



MARIN COUNTY
OFFICE OF EDUCATION

**Universal Prekindergarten Planning and Implementation Grant Program
Required Questions Template**

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Executive Summary

The purpose of this template is to **provide guidance on the required components of UPK planning** that will articulate how all children in the attendance area of the LEA will have access to full-day transitional kindergarten programs that meet the needs of parents and leverage partnerships with existing community-based early learning programs. The draft plan must be presented in a public meeting before the LEA’s governing body on or before June 30, 2022. After this meeting, the LEA must provide the plan data in a survey by July 30, 2022 and LEA’s will have until June 30, 2025 to use the funds. The questions **required** for submission are included in the guidance below and must be submitted to the CDE based on **what the LEA plans to implement in the 2022–23 school year**. Additional recommended questions that are not required for the CDE submission can be found in the original UPK guidance document set out by the State in December 2021. In addition to access to full day transitional kindergarten, the ELO-P requires LEAs to offer in-person before or after-school expanded learning opportunities that, when added to the core instructional day, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day.

Important Project Plan Dates/Deadlines

Date	Action Item
March 1, 2022 (Recommended)	Convene a public engagement process including parents and early learning communities to gather input and perspectives to inform the plan.
April 15, 2022 (Voluntary)	Submit a draft of the UPK plan to their COE for review by April 15, 2022 if the LEA wants technical assistance
June 30, 2022 (Required)	Present a draft plan to the school board
July 31, 2022 (Required)	Respond to the CDE’s subsequent requests for information via survey format

Please note: Although not required, the planning tables to estimate service needs are included as an appendix to this template.

Timeline for Implementation of Project Plan

TK Timeline

The table below provides guidelines on the timeline for TK eligibility by year. All school districts must implement universally available TK for all 4-year-old children by 2025-2026. The CDE recommends LEAs prioritize full day TK over ELO-P because research suggests full day programs are more effective at ensuring students get the learning opportunities needed.

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

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
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

ELO-P Timeline

If LEAs have ELO-P funds, they must offer a minimum of a nine-hour day during the school year, provide pupil access, and offer 30 non-school days of programming such as during summer and intersession periods. LEAs with ELO-P funds 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 in the 2021-2022 school year. In 2022-2023, the following are the guidelines for the ELO-P based on the LEA’s UPP.

- In LEAs where the Unduplicated Pupil Percentage (UPP) is at or above 80 percent, an ELO-P must be provided to all TK–6 classroom-based pupils and access must be provided to all TK–6 classroom-based pupils upon parent or guardian request.
- In LEAs with an UPP below 80 percent, an expanded learning opportunity must be provided to all TK–6 classroom-based, unduplicated pupils and access must be provided to 50 percent of TK–6 enrolled classroom-based, unduplicated pupils.

Required Plan Questions and Elements

Self-Certification

Answer the following questions.

1. Complete table

LEA Name	Contact Name and Title of the Individual Self-Certifying the Statement Above	Email	Phone
Kentfield Elementary School District	Raquel Rose Superintendent	rrose@kentfieldschools.org	415-458-5130

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

No

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

Focus Area A: Vision and Coherence

Answer the following required questions.

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]

TK offered at some sites

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

Full Day TK

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

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

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

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

6. Please indicate if the LEA plans to serve students eligible for early admittance TK, for children whose fifth birthday occurs after the enrollment date for the year of implementation (see implementation timeline above)?

- a. 2022–23 (Birthdays February 3 or after) [select one]

No

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

No

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

No

Focus Area B: Community Engagement and Partnerships

Answer the following required questions.

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

Family or parent surveys

District English Learner Advisory Committee (DELAC)

LCAP educational partners input sessions

English Learner Advisory Committee (ELAC)

School Site Council

First 5 County Commission meetings

2. Select which programs the LEA plans to combine with the TK instructional day to offer a minimum of nine hours per day of programming (instructional day plus programming) for children whose families opt in for extended learning and care. [select all that apply]

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

Focus Area C: Workforce Recruitment and Professional Learning

Answer the following required questions.

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

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]

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]

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]

Ages & Stages Questionnaire (ASQ)

Desired Results Developmental Profile (DRDP)

LEA-based, grade level benchmarks and a report card

Other [describe, open response]

5. On what topics does the LEA intend to offer professional learning regarding early childhood education to site leaders and principals? [select all that apply]

Children’s literacy and language development (aligned with the Preschool Learning Foundations and 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

Creating developmentally-informed environments

Focus Area D: Curriculum, Instruction, and Assessment

Answer the following required questions.

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

English-only instruction with home-language support

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]

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]

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)

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

Use developmental observations to identify children's emerging skills and support their development through daily interactions

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]

Provide adaptations to instructional materials

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

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

Other [describe, open response]

Focus Area E: LEA Facilities, Services, and Operations

Strongly Recommended, but Not Required for CDE Submission:

1. Describe how the LEA plans to address transportation issues resulting from UPK implementation.
Students will be driven, walk or ride to school. The school district will not provide transportation, unless required per a student's IEP.
2. What strategies does the LEA intend to implement to ensure TK students have access to meals and adequate time to eat (for example, adding additional meal services and time in the cafeteria, offering breakfast after the bell [students pick up a breakfast and bring it to the classroom])? (Note: The LEA must continue to comply with all health and safety, state, and federal Child Nutrition Program regulations while implementing meal service)
The KSD will offer students access to the free breakfast and lunch program five (5) days a week. A coordinated schedule has been designed for student arrival, morning recess and afternoon lunch service to ensure and support adequate access to these services.

Required:

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?
Not applicable.
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]
Yes
- i. If no, how many more classrooms does the LEA need? [identify number, open response]
[Redacted]
- ii. If no, how might the LEA provide classrooms in the timeframe needed? [describe, open response]
[Redacted]
3. Does the space meet the kindergarten standards described in California Code of Regulations, Title 5, Section 14030(h)(2)? [multiple choice]
Yes
- i. If no, what modifications need to be made? What resources are needed to make them? (See Facilities Grant Program Funding at <https://www.dgs.ca.gov/OPSC/Services/Page-Content/Office-of-Public-School-Construction-Services-List-Folder/Access-Full-Day-Kindergarten-Facilities-Grant-Program-Funding>) [describe, open response]
[Redacted]
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]
No

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

Modifications and necessary resources, i.e. equipment or accommodations will be provided as required per a child's IEP.

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

No

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

The KSD will need to revisit the Facilities Master Plan to review for TK programs and services.

6. In which of the following areas does the LEA intend to make updates to facilities? [select all that apply]

None of the above

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

No transportation will be provided

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

No, this will not be necessary as the ELO-P program will be offered on the same site as the TK Program.

Appendix. Projected Enrollment and Needs Assessment

The purpose of this section is to plan out enrollment up to the 2025-2026 school year in order to determine the number of students accommodated and additional facilities needed to comply with plan elements. These tables are not required in the LEA survey submission but will help for planning purposes.

Table: Projected Student Enrollment

Type of Student	2019–20	Current (TK-eligible children turn five between September 2 and December 2, inclusive)	2022–23 (TK-eligible children turn five between September 2 and February 2, inclusive)	2023–24 (TK-eligible children turn five between September 2 and April 2, inclusive) ⁴	2024–25 (TK-eligible children turn five between September 2 and June 2, inclusive)	2025–26 (TK-eligible children turn four by September 1)
TK Students	18	37	39	56	72	88
CSPP (if applicable)						

Table: Facilities Estimates (Cumulative)

Type of Facility	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK Classrooms	1	0	2	3	4	4
CSPP Classrooms						
Head Start or Other Early Learning and Care Classrooms						

Table: Staffing Estimates (Cumulative)

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK	1	0	2	3	4	4
TK Teacher’s Assistants			1	1	2	2
CSPP (if applicable)						
Other CSPP Classroom Staff (if applicable)						
Early Education District-level staffing (if applicable)						

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

2019–20	Current	2022–23	2023–24	2024–25	2025–26
0	0	20	28	36	44

Table: Projected Number of Slots Available for TK Students

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