

Elk Grove Unified School District
Universal Prekindergarten Planning and Implementation Plan
Fall 2022

Focus Area A: Vision and Coherence

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

1. What is the LEA's vision for UPK?
 - a. The Elk Grove Unified School District remains invested in the high-quality education of all students within the district. The district's learning vision of "every student learning in every classroom, in every subject, every day to prepare for college, career and life ready graduates" is implemented through the four strategic goals which includes the transitional kindergarten grade level. The five strategic goals are high-quality curriculum and instruction, student assessment and program evaluation, wellness, family and community engagement as well as targeted supports. The district has an unwavering vision of implementing early education programs that provide superior services and valuable supports for the youngest learners within the ages of three to five years old. Within the Universal Prekindergarten system for EGUSD, the vision is to ensure all students are academically and socially ready for kindergarten and beyond.

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.
 - a. The Transitional Kindergarten programs will be provided to students in EGUSD at 30 of the 43 elementary sites. The various sites are located within all regions of the district for ease of access for families. An additional three sites will pilot a collaborative effort between TK and Head Start to dually fund classrooms that will support preschool and TK age eligible students. Within these three classrooms, students will be provided additional comprehensive services through the Head Start program that

include family engagement services, health screenings as well as additional assessments.

The Transitional Kindergarten program will also collaborate with the District's Expanded Learning Department to implement before and after school services to provide the extended day services. The implementation of the ELO-P collaboration will be based on the availability of staffing and spacing. Planning is still underway to determine the specific sites that will implement the extended 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.
 - a. The Preschool and Transitional Kindergarten classrooms are housed on already established elementary school sites. Every elementary school site has an administrative team that includes a Site Principal and Vice Principal that will support, monitor and evaluate the implementation process of the TK classes. Some sites also have an Academic Program Coordinator (APC) whose role and responsibilities include the oversight of the preschool and afterschool programs. The APC (and other site administrators as needed) work directly with the Expanded Learning Opportunities Department on the day-to-day operations of the UPK programs to ensure successful delivery of all services. These site administrative teams will further be supported by the Early Childhood Education Department which includes a Director of PreK-6 Education and Program Specialist that assist with the compliance, licensing and classroom support aspects of the UPK program.

EGUSD also has non-LEA administered childcare programs on many sites that will support the preschool and TK age students during before and after school hours as requested by parents. These childcare programs are supported, monitored and evaluated in collaboration with the Elementary Education Department to ensure continuously high-quality services are provided to all students and families which includes quarterly site visits and feedback debrief sessions.

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).

- a. EGUSD is a large district that has many different department and key stakeholders that will continue supporting the implementation of UPK. The District has a Director of PreK-6 Education whose primary focus is the support of early education programs including preschool, TK and Kindergarten. The Director will be responsible for ensuring necessary collaboration with the various departments such as Human Resources, Curriculum and Professional Learning, ELL, Research and Evaluation and Special Education. The various departments have identified key staff that will be utilized, as needed, for the continued implementation of TK classrooms including Program Specialists and Instructional Coaches. The ongoing and necessary collaboration will include brainstorming meetings as well as written communication for regular updates.
5. Identify how UPK leadership will be integrated in the decision-making process at the executive or cabinet level.
 - a. The Director of PreK-6 Education assigned to support the early education programs is a direct report to the Assistant Superintendent of Schools, PreK-6 Education Division. The Assistant Superintendent meets regularly with the Director to provide ongoing support, guidance and overall monitoring of the early education programs. The Assistant Superintendent is a vital member of the district's cabinet group which meets weekly and provides all updates related to the early learning programs. The Director of PreK-6 Education and Assistant Superintendent are also members of the Learning Systems Leadership Team (LSLT) which meets weekly with all of the district's Educational Services' Departments. The LSLT team includes Directors from Curriculum and Professional Learning, Educational Equity, English Learners Services, Continuous School Improvement, College and Career Readiness, Student Supports and Health Services, Research and Evaluation, Communications, Secondary Education, Special Education and Family and Community Engagement Departments. Through the attendance and participation in LSLT meetings and ongoing meetings with the Assistant Superintendent, the Director of PreK-6 Education will brainstorm all aspects of the implementation, support and evaluation of the early learning programs for feedback from the various district level stakeholders that will ensure decision-making is a shared process.
 6. Describe how the LEA's proposed UPK model will be integrated with the district's LCAP.
 - a. The EGUSD's LCAP is inclusive of the early learning education programs as part of the overall implementation of education services within the district for students for preschool through adult education. The LCAP specifically outlines the necessary supports, resources and services that are provided

to the youngest learners as detailed in the site level LCAPs and intertwined in the overall LCAP for the district. Funding through the federal and state sources are allocated and utilized to ensure the provision of high-quality early education programs. Through the LCAP process, the early education programs are supported, evaluated, and monitored to ensure the goals, actions and outcomes are continuously aligned to the district's strategic goals and learning vision.

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.

- a. The district has a continued focus on the inclusion of students with disabilities in the early learning programs with an emphasis on accessing curriculum, socialization experiences and ensuring high-quality educational opportunities. Through the implementation of the Inclusive Early Education Expansion (IEEEP) grant in the 2022-2023 school year, Elk Grove Unified School District will implement twelve inclusion classrooms in collaboration with the Head Start program. The Elementary Education and Special Education departments worked collaboratively with key stakeholders including teaching staff to brainstorm and plan the classroom design and implementation that will occur in July/August 2022. The inclusion classrooms will be staffed with General Education and Special Education staff and will support students with IEPs for various disabilities. The goals of the inclusion classrooms will be the fostering of independence, increase of empathy and overall social and academic readiness for the students.

The EGUSD will also continue utilization of the Assessment Center as part of the IEEEP grant which streamlines the process for students referred for special education testing. The Assessment Center is centrally located within the district and staffed with Special Education specialists including Special Education teachers, psychologists, Occupational Therapists, Speech and Language Pathologists and Physical Therapists who collaborate to expeditiously assess, evaluate, and refer students to the least restrictive setting with the appropriate supports. Using the Assessment Center, the students are identified, tested and evaluated within a shorter timeframe and recommended for programs that are appropriate for their varying academic and social skills levels.

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.

- a. The district has an established connection with various childcare programs, state and federal preschool partners that already provide services in the district which include before and after school services. The Site

Administrative teams have ongoing collaborative conversations with their onsite providers which includes staff meetings, collaborative professional learning opportunities and informal dialogue with the teaching staff with whom they share respective students. The Director of PreK-6 Education will also serve as the district's liaison with the childcare programs conducting quarterly meetings, site visits and ongoing communication as needed.

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]

EGUSD will provide TK at some sites, TK as stand-alone classes and Head Start and TK combination classes (Head Start funding and ADA funding).

For the school year 2022-2023, the district will pilot three TK classrooms with blended funding of Head Start and ADA funding.

2. Does the LEA plan to implement full-day TK, part-day TK, or both?¹
 - a. Part 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.

Within the Elk Grove Unified School District, all eligible TK students will be provided part-day TK services. Sites have been chosen through the district boundaries and within the various regions to ensure students are provided services at their home school site as much as possible. The part-day option was provided for the TK stand-alone program at some sites due to the limitation of available space.

- a. Does the LEA plan to begin operating a CSPP or expand its current CSPP contract?

Yes - the LEA will apply to expand its existing CSPP contract in future years (if funding is appropriated by the legislature)

The school district will continue to explore the various options to increase and collaborate with existing and new partnerships to expand the provision of

services to preschool students which may include the infant and toddler age group. Planning and brainstorming from the various stakeholder groups will include the discussion of creative ways to utilize limited spacing and ensure appropriate staffing as those are two important factors.

4. If the LEA answered yes in question four, what age of children does the LEA plan to serve through a CSPP contract?
 - a. Three-year-old children
 - b. Four-year-old children who will not be enrolled in TK in the current school year

5. Please indicate if the LEA plans to serve students eligible for early admittance to TK, for children whose fifth birthday occurs after the enrollment date for the year of implementation.
 - a. 2022–23 (Birthdays February 3 or after)
No
 - b. 2023–24 (Birthdays April 3 or after)
No
 - c. 2024–25 (Birthdays June 3 or after)
No

Due to the inability to collect ADA funding until the fifth birthday, the Elk Grove School District does not have the provision to provide services to students as part of the TK early admittance. Students will be served in the TK programs based on adherence to the birthday requirements only.

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?
 - a. The EGUSD is vested in partnering with parents and families to ensure a positive educational experience for all students. In planning for the implementation of UPK, the district ensures that programs are located throughout all different regions within the district boundaries. The programs are housed throughout the district to provide maximum access to families and to ensure families are provided the necessary services and supports for their younger learners. Some of the UPK programs provide access to comprehensive services to families based on their income levels so students are provided access to health screenings and a variety of parent engagement activities.

Parental choice is also provided to parents who do not wish for their child to participate in TK classes and instead prefer the preschool setting. TK parents are also permitted to enroll in any location of their choice for TK services.
2. How does the LEA plan to meaningfully engage extended learning and care partners in the development of the LEA's UPK Plan?
 - a. The EGUSD continues to explore the potential for partnerships with the existing childcare programs that are currently serving students in the before and after school programs on the sites. As the enrollment increases, the district will continue to brainstorm potential ways to partner with extended learning and care partners for the UPK Plan.
3. What actions does the LEA plan to take to partner with local R&Rs; LPCs; and existing early education, childcare, 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?
 - a. The EGUSD will ensure continued partnership with local Resource and Referral and existing childcare providers to ensure families are aware of all necessary resources and services that are available at all school sites. The ECE Department including the Director of PreK-6 Education and Program

Specialists will continue to attend relevant community meetings and membership with the Local Planning Council (LPC) to ensure the district is a vital partner and knowledgeable about all available resources and services for families and parents.

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)?
 - a. The ECE Department continues to foster a relationship with the Special Education Department to ensure students on an IEP are referred to appropriate preschool and TK classroom settings as deemed appropriate. The ECE Department meets regularly with the Special Education Program Specialist regarding available vacancies for enrollment and this practice will continue with the implementation of the preschool inclusion classrooms. The Special Education Department is also aware of the Head Start performance standard to support at least 10% of the funded enrollment with students on an IEP and will continue to refer students to the Head Start preschool sites. With the continued collaboration between the two Departments and involvement with various community groups, the district will increase the ability to partner with early learning and care providers to ensure knowledge of all available resources and supports for families.
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.

Year- Round sites (example of schedule only)	Modified Traditional and Traditional sites (example of schedule only)
8:00 - 11:20 AM (Instructional Minutes funded by ADA funds)	8:10 – 11:20 AM (Instructional Minutes funded by ADA funds)
11:20 – 5:00 PM (Afterschool program funded by ELO-P funds)	11:20 – 6:00 PM (afterschool program funded with ELO-P funds)

The EGUSD is in the process of finalizing the overall plan for the use of ELO-P funds for 2022-2023 and beyond. The district has a goal to ensure all eligible students receive at least nine hours of programming with the combination of

instructional minutes, before and after school services. The district will continue to provide intersession programs and summer learning opportunities for all students, as well. These additional learning opportunities will target the increase of school readiness skills, enrichment activities and peer engagement events.

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. English Learner Advisory Committee (ELAC)
 - b. District English Learner Advisory Committee (DELAC)
 - c. District Advisory Committee
 - d. LCAP educational partners input sessions
 - e. Co-hosting events with community-based organizations (CBOs)
 - f. Hosting meet and greets with the early learning and care community
 - g. LPC Meetings
 - h. Head Start Policy Council meetings
 - i. Other – The EGUSD also held monthly planning meeting with the current Transitional Kindergarten teachers and Site Administrators as part of the planning and implementation process. Both stakeholder groups provide input and feedback as needed for the upcoming expansion of the TK programs within the district.

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. Other - The EGUSD will explore opportunities to extend the daily programming for TK students. These opportunities will be made available for TK students based on the availability of space and staffing.

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)?
 - a. The EGUSD understands the need to recruit and retain highly qualified educators for the implementation of UPK. The district requires multiple subject credentials for all CSPP, Head Start and TK teachers. To ensure adequate staffing for the implementation of the UPK Plan, the district has partnered with Sacramento County Office of Education (SCOE) to support the implementation of various grants aimed to assist with current classified employees in getting their higher education degrees and the credentialing of staff for certificated teaching positions. The various grants include the following:

*Reach for the Upside – focus on recruitment/retention of teachers of color/diversifying workforce

*Local Solutions Grant – focus on credentialing of special education teachers

*Teacher Residency Capacity Grant – focus on TK and Special Education teachers

*Golden State Teacher Grant – focus on credential of teachers for high needs credentials for high priority schools

*Classified Employee Grant – focus on classified staff obtaining degree and teaching credential

EGUSD will continue to support district staff with their participation in the partnership with SCOE. Through this partnership, the district will benefit from the additional credentialing of teachers to ensure a viable and diverse workforce for the implementation of the UPK Plan.

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?
 - a. The Early Childhood (ECE) Education Department will continue to partner with the Curriculum and Professional Learning (CPL) Department to provide opportunities for professional learning and articulation discussions. The invitation for these learning opportunities will also be extended to the childcare providers within the district. This will ensure all staff connected to the younger learners are provided the necessary training resources to effectively support the youngest learners. These stakeholder groups will be included in the execution of the Teacher Effectiveness Grant which requires all district staff to complete a specific number of trainings annually.
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. The Curriculum and Professional Learning (CPL) Department will continue to be the primary provider of professional learning for staff, both classified and certificated, in the district. All preschool through third grade staff will be provided professional learning opportunities through in person and virtual formats as part of the Teacher Effectiveness Grant. The professional learning opportunities will include trainings on relevant topics such as math, science, curriculum, assessment as well as Social Emotional Learning strategies and behavior management techniques. All sites will continue to participate in grade level Professional Learning Communities (PLC) which provide an opportunity for articulation discussions and collaborative conversations.

The professional learning will be provided to all lead teachers, assistant teachers (paraeducators), administrators and instructional coaches that support preschool through third grade levels.

The professional learning opportunities will cover the following topics:

- i. Effective adult-child interactions
- ii. Children's literacy & language development (aligned with *California Preschool Learning Foundations* and *California Preschool Curriculum Frameworks*)
- iii. Children's developing math and science (aligned with *California Preschool Learning Foundations* and *California Preschool Curriculum Frameworks*)
- iv. Children's social-emotional development (aligned with *California Preschool Learning Foundations* and *California Preschool Curriculum Frameworks*)
- v. Implicit bias and culturally and linguistically responsive practice
- vi. Adverse Childhood Experiences (ACEs) and trauma & healing informed practice
- vii. Curriculum selection and implementation
- viii. Creating developmentally informed environments
- ix. Administration and use of child assessments to inform instruction
- x. Support for multilingual learners, including home language development and strategies for a bilingual classroom
- xi. Serving children with disabilities in inclusive settings, including Universal Design for Learning
- xii. Engaging culturally and linguistically diverse families

The professional learning will be delivered in the following formats:

- xiii. Classroom observations and demonstration lessons with colleagues
- xiv. Workshops with external professional development providers
- xv. Internally delivered professional learning workshops and trainings

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?
 - a. The EGUSD has an already established culture for collaboration which includes weekly scheduled meetings for Professional Learning Communities that incorporate grade level planning and collaborative conversations. During the PLC meetings, TK staff have the opportunity to connect with Preschool and first grade teachers to ensure the continuous discussion of student transitions, idea sharing and ongoing student progress monitoring. The PLC meetings are held within respective sites and the TK teachers also meet within their respective district regions to share data and ensure successful student outcomes are the ultimate end goal. The EGUSD also established a district early education leadership team that includes six TK teacher leaders who connect with district level leaders from the various departments to ensure all aspects of the TK program are discussed and needs are addressed and met. The various departments include Human Resources, Labor Union partners, Curriculum and Professional Learning, Special Education and English Learner Services.

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-Emp-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

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
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?
 - 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
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?
 - a. Ages & Stages Questionnaire (ASQ)
 - b. Desired Results Developmental Profile (DRDP)
 - c. LEA-based, grade level benchmarks and a report card
 - d. Teaching Strategies GOLD (TS GOLD)
 - e. Work Sampling System (WSS)
5. On what topics does the LEA intend to offer professional learning regarding early childhood education to site leaders and principals?
 - 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

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*.
 - a. The EGUSD will continue to implement the World of Wonders which incorporates all content areas together including Social Science and Science in addition to ELA and Math. This curriculum has been utilized in the TK classrooms in the past five years and is aligned with the California Preschool Learning Foundations and California Preschool Curriculum Frameworks.
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.
 - a. The EGUSD will continue to implement the current curriculum for Math and English Language Arts as both curricula has provided students with a solid foundation for learning in the core subjects of math and ELA.
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?
 - a. The EGUSD will continue to support effective organization practices and behavior management strategies for all classrooms within the district. Teaching teams will be encouraged to provide classroom structures, practices and routines that foster a welcoming and compassionate environment for students to thrive both academically and socially. Teaching staff will be provided the necessary support from Site Administrative teams, Instructional Coaches and other staff as needed when students require

additional academic or behavior support. Each site has a structured MTSS system and process to ensure all students on the three Tiers are provided the necessary resources ensuring that negative behaviors do not interfere with their academic or social achievements. All staff have access to ongoing professional learning opportunities to gain further insight and knowledge about challenging behaviors and strategies to support all students. All sites also have implemented PBIS systems that support and celebrate positive behavior strategies. Through the MTSS and PBIS process, there is a district -wide emphasis on ensuring all students are provided the necessary resources, services and supports to achieve maximum success for all students.

4. Describe how classroom practices for UPK (TK and other preschool programs the LEA operates or has on site) will be integrated and aligned.
 - a. The TK and preschool programs will be aligned to meet the goals of student's academic and social emotional readiness skills. The alignment of these grade levels will include the daily schedule being structured to include large group activities, small group activities and intervention time as well as outdoor exploration time for gross motor skill development. Classroom practices will include an emphasis on the development of social skills and collaborative play and conversations to foster future learning. Both grade levels will also ensure appropriate emphasis on the core subjects of math, early literacy skills, science as well as an incorporation of creative expression through visual arts, purposeful play, choice time and music/movement.
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)?
 - a. All TK and preschool staff will ensure appropriate supports are provided for all students including students with disabilities. Teaching staff will utilize differentiated instruction and a variety of teaching modalities to capture all the various ways that students engage and learn. The implementation of Universal Design for Learning to include tactile, visual and kinesthetic models as well as peer models will be a significant part of the instructional practices in the preschool and TK classrooms. Staff will further utilize the Teaching Pyramid strategies to ensure students are developing social skills to include acknowledgement of their feelings, creative ways to express their emotions and self- regulation techniques.

6. What instructional practices does the LEA plan to implement to support the language and overall development of multilingual learners?
 - a. The EGUSD will continue to support the language and overall development of multilingual learners. The district's English Learner Services Department will assist as needed to provide additional language supports to assist with the language development of bilingual students. All classrooms will utilize visual aids, peer models and bilingual staff to further assist bilingual students.

7. How does the LEA plan to assess dual language learners (DLLs) in areas other than English language acquisition?
 - a. As needed, bilingual staff will be utilized to assess dual language learners in other core areas aside from English language acquisition.

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. 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]
 - a. English-only instruction with home-language support

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
 - 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
5. What assessments does the LEA plan to use in TK or kindergarten? [select all that apply]
- a. LEA-based grade level benchmarks and a report card
 - b. Work sample system (WSS)

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?
 - a. All district sites already have the commingling of younger and older children on their sites with daily interactions related to transportation, lunch area, front office, etc. However, each site has a specific area distinctively designed for the younger learners in which the classrooms and playground areas are exclusively utilized by the preschool, transitional kindergarten and kindergarten students only. Early education staff on each campus are aware of the necessary supervision requirements to alleviate accidents and injuries of the younger learners and all sites have developed and implemented site safety plans.
2. Describe how the LEA plans to address transportation issues resulting from UPK implementation.
 - a. At this time, the district will continue to evaluate transportation needs on a case-by-case basis.
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)

- a. The EGUSD will continue to provide nutritious and appropriate meals for TK students daily. Meals will include breakfast and lunch based on the classroom schedule. Students will have an opportunity to eat their respective meals in the cafeteria setting with appropriate supervision prior to the start or the end of their instructional minutes. Students will also be encouraged to bring a nutritious snack for consumption during their recess period.

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?
 - a. The LEA plans to continue the collaborative efforts to partner with early education programs and various funding sources to blend funding for the continued implementation of the early education programs. The LEA will also continue extensive recruitment efforts to ensure all early education programs within the district are widely publicized to families who would benefit from participation and services are utilized to the maximum level as possible.
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. No
 - i. If no, how many more classrooms does the LEA need? EGUSD will require an additional 13 classrooms to ensure TK is provided at all elementary school sites.
 - ii. If no, how might the LEA provide classrooms in the timeframe needed? The ECE Department will continue to collaborate and explore creative ways to utilize classroom space within the next few years to accommodate the expansion of UPK.
3. Does the space meet the kindergarten standards described in *California Code of Regulations*, Title 5, Section 14030(h)(2)? [multiple choice]
 - a. Yes

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 – all classrooms are equipped to support students with disabilities
5. Does the LEA's Facilities Master Plan adequately address the need for UPK programming? [multiple choice]
 - a. No
 - i. If no, what process will the LEA use to update the Facilities Master Plan to accommodate future TK and early education programming?
 - b. The district will continue to assess the overall needs of the UPK programs including the need for additional space for classrooms with bathroom facilities and playground areas. This process will include the continuous review of projected enrollment data, census reports and local/state report regarding population studies.
6. In which of the following areas does the LEA intend to make updates to facilities? [select all that apply]
 - a. None of the above
7. What transportation will the LEA offer to children enrolled in TK? [select all that apply]
 - a. No transportation will be provided, however, situations will be evaluated on a case-by-case basis
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?
 - a. No transportation will be provided