12 grade students. CJUSD has a very experienced TK/K teacher who meets the required TK requirements and will support the TK students over the next five years. The district will also utilize the services of a TK/K instructional assistant. The district recruits instructional assistants from the community of the Cuyama Valley as needed. The County Office of Education will provide support through learning institutes to provide any necessary extra units needed by new recruits and the County Human Resource division will assist with credentialing requirements. CJUSD will coordinate staff recruitment with Head Start, which provides services county-wide and has the ability to outreach through the early learning system.**

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

**CJUSD plans to partner on an aligned professional development effort through the Early Learning Initiative (ELI) led by the Cuyama Valley Family Resource Center. The CJUSD, with the assistance of the ELI coordinator, and in partnership with Head Start, the CJUSD’s ASES program and other early learning service providers, will plan and implement joint professional learning opportunities for all early learning teaching staff. In addition, the CJUSD has joined the SBCEO in pursuit of the Early Educator Development Grant focused on providing professional development and support to UTK and early learning teachers. If the district is funded for the Community Schools Partnership grant from CDE, the Coordinators of the ELI and CSP initiatives will assist in planning and scheduling joint professional learning opportunities that maximize a PN-3 model. The district leadership team, elementary principal, ECE leaders, as well as Head Start and elementary teachers will have the opportunity to observe high-quality UPK classrooms.**

1. 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:
	1. Who will receive this professional learning?

**A series of cross-trainings geared towards the elementary principal, school and Head Start teachers, after-school program staff, site supervisors, and CJUSD administrator will be made available annually to promote quality early learning and care and horizontal/vertical articulation across all early learning services. In support of the PN-3 model, this district will design a professional development plan with input from professionals across the 0-8 learning continuum and in partnership with SBCEO for the 2022-2023 school year, the 2023-2024 school year, and the 2024-2025 school year.**

* 1. What content will professional learning opportunities cover?

**The professional learning opportunities will cover the following:**

**A. Effective staff and student interactions**

**B. Direct Explicit Instruction**

**C. Literacy and language development based on the student developmental stage**

**D. Children developing math and science concepts based on the California Preschool Curriculum Frameworks as well as the kindergarten curriculum standards.**

**D. Children’s social emotional development**

**E. Implicit bias and culturally- and linguistically – responsive practices.**

**F. Adverse Childhood Experiences (ACEs) and trauma and healing informed practice.**

**G. Curriculum selection and implementation.**

**H. Use of technology and use of child assessments to inform instruction.**

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

**J. Engaging all culturally and linguistically diverse families within the Cuyama Valley.**

* 1. How will professional learning be delivered?

**Professional learning will be delivered in-person and via a virtual platform (if necessary). The CJUSD expects to deliver this professional learning through coaching and mentoring from SBCEO, classroom observations, workshops with external professional development providers (SBCEO, LPC, SELPA, CPIN, and others), and through the SBCEO induction program for new teachers. As much as possible, teachers from across the PN-grade 3 spectrum will participate in trainings together, to promote alignment and coordination.**

1. 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?

**The CJUSD is already a collaborative member of the Early Learning Initiative leadership team. The Cuyama Valley Family Resource Center (CVFRC) is heading this collaboration and partners include CJUSD, CommUnify (the local Head Start contractor) and other service providers from Santa Barbara County.**

**The CVFRC is planning to hire an Early Learning Coordinator to build the PN-3 system, support program strategies and alignment of the early learning and LEA systems, and track the progress of the Cuyama Valley students from infants to the end of 3rd grade against stated outcomes. This coordinator will hold ongoing meetings and communication with the CVFRC, CommUnify Head Start, and the Cuyama Joint Unified School District. The coordinator will track student academic progress from when the students are born through the end of the 3rd grade. This will allow for the horizontal and vertical collaboration necessary for a strong PN-3 system.**

**A collaborative learning community will be created encouraging participation from all teachers and staff serving children birth-through-Grade 3. The work of the learning community will ensure coordination and alignment across family engagement, early learning best practices, assessments, curriculum and evaluation.**

### Required Questions

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

1. Which of the following strategies does the LEA intend to use to support diverse and effective prospective TK teachers, including multilingual educators, to earn a Multiple Subject Teaching Credential? [select all that apply]
	1. **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**
	2. Apply for a California Classified School Employee Teacher Credentialing Program grant (<https://www.ctc.ca.gov/educator-prep/grant-funded-programs/Classified-Sch-Empl-Teacher-Cred-Prog>) on your own, with your COE, as part of a new collaborative, or by joining an existing Classified grant program to recruit teachers
	3. 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
	4. **Join an existing intern preparation program to recruit and prepare teachers for your LEA**
	5. Join an existing apprenticeship cohort program to recruit and prepare teachers for your LEA
	6. **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**
	7. Partner with the California Center on Careers to contact registrants who might be interested in becoming teachers for your LEA
	8. Provide information on scholarship and grant opportunities to CSPP and other staff interested in providing extended learning and care services
	9. **Apply for workforce development funding and competitive grant opportunities from the CDE**
	10. **Provide a stipend for tuition and fees for coursework leading to a Multiple Subject Teaching Credential**
	11. **Provide advising on credential requirements and options for how to meet these requirements**
	12. 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]
	13. Partner with a local IHE to provide other services to candidates seeking to earn a Multiple Subject Teaching Credential
	14. **Partner with a COE to provide other services to candidates seeking to earn a multiple subject credential**
	15. Other [describe, open response]
	16. None of the above, the LEA currently has enough Multiple Subject Teaching Credential holders to meet the need for TK educators
2. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective TK teachers, including multilingual educators, to meet the requirements under *EC* Section 48000(g)(4)? [select all that apply]
	1. **Partner with a local IHE offering eligible early childhood education or childhood development coursework**
	2. **Partner with an IHE or COE to operate cohort models for LEA teachers earning 24 units**
	3. **Provide information on scholarship and grant opportunities**
	4. **Apply for workforce development funding and grant opportunities**
	5. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree
	6. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit
	7. **Provide advising on requirements and how to meet the requirements**
	8. Offer unit-bearing IHE coursework at a local LEA site during times that work for teachers
	9. **Develop or work with an established mentorship program to support new TK teachers possible county support for single school districts, such as Cuyama (examples - Blochman, Guadalupe, Vista)**
	10. Other [describe, open response]
	11. None of the above; the LEA currently has enough Multiple Subject Teaching Credential holders who have at least 24 units in early childhood education, or childhood development, or both; professional experience in a classroom setting with preschool-age children that is comparable to the 24 units of education described in subparagraph (a); or a Child Development Teacher Permit issued by the CTC
3. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective **CSPP** teachers, including multilingual educators, to obtain a Child Development Teacher Permit [select all that apply] (N/A)
	1. Partner with a local IHE offering eligible early childhood education or childhood development coursework
	2. Partner with an IHE or COE to operate cohort models for educators working towards a Child Development Teacher Permit
	3. Provide information on scholarship and grant opportunities
	4. Apply for workforce development funding and grant opportunities
	5. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree
	6. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit
	7. Provide advising on requirements and planning for how to meet the Child Development Teacher Permit requirements
	8. Offer unit-bearing coursework at a local district site during times that work for teachers
	9. Other [describe, open response]
	10. None of the above, the LEA is not planning to support prospective CSPP educators in obtaining a Child Development Teacher Permit
4. On which child observational assessments does the LEA intend to offer professional learning to TK, CSPP, and other early education teachers during the 2022**–**23 school year? [select all that apply]
	1. **Ages & Stages Questionnaire (ASQ)**
	2. **BRIGANCE Early Childhood Screen**
	3. **Desired Results Developmental Profile (DRDP)**
	4. Developmental Reading Assessment (DRA)
	5. **LEA-based, grade level benchmarks and a report card**
	6. Teaching Strategies GOLD (TS GOLD)
	7. Work Sampling System (WSS)
	8. Other [describe, open response]
	9. The LEA does not plan to offer professional learning on child observational assessments
5. On what topics does the LEA intend to offer professional learning regarding early childhood education to site leaders and principals? [select all that apply]
	1. **Effective adult-child interactions**
	2. **Children’s literacy and language development (aligned with the Preschool Learning Foundations and Frameworks)**
	3. **Children’s developing math and science (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)**
	4. **Children’s social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)**
	5. **Implicit bias and culturally- and linguistically-responsive practice**
	6. **ACEs and trauma- and healing-informed practice**
	7. **Curriculum selection and implementation**
	8. **Creating developmentally-informed environments**
	9. **Administration and use of child assessments to inform instruction**
	10. **Support for multilingual learners, including home language development and strategies for a bilingual classroom**
	11. **Serving children with disabilities in inclusive settings, including Universal Design for Learning**
	12. **Engaging culturally- and linguistically-diverse families**
	13. **Other [describe, open response]**
	14. **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*.

**CJUSD will work with Head Start staff, TK and K teachers, and ASES staff to select a curriculum for UPK classrooms that aligns with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks and can be bridged across programs. Input and decision making consensus from these parties will ensure that the curriculum selected is optimal for Cuyama Valley’s children. The curriculum will focus on the domains of social-emotional development, language and literacy, English-language development, and mathematics. The curriculum provides a comprehensive understanding of what children learn in these domains. The domains align with the California Preschool Curriculum Frameworks which focuses on the same four domains listed in the California Preschool Learning Foundations.**

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

**The intended timeline for curriculum implementation, including steps for piloting input from the TK/K teacher (\*only one TK teacher for the district who has been instructing for years now) and a process for ensuring curriculum fidelity is the following: The TK/K teacher focuses on the areas of social-emotional development, rich language and literacy, English-language development, and mathematics. The teacher incorporates art, physical education, and hands-on activities throughout the week. Curriculum implementation for UPK may begin in 2023-2024 after programs have been vetted, approved by the CDE, and piloted by the TK teacher, Head Start, intervention teacher, ASES director, and instructional assistant. CJUSD will work with neighboring districts to provide similar or the same curriculum to engage in cross-district professional development and encourage UPK partnerships for staff.**

1. 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?

**CJUSD has a very experienced and professional teacher assigned to the TK/K classroom. She has a wealth of knowledge and strategies to support her classroom environment in regards to organization and behavior management strategies. The knowledge leads to a positive learning environment for a diverse population of UPK students each year. In addition, the CJUSD is partnering with SBCEO, as part of a consortium to be able to receive a grant that will focus on providing Professional Development to UPK teachers over the next four to five years. This Professional Development will focus on strategies to support the four-year-olds with transitions to Head Start, the TK/K school classroom setting and the ELO-P programming. All staff members at CJUSD reference the CASEL (Collaborative for Academic and Social Emotional Learning) Framework for age-appropriate practices and apply the UDL (Universal Designs for Learning) principles to provide all students with best practices to support learning.**

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

**Classroom practices for UPK will be integrated and aligned as the district has had TK/K students attending school and ASES for several years now, and is in partnership with Head Start to serve early learners. The TK/K teacher has a wealth of experience integrating the domains of social-emotional development, language and literacy, English-language development, and mathematics into the school instructional setting. Vertical teaming with Head Start staff, ASES staff and TK – 2nd grade teacher will support the alignment of CA Frameworks and Common Core State Standards. A PN-3 model is a core objective of the Early Learning Initiative so partners will be working together to establish vertical articulation across classrooms.**

1. 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)?

**The instructional practices that CJUSD plans to implement to support children with disabilities is the implementation of the Universal Design for Learning (UDL) whereby CJUSD assumes that barriers to learning are in the design of the environment and not in the student. UDL helps teachers anticipate and plan for all learners. This UDL makes sure that the greatest range of students can access and engage in learning. In addition, CJUSDis focused on providing UPK students a very effective and professional teacher with an experienced instructional assistant. The teacher and instructional assistant build nurturing and responsive relationships. The classroom is a high quality supportive environment that meets the needs of special education students, English Learners, and all Learners. Classrooms are set up for small groups, contain rich displays throughout, are literacy focused with calendar time, and learning goals are determined and monitored throughout the year. CJUSD staff provide targeted social emotional support and targeted intervention.**

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

**CJUSD plans to implement instructional practices to support the language and overall development of multilingual learners. Multilingual students have some expertise in their home language practices and come with a wealth of knowledge that the staff respects. The teacher encourages verbal retelling, explaining, narrating, peer exchange; all supported by anchor words, sentence stems, the use of visuals, and questioning techniques. These practices are aligned in Head Start and ELO-P opportunities.**

1. How does the LEA plan to assess dual language learners (DLLs) in areas other than English language acquisition?

**CJUSD plans to assess dual language learners (DLLs) in areas other than English language acquisition by providing a welcoming and positive environment in the classroom. The staff focuses on getting to know each child and his/her family and their background in order to build partnerships with the families. Positive relationships with children serve as an important foundation to build and promote the development of dual language learners. The CJUSD invites and encourages the use of a student’s native language in the classroom and school setting, as does Head Start.**

### Required Questions

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

1. Does the LEA plan to provide any of the following language model(s) for TK students? [select all that apply]
	1. Dual language program with a language allotment[[5]](#footnote-5) of 50/50 [open response for language offered]
	2. Dual language program with a language allotment of 90/10 [open response for language offered]
	3. Dual language program with a language allotment of 80/20 [open response for language offered]
	4. Dual language program with a language allotment of 70/30 [open response for language offered]
	5. **English-only instruction with home-language support**
	6. None
	7. Other [describe, open response]
2. If the LEA administers CSPP, does it plan to provide any of the following language model(s) for CSPP students? [select all that apply] **N/A**
	1. Dual language program with a language allotment[[6]](#footnote-6) of 50/50 [open response for language offered]
	2. Dual language program with a language allotment of 90/10 [open response for language offered]
	3. Dual language program with a language allotment of 80/20 [open response for language offered]
	4. Dual language program with a language allotment of 70/30 [open response for language offered
	5. English-only instruction with home-language support
	6. None
	7. Other [describe, open response]
3. Identify methods the LEA plans to use to support the development of social-emotional learning and executive function skills through specific instruction in these areas and by embedding and reinforcing this instruction in all curriculum areas. [select all that apply]
	1. **Provide training for staff on the Center on the Social Emotional Foundations for Early Learning (CSEFEL) Pyramid Model**
	2. **Implement the CSEFEL Pyramid Model in the classroom**
	3. **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)**
	4. **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**
	5. **Use developmental observations to identify children’s emerging skills and support their development through daily interactions**
	6. **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**
	7. **Staff development opportunities encouraging reflective practice and cross-level support for instruction specific to social-emotional learning and executive function skills**
	8. **Offer open-ended, self-directed learning opportunities that foster individual interests and curiosity and new learning**
4. What instructional practices does the LEA plan to implement to support children with disabilities in UPK programming? [select all that apply]
	1. **Implement Universal Design for Learning**
	2. **Provide adaptations to instructional materials**
	3. Provide specialized services (for example, occupational therapy, physiotherapy, speech and language pathology therapy) in the classroom with peer models
	4. **Implement social-emotional strategies, such as the Pyramid Model, CSEFEL, and others**
	5. Provide additional staff to support participation in instruction
	6. Other [open response]
5. What assessments does the LEA plan to use in TK or kindergarten? [select all that apply]
	1. **ASQ**
	2. **BRIGANCE Early Childhood Screen**
	3. **DRDP**
	4. DRA
	5. **LEA-based grade level benchmarks and a report card**
	6. TS GOLD
	7. WSS
	8. **Other [Kindergarten Student Assessment Profile (KSEP)]**
	9. The LEA does not plan to use a common TK assessment
	10. Unsure

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

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

**For Facilities:**

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

### 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?

**CJUSD has a proven track record of integrating younger children and older children on the same campus and ensures safety and appropriate commingling. The Cuyama Elementary School has a Head Start program run by CommUnify at the campus in its own classroom and its own play area on site at the elementary school. In addition, the school has its own TK/Kindergarten classroom with built-in restrooms and a designated play area. The 1st -3rd grade students have their own designated play area as well. Nap options are offered to 4-year-olds, and younger children are separated from older children during the after-school programming via separate playgrounds. All students eat in the cafeteria at staggered times**

**CJUSD and Head Start staff will together evaluate these buildings and playgrounds to ensure they fully meet or exceed Head Start, TK and Kindergarten CDE expectations and create a plan for improvements which will be incorporated into the CJUSD facilities plan. Application will be made for Preschool, TK and K facilities grant to upgrade or modify indoor and outdoor areas to ensure compliance and quality learning and care for children.**

1. Describe how the LEA plans to address transportation issues resulting from UPK implementation.

**CJUSD has designated bus routes for students currently in the Head Start program, the TK -12th grade program for several years now. This is not an issue in the CJUSD, but as enrollment grows in all early learning programs, transportation needs will continue to be assessed and services adjusted.**

1. 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)

**CJUSD is already implementing strategies to ensure TK students have access to meals and snacks and have adequate time to eat. Students in Head Start through 8th grade are dropped off at the Cuyama Elementary School by 7:45 a.m. TK students have plenty of time to eat breakfast and additional time to enjoy a few minutes of play in the designated playground. CJUSD will continue to meet and comply with all health and safety, state, and federal Child Nutrition Program regulations while implementing meal service.**

### 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? [open response]

**CJUSD provides a classroom for Head Start on campus, and does not anticipate any change to that arrangement. The operation of the Head Start program is included in the CJUSD LCAP.**

1. Does the LEA have adequate classroom space to meet the Projected Enrollment of TK students listed in the Projected Enrollment and Needs Assessment section of this document, for the respective implementation year? [multiple choice]
	1. **Yes**
	2. No
		1. If no, how many more classrooms does the LEA need? [identify number, open response]
		2. If no, how might the LEA provide classrooms in the timeframe needed? [describe, open response]
2. Does the space meet the kindergarten standards described in *California Code of Regulations*, Title 5, Section 14030(h)(2)? [multiple choice]
	1. **Yes**
	2. No
		1. 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]
3. Does the space contain necessary adaptive equipment, assistive technology, or other accommodations to ensure children with disabilities have access to education in the least restrictive environment? [multiple choice]
	1. **Yes**
	2. No
		1. If no, what modifications need to be made? What resources are needed to provide equipment or accommodations? [describe, open response]
4. Does the LEA’s Facilities Master Plan adequately address the need for UPK programming? [multiple choice]
	1. **Yes**
	2. No
		1. 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]
5. In which of the following areas does the LEA intend to make updates to facilities? [select all that apply]
	1. Turfed area
	2. Paved area
	3. Apparatus area
	4. Land required for buildings and grounds
	5. Total square feet required
	6. **None of the above**
6. What transportation will the LEA offer to children enrolled in TK? [select all that apply]
	1. **Transportation to and from the TK program**
	2. Transportation from the TK program to an extended learning and care opportunity on another LEA site
	3. 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)
	4. No transportation will be provided
7. Will the LEA offer transportation to transport TK children to extended learning and care opportunities that are at other sites than the one the child is enrolled at for TK?

## Technical Assistance Questions

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

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

1. What technical assistance would be most helpful related to projecting enrollment and assessing needs? [select all that apply]
	1. **Support for parent surveys to gauge interest in service delivery models**
	2. **Data analysis capacity building to support staff to refine enrollment projections based on community context**
	3. 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]
	1. **Adjusting classroom practices to support the district’s UPK model (for example, mixed-age classrooms**)
	2. Creating inclusive classrooms, including implementing Universal Design for Learning
	3. Templates or framework for drafting a P–3 vision that partners and parents support
	4. 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
	5. Support for developing and applying to administer a CSPP contract
	6. Technical assistance on how to integrate UPK and P–3 in the district LCAP
	7. **Guidance on best practices for smooth transitions through the P–3 continuum**
	8. 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]
	1. **Support for parent surveys and engagement activities to understand parent needs and support authentic choice**
	2. 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
	3. Guidance on best practices for enrolling more children with disabilities in UPK classrooms and providing services in inclusive settings
	4. 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
	5. **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]
	1. **Additional guidance on UPK workforce requirements (TK, CSPP, and other early learning and care providers)**
	2. **Creating joint professional learning opportunities for preschool and elementary school teachers within LEAs or across LEA- and CBO-administered programs**
	3. Strategies to support the teacher pipeline, including, but not limited to, recruiting multilingual educators, cohort models, apprenticeships, or residency programs
	4. Identifying the content, type, and frequency of professional learning opportunities given the needs of the community and the LEA’s P–3 vision
	5. Creating professional learning opportunities to provide site leaders with more early childhood knowledge
	6. Building partnerships with IHEs or COEs to support professional learning opportunities and degree attainment
	7. 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]
	1. Effective adult-child interactions
	2. **Children’s literacy and language development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)**
	3. **Children’s math and science development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)**
	4. Children’s social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
	5. Implicit bias and culturally- and linguistically-responsive practice
	6. **Trauma- and healing-informed practice**
	7. Curriculum selection and implementation
	8. Creating developmentally-informed environments
	9. **Administration and use of child assessments to inform instruction**
	10. Support for multilingual learners, including home language development and strategies for a bilingual classroom
	11. Serving children with disabilities in inclusive settings, including Universal Design for Learning
	12. 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]
	1. Coaching and mentoring
	2. Classroom observations and demonstration lessons with colleagues
	3. **Workshops with external professional development providers**
	4. Internally-delivered professional learning workshops and trainings
	5. 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]
	1. **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)**
	2. Guidance on the selection, development, or integration of developmentally-informed curricula and aligning curricula across the early grades
	3. Guidance and best practices on how to monitor and support curriculum fidelity in UPK settings
	4. **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**
	5. **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**
	6. Specific instructional strategies to support specific skills including, but not limited to, children’s social-emotional development and home language development
	7. Guidance on appropriate assessment selection and utilization
	8. 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]
	1. Using manipulatives to develop fine motor skills
	2. **Incorporating a balanced approach to teaching and learning that includes both child-initiated and teacher-guided activities**
	3. Facilitating the development of critical thinking skills through the inquiry process (for example, the scientific method) to enhance children’s learning experiences
	4. Using differentiated groups that include individual, small, and large group experiences
	5. Considering the structure of the daily routine to enhance individual and group learning experiences
	6. **Encouraging purposeful play, choice, social interactions, and collaboration**
	7. **Creating time and space for children to develop gross motor skills inside the classroom and in the outdoor environm**ent
	8. Using child development knowledge to guide instructional approaches
	9. Providing language- and literacy-rich environments
	10. Intentional planning of developmentally-informed practices and curriculum to meet the individual needs of children in combination classrooms
	11. Facilitating development and exploration through art
	12. Incorporating inclusive practices
	13. **Supporting students’ home language and English language developme**nt
	14. Incorporating materials and manipulatives that are culturally representative of the children served to support dramatic play that inspires engagement, communication, and understanding of diversity
	15. Universal Design for Learning
	16. 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]
	1. Guidance on how to modify an elementary school classroom to serve young children
	2. Strategies to address transportation issues related to UPK access and enrollment
	3. **Guidance to support strategies that ensure TK students have access to meals and adequate time to eat**
	4. **Making modifications to district data systems to support access to UPK assessment data and other relevant information across community and elementary school settings**
	5. **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

1. 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]
2. 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]
3. 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

1. 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]
2. 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]
3. 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]
1. <https://datausa.io/profile/geo/new-cuyama-ca> [↑](#footnote-ref-1)
2. 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. [↑](#footnote-ref-2)
3. See the implementation schedule above for changes in teacher/adult ratios over the implementation period. [↑](#footnote-ref-3)
4. 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. [↑](#footnote-ref-4)
5. The percentage of instructional time spent on the target language and English (e.g., in a 50/50 Spanish/English program, 50% of instructional time is spent on each language). [↑](#footnote-ref-5)
6. 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). [↑](#footnote-ref-6)