



Universal Prekindergarten Plan Mt. Diablo Unified School District

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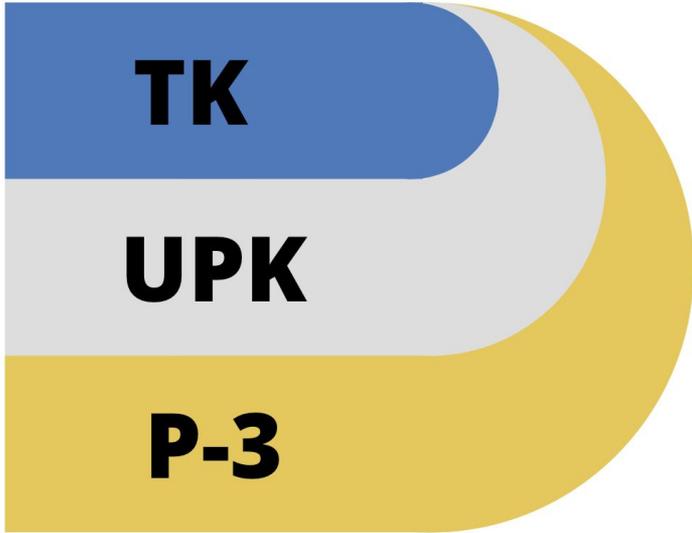
Presentation Agenda

- 1. Overview and Legislative Context**
- 2. Key Components of Universal Prekindergarten**
- 3. Universal Prekindergarten Plan**
 - a. Vision & Coherence**
 - b. Community Engagement & Partnerships**
 - c. Workforce Recruitment & Professional Development**
 - d. Curriculum, Instruction & Assessment**
 - e. Facilities and Operations**
- 4. Extended Learning Opportunities Program**



Overview and Legislative Context

Preschool to Third Grade Framework (P-3)



- Transitional Kindergarten (TK) is one component of the UPK mixed-delivery system
- Universal Prekindergarten (UPK) is a mixed-delivery system to provide every 4-year old access to quality learning before kindergarten
- Alignment from preschool to third grade is the overall framework (P-3)

LEGISLATIVE OVERVIEW

Assembly Bill 130 (2021)

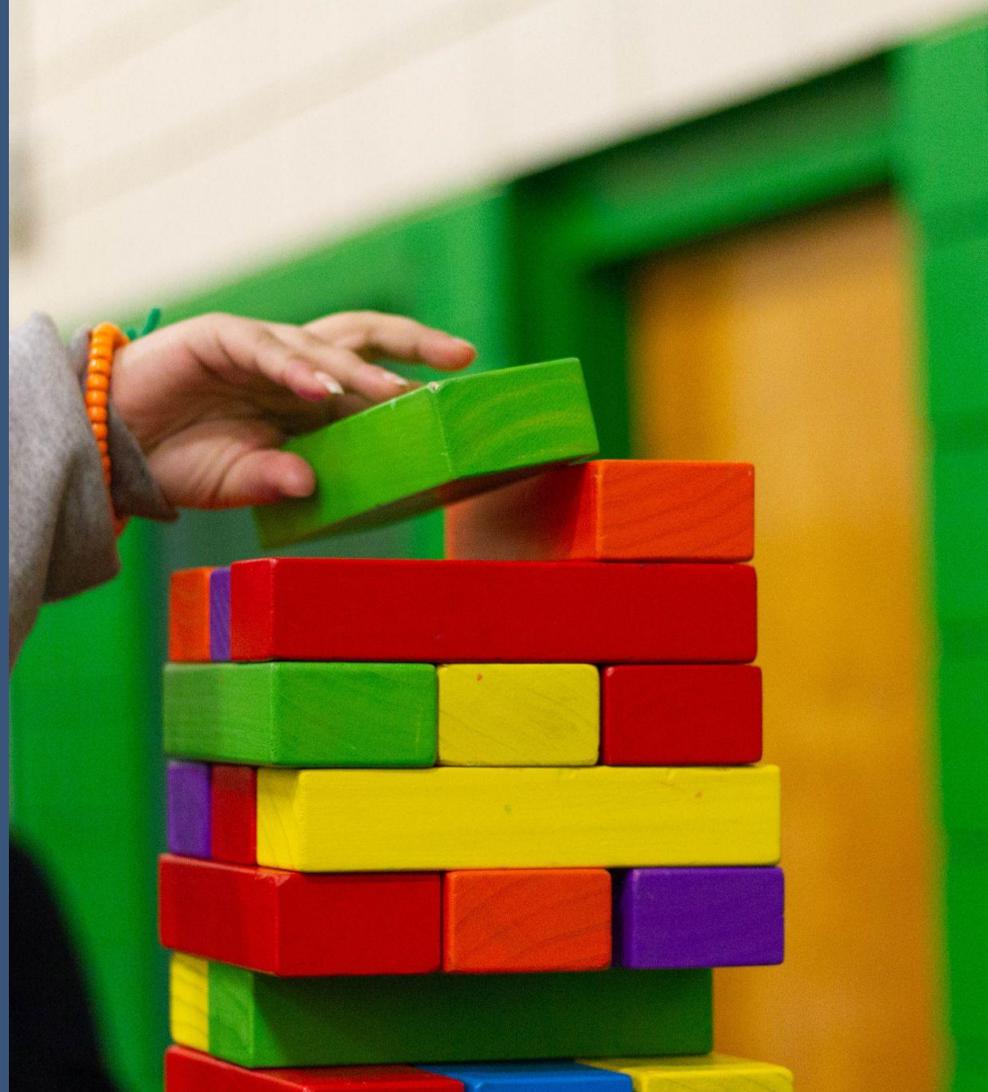
Established an early learning initiative to expand access to classroom-based prekindergarten programs offered by school districts, COEs, or charter schools.

This includes a goal to allow all four year olds the *option* of attending **Transitional Kindergarten by 2025-26.**

LEA Funding to Support:

- UPK Planning and Implementation Grant
- One-time \$471,288
- Funds can be encumbered by June 30, 2024
- Ongoing ADA once implemented

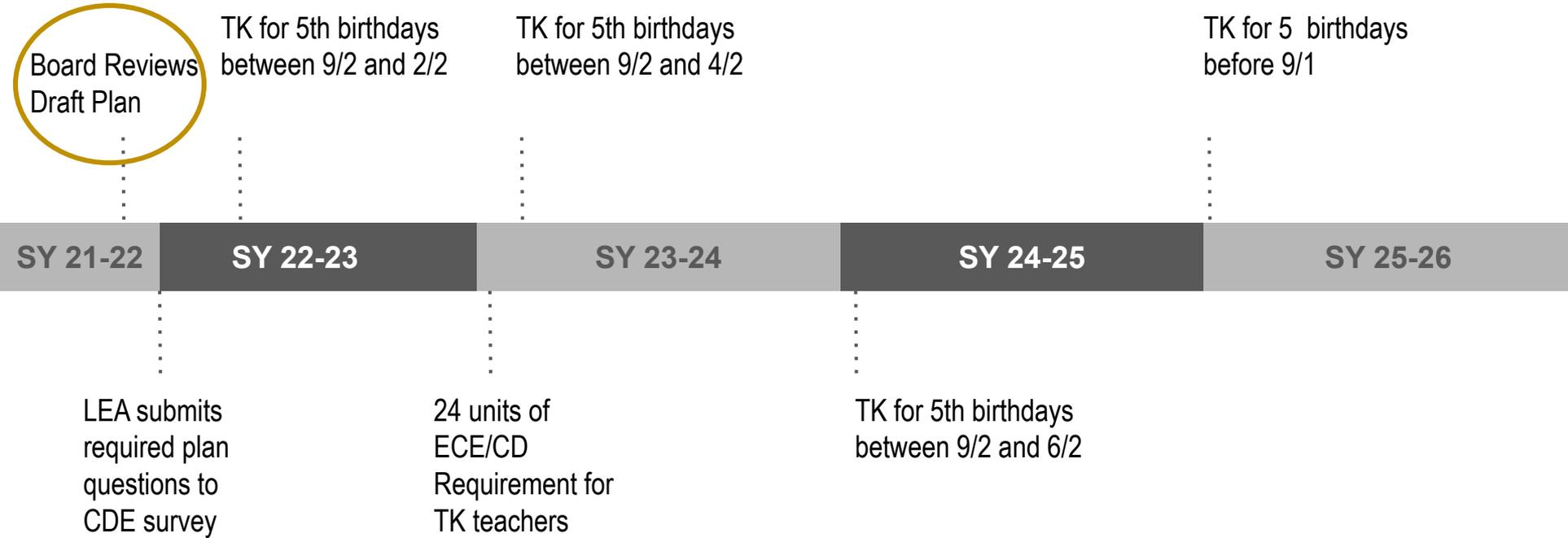
Universal Prekindergarten



Key Components of UPK

1. Intent is to provide all 4-year olds access to prekindergarten
2. *Families have choice* over what care their child receives (if any)
3. TK implementation will be phased in over the next four school years (fully implemented by 2025-26)
4. Classroom facilities have same requirements as Kindergarten; and, need to have accommodations for children with disabilities
5. Classroom ratios are 1:12 in SY 22-23, and *may* reduce to 1:10 starting in SY 23-24 depending on future legislative funding
6. TK Teachers must have 24 units of ECE/CD (in addition to multiple subject credential) starting August 1, 2023 with some exceptions

UPK Implementation Timeline



Universal Prekindergarten (UPK) Plan



Section A: Vision & Coherence

- TK will be offered at selected sites based on enrollment
- TK will not be combined with Kindergarten
- Both Full Day and Part Day TK will be offered (minimum length of day is 180 minutes)
- Dual language TK classes will be offered
- TK aged students will continue to be served through Head Start
- MDUSD will follow the state recommended “phase-in” model, adding two months a year until 2026



Transitional Kindergarten District Projections

Section A: TK Student Projections

2021-22 Actual	2022-23 Projections	2023-24 Projections	2024-25 Projections	2025-26 Projections
347	581	833	1092	1460

B. Community Engagement & Partnerships

❑ Stakeholder Engagement

- ❑ Parent Advisory Committee (PAC), District English Language Advisory Committee (DELAC), Community Advisory Committee (CAC), and LCAP surveys
- ❑ Help inform and develop the district's UPK, ELOP, and the Local Control Accountability Plan (LCAP) goals, services, and outcomes.
- ❑ Expanded learning and childcare/preschool program partners

❑ Prioritized needs and choices

- ❑ TK will be offered but not required
- ❑ Offered at additional district schools over the next five years based on enrollment data and highest number of underserved students
- ❑ Access to expanded learning opportunities

❑ Communication

- ❑ UPK webpage for systemic and accessible platform
- ❑ Regular meetings with expanded learning and UPK educational partners

C. Workforce Recruitment & Professional Development

- Human Resources is assessing the needs of TK teachers
- Recruitment events held across the District at different times and days of the week
- Recruitment videos created
- Partnering with County Office of Education on the *Early Education Development Grant* to provide classes where teachers and assistants can earn up to 24 ECE units
- Residency program with St. Mary's to increase the number of bilingual educators

C. Workforce Recruitment & Professional Development

- TK staff, including instructional assistants, teachers, principals and coaches, will receive training on how to support prekindergarten students
- Content will include:
 - Creating developmentally-informed environments
 - Developmentally effective adult-child interactions
 - Prekindergarten literacy and language development
 - Prekindergarten math and science development
 - Implicit bias and culturally responsive practices
 - Serving students with unique needs in inclusive environments
 - Observational prekindergarten assessments
- Support through the County Office of Education (California Preschool Instructional Network (CPIN) Coordinator)
- Regular TK teacher meetings

Projected Workforce Needs

Positions	2021-22	2022-23	2023-24	2024-25	2025-26
TK TEACHERS	23 (15 TK/K Combos 8 TK)	22-24	35	45	60
INSTRUCTIONAL ASSISTANTS	N/A	22-24	35	45	60

**In the event that the state changes the ratios, these numbers will be adjusted accordingly.*

D. Curriculum, Instruction & Assessment

- ❑ Built on California Department of Education’s [“Preschool Learning Foundations Framework,”](#)
 - ❑ [California Preschool Learning Foundations](#) and [California Preschool Curriculum Frameworks](#) and TK Next Generation Science Standards
 - ❑ Four domains- Social emotional development, Language and Literacy, English Language Development, and Mathematics
 - ❑ TK English-Spanish Dual Language program with 50/50 model
 - ❑ [Inclusion Works!, 2nd ed.](#) (2021) to guide practices that support students with disabilities

- ❑ Professional development focused on “foundations” of prekindergarten learning
 - ❑ Partner with [Bay Area Region 4 California Preschool Instructional Network \(CPIN\)](#)
 - ❑ Multi-tiered Systems of Support (MTSS)
 - ❑ Assessments (i.e. DRDP, ESGI)

E. Facilities & Operations

- Based on the Facilities Master Plan, MDUSD currently has classroom space for the projected classroom needs by 2026
- TK space must meet the required kindergarten standards
- Spaces will contain the necessary adaptive equipment, assistive technology and other accommodations based on the student's IEP
- Staff are proactively assessing all of our kindergarten playground apparatus to ensure that it meets the 2-5 age group requirements
- Transportation will be provided to TK students per their Individualized Education Plan (IEP)
- All students, including TK students, have access to meals and adequate time to eat

Facilities Needs: Classrooms

2021-22	2022-23	2023-24	2024-25	2025-26
23	22-24	35	45	60



Expanded Learning Opportunities Program (ELO-P)

Key Components of ELO-P

1. Intended to provide **access** for TK-6th grade students to a 9-hour day. Student/family participation is optional.
2. Ongoing funding source (incorporated into the **Principal Apportionment**) for **enrichment activities**
 - a. before school, after school, summer
 - b. Minimum of an educational enrichment element and a literacy element
3. Access Requirements are based on Unduplicated Pupil count
 - a. English learners, foster youth, those who qualify for free & reduced-priced meals
4. Staff to child ratio of programs for TK/K is 1:10
5. Must have a program plan that is approved by the LEA's governing board and posted to the LEA website.
 - a. CDE will not approve or deny individual requests for allowable expenditures. Expenditures must be consistent with statute and the program plan
6. Annual auditing will begin in 2022-23

Meeting a 9-hour Day

To offer access to a minimum of nine-hours per day (instructional + programming) for families that opt-in:

- Onsite and offsite Expanded Learning Programs (ELP) include school year, intersession, summer programs
- MDUSD ELP's offered onsite at schools with the highest number of underserved students [TK Schools](#)
 - CARES Expanded Learning programs at 18 elementary schools
 - Partnerships ELP available onsite with childcare providers
- Before school program may be offered as a pilot program at some schools

Questions?

