

Plaza School District
7322 County Road 24
Orland, CA 95963
BOARD OF TRUSTEES
Regular Board Meeting
January 20th, 2022
3:00PM
Agenda

- I. Call to Order
- II. Pledge of Allegiance
- III. Members Present
- IV. Correspondence
 - A. December 27th, 2021 Letter from Dr. Tomas Aragon, Director and State Public Health Officer: CDPH COVID Legislative Response to Plaza School District Resolution 21-03 and Plaza School Board Letter Regarding Mandated Vaccines
 - B. December 17th, 2021 Letter from State Sen. James Nielsen
 - C. December 16th, 2021 Email from Division of Drinking Water Letter
- V. Superintendent Report/Information
 - A. Plaza Community Club
 - B. Facilities
 - 1. Septic System
 - 2. New Construction and Modernization
 - C. Local Control and Accountability Plan
 - 1. Supplemental to the Annual Update for the 2021-22 LCAP
 - D. School Site Council
 - E. Staffing
 - F. County of Glenn Elections Department: Form 700 Filings
 - G. CA MTSS School Climate Phase 3 Grant - \$50,000
 - H. Personnel Support Grant Award for COVID Testing - \$86,667
 - I. Universal Prekindergarten Planning and Implementation Grant - \$28,727
 - J. Expanded Learning Opportunity (ELO-P) - \$59,710
 - K. 2021-22 School Year
 - L. 2021-22 Enrollment
- VI. Comments: Agenda Items Only—Any person wishing to address the Board will identify themselves, the agenda item they are speaking about, and limit remarks to three minutes.
- VII. Action
 - A. Old Business
 - B. New Business
 - 1. Consent Agenda: Routine matters that can be approved with one motion
 - a. Approve the Minutes of the December 9th, 2021 Regular Board Meeting
 - b. Approve Warrant Registers— December 4th, 2021 – January 12th, 2022
 - c. Approve Budget Transfers— None
 - 2. Approve the 2021-22 Safe School Plan
 - 3. Approve 2020-21 School Accountability Report Card
- VIII. Closed Session-

**Plaza School District
7322 County Road 24
Orland, CA 95963
BOARD OF TRUSTEES
Regular Board Meeting
January 20th, 2022
3:00PM
Agenda**

- A. Employee Matter #1908**
- IX. Closed Session Action**
- X. Comments: Non Agenda Items—The Board Clerk will allow three minutes for speakers to address the appropriate matters. Speakers will identify themselves when acknowledged by the Clerk.**
- XI. Adjournment – Next Regular Scheduled Meeting Thursday, March 17th @ 3PM**



TOMÁS J. ARAGÓN, M.D., Dr.P.H.
Director and State Public Health Officer

State of California—Health and Human Services Agency
California Department of Public Health



GAVIN NEWSOM
Governor

December 27, 2021

Patrick Conklin, Superintendent
Board of Trustee Members
Plaza Elementary School District
7322 County Road 24
Orland, California 95963

Dear Superintendent Conklin and Board of Trustee Members:

Thank you for sharing your letter and resolution regarding the COVID-19 vaccine mandate for public and private K-12 students. We appreciate the communication and the ongoing partnership at all levels that are necessary to maintain safe and successful schools in California.

Governor Gavin Newsom has directed the California Department of Public Health (CDPH) to add the COVID-19 vaccine to the list of vaccinations already required for in-person school attendance—such as measles, mumps, and rubella—pursuant to the Health and Safety Code sections 120325 - 120380. This will be accomplished by regulations promulgated pursuant to section 120335(b)(11), which authorizes vaccine requirements for "any other disease deemed appropriate" by CDPH. This is also consistent with the overall intent of the law to achieve "eventual achievement of total immunization" against dangerous childhood diseases. (HSC section 120325(a)).

Upon full approval by the Food and Drug Administration (FDA) of a vaccine for age groups within a grade span (7-12 and K-6), CDPH will consider relevant recommendations from the Advisory Committee on Immunization Practices of the United States Department of Health and Human Services, the American Academy of Pediatrics, and the American Academy of Family Physicians prior to implementing a requirement, as required by the Health and Safety Code section 120335(b)(11).

CDPH will then initiate the rulemaking process, which includes public comment. The regulations will take effect at the start of the following term,

CDPH Office of Legislative and Governmental Affairs, MS 0500 • P.O. Box 997377 •
Sacramento, CA 95899-7377
(916) 440-7502 • (916) 440-7505 FAX
Internet Address: www.cdph.ca.gov



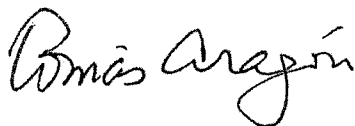
meaning either January 1st or July 1st, whichever comes first. (Education Code 37200). This will also give both parents and schools sufficient time to prepare and implement. Currently, full FDA approval for the Pfizer COVID-19 vaccine exists for ages 16 and older. Based on current projections for full approval for ages 12+, we anticipate the requirement would apply to students in grades 7-12 at public or private schools starting on July 1, 2022. Pursuant to Health and Safety Code section 120338, such a requirement would include exemptions "for both medical reasons and personal beliefs."

In the face of the ongoing pandemic, the California Department of Public Health sets minimum standards for recommended and required guidance related to the prevention and mitigation of COVID-19 in California schools. Our underlying goal remains to ensure that all California students have access to safe in-person instruction. While we continue to make gains in vaccinating Californians, a significant proportion of our population remains unvaccinated.

From day one, California has stepped up with policies that keep our children and school staff safe. Universal masking, combined with vaccination measures and access to regular testing, have been key to the state's nation-leading success in keeping schools open. We appreciate your perspective on adding the COVID-19 vaccine to the list of vaccines required for students to attend grades K-12 in person in California.

This strategy represents the best path for schools to protect children and school staff, ensuring that classrooms remain safe spaces for learning, and children are provided every opportunity to be successful.

Sincerely,

A handwritten signature in black ink that reads "Tomás Aragón". The signature is fluid and cursive, with the first name "Tomás" and last name "Aragón" clearly distinguishable.

Tomás J. Aragón, M.D., Dr.P.H.
Director and State Public Health Officer
California Department of Public Health

CAPITOL OFFICE
STATE CAPITOL, RM. 5064
SACRAMENTO, CA 95814
(916) 651-4004

CHICO DISTRICT OFFICE
2635 FOREST AVE., STE. 110
CHICO, CA 95928
(530) 879-7424

ROSEVILLE DISTRICT OFFICE
2200A DOUGLAS BLVD., STE. 100
ROSEVILLE, CA 95765
(916) 772-0571

YUBA CITY DISTRICT OFFICE
1110 CIVIC CENTER BLVD., STE. 202-A
YUBA CITY, CA 95993
(530) 751-8657

California State Senate



**SENATOR
JIM NIELSEN**
FOURTH SENATE DISTRICT

COMMITTEES
BUDGET & FISCAL REVIEW
VICE CHAIR
ELECTIONS & CONSTITUTIONAL
AMENDMENTS
VICE CHAIR
GOVERNANCE & FINANCE
VICE CHAIR
GOVERNMENTAL ORGANIZATION
VICE CHAIR

December 17, 2021

Mr. Patrick Conklin, Superintendent
Plaza Elementary School District
7322 County Road 24
Orland, CA 95963

Dear Superintendent Conklin:

Thank you for copying me on your letter to Governor Newsom, expressing your concerns over required COVID-19 vaccination for K-12 students. As your representative in the California State Senate, I will continue to vote for individual choice and parental rights when it comes to vaccines. It is clear that many California parents are opposed to Governor Newsom's COVID-19 vaccine mandate for students. Regardless of a parent's reason to decline the vaccine for their children I fully stand by the principle that opting-out is their right.

Although we are less than two years into studying the COVID-19 virus, all current evidence suggests that risk of death or hospitalization of children is extremely low. Denying access to a public education because a student is unvaccinated against COVID-19 is wrong.

In the resolution passed by the Board, the Board outlined the negative impacts a COVID-19 vaccine mandate will have the student population you are entrusted to serve. The letter emphasized that without personal belief exemptions, students will be withdrawn from local schools and staff will lose their jobs. Moreover, you asked the Governor recommend the COVID-19 vaccine for students and staff, not a require it as a mandate.

Since Governor Newsom's COVID-19 vaccine requirement was enacted administratively, medical and personal belief exemptions must be considered. However, the personal belief exemption disappears if Legislators vote to add COVID-19 to the list of required K-12 immunizations, which only permits medical exemptions.

While I am not opposed to vaccines, I have been consistent with my philosophy that parents are responsible for the medical decisions of their children. That simple principle will continue to guide me as I review any legislation dealing with COVID-19 vaccine mandates.

Thank you for your service to the community. If you need assistance with any state or legislative issue, please phone my Yuba City District Office at 530-751-8657.

Sincerely,

A handwritten signature in black ink that reads "Jim Nielsen". The signature is fluid and cursive, with the first name "Jim" and last name "Nielsen" clearly legible.

JIM NIELSEN
Senator, Fourth District

State Water Resources Control Board

Division of Drinking Water

Pete Carr
City Manager
City of Orland

DEC 30 2021

Stephen Betts
Executive Officer
Glenn LAFCO

Donald Rust
Director of Planning
Glenn County

SUBJECT: ORLAND AREA WATER SUPPLY PROJECT

The Valley District of the Division of Drinking Water supports and recommends connecting the following public water systems to the City of Orland's water system as part of the Orland Area Water Supply Project:

- Del Oro Water Company - Black Butte District
- Orland Oaks Mobile Home Park
- Orland Mobile Home Park
- Plaza Elementary School
- Shady Oaks Trailer Park

Each of these systems has agreed to the project and relies on one groundwater well as the source of water supply.

Providing a tie-in to the City of Orland's water system will provide several benefits:

- These water systems will be protected should their sole water supply well be impacted by the ongoing drought.
- These systems do not comply with the regulations for having adequate storage or a second source of supply. This project will bring these systems into compliance with the regulations.

E. JOAQUIN ESQUIVEL, CHAIR | EILEEN SOBECK, EXECUTIVE DIRECTOR


- These water systems are considered disadvantaged, having to drill a new well could negatively impact water consumer rates and/or the system's budget.

For reference, below is the regulation regarding the requirement for a second source of supply, storage, or an emergency connection:

22 CCR § 64554

(2) For systems with less than 1,000 service connections, the system shall have storage capacity equal to or greater than maximum day demand (MDD), unless the system can demonstrate that it has an additional source of supply or has an emergency source connection that can meet the MDD requirement.

Please call me at (530) 224-4861 or email me at reese.crenshaw@waterboards.ca.gov if you have any questions or would like to further discuss this topic.



Reese Crenshaw, P.E.
Valley District Engineer
Division of Drinking Water

cc: Robert Fortino, Chief Executive Officer
Del Oro Water Company- Black Butte District

Doreen Cessna, Regional Manager
Orland Oaks Mobile Home Park

Kyle Larson, Development Director
Orland Oaks Mobile Home Park

Scott and Kathy Arbuckle, Owners
Orland Mobile Home Park

Patrick Conklin, Superintendent and Principal
Plaza Elementary School

Steve Grimshaw, Owner
Shady Oaks Trailer Park

E. JOAQUIN ESQUIVEL, CHAIR | EILEEN SOBECK, EXECUTIVE DIRECTOR

Patrick Conklin

From: Tabor, Rebecca@Waterboards <Rebecca.Tabor@Waterboards.ca.gov>
Sent: Thursday, December 16, 2021 11:39 AM
To: Patrick Conklin
Subject: Orland Area Water Supply Project
Attachments: Orland Area Water Supply Project.pdf

Hi Patrick,

The Division of Drinking Water is planning to submit a letter supporting and recommending that Plaza Elementary School's drinking water system be included as part of the Orland Area Water Supply Project. The Waterworks Standards, which were adopted in 2008, require all public water systems to have either a second supply source, storage capacity, or an emergency source connection that can meet the maximum day demand. A connection to the City that is only used in emergencies will suffice to meet this requirement. I've attached an informational flyer provided by the City of Orland. As you can read, there is no cost for this connection. If you are interested in connecting, I recommend also filling out the Expression of Interest form found here <https://tinyurl.com/OrlandWaterProject>.

If you have objections to your system being included in our forthcoming recommendation, please let me know by Friday, December 17.

Thank you,
Rebecca Tabor

Rebecca Tabor, P.E.
Water Resource Control Engineer
District 21 – Valley
530-224-2487
rebecca.tabor@waterboards.ca.gov

State Water Resources Control Board
Division of Drinking Water
364 Knollcrest Drive, Suite 101
Redding, CA 96002

Orland Area Water Supply Project

Frequently Asked Questions

What is the Project purpose?

The purpose of Orland Area Water Supply Project is to provide a permanent, safe, and reliable household water supply to the area surrounding City of Orland. As part of this project, City of Orland's water supply system will be expanded and extended to areas that are impacted by drought. Property owners surrounding City of Orland will have the choice to connect to the City of Orland Water System. This project will be constructed in partnership with Department of Water Resources (DWR), Glenn County and City of Orland.

What is the Project Area?

The Project Team is currently working on defining the project area which is dependent on where the areas impacted by drought are located. If you have a well and are experiencing water supply issues, please report it at <https://tinyurl.com/GlennDryWell>

Who can connect as part of this Project?

Any **residential property** with a house that is within the Project area will be eligible to connect.

Can I connect if I have an empty lot in the Project Area?

No. Only properties with existing residences can be connected as part of this Project.

What is included as part of the connection?

Orland Area Water Supply Project includes installation of water mains in the county roads, installation of service laterals connecting water mains to residential properties, installation of water meters, backflow preventers, and payment of fees.

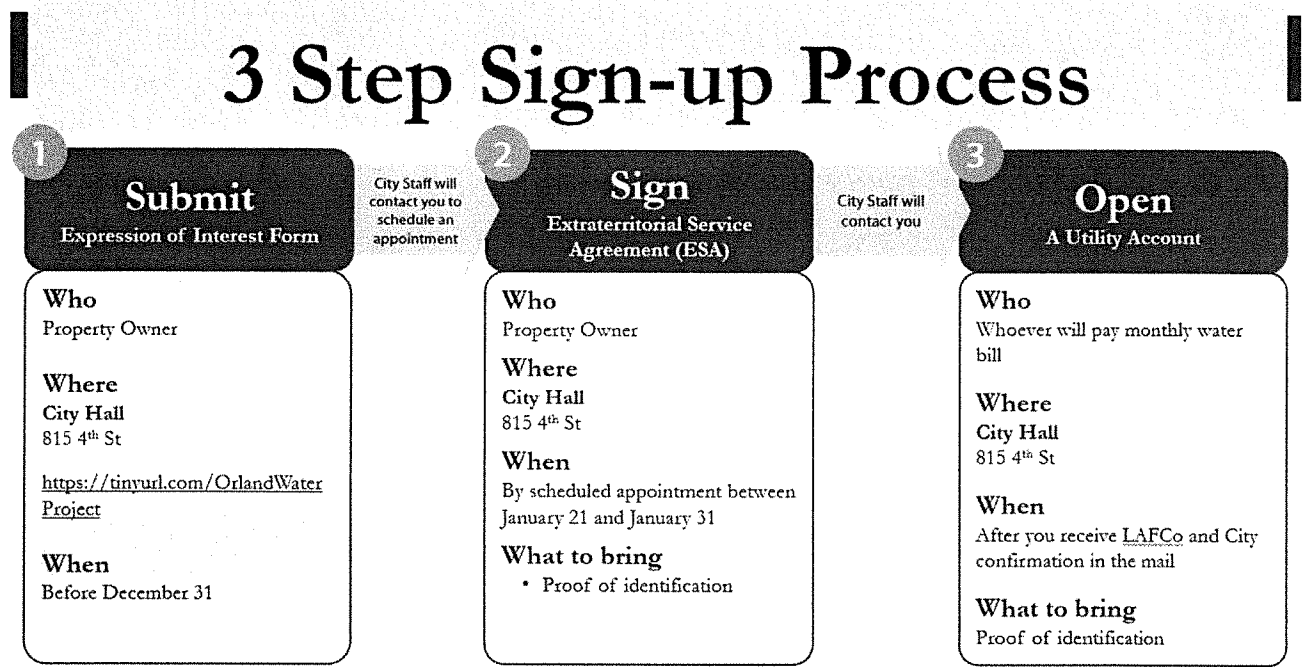
What is the cost of connection?

Normally, there would be costs associated with connection. However, DWR will be paying all costs and fees associated with the connection on behalf of property owners. So, there is **no cost** to connect as part of this Project.

If I connect, do I have to pay a water bill? If so, how much?

Yes, you will be required to pay \$126.62 every two months. This includes 15,000 gallons of water and additional water will be charged at \$1.70 per 1,000 gallons.

How, When and Where can I apply to connect?



What is the last date to submit Expression of Interest?

December 31, 2021

What is the last date to sign Extraterritorial Service Agreement?

January 31, 2022

What is the timeline for the Project?

Timeline for the project will be determined once the areas impacted by drought are identified along with expression of interest received at <https://tinyurl.com/OrlandWaterProject>

If I connect, will that impact my property tax bill?

No, there will not be an increase in the assessed value of the property and as a result will not increase the property tax.

Can I connect to the City of Orland sewer system?

No. The City of Orland sewer system is not a part of this Project.

If I connect, will I be annexed by the City now?

The City currently has no intention or plan to annex unincorporated residential properties associated with this Project at this time nor in the foreseeable future.

There is no plan for annexation now, but do I give up my right to protest annexation if I sign up?

Yes, this is a common and longstanding standard agreement when municipal services are extended into unincorporated areas.

If I connect, do I need to destroy or abandon my current well?

If you decide to connect as part of this Project, the City does not require you to destroy or abandon your current well. However, a backflow preventer will be installed free of cost with an annual inspection expense of approximately \$48 per year. If at any point you choose to destroy or abandon the well, the City will remove the backflow preventer and no further charges will be applied.

Will the Project cover expenses for abandonment of the well?

Yes. If you chose to abandon your well, this Project will cover the expenses.

If I connect, will that impact my property tax bill?

No, there would be no increase in assessed value of the property and as a result will not increase the property tax.

Who can I contact to get more information about this project?

- Jody Samons, North Valley Community Foundation, at (530) 230-4153
- Jen Schmitke, City of Orland, at (530) 865-1610



UMPQUA BANK

November 30, 2021 Page: 1 of 3

PLAZA COMMUNITY CLUB UB
7322 COUNTY RD 24
ORLAND CA 95963-9777

Customer Service:
1-866-486-7782

Last statement: October 31, 2021
This statement: November 30, 2021

Account service fees for account research, check cashing, cashier's and counter checks, foreign currency exchange, returned deposit items, statement copies, verification of deposit, and wire trace or amendment will change on 09/01/2021. For more information, visit: umpquabank.com/Globalassets/media/documents/Umpqua_bank_other_account_services.pdf

MAIN STREET CHECKING

Account number	2079186867	Beginning balance	\$13,056.89
Low balance	\$13,056.89	Deposits/Additions	\$576.89
Average balance	\$13,220.93	Withdrawals/Subtractions	\$343.72
Interest earned	\$0.00	Ending balance	\$13,290.06

Deposits/Additions

Date	Description	Additions
11-15	Deposit	570.00
Total Additions		\$570.00

ACH and Electronic Deposits/Additions

Date	Description	Additions
11-22	ACH Credit Amznhkgucieh Amazonsmil 18h4f8eh1qr5vI3 Payments.Amazon.Co M ID#18h4f8eh1qr5vL3	6.89
Total ACH and Electronic Deposits/Additions		\$6.89

Card Transactions/Withdrawals

<u>Date</u>	<u>Description</u>	<u>Subtractions</u>
11-17	POS Purchase Terminal 20530044 Wm Supercenter # Willows CA XXXXXXXXXXXX6308	58.46
11-17	POS Purchase Terminal 99999999 Dollar Tree 460 N Humb Willows CA XXXXXXXXXXXX6308	9.65
11-19	POS Purchase Terminal 0176343927 Round Table PizZa 530-87222 CA XXXXXXXXXXXX6308	82.31
11-19	POS Purchase Terminal 0178888427 Round Table PizZa Orland CA XXXXXXXXXXXX6308	35.37
Total Card Transactions/Withdrawals		\$185.79

Daily Balances

<u>Date</u>	<u>Amount</u>	<u>Date</u>	<u>Amount</u>	<u>Date</u>	<u>Amount</u>
10-31	13,056.89	11-17	13,558.78	11-22	13,290.06
11-15	13,626.89	11-19	13,283.17	11-30	13,290.06

Overdraft Fee Summary

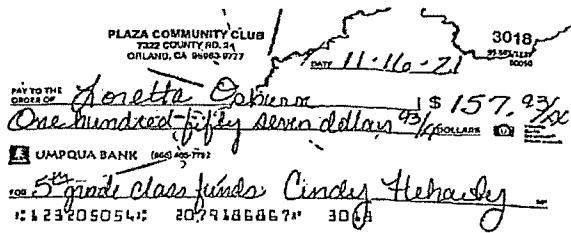
	Total For This Period	Total Year-to-Date
Total Overdraft Fees	\$0.00	\$0.00
Total Returned Item Fees	\$0.00	\$0.00

Checks

<u>Check #</u>	<u>Amount</u>	<u>Date</u>
3068	\$157.93	11-19

(* Skip in check sequence, R-Check has been returned, + Electronified check)

Total Checks paid: 1 for **-\$157.93**



Check # 3068, Posted 11-19-21, Amount \$157.93

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Plaza School District	Patrick Conklin Superintendent/Principal	pconklin@glenncoe.org 5308651250

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

Educational partners were engaged through staff meetings, School Site Council meetings, and board meetings. Each time the district was notified that funds were, or would be, provided, partners were presented with information regarding the dollar amounts available and the allowable expenditures. Following discussions with school community members, including the Plaza School board, teachers, support staff, and members of the advisory committee, it was determined that the two greatest needs are learning loss mitigation and health and safety of students and staff. Based on this, the majority of the money was allocated towards hiring additional staff, including a certificated teacher and instructional aide, as well as purchasing rapid COVID-19 tests.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Plaza School District does not receive additional concentration grant add-on funding.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Educational partners were engaged through staff meetings, School Site Council meetings, and board meetings. Each time the district was notified that funds were, or would be, provided, partners were presented with information regarding the dollar amounts available and the allowable expenditures. The ESSER III was discussed in Plaza School Board meetings on 10/21, 9/16, 8/19, 6/17, and 6/10. Also, planned actions and strategies were discussed with teachers during monthly staff meetings. Information was presented to parents who serve on an advisory committee for the year. An advisory committee input meeting that included School Site Council members was held on 10/14/21 to solicit suggestions from the school community. The plan was presented to classified staff, including paraprofessionals, cafeteria and office

staff, and the custodian. Surveys, including one in Spanish, was sent to all families soliciting feedback on Plaza School's academic program, communication, and the overall school climate.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

ESSER III money is used to address learning loss resulting from distance learning from March, 2020 until November, 2020, as well as when kids missed school due to exposure to COVID-19. ESSER III money is also used to ensure students, staff, and visitors can attend in person instruction safely.

Students who are absent due to illness or quarantine are given all work missed and spend time with certificated and paraprofessional staff when they return. Students absent five or more days are offered independent study. A school clinician is on campus once a week to meet with students identified as needing school based social emotional support. Furthermore, the district is working with a local behavioral health agency to provide classroom based lessons to promote SEL support to K-5 classes. The agency also provided SEL training to teachers. When students are quarantined, they are offered meals through our summer assistance meal program.

Facial coverings are required and enforced while inside. Desks are separated to ensure social distancing to the extent possible. Handwashing stations are throughout the campus and hand sanitizing dispensers are outside every classroom, building, and office. Teachers remind students of proper respiratory etiquette throughout the day. Each day all classrooms, offices, doors, and counters are sanitized. Air purifiers are in every classroom. The school administrator, in consultation with the school nurse and Glenn County Public Health Department, conduct contact tracing whenever a positive case is identified on campus. Parents are reminded to self screen prior to coming to school each day. Students and staff showing symptoms on campus are sent home and cannot return until symptom free for 24 hours, with a doctor's note, or negative COVID-19 test.

The most significant challenges faced center around the amount of staff and students who are out for long periods due to illness or close contact exposure. Regardless of the additional staff hired to address learning loss, trying to get students caught up on missed work, reteach concepts missed during in person instruction, or assess for learning loss is difficult due to the unpredictability of when and for how long students are out.

Even with the challenges faced, Plaza School District students in 3rd-8th grade out performed all districts in Glenn County and the state on the 2020-21 end of year state assessments. Plaza students had far more in person time than nearly all other students and were exposed to a robust learning program during distance learning, hybrid learning, and in person instruction following complete reopening in November, 2020.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Much of the limited federal money received goes towards staffing. Plaza hired a .8FTE certificated teacher and a .6 FTE paraprofessional to work with students who are not mastering standards due to learning loss. A full time custodian was hired to help ensure proper and appropriate cleaning procedures are occurring in order to create a safe environment for students. Funds were used to purchase additional resources that improve learning, such as technology, curriculum, and classroom materials. Additional cleaning supplies, PPE, rapid antigen COVID-19 tests, and other health and safety products are purchased regularly.

The certificated teacher hired to implement a robust response to intervention program is tasked with monitoring progress of those identified as below grade level. The RtI teacher works with individual and small groups of students to reteach concepts or front load. She also ensures students who have been out due to illness or quarantined receive instruction. The certificated RtI teacher, classroom teacher, meeting regularly to discuss academic progress of students identified. A plan for how to serve each individual student is developed and carried out by the RtI teacher, paraprofessional, and other Learning Center staff.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: “A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: “A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: “A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

School Site Council (SSC)

January 6th, 2022

3:00pm

Agenda

- I. Pledge of Allegiance**
- II. Call meeting to Order** Mrs. Salazar called the meeting to open at 3:03PM
- III. Members Present** Mr. Conklin, Mrs. McDade, Mrs. Sgontz, Ms. Cramer, Mrs. Salazar, Mr. Fleharty
- IV. Approve October 14th, 2021 Minutes** Mr. Fleharty moved to approve the minutes. Mrs. McDade seconded and all approved
- V. Health and Wellness Policy** Mr. Conklin discussed the policy and reported that there were no changes in state or federal requirements. He explained that, like last year, all students are free under the Summer Meal Program (SMP). Next year CA will institute universal free meals that is not funded through the SMP.
- VI. 2021-22 Safety Plan** Mr. Conklin discussed the plan. Mr. Fleharty suggested staff be retrained on lockdown procedures to be better prepared. Mrs. Salazar asked if there were “kits” in classrooms in case of an intruder.
- VII. School Accountability Report Card (SARC)** Mr. Conklin explained that CDE has not released some of the data for the SARC. The SARC must still be approved by the board prior to February and uploaded to the website.
- VIII. Local Control and Accountability Plan (LCAP)** Mr. Conklin reviewed the funding the district receives. He also discussed Goal 1 and 2
- IX. Adjournment – Next meeting Wednesday, March 31st, 2022 @ 3PM** The meeting was adjourned at 4:03PM



Phase 3 CA MTSS Sub-Grant FAQ

Question	Answer
What is the grant intended to accomplish?	<ul style="list-style-type: none"> The grant is intended to provide funding for schools which will enable their staff to implement the CA MTSS framework with fidelity at the school level with a focus on building or enhancing the social-emotional well being of youth using Universal Design for Learning, Trauma Informed Practices and Culturally and Linguistically Relevant and Responsive Teaching practices. School staff will engage in online professional learning through the CA MTSS Pathway Certification for Schools course. Objectives of the course include a focus on building staff capacity and improving implementation fidelity for the CA MTSS framework. Grant funds can be utilized to support staff release time for course completion and collaborative activities via stipends or substitute coverage. The goal is to utilize the CA MTSS framework to create an inclusive learning community and result in improved School Climate and Conditions using data to measure capacity, implementation and student outcomes. The model is designed to provide regular coaching for school site administration during the grant period. For more information on California MTSS, review the CA MTSS Framework.
How can I access the application link?	<ul style="list-style-type: none"> School application Consortium application COE application
What questions are included in the grant application?	<ul style="list-style-type: none"> Phase 3 Grant Application Questions for individual schools Phase 3 Grant Application Questions for consortium Phase 3 Grant Application Questions for COEs
What are the funding allocations?	<ul style="list-style-type: none"> Individual school applications <ul style="list-style-type: none"> <1,000 students = \$50,000 >1,000 students = \$100,000 Consortium: <ul style="list-style-type: none"> up to \$315,000 (Up to 6 partners with one of the partners being identified as the lead agency. Each partner will receive \$50,000 regardless of school enrollment and the lead agency will receive an additional \$15,000.00) County Office of Education: <ul style="list-style-type: none"> \$50,000 per COE





Phase 3 CA MTSS Sub-Grant FAQ

<p>What are the grant requirements for schools and consortia?</p>	<ul style="list-style-type: none"> At least Ninety percent of a school's certificated and paraprofessional staff should complete the CA MTSS Pathway Certification for Schools course during the grant phase. <ul style="list-style-type: none"> Staff includes: teachers, administrators, school counselors, school psychologists, school-based mental health clinicians, paraeducators Regular coaching between the school administrator and the assigned coach. Utilize funding for stipends, release time or additional professional learning needs Submit data on an annual basis <ul style="list-style-type: none"> FIA, SIT, LEASA, and outcome measures
<p>Who can apply as a lead for a consortium grant?</p>	<ul style="list-style-type: none"> COE's may be the designated lead LEA's may be the designated lead School sites may be the designated lead
<p>Can a County Office or an LEA apply more than once for a consortium grant?</p>	<p>Yes, a COE or LEA may apply more than once as a consortium lead with different partners each time.</p> <p>There is no limit on how many times a COE or LEA can apply as a lead with different schools.</p> <p>Each time, the COE or LEA will be funded as a partner and as a lead.</p>
<p>What are the grant requirements for County Offices of Education</p>	<ul style="list-style-type: none"> Grant requirements for County Offices of Education include: Supporting execution of the capacity building plan to train between 2-5 of County Office staff in order to support CA MTSS implementation for local schools and LEAS Provide coaching for award site administrator(s) and/or consortium leads on a regular basis The designated coach who will support the grant funded school(s) in their area will complete the CA MTSS Pathway Certification for Schools (Coach Pathway) online course by or before March 2023; estimated completion time is 40-60 hours Engage in the continuous improvement process to create systemic change needed to improve outcomes for all learners Gather and submit data
<p>For COEs, The application only has space for one coach name on each line. Do we submit a separate COE grant application</p>	<ul style="list-style-type: none"> Please list the lead Coach's name on the application itself. In the description of the capacity building plan, you can outline who else on the team you plan to train over the 4.5 year grant period.





Phase 3 CA MTSS Sub-Grant FAQ

<p>What is the grant timeline?</p>	<ul style="list-style-type: none"> • Application release: 9/20/21 • Applications due: 11/10/21 by 5:00 PM PST • Award notifications: 12/1/21 • Award appeal deadline: 12/8/21 • Cohort participation: <ul style="list-style-type: none"> ◦ Cohort A: March 2022 ◦ Cohort B: September 2022 ◦ Cohort C: March 2023 • Grant duration: January 2022 - June 30, 2026
<p><u>How are “unduplicated pupils” defined for purposes of calculating supplemental and concentration grant amounts?</u></p>	<p>Supplemental and concentration grant amounts are calculated based on the percentage of “unduplicated pupils” enrolled in the LEA on Census Day (first Wednesday in October) as certified for Fall 1. The percentage equals:</p> <ul style="list-style-type: none"> • Unduplicated count of pupils who (1) are English learners, (2) meet income or categorical eligibility requirements for free or reduced-price meals under the National School Lunch Program, or (3) are foster youth. • “Unduplicated count” means that each pupil is counted only once even if the pupil meets more than one of these criteria (<i>EC</i> sections 2574(b)(2) and 42238.02(b)(1)). • Divided by total enrollment in the LEA (<i>EC</i> sections 2574(b)(1) and 42238.02(b)(5))
<p>What is considered high in terms of unduplicated pupil population?</p>	<ul style="list-style-type: none"> • High means that 55% or more of your population meets the definition of unduplicated pupils • Unduplicated simply means that any student in one or more of these groups would only be counted once in the calculation. • The unduplicated pupil count is used to determine the amount of supplemental and concentration funds the charter school will receive under LCFF.
<p>I teach at Community Day School and we have about 45 students enrolled. Are we eligible to apply for the grant?</p>	<p>A public county run school is eligible to apply for the grant for a school grant or you may have the county apply as a consortium on behalf of multiple county run schools which might be a good option to make sure you have their support in implementing the MTSS framework with fidelity. That would also allow a coach to be identified by the county office who can provide regular coaching to the site administrator.</p>





Phase 3 CA MTSS Sub-Grant FAQ

for each of the 5 COE coaches?	
If one or more of our COE MTSS coaches has already completed the online course and coach's pathway independently on their own (they were not one of the designated coaches for the previous subgrant awards) can they still be designated as a MTSS coach in phase 3? Perhaps to extend their capacity into one of the other on-line pathways?	<ul style="list-style-type: none"> • Nothing would prohibit that. They wouldn't need to be included in the plan since they went through the course already and could be assigned as a coach to help any awardees in your area. <ul style="list-style-type: none"> ◦ You can opt to train as many people as you like in your county office. Just describe your plan and your charter rationale for why/who etc.
What schools are eligible to apply?	<ul style="list-style-type: none"> • Public Schools • Publicly funded charter schools • County operated schools • Elementary, middle, and high schools • Rural, suburban, and urban schools • Representative of the 7 Geographical Areas
Some LEAs have one CDS code which covers multiple programs or schools. Are these LEAs eligible to apply for multiple programs or schools	<ul style="list-style-type: none"> • LEA's can apply as the lead agency in a consortium application. • The consortium can include up to 6 schools in the application. • An LEA can use the same CDS Code for each school included in the application. • There is no limit to the number of applications an LEA can submit.
Is a private school eligible to receive funding?	<ul style="list-style-type: none"> • No, these funds are intended for use with public education.
Is a charter school eligible to receive funding?	<ul style="list-style-type: none"> • Yes, if the charter is publicly funded.
Can two Charter schools apply for both in the same application?	You may apply as two separate schools or as a consortium with one acting as lead.





Phase 3 CA MTSS Sub-Grant FAQ

<p>How can the funding be used by the site?</p>	<p>The funding may be used in the following ways:</p> <ul style="list-style-type: none"> • Toward stipends for educators to complete the course as some time may be used outside of school hours. • For release time to hire substitutes so that staff may work together to complete the online course as a team during school hours. • Any additional funding that remains after 90 percent of the staff completes the course may be allocated toward additional professional learning needs agreed upon by the coach and administrator.
<p>Does the enrollment number of students affect eligibility for funding?</p>	<ul style="list-style-type: none"> • Yes. <ul style="list-style-type: none"> ◦ For individual school applications, funding allocations are as follows: <ul style="list-style-type: none"> ■ <1,000 students = \$50,000 ■ >1,000 students = \$100,000 ◦ Consortium: up to \$315,000 (lead agency + up to 6 schools/LEAs @\$50,000 awarded per school regardless of enrollment) • Applications will be accepted from all publicly funded schools, regardless of enrollment of students
<p>For the assigned coach and continuous improvement process, what would that look like?</p>	<ul style="list-style-type: none"> • There will be weekly or bi-weekly meetings with the site administrator and assigned coach to discuss progress on the course, implementation of CA MTSS, data around School Climate and progress made toward their goals which might include closing gaps in discipline, attendance, special education referrals etc. • The frequency for meetings will be determined by the site administrator and the coach.
<p>What is the time commitment for staff to complete the online CA MTSS Pathway Certification course?</p>	<ul style="list-style-type: none"> • In the application, applicants will select which cohort the school will participate in for staff to begin the course: <ul style="list-style-type: none"> ◦ Cohort A: March 2022 ◦ Cohort B: September 2022 ◦ Cohort C: March 2023 • The time commitment is approximately 50-60 hours per individual. • At least 90% of staff are required to complete the course by June 30, 2026. • School site teams can stagger completion of the course during that period of time. • School site administrator begins the course ahead of the other school staff. • Leadership teams might take the course ahead of the full staff to support capacity building.





Phase 3 CA MTSS Sub-Grant FAQ

<p>Where can we learn more about the CA MTSS Pathway Certification for Schools course?</p>	<ul style="list-style-type: none"> Overview video of the course: https://vimeo.com/623896227
<p>Who are the coaches who will be assigned to support the school during this process?</p>	<ul style="list-style-type: none"> The vision is that staff with knowledge of CA MTSS in the local county offices of education would serve as coaches to a school site in their region. If they are not able to do so, an alternate coach will be assigned. All coaches will complete the CA MTSS Pathway Certification for Schools course and complete the Coaching pathway which builds capacity for this approach to enhancing School Climate using the CA MTSS Framework.
<p>What will my team learn in the online course? What does the course cover?</p>	<ul style="list-style-type: none"> The course includes 8 modules and allows for a role specific pathway for various stakeholders in the school community to better learn their role. The 8 Modules include: <ol style="list-style-type: none"> Our Journey Starts Here Foundations of CA MTSS Overview Foundations of CA MTSS - The What Foundations of CA MTSS - The Why Foundations of CA MTSS - The HOW CA MTSS Certification - Pathways Overview Pathway Modules for specific roles <ul style="list-style-type: none"> Teacher Pathway Administrator Pathway School Counselor Pathway School Psychologist Pathway School-based Mental Health Clinician Pathway Paraeducator Pathway Coach Pathway (for previously identified coaches) CA MTSS Reflection and Call to Action <p>Optional: Learn More About Equitable Practices</p>
<p>How are we defining para educators? I have a district that has various positions under that overarching title. Is there a role specific course you</p>	<p>We are defining para-educators as instructional aides in the classroom. Gen Ed or Special Ed who provide assistance with delivering instruction are included. We do not currently have a course for Campus Supervisors.</p>





Phase 3 CA MTSS Sub-Grant FAQ

would recommend for campus supervisors?	
Can teachers do the modules/training without applying for the grant?	The grant is intended to provide schools with funding to incentivize teachers and other staff to complete the course. Access to the Alludo platform with the course is extended to those who apply for the grant.
Can a district be currently in the process of their CA MTSS development and focusing on one particular area or have the academic, behavior and social-emotional areas established already?	<ul style="list-style-type: none"> The school can be anywhere in their journey with MTSS Implementation. They can be beginners or in process with the work. The focus for this work is on leveraging the CA MTSS framework to improve school conditions and climate.
What if one or both of my unions take a No or Neutral position on the grant proposal?	<ul style="list-style-type: none"> A No or Neutral position does not impact your overall score or the possibility of being awarded. We understand that a No or Neutral position may mean that a clarifying conversation with your union is needed.
Is a COE Capacity Building application dependent at all on a district(s) applying for a Phase 3 MTSS Sub-Grant for school sites and Consortia grants?	The COE Capacity Building grant is for any of our COE's in the state to build capacity to coach LEAs now and in the future. They are being asked to be prepared to coach any locally awarded LEAs or schools in their area who are awarded with the School or Consortium grant
COE Start Date	The COE grant will not be a part of a cohort model. Their contract for services and funding will begin March 1, 2022-June 30, 2026
Can the COE apply for both their own funding as well as participate as the lead in the Consortia model?	Yes they can apply for both the COE grant and a consortium grant.
For the consortia model, does the funding funnel through the lead or is each site allocated the \$50,000 independently?	For the consortia model, the contract and funding will go to the lead agency. They will need to distribute the funding to the partnered agencies in the manner they deem fit such as an MOU.





Phase 3 CA MTSS Sub-Grant FAQ

<p>If we have already completed the CA MTSS trainings, could we apply again?</p>	<p>Public schools and publicly funded charter schools are eligible to apply. The school can be anywhere in their journey with MTSS Implementation. They can be beginners or in process with the work. The focus for this work is on leveraging the CA MTSS framework to improve school conditions and climate.</p>
<p>If a charter school selects Cohort A: March 2022 - does that mean the entire school staff must engage in the module training at that time?</p>	<p>No, the administrator and coach will develop an implementation plan for course enrollment by staff. The cohorts A, B and C are start dates for when staff can access the course. The grant end date remains the same (June 30, 2026). The implementation plan for course enrollment has a suggested staggered enrollment plan which includes administrators starting first, then school leadership team going next and remainder of staff (depending on school size and grade span) over the remainder of the grant period...eg. 9th and 10th grade teachers, then 11th and 12th etc.</p>
<p>Can the CMO partner with a consortium so that its certificated personnel can join the pathway programs?</p>	<p>The CMO can apply as a lead partner on a consortium grant application as listed above and , therefore, may have their certificated staff participate in the CA MTSS Pathway Certification course in a pathway that makes the most sense...eg. Administrator or Teacher etc.</p>
<p>For the consortium as a COE do we need to have enrolled students like a school site, or can we be a consortium member with a central role of providing the management, coordination, and coaching for the other school site members in the consortium?</p>	<p>The COE can apply multiple times as the lead agency and partner on a consortium grant as with the central role of providing the management, coordination, and coaching for the other school site members in the consortium.</p>



State of California -

Health and Human Services Agency

California Department of Public Health

TOMAS ARAGON MD PhD
Director

GAVIN NEWSOM
Governor



Personnel support – Grant Award Letter

January 4, 2022

Patrick Conklin
Superintendent
7322 County Road 24
Orland, CA 95963-9777

**Emerging Infections ELC Reopening Schools
Grant Award Number Schools Testing-514
Plaza Elementary**

Authority:

Section 301(a) and 317(k)(2) of the Public
Health Service Act (42 USC 241(a)247b(k)2

Coronavirus Preparedness and Response
Supplemental Appropriations Act, 2020
(P.L. 116-123)

Coronavirus Aid, Relief, and Economic Security
Act, 2020 (CARES Act) (P.L. 116-136)

Paycheck Protection Program and Health Care
Enhancement Act, 2020 (P.L. 116-139)

Dear Plaza Elementary,

This grant award letter is provided based on your selection to receive direct funding from the CDPH Personnel Support Grant Allocation. This letter covers details and requirements for districts that opted to receive direct funding for testing personnel. Your district is receiving a one-time award of \$86,667. This is a set funding amount determined by CDPH based on 1) total funds available and 2) enrollment size. Your funding allocation includes funding for both charter and public schools in your district.

These dollars are to be used to fund personnel to support COVID-19 testing within K-12 schools. Districts must agree to all requirements and responsibilities as set forth below in order to receive funding.

Requirements: The funding must be used to support personnel participating in school-based screening testing activities that support open, in person K-12 school environments during the COVID-19 pandemic. The funding can be used to hire new staff, provide stipends to existing staff, or pay a vendor to test. Districts are responsible for hiring personnel to conduct testing.

Reporting:

- Districts shall provide a report on how the funds were used during the 6-month Allocation time period.
- Districts that do not use state-sponsored testing platforms (i.e., Color for PCR testing or Primary Health for antigen testing) shall report de-identified, aggregate

California Department of Public Health

1616 Capitol Avenue, Sacramento, CA 95814

www.cdph.ca.gov

testing numbers bi-weekly to CDPH via email to SchoolTesting_OperationalSupport@CDPH.ca.gov. Reporting must include number of tests performed, type of tests performed, confirmatory tests performed, and number of positive samples collected.. A submission template will be made available to you.

State Responsibilities: The state will provide training for PCR and/or antigen testing, upon request from the District.

Grant payment process

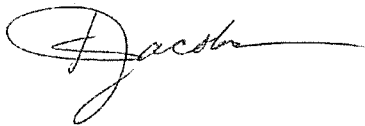
To receive your allotment, please complete, sign and submit the following forms by January 18, 2022 to the California Department of Public Health at TestingTaskForce-Fiscal@CDPH.ca.gov:

1. Grant Award Letter with the Notice of Interim Certifications form (attached below);
2. Invoice from your district for the grant amount using the attached template; and
3. Government Agency Taxpayer ID Form (CDPH 9083)

Failure to submit the above along with any required paperwork by the deadline, may result in the loss of this funding opportunity. Submitted paperwork will be reviewed and approved when fully compliant paperwork is received.

Thank you for the time your district has invested and will continue to do so in this COVID-19 response. If you have any questions or need further clarification regarding this funding, please reach out to SchoolTesting_OperationalSupport@CDPH.ca.gov.

Sincerely,

A handwritten signature in black ink, appearing to read 'K. Jacobson', with a stylized, flowing script.

Kathleen Jacobson, M.D., Co-Chair
California Department of Public Health – Testing Task Force

Direct Funding

Operational Support Funding

for K-12 School Districts

California Department of Public Health



Under the California Department of Public Health's Safe Schools For All Plan, funding was set aside in recognition that some districts may need additional support to oversee and run the testing on-site. Through a formula that prioritized school districts on an equity basis, CDPH identified school districts to offer support for personnel and/or testing operations through two potential options: Direct Funding for Testing Personnel and End to End Operational Support.* This flyer discusses **Direct Funding for Testing Personnel**.

Direct Funding for Testing Personnel

Provides direct funding to districts to support testing personnel for an initial 6-month period and includes state-sponsored training for hired individuals to run a collection site. Districts will have the option to extend this funding for an additional 6 months if needed. Some districts may choose this option for building sustainable local capacity, hiring staff through existing mechanisms, or supporting existing staff to gain this new skill set.

Each eligible district was notified as to the set funding amount. This amount is to be used in the 6-month period following reception of an official Grant Award Letter.

Districts are responsible for hiring personnel to conduct testing and reporting on fund usage at the 6- and (if applicable) 12-month mark. Districts that do not use state-sponsored testing programs (i.e., PCR testing with Color/Valencia Branch Laboratory, Antigen testing with Primary, or Ginkgo pooled testing) are required to report testing numbers monthly. The state can provide training for PCR and/or Antigen testing if requested.

Short List of Allowable Expenditures

Allowed expenditures	Expenditures not allowed
<ul style="list-style-type: none"><input type="checkbox"/> Salary for staff<input type="checkbox"/> Hiring outside personnel as needed<input type="checkbox"/> Split -funding positions and hours for in-house staff<input type="checkbox"/> Travel associated with testing<input type="checkbox"/> Training<input type="checkbox"/> Paying for an online data system to keep track of vaccinated and tested employees,<input type="checkbox"/> Personal Protective Equipment (PPE)<input type="checkbox"/> Promotional Materials	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Contact tracing<input checked="" type="checkbox"/> Duplicate Support provided from other sources<input checked="" type="checkbox"/> Vehicle purchase or rental

*Please note that eligible school districts may choose more than one testing option but may not choose more than one type of operational support funding.

Questions? For additional questions, please contact us via email at: SchoolTesting_OperationalSupport@cdph.ca.gov

Full List of Allowable Expenditures

<ol style="list-style-type: none"> 1. Personnel (term, temporary, students, overtime, contract staff, etc.). 2. Laboratory equipment used for COVID-19 testing and necessary maintenance contracts. 3. Collection supplies, test kits, reagents, consumables, and other necessary supplies for existing screening testing or onboarding new platforms to support school screening testing. 4. Personal Protective Equipment (PPE) (e.g., masks, gloves, gowns) for those (e.g., teachers and school staff) collecting samples and/or conducting screening testing. 5. Courier service contracts. 6. Hardware and software necessary for reporting to public health and communication and coordination of follow upon any positive cases detected. 7. Tools that assist in the rapid identification, electronic reporting, monitoring, analysis, and evaluation of control measures to reduce the spread of COVID-19, that may be translatable to other diseases (e.g., GIS software, visualization dashboards, cloud services). 8. Contracts with academic institutions, private laboratories, other non-commercial healthcare entities, and/or commercial entities that may provide all or part of the screening testing needs. This may include contracts with companies that offer comprehensive support for screening testing in K-12 (e.g., sample collection, screening testing, and reporting). 9. Software or systems to assist with laboratory resource management (e.g., software for inventory management, temperature notifications, etc.), quality management, biosafety, or training needs 	<ol style="list-style-type: none"> 10. Program incentives may be considered to encourage individuals to participate in screening testing. Recipients interested in exploring this option must submit a plan that covers all of the following elements: (a) justification, (b) cost savings [e.g., how it will defray costs or have a positive return on investment], (c) defined amount (not to exceed \$25 per instance), (d) qualifications for issuance, and (e) method of tracking. When submitting the revised budget within 60 days of award issuance, the program incentive plan must be included in the 'budget justification' section of the ELC budget workbook and receive CDC approval before implementation. After the revised NOA is issued, any subsequent requests for using funds to support program incentives must be made in Grant Solutions, including the program incentive plan, and must receive CDC approval before implementation. 11. Wrap-around (e.g., food, laundry, mental health services, etc.) services for those who test positive. 12. Expenses associated with outreach and assistance (e.g., support provided through community-based organizations). 13. Expenses associated with technical assistance to establish school-based screening testing programs (NGOs, academic institutions, foundations, etc.). 14. Ancillary Costs (examples of ancillary costs for testing include (Tablet or computer for recording results, case, and charger, Barcode scanner, Power Strip and Extension Cords, Timer/stopwatch, Large digital clock Sharpies for labeling test cards, Biohazard waste management services, including biohazard waste bins, Disinfectant materials such as facial tissues, disinfectant spray, disinfectant wipes, hand sanitizer, Paper towels, etc)
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Questions? For additional questions, please contact us via email at: SchoolTesting_OperationalSupport@cdph.ca.gov

Universal Prekindergarten Planning and Implementation Grant Program – Planning Template

A Resource for Local Educational Agencies

Released – December 17, 2021

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Universal Prekindergarten Planning and Implementation Grant Program - Planning
Template

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Universal Prekindergarten in California

Decades of research demonstrate that an early and strong foundation for learning matters. Children who have effective learning opportunities before kindergarten have an advantage in school and in life over children who do not, especially children with adverse childhood experiences. Children who attend quality preschool programs are more prepared for school in terms of their early literacy, language, and math skills, their executive function, and social emotional development. In some cases, preschool participants are less likely to be identified for special education services or to be held back in elementary school than children who do not attend developmentally-informed preschool programs that include strong educational components.

California is poised to realize universal prekindergarten (UPK) for all four-year-old children, and to expand services for three-year-old children through bold leadership and the unprecedented investments in the Budget Act of 2021, including universal transitional kindergarten (UTK) and expansion of the California State Preschool Program (CSPP).

The tumult of the COVID-19 pandemic accelerated a call to action to ensure a strong educational foundation for all children, emphasizing the critical role of our education system in supporting children and families' needs and how local flexibility fuels community capacity to meet their needs. California's leaders responded with historic investments in family support, child development and care, and education. Yet, as the Master Plan for Early Learning and Care highlights, realizing the promise of early childhood investments will require all partners—across early learning and care, early education, elementary education, and expanded learning and extended care communities—to work together to create a stronger system designed to meet the needs of the whole child.

The California Universal Prekindergarten Planning and Implementation Grant Program – Overview

California seeks to set children on a trajectory of lifelong success by investing in early and equitable learning experiences, including infant and toddler supports, such as family leave and access to infant and toddler care, universal preschool for all four-year-old children, and enhanced educational experiences across an aligned preschool to third grade system.

The 2021–22 State Budget package established the UPK Planning and Implementation Grant Program as a state early learning initiative with the goal of expanding access to prekindergarten programs at local educational agencies (LEAs). This grant program provides \$200 million for the California Department of Education (CDE) to allocate directly to LEAs based on a statutory formula to support planning and implementation costs associated with expanding prekindergarten options, such as universally-available transitional kindergarten (TK), CSPP, and Head Start for eligible students, and other

local and community-based partnerships.¹ It is important for LEAs to include partners such as CSPP, Head Start, and other early learning and care providers in the co-creation of the local plan. Engaging all partners in the community will enhance resources for families and children and fully utilize and coordinate available resources, including facilities, staff, and funding.

Under the provisions of California *Education Code (EC)* Section 8281.5, grant funds are allocated to school districts, charter schools, and county offices of education (COEs) with kindergarten enrollment in specific years, according to a specified formula. In addition, funds are allocated to COEs to support countywide planning and capacity building around UPK.

Grant funds may be used for costs associated with creating or expanding CSPP or TK programs, or to establish or strengthen partnerships with other providers of prekindergarten education within the LEA, including Head Start programs, to ensure that high-quality options for prekindergarten education are available for four-year-old children. Allowable costs include, but are not limited to: (1) planning costs, (2) hiring and recruitment costs, (3) staff training and professional development, (4) classroom materials, and (5) supplies.

As a condition of receiving grant funds, state law requires each LEA to create a plan articulating,

how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the After-School Education and Safety Program, the California state preschool program, Head Start programs, and other community-based early learning and care programs (*EC* Section 8281.5).

Under state law, the plan must be developed for consideration by the LEA's governing board or body at a public meeting on or before June 30, 2022, after which the LEA must provide data, as specified by the State Superintendent of Public Instruction, to the CDE. The CDE must encumber funds by June 30, 2024. LEAs will have until June 30, 2025, to use the funds.

In addition, the 2021–22 State Budget also established the Expanded Learning Opportunities Program (ELO-P). The intent of the program is that all LEAs offer all unduplicated students in classroom-based instructional programs access to comprehensive afterschool and intersessional expanded learning opportunities. The ELO-P requires LEAs to offer in-person before or after-school expanded learning opportunities that, when added to the core instructional day, are no fewer than nine

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

hours of combined instructional time and expanded learning opportunities per instructional day (*EC* Section 46120).

In 2021–22, all LEAs must offer all TK through sixth grade (TK–6) classroom-based, unduplicated pupils an ELO-P and provide access to 50 percent of TK–6 enrolled, classroom-based, unduplicated pupils. Commencing in 2022–23, as a condition of apportionment, LEAs with an Unduplicated Pupil Percentage (UPP) at or above 80 percent must offer an ELO-P to all TK–6 classroom-based pupils and provide access to all TK–6 classroom-based pupils upon parent or guardian request. LEAs with an UPP below 80 percent must offer an expanded learning opportunity to all TK–6 classroom-based, unduplicated pupils and provide access to 50 percent of TK–6 enrolled classroom-based, unduplicated pupils. LEAs receiving ELO-P funding must meet all TK–6 requirements, which include, but are not limited to, offering a minimum of a nine-hour day for students TK–6 during the school year, providing pupil access, and offering 30 non-school days of programming, such as during summer and intersession periods.

Summer and intersession programming are also offered through many other early learning programs such as CSPP, Head Start, and early learning and care providers. Sharing costs, staff, and resources can support implementation of TK that provides for full-day supports while also meeting parental needs and supporting parental choice of program and setting type. LEAs should consider how these services will be offered as part of their UPK Plan. For key definitions related to UPK in California, see Appendix I.

Planning Template Purpose

The UPK Planning Template has been created to: (1) offer planning questions for LEA consideration in developing comprehensive plans for UPK that meet community and family needs, and (2) outline the data that will be required for submission to the CDE to meet the requirements of *EC* Section 8281.5.

This template includes recommended and required planning questions. Collectively, the recommended and required questions form a set of core planning questions the CDE believes are critical to supporting the development of a comprehensive, responsive, and community-centered UPK Plan.²

- Recommended Questions: LEAs are highly encouraged to incorporate answers to these questions in their UPK Plans. Responses to these questions are not required for submission to the CDE but do support more holistic planning that meets the intent of these funds.
- Required questions: LEAs will be required to answer the required data questions outlined in this template in a survey that will be issued by the CDE following the

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

Universal Prekindergarten Planning and Implementation Grant Program - Planning Template

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

The CDE will be collecting information on the answers to the required questions after July 30, 2022, in a survey. This will allow the CDE to learn about how LEAs are planning to implement UPK, and to identify what additional support may be needed to help LEAs as they move along the implementation process.

The questions required for submission to the CDE should be answered based on what the LEA plans to implement in the 2022–23 school year. However, the CDE encourages that LEAs, when developing their UPK Plan for consideration by their local governing board, look beyond the first year of implementation and lay the foundation for the full implementation period. The CDE also encourages LEAs to look to their Local Control and Accountability Plans (LCAPs) to identify where their LCAPs already include relevant opportunities for alignment, and to consider the results of the UPK planning and implementation efforts as it pertains to future updates to their LCAPs.

The UPK Planning Template is organized as follows:

1. Self-Certification
2. Projected Enrollment and Needs Assessment
3. Focus Area Planning
 - a. Vision and Coherence
 - b. Community Engagement and Partnerships
 - c. Workforce Recruitment and Professional Learning
 - d. Curriculum, Instruction, and Assessment
 - e. LEA Facilities, Services, and Operations
4. Technical Assistance Questions

The CDE encourages COEs to use this template as a guide for developing their own plans for how they will support the districts in their county to assess options, make decisions, and construct a plan that includes the required questions and considers the recommended questions found in this template.

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

Accompanying Guidance

To help introduce LEA leaders to early education concepts, agencies, and structures, the CDE will release an accompanying Guidance Document in early 2022, that will include information on the following:

1. Local LEA indirect service agencies and partners (for example, child care local planning council [LPC], Resource and Referral program [R&R], Alternative Payment Program [APP]);
2. Allowable ways to layer funding sources and programs to achieve full-day programming for four-year-old children;
3. Requirements for TK and early education facilities;
4. UPK workforce requirements for CSPP and TK educators, including the Early Learning Career Lattice, Commission on Teacher Credentialing (CTC) Child Development Teacher Permit information, information on the Multiple Subject Teaching Credential requirements, and TK educator professional learning;
5. Other available resources for UPK Implementation:
 - a. Workforce development grants and funds that can be accessed to help candidates obtain early education and TK qualifications (for example, federal stimulus funds, Educator Effectiveness Block Grant, and others);
 - b. Funding sources that can be utilized for facilities;
 - c. Funding sources that can be utilized for extended learning and care;
6. Research on the importance of participating in quality early education and research demonstrating the long-term impact on attendance, behavior, graduation rates, and academic and career success; and
7. Other resources aligned with the questions presented in the UPK Planning Template.

Additionally, the CDE will work with partners to ensure the release of additional information and technical assistance in the form of guidance, resources, tools, and regularly-scheduled webinars. Topics will include workforce, support for multilingual learners, and inclusive early education practices, among others.

Directions, Timeline, and Suggested Planning Process

LEAs are encouraged to use this template to fulfill the *EC* Section 8281.5 requirement to create a UPK Plan that articulates how the LEA will facilitate access to full-day learning for all children the year before kindergarten, including their partnerships with CSPP, Head Start, other preschool partners, and extended learning and care partners. The CDE will disseminate a survey to collect responses to the required questions in this template following the June 30, 2022, deadline for presenting plans to the local governing board.⁴

The CDE recommends the following process and timeline after the release of this UPK Planning Template in December 2021:

1. LEAs convene a planning team, including staff from the early learning department and Head Start (if these exist), curriculum and instruction, student programs, workforce and human resources (HR), business services, special education, multilingual education, expanded and after-school learning, and facilities.
2. The CDE, along with partners, will release guidance, resources, and additional information to support LEAs in the development of their UPK plan. LEAs should review this guidance as part of their planning process, and COEs should use the guidance to inform the support they offer to LEAs.
3. COEs develop plans for how they will support LEAs in their county to assess options, make decisions, and construct plans that address the required questions and consider the recommended questions found in this template. COEs should communicate with the LEAs in their county about the types of information, resources, and technical assistance the COE is able to offer to support the UPK planning process.
4. LEAs conduct outreach and engagement activities with local R&Rs, LPCs, and existing extended learning and care providers including early learning and child care providers operating within the LEA's enrollment attendance boundary.⁵

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

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

5. LEAs convene a public engagement process to gather input and perspectives to inform the plan. This engagement process should include parents, early learning communities (including CSPP, Head Start, and the Head Start Policy Council), and expanded learning communities (including the After-School Education and Safety [ASES] Program). To ensure meaningful engagement, the CDE recommends LEAs complete this by March 1, 2022.⁶
6. If the LEA wants technical assistance from their COE, the CDE recommends LEAs submit a draft of the UPK Plan to their COE for review by April 15, 2022.
7. Planning teams meet with the COE to discuss the LEA's draft, including local constituency input, by June 1, 2022.
8. Planning teams present a draft plan to the school board by **June 30, 2022**.
9. The plan shall demonstrate how families will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the ASES Program, CSPP, Head Start programs, and other community-based early learning and care programs.

Following the presentation of the plan to the LEA's school board, the LEA shall respond to the CDE's subsequent requests for information no later than July 31, 2022.

Key Considerations

Transitional Kindergarten Implementation Timeline

As a condition of receipt of apportionment, school districts and charter schools must implement universally available TK for all four-year-old children by 2025–26 (*EC 48000[c][1]*). LEAs are encouraged to consider how this implementation timeline will impact elements of their UPK Plan, including whether implementing UTK on a fast timeline will allow the LEA to reach economies of scale with regard to the number of classrooms and TK teachers needed. The table below illustrates the UTK implementation timeline, including eligibility and ratios.

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

Table: TK Eligibility, Ratio, and Class Size Requirements by Fiscal Year

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
Eligibility	Turn five between September 2 and December 2; at district discretion, turn five between December 3 and the end of the school year	Turn five between September 2 and February 2; at district discretion, turn five between February 3 and the end of the school year	Turn five between September 2 and April 2; at district discretion, turn five between April 3 and the end of the school year	Turn five between September 2 and June 2; at district discretion, turn five between June 3 and the end of the school year	Turn four by September 1
Ratios	Not specified	1:12	1:10**	1:10**	1:10**
Class Size	24	24	24	24	24

* average class size across the school site

** Subject to future legislative appropriation

Supporting a Preschool through Third Grade Continuum

The CDE recently launched a Preschool through Third Grade (P–3) Alignment Initiative rooted in research that suggests the gaps in children’s opportunities and learning outcomes demand system-level reform at the state, county, district, school, and community level. Through this work, the CDE hopes to disrupt inequities, address bias, and promote equitable opportunities for California’s early learners. UPK implementation presents a critical opportunity to strengthen P–3 alignment, as a means of sustaining and accelerating the improved child outcomes associated with high-quality, early learning experiences.

To ensure the LEA’s plan is aligned with the vision of a P–3 continuum, the development team for the LEA UPK Plan (for which this document is a template) should include staff from the early education department (if there is one), curriculum and instruction, student programs, workforce, HR, business services, special education, multilingual education, expanded learning and afterschool, and facilities. Furthermore, to create a strong UPK system that meets families’ needs, the voices and choices of parents should be centered. Furthermore, LEAs should conduct outreach to the early learning and care providers that operate within the zip codes that the LEA serves to include them in informing the development of the LEA’s UPK Plan.

As a best practice, the CDE recommends LEAs convene a public engagement process to gather input and perspectives to inform the plan by March 1, 2022. This engagement process should include parents, early education communities (including CSPP and Head Start), expanded learning communities (including the ASES Program), and early learning and care (including center- and home-based child care) in order to gather information from impacted communities to inform the development of this plan.

Full-Day, Extended Learning and Care

State law does not require LEAs to operate a TK program that offers full-day early learning to all children the year before kindergarten; however LEAs must articulate how they plan to offer full-day, early learning programming to all students, and how they are partnering or plan to partner with other programs, such as those listed in the statute, to ensure that every child has access to extended learning and care that, combined, equates to a full-day of programming that meets the community's needs.

Additionally, starting in the 2022–23 school year, LEAs receiving ELO-P funding must offer nine hours of combined instructional time and expanded learning opportunities per instructional day to all unduplicated children enrolled in TK and at least 30 intersession days; however, LEAs are not required to exclusively use ELO-P funding to meet the requirement. LEAs can instead partner with Head Start, CSPP, ASES, or other community-based child care programs to fund and provide the additional extended learning and care hours needed to reach nine hours. (*EC* Section 46120). This would allow the LEA to use ELO-P funds to provide additional service hours or services for additional children.

Creating Joint or Aligned Plans

LEAs are permitted to partner in creating a joint UPK Plan and may submit the same plan for multiple LEAs. Small and rural LEAs serving similar communities, especially those with low TK or kindergarten average daily attendance (ADA), are strongly encouraged to consider creating a joint UPK Plan which includes non-district learning programs serving four-year-old children. LEAs are also encouraged to consider partnering with other nearby LEAs to submit a joint UPK Plan or with their COE to create a single, countywide plan. These joint plans should be developed in conjunction with CSPP, Head Start, other preschool programs, and early learning and care providers.

UPK Planning Template

Self-Certification

In the data collection survey submitted to the CDE, LEAs must self-certify they developed a plan that was presented for consideration by the governing board or body at a public meeting on or before June 30, 2022, for how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

1. Please complete the following table:

LEA Name	Contact Name and Title of the Individual Self-Certifying the Statement Above	Email	Phone
[Enter LEA name Here]	[Enter contact name and title here]	[Enter email here]	[Enter phone number here]

2. Did the LEA develop a joint plan with multiple LEAs (for example, multiple small and rural LEAs serving similar communities or countywide plans developed with support of the COE for all LEAs in the county)? [select one]
- a. Yes
 - b. No
3. If the LEA answered Yes to Question 2, what other LEAs are part of this joint plan? [open response]

Projected Enrollment and Needs Assessment

Recommended Planning Questions

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

1. What do existing data sources indicate about parental needs and preferences related to early learning and care programs for three- and four-year-old children in the LEAs attendance area? (LEAs are encouraged to work with local early learning and care partners such as CSPP, Head Start programs, LPCs, R&Rs, and APPs, and utilize data sources such as LPC Needs Assessment data, Head Start Needs Assessments, and so on)
2. Using the projected TK enrollment for the LEA provided by the CDE, make modifications to the LEA's TK student estimates and make cumulative facilities and staffing estimates needed each year from school year 2022–23 to 2025–26.⁷ Complete the following tables.⁸

Table: Projected Student Enrollment

⁷ If the administration of kindergarten will be impacted by the implementation of UPK, (for example, through the use of combination classes), add additional rows to the table and develop estimates for the number of kindergarten students, classrooms, teachers, and teacher's assistants will be needed, in addition to those estimates that are required for reporting to CDE.

⁸ See the implementation schedule above for changes in teacher/adult ratios over the implementation period.

Type of Student	2019–20	Current (TK-eligible children turn five between September 2 and December 2, inclusive)	2022–23 (TK-eligible children turn five between September 2 and February 2, inclusive)	2023–24 (TK-eligible children turn five between September 2 and April 2, inclusive)	2024–25 (TK-eligible children turn five between September 2 and June 2, inclusive)	2025–26 (TK-eligible children turn four by September 1)
TK Students	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]
CSPP (if applicable)	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]

Table: Facilities Estimates (Cumulative)

Type of Facility	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK Classrooms	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]
CSPP Classrooms	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]
Head Start or Other Early Learning and Care Classrooms	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]

Table: Staffing Estimates (Cumulative)

Universal Prekindergarten Planning and Implementation Grant Program - Planning Template

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]
TK Teacher's Assistants	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]
CSPP (if applicable)	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]
Other CSPP Classroom Staff (if applicable)	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]
Early Education District-level staffing (if applicable)	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]

- As part of the ELO-P requirements, EC Section 8281.5 requires LEAs to offer or partner in offering in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day, including through partnerships with the LEA's expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

Consider your estimated number of TK students. Estimate the number of TK students that will utilize extended learning and care services in addition to the TK instructional minutes. Then, working with local early learning and care and expanded learning partners, estimate the number of slots available for TK students in the following programs:

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

2019–20	Current	2022–23	2023–24	2024–25	2025–26
[Enter projected number of TK students that will utilize extended learning and care number here]	[Enter projected number of TK students that will utilize extended learning and care number here]	[Enter projected number of TK students that will utilize extended learning and care number here]	[Enter projected number of TK students that will utilize extended learning and care number here]	[Enter projected number of TK students that will utilize extended learning and care number here]	[Enter projected number of TK students that will utilize extended learning and care number here]

Table: Projected Number of Slots Available for TK Students

Slot Type	2019–20	Current	2022–23	2023–24	2024–25	2025–26
CSPP	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]
Head Start	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]
ASES Program/ELO-P	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]	[Enter number here]

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

There are no required questions in this section.

Focus Area A: Vision and Coherence

In order to provide equity of access for all students and their families, it is vital for the LEA, in partnership with early learning and care programs, to develop a coherent educational system that begins with UPK, includes access to TK and other options for all four-year-old children, and provides nine hours of programming per day through a combination of instructional time and extended learning and care opportunities for those families who choose this option.

In planning for UPK, consider how the LEA's administrative structure will support school leadership in building connections between them and expanded learning programs as well as early learning and care programs (CSPP, Head Start, other subsidized or privately administered preschool and child care programs) to provide UPK programming and before school and after-school, intersession, and summer learning and care.

Recommended Planning Questions

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? [open response]
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. [open response]
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. [open response]
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). [open response]
5. Identify how UPK leadership will be integrated in the decision-making process at the executive or cabinet level. [open response]

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

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Which of the following model(s) of service delivery does the LEA plan to implement for UPK for all four-year-old children, including classes fully inclusive of children with disabilities, to provide access to the least restrictive environment for learning? [select all that apply]
 - a. TK offered at all sites
 - b. TK offered at some sites
 - c. TK stand-alone classes
 - d. TK and kindergarten combination classes
 - e. CSPP and TK combination classes (CSPP funding and ADA funding)
 - f. Locally-funded preschool and TK combination classes
 - g. CSPP stand-alone classes
 - h. Head Start stand-alone classes
 - i. Other [describe, open response]
2. Does the LEA plan to implement full-day TK, part-day TK, or both?⁹ [select one]

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

- 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. [open response]
4. Does the LEA plan to begin operating a CSPP or expand its current CSPP contract? [select one]
- a. Yes - the LEA applied to expand its existing CSPP contract in 2022–23
 - b. Yes - the LEA applied for a new CSPP contract in 2022–23
 - c. Yes - the LEA will apply to expand its existing CSPP contract in future years (if funding is appropriated by the legislature)
 - d. Yes - the LEA plans to apply to administer a CSPP contract in future years (if funding is appropriated by the legislature)
 - e. No - the LEA has no plans to begin or expand a CSPP contract in future years
 - f. No - the LEA plans to relinquish or reduce CSPP services in future years
5. If the LEA answered yes in question four, what age of children does the LEA plan to serve through a CSPP contract? [select all that apply]
- a. Three-year-old children
 - b. Four-year-old children who will not be enrolled in TK in the current school year
 - c. Four-year-old children who will be enrolled in early admittance TK on their fifth birthday but who are not yet enrolled because their birthday does not fall in the range for which LEAs are fully funded to support TK. (Note: children whose birthdays fall outside of this range can be served in TK at LEA option from the beginning of the school year, but LEAs only generate ADA after the child's fifth birthday.)
 - d. Four-year-old children who are enrolled in TK, including early admittance TK (CSPP would provide extended learning and care in addition to the TK instructional day).

6. Please indicate if the LEA plans to serve students eligible for early admittance TK, for children whose fifth birthday occurs after the enrollment date for the year of implementation (see implementation timeline above)?
- a. 2022–23 (Birthdays February 3 or after) [select one]
 - i. Yes
 - ii. No
 - iii. Maybe
 - b. 2023–24 (Birthdays April 3 or after) [select one]
 - i. Yes
 - ii. No
 - iii. Maybe
 - c. 2024–25 (Birthdays June 3 or after) [select one]
 - i. Yes
 - ii. No
 - iii. Maybe

Focus Area B: Community Engagement and Partnerships

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

Recommended Planning Questions

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

1. How does the LEA's UPK Plan prioritize parental needs and choices? [open response]
2. How does the LEA plan to meaningfully engage extended learning and care partners in the development of the LEA's UPK Plan? [open response]
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? [open response]
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)? [open response]
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. [open response]

Required Questions

CDE will be requiring this information be completed and submitted to the CDE after the plan is presented to the governing board.

1. Identify which of the following opportunities the LEA implemented to obtain public input on the UPK Plan. [Select all that apply]
 - a. Parent Teacher Association Meetings
 - b. Family or parent surveys

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

- e. LEA- or locally-funded preschool
- f. Head Start
- g. LEA preschool funded with Title I of the Every Student Succeeds Act funds
- h. Other CBO preschool
- i. State subsidized child care (not including CSPP)
- j. Other [describe, open response]