

Hughes Elizabeth Lakes Union Elementary School District



Universal Prekindergarten Plan

June 2022

+Universal Prekindergarten Planning and Implementation Grant Program – Planning Template

A Resource for Local Educational Agencies

Released – December 17, 2021

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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.¹ 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

¹ In addition, \$100 million is available to LEAs for workforce development through a separate competitive request for applications (RFA). The \$100 million available for workforce development will not be addressed in this document.

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.²

- 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

² See Appendix II for additional planning questions for LEAs that are ready to develop more advanced UPK and preschool through third grade (P–3) plans.

June 30, 2022, deadline for LEAs to present their plans to their governing boards.³

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.

³ The required questions referred to in this template are being provided to LEAs in advance of the survey to assist in the planning and Implementation process.

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.⁴

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

⁴ The CDE may collect additional data related to UPK implementation in future years as well.

⁵ LEAs can obtain a list of licensed ELC providers operating within the LEA's enrollment zip codes by contacting their county R&R. LEAs can also collaborate with APPs in their county to share information about the engagement activities with ELC providers in the county. See the CDE Guidance Document to learn more about R&Rs and APPs and how to find the R&R(s) and APP(s) in your county. In addition, as local partnerships, LEAs should and can work with local Head Start grantees to discuss the Head Start needs assessment allowing for better coordination and collaboration.

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
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.

⁶ The purpose of this engagement process is to ensure that diverse community voices and interests are uplifted and used to inform the development of a UPK Plan that meets families' and communities' needs. The LEA should develop a process that allows for authentic, inclusive, and meaningful input.

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 December 3 and the end of the school year	Turn five between September 2 and February 2; at district discretion, turn five between February 3 and the end of the school year	Turn five between September 2 and April 2; at district discretion, turn five between April 3 and the end of the school year	Turn five between September 2 and June 2; at district discretion, turn five between June 3 and the end of the school year	Turn four by September 1
Ratios	Not specified	1:12	1:10**	1:10**	1:10**
Class Size	24	24	24	24	24

* average class size across the school site

** Subject to future legislative appropriation

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
Hughes Elizabeth Lakes Union Elementary School District	Lori Slaven, Superintendent/Principal	lslaven@heluesd.org	661-724-1231

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]

a. Yes

b. No

3. If the LEA answered Yes to Question 2, what other LEAs are part of this joint plan? none

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)

Hughes Elizabeth Lakes Union Elementary School District (HELUS) is located in Los Angeles County. HELUS is a small, rural, one school district, on a mountain partly in the Angeles National Forest serving approximately 165 students, Transitional Kindergarten (TK) -8th grade. The school and district are located together on the side of a mountain. The lower village is for 4th – 8th grades and upper village for TK-3rd grades.

Recommended question #1: What existing data sources indicate about parental needs and preferences related to early learning and care programs for three- and four-year-old children.

Existing data indicate early learning and care programs for three- and four-year-old children:

Early Learning and Care Need: Place and Space for Children

There is currently no state nor federal fund preschools in the school district boundaries. There is one private preschool which is ran out of a residence and has served the community for more than 10 years. The private preschool announced that the 2021-2022 school year would be their last. They are closing in June 2022. The nearest early learning and care program for three and four year old children is in Lancaster and Palmdale. HELUS is a bedroom community and many parents travel to Santa Clarita, Hollywood, or Los Angeles for work. Due to travel time, parents enroll their child/ren in school near their place of employment Data from the California Health and Human Service Open Data Portal indicates there are 20 children in the 2022-2023 year who will three years old and 26 children will be four years old in 20202-2023.

HELUS Zip Codes	Estimated Number of Eligible 3- and 4- Year-Old Children 2022-2023	Number of Children Served	Number of Children Not Served	Priority
93532 and 91390	46	0	100%	3

Given the information above, UPK/UTK will fulfill the need for more early education classes to serve all children, particularly reaching out to those who would possibly otherwise have no such opportunity (unmet need).

Barriers, such as staff, facilities, and funding present challenges in establishing a UPK/UTK program.

This data influences response to Focus Area B: Community Engagement and Partnerships, question number one.

Data Source: <https://data.chhs.ca.gov/>

Family Economic Need: Affordable Program with Extended Care for Children

49.72% - free and reduced school meals (2019 - 2020)

Data Source: <http://www.ed-data.org/district/Los-Angeles/Hughes--Elizabeth-Lakes-Union-Elementary> (Ed Data)

Many families do not have the funds to send their children to an early education program, and working schedules often demand an earlier drop off and later pick up time from school. Offering both UTK and before-and-after school enrichment care (The Expanded Learning Opportunities Program-ELO-P: TK – 6) will help ensure that all young students are given an equitable opportunity to attend a full day program, developing school readiness skills for successful learning in kindergarten.

Early Instruction Need: Meeting the Learning Demands of Children

- 89 - students listed (CALPADS report 1.17 5/31/2021)
- 0 - foster youth (CALPADS report 1.17 5/31/2021)
- 21 - special education students, age 6-13 years of age (CALPADS report 1.1 revised 5/31/2021)
- 4 - languages spoken (other than English)
- 5 - English Language Learners

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	2021-22	(Data Quest; Education Data Partnership-EdData: CDE-CALPADS/EdSource/FCMAT)
African American	2	<p><i>Young students would benefit from developing relationships early with their peers, especially when the learning environment is inclusive and follows Universal Design for Learning (UDL). UTK is a platform for creating a place where all are valued and accepted. It is a time to instill an appreciation of differences and valuing cultural diversity.</i></p>
Asian	1	
Hispanic or Latino	51	
White	105	
Two or More Races	3	
Total	162	

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ected TK enrollment for the LEA provided by the CDE, make modifications to the LEA’s TK student and make cumulative facilities and staffing estimates needed each year from school year 2022–23 to complete the following tables.⁸

Student Enrollment

2020–21	2021-2022 (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)
	2	9	4	5	6
	0	0	0	0	0

Estimates (Cumulative)

2020–21	2021-2022	2022–23	2023–24	2024–25	2025–26
	1	1	1	1	1
	0	0	0	0	0

_____ of kindergarten will be impacted by the implementation of UPK, (for example, through the use of _____), add additional rows to the table and develop estimates for the number of kindergarten students, _____s, and teacher’s assistants will be needed, in addition to those estimates that are required for _____

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Type of Facility	2020–21	2021-2022	2022–23	2023–24	2024–25	2025–26
Head Start or Other Early Learning and Care Classrooms	0	0	0	0	0	0

Table: Staffing Estimates (Cumulative)

Type of Staff	2020-2021	2021-2022	2022–23	2023–24	2024–25	2025–26
TK	1	1	1	1	1	1
TK Teacher’s Assistants	1 (2x.5)	1 (2x.5)	1 (2x.5)	1 (2x.5)	1 (2x.5)	1 (2x.5)
CSPP (if applicable)	0	0	0	0	0	0
Other CSPP Classroom Staff (if applicable)	0	0	0	0	0	0
Early Education District-level staffing (if applicable)	0	0	0	0	0	0

- 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.

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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

2020–21	2021–2022	2022–23	2023–24	2024–25	2025–26
0	1	1	1	1	1

Table: Projected Number of Slots Available for TK Students

Slot Type	2019–20	Current	2022–23	2023–24	2024–25	2025–26
CSPP	0	0	0	0	0	0
Head Start	0	0	0	0	0	0
ASES Program/ELO-P	1	1	1	1	1	1

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

Recommended Planning Questions

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

*The Hughes Elizabeth Lakes Union School District Transitional Kindergarten program believes in providing a strong foundation for early learning and preparation for school readiness for **all** students; one that creates a seamless continuum of P-3 learning. In partnership with families, HELUS will provide a UPK program founded in developmentally appropriate practices that embraces purposeful play and appropriate learning opportunities to engage the whole child, creating curiosity and joy in the learning process.*

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.

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, RISE Educational Services and potentially CSPP.

As part of the District's UPK program, Transitional Kindergarten will be offered for a full school day. TK will be open to students upon turning 5 or if they meet the requirements based on the phase-in birth date ranges for 4-year-olds. The District will continue to serve special needs 3-year-old students through the SELPA designated partner districts. HELUS will investigate developing a program for regular education 3 year olds or partner with a community based program who provides service for 3 year olds during the 2022-2023 school year with a goal to have preschool services in place for the 2023-2024 school year.

For our UPK students, this means providing them a learning environment that not only assures a strong start in their academic career, but also provides them the resources, supports, and time needed to thrive. In addition to Full Day Transitional Kindergarten, the District will be implementing the Expanded Learning Opportunities Program to

provide opportunities for UPK students to extend their educational day up to 9 hours. Families with students enrolled in the District's UTK classroom will be offered an opportunity to opt-in to the 9 hour school day offered.

The District will continue to outreach to early learning and care providers (i.e. Head Start, Boys and Girls Club, YMCA, private preschools) in the service area that can offer extending learning and care programming.

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.

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 support the extended learning components all are under the Superintendent/Principal's duties.

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).

HELUS is a small rural school district with one administrator serving as the Superintendent and Principal. There are no other administrative personnel including no cabinet. Most of the our program development is done through committees made up of stakeholder representative who volunteer to be on the committee. The UPK committee was identified. The administrator wrote the plan and shared it with the committee comprised of the TK/K teacher, 3rd grade teacher and business manager. The administrator and the business manager meet with the partner before and after school administrator as part of the planning process.

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

(Intentional same response as previous question) HELUS is a small rural school district with one administrator serving as the Superintendent and Principal. There are no other administrative personnel including no cabinet. Most of the our program development is done through committees made up of stakeholder representative who volunteer to be on the committee. The UPK committee was identified. The administrator wrote the plan and shared it with the committee comprised of the TK/K

teacher, 3rd grade teacher and business manager. The administrator and the business manager meet with the partner before and after school administrator as part of the planning process.

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

UPK and the associated service will be added language to an action in the LCAP ensuring that money is appropriated to run the program successfully. Additional actions necessary for UPK will be added to the LCAP as needed through the phase into full enrollment and throughout the operational period of the program. This will be covered through two specific goals in the LCAP which specifically address the needs of our early learners.

The two goals will include:

Goal: The district will hire certificated and classified staff to provide instruction for the students in the expanding transitional kindergarten program. This action will fund staff, core curriculum, and additional supplies to support the program.

Goal: In order to address the needs of English Learners, low-income students, and foster youth with early exposure to language, social emotional wellness, and social instruction, the District will provide supplemental materials for the Universal Pre-School Program. Transitional kindergartners lacking exposure to social situations and language development will benefit from trained staff and additional materials and supplies to accelerate learning and prepare them for enrollment in kindergarten.

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.

We will work to include students with disabilities in several ways. First of all, we will be devising and implementing a developmentally appropriate curriculum for 4 year-old students. This will allow our students with mild to moderate disabilities to be fully included in the classroom. Through sensory activities, hands on learning, and language rich classrooms we will work to ensure that they are able to access learning and materials in the general education classroom. Additional services such as speech, occupational therapy, physical therapy, and APE will be provided as necessary based on an individual students IEP. In addition, resource support providers will partner with the general education teacher to provide additional individualized support for students. Students with severe special needs are referred for services to a partner district arranged by the SELPA.

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.

Under superintendent/principal's leadership, connections between the sites and the ELO-P will be connected through regular meetings with stakeholders. We will work with the ELO-P provider to ensure that developmentally appropriate materials and activities are being provided to extend the students learning after the traditional school day. A focus will be placed on language rich environments to help students develop communication and life skills such as sharing, communicating needs, and taking turns.

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]

a. TK offered at all sites

b. TK offered at some sites

c. TK stand-alone classes

d. TK and kindergarten combination classes

e. CSPP and TK combination classes (CSPP funding and ADA funding)

f. Locally-funded preschool and TK combination classes

g. CSPP stand-alone classes

h. Head Start stand-alone classes

i. Other [describe, open response]

2. Does the LEA plan to implement full-day TK, part-day TK, or both?⁹ [select one]

⁹ The minimum length of instructional time that must be offered to constitute a school day is 180 minutes (*EC* sections 46117 and 46201). By statute, the maximum school day in kindergarten is four hours ("part day") (*EC* Section 46111). However, *EC* Section 8973 allows schools that have adopted an early primary program (extended-day kindergarten or "full day") to exceed four hours. Furthermore, *EC* Section 48000 states

- a. *Full Day TK*
 - b. Part Day TK
 - c. Both
3. Describe how the model(s) of service delivery selected in the preceding two questions will be implemented across the LEA's sites and why.

Each site will have a dedicated UTK classroom that will be enrolled with UTK-age students.

4. Does the LEA plan to begin operating a CSPP or expand its current CSPP contract? [select one]
- a. Yes - the LEA applied to expand its existing CSPP contract in 2022–23
 - b. Yes - the LEA applied for a new CSPP contract in 2022–23
 - c. Yes - the LEA will apply to expand its existing CSPP contract in future years (if funding is appropriated by the legislature)
 - d. *Yes - the LEA plans to apply to administer a CSPP contract in future years (if funding is appropriated by the legislature)*
 - e. No - the LEA has no plans to begin or expand a CSPP contract in future years
 - f. No - the LEA plans to relinquish or reduce CSPP services in future years
5. If the LEA answered yes in question four, what age of children does the LEA plan to serve through a CSPP contract? [select all that apply]
- a. Three-year-old children
 - b. *Four-year-old children who will not be enrolled in TK in the current school year*
 - c. Four-year-old children who will be enrolled in early admittance TK on their fifth birthday but who are not yet enrolled because their birthday does not fall in the range for which LEAs are fully funded to support TK. (Note:

that a TK shall not be construed as a new program or higher-level service. In general, the number of required instructional minutes for TK is 36,000 minutes per year.

children whose birthdays fall outside of this range can be served in TK at LEA option from the beginning of the school year, but LEAs only generate ADA after the child's fifth birthday.)

- d. Four-year-old children who are enrolled in TK, including early admittance TK (CSPP would provide extended learning and care in addition to the TK instructional day).
6. Please indicate if the LEA plans to serve students eligible for early admittance TK, for children whose fifth birthday occurs after the enrollment date for the year of implementation (see implementation timeline above)?
- a. 2022–23 (Birthdays February 3 or after) [select one]
 - i. Yes
 - ii. No
 - iii. Maybe
 - b. 2023–24 (Birthdays April 3 or after) [select one]
 - i. Yes
 - ii. No
 - iii. Maybe
 - c. 2024–25 (Birthdays June 3 or after) [select one]
 - i. Yes
 - ii. No
 - iii. Maybe

Focus Area B: Community Engagement and Partnerships

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

Recommended Planning Questions

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

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

Some parents and families work and need before-and after-school care in order for their children to attend any UPK program offered. The inclusion of the ELO-P program into our UPK offerings works to meet the needs of parents who may need addition care before or after school. We conducted survey’s on parent interest in before and afterschool programs. We piloted a before school program and an 3 student enroll. Two students dropped and the before school program was cancelled. Each year we revisit offering the before school program and if the enrollment warrants keeping the program. It will be retained.

HELUS has secured ELO-P funds to support Before-and-After School programs for all students who qualify for free or reduced meals. While many parents within district boundaries work, special notation is given to the fact that approximately one third of working families are considered in the “low income” category. In enrollment numbers are low, HELUS will offer before and after school UTK at no cost. The before-and-after school enrichment care through ELO-P funds, will help to ensure that all young students are given an equitable opportunity to attend a full day program, no matter their economic status.

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

HELUS has established a UTK Committee which entails appropriate district program staff and school principal, as well as extended learning and care partners including the following: Options for Learning (RISE Educational Services Before-and-After School programs).

The committee members have given input on the vision of this work and collaborate meaningfully around Focus Areas A-E of this plan. They provide approval, feedback, and ideas through email communications. They will also serve as committee liaisons to others in the school community regarding UTK.

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

HELUS will collaborate with external partners including the following: SELPA, RISE Before-and-After School programs, and LACOE. There are no community care agencies or providers in our district boundaries. We will continue to provide collaborative opportunities for parents to participate as follows:

- *UPK Committee: Surveying parents on their needs in the plan*
- *UPK Family and Parent Nights: creating awareness and providing information*
- *UPK Community of Learners: monitoring and advising during the year; ensuring that parents and families remain a focus area and that needs are addressed*

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)?

The LEA has an active partnership with the SELPA for children with disabilities. The SELPA meets with Regional Center to coordinate the transition from Los Angeles County Regional Center and Individual Family Support Plan (IFSP) to the school district services. The District will also continue to support the HELUS District/SELPA Child Find Policy:

"It shall be the policy of the HELUS District/SELPA that all children with disabilities residing in the state, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disability, and who are in need of special education and related services are identified, located and evaluated. Ed Code 56205(a) and 56301."

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.

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The Superintendent/Principal and RISE Administrators worked to draft initial daily schedule options. The actual option that is realized will be based on the enrollment interest and needs of families.

Sample Schedule #1, With Before School Care:

7:05AM - 8:05AM --ELO-P before school care for UTK and grades K-8.

8:05AM – 8:30 Breakfast and before school network, socialization

8:30PM - 2:40PM –UTK Instructional Day

2:40PM - 4:05PM --Extended After School Care with ELO-P

Sample Schedule #, Without Before School Care:

8:05AM – 8:30 Breakfast and before school network, socialization

8:30PM - 2:40PM –UTK Instructional Day

2:40PM - 5:05PM --Extended After School Care with ELO-P

The nine-hour summer and intersession days will be offered in collaboration with our ELO-P partner organization.

<i>Program</i>	<i>Hours</i>	<i>Notes</i>
<i>Before School</i>	7:30-9:10 Breakfast 8:15-9:05	TK/K students will be assigned specialized staff and brought to an identified room. This creates a safe and supportive environment. Students in UTK will participate in family style meals and snacks where staff supports language development and nutrition while interacting during meal time. Staff will provide information, engage in frequent conversations, ask open ended questions, and support students to integrate ideas about healthy food. Staff will support children with information about healthy eating and other resources.

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<i>Summer of Fun</i>	9:15 – 1:45 Lunch 11:00-11:30 a.m.	Engaging lessons utilizing the California Preschool Learning Foundations and Preschool Curriculum Framework • Implement developmentally appropriate curriculum, lessons and materials (indoor and outdoor) • Differentiate curriculum, lessons, and materials, whenever needed to meet the needs of the class • Staff will facilitate and support student learning groups inside and outside the classroom Family Style meal.
After School Program	1:45-4:45 Snack 2:00 Dismissal 4:30PM	Establish and maintain a positive and enthusiastic learning environment where students are encouraged to take risks, Use positive behavior and classroom management techniques with students that is developmentally appropriate and based on the California Preschool Learning Foundations

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]
 - a. Parent Teacher Association Meetings
 - b. Family or parent surveys
 - c. English Learner Advisory Committee (ELAC)
 - d. District English Learner Advisory Committee (DELAC)
 - e. Special Education Local Plan Area (SELPA)
 - f. School Site Council
 - g. District Advisory Committee

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

- i. State subsidized child care (not including CSPP)
- j. Other [describe, open response]

Focus Area C: Workforce Recruitment and Professional Learning

Based on the projected enrollment and needs described in Focus Area A, 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 below.

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

HELUS has had one combined Tk and K class since the inception of TK. The one TK/K class has a veteran teacher who has been in the position since before 2015 and is therefore grandfathered in and new the TK credentialing requirements to not

apply. The projections for enrollment in the TK program do not exceed 24 for the next 5 years out so we do not project the need for a second TK teacher. HELUS plans to add 2 part time teacher assistants to meet the 12:1 2022-2023 ratio. The teacher assistants will have alternating schedules one in the morning and one in the afternoon to support the TK students and teachers. Upon notification of the current TK teacher leaving HELUS for retirement or other position, HELUS will seek an appropriately credentialed TK teacher through Edjoin postings and CSU Bakersfield teacher credentialing program job posting.

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

HELUS will seek to define common training and planning times for all professional learning opportunities around:

- *foundational learning*
- *social-emotional learning at 4*
- *DRDP observation, assessment, rating, and reporting*
- *appropriate UTK technology*
- *The ECRS requirements/ the Learning Environment as the 3rd teacher*
- *Intentional Interactions*
- *Play-Based teaching and learning*
- *P-3 Framework and Alignment*

HELUS will encourage and offer incentives to enrollment in CDE's CECO (California Early Childhood On-line training) modules or other early learning training opportunities provided by our county office of education, LACOE.

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)

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WHAT	WHO
Preservice Professional Development	Credentialed Teachers Site administrator
Monthly collaboration Monthly Faculty Meetings and Vertical Grade Collaboration	TK / K 1 st Collaboration, Planning, and Application focused topics: Intentional Teacher Play-based strategies Behavior management strategies DRDP Powerful Interactions 12 Best Practices in Early Childhood
Desired Professional Development	All content items listed in section b (below).

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
 - xi. Serving children with disabilities in inclusive settings, including Universal Design for Learning
 - xii. Engaging culturally- and linguistically-diverse families
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 will develop an Early learning Team - ELT that will incorporate elements of a high-quality learning environment CSPP - K.

The ELT will include the TK, K, 1st, 2nd, and 3rd grade teachers and the principal.

This team will work to define high quality at each grade level with foundational learning as the structure for early learning in the district.

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]
 - a. Partner with one or more local Institutions of higher education (IHEs) or the COE to help support teachers holding less than a full credential to complete requirements to earn a preliminary Multiple Subject Teaching Credential

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

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

3. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective **CSPP** teachers, including multilingual educators, to obtain a Child Development Teacher Permit [select all that apply]
- a. Partner with a local IHE offering eligible early childhood education or childhood development coursework
 - b. Partner with an IHE or COE to operate cohort models for educators working towards a Child Development Teacher Permit
 - c. Provide information on scholarship and grant opportunities
 - d. Apply for workforce development funding and grant opportunities
 - e. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree
 - f. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit
 - g. Provide advising on requirements and planning for how to meet the Child Development Teacher Permit requirements
 - h. Offer unit-bearing coursework at a local district site during times that work for teachers
 - i. Other [describe, open response]
 - j. None of the above, the LEA is not planning to support prospective CSPP educators in obtaining a Child Development Teacher Permit
4. On which child observational assessments does the LEA intend to offer professional learning to TK, CSPP, and other early education teachers during the 2022–23 school year? [select all that apply]
- a. Ages & Stages Questionnaire (ASQ)
 - b. BRIGANCE Early Childhood Screen
 - c. Desired Results Developmental Profile (DRDP)
 - d. Developmental Reading Assessment (DRA)
 - e. LEA-based, grade level benchmarks and a report card
 - f. Teaching Strategies GOLD (TS GOLD)

- g. Work Sampling System (WSS)
 - h. Other [describe, open response]
 - i. The LEA does not plan to offer professional learning on child observational assessments
5. On what topics does the LEA intend to offer professional learning regarding early childhood education to site leaders and principals? [select all that apply]
- a. Effective adult-child interactions
 - b. Children's literacy and language development (aligned with the *Preschool Learning Foundations and Frameworks*)
 - c. Children's developing math and science (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
 - d. Children's social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
 - e. Implicit bias and culturally- and linguistically-responsive practice
 - f. ACEs and trauma- and healing-informed practice
 - g. Curriculum selection and implementation
 - h. Creating developmentally-informed environments
 - i. Administration and use of child assessments to inform instruction
 - j. Support for multilingual learners, including home language development and strategies for a bilingual classroom
 - k. Serving children with disabilities in inclusive settings, including Universal Design for Learning
 - l. Engaging culturally- and linguistically-diverse families
 - m. Other Professional Development on UPK offered by LACOE.
 - n. Site leaders and principals will not be offered professional learning on early childhood education

Focus Area D: Curriculum, Instruction, and Assessment

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

Recommended Planning Questions

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

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

HELUS is focusing primarily on UTK and partnering with county UPK programs to meet the needs of all children. TK programs are part of the K-12 public school system and are the first year of a two-year kindergarten program, which uses a modified kindergarten curriculum that is developmentally appropriate. Given EC 48000(f), there is no state curriculum mandated at this point, though TK programs are to be aligned with the California Department of Education's California Preschool Learning Foundations (Foundations).

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 publishers with TK curriculum. Review publisher material and select two pilot half the year each in 2023-2024.

2023-2024

*Order pilot material for publisher #1 and publisher #2.
Pilot will take place August – December.*

*Evaluate publisher material upon completion of publisher #1 pilot.
Pilot of publisher material #2 will take place January – May.
Evaluate publisher material upon completion of publisher #2 pilot.
Select one publisher from the two piloted.
Take a recommendation to the Board of Trustees on the preferred publisher.*

Steps for Piloting Curriculum and Input

Piloting and implementing curriculum will take place by the TK/K and K/1 teachers and other local early educators to ensure that input is shared, and all voices are heard. The ELT – Early Learning Team will seek out publisher who have TK curriculum. The publishers will be narrowed to two publishers to pilot. The curriculum will be piloted and an evaluation rubric will be completed on each publisher. The ELT will select a TK publisher and a recommendation for adopting the publisher will be taken to the Board of Trustees.

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?

Classroom organization and structure significantly impacts the behavior, thus learning, of children (Foundations and Framework, the CA Teaching Pyramid Center, National Center on Social and Emotional Foundations for Early Learning (CSEFEL), and more). It is imperative that TK teachers learn why and how to construct a culture of “Class Community” which consists of a positive learning environment for all children. It is within this type of environment that children learn and develop the skills that allow them to become socially and emotionally competent: being able to self-regulate (manage their behavior), understanding how to participate in community with social norms and customs (“belonging;” part of a community), and interacting effectively with others (building relationships). Developing these skills will contribute to children being able to make appropriate behavioral choices and enhance learning opportunities for optimal growth. The school wide Positive Behavior Interventions Supports will be taught to the TK students to ensure the expectations beyond the classroom are learned.

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

Integrated instruction is a teaching strategy that connects curriculum and learning expectations across content areas. Integrating curricular content in ways that have meaning, promote active learning and discovery for students, and reinforces significant connections between what they know and what they are learning. The development of conceptual learning does not occur in isolation of other knowledge; therefore, providing learning opportunities across subject areas, gives students time for exploration and a deeper and broader understanding. XXUSD TK teachers will learn how to provide meaningful connections for students across subject areas and engage them in integrated educational experiences. Teachers will learn how to use themes, projects, play opportunities, and other engaging experiences from various domains to integrate ideas and content. Both teacher-directed and student-initiated opportunities will be part of the process. TK teachers will also learn how to utilize an integrated planning map or web, beginning with a topic/area of learning and then reaching out to various content areas (art, math, science, literacy, language development, dramatic play, etc.) to make learning come alive, and meaningful.

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)?

HELUS students with disabilities are all fully included 100% of the day in general education classes and student's supports are pushed in the classroom for students with disabilities. Special services such as speech and physical therapy are pulled out into a different room for separate sessions. The district is committed to an inclusion model that includes a general education and an educational specialist working together to support the students' needs. Students with severe disabilities are referred to a partner district who provides services for severe disabilities.

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

HELUS plans to support language and overall development of multilingual learners through monitoring and accountability for implementation of both designated and integrated instruction for multilingual learners in the regular classroom setting. In addition, an Instructional Support Specialist will come into the classroom and support the multilingual learners on a regular schedule.

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

HELUS uses the ELPAC initial and summative to assess student. If the ELPAC does not have a TK assessment, approval to use the Kindergarten assessment will be requested.

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]
 - a. Dual language program with a language allotment¹⁰ of 50/50 [open response for language offered]
 - b. Dual language program with a language allotment of 90/10 [open response for language offered]
 - c. Dual language program with a language allotment of 80/20 [open response for language offered]
 - d. Dual language program with a language allotment of 70/30 [open response for language offered]
 - e. English-only instruction with home-language support
 - f. None, HELUS has only 4 language learners' district wide, TK-8th grade.
 - g. Other [describe, open response]

2. If the LEA administers CSPP, does it plan to provide any of the following language model(s) for CSPP students? [select all that apply]
 - a. Dual language program with a language allotment¹¹ of 50/50 [open response for language offered]

¹⁰ The percentage of instructional time spent on the target language and English (e.g., in a 50/50 Spanish/English program, 50% of instructional time is spent on each language).

¹¹ The percentage of instructional time spent on the target language and English (e.g., in a 50/50 Spanish/English program, 50% of instructional time is spent on each language).

- b. Dual language program with a language allotment of 90/10 [open response for language offered]
 - c. Dual language program with a language allotment of 80/20 [open response for language offered]
 - d. Dual language program with a language allotment of 70/30 [open response for language offered]
 - e. English-only instruction with home-language support
 - f. None
 - g. Other [describe, open response]
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]
- a. Provide training for staff on the Center on the Social Emotional Foundations for Early Learning (CSEFEL) Pyramid Model
 - b. Implement the CSEFEL Pyramid Model in the classroom
 - c. Designing developmentally-appropriate learning environments to allow for individual and group activities that promote social-emotional learning and executive function skills (for example, use students' pictures or words in daily routines, feelings charts)
 - d. Promote learning through play as a context for social and emotional development, including social play with teachers and peers in small or large group settings
 - e. Use developmental observations to identify children's emerging skills and support their development through daily interactions
 - f. Development of lesson plans or use of a curriculum that includes specific and targeted social-emotional learning and executive function activities throughout the day of instruction
 - g. Staff development opportunities encouraging reflective practice and cross-level support for instruction specific to social-emotional learning and executive function skills

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- h. Offer open-ended, self-directed learning opportunities that foster individual interests and curiosity and new learning
4. What instructional practices does the LEA plan to implement to support children with disabilities in UPK programming? [select all that apply]
- a. Implement Universal Design for Learning
 - b. Provide adaptations to instructional materials
 - c. Provide specialized services (for example, occupational therapy, physiotherapy, speech and language pathology therapy) in the classroom with peer models
 - d. Implement social-emotional strategies, such as the Pyramid Model, CSEFEL, and others
 - e. Provide additional staff to support participation in instruction
 - f. Other [open response]
5. What assessments does the LEA plan to use in TK or kindergarten? [select all that apply]
- a. ASQ
 - b. BRIGANCE Early Childhood Screen
 - c. DRDP
 - d. DRA
 - e. LEA-based grade level benchmarks and a report card
 - f. TS GOLD
 - g. WSS
 - h. Other [describe, open response]
 - i. The LEA does not plan to use a common TK assessment
 - j. Unsure

Focus Area E: LEA Facilities, Services, and Operations

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

For Facilities:

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

Recommended Planning Questions

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

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

HELUS is a one school district with 165 students total in grades TK-8th. The campus is family oriented with of the younger students have older siblings on campus. To ensure safety and appropriate comingling, the campus is divided into a lower village 4th-8th grade and an upper village of TK-3rd grade. Lunch and recess schedules are separated and 2 adjacent grade level share the same times.

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

HELUS is located on a rural mountain with a curvy road. There are no safe walking and biking routes to school. All students ride the bus or use personal vehicles to get to and from school. TK and K students who ride the bus sit in the front near the bus driver. TK and K students must have a receiver meet the student at the drop off location for the student to get off the bus. If no receiver is available, the student is brought back to school.

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)

HELUS currently serves TK students and will continue to comply with all health and safety, state, and federal Child Nutrition Program regulations through a partnership and contract with the Antelope Valley Union High School District Food Service Department. With use of state and federal funding, breakfast and lunch will be provided at no cost for TK students. The TK schedule will allow appropriate time for all students to eat while they are being supervised by staff. At this point, TK students will eat together at the same time; breakfast will be served before class begins and lunch during the predetermined time frame.

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?

HELUS plans to grow and expand the early education program in the future to include younger children due to the closure of the sole preschool in our area as of June 2022. There is a need for early education service in our community. There are no plans to prevent or displace early education programs.

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

a. Yes

b. No

- i. If no, how many more classrooms does the LEA need? [identify number, open response]
- ii. If no, how might the LEA provide classrooms in the timeframe needed? [describe, open response]

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

a. Yes

b. No

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

HELUS currently does not have restrooms self contained inside the classroom. The restrooms are located very close outside of the TK/K classroom. Future discussion and site evaluation will be done to determine if a change is need in the location of the restrooms.

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

a. Yes

b. No

- i. If no, what modifications need to be made? What resources are needed to provide equipment or accommodations?

HELUS refers students in need of adaptive equipment to a partner district who is set up to provide such services.

5. Does the LEA's Facilities Master Plan adequately address the need for UPK programming?

a. Yes

b. No

- i. If no, what process will the LEA use to update the Facilities Master Plan to accommodate future TK and early education programming?

HELUS does not have a current up –to-date Facilities Master Plan. Research and support on developing a Facilities Master Plan was underway during the 2021-2022

school year to no avail. The research will continue during the 2022-2023 school year. Once support is identified, HELUS intends to include the UPK program will be in the plan.

- i.
6. In which of the following areas does the LEA intend to make updates to facilities? [select all that apply]
- a. Turfed area
 - b. Paved area
 - c. Apparatus area
 - d. Land required for buildings and grounds
 - e. Total square feet required
 - f. None of the above
7. What transportation will the LEA offer to children enrolled in TK? [select all that apply]
- a. Transportation to and from the TK program
 - b. Transportation from the TK program to an extended learning and care opportunity on another LEA site
 - c. Transportation from the TK program to an extended learning and care opportunity on a non-LEA site (for example, a CBO that operates a preschool program)
 - d. No transportation will be provided