

Universal Pre-Kindergarten (UPK) Plan Mt. Diablo Unified School District (MDUSD) 2022-2026

Revised June 15, 2022

Focus Area A: Vision and Coherence

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

The MDUSD vision for UPK is to provide engaging, inclusive, and safe learning opportunities for students in MDUSD. As outlined in MDUSD LCAP, the district mission is to provide all students with;

- High quality education in a safe and welcoming environment with equitable high expectations, access to technology, and instruction in the California State Standards that prepare them for college and career.
- High quality, culturally proficient, and responsive staff will provide engaging instruction respectful of all students' backgrounds to ensure they are college and career ready.
- Engaging and collaborative parents, family and community partnership to support student learning.

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.

MDUSD ELPs will provide TK-12 students the opportunity to participate in expanded learning opportunities. These will include but are not limited to; am/pm ELP offerings, collaboration with on campus and off campus MDUSD Partnership ELP programs, and flexibility in the number of hours of participation of ELP programs for TK students. Transitional Kindergarten ELP will ensure a 10:1 student to staff ratio and will be designed to meet the developmental needs of preschool age children (ages 3 to 4). MDUSD ELP will partner with early childhood education programs, community providers, post-secondary institutions, teacher education programs, MDUSD career pathway programs for students, and district staff to recruit, hire, and train high quality teachers and early childhood educators. The lower student to teacher ratio will be maintained by having two EPL staff for each class of 20 TK students. This class format will allow for collaboration, small group instruction, and opportunities to develop academic, SEL, and behavior skills within the ELP. In collaboration and alignment with MDUSD TK teachers, Education Services Department, and TK ELP Teacher Liaisons, the MDUSD ELPs will create and facilitate hands-on, developmentally and age appropriate activities and daily/weekly schedules to ensure young students are engaged, supported, and challenged. MDUSD ELP will partner with MDUSD implementation of Universal TK program and use [California](#)

[Department of Education's \(CDE\) TK Implementation Guide](#) to help inform and develop program structure and design, curriculum/activities, learning environment, instructional strategies and support for the TK students, and engagement with family and community partners.

Furthermore, opportunities for peer partnership, support, and mentorship from older MDUSD ELP participating students will help connect the young students to the school community.

The MDUSD ELP sample TK schedule provides an example of what a school year weekly schedule and summer session schedule looks like. School schedules vary based on student interest, staff experience, and community partnerships.

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 MDUSD UPK program will build upon existing district, community, and MDUSD ELO-P partnerships to implement expanded learning opportunities for UPK district students. The MDUSD UPK program will be overseen and facilitated by the Director of Elementary School Support, work in collaboration with the MDUSD Expanded Learning Program (ELP), and is a part of the Educational Services Division. Educational Services is responsible for facilitating and implementing developmental, age appropriate academic, social emotional, and behavioral instruction, supports, and interventions for students within a Multi-tiered System of Support (MTSS) that addresses educational equity.

The MDUSD Expanded Learning Programs are overseen and facilitated by the Director of Partnerships and Multi-Tiered Systems of Support (MTSS). This role is to align, connect, advocate, partner, and identify resources (fiscal and personnel) to support the development, expansion, and sustainability of high quality and engaging expanded learning programs for TK-12 MDUSD students. Key partners include, but are not limited to;

- [Mt. Diablo Unified School District Team](#)- Superintendent's Executive Cabinet and Cabinet, School Principal's and Staff, CARES ELP Coordinator, and College/Career Pathways team
- [Partner ELP Programs](#); Off Campus, On Campus, and [Early learning, child care, and expanded learning providers](#) service providers in MDUSD communities
- [Bay Area Community Resources](#) – provide frontline CARES ELP staff that work directly with the students responsible for the day to day operations of each site's CARES ELP
- [City of Concord](#) – Long standing partner and provides facilities for training
- [Afterschool 4 All \(A4A\) County wide Collaborative](#) – Fifteen year established consortium sharing best practices for districts in Contra Costa County, leveraging funds for countywide training to increase sustainability and program quality.
- [Contra Costa County Health Service, & Office of Education](#) – Provides support, training, and funding (when available) to the CARES program in the areas of fitness and nutrition.
- [Region 4](#) – Provides afterschool district administrators and CBO's in the region a coordinated system of support. Also is represented on the A4A Collaborative.

Ongoing dialogue, and bi-annual UPK/ELP Advisory meetings will provide the forum for information sharing, networking and review of program plans and implementation. The

UPK/ELP Advisory will include stakeholders from MDUSD (district and school -principals/staff), CARES ELP, Partner ELPs, early learning and childcare providers, community partners, parents and students. These individuals will help to review, revise and develop the MDUSD UPK and ELP Program Plans. Ongoing dialogue, reflection and collaboration develops a process and system for inclusiveness, feedback, input, expansion of services and support, responsive to student, family, community and school needs.

The following additional partnerships help and enhance the expanded learning program and services to students and families.

- Contra Costa Community Colleges: Diablo Valley College and Los Medanos Community College help to recruit staff with an interest in teaching and youth programs, as well as support current CARES staff in enrolling in early childhood education classes
- Community and business partnerships help to bring real world experience and volunteers to students expanding knowledge, skills and awareness.

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).

Key functions of staff pertaining to implementing UPK are outlined in the chart below. Staff and stakeholders will meet ongoing throughout the year to; support, monitor, adjust, and assess UPK implementation (monthly), collaborate and participate in professional development and planning (monthly), report progress, challenges, and future actions (quarterly), and review, revise, and modify the UPK plan in collaboration with the UPK/ELP Advisory (bi-annually).

Role/Position	Responsible for	UPK Leadership Team	Timeline for collaboration
Chief of Educational Services	Communicating with the Executive Cabinet assisting with decision-making and working with the Superintendent and the Board of Education.	UPK Team Member	Meets with Executive Cabinet weekly providing updates when appropriate
Director Elementary Education	Oversee UPK implementation in partnership with Site Principals	UPK Team Leader	Monitor, adjust, and assess UPK implementation (monthly)
Curriculum Specialist	Facilitate curriculum and professional development and work with teachers on progress monitoring and implementation	UPK Team Member	Collaboration/PD with UPK teachers (monthly) Monitor, adjust, and assess UPK implementation (monthly)
Principal	Principal representative sharing site needs, supports, and	UPK Team Member	Monitor, adjust, and assess UPK

	progress		implementation (monthly)
Director Partnerships & MTSS	Aligning and connecting UPK to ELO-P	UPK Team Member	Monitor, adjust, and assess UPK implementation (quarterly)
Director Human Resources	Recruiting and hiring UPK teachers and staff	UPK Team Member	Monitor, adjust, and assess UPK implementation (bi-annually)
Director Maintenance & Operations	Overseeing facilities, classrooms, and cleaning	UPK Team Member	Monitor, adjust, and assess UPK implementation (bi-annually)
UPK Lead Teachers	Work with UPK Team to implement, provide feedback, support professional development, and analyze data on SWOT	UPK Team Representative	Collaboration/PD with UPK teachers (monthly) Monitor, adjust, and assess UPK implementation (monthly)
UPK Teachers and Providers	Provide direct instruction and support to Pre-K students aligned to UPK standards and components	UPK Team Representative (2)	Collaboration/PD with UPK teachers (monthly)
MDUSD Expanded Learning Program Coordinator	Provide professional development, communication, and parent/community partnership with ELO-P	UPK Team Member	Monitor, adjust and assess UPK implementation (monthly) Collaboration/PD with UPK teachers (monthly)
MDUSD ELOP Staff	Provide direct instruction and support to Pre-K students aligned to UPK standards and components, and MDUSD ELOP Plan	UPK Team Representative (2)	Collaboration/PD with UPK teachers (monthly)
Early Learning & Child Care Representative	Agency representative	UPK Team Member	Monitor and assess UPK implementation (monthly)
UPK/ELP Advisory	Review, revise, and develop the UPK and ELP MDUSD plans annually	UPK Team Representative (2)	Monitor and assess UPK implementation (monthly)

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

The Chief of Educational Services will be the point person at the Executive Cabinet level assisting with decision-making and working with the Board of Education. The Director of Elementary and the Director of Partnerships and MTSS will assist with principal support, community outreach, engagement, and facilitation of the UPK/ELP Advisory. Curriculum Specialists and Teacher Coaches will work with TK teachers meeting on a regular basis, collecting information and feedback on program needs.

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

Moving into the 2022/23 school year, Universal Pre-Kindergarten will be incorporated into LCAP Goal 1: All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and instruction in the California State Standards that prepare them for college and career. Details will be included under Action 1.9 which focuses on family literacy and pre-kindergarten readiness.

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.

Mt. Diablo currently offers prekindergarten programs for students with disabilities and unique needs. Students are fully included into programs as included within their Individualized Education Plan.

Mt. Diablo offers a full continuum of programs for our preschool students. The District operates an assessment center which serves students transitioning from IDEA Part C to IDEA Part B at three years old, along with students who are referred for assessment by their parents, guardians, childcare providers or physicians.

If children are eligible for special education services, these services are offered within an individualized educational program which is designed to meet the assessed needs of the student. Most of our students are able to remain in community preschool settings and receive speech therapy or other related services through a drop-in clinic model. A small number of students receive services within special day classes located within our three district preschool settings. Other students receive services at Headstart through a collaborative co-teaching partnership. Yet others receive services through non-public schools. Along with the specialized academic instruction, related services such as speech therapy, occupational therapy, physical therapy or nursing support are available if determined by the child's IEP team through assessment.

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.

MDUSD has already begun conversations, collaboration, and alignment among the district, schools, and ELO-P. Mt. Diablo Unified School District currently provides opportunities for students to experience a safe and supportive environment through expanded learning opportunities before/after school, during intersession and summer session. The MDUSD Expanded Learning Program will be offered to MDUSD students under four possible program models. Each model will operate every school day and during a 30 day intersession/summer session for nine hours a day. Priority enrollment will be given to underserved/unduplicated TK-6 students (Low Income (measured by Free/Reduced Lunch eligibility), English Learner, and Foster Youth). Unduplicated means that any student in one or more of these groups would only be counted once. MDUSD ELP student enrollment will be based on need and capacity and student selection will be based on [MDUSD Expanded Learning Student Selection Criteria](#). There is no minimum or maximum attendance requirement for the MDUSD ELPs, however priority enrollment is given to students who can attend regularly and/or for intersession/summer session:

- The [CARES Expanded Learning Program \(CARES ELP\)](#) is operated and facilitated by MDUSD district staff in collaboration with Bay Area Community Resources (BACR) community partners. The CARES Program will be available at approximately 24 (17 existing and 7 new) TK-12 schools, located on the school campus and operate every

school day and a summer session. The CARE ELP will operate in collaboration with the traditional school day to make up a nine hour, free expanded learning program. CARES ELP offers a variety of daily academic, enrichment, nutrition, and social emotional learning (SEL) activities and services TK-12 students who primarily attend the CARES schools. CARES ELP's are at all district Title I and underserved schools. [List of the CARES ELP](#) Additional information about this program can also be found at the [CARES website](#).

- [Partnership with Existing Expanded Learning and Childcare Programs](#) MDUSD will develop memorandums of understanding (MOU) outlining a mutually beneficial partnership to collaboratively offer nine hours of expanded learning program opportunities to students before, after school and during intercession and summer session at identified MDUSD schools. ELP agrees to offer a variety of daily academic, enrichment, and variety of sports/athletic activities and services to students ages 3-12 years. This program will run every school day, on a designated school campus, as part of the nine hour expanded learning program.
 - a. [On and Off Campus Providers](#) MDUSD has begun a [Current Childcare and Preschool Providers in MDUSD](#) contact list to partner and collaborate with ongoing planning and implementation of expanded learning opportunities and early learning to meet the needs of TK-6 students. The [Community Youth Center Expanded Learning Program \(CYC ELP\)](#) is located at 2241 Galaxy Court, Concord, California and is available to MDUSD students to attend.
- MDUSD has begun a [School-based Before School Program](#) run at sites that also offer an after school expanded learning program every school day to offer a combined nine hours of expanded learning opportunities to TK-6 students. Before school models will be run by the site Principal in partnership with the ELP department and the Director of Partnership and MTSS. During the 2023/23 school year, interested schools may be chosen to pilot a before school ELP to increase opportunities for students and families. The total number of participating schools will be based on staff, supervision, available resources, and enrollment needs.
- The [Neighborhood Schools Expanded Learning Program \(NSELP\)](#) may be offered to communities and open to multiple elementary schools within a community. The NSELP may offer four sessions (fall, winter, spring, and summer) with various activities and offerings. If offered this program would run every school day, on a designated school campus, as part of the nine hour expanded learning program. NSELPs offer a variety of daily academic, enrichment, nutrition, and social emotional learning (SEL) activities and services TK-6 students who have been identified as underserved and attend the elementary schools within the community or feeder pattern.

As mentioned above, stakeholder engagement and collaboration through monthly, quarterly, and biannual meetings will assist with alignment, communication, and evaluation.

CDE required information to be completed after the plan is presented to the Board of Education. Highlighted items include the option(s) below for MDUSD

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- Sites were chosen ensuring that there were TK programs available in all parts of the District. In addition, program offerings included dual language options as well as full day schedules.
- c. TK stand-alone classes- Mt. Diablo plans on having TK classes be stand-alone, rather than creating combination classrooms with TK and K students.
- 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- Mt. Diablo will continue its long standing relationship with the County's Head Start Program which is housed at the George Miller Center
- i. Other [describe, open response]

2. Does the LEA plan to implement full-day TK, part-day TK, or both?¹ [select one]

- 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.

Sites were chosen based on needs (percentage of unduplicated students) and location of the school to ensure TK programs were available in all parts inclusive of five cities and feeder patterns within the district's boundaries of Mt. Diablo Unified School District. As more students are enrolled over the next several years, the number of classes will expand and more sites will offer programs for 4 year olds. TK classrooms being proposed at sites with dual language programs, will offer a TK program in Spanish. Space allowing, sites that do not already have full day TK and K classes will work with their communities and with their staff to explore lengthening the school day.

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

¹ 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 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.

- 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: 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

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

Mt. Diablo Unified School District (MDUSD) prioritizes parent needs and choice by providing UPK at additional district schools over the next five years in response to identified and student enrollment/registration data. TK classes will be assigned to schools and neighborhoods based on the highest number of unduplicated underserved students, and the number of TK students enrolled through the centralized registration process. MDUSD is committed to offering Dual Language TK classes as well.

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

MDUSD will engage with extended learning and care partners as part of the UPK Plan. MDUSD has hosted numerous in-person and virtual meetings with on campus, off campus, and community providers to identify strengths, needs, resources, assets, and opportunities to help inform UTK implementation plan and timeline. These collaborative meetings have already strengthen services to TK students and cultivated relationships so that MDUSD students and families have access to the highest quality programs, services, and staff as the district expands TK to all district students over the next five years. Furthermore, stakeholder input and collaboration with the African American Black Parent Advisory Committee (AABPAC), Community Advisory Committee (CAC), District English Learner Advisory Committee (DELAC), the Parent Advisory Committee (PAC), District PTA/PFC groups, and the annual LCAP survey will help inform and develop the district's Local Control Accountability Plan (LCAP) goals, services, and outcomes.

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?

Universal Tk will be offered but not required for students. MDUSD plans to partner with local providers and existing early education/child care/ expanded learning providers within district attendance boundaries to support parent access by engaging in collaborative conversations and stakeholder groups such as the MDUSD Expanded Learning Program (ELP)/Universal Pre-Kindergarten (UPK) Advisory, Contra Costa Child Care Council, CoCo Kids, and other LPCs. As part of the district's Expanded Learning Opportunity Plan (ELOP), MDUSD is looking

to expand ELO programs at schools with the highest unduplicated students (low income, foster youth, and English language learners) as well as schools with highest TK enrollment. Additional discussions about school based TK needs and partners will be facilitated through each school's School Site Council to help inform district planning, school needs, and implementation.

MDUSD will leverage resources, creating a systemic and accessible platform (i.e. webpage and electronic and written materials) for parents and community to ensure families are aware of the services available for their TK age children. MDUSD will partner with providers to increase access and knowledge of available preschool and TK programs for families, and when possible, to bring the services on campus, support transportation, provide onsite services by district or partners to ensure TK students have engaging inclusive services beyond the traditional school day. This could include but is not limited to; before, after school expanded learning programs on campus or off campus, collaboration with providers on transportation to off campus services, full day TK or am/pm TK offering, and other strategies identified throughout the five year UTK implementation process.

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)?

MDUSD is an existing SELPA and will leverage the infrastructure, systems, and partners to extend services and resources to TK students and families. Program offerings will expand and increase as needed based on student enrollment and need..

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.

MDUSD ELPs will provide TK-12 students the opportunity to participate in expanded learning opportunities. These will include but are not limited to; am/pm ELP offerings, collaboration with on campus and off campus MDUSD Partnership ELP programs, and flexibility in the number of hours of participation in ELP programs for TK students. Each model will operate every school day and during a 30 day intersession/summer session for nine hours a day in collaboration and building upon the school day. Priority ELP enrollment will be given to underserved/unduplicated TK-6 students. Transitional Kindergarten ELP will ensure a 10:1 student to staff ratio and will be designed to meet the developmental needs of preschool age children (ages 3 to 4). MDUSD ELP will partner with early childhood education programs, California State Preschool Program in Contra Costa County, Head Start, community providers, post-secondary institutions, teacher education programs, MDUSD career pathway programs for students, and district staff to recruit, hire, and train high quality teachers and early childhood educators. MDUSD ELP will partner with MDUSD implementation of Universal TK program and use [California Department of Education's \(CDE\) TK Implementation Guide](#) to help inform and develop program structure and design, curriculum/activities, learning environment, instructional strategies and support for the TK students, and engagement with family and community partners. Furthermore, opportunities for peer partnership, support, and mentorship from older MDUSD ELP participating students will help connect the young students to the school community.

The MDUSD CARES ELP TK schedule (included in the school based elementary program)

provides an example of what a school year weekly schedule and summer session schedule looks like. MDUSD TK/K ELP will be responsive to the developmental needs of students reflective in the length of program, program activities, and professional development for ELP staff. School schedules vary based on student interest, staff experience, and community partnerships. Sample schedules attached to the ELOP Plan.

Link to [Holbrook Language Academy \(HOLA\) CARES Expanded Learning Program TK-5 weekly schedule for April 2022](#).

Link to [El Monte Elementary CARES Expanded Learning Program weekly schedule April 2022](#)

CDE required information to be completed after the plan is presented to the Board of Education. Highlighted items include the option(s) below for MDUSD

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) These would include the TK-5 providers currently offering childcare on campus ([Current childcare providers offering services on campus in MDUSD](#))
 - d. CSPP (at a CBO site)
 - e. LEA- or locally-funded preschool
 - f. Head Start- Partnership with Contra Costa County Office of Education
 - 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.

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.

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)?

MDUSD plans to identify current teachers who have experience in early childhood education and those that have experience teaching kindergarten assigning them as TK teachers. The District will post any remaining positions as soon as possible, understanding that Education positions across the state are hard to fill. In particular, the TK Instructional Assistants, MDUSD has recruitment video that will show potential candidates the benefits of working in these positions and is hosting job fairs in a variety of communities across the District.. Using this video and other promotional materials, various advertisement campaigns will ensue. The District will also be supporting the TK assistant teacher in earning ECE units with the expectation that some may be interested in becoming TK teachers in the future.

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?

Through a partnership with the Contra Costa Office of Education, MDUSD plans on offering Instructional Assistants the opportunity to earn Early Childhood Education units as part of being employed by MDUSD. In addition, the District participates in a residency program with St. Mary University focusing on increasing the number of bilingual educators in an effort to employ a more diverse teaching workforce to not only support TK students but all of our District schools.

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: [open response]

The Human Resources has completed an assessment of the training and education level of all teachers on the UPK team to determine who has ECE units or experience in teaching preschool students. Once training history has been established, the Curriculum and Instruction team will begin standards based instruction professional development reaching out to the TK mentor teachers in the District and the County Office of Education Staff for immediate support.

a. Who will receive this professional learning?

- b. By role (lead teachers, assistant teachers, administrators, coaches,)
- c. By grade (TK staff, kindergarten through third grade staff, on-site preschool staff, off-site preschool staff, and so forth)

d. What content will professional learning opportunities cover?

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

4. How will professional learning be delivered?

- i. Coaching and mentoring- Teacher On Special Assignment (TOSA) support
- ii. Classroom observations and demonstration lessons with colleagues
- iii. Workshops with external professional development providers - support provided through partnerships with outside contractors vetted through the CCCOE

- iv. Internally-delivered professional learning workshops and trainings
- v. Operating an induction program- Teacher Induction and Support Program
- vi. Partnerships with local QCC professional learning in CSPP settings
- vii. In mixed groupings (for example, TK and CSPP teachers)

5. 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 TK team currently holds regular meetings on a designated day. This will be expanded to include additional affected grade level teachers as needed. Staff and stakeholders will meet ongoing throughout the year to support, monitor, adjust, and assess UPK implementation (monthly), collaborate and participate in professional development and planning (monthly/quarterly), report progress, challenges, and future actions (quarterly), and review, revise, and modify the UPK plan in collaboration with the UPK/ELP Advisory (bi-annually).

CDE required information to be completed after the plan is presented to the Board of Education. Highlighted items include the option(s) below for MDUSD

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 MDUSD plans on partnering with the Contra Costa County Office of Education to create a consortium with a local college to support employees in earning Early Childhood Education (ECE) units.
- b. Apply for a California Classified School Employee Teacher Credentialing Program grant MDUSD in partnership with St. Mary's college has been a recipient of the Classified School Employee Teacher Credentialing Program grant since 2014.
- 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 MDUSD will be working with the County Office of Education.
 - 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] ESGI?
- 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 [describe, open response]
- n. Site leaders and principals will be offered professional learning on early childhood education

Focus Area D: Curriculum, Instruction, and Assessment

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

The TK curriculum is guided by the classroom environment, creating learning environments with areas such as: blocks/building, book nook/library, dramatic play, writing center, science area, math center, art area, and sensory center. Professional development will focus on the “foundations” of preschool learning. Because the focus on preschool learning in California includes the full range of domains, the term “foundations” is used rather than “standards.” This term is intended to convey that learning in every domain affects young student’s readiness for school.

The MDUSD will follow the current materials adoption protocol when adopting any materials in English/Spanish (review options, pilot, select, propose for potential board approval.) In order to align with the California Department of Education’s [“Preschool Learning Foundations Framework,”](#) any curriculum adopted must focus on four domains: Social-Emotional Development, Language and Literacy, English Language Development (for emerging bilingual students), and Mathematics. Within each domain, there are strands targeting specific competencies that preschool students will need to learn to adapt successfully to preschool and, later on, in school. Strands including social interaction, listening and speaking, and geometry. During the 2021/22 school year, Next Generation Science Standards materials were adopted for TK classrooms which include hands-on materials, small group work experiences, and nonfiction books. Dual language classrooms are currently using the Pre-K program ‘Opening the World of Learning’ (OWL) and the “Authentic Biliteracy Program” by Velazquez Press. (per Monica Navarro-Kirby)

MDUSD will continue to partner with the [Bay Area Region 4 California Preschool Instructional Network \(CPIN\)](#) to provide consistent and high quality professional development for preschool/Transitional Kindergarten (TK) administrators and teachers. Bay Region 4 serves Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, and Solano counties. Professional development consists of current research and information, resources, and best practices, which are focused on the educational component of school readiness for all children, aged three to five, including English learners and children with special needs. The content focuses on the domains included in the California Preschool Learning Foundations (<https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>) and California Preschool Curriculum Frameworks (<https://www.cde.ca.gov/sp/cd/re/psframework.asp>) and other California Department of Education (CDE) documents.

Professional development will be offered to TK teachers, early learning partners, Expanded

Learning providers, school leadership teams and principals. Outreach and professional development for parents/guardians will help to build home-school connection and understanding the development academic, social emotional, and behavioral needs of three, four, and five year Olds.

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.

As mentioned above, MDUSD will follow the current materials adoption protocol when adopting any materials in English/Spanish (review options, pilot, select, propose for potential board approval) The TK curriculum is guided by the classroom environment, creating learning environments with areas such as: blocks/building, book nook/library, dramatic play, writing center, science area, math center, art area, and sensory center. Prior to October 1, 2022, a full audit will be conducted on all TK teacher resources, curriculum, and hands-on materials currently being used in TK classrooms to determine if they meet the preschool foundational domains and the needs of current TK students.

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?

MDUSD will continue to address educational equity through the systemic district focus on establishing and building Multi-tiered Systems of Support (MTSS) at each school with a strong focus on Tier 1 academic, social emotional, and behavior supports and interventions. Professional development, coaching, and grade level collaboration provide the forum to build inclusive and engaging classrooms through standards based instruction, explicit instruction in social emotional learning (SEL), wellness, and equity, opportunities for student voice, as well as clear behavioral expectations through a positive behavior support and intervention (PBIS) model. Each school's leadership team will guide support and conversations on effective strategies that result in effective classroom organization practices and behavior management strategies to create a positive learning environment for a diverse population of UK students. The district's Equity Team and each school's MTSS (previously called PBIS team) and Instructional Leadership Teams (ITL) will continue to lead the work to interrupt institutional racism and systemic practices to ensure we are serving all students. The MTSS teams will receive additional coaching and professional development to implement, monitor, and assess Tier 1 and 2 efforts to support student learning, grade level mastery, and readiness for our youngest learners.

Staff will work with our county partners, current TK teachers, and PBIS team to establish best practices for classroom and behavior management in our TK classrooms. These practices will then be shared with the TK team and training will take place to establish norms.

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

TK standards of practice and learning goals/standards will be aligned with existing programs via our district scope and sequence of standards utilizing [The Alignment of the California Preschool Learning Foundations with Key Education Resources](#). Teachers will be trained specifically in practices unique to preschool and TK, utilizing the [California Preschool Curriculum Framework](#),

[California Preschool Learning Foundations](#) and [The Powerful Role of Play in Early Education](#).

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)?

MDUSD sites will utilize their district and site MTSS framework and in accordance with students' IEP when needed, to support learning for all students. Students will have access to grade level standards as well as instruction in the [California Preschool Learning Foundations](#) and [California Preschool Curriculum Framework](#). Educators refer to CDE's [Inclusion Works!, 2nd ed.](#) (2021) to guide practices that support students with disabilities along with creating a developmentally appropriate environment for all students. Ensuring UPK students have environmental support, materials adaptation, activity simplification, child preferences, special equipment, adult support, peer support and invisible support throughout their day. Educators utilize the DRDP to help measure and identify developmental milestones while fostering experiences for developmental and social-emotional growth, fostering whole child development.

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

MDUSD will support the overall language development of multilingual learners by focusing on the 4 language domains: listening, speaking, reading and writing. Children's language strategies in their home language will be applied to strategies for learning English. Evidence-based strategies will be utilized to provide language-rich environments, such as high-quality, responsive, extended talk, asking a mix of open and closed-ended questions to elicit talk from children, repeating and elaborating on children's talk on a topic, and incorporating songs, games and chants connected to content learning. Children's responses in the primary language will be accepted as part of the natural language development. Second language acquisition will build on the primary language. Students will receive daily designated and integrated English Language Development.

MDUSD will be implementing an English-Spanish 50/50 dual language program for students whose parents choose the dual language options as an instructional program. Teachers will focus on dual language strategies such as translinguaging and cross-linguistic transference between languages. Students will be given multiple opportunities to develop oracy, early reading and early writing skills in both languages. Students' language output in either language will be accepted.

Practices will be based on the [California Preschool Learning Foundations](#).

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

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 allotment² of 50/50 [open response for language offered]

The district will offer an English-Spanish Dual Language program with a 50/50 model. The district will offer this program in different geographical areas of the district to accommodate requests.

- 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]

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 allotment³ of 50/50 [Spanish/English]
- 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]

² 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).

³ 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).

- 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 accordance with student's IEPs. s
 - d. Implement social-emotional strategies, such as the Pyramid Model, CSEFEL, and others
 - e. Provide collaborative co-teaching models within the Headstart programs
 - 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-K
- d. District developed assessments currently using ESGI
- e. DRA
- f. LEA-based grade level benchmarks and a report card
- g. TS GOLD
- h. WSS
- i. Other [describe, open response] ESGI
- j. The LEA does not plan to use a common TK assessment
- k. Unsure

Focus Area E: Facilities, Services, and Operations

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?

TK and Kindergarten students have their own playgrounds and do not share spaces with older students. Additionally, MDUSD is working with a consultant to assure that all of these kindergarten play structures meet the specifications for 2-5 year olds to ensure their safety.

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

Transportation will not be provided to TK General Education students. Transportation may be provided to TK Special Education students per their Individualized Education Plan (IEP).

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)

All students including TK students have access to meals and adequate time to eat. TK students who attend schools with a breakfast program before school have access to that program and all schools provide Second Chance breakfast later in the morning. Lunch is provided to all TK students who participate in the extended slip model or all day TK. The Universal Meals program Ed Code is listed below.

Universal Meals SY 2022–23 Commencing in SY 2022–23, EC 49501.5 requires public school districts, county offices of education, and charter schools serving students in grades K–12 to provide two meals free of charge (breakfast and lunch) during each school day to

students requesting a meal, regardless of their free or reduced-price meal eligibility. The CDE will reimburse LEAs for all non reimbursed expenses accrued in providing federally reimbursable meals to students, as long as the LEA participates in the federal School Breakfast and National School Lunch Programs and serves U.S Department of Agriculture reimbursable meals. LEAs will still be required to abide by federal regulations and guidelines as the California Universal Meals Program is meant to supplement, not supplant, the federal school nutrition programs.

CDE required information to be completed after the plan is presented to the Board of Education. Highlighted items include the option(s) below for MDUSD

- 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?** Due to declining enrollment, MDUSD does not anticipate the displacement of any early education programs on its campuses.
- 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?**

a. Yes [Link](#) to facilities Master Plan

Based on the projections from Davis Demographics, by the year 2026, MDUSD will need approximately 60 TK classrooms. There is currently space available to support this number of classrooms as the program continues to expand.

b. No

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

a. Yes

b. No

- 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?**

a. Yes -Preschools - Robert Shearer and Shadelands

b. No

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

a. Yes- See #2

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?
[describe, open response]

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

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?

Transportation will not be provided to TK General Education students. Transportation may be provided to TK Special Education students per their Individualized Education Plan (IEP).

DRAFT