# Universal PreKindergarten Planning and Implementation Grant Program – Template

A Resource for Local Educational Agencies

California Department of Education

Released – February 2023

[Universal PreKindergarten Planning and Implementation Grant Program – Template 1](#_Toc127374001)

[Universal PreKindergarten in California 3](#_Toc127374002)

[The California Universal PreKindergarten Planning and Implementation Grant Program – Overview 3](#_Toc127374003)

[Template Purpose 5](#_Toc127374004)

[Accompanying Guidance 6](#_Toc127374005)

[Directions, Timeline, and Suggested Planning & Implementation Process 7](#_Toc127374006)

[Key Considerations 9](#_Toc127374007)

[Universal Transitional Kindergarten Implementation Timeline 9](#_Toc127374008)

[Supporting a Preschool through Third Grade Continuum 10](#_Toc127374009)

[Full-Day, Extended Learning and Care 11](#_Toc127374010)

[Creating Joint or Aligned Plans 11](#_Toc127374011)

[UPK Template 12](#_Toc127374012)

[Self-Certification 12](#_Toc127374013)

[Self-Certification Table 12](#_Toc127374014)

[Enrollment and Needs Assessment 13](#_Toc127374015)

[Recommended Planning Questions 13](#_Toc127374016)

[Required Questions 16](#_Toc127374022)

[Focus Area A: Vision and Coherence 17](#_Toc127374023)

[Recommended Planning Questions 17](#_Toc127374024)

[Required Questions 17](#_Toc127374025)

[Focus Area B: Community Engagement and Partnerships 23](#_Toc127374026)

[Recommended Planning Questions 23](#_Toc127374027)

[Required Questions 23](#_Toc127374028)

[Focus Area C: Workforce Recruitment and Professional Learning 26](#_Toc127374029)

[Recommended Planning Questions 26](#_Toc127374030)

[Required Questions 27](#_Toc127374031)

[Focus Area D: Curriculum, Instruction, and Assessment 44](#_Toc127374032)

[Recommended Planning Questions 44](#_Toc127374033)

[Required Questions 44](#_Toc127374034)

[Focus Area E: LEA Facilities, Services, and Operations 50](#_Toc127374035)

[Recommended Planning Questions 50](#_Toc127374036)

[Required Questions 50](#_Toc127374037)

[Technical Assistance Questions 53](#_Toc127374038)

[Appendix I – Definitions 58](#_Toc127374039)

[Appendix II - Additional Deeper Planning Questions 60](#_Toc127374040)

[Focus Area A: Vision and Coherence 60](#_Toc127374041)

[Focus Area C: Workforce Recruitment and Professional Learning 60](#_Toc127374042)

[Focus Area D: Curriculum, Instruction, and Assessment 60](#_Toc127374043)

[Focus Area E: LEA Facilities, Services, and Operations 61](#_Toc127374044)

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

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

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

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

As a condition of apportionment, all LEAs must provide data to the CDE through the UPK Program Report, ensure expenditures are consistent with their local plan and offer TK to all eligible pupils interested in TK within their attendance area by the 2025–26 school year. LEAs must commit to planning with their county’s local planning council (LPC), local tribes, CSPP, and Head Start program providers in their region. The CDE must encumber funds by June 30, 2026. LEAs will have until June 30, 2026, to use the funds.

LEAs are strongly encouraged to share their UPK Plan with their COE before submitting data to the CDE through the UPK Program Report.

The intent of the Expanded Learning Opportunities Program (ELO-P) is that all LEAs offer to *at least all unduplicated students* and provide to *at least 50 percent of enrolled unduplicated students* in classroom-based instructional programs in TK and grades one to six, inclusive, 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 hours of combined instructional time and expanded learning opportunities per instructional day (*EC* Section 46120).

Beginning in 2023–24, as a condition of apportionment, LEAs with an unduplicated pupil percentage (UPP) at or above 75 percent shall offer to all students in classroom-based instructional programs in K and grades one to six, inclusive, access to ELO-Ps, and shall provide access to any student whose parent or guardian requests their placement in a program. LEAs with an UPP below 75 percent must offer *at least all unduplicated students* in classroom-based instructional programs in TK-6, inclusive, access to the ELO-P, and shall provide access to any unduplicated student whose parent or guardian requests their placement in a program. 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.

## Template Purpose

The UPK Program Template has been created to: (1) offer planning and implementation questions for LEA consideration in developing a UPK Program 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 required planning and implementation questions. Collectively, the required questions form a set of core questions the CDE believes are critical to supporting the development of a comprehensive, responsive, and community-centered UPK Program.[[1]](#footnote-2)

* **Recommended Questions:** LEAs are highly encouraged to incorporate answers to these questions in their UPK Plans for implementation. Responses to these questions are not required for submission to the CDE but do support more holistic planning and implementation that meets the intent of these funds.
* **Required questions:** LEAs will be required to answer the required data questions outlined in this template in the UPK Program Report that will be issued by the CDE. If the LEA did not develop the 2021–22 UPK Plan required pursuant to *EC* 8281.5(c)(3)(B), the LEA must develop a 2022–23 UPK Plan for consideration by the governing board or body at a public meeting on or before March 30, 2023.[[2]](#footnote-3)

The CDE will be collecting information on the answers to the required questions after March 30, 2023, through the UPK Program Report. This will allow the CDE to learn about how LEAs are implementing UPK, and to identify what additional support may be needed to help LEAs as they implement their UPK Program.

The questions required for submission to the CDE should be answered based on what the LEA has implemented in the 2022–23 school year. However, the CDE encourages LEAs to look beyond the first years 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 Template is organized as follows:

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

## Accompanying Guidance

To help introduce LEA leaders to early education concepts, agencies, and structures, the CDE has released an accompanying Guidance Document, that includes information on the following:

1. Local LEA indirect service agencies and partners (for example, childcare 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:
	1. 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);
	2. Funding sources that can be utilized for facilities;
	3. 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 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.

## Directions, Timeline, and Suggested Planning & Implementation Process

The CDE will disseminate the UPK Program Report to collect responses to the required questions in this template. If the LEA did not develop the 2021–22 UPK Plan required pursuant to *EC* Section 8281.5(c)(3)(B), the LEA must develop a 2022–23 UPK plan for consideration by the governing board or body at a public meeting on or before March 30, 2023.[[3]](#footnote-4) 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 has facilitated 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 recommends the following process and timeline for LEAs that did not develop a 2021–22 UPK Plan:

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, has released 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 should communicate with the LEAs in their county about the types of information, resources, and technical assistance the COE has offered to support the UPK planning process.
4. LEAs conduct outreach and engagement activities with local R&Rs, LPCs, local tribes, and existing extended learning and care providers including early learning and childcare providers operating within the LEA’s enrollment attendance boundary.[[4]](#footnote-5)
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 (ASES Program). To ensure meaningful engagement, the CDE recommends LEAs complete this by January 1, 2023.[[5]](#footnote-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 February 15, 2023.
7. Planning teams meet with the COE to discuss the LEA’s draft, including local constituency input, by March 1, 2023.
8. Planning teams present a draft plan to the school board by **March 30, 2023.**
9. The plan shall demonstrate how families 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.

LEAs shall respond to the CDE's subsequent requests for information after March 30, 2023.

## Key Considerations

### Universal Transitional Kindergarten Implementation Timeline

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

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

| **Type of Requirement** | **2022–23** | **2023–24** | **2024–25** | **2025–26** |
| --- | --- | --- | --- | --- |
| **Eligibility** | Turn five 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** | 1:12 | 1:10\*\* | 1:10\*\* | 1:10\*\* |
| **Class Size** | 24 | 24 | 24 | 24 |

\* average class size across the school site

\*\* Subject to future legislative appropriation

\*\*\* Pursuant to *EC* Section 37200 the end of the school year is June 30th

### Supporting a Preschool through Third Grade Continuum

The Preschool through Third Grade (P-3) Alignment Initiative is 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 implementation is aligned with the vision of a P-3 continuum, the LEA team for UPK Program implementation 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 after-school, 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 continued outreach to the early learning and care providers that operate within the ZIP codes that the LEA serves to include them in informing the implementation of the LEA’s UPK Program.

For LEAs that did not previously create a 2021–22 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 January 1, 2023. 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 childcare) 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 at least 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 also partner with Head Start, CSPP, ASES, or other community-based childcare 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 that did not previously create a 2021–22 UPK plan)*

LEAs are permitted to partner in creating a joint UPK Plan, however, each LEA must submit their UPK Plan individually through the UPK Program Report. Small and rural LEAs serving similar communities, especially those with low TK or K 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 create 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 Template

**Recommended Planning Questions:** The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions below.

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

### Self-Certification

In the data collection survey submitted to the CDE, LEAs must self-certify they are implementing a plan for how all children in the attendance area of the LEA will have access to full-day learning programs the year before K that meet the needs of parents, including through partnerships with the LEA’s expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

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

1. Please complete the following table:

#### Self-Certification Table

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

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

### Enrollment and Needs Assessment

#### Recommended Planning Questions

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

**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. 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 were currently not available. The programs are now available since the pandemic was declared over.**

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.[[6]](#footnote-7) Complete the following tables.[[7]](#footnote-8)

#### Table: Student Enrollment

| Type of Student | 2021–22(TK-eligible children turn five between September 2 and December 2, inclusive) | 2022–23 (Current)(TK-eligible children turn five between September 2 and February 2, inclusive) | 2023–24(TK-eligible children turn five between September 2 and April 2, inclusive) | 2024–25(TK-eligible children turn five between September 2 and June 2, inclusive) | 2025–26(TK-eligible children turn four by September 1) |
| --- | --- | --- | --- | --- | --- |
| TK Students | 3 | 13 | 3 | 7 |  **9** |
| CSPP (if applicable) | N/A | N/A | N/A | N/A | N/A |

#### Table: Facilities Estimates (Cumulative)

| Type of Facility Needed | 2021–22 | 2022–23 (Current) | 2023–24 | 2024–25 | 2025–26 |
| --- | --- | --- | --- | --- | --- |
| **TK Classrooms** | 1 | 1 | 1 | [1 | 1 |
| **CSPP Classrooms** | N/A | N/A | N/A | N/A | N/A |
| **Head Start or Other Early Learning and Care Classrooms** | 1 | 1 | 1 | 1 | 1 |

#### Table: Staffing Estimates (Cumulative)

| Type of Staff Needed | 2021–22 | 2022–23 (Current) | 2023–24 | 2024–25 | 2025–26 |
| --- | --- | --- | --- | --- | --- |
| **Ratios** | N/A | 1:12 | 1:10\*\* | 1:10\*\* | 1:10\*\* |
| **Class Size** | 24\* | 24\* | 24\* | 24\* | 24\* |
| **TK Credentialed Teacher** | 1 | 1 | 1 | 1 | 1 |
| **TK Teacher’s Assistants** | 1 | 1 | 1 | 1 | 1 |
| **CSPP Teacher (if applicable)** | 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 |
| **Early Education District-level staffing (if applicable)** | N/A | N/A | N/A | N/A | N/A |

\*average class size across the school site

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

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 in the table below.

**For the 2022-2023 school year, CJUSD offered in-person after-school expanded learning opportunities to transitional kindergarten students via the district’s ASES after-school program and full-day Head Start. 1 transitional kindergarten students utilized the extended learning and care services in addition to the TK full-day instructional minutes. 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: Number of Transitional Kindergarten Students Utilizing Extended Learning and Care

| 2021–22 | 2023–24 (Current) | 2023–24 | 2024–25 | 2025–26 |
| --- | --- | --- | --- | --- |
| 0 | 2 | 2 | 3 | 3 |

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

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

| Slot Type | 2021–22 | 2022–23 (Current) | 2023–24 | 2024–25 | 2025–26 |
| --- | --- | --- | --- | --- | --- |
| **CSPP** | 5 | 5 | 5 | 5 | [5 |
| **Head Start** | N/A | N/A | N/A | N/A | N/A |
| **ASES Program/ELO-P** | 5 | 5 | 5 | 5 | 5 |

#### Required Questions

There are no required questions in this section.

### Focus Area A: Vision and Coherence

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

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

#### Recommended Planning Questions

1. In addition to TK, what service delivery models have been 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 has been available from 2:45 p.m. until 5:45 p.m. beginning in August of 2022 and currently. 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 supports and monitors the UPK program and facilitate connections with 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) planning funding with the ELI partners. That funding has been secured for the planning stage, a CSP coordinator will be hired to plan with the ELI coordinator, focusing on grades 4 through high school and beyond.**
1. Identify how UPK leadership has been integrated in the decision-making process at the executive or cabinet level.

**CJUSD Relied 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 integrated their knowledge of students and leadership in the decision-making process. UPK leadership has 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. An application for the California Community Schools Partnership grant has been approved for 2022-2023 and 2023-2024 for planning purposes. CJUSD will apply for the 5-year CCSP grant by March 2024.**

1. Describe how the LEA has ensured the inclusion of students with disabilities in UPK classrooms, including which staff and any outside supports will be involved in the process.

**CJUSD plans ensure the inclusion of students with disabilities in the UPK classrooms. The staff that is 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, developed 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 has supported 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

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

**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. Who is the individual (at the LEA) who is responsible for key functions pertaining to implementing UPK? [open response]
	1. First and last name: **Alfonso Gamino**
	2. Title: **Superintendent/Principal**
	3. Email: **agamino@cuyamaunified.org**
	4. Phone Number: **661-766-2642**
2. Has the LEA integrated UPK into the LCAP? [select one]
	1. **Yes**
	2. Not yet but we plan to
	3. No, not sure we plan to
	4. No, no plan to
	5. We would like to but are unsure how to do this
	6. Unsure
3. Does your LEA offer TK at all elementary schools in the district?
	1. **Yes, all sites**
	2. No
		1. If no, at how many elementary schools is TK offered in 2022–23? [open response]
		2. If no, at how many elementary schools will TK be offered in 2023–24? [open response]
4. How many of the following types of early learning classes does your LEA currently offer? Please complete the table below, also indicating how many of these classes are fully inclusive of children with disabilities, providing access to the least restrictive environment for learning.

| **Type of class** | **Number of classrooms** | **Percentage of these classes that are fully inclusive of students with disabilities** |
| --- | --- | --- |
| **TK standalone classes** | 0 | * + - 1. 0–20%
			2. 21–40%
			3. 41–60%
			4. 61–80%
			5. 81–100%
 |
| **TK-kindergarten combination classes** | 1 | * + - 1. 0–20%
			2. 21–40%
			3. 41–60%
			4. 61–80%
			5. **81–100%**
 |
| **CSPP and TK combination classes (CSPP funding and ADA funding)** | 0 | * + - 1. 0–20%
			2. 21–40%
			3. 41–60%
			4. 61–80%
			5. 81–100%
 |
| **Locally-funded preschool and TK combination classes** | 0 | * + - 1. 0–20%
			2. 21–40%
			3. 41–60%
			4. 61–80%
			5. 81–100%
 |
| **CSPP standalone classes** | 0 | * + - 1. 0–20%
			2. 21–40%
			3. 41–60%
			4. 61–80%
			5. 81–100%
 |
| **Head Start standalone classes** | 1 | * + - 1. 0–20%
			2. 21–40%
			3. 41–60%
			4. 61–80%
			5. **81–100%**
 |
| **Other early learning classes (Please describe)** | o | * + - 1. 0–20%
			2. 21–40%
			3. 41–60%
			4. 61–80%
			5. 81–100%
 |

1. Has the LEA implemented full-day TK (more than four hours), part-day TK (less than four hours), or both?[[8]](#footnote-9) [select one]
	1. **Full Day TK**
	2. Part Day TK
	3. Both
2. Describe how the LEA changed its TK and other early learning programming from 2021–22 to 2022–23, if at all. [open response – character limit 1,000]

**The LEA has not changed its TK and CommUnify Head Start partnership program from 2021-2022 to 2022-2023. Both the district TK and CommUnify Head Start program offer a full day instructional program from 8:20 a.m. until 2:45 p.m. The district TK program is enrolling TK students according to the date implementation plan. By 2025-2026, the district will be enrolling all 4 year olds into the TK program as outlined by the state.**

1. Did the LEA operate a CSPP?
	1. Yes
		1. If yes, did the LEA apply to expand a CSPP contract?
			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. The LEA will apply to expand its existing CSPP contract in future years (if funding is appropriated by the legislature)
			4. No, the LEA operated a CSPP but did not expand its CSPP contract
			5. No, the LEA plans to relinquish or reduce CSPP services in future years
	2. **No**
		1. If no, does the LEA plan to contract with CSPP in future years?
			1. Yes
			2. **No**
2. If the LEA answered yes in question four, what age of children did the LEA serve through a CSPP contract? [select all that apply] **N/A**
	1. Three-year-old children
	2. Four-year-old children who were not enrolled in TK in the 2022–23 school year
	3. Four-year-old children who were not enrolled in early admittance TK on their fifth birthday but who were not yet enrolled because their birthday did not fall in the range for which LEAs were 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 were enrolled in TK, including early admittance TK (CSPP provided extended learning and care in addition to the TK instructional day).
	5. Not applicable (LEA does not serve children through CSPP)
3. Please indicate if the LEA expanded access to early TK, or plans to expand access to early TK, for children whose fifth birthday occurred after the enrollment date for the year of implementation (see implementation timeline above).
	1. Expanded access 2022–23 (birthdays February 2 and after) [select one]
		1. Yes
		2. **No**
	2. Planning for expanded access 2023–24 (birthdays April 3 or after) [select one]
		1. Yes
		2. **No**
		3. Maybe
	3. Planning for expanded access 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

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

**The Cuyama Joint Unified School District has 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. **The district’s Community Schools Coordinator will 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 has the LEA created or expanded partnerships with early learning and care providers serving children with disabilities (including how the LEA planned to collaborate with their SELPA to enroll more children with disabilities in inclusive UPK opportunities)?

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

**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

1. How has the LEA’s UPK Plan prioritized parental needs for UPK options? What has the LEA done to learn about family preferences for availability of care, cost, and curriculum?

**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 has the LEA engaged 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. 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/caregiver 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-hosted events with community-based organizations (CBOs)
	11. **Hosted 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. **Collaborated 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]
2. When soliciting public input, which languages other than English were used to communicate? [select all that apply]
	1. Arabic
	2. Armenian
	3. Chinese (Cantonese)
	4. Chinese (Mandarin)
	5. Farsi
	6. Hmong
	7. Japanese
	8. Khmer
	9. Korean
	10. Laotian
	11. Punjabi
	12. Russian
		1. **Spanish**
	13. Tagalog (including Filipino)
	14. Vietnamese
	15. Other [open response]
3. Select which programs the LEA combined with the TK instructional day to offer a full day of programming (instructional day plus extended programming) for children whose families opt in for extended learning and care. [select all that apply]
	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. None
	11. 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.)

*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 **or** the Emergency Specialist Teaching Permit in Early Childhood Education, also known as the Emergency Transitional Kindergarten Permit issued by the Commission on Teacher Credentialing (CTC)

\*\*Additional credential options include:

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

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

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

1. How has the LEA recruited 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 182 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. CJUSD has a TK/K teacher that plans to teach for the this class for the foreseeable future.**

1. How has the LEA partnered with CSPP (LEA School CSPPs & Non-LEA CSPPs), 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. How has the LEA facilitated the development of a district early education leadership team (across grade levels and departments) and promoted 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 district is planning to hire a Schools Community 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.**

1. How has the LEA determined the professional development needs of their staff?

**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.**

#### Required Questions

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

**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.**

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

**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.**

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

| **Professional Learning Opportunities for TK staff** **(choose up to 3)** | **Modality and Frequency****(Select all that apply)** | **Audience****(Select all that apply)** |
| --- | --- | --- |
| Effective adult-child interactions | * In-Classroom Coaching (one or two times)
* In-Classroom Coaching (monthly or more frequently)
* One or multi-day workshop – Off-site
* One or multi-day LEA onsite professional development (for example, Annually)
* **Ongoing LEA - onsite professional development (for example, Monthly)**
* Online course
* Webinar
* Other [open response]
 | * **Lead teachers**
* Assistant teachers
* Paraeducators
* **Administrators**
* Coaches
* Other support staff
* **Offered Jointly with K, 1, 2, or 3 Grade Levels**
* Offered jointly with CSPP, Head Start, or other preschool program
* Other [open response]
 |
| Children’s literacy and language development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks) | * In-Classroom Coaching (one or two times)
* In-Classroom Coaching (monthly or more frequently)
* One or multi-day workshop – Off-site
* One or multi-day LEA onsite professional development (for example, Annually)
* Ongoing LEA - onsite professional development (for example, Monthly)
* Online course
* Webinar
* Other [open response]
 | * Lead teachers
* Assistant teachers
* Paraeducators
* Administrators
* Coaches
* Other support staff
* Offered Jointly with K, 1, 2, or 3 Grade Levels
* Offered jointly with CSPP, Head Start, or other preschool program
* Other [open response]
 |
| Children’s developing math and science (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks) | * In-Classroom Coaching (one or two times)
* In-Classroom Coaching (monthly or more frequently)
* One or multi-day workshop – Off-site
* One or multi-day LEA onsite professional development (for example, Annually)
* Ongoing LEA - onsite professional development (for example, Monthly)
* Online course
* Webinar
* Other [open response]
 | * Lead teachers
* Assistant teachers
* Paraeducators
* Administrators
* Coaches
* Other support staff
* Offered Jointly with K, 1, 2, or 3 Grade Levels
* Offered jointly with CSPP, Head Start, or other preschool program
* Other [open response]
 |
| Children’s social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks) | * In-Classroom Coaching (one or two times)
* In-Classroom Coaching (monthly or more frequently)
* One or multi-day workshop – Off-site
* One or multi-day LEA onsite professional development (for example, Annually)
* **Ongoing LEA - onsite professional development (for example, Monthly)**
* Online course
* Webinar
* Other [open response]
 | * **Lead teachers**
* Assistant teachers
* Paraeducators
* **Administrators**
* Coaches
* Other support staff
* **Offered Jointly with K, 1, 2, or 3 Grade Levels**
* Offered jointly with CSPP, Head Start, or other preschool program
* Other [open response]
 |
| Implicit bias and culturally- and linguistically-responsive practice | * In-Classroom Coaching (one or two times)
* In-Classroom Coaching (monthly or more frequently)
* One or multi-day workshop – Off-site
* One or multi-day LEA onsite professional development (for example, Annually)
* Ongoing LEA - onsite professional development (for example, Monthly)
* Online course
* Webinar
* Other [open response]
 | * Lead teachers
* Assistant teachers
* Paraeducators
* Administrators
* Coaches
* Other support staff
* Offered Jointly with K, 1, 2, or 3 Grade Levels
* Offered jointly with CSPP, Head Start, or other preschool program
* Other [open response]
 |
| Adverse Childhood Experiences (ACEs) and trauma- and healing-informed practice | * In-Classroom Coaching (one or two times)
* In-Classroom Coaching (monthly or more frequently)
* One or multi-day workshop – Off-site
* One or multi-day LEA onsite professional development (for example, Annually)
* Ongoing LEA - onsite professional development (for example, Monthly)
* Online course
* Webinar
* Other [open response]
 | * Lead teachers
* Assistant teachers
* Paraeducators
* Administrators
* Coaches
* Other support staff
* Offered Jointly with K, 1, 2, or 3 Grade Levels
* Offered jointly with CSPP, Head Start, or other preschool program
* Other [open response]
 |
| Curriculum selection and implementation | * In-Classroom Coaching (one or two times)
* In-Classroom Coaching (monthly or more frequently)
* One or multi-day workshop – Off-site
* One or multi-day LEA onsite professional development (for example, Annually)
* Ongoing LEA - onsite professional development (for example, Monthly)
* Online course
* Webinar
* Other [open response]
 | * Lead teachers
* Assistant teachers
* Paraeducators
* Administrators
* Coaches
* Other support staff
* Offered Jointly with K, 1, 2, or 3 Grade Levels
* Offered jointly with CSPP, Head Start, or other preschool program
* Other [open response]
 |
| Creating developmentally-informed environments | * In-Classroom Coaching (one or two times)
* In-Classroom Coaching (monthly or more frequently)
* One or multi-day workshop – Off-site
* One or multi-day LEA onsite professional development (for example, Annually)
* Ongoing LEA - onsite professional development (for example, Monthly)
* Online course
* Webinar
* Other [open response]
 | * Lead teachers
* Assistant teachers
* Paraeducators
* Administrators
* Coaches
* Other support staff
* Offered Jointly with K, 1, 2, or 3 Grade Levels
* Offered jointly with CSPP, Head Start, or other preschool program
* Other [open response]
 |
| Administration and use of child assessments to inform instruction | * In-Classroom Coaching (one or two times)
* In-Classroom Coaching (monthly or more frequently)
* One or multi-day workshop – Off-site
* One or multi-day LEA onsite professional development (for example, Annually)
* **Ongoing LEA - onsite professional development (for example, Monthly)**
* Online course
* Webinar
* Other [open response]
 | * **Lead teachers**
* Assistant teachers
* Paraeducators
* **Administrators**
* Coaches
* Other support staff
* **Offered Jointly with K, 1, 2, or 3 Grade Levels**
* Offered jointly with CSPP, Head Start, or other preschool program
* Other [open response]
 |
| Support for multilingual learners, including home language development and strategies for a bilingual classroom | * In-Classroom Coaching (one or two times)
* In-Classroom Coaching (monthly or more frequently)
* One or multi-day workshop – Off-site
* One or multi-day LEA onsite professional development (for example, Annually)
* Ongoing LEA - onsite professional development (for example, Monthly)
* Online course
* Webinar
* Other [open response]
 | * Lead teachers
* Assistant teachers
* Paraeducators
* Administrators
* Coaches
* Other support staff
* Offered Jointly with K, 1, 2, or 3 Grade Levels
* Offered jointly with CSPP, Head Start, or other preschool program
* Other [open response]
 |
| Serving children with disabilities in inclusive settings, including Universal Design for Learning | * In-Classroom Coaching (one or two times)
* In-Classroom Coaching (monthly or more frequently)
* One or multi-day workshop – Off-site
* One or multi-day LEA onsite professional development (for example, Annually)
* Ongoing LEA - onsite professional development (for example, Monthly)
* Online course
* Webinar
* Other [open response]
 | * Lead teachers
* Assistant teachers
* Paraeducators
* Administrators
* Coaches
* Other support staff
* Offered Jointly with K, 1, 2, or 3 Grade Levels
* Offered jointly with CSPP, Head Start, or other preschool program
* Other [open response]]
 |
| Engaging culturally- and linguistically-diverse families | * In-Classroom Coaching (one or two times)
* In-Classroom Coaching (monthly or more frequently)
* One or multi-day workshop – Off-site
* One or multi-day LEA onsite professional development (for example, Annually)
* Ongoing LEA - onsite professional development (for example, Monthly)
* Online course
* Webinar
* Other [open response]
 | * Lead teachers
* Assistant teachers
* Paraeducators
* Administrators
* Coaches
* Other support staff
* Offered Jointly with K, 1, 2, or 3 Grade Levels
* Offered jointly with CSPP, Head Start, or other preschool program
* Other [open response]
 |
| Early childhood behavioral health (e.g. early childhood mental health consultation) | * In-Classroom Coaching (one or two times)
* In-Classroom Coaching (monthly or more frequently)
* One or multi-day workshop – Off-site
* One or multi-day LEA onsite professional development (for example, Annually)
* Ongoing LEA - onsite professional development (for example, Monthly)
* Online course
* Webinar
* Other [open response]
 | * Lead teachers
* Assistant teachers
* Paraeducators
* Administrators
* Coaches
* Other support staff
* Offered Jointly with K, 1, 2, or 3 Grade Levels
* Offered jointly with CSPP, Head Start, or other preschool program
* Other [open response]
 |
| Other [open response] | * In-Classroom Coaching (one or two times)
* In-Classroom Coaching (monthly or more frequently)
* One or multi-day workshop – Off-site
* One or multi-day LEA onsite professional development (for example, Annually)
* Ongoing LEA - onsite professional development (for example, Monthly)
* Online course
* Webinar
* Other [open response]
 | * Lead teachers
* Assistant teachers
* Paraeducators
* Administrators
* Coaches
* Other support staff
* Offered Jointly with K, 1, 2, or 3 Grade Levels
* Offered jointly with CSPP, Head Start, or other preschool program
* Other [open response]
 |

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

| **Professional Learning Opportunities for CSPP staff** **(choose up to 3)** | **Modality and Frequency****(Select all that apply)** | **Audience****(Select all that apply)** |
| --- | --- | --- |
| Effective adult-child interactions | * In-classroom coaching (one or two times)
* In-classroom coaching (monthly or more frequently)
* One or multi-day workshop – offsite
* One or multi-day CSPP - onsite professional development
* Ongoing (for example, monthly) CSPP - onsite professional development
* Online course
* Webinar
* Other [open response]
 | * Lead teachers
* Assistant teachers
* Paraeducators
* Administrators
* Coaches
* Other support staff
* Offered Jointly with TK
* Offered Jointly with other preschool programs (for example, Head Start)
* Offered as part of local QCC consortia professional development
* Other [open response]
 |
| Children’s literacy and language development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks) | * In-classroom coaching (one or two times)
* In-classroom coaching (monthly or more frequently)
* One or multi-day workshop – offsite
* One or multi-day CSPP - onsite professional development
* Ongoing (for example, monthly) CSPP - onsite professional development
* Online course
* Webinar
* Other [open response]
 | * Lead teachers
* Assistant teachers
* Paraeducators
* Administrators
* Coaches
* Other support staff
* Offered Jointly with TK
* Offered Jointly with other preschool programs (for example, Head Start)
* Offered as part of local QCC consortia professional development
* Other [open response]
 |
| Children’s developing math and science (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks) | * In-classroom coaching (one or two times)
* In-classroom coaching (monthly or more frequently)
* One or multi-day workshop – offsite
* One or multi-day CSPP - onsite professional development
* Ongoing (for example, monthly) CSPP - onsite professional development
* Online course
* Webinar
* Other [open response]
 | * Lead teachers
* Assistant teachers
* Paraeducators
* Administrators
* Coaches
* Other support staff
* Offered Jointly with TK
* Offered Jointly with other preschool programs (for example, Head Start)
* Offered as part of local QCC consortia professional development
* Other [open response]
 |
| Children’s social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks) | * In-classroom coaching (one or two times)
* In-classroom coaching (monthly or more frequently)
* One or multi-day workshop – offsite
* One or multi-day CSPP - onsite professional development
* Ongoing (for example, monthly) CSPP - onsite professional development
* Online course
* Webinar
* Other [open response]
 | * Lead teachers
* Assistant teachers
* Paraeducators
* Administrators
* Coaches
* Other support staff
* Offered Jointly with TK
* Offered Jointly with other preschool programs (for example, Head Start)
* Offered as part of local QCC consortia professional development
* Other [open response]
 |
| Implicit bias and culturally- and linguistically-responsive practice | * In-classroom coaching (one or two times)
* In-classroom coaching (monthly or more frequently)
* One or multi-day workshop – offsite
* One or multi-day CSPP - onsite professional development
* Ongoing (for example, monthly) CSPP - onsite professional development
* Online course
* Webinar
* Other [open response]
 | * Lead teachers
* Assistant teachers
* Paraeducators
* Administrators
* Coaches
* Other support staff
* Offered Jointly with TK
* Offered Jointly with other preschool programs (for example, Head Start)
* Offered as part of local QCC consortia professional development
* Other [open response]
 |
| Adverse Childhood Experiences (ACEs) and trauma- and healing-informed practice | * In-classroom coaching (one or two times)
* In-classroom coaching (monthly or more frequently)
* One or multi-day workshop – offsite
* One or multi-day CSPP - onsite professional development
* Ongoing (for example, monthly) CSPP - onsite professional development
* Online course
* Webinar
* Other [open response]
 | * Lead teachers
* Assistant teachers
* Paraeducators
* Administrators
* Coaches
* Other support staff
* Offered Jointly with TK
* Offered Jointly with other preschool programs (for example, Head Start)
* Offered as part of local QCC consortia professional development
* Other [open response]
 |
| Curriculum selection and implementation | * In-classroom coaching (one or two times)
* In-classroom coaching (monthly or more frequently)
* One or multi-day workshop – offsite
* One or multi-day CSPP - onsite professional development
* Ongoing (for example, monthly) CSPP - onsite professional development
* Online course
* Webinar
* Other [open response]
 | * Lead teachers
* Assistant teachers
* Paraeducators
* Administrators
* Coaches
* Other support staff
* Offered Jointly with TK
* Offered Jointly with other preschool programs (for example, Head Start)
* Offered as part of local QCC consortia professional development
* Other [open response]
 |
| Creating developmentally-informed environments | * In-classroom coaching (one or two times)
* In-classroom coaching (monthly or more frequently)
* One or multi-day workshop – offsite
* One or multi-day CSPP - onsite professional development
* Ongoing (for example, monthly) CSPP - onsite professional development
* Online course
* Webinar
* Other [open response]
 | * Lead teachers
* Assistant teachers
* Paraeducators
* Administrators
* Coaches
* Other support staff
* Offered Jointly with TK
* Offered Jointly with other preschool programs (for example, Head Start)
* Offered as part of local QCC consortia professional development
* Other [open response]
 |
| Administration and use of child assessments to inform instruction | * In-classroom coaching (one or two times)
* In-classroom coaching (monthly or more frequently)
* One or multi-day workshop – offsite
* One or multi-day CSPP - onsite professional development
* Ongoing (for example, monthly) CSPP - onsite professional development
* Online course
* Webinar
* Other [open response]
 | * Lead teachers
* Assistant teachers
* Paraeducators
* Administrators
* Coaches
* Other support staff
* Offered Jointly with TK
* Offered Jointly with other preschool programs (for example, Head Start)
* Offered as part of local QCC consortia professional development

Other [open response] |
| Support for multilingual learners, including home language development and strategies for a bilingual classroom | * In-classroom coaching (one or two times)
* In-classroom coaching (monthly or more frequently)
* One or multi-day workshop – offsite
* One or multi-day CSPP - onsite professional development
* Ongoing (for example, monthly) CSPP - onsite professional development
* Online course
* Webinar
* Other [open response]
 | * Lead teachers
* Assistant teachers
* Paraeducators
* Administrators
* Coaches
* Other support staff
* Offered Jointly with TK
* Offered Jointly with other preschool programs (for example, Head Start)
* Offered as part of local QCC consortia professional development
* Other [open response]
 |
| Serving children with disabilities in inclusive settings, including Universal Design for Learning | * In-classroom coaching (one or two times)
* In-classroom coaching (monthly or more frequently)
* One or multi-day workshop – offsite
* One or multi-day CSPP - onsite professional development
* Ongoing (for example, monthly) CSPP - onsite professional development
* Online course
* Webinar
* Other [open response]
 | * Lead teachers
* Assistant teachers
* Paraeducators
* Administrators
* Coaches
* Other support staff
* Offered Jointly with TK
* Offered Jointly with other preschool programs (for example, Head Start)
* Offered as part of local QCC consortia professional development
* Other [open response]
 |
| Engaging culturally- and linguistically-diverse families | * In-classroom coaching (one or two times)
* In-classroom coaching (monthly or more frequently)
* One or multi-day workshop – offsite
* One or multi-day CSPP - onsite professional development
* Ongoing (for example, monthly) CSPP - onsite professional development
* Online course
* Webinar
* Other [open response]
 | * Lead teachers
* Assistant teachers
* Paraeducators
* Administrators
* Coaches
* Other support staff
* Offered Jointly with TK
* Offered Jointly with other preschool programs (for example, Head Start)
* Offered as part of local QCC consortia professional development
* Other [open response]
 |
| Early childhood behavioral health (e.g. early childhood mental health consultation) | * In-classroom coaching (one or two times)
* In-classroom coaching (monthly or more frequently)
* One or multi-day workshop – offsite
* One or multi-day CSPP - onsite professional development
* Ongoing (for example, monthly) CSPP - onsite professional development
* Online course
* Webinar
* Other [open response]
 | * Lead teachers
* Assistant teachers
* Paraeducators
* Administrators
* Coaches
* Other support staff
* Offered Jointly with TK
* Offered Jointly with other preschool programs (for example, Head Start)
* Offered as part of local QCC consortia professional development
* Other [open response]
 |
| Other [open response] | * In-classroom coaching (one or two times)
* In-classroom coaching (monthly or more frequently)
* One or multi-day workshop – offsite
* One or multi-day CSPP - onsite professional development
* Ongoing (for example, monthly) CSPP - onsite professional development
* Online course
* Webinar
* Other [open response]
 | * Lead teachers
* Assistant teachers
* Paraeducators
* Administrators
* Coaches
* Other support staff
* Offered Jointly with TK
* Offered Jointly with other preschool programs (for example, Head Start)
* Offered as part of local QCC consortia professional development
* Other [open response]
 |
| None, our LEA does not have CSPP | Not applicable | Not applicable |

1. Which of the following strategies has the LEA used to support diverse and effective prospective TK teachers, including multilingual educators, to earn a Multiple Subject Teaching Credential? [select all that apply]
	1. **Partnered with one or more local Institutions of higher education (IHEs) or the COE to help support teachers holding less than a full credential to complete requirements to earn a preliminary Multiple Subject Teaching Credential**
	2. Received a California Classified School Employee Teacher Credentialing Program grant (<https://www.ctc.ca.gov/educator-prep/grant-funded-programs/Classified-Sch-Empl-Teacher-Cred-Prog>) on your own, with your COE, as part of a new collaborative, or joined an existing Classified grant program to recruit teachers
	3. Received a California Teacher Residency Grant Program (<https://www.ctc.ca.gov/educator-prep/grant-funded-programs/teacher-residency-grant-program>) on your own, as part of a new collaborative, or joined an existing Teacher Residency Grant Program to recruit and prepare individuals with a bachelor’s degree who want to become teachers in your LEA
	4. **Joined an existing intern preparation program to recruit and prepare teachers for your LEA**
	5. Joined an existing apprenticeship cohort program to recruit and prepare teachers for your LEA
	6. **Established a relationship with other local LEAs to establish pathways for high school students interested in a career in CSPP or in P-3 teaching through clubs, registered apprenticeships, or other such early recruitment opportunities**
	7. Partnered with the California Center on Careers to contact registrants who might be interested in becoming teachers for your LEA
	8. Provided information on scholarship and grant opportunities to CSPP and other staff interested in providing extended learning and care services
	9. **Applied for workforce development funding and competitive grant opportunities from the CDE**
	10. **Provided a stipend for tuition and fees for coursework leading to a Multiple Subject Teaching Credential**
	11. **Provided advising on credential requirements and options for how to meet these requirements**
	12. Collaborated with IHEs to offer unit-bearing coursework at a local LEA site during times that work for teachers and other interested staff members [list IHEs, open response]
	13. Partnered with a local IHE to provide other services to candidates seeking to earn a Multiple Subject Teaching Credential
	14. **Partnered 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 has the LEA employed to support diverse and effective prospective TK teachers, including multilingual educators, **to meet the requirements under *EC* Section 48000(g)(4)**? [select all that apply]
	1. **Partnered with a local IHE offering eligible early childhood education or childhood development coursework**
	2. **Partnered with an IHE or COE to operate cohort models for LEA teachers earning 24 units**
	3. **Provided information on scholarship and grant opportunities**
	4. Received workforce development funding and grant opportunities
	5. Provided a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree
	6. Provided a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit
	7. **Provided advising on requirements and how to meet the requirements**
	8. Offered unit-bearing IHE coursework at a local LEA site during times that work for teachers
	9. **Developed or worked with an established mentorship program to support new TK teachers**
	10. Other [describe, open response]
	11. None of the above
3. Does the LEA have enough fully qualified teaching staff to accommodate TK classrooms?
	1. **Yes**
	2. No

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

1. Which of the following strategies has the LEA employed to support diverse and effective prospective **CSPP** teachers, including multilingual educators, **to obtain a Child Development Teacher Permit**? [select all that apply]
	1. **Partnered with a local IHE offering eligible early childhood education or childhood development coursework**
	2. **Partnered with an IHE or COE to operate cohort models for educators working towards a Child Development Teacher Permit**
	3. **Provided information on scholarship and grant opportunities**
	4. Applied for workforce development funding and grant opportunities
	5. Provided a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree
	6. Provided a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit
	7. **Provided advising on requirements and planning for how to meet the Child Development Teacher Permit requirements**
	8. Offered 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
	11. Not applicable (the LEA does not employ CSPP staff)

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

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

#### Recommended Planning Questions

1. Describe how the LEA has developed or selected 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 timeline for curriculum implementation, including the steps taken for piloting and gathering input from UPK teachers, and the process used to ensure 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 2024-2025 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 has the LEA taken 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) have been 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 has the LEA implemented in UPK classrooms to ensure they are developmentally appropriate for the students?

**The instructional practices that CJUSD plans to implement in the UPK classrooms to ensure they are developmentally appropriate for students are:**

**1. Positive, nurturing relationships with adults who engage in responsive conversations with individual children, model reading and writing behavior, and foster children’s interest in enjoyment of reading and writing.**

**2. Have print rich environment that provides opportunities for children to use written language for varies purposes.**

**3. Adults Modeling reading of high quality books to individual children, small group, and whole group.**

**4. Opportunities to children to talk about what is read focusing on sounds, parts of language, and comprehension.**

**5. Opportunities to engage in structured and unstructured play.**

1. What instructional practices has the LEA implemented to support children with disabilities in UPK (for example, implemented Universal Design for Learning, provided specialized services in the classroom with peer models, implemented social-emotional strategies such as the Pyramid Model)?

**The instructional practices that CJUSD has implemented 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, CJUSD is 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 has the LEA implemented 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 did the LEA 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

1. Did the LEA provide any of the following language model(s) for TK students? [select all that apply]
	1. Dual language program with a language allotment[[9]](#footnote-10) of 50/50 [open response for language offered]
	2. Dual language program where a non-English language is intentionally used 90 percent of the time, and English is used 10 percent of the time [open response for non-English language offered]
	3. Dual language program where a non-English language is intentionally used 80 percent of the time, and English is used 20 percent of the time [open response for non-English language offered]
	4. Dual language program where a non-English language is intentionally used 70 percent of the time, and English is used 30 percent of the time [open response for non-English language offered]
	5. Home language instructional program where all instruction is in a non-English language
	6. Home language instructional program where home language instruction is intentionally incorporated in another way [Open response - Please describe:]
	7. **English-only instruction with home-language support**
	8. None
	9. Other [describe, open response]
2. If the LEA administers CSPP, did it provide any of the following language model(s) for CSPP students? **N/A**
	1. Dual language program with a language allotment[[10]](#footnote-11) of 50/50 [open response for language offered]
	2. Dual language program where a non-English language is intentionally used 90 percent of the time, and English is used 10 percent of the time [open response for non-English language offered]
	3. Dual language program where a non-English language is intentionally used 80 percent of the time, and English is used 20 percent of the time [open response for non-English language offered]
	4. Dual language program where a non-English language is intentionally used 70 percent of the time, and English is used 30 percent of the time [open response for non-English language offered
	5. Home language instructional program where all instruction is in a non-English language
	6. Home language instructional program where home language instruction is intentionally incorporated in another way [Open response - Please describe:]
	7. English-only instruction with home-language support
	8. None
	9. Other [describe, open response]
	10. Not applicable, the LEA does not operate a CSPP
3. Select the curriculum approach(es) TK programs are using to build student’s math, language and literacy, and social-emotional skills (the following are examples that have been used in TK programs, and not necessarily State-endorsed curricula) [select all that apply]:
	1. Whole-Child or Comprehensive Pre-K Curriculum [Examples: Creative Curriculum, HighScope, Frog Street, Big Day for PreK, Splash Into PreK, Benchmark: Ready to Advance (Listos y Adelante), Three Cheers for PreK, Connect4Learning, Get Set for School, etc.]
	2. Pre-K Literacy-Specific Curriculum [Examples: Opening the World of Learning; Heggerty Phonemic Awareness PreK; Handwriting Without Tears PreK; World of Wonders PreK, Fountas & Pinnell PreK, Zoophonics, SEAL Model, etc.]
	3. Pre-K Math-Specific Curriculum [Examples: Building Blocks PreK, ORIGO Stepping Stones PreK Math, Eureka Math, MyMath PreK, Everyday Mathematics PreK, Bridges in Mathematics PreK, etc.]
	4. District or teacher-developed math units for TK
	5. District or teacher-developed literacy units for TK
	6. Social-Emotional Curriculum [Examples: Second Step, Kimochis, Sanford Harmony]
	7. Whole-Child Approach or Philosophy for PreK [Examples: Emergent Curriculum, Reggio Emilia Approach, Montessori, Waldorf]
	8. **Kindergarten Curriculum Used (Not Pre-K) [Examples: World of Wonders for Kindergarten, Investigations Math, Mathematics Their Way, enVision Math, Journeys Reading Program, Go Math, or district benchmark units for kindergarten]**
	9. Other [open response]
4. Identify methods the LEA used to support the development of social-emotional learning, and executive function skills, through specific instruction in these areas and by embedding and reinforcing this instruction in all curriculum areas. [select up to three]
	1. **Provided training for staff on the Center on the Social Emotional Foundations for Early Learning (CSEFEL) Pyramid Model**
	2. **Implemented the CSEFEL Pyramid Model in the classroom**
	3. **Designed developmentally-appropriate learning environments to allow for individual and group activities that promote social-emotional learning and executive function skills (for example**, used **students’ pictures or words in daily routines, feelings charts)**
	4. **Promoted learning through play as a context for social and emotional development, including social play with teachers and peers in small or large group settings**
	5. **Used developmental observations to identify children’s emerging skills and support their development through daily interactions**
	6. **Developed lesson plans or used a curriculum that includes specific and targeted social-emotional learning and executive function activities throughout the day of instruction**
	7. **Staff development opportunities encouraged reflective practice and cross-level support for instruction specific to social-emotional learning and executive function skills**
	8. **Offered open-ended, self-directed learning opportunities that fostered individual interests, curiosity, and new learning**
5. What instructional practices has the LEA implemented to support children with varying ability levels in UPK programming? [select up to three]
	1. **Implemented Universal Design for Learning**
	2. **Provided adaptations to instructional materials**
	3. Provided specialized services (for example, occupational therapy, physiotherapy, speech and language pathology therapy) in the classroom with peer models
	4. **Implemented social-emotional strategies, such as the Pyramid Model, CSEFEL, and others**
	5. Provided additional staff to support participation in instruction
	6. Other [open response]
6. What assessments did the LEA use in TK? [select all that apply]
	1. **ASQ**
	2. **BRIGANCE Early Childhood Screen**
	3. **DRDP**
	4. **LEA-based grade level benchmarks and a report card**
	5. Teaching Strategies (TS) GOLD
	6. Work Sampling System
	7. Other **(KSEP)**]
	8. The LEA did not use a common TK assessment
	9. Unsure
7. On which child observational assessments has the LEA offered professional learning to TK, CSPP, and other early education teachers during the 2022–23 school year? [select all that apply]
	1. **ASQ**
	2. **BRIGANCE Early Childhood Screen**
	3. **DRDP**
	4. LEA-based, grade level benchmarks and a report card
	5. Teaching Strategies GOLD (TS GOLD)
	6. Work Sampling System
	7. Other **(KSEP)**
	8. The LEA did not offer professional learning on child observational assessments
8. On what topics has the LEA offered professional learning regarding early childhood education to site leaders and principals? [select all that apply]
	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 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. Early childhood behavioral health (e.g. early childhood mental health consultation)
	14. Other [describe, open response]
	15. Site leaders and principals were not offered professional learning on early childhood education

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

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

**For Facilities:**

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

#### Recommended Planning Questions

1. What strategies has the LEA employed to integrate younger children and older children on the same campus and ensure safety and appropriate comingling?

**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. CJUSD is working with Cuyama Valley Family Resource Center and First 5 of Santa Barbara to discuss designs for indoor and outdoor areas to create a learning environment for the young learners and to ensure compliance and quality learning and care for children.**

#### Required Questions

1. For which students in TK and early learning programs was transportation provided?
	1. **Transportation was provided for all children that wanted it**
	2. Transportation was provided for some children
		1. Which children were provided with transportation? [open response – character limit 1,000]
	3. No transportation was provided
	4. Other [open response]
2. What transportation did 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 was provided
3. What strategies has the LEA implemented to ensure TK students have access to meals and adequate time to eat? (Note: The LEA must continue to comply with all health and safety, state, and federal Child Nutrition Program regulations while implementing meal service) [select all that apply]
	1. **Added additional meal services and time in the cafeteria**
	2. Offered breakfast after the bell (students picked up a breakfast and brought it to the classroom)
	3. None
	4. Other [open response]
4. If you had a Pre-K program before UPK implementation, what efforts have been made to prevent the displacement of existing early education programs?

**Cuyama Joint Unified School District Has has a Pre-K (knows as TK) program for years. Cuyama Joint Unified is enrolling Pre-K students also known as TK students based on the eligibility based on their age. By 2025-2026, all 4 year olds will be enrolled in the TK/K classroom. CJUSD is working with CommUnify so that CommUnify continues to offer a Head Start program and in order for CJUSD not displace the Head Start early education program. 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. Do you expect to have sufficient classroom space by 2025–26 to accommodate your projected enrollment? [single 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. Did the classroom space meet the K standards described in [*California Code of Regulations*, Title 5, Section 14030(h)(2)](https://www.cde.ca.gov/ls/fa/sf/title5regs.asp)? [single 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. Did the classroom space contain necessary adaptive equipment, assistive technology, or other accommodations to ensure children with disabilities have access to education in the least restrictive environment? [multiple choice]
	1. **Yes, all classrooms had necessary adaptive equipment**.
	2. Some classrooms had necessary adaptive equipment.
	3. No classrooms had necessary adaptive equipment.
	4. No
		1. If no, what modifications need to be made? What resources are needed to provide equipment or accommodations? [describe, open response]
4. Did 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 did the LEA make updates to facilities with UPK Planning & Implementation grant funding? [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. Bathroom facilities
	7. Other
	8. **None of the above**

### Technical Assistance Questions

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

**Required Questions**

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

**The biggest challenge for the CJUSD if facing with implementation of UPK is staffing. We struggle to hire After school instruction aides, funding to be able go provide days for TK/K teacher to send her to workshops and PD as well time for her to attend UPK meetings etc. It is difficult at times as we are short of substitute teachers at times.**

### Appendix I – Definitions

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

* **Preschool through Third Grade (P-3):** P-3 is a continuum of learning from preschool through third grade that can be supported by intentional practices at the classroom, school, and leadership levels that align curricula, assessment, and professional learning opportunities to ensure instruction builds on the knowledge and skills that children acquire as they transition across grades and settings.
* **Universal Pre-Kindergarten (UPK):** UPK refers to universal TK as well as the expanded CSPP, Head Start, and early childhood special education services that families can choose from to create rich early learning opportunities for all three- and four-year-old children during the year or two years before kindergarten. In high-needs neighborhoods, the CDE strongly encourages LEAs to consider pairing TK programs with access to Head Start and CSPP for age- and income-eligible three- and four-year-old children to further bolster program quality, either through the LEA’s own Head Start or CSPP program or via a contract partnership with a CBO that administers a Head Start or CSPP.
* **Transitional Kindergarten (TK):** TK means the first year of a two-year kindergarten program, serving four-year-old children regardless of income that uses a modified kindergarten curriculum that is age- and developmentally-appropriate (*EC* Section 48000 [d]).
* **Universal Transitional Kindergarten (UTK):** UTK refers to the expansion of TK by 2025–26 to serve all four-year-old children by September 1 of each year, regardless of income, providing a year of rich learning opportunities the year before kindergarten that families can choose from as part of California’s public education system.
* **California State Preschool Program (CSPP):** CSPP is the largest state-funded preschool program in the nation. CSPP includes both part-day and full-day services to eligible three- and four-year-old children. CSPP provides a core class curriculum that is developmentally, culturally, and linguistically appropriate for the children served. The program also provides meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees. The program is administered through LEAs, colleges, community-action agencies, local government entities, and private, nonprofit agencies.
* **Expanded learning:** This includes before school, after-school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results-driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year.
* **Expanded Learning Opportunities Program (ELO-P):** ELO-P provides funding for after-school and summer school enrichment programs for TK through sixth grade. ELO-P is defined as services provided in addition to the normal school day and school year operations, to provide full-day and full-year expanded learning programs to meet the needs of working families whose children are enrolled in TK through sixth grade and also provide expanded learning enrichment programming for students. A full day is defined as in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day.
* **Early learning and care:** This refers to the continuum of programs serving children from birth to preschool or school entry, as well as extended care to support school-age children with before school and after-school care as well as vacation schedules. This includes general childcare, Early Head Start and Head Start, community-based early learning and care programs, family childcare providers, and family, friend, and neighbor care.
* **Extended learning and care:** This refers to the continuum of programs and services (early learning and care options and expanded learning options) available in addition to the normal school day and school year operations, to provide full-day and full-year care to meet the needs of working families whose children are enrolled in TK or kindergarten. A full day is defined as in-person before school or after-school programming or care that, when added to daily instructional minutes, provide no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day. Funding to support extended learning and care for children enrolled in TK includes ELO-P and the CSPP, as specified in guidance provided by the CDE’s Early Education Division. Additional subsidized care opportunities may be available to families who qualify, such as childcare vouchers and the General Child Care School Age program.

### Appendix II - Additional Deeper Planning Questions

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

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

#### 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 did the LEA make to the LEA’s program narrative to reflect implementation of TK? [open response]
2. Did the LEA establish, maintain, and facilitate ongoing LEA leadership teams to focus on effective P-3 articulation and coordination throughout the LEA? [open response]
3. Did the LEA support sites in providing well-coordinated transitions for all P-3 students as they move through grade levels? [open response]
4. Did the LEA 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 used 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 did the LEA employ to recruit multilingual educators to teach in dual language programs? [open response]
2. How did the LEA 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 established and maintained 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 did the LEA take to establish or expand multilingual programs across the P-3 continuum based on student population and family needs? (If the LEA has not established or expanded 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 did 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 made 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 ensured TK students are included in all provisions of Multi-Tiered System of Supports 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 made to the Student Information System and the assessment data system to ensure teachers and administrators have access to data from preschool through third grade. [open response]
1. See Appendix II for additional planning & implementation questions for LEAs that are ready to develop more advanced UPK and preschool through third grade (P-3) plans. [↑](#footnote-ref-2)
2. 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. [↑](#footnote-ref-3)
3. The CDE may collect additional data related to UPK implementation in future years as well. [↑](#footnote-ref-4)
4. 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. [↑](#footnote-ref-5)
5. 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. [↑](#footnote-ref-6)
6. If the administration of K will be impacted by the implementation of UPK, (for example, through the use of combination classes), add additional rows to the table and develop estimates for the number of kindergarten students, classrooms, teachers, and teacher’s assistants will be needed, in addition to those estimates that are required for reporting to CDE. [↑](#footnote-ref-7)
7. See the implementation schedule above for changes in teacher or adult ratios over the implementation period. [↑](#footnote-ref-8)
8. 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-9)
9. The percentage of instructional time spent on the target language and English (e.g., in a 50/50 Spanish/English program, 50 percent of instructional time is spent on each language). [↑](#footnote-ref-10)
10. The percentage of instructional time spent on the target language and English (e.g., in a 50/50 Spanish/English program, 50 percent of instructional time is spent on each language). [↑](#footnote-ref-11)