

EUSD Universal Prekindergarten Plan



Focus Area A: Vision and Coherence

Research strongly suggests that access to high-quality pre-K experiences promotes brain development and sets students for success in their educational journey. As a district serving racially and ethnically diverse, largely low-income community we strive to ensure that our scholars avoid the achievement gap and engage in joyful and rich educational experiences.

In addition to TK, EUSD collaborates with Head Start, CA State Preschool Program, and Emeryville Child Development Center (ECDC) who provide learning opportunities for students before they enter transitional kindergarten. Beginning in the 2022-2023 school year, the district plans to offer up to 9 hours a day of extended learning and care programming through after-school tutoring, enrichment, and in collaboration with the After School Education and Safety (ASES) program conducted by our partners from the City of Emeryville. Young children (3 and 4-year-old) will continue receiving services from our partners at CSPP, Head Start, and ECDC.

Together, all the UPK leaders will provide input into the decision-making process to ensure that we maximize resources and uphold the quality of educational offerings for our youngsters.

The proposed EUSD UPK model is integrated and aligned with the district's Local Control Accountability Plan. The service providers will continue collaborating and will engage in vertical articulation to ensure smooth instructional progression from UPK through elementary, middle, and high school sites.

Currently, the district administers a daytime learning center for students with disabilities to prepare them for integration with the rest of the student population when they enter transitional kindergarten. Consistent with the district's inclusion model, the EUSD plans to integrate this pre-K center in the future so that the general and special education student population learn together to the greatest degree possible.

UPK Planning Template

Self-Certification

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

LEA Name	Contact Name and Title of the Individual Self-Certifying the Statement Above	Email	Phone
Emery Unified School District	Dr. Mila Kell	Mila.kell@emeryusd.org	(510)601-4950

Required Questions

- a. TK offered at all sites
- b. TK offered at some sites **X** (Anna Yates Elementary School)
- c. TK stand-alone classes **X**
- d. TK and kindergarten combination classes
- e. CSPP and TK combination classes (CSPP funding and ADA funding)
- f. Locally-funded preschool and TK combination classes
- g. CSPP stand-alone classes **X**
- h. Head Start stand-alone classes **X** (Ralph Hawley)
- i. Other [describe, open response]

2. Does the LEA plan to implement full-day TK, part-day TK, or both?¹ [select one]
 - a. Full Day TK
 - b. Part Day TK
 - c. Both **X** Part Day TK and Expanded Day TK

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

Transitional Kindergarten will be offered at Anna Yates Elementary School. After 1:15 p. m., TK students will have enrichment activities and after that an opportunity to proceed with the After School Education and Safety (ASES) program conducted by the City of Emeryville. Together, these offerings will provide for a 9-hour extended school day. In addition, all the scholars in grades TK – 6 grade will be offered an opportunity to participate in an intersession expanded learning program during summer school and over the Winter and Spring breaks. Continuity of early education is of utmost importance. By creating rich and consistent instructional options for young learners two years before kindergarten, we will be able to ensure greater enthusiasm and engagement for our students as they begin and continue on their K-12 journey.

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

¹ 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.

- f. No - the LEA plans to relinquish or reduce CSPP services in future years
5. If the LEA answered yes in question four, what age of children does the LEA plan to serve through a CSPP contract? [select all that apply]
- a. Three-year-old children
 - b. Four-year-old children who will not be enrolled in TK in the current school year
 - c. Four-year-old children who will be enrolled in early admittance TK on their fifth birthday but who are not yet enrolled because their birthday does not fall in the range for which LEAs are fully funded to support TK. (Note: children whose birthdays fall outside of this range can be served in TK at LEA option from the beginning of the school year, but LEAs only generate ADA after the child's fifth birthday.)
 - d. Four-year-old children who are enrolled in TK, including early admittance TK (CSPP would provide extended learning and care in addition to the TK instructional day)
6. Please indicate if the LEA plans to serve students eligible for early admittance TK, for children whose fifth birthday occurs after the enrollment date for the year of implementation (see implementation timeline above)?
- a. 2022–23 (Birthdays February 3 or after) [select one]
 - i. Yes **X**
 - ii. No
 - iii. Maybe
 - b. 2023–24 (Birthdays April 3 or after) [select one]
 - i. Yes **X**
 - ii. No
 - iii. Maybe
 - c. 2024–25 (Birthdays June 3 or after) [select one]
 - i. Yes **X**
 - ii. No

iii. Maybe

Focus Area B: Community Engagement and Partnerships

The EUSD will prioritize parental needs and choices by collaborating with families and the community to make joint decisions. Students will have equitable access with socio-economically disadvantaged children, English learners, and Foster Youth given priority to expanded learning hours and acceleration services. The district will ensure that decisions in this plan are made in close collaboration with our external and internal partners. Specifically, the EUSD will partner with the local Resource and Referral programs (R&Rs) and the Local Planning Councils (LPCs) as well as with ECDC, CSPP, and ASES extended learning providers within our attendance boundaries to support parents with access to services across district-administered and non-district-administered programs for extended learning and care, and for other supports. Furthermore, the EUSD will ensure close collaboration and instructional integration between the district-lead Early Learning Center for students with disabilities and the general education students; furthermore, we will continue our close collaboration with the Director of Alameda Special Education Local Plan Area (SELPA) and its partnering districts.

The following is a sample schedule for an instructional day in TK that will offer nine hours per day of programming:

Time	Activities
8:00 – 8:30	Expanded Learning Time
8:30 – 1:30	TK instructional classes
1:30 – 2:30	Enrichment and/or tutoring offerings
2:30 – 5:00	Expanded learning offerings

Required Questions

1. Identify which of the following opportunities the LEA implemented to obtain public input on the UPK Plan. [Select all that apply]
 - a. Parent Teacher Association Meetings
 - b. Family or parent surveys **X**
 - c. English Learner Advisory Committee (ELAC) **X**
 - d. District English Learner Advisory Committee (DELAC) **X**
 - e. Special Education Local Plan Area (SELPA) **X**

- f. School Site Council **X**
 - g. District Advisory Committee **X**
 - h. LCAP educational partners input sessions **X**
 - i. Tribal Community input session
 - j. Co-hosting events with community-based organizations (CBOs) **X**
 - k. Hosting meet and greets with the early learning and care community **X**
 - l. LPC Meetings **X**
 - m. Local Quality Counts California (QCC) consortia meetings
 - n. First 5 County Commission meetings
 - o. Community Advisory Committee (CAC)
 - p. Head Start Policy Council meetings
 - q. Collaboration with parent engagement centers (for example, Parent Training and Information Center [PTIC], Community Parent Resource Center [CPRC], Family Empowerment Centers [FEC])
 - r. Other [describe, open response]
2. Select which programs the LEA plans to combine with the TK instructional day to offer a minimum of nine hours per day of programming (instructional day plus programming) for children whose families opt in for extended learning and care. [select all that apply]
- a. Expanded learning programs on an LEA site (**ASES**, 21st Century Community Learning Centers [21st CCLC], **ELO-P**)
 - b. Expanded learning programs at a CBO site (ASES, 21st CCLC, ELO-P)
 - c. CSPP (on an LEA site)
 - d. CSPP (at a CBO site) **X**
 - e. LEA- or locally-funded preschool **X**
 - f. Head Start **X**

- g. LEA preschool funded with Title I of the Every Student Succeeds Act funds
- h. Other CBO preschool
- i. State subsidized child care (not including CSPP)
- j. Other [describe, open response]

Focus Area C: Workforce Recruitment and Professional Learning

Based on the projected enrollment and needs described in Focus Area A, currently the district does not anticipate the need to recruit or train new TK staff; however, should the need arise, we hope to provide learning opportunities to a candidate within our current certificated staff. For extended day, however, the district will partner with the City of Emeryville to hire and train more staff for expanded learning time within our ASES program. In addition, the EUSD is set to participate with other districts in Alameda County around the *Early Education Teacher Development Grant* to provide resources and/or to recruit new staff.

For the 2022-2023 school year, the district has already begun the process of recruiting two teacher aids, one for our TK classroom and another – for the learning center. We are also in communication with the CSPP leadership exploring their staffing and professional learning needs. To that end, the EUSD plans to offer some joint professional learning opportunities for the district staff and the staff from CSPP, ECDC, and ASES. In addition, we are planning professional development for the pre-school partners and the TK-3 teachers to ensure coherence across the district's P-3 continuum.

- a. Who will receive this professional learning?
 - i. By role (lead teachers, assistant teachers, administrators, coaches, and so forth) **X**
 - ii. By grade (TK staff, kindergarten through third grade staff, on-site preschool staff, off-site preschool staff, and so forth) **X**
- b. What content will professional learning opportunities cover?
 - i. Effective adult-child interactions **X**
 - ii. Children's literacy and language development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*) **X**
 - iii. Children's developing math and science (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*) **X**
 - iv. Children's social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*) **X**
 - v. Implicit bias and culturally- and linguistically-responsive practice **X**

- vi. Adverse Childhood Experiences (ACEs) and trauma- and healing-informed practice **X**
 - vii. Curriculum selection and implementation **X**
 - viii. Creating developmentally-informed environments **X**
 - ix. Administration and use of child assessments to inform instruction
 - x. Support for multilingual learners, including home language development and strategies for a bilingual classroom **X**
 - xi. Serving children with disabilities in inclusive settings, including Universal Design for Learning **X**
 - xii. Engaging culturally- and linguistically-diverse families **X**
- c. How will professional learning be delivered?
- i. Coaching and mentoring
 - ii. Classroom observations and demonstration lessons with colleagues **X**
 - iii. Workshops with external professional development providers **X**
 - iv. Internally-delivered professional learning workshops and trainings **X**
 - v. Operating an induction program **X**
 - vi. Partnerships with local QCC professional learning in CSPP settings
 - vii. In mixed groupings (for example, TK and CSPP teachers) **X**

The district will assemble an early education leadership team at Anna Yates Elementary School across grade levels to promote a site-based horizontal and vertical articulation (P–3) team to support student transitions, share strategies, and collaboratively monitor student progress.

Required Questions

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

- a. Partner with one or more local Institutions of higher education (IHEs) or the COE to help support teachers holding less than a full credential to complete requirements to earn a preliminary Multiple Subject Teaching Credential
- b. Apply for a California Classified School Employee Teacher Credentialing Program grant (<https://www.ctc.ca.gov/educator-prep/grant-funded-programs/Classified-Sch-Empl-Teacher-Cred-Prog>) on your own, with your COE, as part of a new collaborative, or by joining an existing Classified grant program to recruit teachers
- c. Apply for a California Teacher Residency Grant Program (<https://www.ctc.ca.gov/educator-prep/grant-funded-programs/teacher-residency-grant-program>) on your own, as part of a new collaborative, or by joining an existing Teacher Residency Grant Program to recruit and prepare individuals with a bachelor's degree who want to become teachers in your LEA **X**
- d. Join an existing intern preparation program to recruit and prepare teachers for your LEA
- e. Join an existing apprenticeship cohort program to recruit and prepare teachers for your LEA
- f. Establish a relationship with other local LEAs to establish pathways for high school students interested in a career in CSPP or in P–3 teaching through clubs, registered apprenticeships, or other such early recruitment opportunities
- g. Partner with the California Center on Careers to contact registrants who might be interested in becoming teachers for your LEA
- h. Provide information on scholarship and grant opportunities to CSPP and other staff interested in providing extended learning and care services **X**
- i. Apply for workforce development funding and competitive grant opportunities from the CDE **X**
- j. Provide a stipend for tuition and fees for coursework leading to a Multiple Subject Teaching Credential
- k. Provide advising on credential requirements and options for how to meet these requirements **X**

- l. Collaborate with IHEs to offer unit-bearing coursework at a local LEA site during times that work for teachers and other interested staff members [list IHEs, open response]. **X**
 - m. Partner with a local IHE to provide other services to candidates seeking to earn a Multiple Subject Teaching Credential
 - n. Partner with a COE to provide other services to candidates seeking to earn a multiple subject credential
 - o. Other [describe, open response]
 - p. None of the above, the LEA currently has enough Multiple Subject Teaching Credential holders to meet the need for TK educators
2. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective TK teachers, including multilingual educators, to meet the requirements under *EC* Section 48000(g)(4)? [select all that apply]
- a. Partner with a local IHE offering eligible early childhood education or childhood development coursework
 - b. Partner with an IHE or COE to operate cohort models for LEA teachers earning 24 units **X**
 - c. Provide information on scholarship and grant opportunities **X**
 - d. Apply for workforce development funding and grant opportunities **X**
 - e. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree
 - f. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit
 - g. Provide advising on requirements and how to meet the requirements **X**
 - h. Offer unit-bearing IHE coursework at a local LEA site during times that work for teachers
 - i. Develop or work with an established mentorship program to support new TK teachers **X**
 - j. Other [describe, open response]

- k. None of the above; the LEA currently has enough Multiple Subject Teaching Credential holders who have at least 24 units in early childhood education, or childhood development, or both; professional experience in a classroom setting with preschool-age children that is comparable to the 24 units of education described in subparagraph (a); or a Child Development Teacher Permit issued by the CTC.
3. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective **CSPP** teachers, including multilingual educators, to obtain a Child Development Teacher Permit [select all that apply]
- a. Partner with a local IHE offering eligible early childhood education or childhood development coursework
 - b. Partner with an IHE or COE to operate cohort models for educators working towards a Child Development Teacher Permit
 - c. Provide information on scholarship and grant opportunities **X**
 - d. Apply for workforce development funding and grant opportunities **X**
 - e. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree
 - f. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit
 - g. Provide advising on requirements and planning for how to meet the Child Development Teacher Permit requirements **X**
 - h. Offer unit-bearing coursework at a local district site during times that work for teachers
 - i. Other [describe, open response]
 - j. None of the above, the LEA is not planning to support prospective CSPP educators in obtaining a Child Development Teacher Permit
4. On which child observational assessments does the LEA intend to offer professional learning to TK, CSPP, and other early education teachers during the 2022–23 school year? [select all that apply]
- a. Ages & Stages Questionnaire (ASQ)
 - b. BRIGANCE Early Childhood Screen

- c. Desired Results Developmental Profile (DRDP)
 - d. Developmental Reading Assessment (DRA)
 - e. LEA-based, grade level benchmarks and a report card **X**
 - f. Teaching Strategies GOLD (TS GOLD) **X**
 - g. Work Sampling System (WSS)
 - h. Other [describe, open response]
 - i. The LEA does not plan to offer professional learning on child observational assessments
5. On what topics does the LEA intend to offer professional learning regarding early childhood education to site leaders and principals? [select all that apply]
- a. Effective adult-child interactions
 - b. Children's literacy and language development (aligned with the *Preschool Learning Foundations and Frameworks*) **X**
 - c. Children's developing math and science (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*) **X**
 - d. Children's social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*) **X**
 - e. Implicit bias and culturally- and linguistically-responsive practice **X**
 - f. ACEs and trauma- and healing-informed practice
 - g. Curriculum selection and implementation
 - h. Creating developmentally-informed environments
 - i. Administration and use of child assessments to inform instruction
 - j. Support for multilingual learners, including home language development and strategies for a bilingual classroom **X**
 - k. Serving children with disabilities in inclusive settings, including Universal Design for Learning **X**

- I. Engaging culturally- and linguistically-diverse families **X**
- m. Other [describe, open response]
- n. Site leaders and principals will not be offered professional learning on early childhood education

Focus Area D: Curriculum, Instruction, and Assessment

The EUSD is currently implementing the *Teaching Strategies* program in our TK classroom. This program is based on constructivism with its focus on children's interests, using developmentally appropriate practices and giving children hands-on learning experiences. In addition, *Teaching Strategies* incorporates elements of project-based learning. This program is developmentally-informed and aligned with the strengths of all students, including multilingual students and students with disabilities. The school principal will ensure using classroom observations that the curriculum is implemented with fidelity to support intentional, quality instruction for all students.

The classroom practices for UPK (TK and the preschool will be integrated and aligned through continuing collaboration between the district staff and the staff of the Learning Center, ECDC and CSPP. To support children with disabilities in UPK, the district will implement Universal Design for Learning along with providing specialized services in the classroom with peer models. In addition, the teachers will continue incorporating and implementing social-emotional strategies that support all students, including students with special needs. Likewise, the district will continue supporting the language and the overall development of multilingual learners with strategies such as Total Physical Response, multiple representations of concepts, Google translate, and with hands-on activities.

Required Questions

1. Does the LEA plan to provide any of the following language model(s) for TK students? [select all that apply]
 - a. Dual language program with a language allotment² of 50/50 [open response for language offered]
 - b. Dual language program with a language allotment of 90/10 [open response for language offered]
 - c. Dual language program with a language allotment of 80/20 [open response for language offered]
 - d. Dual language program with a language allotment of 70/30 [open response for language offered]
 - e. English-only instruction with home-language support

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

- f. None
 - g. Other [describe, open response]
1. If the LEA administers CSPP, does it plan to provide any of the following language model(s) for CSPP students? [select all that apply]
- a. Dual language program with a language allotment³ of 50/50 [open response for language offered]
 - b. Dual language program with a language allotment of 90/10 [open response for language offered]
 - c. Dual language program with a language allotment of 80/20 [open response for language offered]
 - d. Dual language program with a language allotment of 70/30 [open response for language offered]
 - e. English-only instruction with home-language support
 - f. None
 - g. Other [describe, open response]
2. Identify methods the LEA plans to use to support the development of social-emotional learning and executive function skills through specific instruction in these areas and by embedding and reinforcing this instruction in all curriculum areas. [select all that apply]
- a. Provide training for staff on the Center on the Social Emotional Foundations for Early Learning (CSEFEL) Pyramid Model
 - b. Implement the CSEFEL Pyramid Model in the classroom
 - c. Designing developmentally-appropriate learning environments to allow for individual and group activities that promote social-emotional learning and executive function skills (for example, use students' pictures or words in daily routines, feelings charts) **X**
 - d. Promote learning through play as a context for social and emotional development, including social play with teachers and peers in small or large group settings **X**

³ The percentage of instructional time spent on the target language and English (e.g., in a 50/50 Spanish/English program, 50% of instructional time is spent on each language).

- e. Use developmental observations to identify children's emerging skills and support their development through daily interactions **X**
 - f. Development of lesson plans or use of a curriculum that includes specific and targeted social-emotional learning and executive function activities throughout the day of instruction **X**
 - g. Staff development opportunities encouraging reflective practice and cross-level support for instruction specific to social-emotional learning and executive function skills **X**
 - h. Offer open-ended, self-directed learning opportunities that foster individual interests and curiosity and new learning **X**
3. What instructional practices does the LEA plan to implement to support children with disabilities in UPK programming? [select all that apply]
- a. Implement Universal Design for Learning **X**
 - b. Provide adaptations to instructional materials **X**
 - c. Provide specialized services (for example, occupational therapy, physiotherapy, speech and language pathology therapy) in the classroom with peer models
 - d. Implement social-emotional strategies, such as the Pyramid Model, CSEFEL, and others **X**
 - e. Provide additional staff to support participation in instruction **X**
 - f. Other [open response]
4. What assessments does the LEA plan to use in TK or kindergarten? [select all that apply]
- a. ASQ
 - b. BRIGANCE Early Childhood Screen
 - c. DRDP
 - d. DRA
 - e. LEA-based grade level benchmarks and a report card **X**
 - f. TS GOLD

- g. WSS
- h. Other [describe, open response]
- i. The LEA does not plan to use a common TK assessment
- j. Unsure

Focus Area E: LEA Facilities, Services, and Operations

Required Questions

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

The district does not plan to displace any of the early education programs on our campuses.

2. Does the LEA have adequate classroom space to meet the Projected Enrollment of TK students listed in the Projected Enrollment and Needs Assessment section of this document, for the respective implementation year? [multiple choice]

a. Yes **X**

b. No

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

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

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

a. Yes **X**

b. No

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

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

a. Yes **X**

- b. No
 - i. If no, what modifications need to be made? What resources are needed to provide equipment or accommodations? [describe, open response]
5. Does the LEA's Facilities Master Plan adequately address the need for UPK programming? [multiple choice]
- a. Yes **X**
 - b. No
 - i. If no, what process will the LEA use to update the Facilities Master Plan to accommodate future TK and early education programming? [describe, open response]
6. In which of the following areas does the LEA intend to make updates to facilities? [select all that apply]
- a. Turfed area
 - b. Paved area
 - c. Apparatus area
 - d. Land required for buildings and grounds
 - e. Total square feet required
 - f. None of the above **X**
7. What transportation will the LEA offer to children enrolled in TK? [select all that apply]
- a. Transportation to and from the TK program
 - b. Transportation from the TK program to an extended learning and care opportunity on another LEA site
 - c. Transportation from the TK program to an extended learning and care opportunity on a non-LEA site (for example, a CBO that operates a preschool program)
 - d. No transportation will be provided **X**

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

No

Technical Assistance Questions

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

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

1. What technical assistance would be most helpful related to projecting enrollment and assessing needs? [select all that apply]
 - a. Support for parent surveys to gauge interest in service delivery models **X**
 - b. Data analysis capacity building to support staff to refine enrollment projections based on community context
 - c. Information on program eligibility requirements to project enrollment across programs **X**

2. What technical assistance would be most helpful related to the elements included in Focus Area A: Vision and Coherence? [select all that apply]
 - a. Adjusting classroom practices to support the district's UPK model (for example, mixed-age classrooms) **X**
 - b. Creating inclusive classrooms, including implementing Universal Design for Learning **X**
 - c. Templates or framework for drafting a P–3 vision that partners and parents support **X**
 - d. Models for administrative structures that support effective UPK programs and facilitate connections with the ELO-P and non-LEA-administered early learning and care programs
 - e. Support for developing and applying to administer a CSPP contract
 - f. Technical assistance on how to integrate UPK and P–3 in the district LCAP
 - g. Guidance on best practices for smooth transitions through the P–3 continuum **X**

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

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

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

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

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

Appendix I - Definitions

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

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

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

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

Appendix II - Additional Deeper Planning Questions

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

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

Focus Area A: Vision and Coherence

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

Focus Area C: Workforce Recruitment and Professional Learning

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

Focus Area D: Curriculum, Instruction, and Assessment

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

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

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

Focus Area E: LEA Facilities, Services, and Operations

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

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