

Universal Prekindergarten Planning and Implementation Grant Program – Planning Template

A Resource for Local Educational Agencies
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Universal Prekindergarten in California

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

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

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

The California Universal Prekindergarten Planning and Implementation Grant Program – Overview

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

The 2021–22 State Budget package established the UPK Planning and Implementation Grant Program as a state early learning initiative with the goal of expanding access to prekindergarten programs at local educational agencies (LEAs). This grant program provides \$200 million for the California Department of Education (CDE) to allocate directly to LEAs based on a statutory formula to support planning and implementation costs associated with expanding prekindergarten options, such as universally-available transitional kindergarten (TK), CSPP, and Head Start for eligible students, and other local and community-based partnerships. It is important for LEAs to include partners such as CSPP, Head Start, and other early learning and care providers in the co-creation of the local plan. Engaging all partners in the community will enhance resources for families and children and fully utilize and coordinate available resources, including facilities, staff, and funding.

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

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

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

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

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

In addition, the 2021–22 State Budget also established the Expanded Learning Opportunities Program (ELO-P). The intent of the program is that all LEAs offer all unduplicated students in classroom-based instructional programs access to comprehensive afterschool and intersessional expanded learning opportunities. The ELO-P requires LEAs to offer in-person before or after-school expanded learning opportunities that, when added to the core instructional day, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day (EC Section 46120).

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

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

Planning Template Purpose

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

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

- Recommended Questions: LEAs are highly encouraged to incorporate answers to these questions in their UPK Plans. Responses to these questions are not required for submission to the CDE but do support more holistic planning that meets the intent of these funds.
- Required questions: LEAs will be required to answer the required data questions outlined in this template in a survey that will be issued by the CDE following the June 30, 2022, deadline for LEAs to present their plans to their governing boards.

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

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

The UPK Planning Template is organized as follows:

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

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

Accompanying Guidance

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

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

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

Directions, Timeline, and Suggested Planning Process

LEAs are encouraged to use this template to fulfill the EC Section 8281.5 requirement to create a UPK Plan that articulates how the LEA will facilitate access to full-day learning for all children the year before kindergarten, including their partnerships with CSPP, Head Start, other preschool partners, and extended learning and care partners. The CDE will

disseminate a survey to collect responses to the required questions in this template following the June 30, 2022, deadline for presenting plans to the local governing board.

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

1. LEAs convene a planning team, including staff from the early learning department and Head Start (if these exist), curriculum and instruction, student programs, workforce and human resources (HR), business services, special education, multilingual education, expanded and after-school learning, and facilities.
2. The CDE, along with partners, will release guidance, resources, and additional information to support LEAs in the development of their UPK plan. LEAs should review this guidance as part of their planning process, and COEs should use the guidance to inform the support they offer to LEAs.
3. COEs develop plans for how they will support LEAs in their county to assess options, make decisions, and construct plans that address the required questions and consider the recommended questions found in this template. COEs should communicate with the LEAs in their county about the types of information, resources, and technical assistance the COE is able to offer to support the UPK planning process.
4. LEAs conduct outreach and engagement activities with local R&Rs, LPCs, and existing extended learning and care providers including early learning and child care providers operating within the LEA's enrollment attendance boundary.
5. LEAs convene a public engagement process to gather input and perspectives to inform the plan. This engagement process should include parents, early learning communities (including CSPP, Head Start, and the Head Start Policy Council), and expanded learning communities (including the After-School Education and Safety [ASES] Program). To ensure meaningful engagement, the CDE recommends LEAs complete this by March 1, 2022.
6. If the LEA wants technical assistance from their COE, the CDE recommends LEAs submit a draft of the UPK Plan to their COE for review by April 15, 2022.
7. Planning teams meet with the COE to discuss the LEA's draft, including local constituency input, by June 1, 2022.
8. Planning teams present a draft plan to the school board by June 30, 2022.
9. The plan shall demonstrate how families will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the ASES Program, CSPP, Head Start programs, and other community-based early learning and care programs.

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

Key Considerations

Transitional Kindergarten Implementation Timeline

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

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

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
Eligibility	Turn five between September 2 and December 2; at district discretion,	Turn five between September 2 and February 2; at district discretion,	Turn five between September 2 and April 2; at district discretion, turn	Turn five between September 2 and June 2; at district discretion, turn	Turn four by September 1

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
	turn five between December 3 and the end of the school year	turn five between February 3 and the end of the school year	five between April 3 and the end of the school year	five between June 3 and the end of the school year	
Ratios	Not specified	1:12	1:10**	1:10**	1:10**
Class Size	24	24	24	24	24

* average class size across the school site

** Subject to future legislative appropriation

Supporting a Preschool through Third Grade Continuum

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

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

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

Full-Day, Extended Learning and Care

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

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

Creating Joint or Aligned Plans

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

UPK Planning Template Self-Certification

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

1. Please complete the following table:

LEA Name	Contact Name and Title of the Individual Self-Certifying the Statement Above	Email	Phone
Southern Kern Unified School District	Barbara Gaines, Superintendent	bgaines@skusd.k12.ca.us	661-256-5000

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

No

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

N/A

Projected Enrollment and Needs Assessment Recommended Planning Questions

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

1. What do existing data sources indicate about parental needs and preferences related to early learning and care programs for three- and four-year-old children in the LEAs attendance area? (LEAs are encouraged to work with local early learning and care partners such as CSPP, Head Start programs, LPCs, R&Rs, and APPs, and utilize data sources such as LPC Needs Assessment data, Head Start Needs Assessments, and so on)
2. Using the projected TK enrollment for the LEA provided by the CDE, make modifications to the LEA's TK student estimates and make cumulative facilities and staffing estimates needed each year from school year 2022–23 to 2025–26. Complete the following tables.

Table: Projected Student Enrollment

Type of Student	2019–20	Current (TK-eligible children turn five between September 2 and December 2, inclusive)	2022–23 (TK-eligible children turn five between September 2 and February 2, inclusive)	2023–24 (TK-eligible children turn five between September 2 and April 2, inclusive) ⁴	2024–25 (TK-eligible children turn five between September 2 and June 2, inclusive)	2025–26 (TK-eligible children turn four by September 1)
TK Students	54	56	72	80	100	120
CSPP (if applicable)	N/A	N/A	N/A	N/A	N/A	N/A

Table: Facilities Estimates (Cumulative)

Type of Facility	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK Classrooms	2	2	3	4	5	6
CSPP Classrooms	N/A	N/A	N/A	N/A	N/A	N/A
Head Start or Other Early Learning and Care Classrooms	N/A	N/A	N/A	N/A	N/A	N/A

Table: Staffing Estimates (Cumulative)

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK	2	2	3	4	5	6
TK Teacher's Assistants	1	2	3	4	5	6

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

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

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

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

2019–20	Current	2022–23	2023–24	2024–25	2025–26
0	0	20	40	50	60

Table: Projected Number of Slots Available for TK Students

Slot Type	2019–20	Current	2022–23	2023–24	2024–25	2025–26
CSPP	N/A	N/A	N/A	N/A	N/A	N/A
Head Start	N/A	N/A	N/A	N/A	N/A	N/A
ASES Program/ELO-P	0	0	40	60	70	80

Required Questions

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

There are no required questions in this section.

Focus Area A: Vision and Coherence

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

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

Recommended Planning Questions

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

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

The Southern Kern Unified School District (SKUSD) currently has 1 full day Transitional Kindergarten (TK) class at both of our elementary schools. The vision of the district is to gradually increase the number of full day TK classes to 4 and add 4 full day Prekindergarten Classes by 2025-2026. By 2025-2026 the SKUSD TK and PreK classes will be held at one Early Education Site that will be a part of Rosamond Elementary School. The Early Education Site will have it's own office, cafeteria, and playground; as well as it's own entry and exit. SKUSD submitted an application for new construction/modernization funding, which was received by OPSC on April 25, 2022.

SKUSD will follow the CDE UTK implementation timeline for the determination of student eligibility dates and student to adult ratios. CDE UTK implementation timeline is as follows:

Year	Eligibility	Ratio
2021-2022	Turn 5 between September 2 and December 2	Not Specified
2022-2023	Turn 5 between September 2 and February 2	12:1
2023-2024	Turn 5 between September 2 and April 2	10:1*
2024-2025	Turn 5 between September 2 and June 3	10:1*
2025-2026	Turn 4 by September 1	10:1*

* Subject to future legislative appropriation

By 2025-2026 two of the TK classes will be Dual Language Immersion Program classes in which students learn in English 50% of their day and in Spanish the remaining 50% of the day. The two Dual Language Immersion (DLI) Program student cohorts would then be moved up together to make up one Dual Language Immersion Kindergarten class along with a new TK Dual Language Immersion class the following school year. Each year thereafter the Dual Immersion Program would progress to the next grade level with the original cohort of students. This progression would follow each DLI cohort of students into middle school. The ultimate goal is to have a Dual Immersion Program TK-8.

SKUSD will also work on establishing an infrastructure/system within our elementary schools that support a PK-3rd grade continuum. School leadership and PK-3rd grade teachers will be provided with professional development opportunities to enhance their knowledge of child development and instructional practices that support young learners. Collaboration time will be provided to allow for principals, teachers, and staff to align PK-3rd grade to develop and implement a comprehensive, high-quality early learning program. During collaboration, staff will work to align curriculum and instructional practices across the Pre-K-3rd grade continuum to ensure that they are comprehensive and differentiated for students along the developmental

continuum. The focus will be on providing our early learning students with learning opportunities that are actively engaging, curiosity and play prevalent, and all domains of learning are prioritized.

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

Students that are enrolled in SKUSD TK or PreK classes will be able to opt into our ASES After School Program. The ASES After School Program runs from the end of the regular school day until 6:00PM. TK and Pre-K students will also have an opportunity to participate in our after school Reading Academy and Math Academy at their school sites. Reading Academy and Math Academy provide additional instruction and support for students that are in need. The Academies held 2 days a week for an hour each day.

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

School site administration, TK/PreK teachers, and the ASES After School Program Coordinator will work together to ensure that TK and PreK students parents are informed of the opportunity to opt into the ASES After School Program. TK and PreK parents will be provided annually with an ASES Program Registration Application when they enroll their students into school at the district's Educational Services Office. During the school year the ASES Program Coordinator and ASES Instructor will coordinate with the TK/PreK teacher throughout the school year.

TK and Pre-K students will also have an opportunity to participate in our after school Reading Academy and Math Academy at their school sites. Reading Academy and Math Academy provide additional instruction and support for students that are in need. The Academies held 2 days a week for an hour. School site administration and teachers will work with parents to ensure that students that are in need of Reading Academy or Math Academy are informed and able to enroll.

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

The following individuals will be responsible for the key functions listed for them:

Associate Superintendent, Human Resources: Teacher and staff recruitment and hiring, Connections with higher learning institutions for recruitment purposes, and other functions as needed

Assistant Superintendent, Educational Services: Academic and educational services (curriculum and instruction), early childhood partnerships, ELO-P, professional learning, assessments, and other functions as needed.

Chief Business Officer: Budget, expenditures

School Principals: Site relevant academic and educational services (curriculum and instruction), ELO-P, assessments, and other functions as needed.

Director of Special Programs: English learner, multilingual programs, KIDS (Kern Integrated Data Systems), and others functions as needed.

Director of Special Education: Special Education

Director of Technology and Assessments: Data Collection

Director of Maintenance: Facilities

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

The SKUSD Assistant Superintendent of Educational Services who is part of the district cabinet will meet with the elementary school administrators that oversee the UPK programs at least once a month to discuss the UPK

program at their school site. The Assistant Superintendent will then take strengths, outcomes, concerns, and/or areas of need to the district cabinet meeting in order make decisions necessary for the betterment of the UPK program. The district cabinet meetings are held weekly to keep all members abreast of district programs.

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

The district's LCAP Committee will be determining areas in the LCAP in which our PK/TK students can be added to the students benefiting from the actions in place. The district and LCAP Committee may also need to determine additional actions that focus on providing professional development, coaching, and other actions that would be of benefit to the implementation of our UPK plan.

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

SKUSD currently has a Preschool Special Education Class at Rosamond Elementary School and is possibly opening an additional class at Westpark Elementary for the 2022-2023 school year. The students within the Preschool SDC classes will have the ability to mainstream into the TK and PreK classes allowing them more of an opportunity to interact with their general education peers academically and socially. The IEP team including the student's parent(s), school administration, special education teacher, TK/PreK general education teacher, and any other necessary member will determine the appropriate placement and services for students with disabilities. The district will provide necessary equipment, furniture, and learning devices/curriculum as established in each student's IEP.

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

The LEA will provide the proper staffing to meet the needs of the students opting into our ASES After School Program and into our After School Reading and Math Academies. We will provide professional development and coaching for the staff working with our Early Education learners. We will also be providing time for our ASES After School Program staff to observe in our TK classrooms to observe the techniques and learning styles most beneficial to our early education students.

Required Questions

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

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

Other [describe, open response]

SKUSD will begin with TK classes at both elementary school sites. After modernization is completed to the older building at Rosamond Elementary School, then the district will be moving all TK and PreK classes to the Early Education Site that will be a part of Rosamond Elementary School. The Early Education site will have its own office, cafeteria, and playground area; as well as a separate entrance/exit.

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

Full 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.

Currently, SKUSD has 1 full day TK class at each of our elementary school sites. The district will gradually increase the number of full day TK classes to 4 and add 4 full day Prekindergarten Classes by 2025-2026. By 2025-2026 the SKUSD TK and PreK classes will be held at one Early Education Program Site that will be a part of Rosamond

Elementary School. The district implementation of an Early Education Program Site on the Rosamond Elementary campus rather than housing programs at both sites is due to the lack of facilities and/or space to increase facilities at Westpark Elementary School. Rosamond Elementary has an older section of the school that not currently in use that will be modernized to meet the necessary requirements for PK and TK classrooms. Once modernized all of the PK and TK classes will be moved to this section of Rosamond Elementary and become our Early Education Program. The Early Education Program Site will have it's own office, cafeteria, and playground; as well as it's own entry and exit.

Parents will be able to Opt-in to the ASES after school programs offered at the school site, as well as the after school Reading Academy and Math Academy programs held at the school site.

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

No - the LEA has no plans to begin or expand a CSPP contract in future years

5. If the LEA answered yes in question four, what age of children does the LEA plan to serve through a CSPP contract? [select all that apply]

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]

No

b. 2023–24 (Birthdays April 3 or after) [select one]

No

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

No

Focus Area B: Community Engagement and Partnerships

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

Recommended Planning Questions

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

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

SKUSD will begin open enrollment for TK and Kindergarten in April of each year. This is advertised on our district website, through blackboard messages to current parents, and signs posted at all school sites and the district office. This allows for parents to have the option of enrolling their TK age student. It is a district priority to ensure that our TK age students are able to enroll in school during the regular school day and then opt-in our after school programs. Parents that enroll their student into TK will be provided with an ASES After School Program application so that they can opt into the program. The students whose parents that choose to enroll them into the ASES After School Program will be allowed to attend the program. TK students will also be able to opt into our Reading Academy and Math Academy programs after their regular school day that are held two days a week for an hour.

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

The LEA has developed a UPK Planning Committee that includes staff from our ASES After School Program. As member of the district's UPK Committee the ASES staff members will be able to provide input on all aspects of the the UPK Plan.

4. How does the LEA plan to create or grow partnerships with early learning and care providers serving children with disabilities (including how the LEA plans to collaborate with their SELPA to enroll more children with disabilities in inclusive UPK opportunities)?

SKUSD already partners with the Kern County SELPA to ensure enrollment of children with disabilities within our SDC Preschool Program and TK-12 schools.

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

Our district's ELO-P (ASES After School Program) runs from the regular day dismissal time until 6:00PM. TK and PreK students will attend a full day of regular school and then be able to opt into the district's ASES After School Program. This would provide students at Westpark Elementary an instructional day that is 10.5 hours long and the students at Rosamond Elementary an instructional day that is 10 hours long.

Required Questions

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

1. Identify which of the following opportunities the LEA implemented to obtain public input on the UPK Plan. [Select all that apply]

School Site Council

English Learner Advisory Committee (ELAC)

District Advisory Committee

District English Learner Advisory Committee (DELAC)

Family or parent surveys

LCAP educational partners input sessions

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]

Expanded learning programs on an LEA site (ASES, 21st Century Community Learning Centers [21st CCLC], ELO-P)

Other [describe, open response]

After School Reading Academy and Math Academy

Focus Area C: Workforce Recruitment and Professional Learning

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

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

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

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

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

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

Recommended Planning Questions

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

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

SKUSD recruits currently through postings on our district website, Edjoin.org, and Frontline Education. The SKUSD human resource department also attends multiple job fairs at colleges and Universities. The district is starting a more aggressive approach to recruitment through billboard advertisements, advertisements through movie theater on screen advertising, and a recruitment video that will be put out on social media.

3. What is the LEA's planned strategy for providing professional learning for educators across the LEA's P-3 continuum? Plans might include the following:
 - a. Who will receive this professional learning?
 - i. By role (lead teachers, assistant teachers, administrators, coaches, and so forth)
 - ii. By grade (TK staff, kindergarten through third grade staff, on-site preschool staff, off-site preschool staff, and so forth)
 - b. What content will professional learning opportunities cover?
 - i. Effective adult-child interactions
 - ii. Children's literacy and language development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
 - iii. Children's developing math and science (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)

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

SKUSD PK-3 Professional Learning Plan:

SKUSD staff that will receive Professional Learning Opportunities- Assistant Superintendent, Educational Services; Director of Special Programs; Elementary Principals and Assistant Principals, PK-3rd grade teachers, and PK-3rd grade support staff.

Professional Learning Content Areas that will be covered:

- Creating developmentally-informed environments
- Children’s literacy and language development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
- Children’s developing math and science (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
- Children’s social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
- Curriculum selection and implementation
- Serving children with disabilities in inclusive settings, including Universal Design for Learning
- Support for multilingual learners, including home language development and strategies for a bilingual classroom
- Implicit bias and culturally- and linguistically-responsive practice
- Administration and use of child assessments to inform instruction

Professional Learning will be delivered through: Coaching/Mentoring, Classroom observations and demonstration lessons, Workshops with external PD providers, Internally delivered PD, Professional Learning Communities, and Induction.

- 4. How does the LEA plan to facilitate the development of a district early education leadership team (across grade levels and departments) and promote site-based horizontal and vertical articulation (P–3) teams to support student transitions, share strategies, and collaboratively monitor student progress?

The district Assistant Superintendent, Educational Services will be responsible for the coordination, implementation, and support of the district’s Early Education Leadership Team. This team will be made up of the Assistant Superintendent, Director of Special Programs, School Site Administration, teachers representing TK-3

grade levels, and support staff that represent TK-3 grade levels including staff from the ASES After School Program. The district level Early Education Leadership Team will meet 4 times a year.

Required Questions

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

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

Provide advising on credential requirements and options for how to meet these requirements

Partner with a local IHE to provide other services to candidates seeking to earn a Multiple Subject Teaching Credential

Partner with a COE to provide other services to candidates seeking to earn a multiple subject credential

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]

Provide information on scholarship and grant opportunities

Provide advising on requirements and how to meet the requirements

Develop or work with an established mentorship program to support new TK teachers

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]

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]

Teaching Strategies GOLD (TS GOLD)

LEA-based, grade level benchmarks and a report card

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]

Children’s social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)

Support for multilingual learners, including home language development and strategies for a bilingual classroom

Focus Area D: Curriculum, Instruction, and Assessment

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

Recommended Planning Questions

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

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

The district will use input from CDE and Kern County Superintendent of Schools on the different curriculums that align with both the California Preschool Learning Foundations (CPLF) and California Preschool Curriculum Framework (CPCF). This information will be used to determine the curriculum that SKUSD will research and pilot. Teachers, staff, and parent input through curriculum review and pilot will be used to determine the curriculum that will best aligns with the CPLF, CPCF, and the district's vision for our TK and PreK classroom instruction.

Curriculum will be piloted in 5-6 week increments within our current TK classrooms. The UPK Committee will meet at the end of each pilot to discuss and complete a curriculum review form. The review form will reflect an alignment with the CPLF and CPCF. Once all pilots have been conducted the UPK Committee will meet to review all of the different curriculum and each individual review form. The curriculum that will be taken to the district Board of Trustees for approval and adoption will be the curriculum that receives a majority vote by the UPK Committee.

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

2022-2023 Research and Begin Pilot

2023-2024 Pilot and Adoption

2024-2025 Implementation in TK classrooms

2025-2026 Full Implementation of curriculum within ALL TK and PreK classrooms including DLI classrooms

Curriculum will be piloted in 5-6 week increments within our current TK classrooms. The UPK Committee will meet at the end of each pilot to discuss and complete a curriculum review form. Once all pilots have been conducted the UPK Committee will meet to review all of the different curriculum and each individual review form. The curriculum that will be taken to the district Board of Trustees for approval and adoption will be the curriculum that receives a majority vote by the UPK Committee.

Once approved by the Board of Trustees, the curriculum will be purchased. Professional Development will be a part of the adoption purchase. This professional development will be provided for all of our TK and PK teachers. Teachers will be provided with time to collaborate and plan prior to implementation as well as during PLC time once the curriculum is implemented.

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

SKUSD plans to provide professional development opportunities in the following areas:

- CHAMP Classroom Positive Behavior Intervention & Support
- Universal Design for Learning (UDL)
- Dual Language Immersion- multilingual language acquisition
- Social Emotional Learning (SEL)
- Evidence based instructional strategies

Provide time for teachers and staff to learn instructional strategies in context through modeling in the classroom, visiting schools with dual immersion programs, etc.

Engage in opportunities for feedback and reflection of teachers/staff members own practices with a coach, instructional leader, or master teacher.

Provide PLC time to collaborate with other teachers to learn, discuss, and reflect on practices.

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

School site administration, TK teachers, and the ASES After School Program TK staff will have time prior to the school year starting to develop integration plans for the school year. The district will also provide extra duty pay for the TK teachers to provide modeling of instructional practices during the ASES program and for the ASES TK Staff to come in during the regular school day to observe instruction. At least once a quarter the district will provide time for the TK teachers and TK ASES staff to meeting to continue planning and make necessary changes to instruction to ensure alignment.

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

SKUSD will support our students with disabilities by:

- Providing professional development in UDL Strategies
- Implementing UDL Strategies
- Provide specialized services and supports to enable students to fully participate in instruction. The services and supports will be tailored based on each individual students needs. (Ex: Occupational therapy, speech therapy, walkers, wheelchairs, assistive technology, etc.)
- Instructional materials will be adapted to meet individual students needs to allow student to fully participate in instruction. (Ex: Instructional materials presented in multiple ways, adaptive books, adapted pencils, etc.)
- Social-emotional strategies will be put in place that reduce challenging behaviors and increase positive social skills.

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

Provide Professional Development and other learning opportunities for teachers and staff that will:

Build knowledge of dual language development and promoting an asset-based view of linguistic diversity. This includes building knowledge about:

- Multilingual language acquisition
- Evidence-based instructional strategies
- Building relationships with multilingual children
- Cultural competence, diversity, asset-based instruction, and inclusion
- Developing partnerships and engaging with ML families

Learn instructional strategies in context (through modeling in the classroom, exemplar videos, lesson plans, etc.).

Engage in opportunities for feedback and reflection of your own practice with a coach, instructional leader, or master teacher.

Develop self-reflection skills on your own by seeking out assessment tools and checklists.

Provide PLC time to collaborate with other teachers to learn, discuss, and reflect on practice.

Required Questions

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

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

Dual language program with a language allotment of 50/50 [open response for language offered]

50% English and 50% Spanish

2. If the LEA administers CSPP, does it plan to provide any of the following language model(s) for CSPP students? [select all that apply]

None

SKUSD does not have a CSPP.

3. Identify methods the LEA plans to use to support the development of social-emotional learning and executive function skills through specific instruction in these areas and by embedding and reinforcing this instruction in all curriculum areas. [select all that apply]

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

Offer open-ended, self-directed learning opportunities that foster individual interests and curiosity and new learning

Staff development opportunities encouraging reflective practice and cross-level support for instruction specific to social-emotional learning and executive function skills

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

Designing developmentally-appropriate learning environments to allow for individual and group activities that promote social-emotional learning and executive function skills (for example, use students' pictures or words in daily routines, feelings charts)

4. What instructional practices does the LEA plan to implement to support children with disabilities in UPK programming? [select all that apply]

Implement Universal Design for Learning

Provide adaptations to instructional materials

Provide specialized services (for example, occupational therapy, physiotherapy, speech and language pathology therapy) in the classroom with peer models

Implement social-emotional strategies, such as the Pyramid Model, CSEFEL, and others

Provide additional staff to support participation in instruction

Universal Design for Learning will be implemented for all students, which will be of benefit to our students with disabilities. All of the remaining selected instructional practices will be put into place to support children with disabilities based on individual student needs as addressed in the student's IEP.

5. What assessments does the LEA plan to use in TK or kindergarten? [select all that apply]

LEA-based grade level benchmarks and a report card

Focus Area E: LEA Facilities, Services, and Operations

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

For Facilities:

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

Recommended Planning Questions

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

1. What strategies does the LEA plan to employ to integrate younger children and older children on the same campus and ensure safety and appropriate commingling?

Currently, the TK class at Rosamond Elementary (RES) has its own exit gate and playground. When the RES TK students arrive at school they enter the Kindergarten playground area and are picked up by their teacher when the bell rings to start the school day. They eat breakfast at that time in the cafeteria with the SDC Preschool students. The TK students at RES are walked to the shared cafeteria for lunch with the SDC Preschool class. At Westpark, the TK class is near an entry/exit gate. The TK students at Westpark enter a specific front gate and then either go to the cafeteria or to a playground that is used only by their TK and K students. At WES the TK go to lunch with the 2-3 K classes and play the shared playground. The TK teachers pick the TK students up at the playground at the end of all recess times to escort them to the classroom. At both schools any time a student is tardy to school they are escorted to the classroom by a staff member.

The district goal is that by 2025-2026, if not sooner, the older classroom section at Rosamond Elementary School will be remodeled and modified to become the site for the District’s Early Education Program housing all of the district’s TK and PreK students. The Early Education Program will have its own office, cafeteria, playground, and school entry/exit. There will be at least 8 classrooms available for use after remodeling and modifications have been completed.

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

Due to the TK program being put in place in a tiered progression it will allow the district to work with our transportation department in order to better meet the needs of our UPK students and families. Additional transportation staff may eventually need to be hired in order to meet the needs of our UPK students. The district recently purchased several vans that could be used to support the transportation of our TK students.

3. What strategies does the LEA intend to implement to ensure TK students have access to meals and adequate time to eat (for example, adding additional meal services and time in the cafeteria, offering breakfast after the bell [students pick up a breakfast and bring it to the classroom])? (Note: The LEA must continue to comply with all health and safety, state, and federal Child Nutrition Program regulations while implementing meal service)

The goal is that by the 2025-2026 school year the Early Education Program site at Rosamond Elementary will be open. The Early Education Program site will have its own cafeteria with its own cafeteria staff. This would mean that the Early Education Program will have its own cafeteria manager and staff needed to serve the number of students attending the Early Education Program.

Required Questions

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

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

Currently, SKUSD has two TK classes and that will be incorporated into the UPK plan. The district also has an SDC Preschool class, which the district is working on expanding to two classes. The district will continue to partner with the SELPA for enrollment of students into the SDC Preschool class.

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]

No

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

We currently have the number of classrooms needed, however, the classrooms available are in need of some repair and also do not meet the California Code of Regulations for the square footage required and restroom availability. The district has submitted an application for modernization funds which was received by OPSE on April 25, 2022.

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

The district has applied for UPK Facilities Funding so that the classrooms can be updated and modified to meet all of the California Code of Regulations. The application was received by OPSE on April 25, 2022. Once funding is determined the district will begin working on plans for the updates and modifications necessary.

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

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]

The classrooms that will be used are currently 1,050 sq. ft.. The buildings need to be remodeled to meet the 1,350 sq. ft. requirement. Currently there are 15 classrooms that will be remodeled into 8 classrooms so that each of the 8 classrooms meet or exceed the 1,350 sq ft. We will also be modernizing the cafeteria, restrooms, playground, and office at what will be the Early Education Program site.

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]

Yes

- 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]

Yes

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]

Apparatus area

Total square feet required

Turfed area

Paved area

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

Transportation to and from the TK program

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?

N/A, as the ASES After School Program will be located on the same school site at the TK classes.

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]

Support for parent surveys to gauge interest in service delivery models

2. What technical assistance would be most helpful related to the elements included in Focus Area A: Vision and Coherence? [select all that apply]

Creating inclusive classrooms, including implementing Universal Design for Learning

Templates or framework for drafting a P–3 vision that partners and parents support

Technical assistance on how to integrate UPK and P–3 in the district LCAP

Guidance on best practices for smooth transitions through the P–3 continuum

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]

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]

Additional guidance on UPK workforce requirements (TK, CSPP, and other early learning and care providers)

Creating joint professional learning opportunities for preschool and elementary school teachers within LEAs or across LEA- and CBO-administered programs

Strategies to support the teacher pipeline, including, but not limited to, recruiting multilingual educators, cohort models, apprenticeships, or residency programs

Creating professional learning opportunities to provide site leaders with more early childhood knowledge

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]

Children’s literacy and language development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)

Children’s math and science development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)

Children’s social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)

Creating developmentally-informed environments

Administration and use of child assessments to inform instruction

Engaging culturally- and linguistically-diverse families

Support for multilingual learners, including home language development and strategies for a bilingual classroom

6. What technical assistance would be most helpful related to support for specific professional learning delivery mechanisms? [select all that apply]

Classroom observations and demonstration lessons with colleagues

Internally-delivered professional learning workshops and trainings

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]

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

Specific instructional strategies to support specific skills including, but not limited to, children’s social-emotional development and home language development

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]

Using manipulatives to develop fine motor skills

Facilitating the development of critical thinking skills through the inquiry process (for example, the scientific method) to enhance children’s learning experiences

Encouraging purposeful play, choice, social interactions, and collaboration

Using child development knowledge to guide instructional approaches

Providing language- and literacy-rich environments

Facilitating development and exploration through art

Integrated English language development

Universal Design for Learning

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]

Guidance on how to modify an elementary school classroom to serve young 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.