

## Universal PreKindergarten Planning and Implementation Grant

### Early Education Division

#### Overview

As a condition of receiving the 2021–22 and the 2022–23 Universal PreKindergarten (UPK) Planning and Implementation (P&I) Grant funds, California *Education Code (EC)* requires each local educational agency (LEA) to create a plan articulating how all children in the LEA attendance area will have access to full-day learning programs the year before Kindergarten. The plan must address how programs will meet the needs of parents, and include a plan for leveraging partnerships with the LEA's expanded learning offerings, the After School Education and Safety Program (ASES), local California State Preschool Programs (CSPP), Head Start programs, and other community-based early learning and care programs (*EC* Section 8281.5).

LEAs that did not develop the plan required for the 2021–22 UPK P&I Grant, are required to develop a plan 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 LEAs expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs. This plan should have been presented for consideration by the governing board or body at a public meeting by March 30, 2023.

In February 2023, the California Department of Education (CDE) released the updated [2022–23 UPK Template \(DOCX\)](#) to: (1) offer planning and implementation questions for LEA consideration in developing and/or updating 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. The Template includes recommended and required planning questions. Please use the updated UPK Template to assist with answering questions in this survey.

The CDE is collecting answers to the required questions presented in the updated 2022–23 Template through this survey. Please complete the UPK Template before filling out this survey. The purpose of this survey is to inform the CDE on UPK implementation, and to identify what additional support may be needed for LEAs and county offices of education (COEs) to support UPK implementation. Aggregate data from this form will be reported to the Legislature.

#### Instructions and Deadlines

All application fields are required for submission of the application unless otherwise noted as optional. The application is structured into the following sections: **Section I:** LEA Information and Self Certification, **Section II:** Focus Area A: Vision and Coherence, **Section III:** Focus Area B: Community Engagement and Partnerships, **Section IV:** Focus Area C: Workforce Recruitment and Professional Learning, **Section V:** Focus Area D: Curriculum, Instruction, and Assessment, **Section VI:** Focus Area E: LEA Facilities, Services, and Operations, **Section VII:** Technical Assistance Questions.

To advance through this survey, please select the Next button at the bottom of your screen. If you do not intend to complete the survey in one session, you must select the **Save Responses** button located on the bottom of the screen. Once selected, you will be redirected to a new browser window. The new browser window will provide a URL that allows to return to your survey and your current progress, it is recommended that you save or bookmark the URL. Alternatively you can enter your email address to receive an email with the URL for entrance back into the survey.

For questions regarding this survey or for technical assistance, please send an email to [UPKPlanningGrant@cde.ca.gov](mailto:UPKPlanningGrant@cde.ca.gov).

#### Section I

##### LEA Information and Self Certification

###### Local Educational Agency Name

###### Entity Type

- School District  
 Charter School

###### Point of Contact Name

Title:

First name:

Last name:

Phone number: (999-999-9999)

Extension: (optional)

Email:

County

Los Angeles County

Self-Certification

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 March 30, 2023, (LEAs that did not develop the plan required for the 2021–22 UPK P&I Grant, are required to develop a plan on or before March 30, 2023) 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.

Please Note: All school districts and charter schools that received the UPK P&I Grant are required to submit their own individual UPK Program Report regardless if they are part of a joint plan with another LEA.

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)?

- Yes
No

Section II

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 Transitional Kindergarten (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 (for example, 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.

What is the LEA's vision for UPK?

OCS's vision for UPK is to enhance and build upon our long-standing TK program. Since OCS opened 20 years ago, the school has offered a mixed age TK/K program. With the new TK requirements, we have had to separate our TK and K students into separate classes. Our long-term vision is to figure out how to combine these students again for their optimal learning environment while meeting class size and ratio requirements. To support the TK students and increase the adult to student ratio, an additional assistant focuses specifically on TK students before, during, and after school. The assistant along with the teacher work with TK children on skills including but not limited to: self care (hygiene, toileting, etc.), problem solving, conflict resolution, and language development.

Who is the individual (at the LEA) who is responsible for key functions pertaining to implementing UPK?

UPK contact title: Executive Director
UPK contact first name: Kristy
UPK contact last name: Mack-Fett
UPK contact Phone number: (999-999-9999) 310-827-5511
UPK contact extension: (optional)
UPK contact email: mskristy@oceancs.org

Has the LEA integrated UPK into the Local Control and Accountability Plan (LCAP)?

- Yes
Not yet but we plan to
No, not sure we plan to
No, no plan to
We would like to but are unsure how to do this
Unsure

Does your LEA offer TK at all elementary schools in the district?

- Yes, all sites
No

How many elementary schools are in the district?

1

Complete the questions below, also indicating how many of these classes are fully inclusive of children with disabilities, providing access to the least restrictive environment for learning.

How many TK standalone classes does your LEA currently offer?

1

**Percentage of TK standalone classes that are fully inclusive of students with disabilities:**

- 0–20%
- 21–40%
- 41–60%
- 61–80%
- 81–100%

**How many TK-kindergarten combination classes does your LEA currently offer?**

**Percentage of TK-kindergarten combination classes that are fully inclusive of students with disabilities:**

- 0–20%
- 21–40%
- 41–60%
- 61–80%
- 81–100%

**How many CSPP and TK combination classes (CSPP funding and ADA funding) does your LEA currently offer?**

**Percentage of CSPP and TK combination classes (CSPP funding and ADA funding) classes that are fully inclusive of students with disabilities:**

- 0–20%
- 21–40%
- 41–60%
- 61–80%
- 81–100%

**How many locally-funded preschool and TK combination classes does your LEA currently offer?**

**Percentage of locally-funded preschool and TK combination classes that are fully inclusive of students with disabilities:**

- 0–20%
- 21–40%
- 41–60%
- 61–80%
- 81–100%

**How many CSPP standalone classes does your LEA currently offer?**

**Percentage of CSPP standalone classes that are fully inclusive of students with disabilities:**

- 0–20%
- 21–40%
- 41–60%
- 61–80%
- 81–100%

**How many Head Start standalone classes does your LEA currently offer?**

**Percentage of Head Start standalone classes that are fully inclusive of students with disabilities:**

- 0–20%
- 21–40%
- 41–60%
- 61–80%
- 81–100%

**How many other early learning classes does your LEA currently offer?**

**Percentage of other early learning classes that are fully inclusive of students with disabilities:**

- 0–20%
- 21–40%
- 41–60%
- 61–80%
- 81–100%

**Has the LEA implemented full-day TK (more than four hours), part-day TK (less than four hours), or both?**

- Full-Day TK
- Part-Day TK
- Both

**Describe how the LEA changed its TK and other early learning programming from 2021–22 to 2022–23, if at all:**

We have maintained our TK program from 21-22 to 22-23.

**Did the LEA operate a CSPP in 2022-23?**

- Yes
- No

**Does the LEA plan to contract with CSPP in future years?**

- Yes
- No

For the following three questions indicate if the LEA expanded access to early TK, or plans to expand access to early admittance TK, for children whose fifth birthday occurred after the enrollment date for the year of implementation.

**Expanded access 2022–23 (birthdays February 3 and after):**

- Yes
- No

**Planning for expanded access 2023–24 (birthdays April 3 or after):**

- Yes
- No
- Maybe

**Planning for expanded access 2024–25 (birthdays June 3 or after):**

- Yes
- No
- Maybe

**Due to changes in the most recent budget, CDE will be collecting information around early enrollment children in TK.**

Indicate if the LEA expanded access to early enrollment children, or plans to expand access to early enrollment children, for children whose fourth birthday will be between the second of June and first of September preceding the school year during which they are/would be enrolled.

**Did your LEA expand access to early enrollment children or plan to expand access to early enrollment children in 2022-23?**

- Yes
- No

**Is your LEA planning to expand access to early enrollment children or plan to expand access to early enrollment children in 2023-24?**

- Yes
- No
- Maybe

**Is your LEA planning to expand access to early enrollment children or plan to expand access to early enrollment children in 2024-25?**

- Yes
- No
- Maybe

How has expanding access to early enrollment children impacted your school district or charter school? (optional)

**How are you adjusting your policies or revising your practices to address the increase in children who will need toileting assistance as TK age-eligibility expands? (select all that apply)**

- We already have dedicated staff to support toileting and communicate regularly with parents about how our school sites provide toileting assistance for children who need it.
- We are or will be engaging in additional negotiation with our local labor organizations to assign duties related to toileting assistance to new or additional staff.
- We share or will be sharing resources or information with families about how our school sites will approach toileting assistance.
- We have adopted or will be adopting new practices to support all children having access to additional clothing and/or toileting supplies as necessary.
- We are planning to address toileting with our community on an upcoming meeting agenda.
- Other

### Section III

#### Focus Area B: Community Engagement and Partnerships

To successfully implement UPK and create a Preschool through Third Grade (P-3) continuum, LEAs will need to cultivate relationships and collaborate with both internal and external partners.

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

OCS's UPK Plan prioritizes parental needs and choices by offering a full-day TK program with the option of before school care and an after-school program. OCS has solicited input from families about their preferences through community meetings, zoom meeting with administration, and a community survey.

**How has the LEA engaged extended learning and care partners in the development of the LEA's UPK Plan?**

OCS has engaged with local preschools and home childcare facilities that provide developmental, play-based, and Waldorf-inspired programs. In addition, OCS has engaged with local after school enrichment program options in the development of the UPK plan.

**Identify which of the following opportunities the LEA implemented to obtain public input on the UPK Plan: (select all that apply)**

- Parent Teacher Association Meetings
- Family or parent/caregiver surveys
- English Learner Advisory Committee (ELAC)
- District English Learner Advisory Committee (DELAC)
- Special Education Local Plan Area (SELPA)
- School Site Council
- District Advisory Committee
- LCAP educational partners input sessions
- Tribal Community input session
- Co-hosted events with community-based organizations (CBOs)
- Hosted meet and greets with the early learning and care community
- LPC Meetings
- Local Quality Counts California (QCC) consortia meetings
- First 5 County Commission meetings
- Community Advisory Committee (CAC)
- Head Start Policy Council meetings
- Collaborated with parent engagement centers (for example, Parent Training and Information Center [PTIC], Community Parent Resource Center [CPRC], Family Empowerment Centers [FEC])
- Other

**Describe the other opportunities the LEA implemented to obtain public input on the UPK Plan:**

OCS' parent organization is the Parent Collective. Input has been gathered from the Parent Collective on the TK plan.

**When soliciting public input, which languages other than English were used to communicate?** *(select all that apply)*

- Arabic
- Armenian
- Chinese (Cantonese)
- Chinese (Mandarin)
- Farsi
- Hmong
- Japanese
- Khmer
- Korean
- Laotian
- Punjabi
- Russian
- Spanish
- Tagalog (including Filipino)
- Vietnamese
- Other

**Select which programs the LEA combined with the TK instructional day to offer a full day of programming (instructional day plus extended programming) for children whose families opt in for extended learning and care:** *(select all that apply)*

- Expanded learning programs on an LEA site (ASES, 21st Century Community Learning Centers [21st CCLC], ELO-P)
- Expanded learning programs at a CBO site (ASES, 21st CCLC, ELO-P)
- CSPP (on an LEA site)
- CSPP (at a CBO site)
- LEA- or locally-funded preschool
- Head Start
- LEA preschool funded with Title I of the Every Student Succeeds Act funds
- Other CBO preschool
- State subsidized child care (not including CSPP)
- None
- Other

## Section IV

### Focus Area C: Workforce Recruitment and Professional Learning

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

(Note: All LEAs will need to plan for workforce development considerations as part of this planning work.)

EC Section 48000(g)(4) specifies that credentialed teachers who are first assigned to a TK classroom after July 1, 2015, have, by August 1, 2025, 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 meeting the criteria established by the governing board or body of the LEA that is comparable to the 24 units of education described in subparagraph (a)
- c. A Child Development Teacher Permit or the Emergency Specialist Teaching Permit in Early Childhood Education, also known as the Emergency Transitional Kindergarten Permit issued by the Commission on Teacher Credentialing (CTC)

Additional credential options include:

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

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

- 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

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

LEAs are required to give additional details about the frequency, modality, and audience for the professional development opportunities chosen below.

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

**What were the priority areas for professional development opportunities for TK staff this year? (select up to three)**

- Effective adult-child interactions
- 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*)
- Implicit bias and culturally- and linguistically-responsive practice
- Adverse Childhood Experiences (ACEs) and trauma- and healing-informed practice
- Curriculum selection and implementation
- Creating developmentally-informed environments
- Administration and use of child assessments to inform instruction
- Support for multilingual learners, including home language development and strategies for a bilingual classroom
- Serving children with disabilities in inclusive settings, including Universal Design for Learning
- Engaging culturally- and linguistically-diverse families
- Early childhood behavioral health (for example, early childhood mental health consultation)
- Other

**What were the modalities and frequency of professional learning opportunities for professional learning opportunities in implicit bias and culturally- and linguistically-responsive practice for TK staff? (select all that apply)**

- In-Classroom Coaching (one or two times)
- In-Classroom Coaching (monthly or more frequently)
- One or multi-day workshop – Off-site
- One or multi-day LEA onsite professional development (for example, Annually)
- Ongoing LEA - onsite professional development (for example, Monthly)
- Online course
- Webinar
- Other

**Who was the audience of professional learning opportunities for professional learning opportunities in implicit bias and culturally- and linguistically-responsive practice for TK staff? (select all that apply)**

- Lead teachers
- Assistant teachers
- Paraeducators
- Administrators
- Coaches
- Other support staff
- Offered jointly with Kindergarten, 1, 2, or 3 Grade Levels
- Offered jointly with CSPP, Head Start, or other preschool program
- Other

**What were the modalities and frequency for professional learning opportunities in Adverse Childhood Experiences (ACEs) and trauma- and healing-informed practice for TK staff? (select all that apply)**

- In-Classroom Coaching (one or two times)
- In-Classroom Coaching (monthly or more frequently)
- One or multi-day workshop – Off-site
- One or multi-day LEA onsite professional development (for example, Annually)
- Ongoing LEA - onsite professional development (for example, Monthly)
- Online course
- Webinar
- Other

**Who was the audience for professional learning opportunities in Adverse Childhood Experiences (ACEs) and trauma- and healing-informed practice for TK staff? (select all that apply)**

- Lead teachers
- Assistant teachers
- Paraeducators
- Administrators
- Coaches
- Other support staff
- Offered jointly with Kindergarten, 1, 2, or 3 Grade Levels
- Offered jointly with CSPP, Head Start, or other preschool program
- Other

**What were the modalities and frequency for professional learning opportunities in creating developmentally-informed environments for TK staff? (select all that apply)**

- In-Classroom Coaching (one or two times)
- In-Classroom Coaching (monthly or more frequently)
- One or multi-day workshop – Off-site
- One or multi-day LEA onsite professional development (for example, Annually)
- Ongoing LEA - onsite professional development (for example, Monthly)
- Online course
- Webinar
- Other

**Who was the audience for professional learning opportunities in creating developmentally-informed environments for TK staff? (select all that apply)**

- Lead teachers
- Assistant teachers
- Paraeducators
- Administrators
- Coaches
- Other support staff
- Offered jointly with Kindergarten, 1, 2, or 3 Grade Levels
- Offered jointly with CSPP, Head Start, or other preschool program
- Other

**If your LEA has CSPP, what were the priority areas for professional development opportunities for CSPP staff this year? (select up to three)**

- Effective adult-child interactions
- 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*)
- Implicit bias and culturally- and linguistically-responsive practice
- Adverse Childhood Experiences (ACEs) and trauma- and healing-informed practice
- Curriculum selection and implementation
- Creating developmentally-informed environments
- Administration and use of child assessments to inform instruction
- Support for multilingual learners, including home language development and strategies for a bilingual classroom
- Serving children with disabilities in inclusive settings, including Universal Design for Learning
- Engaging culturally- and linguistically-diverse families
- Early childhood behavioral health (for example, early childhood mental health consultation)
- Other
- None, our LEA does not have CSPP

**Which of the following strategies has the LEA used to support diverse and effective prospective TK teachers, including multilingual educators, to earn a Multiple Subject Teaching Credential?** (select all that apply)

- Partnered with one or more local Institutions of higher education (IHEs) or the COE to help support teachers holding less than a full credential to complete requirements to earn a preliminary Multiple Subject Teaching Credential
- Received a [California Classified School Employee Teacher Credentialing Program](#) grant on your own, with your COE, as part of a new collaborative, or joined an existing Classified grant program to recruit teachers
- Received a [California Teacher Residency Grant Program](#) on your own, as part of a new collaborative, or joined an existing Teacher Residency Grant Program to recruit and prepare individuals with a bachelor's degree who want to become teachers in your LEA
- Joined an existing intern preparation program to recruit and prepare teachers for your LEA
- Joined an existing apprenticeship cohort program to recruit and prepare teachers for your LEA
- Established a relationship with other local LEAs to establish pathways for high school students interested in a career in CSPP or in P-3 teaching through clubs, registered apprenticeships, or other such early recruitment opportunities
- Partnered with the California Center on Careers to contact registrants who might be interested in becoming teachers for your LEA
- Provided information on scholarship and grant opportunities to CSPP and other staff interested in providing extended learning and care services
- Applied for workforce development funding and competitive grant opportunities from the CDE
- Provided a stipend for tuition and fees for coursework leading to a Multiple Subject Teaching Credential
- Provided advising on credential requirements and options for how to meet these requirements
- Collaborated with IHEs to offer unit-bearing coursework at a local LEA site during times that work for teachers and other interested staff members
- Partnered with a local IHE to provide other services to candidates seeking to earn a Multiple Subject Teaching Credential
- Partnered with a COE to provide other services to candidates seeking to earn a multiple subject credential
- Other
- None of the above, the LEA currently has enough Multiple Subject Teaching Credential holders to meet the need for TK educators

**Which of the following strategies has the LEA employed to support diverse and effective prospective TK teachers, including multilingual educators, to meet the requirements under EC Section 48000(g)(4)?** (select all that apply)

- Partnered with a local IHE offering eligible early childhood education or childhood development coursework
- Partnered with an IHE or COE to operate cohort models for LEA teachers earning 24 units
- Provided information on scholarship and grant opportunities
- Received workforce development funding and grant opportunities
- Provided a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree
- Provided a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit
- Provided advising on requirements and how to meet the requirements
- Offered unit-bearing IHE coursework at a local LEA site during times that work for teachers
- Developed or worked with an established mentorship program to support new TK teachers
- Other
- None of the above

**Does the LEA have enough fully qualified teaching staff to accommodate TK classrooms?**

- Yes
- No

**How many total staff were needed for the 2022–23 school year?**

Total TK Teacher staff needed for the 2022-23 school year:

Total CSPP Teacher staff needed for the 2022-23 school year:

Total Head Start Teacher staff needed for the 2022-23 school year:

Total Second Adult staff needed for the 2022-23 school year:

**How many staff positions were filled with qualified staff at the start of the 2022–23 school year?**

TK Teacher staff positions filled:

CSPP Teacher staff positions filled:

Head Start Teacher staff positions filled:

Second Adult staff positions filled:

**Unfilled Vacancies: How many necessary positions, based on actual enrollment, were unfilled at the start of the 2022–23 school year?**

Unfilled TK Teacher vacancies at the start of the 2022-23 school year:

Unfilled CSPP Teacher vacancies at the start of the 2022-23 school year:

Unfilled Head Start Teacher vacancies at the start of the 2022-23 school year:

Unfilled Second Adult staff vacancies at the start of the 2022-23 school year:

**Unfilled Vacancies: How many necessary positions, based on actual enrollment, were unfilled at the middle of the year (January 2023)?**

TK Teacher vacancies unfilled at the middle of the year (January 2023):

CSPP Teacher vacancies unfilled at the middle of the year (January 2023):

Head Start Teacher vacancies unfilled at the middle of the year (January 2023):

Second Adult vacancies unfilled at the middle of the year (January 2023):

**How many total staff are anticipated to be needed for the 2023–24 school year?**

Total TK Teacher staff required for the 2023-24 school year:

Total CSPP Teacher staff required for the 2023-24 school year:

Total Head Start Teacher staff required for the 2023-24 school year:

Total Second Adult staff required for the 2023-24 school year:

**Which of the following strategies has the LEA employed to support diverse and effective prospective CSPP teachers, including multilingual educators, to obtain a Child Development Teacher Permit? (select all that apply)**

- Partnered with a local IHE offering eligible early childhood education or childhood development coursework
- Partnered with an IHE or COE to operate cohort models for educators working towards a Child Development Teacher Permit
- Provided information on scholarship and grant opportunities
- Applied for workforce development funding and grant opportunities
- Provided a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree
- Provided a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit
- Provided advising on requirements and planning for how to meet the Child Development Teacher Permit requirements
- Offered unit-bearing coursework at a local district site during times that work for teachers
- Other
- None of the above, the LEA is not planning to support prospective CSPP educators in obtaining a Child Development Teacher Permit
- Not applicable (the LEA does not employ CSPP staff)

## Section V

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

It is critical for each LEA and preschool program partner to develop or select curriculum or curricula that are developmentally-informed and aligned with the strengths of all students, including multilingual students and students with disabilities, as well as ensure curricula are implemented with fidelity to support intentional, quality instruction for all students. LEAs and preschool program partners should consider how they provide coherent, culturally- and linguistically-responsive UPK curriculum or curricula anchored in the [California Preschool Learning Foundations](#) and the [California Preschool Curriculum Frameworks](#) to support the development of skills across the domains outlined in those documents.

**Did the LEA 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
- Dual language program where a non-English language is intentionally used 90 percent of the time, and English is used 10 percent of the time
- Dual language program where a non-English language is intentionally used 80 percent of the time, and English is used 20 percent of the time
- Dual language program where a non-English language is intentionally used 70 percent of the time, and English is used 30 percent of the time
- Home language instructional program where all instruction is in a non-English language
- Home language instructional program where home language instruction is intentionally incorporated in another way
- English-only instruction with home-language support
- None
- Other

**If the LEA administers CSPP, did it provide any of the following language model(s) for CSPP students? (select all that apply)**

- Dual language program with a language allotment of 50/50
- Dual language program where a non-English language is intentionally used 90 percent of the time, and English is used 10 percent of the time
- Dual language program where a non-English language is intentionally used 80 percent of the time, and English is used 20 percent of the time
- Dual language program where a non-English language is intentionally used 70 percent of the time, and English is used 30 percent of the time
- Home language instructional program where all instruction is in a non-English language
- Home language instructional program where home language instruction is intentionally incorporated in another way
- English-only instruction with home-language support
- None
- Other
- Not applicable, the LEA does not operate a CSPP

**Select the curriculum approach(es) TK programs are using to build student's math, language and literacy, and social-emotional skills (the following are examples that have been used in TK programs, and not necessarily State-endorsed curricula): (select all that apply)**

- Whole-Child or Comprehensive Pre-Kindergarten (Pre-K) Curriculum (for example, Creative Curriculum, HighScope, Frog Street, Big Day for PreK, Splash Into PreK, Benchmark: Ready to Advance (Listos y Adelante), Three Cheers for PreK, Connect4Learning, Get Set for School, etc.)
- Pre-K Literacy-Specific Curriculum (for example, Opening the World of Learning; Heggerty Phonemic Awareness PreK; Handwriting Without Tears PreK; World of Wonders PreK, Fountas & Pinnell PreK, Zoophonics, SEAL Model, etc.)
- Pre-K Math-Specific Curriculum (for example, Building Blocks PreK, ORIGO Stepping Stones PreK Math, Eureka Math, MyMath PreK, Everyday Mathematics PreK, Bridges in Mathematics PreK, etc.)
- District or teacher-developed math units for TK
- District or teacher-developed literacy units for TK
- Social-Emotional Curriculum (for example, Second Step, Kimochis, Sanford Harmony)
- Whole-Child Approach or Philosophy for PreK (for example, Emergent Curriculum, Reggio Emilia Approach, Montessori, Waldorf)
- Kindergarten Curriculum Used (Not Pre-K) (for example, World of Wonders for Kindergarten, Investigations Math, Mathematics Their Way, enVision Math, Journeys Reading Program, Go Math, or district benchmark units for Kindergarten)
- Other

**Identify methods the LEA used to support the development of social-emotional learning, and executive function skills, through specific instruction in these areas and by embedding and reinforcing this instruction in all curriculum areas: (select up to three)**

- Provided training for staff on the Center on the Social Emotional Foundations for Early Learning (CSEFEL) Pyramid Model
- Implemented the CSEFEL Pyramid Model in the classroom
- Designed developmentally-appropriate learning environments to allow for individual and group activities that promote social-emotional learning and executive function skills (for example, used students' pictures or words in daily routines, feelings charts)
- Promoted learning through play as a context for social and emotional development, including social play with teachers and peers in small or large group settings
- Used developmental observations to identify children's emerging skills and support their development through daily interactions
- Developed lesson plans or used a curriculum that includes specific and targeted social-emotional learning and executive function activities throughout the day of instruction
- Staff development opportunities encouraged reflective practice and cross-level support for instruction specific to social-emotional learning and executive function skills
- Offered open-ended, self-directed learning opportunities that fostered individual interests, curiosity, and new learning
- Other

**What instructional practices has the LEA implemented to support children with varying ability levels in UPK programming? (select up to three)**

- Implemented Universal Design for Learning
- Provided adaptations to instructional materials
- Provided specialized services (for example, occupational therapy, physiotherapy, speech and language pathology therapy) in the classroom with peer models
- Implemented social-emotional strategies, such as the Pyramid Model, CSEFEL, and others
- Provided additional staff to support participation in instruction
- Other

**What assessments did the LEA use in TK? (select all that apply)**

- Ages and Stages Questionnaire (ASQ)
- BRIGANCE Early Childhood Screen
- Desired Results Developmental Profile (DRDP)
- LEA-based grade level benchmarks and a report card
- Teaching Strategies (TS) GOLD
- Work Sampling System
- Other
- The LEA did not use a common TK assessment
- Unsure

**On which child observational assessments has the LEA offered professional learning to TK, CSPP, and other early education teachers during the 2022–23 school year? (select all that apply)**

- Ages and Stages Questionnaire (ASQ)
- BRIGANCE Early Childhood Screen
- Desired Results Developmental Profile (DRDP)
- LEA-based grade level benchmarks and a report card
- Teaching Strategies (TS) GOLD
- Work Sampling System
- Other
- The LEA did not use a common TK assessment
- Unsure

**On what topics has the LEA offered professional learning regarding early childhood education to site leaders and principals? (select all that apply)**

- Effective adult-child interactions
- 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)
- Implicit bias and culturally- and linguistically-responsive practice
- ACES and trauma- and healing-informed practice
- Curriculum selection and implementation
- Creating developmentally-informed environments
- Administration and use of child assessments to inform instruction
- Support for multilingual learners, including home language development and strategies for a bilingual classroom
- Serving children with disabilities in inclusive settings, including Universal Design for Learning
- Engaging culturally- and linguistically-diverse families
- Early childhood behavioral health (e.g. early childhood mental health consultation)
- Other
- Site leaders and principals were not offered professional learning on early childhood education

## Section VI

### 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 planning, draw on the Projected Enrollment and Needs Assessment section of the planning template 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.

**For which students in TK and early learning programs was transportation provided?**

- Transportation was provided for all children that wanted it
- Transportation was provided for some children
- No transportation was provided
- Other

**What transportation did the LEA offer to children enrolled in TK? (select all that apply)**

- Transportation to and from the TK program
- Transportation from the TK program to an extended learning and care opportunity on another LEA site
- 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)
- No transportation was provided

**What strategies has the LEA implemented to ensure TK students have access to meals and adequate time to eat? (Note: The LEA must continue to comply with all health and safety, state, and federal Child Nutrition Program regulations while implementing meal service) (select all that apply)**

- Added additional meal services and time in the cafeteria
- Offered breakfast after the bell (students picked up a breakfast and brought it to the classroom)
- None
- Other

**Describe the other strategies the LEA implemented to ensure TK students have access to meals and adequate time to eat? (Note: The LEA must continue to comply with all health and safety, state, and federal Child Nutrition Program regulations while implementing meal service):**

All TK students have access to breakfast and time to eat at school prior to the start of the day and all TK students have access to lunch and time to eat it during the school day.

**If you had a Pre-K program before UPK implementation, what efforts have been made to prevent the displacement of existing early education programs?**

Our existing TK program that was combined with our K program in mixed-age classrooms was separated from the K program. No programs were displaced or cancelled.

**Do you expect to have sufficient classroom space by 2025–26 to accommodate your projected enrollment?**

- Yes
- No

**Did the classroom space meet the Kindergarten standards described in [California Code of Regulations, Title 5, Section 14030\(h\)\(2\)](#)?**

- Yes
- No

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

- Yes, all classrooms had necessary adaptive equipment.
- Some classrooms had necessary adaptive equipment.
- No classrooms had necessary adaptive equipment.

**Did the LEA's Facilities Master Plan adequately address the need for UPK programming?**

- Yes
- No

**In which of the following areas did the LEA make updates to facilities with UPK P&I grant funding? (select all that apply)**

- Turfed area
- Paved area
- Apparatus area
- Land required for buildings and grounds
- Total square feet required
- Bathroom facilities
- Other
- None of the above

## Section VII

### Technical Assistance Questions

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

**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
- Data analysis capacity building to support staff to refine enrollment projections based on community context
- Information on program eligibility requirements to project enrollment across programs

**What technical assistance would be most helpful related to the elements included in Focus Area A: Vision and Coherence?** *(select all that apply)*

- Adjusting classroom practices to support the district's UPK model (for example, mixed-age classrooms)
- Creating inclusive classrooms, including implementing Universal Design for Learning
- Templates or framework for drafting a P-3 vision that partners and parents support
- Models for administrative structures that support effective UPK programs and facilitate connections with ELO-P and non-LEA-administered early learning and care programs
- Support for developing and applying to administer a CSPP contract
- 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
- Considerations for TK early admittance

**What technical assistance would be most helpful related to the elements included in Focus Area B: Community Engagement and Partnerships?** *(select all that apply)*

- Support for parent surveys and engagement activities to understand parent needs and support authentic choice
- 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
- Guidance on best practices for enrolling more children with disabilities in UPK classrooms and providing services in inclusive settings
- Strategies for meeting ELO-P requirements through different models of extended learning and care, including models of blending and layering funding to support the nine-hour day and ensuring developmentally-informed environments for young children
- Increasing UPK enrollment and parent awareness of programs

**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
- Identifying the content, type, and frequency of professional learning opportunities given the needs of the community and the LEA's P-3 vision
- Creating professional learning opportunities to provide site leaders with more early childhood knowledge
- Building partnerships with IHEs or COEs to support professional learning opportunities and degree attainment
- Support for communications to recruit prospective educators and share grant and scholarship opportunities to support degree attainment

**What technical assistance would be most helpful related to support for professional learning opportunities on specific topics?** *(select all that apply)*

- Effective adult-child interactions
- 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)
- Implicit bias and culturally- and linguistically-responsive practice
- Trauma- and healing-informed practice
- Curriculum selection and implementation
- Creating developmentally-informed environments
- Administration and use of child assessments to inform instruction
- Support for multilingual learners, including home language development and strategies for a bilingual classroom
- Serving children with disabilities in inclusive settings, including Universal Design for Learning
- Engaging culturally- and linguistically-diverse families

**What technical assistance would be most helpful related to support for specific professional learning delivery mechanisms?** *(select all that apply)*

- Coaching and mentoring
- Classroom observations and demonstration lessons with colleagues
- Workshops with external professional development providers
- Internally-delivered professional learning workshops and trainings
- Operating an induction program

**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 how to adopt the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks into a specific UPK setting (for example, mixed-age classrooms)
- Guidance on the selection, development, or integration of developmentally-informed curricula and aligning curricula across the early grades
- Guidance and best practices on how to monitor and support curriculum fidelity in UPK settings
- 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
- 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 appropriate assessment selection and utilization
- Guidance on creating dual language immersion or bilingual programs

**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
- Incorporating a balanced approach to teaching and learning that includes both child-initiated and teacher-guided activities
- Facilitating the development of critical thinking skills through the inquiry process (for example, the scientific method) to enhance children's learning experiences
- Using differentiated groups that include individual, small, and large group experiences
- Considering the structure of the daily routine to enhance individual and group learning experiences
- Encouraging purposeful play, choice, social interactions, and collaboration
- Creating time and space for children to develop gross motor skills inside the classroom and in the outdoor environment
- Using child development knowledge to guide instructional approaches
- Providing language- and literacy-rich environments
- Intentional planning of developmentally-informed practices and curriculum to meet the individual needs of children in combination classrooms
- Facilitating development and exploration through art
- Incorporating inclusive practices
- Supporting students' home language and English language development
- Incorporating materials and manipulatives that are culturally representative of the children served to support dramatic play that inspires engagement, communication, and understanding of diversity
- Universal Design for Learning
- Integrated English language development

**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
- Strategies to address transportation issues related to UPK access and enrollment
- Guidance to support strategies that ensure TK students have access to meals and adequate time to eat
- Making modifications to district data systems to support access to UPK assessment data and other relevant information across community and elementary school settings
- 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.

**What is the biggest challenge your LEA is facing with the implementation of UPK?**

We would like to find a way to once again combine our TK and K students in mixed-age classrooms but still meet ratio and class size requirements without losing funding. There is large evidence for the benefits for children of being in mixed age classrooms in their early childhood years. We would like support in advocating for an option for schools who have a demonstrated track record of strong performance in this area to be able to petition for permission to offer mixed age classes without violating class size requirements.

## Certification and Agreement

**AGREEMENT:** By signing this survey electronically, I, the District Superintendent, Charter School Administrator, or authorized designee, agree that my electronic signature is the legally binding equivalent to my handwritten signature.

- Yes
- No

**CERTIFICATION:** By signing this survey electronically, I, the District Superintendent, Charter School Administrator, or authorized designee, hereby certify, to the best of my knowledge, that all applicable state and federal rules and regulations will be observed, that the information contained in this survey is correct and complete, and certify to retain all records, as required by applicable law.

- Yes
- No

Name of District Superintendent, Charter School Administrator, or authorized designee:

Kristy Mack-Fett

**Please print a copy** of your completed survey for your records before submitting it. Questions about this survey can be directed to [UJKPlanningGrant@cde.ca.gov](mailto:UJKPlanningGrant@cde.ca.gov).

**Note:** By selecting the **Print** button below, you will be redirected to a new browser window to **print** the form. You must return to the previous browser window to submit your survey to the CDE.

Once you select the **Submit** button below, your survey will be sent to the CDE and you will be redirected to the CDE Elementary web page. An automatically generated email will be sent to the email address provided on your survey to confirm your submission. Please check your email account's spam folder if you do not receive a confirmation email to your inbox.