

### **Focus Area C: Workforce Recruitment and Professional Learning**

Based on the projected enrollment and needs described in Focus Area A, LEAs should create a plan to recruit, train, and support the new TK, preschool, early learning and care, and expanded learning staff needed to support full-day early education options for all children the year before kindergarten.

(Note: All LEAs will need to plan for workforce development considerations as part of this planning work. There is a separate \$100 million allocation for the Prekindergarten Planning and Implementation Grant – Competitive, also known as the Early Education Teacher Development Grant, that will be competitively awarded and is not part of this planning template.)

*EC* Section 48000(g)(4) specifies that credentialed teachers who are first assigned to a TK classroom after July 1, 2015, have, by August 1, 2023, one of the following:

- a. At least 24 units in early childhood education, or childhood development, or both.
- b. As determined by the LEA employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in subparagraph (a).
- c. A Child Development Teacher Permit issued by the CTC.

*EC* Section 8295 specifies that teachers in CSPP shall either possess a permit issued by the CTC authorizing service in the care, development, and instruction of children in a child care and development program; or meet the following criteria:

- a. Possess a current credential issued by the CTC authorizing teaching service in elementary school or a single subject credential in home economics; and
- b. Possess twelve units in early childhood education or child development, or both, or two years' experience in early childhood education or a child care and development program.

### ***Recommended Planning Questions***

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

1. How does the LEA plan to recruit the educators needed to implement its UPK Plan (including CSPP teachers, assistant teachers, TK teachers, and TK teachers' instructional aides and assistants)? [open response]
2. How does the LEA plan to partner with CSPP, Head Start, and other early learning and care providers to offer joint professional learning opportunities? [open response]

3. What is the LEA's planned strategy for providing professional learning for educators across the LEA's P–3 continuum? Plans might include the following: [open response]
- a. Who will receive this professional learning?
    - i. By role (lead teachers, assistant teachers, administrators, coaches, and so forth)
    - ii. By grade (TK staff, kindergarten through third grade staff, on-site preschool staff, off-site preschool staff, and so forth)
  - b. What content will professional learning opportunities cover?
    - i. Effective adult-child interactions
    - ii. Children's literacy and language development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
    - iii. Children's developing math and science (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
    - iv. Children's social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
    - v. Implicit bias and culturally- and linguistically-responsive practice
    - vi. Adverse Childhood Experiences (ACEs) and trauma- and healing-informed practice
    - vii. Curriculum selection and implementation
    - viii. Creating developmentally-informed environments
    - ix. Administration and use of child assessments to inform instruction
    - x. Support for multilingual learners, including home language development and strategies for a bilingual classroom
    - xi. Serving children with disabilities in inclusive settings, including Universal Design for Learning
    - xii. Engaging culturally- and linguistically-diverse families

- c. How will professional learning be delivered?
  - i. Coaching and mentoring
  - ii. Classroom observations and demonstration lessons with colleagues
  - iii. Workshops with external professional development providers
  - iv. Internally-delivered professional learning workshops and trainings
  - v. Operating an induction program
  - vi. Partnerships with local QCC professional learning in CSPP settings
  - vii. In mixed groupings (for example, TK and CSPP teachers)
4. How does the LEA plan to facilitate the development of a district early education leadership team (across grade levels and departments) and promote site-based horizontal and vertical articulation (P–3) teams to support student transitions, share strategies, and collaboratively monitor student progress?

***Required Questions***

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

1. Which of the following strategies does the LEA intend to use to support diverse and effective prospective TK teachers, including multilingual educators, to earn a Multiple Subject Teaching Credential? [select all that apply]
  - a. Partner with one or more local Institutions of higher education (IHEs) or the COE to help support teachers holding less than a full credential to complete requirements to earn a preliminary Multiple Subject Teaching Credential
  - b. Apply for a California Classified School Employee Teacher Credentialing Program grant (<https://www.ctc.ca.gov/educator-prep/grant-funded-programs/Classified-Sch-Empl-Teacher-Cred-Prog>) on your own, with your COE, as part of a new collaborative, or by joining an existing Classified grant program to recruit teachers
  - c. Apply for a California Teacher Residency Grant Program (<https://www.ctc.ca.gov/educator-prep/grant-funded-programs/teacher-residency-grant-program>) on your own, as part of a new collaborative, or by joining an existing Teacher Residency Grant Program to recruit and

- prepare individuals with a bachelor's degree who want to become teachers in your LEA
- d. Join an existing intern preparation program to recruit and prepare teachers for your LEA
  - e. Join an existing apprenticeship cohort program to recruit and prepare teachers for your LEA
  - f. Establish a relationship with other local LEAs to establish pathways for high school students interested in a career in CSPP or in P–3 teaching through clubs, registered apprenticeships, or other such early recruitment opportunities
  - g. Partner with the California Center on Careers to contact registrants who might be interested in becoming teachers for your LEA
  - h. Provide information on scholarship and grant opportunities to CSPP and other staff interested in providing extended learning and care services
  - i. Apply for workforce development funding and competitive grant opportunities from the CDE
  - j. Provide a stipend for tuition and fees for coursework leading to a Multiple Subject Teaching Credential
  - k. Provide advising on credential requirements and options for how to meet these requirements
  - l. Collaborate with IHEs to offer unit-bearing coursework at a local LEA site during times that work for teachers and other interested staff members [list IHEs, open response]
  - m. Partner with a local IHE to provide other services to candidates seeking to earn a Multiple Subject Teaching Credential
  - n. Partner with a COE to provide other services to candidates seeking to earn a multiple subject credential
  - o. Other [describe, open response]
  - p. None of the above, the LEA currently has enough Multiple Subject Teaching Credential holders to meet the need for TK educators

Universal Prekindergarten Planning and Implementation Grant Program - Planning  
Template

2. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective TK teachers, including multilingual educators, to meet the requirements under *EC* Section 48000(g)(4)? [select all that apply]
- a. Partner with a local IHE offering eligible early childhood education or childhood development coursework
  - b. Partner with an IHE or COE to operate cohort models for LEA teachers earning 24 units
  - c. Provide information on scholarship and grant opportunities
  - d. Apply for workforce development funding and grant opportunities
  - e. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree
  - f. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit
  - g. Provide advising on requirements and how to meet the requirements
  - h. Offer unit-bearing IHE coursework at a local LEA site during times that work for teachers
  - i. Develop or work with an established mentorship program to support new TK teachers
  - j. Other [describe, open response]
  - k. None of the above; the LEA currently has enough Multiple Subject Teaching Credential holders who have at least 24 units in early childhood education, or childhood development, or both; professional experience in a classroom setting with preschool-age children that is comparable to the 24 units of education described in subparagraph (a); or a Child Development Teacher Permit issued by the CTC
3. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective **CSPP** teachers, including multilingual educators, to obtain a Child Development Teacher Permit [select all that apply]
- a. Partner with a local IHE offering eligible early childhood education or childhood development coursework
  - b. Partner with an IHE or COE to operate cohort models for educators working towards a Child Development Teacher Permit

Universal Prekindergarten Planning and Implementation Grant Program - Planning  
Template

- c. Provide information on scholarship and grant opportunities
  - d. Apply for workforce development funding and grant opportunities
  - e. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree
  - f. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit
  - g. Provide advising on requirements and planning for how to meet the Child Development Teacher Permit requirements
  - h. Offer unit-bearing coursework at a local district site during times that work for teachers
  - i. Other [describe, open response]
  - j. None of the above, the LEA is not planning to support prospective CSPP educators in obtaining a Child Development Teacher Permit
4. On which child observational assessments does the LEA intend to offer professional learning to TK, CSPP, and other early education teachers during the 2022–23 school year? [select all that apply]
- a. Ages & Stages Questionnaire (ASQ)
  - b. BRIGANCE Early Childhood Screen
  - c. Desired Results Developmental Profile (DRDP)
  - d. Developmental Reading Assessment (DRA)
  - e. LEA-based, grade level benchmarks and a report card
  - f. Teaching Strategies GOLD (TS GOLD)
  - g. Work Sampling System (WSS)
  - h. Other [describe, open response]
  - i. The LEA does not plan to offer professional learning on child observational assessments
5. On what topics does the LEA intend to offer professional learning regarding early childhood education to site leaders and principals? [select all that apply]

- a. Effective adult-child interactions
- b. Children's literacy and language development (aligned with the Preschool Learning Foundations and Frameworks)
- c. Children's developing math and science (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
- d. Children's social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
- e. Implicit bias and culturally- and linguistically-responsive practice
- f. ACEs and trauma- and healing-informed practice
- g. Curriculum selection and implementation
- h. Creating developmentally-informed environments
- i. Administration and use of child assessments to inform instruction
- j. Support for multilingual learners, including home language development and strategies for a bilingual classroom
- k. Serving children with disabilities in inclusive settings, including Universal Design for Learning
- l. Engaging culturally- and linguistically-diverse families
- m. Other [describe, open response]
- n. Site leaders and principals will not be offered professional learning on early childhood education

### **Focus Area D: Curriculum, Instruction, and Assessment**

It is critical for each LEA and preschool program partner to plan for how they will develop or select curriculum or curricula that are developmentally-informed and aligned with the strengths of all students, including multilingual students and students with disabilities, as well as how they will ensure curricula are implemented with fidelity to support intentional, quality instruction for all students. LEAs and preschool program partners should consider how they will provide coherent, culturally- and linguistically-responsive UPK curriculum or curricula anchored in the *California Preschool Learning Foundations* (<https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>) and the *California Preschool Curriculum Frameworks* (<https://www.cde.ca.gov/sp/cd/re/psframework.asp>) to support the development of skills across the domains outlined in those documents.

#### ***Recommended Planning Questions***

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

1. Describe how the LEA will develop or select a curriculum for UPK classrooms that aligns with the *California Preschool Learning Foundations* and *California Preschool Curriculum Frameworks*. [open response]
2. Describe the intended timeline for curriculum implementation, including steps for piloting and gathering input from UPK teachers, and a process for ensuring curriculum fidelity. [open response]
3. What actions does the LEA plan to take to support effective classroom organization practices and behavior management strategies to ensure a positive learning environment for a diverse population of UPK students?
4. Describe how classroom practices for UPK (TK and other preschool programs the LEA operates or has on site) will be integrated and aligned.
5. What instructional practices does the LEA plan to implement to support children with disabilities in UPK (for example, implementing Universal Design for Learning, providing specialized services in the classroom with peer models, implementing social-emotional strategies such as the Pyramid Model)? [open response]
6. What instructional practices does the LEA plan to implement to support the language and overall development of multilingual learners? [open response]
7. How does the LEA plan to assess dual language learners (DLLs) in areas other than English language acquisition? [open response]



***Required Questions***

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

1. Does the LEA plan to provide any of the following language model(s) for TK students? [select all that apply]
  - a. Dual language program with a language allotment<sup>10</sup> of 50/50 [open response for language offered]
  - b. Dual language program with a language allotment of 90/10 [open response for language offered]
  - c. Dual language program with a language allotment of 80/20 [open response for language offered]
  - d. Dual language program with a language allotment of 70/30 [open response for language offered]
  - e. English-only instruction with home-language support
  - f. None
  - g. Other [describe, open response]
2. If the LEA administers CSPP, does it plan to provide any of the following language model(s) for CSPP students? [select all that apply]
  - a. Dual language program with a language allotment<sup>11</sup> of 50/50 [open response for language offered]
  - b. Dual language program with a language allotment of 90/10 [open response for language offered]
  - c. Dual language program with a language allotment of 80/20 [open response for language offered]

---

<sup>10</sup> The percentage of instructional time spent on the target language and English (e.g., in a 50/50 Spanish/English program, 50% of instructional time is spent on each language).

<sup>11</sup> The percentage of instructional time spent on the target language and English (e.g., in a 50/50 Spanish/English program, 50% of instructional time is spent on each language).

- d. Dual language program with a language allotment of 70/30 [open response for language offered]
  - e. English-only instruction with home-language support
  - f. None
  - g. Other [describe, open response]
3. Identify methods the LEA plans to use to support the development of social-emotional learning and executive function skills through specific instruction in these areas and by embedding and reinforcing this instruction in all curriculum areas. [select all that apply]
- a. Provide training for staff on the Center on the Social Emotional Foundations for Early Learning (CSEFEL) Pyramid Model
  - b. Implement the CSEFEL Pyramid Model in the classroom
  - c. Designing developmentally-appropriate learning environments to allow for individual and group activities that promote social-emotional learning and executive function skills (for example, use students' pictures or words in daily routines, feelings charts)
  - d. Promote learning through play as a context for social and emotional development, including social play with teachers and peers in small or large group settings
  - e. Use developmental observations to identify children's emerging skills and support their development through daily interactions
  - f. Development of lesson plans or use of a curriculum that includes specific and targeted social-emotional learning and executive function activities throughout the day of instruction
  - g. Staff development opportunities encouraging reflective practice and cross-level support for instruction specific to social-emotional learning and executive function skills
  - h. Offer open-ended, self-directed learning opportunities that foster individual interests and curiosity and new learning
4. What instructional practices does the LEA plan to implement to support children with disabilities in UPK programming? [select all that apply]
- a. Implement Universal Design for Learning

- b. Provide adaptations to instructional materials
  - c. Provide specialized services (for example, occupational therapy, physiotherapy, speech and language pathology therapy) in the classroom with peer models
  - d. Implement social-emotional strategies, such as the Pyramid Model, CSEFEL, and others
  - e. Provide additional staff to support participation in instruction
  - f. Other [open response]
5. What assessments does the LEA plan to use in TK or kindergarten? [select all that apply]
- a. ASQ
  - b. BRIGANCE Early Childhood Screen
  - c. DRDP
  - d. DRA
  - e. LEA-based grade level benchmarks and a report card
  - f. TS GOLD
  - g. WSS
  - h. Other [describe, open response]
  - i. The LEA does not plan to use a common TK assessment
  - j. Unsure

### **Focus Area E: LEA Facilities, Services, and Operations**

It is critical to ensure that LEA facilities, services, and operations are thoughtfully aligned to support the implementation of UPK and movement towards a P–3 continuum. It is also critical for early education programs currently operating to continue to be a part of California’s mixed-delivery system by creating shared space, blending funding and coordinating service delivery.

#### **For Facilities:**

For facilities planning, draw on the Projected Enrollment and Needs Assessment section of this document and the LEA’s Facilities Master Plan. The objectives of this section are to identify the availability of space for UPK, the adequacy of available space to meet the kindergarten facilities standards for meeting the needs of young children, and, if needed, to update the Facilities Master Plan to address any unmet need for developmentally-appropriate space.

#### ***Recommended Planning Questions***

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

1. What strategies does the LEA plan to employ to integrate younger children and older children on the same campus and ensure safety and appropriate commingling? [open response]
2. Describe how the LEA plans to address transportation issues resulting from UPK implementation. [open response]
3. What strategies does the LEA intend to implement to ensure TK students have access to meals and adequate time to eat (for example, adding additional meal services and time in the cafeteria, offering breakfast after the bell [students pick up a breakfast and bring it to the classroom])? (Note: The LEA must continue to comply with all health and safety, state, and federal Child Nutrition Program regulations while implementing meal service) [open response]

#### ***Required Questions***

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

1. To support an overall increase in UPK access, what efforts does the LEA plan to make to prevent the displacement of any early education programs on LEA campuses, including both LEA-administered and non-LEA-administered programs? [open response]

Universal Prekindergarten Planning and Implementation Grant Program - Planning  
Template

2. Does the LEA have adequate classroom space to meet the Projected Enrollment of TK students listed in the Projected Enrollment and Needs Assessment section of this document, for the respective implementation year? [multiple choice]
  - a. Yes
  - b. No
    - i. If no, how many more classrooms does the LEA need? [identify number, open response]
    - ii. If no, how might the LEA provide classrooms in the timeframe needed? [describe, open response]
3. Does the space meet the kindergarten standards described in *California Code of Regulations*, Title 5, Section 14030(h)(2)? [multiple choice]
  - a. Yes
  - b. No
    - i. If no, what modifications need to be made? What resources are needed to make them? (See Facilities Grant Program Funding at <https://www.dgs.ca.gov/OPSC/Services/Page-Content/Office-of-Public-School-Construction-Services-List-Folder/Access-Full-Day-Kindergarten-Facilities-Grant-Program-Funding>) [describe, open response]
4. Does the space contain necessary adaptive equipment, assistive technology, or other accommodations to ensure children with disabilities have access to education in the least restrictive environment? [multiple choice]
  - a. Yes
  - b. No
    - i. If no, what modifications need to be made? What resources are needed to provide equipment or accommodations? [describe, open response]
5. Does the LEA's Facilities Master Plan adequately address the need for UPK programming? [multiple choice]
  - a. Yes
  - b. No

Universal Prekindergarten Planning and Implementation Grant Program - Planning  
Template

- i. If no, what process will the LEA use to update the Facilities Master Plan to accommodate future TK and early education programming?  
[describe, open response]
- 6. In which of the following areas does the LEA intend to make updates to facilities?  
[select all that apply]
  - a. Turfed area
  - b. Paved area
  - c. Apparatus area
  - d. Land required for buildings and grounds
  - e. Total square feet required
  - f. None of the above
- 7. What transportation will the LEA offer to children enrolled in TK? [select all that apply]
  - a. Transportation to and from the TK program
  - b. Transportation from the TK program to an extended learning and care opportunity on another LEA site
  - c. Transportation from the TK program to an extended learning and care opportunity on a non-LEA site (for example, a CBO that operates a preschool program)
  - d. No transportation will be provided
- 8. Will the LEA offer transportation to transport TK children to extended learning and care opportunities that are at other sites than the one the child is enrolled at for TK?

## Technical Assistance Questions

The CDE is collecting information on the type(s) and topics of technical assistance that LEAs need to support implementation of a robust UPK Plan and effective UPK program. This information will be used to leverage existing resources and inform future technical assistance opportunities provided by CDE partners, including COEs, to help ensure that the needs of LEAs are met.

The following questions are optional. However, unlike the recommended questions included in Focus Areas A through E, the CDE will be collecting any information that LEAs wish to provide in response to these questions via the survey that the CDE administers to collect the required data questions above.

1. What technical assistance would be most helpful related to projecting enrollment and assessing needs? [select all that apply]
  - a. Support for parent surveys to gauge interest in service delivery models
  - b. Data analysis capacity building to support staff to refine enrollment projections based on community context
  - c. Information on program eligibility requirements to project enrollment across programs
2. What technical assistance would be most helpful related to the elements included in Focus Area A: Vision and Coherence? [select all that apply]
  - a. Adjusting classroom practices to support the district's UPK model (for example, mixed-age classrooms)
  - b. Creating inclusive classrooms, including implementing Universal Design for Learning
  - c. Templates or framework for drafting a P–3 vision that partners and parents support
  - d. Models for administrative structures that support effective UPK programs and facilitate connections with the ELO-P and non-LEA-administered early learning and care programs
  - e. Support for developing and applying to administer a CSPP contract
  - f. Technical assistance on how to integrate UPK and P–3 in the district LCAP

Universal Prekindergarten Planning and Implementation Grant Program - Planning  
Template

- g. Guidance on best practices for smooth transitions through the P–3 continuum
    - h. Considerations for TK early admittance
- 3. What technical assistance would be most helpful related to the elements included in Focus Area B: Community Engagement and Partnerships? [select all that apply]
  - a. Support for parent surveys and engagement activities to understand parent needs and support authentic choice
  - b. Support for community engagement activities including best practices for coordination with LPCs, Local QCC Consortia, First 5 County Commissions, Head Start Policy Councils and other early learning and care leadership tables
  - c. Guidance on best practices for enrolling more children with disabilities in UPK classrooms and providing services in inclusive settings
  - d. Strategies for meeting the ELO-P requirements through different models of extended learning and care, including models of blending and layering funding to support the nine-hour day and ensuring developmentally-informed environments for young children
  - e. Increasing UPK enrollment and parent awareness of programs
- 4. What technical assistance would be most helpful related to the elements included in Focus Area C: Workforce Recruitment and Professional Learning? [select all that apply]
  - a. Additional guidance on UPK workforce requirements (TK, CSPP, and other early learning and care providers)
  - b. Creating joint professional learning opportunities for preschool and elementary school teachers within LEAs or across LEA- and CBO-administered programs
  - c. Strategies to support the teacher pipeline, including, but not limited to, recruiting multilingual educators, cohort models, apprenticeships, or residency programs
  - d. Identifying the content, type, and frequency of professional learning opportunities given the needs of the community and the LEA's P–3 vision



Universal Prekindergarten Planning and Implementation Grant Program - Planning  
Template

- e. Creating professional learning opportunities to provide site leaders with more early childhood knowledge
  - f. Building partnerships with IHEs or COEs to support professional learning opportunities and degree attainment
  - g. Support for communications to recruit prospective educators and share grant and scholarship opportunities to support degree attainment
5. What technical assistance would be most helpful related to support for professional learning opportunities on specific topics? [select all that apply]
- a. Effective adult-child interactions
  - b. Children's literacy and language development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
  - c. Children's math and science development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
  - d. Children's social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
  - e. Implicit bias and culturally- and linguistically-responsive practice
  - f. Trauma- and healing-informed practice
  - g. Curriculum selection and implementation
  - h. Creating developmentally-informed environments
  - i. Administration and use of child assessments to inform instruction
  - j. Support for multilingual learners, including home language development and strategies for a bilingual classroom
  - k. Serving children with disabilities in inclusive settings, including Universal Design for Learning
  - l. Engaging culturally- and linguistically-diverse families
6. What technical assistance would be most helpful related to support for specific professional learning delivery mechanisms? [select all that apply]

- a. Coaching and mentoring
  - b. Classroom observations and demonstration lessons with colleagues
  - c. Workshops with external professional development providers
  - d. Internally-delivered professional learning workshops and trainings
  - e. Operating an induction program
7. What technical assistance would be most helpful related to the elements included in Focus Area D: Curriculum, Instruction, and Assessment [select all that apply]
- a. Guidance on how to adopt the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks* into a specific UPK setting (for example, mixed-age classrooms)
  - b. Guidance on the selection, development, or integration of developmentally-informed curricula and aligning curricula across the early grades
  - c. Guidance and best practices on how to monitor and support curriculum fidelity in UPK settings
  - d. Guidance on how to support effective classroom organization practices and behavior management strategies to ensure a positive learning environment for a diverse population of UPK students
  - e. Guidance on instructional practices to support children with disabilities in UPK (for example, implementing Universal Design for Learning, providing specialized services in the classroom with peer models, and implementing social-emotional strategies such as the Pyramid Model) and partnerships with early learning and care providers to support services for children with disabilities
  - f. Specific instructional strategies to support specific skills including, but not limited to, children's social-emotional development and home language development
  - g. Guidance on appropriate assessment selection and utilization
  - h. Guidance on creating dual language immersion or bilingual programs
8. What technical assistance would be most helpful related to implementing hands-on, interactive, and developmentally-informed early education experiences for UPK students? [select all that apply]

- a. Using manipulatives to develop fine motor skills
  - b. Incorporating a balanced approach to teaching and learning that includes both child-initiated and teacher-guided activities
  - c. Facilitating the development of critical thinking skills through the inquiry process (for example, the scientific method) to enhance children's learning experiences
  - d. Using differentiated groups that include individual, small, and large group experiences
  - e. Considering the structure of the daily routine to enhance individual and group learning experiences
  - f. Encouraging purposeful play, choice, social interactions, and collaboration
  - g. Creating time and space for children to develop gross motor skills inside the classroom and in the outdoor environment
  - h. Using child development knowledge to guide instructional approaches
  - i. Providing language- and literacy-rich environments
  - j. Intentional planning of developmentally-informed practices and curriculum to meet the individual needs of children in combination classrooms
  - k. Facilitating development and exploration through art
  - l. Incorporating inclusive practices
  - m. Supporting students' home language and English language development
  - n. Incorporating materials and manipulatives that are culturally representative of the children served to support dramatic play that inspires engagement, communication, and understanding of diversity
  - o. Universal Design for Learning
  - p. Integrated English language development
9. What technical assistance would be most helpful related to the elements included in Focus Area E: LEA Facilities, Services, and Operations? [select all that apply]
- a. Guidance on how to modify an elementary school classroom to serve young children

- b. Strategies to address transportation issues related to UPK access and enrollment
- c. Guidance to support strategies that ensure TK students have access to meals and adequate time to eat
- d. Making modifications to district data systems to support access to UPK assessment data and other relevant information across community and elementary school settings
- e. Best practices for preventing displacement of early learning education programs operated by non-LEA administrators on LEA campuses and transitioning programs to serve younger children

## Appendix I - Definitions

The following definitions are critical for UPK planning efforts. Additional terms and definitions can be found in the Guidance Document:

- **Preschool through Third Grade (P–3):** P–3 is a continuum of learning from preschool through third grade that can be supported by intentional practices at the classroom, school, and leadership levels that align curricula, assessment, and professional learning opportunities to ensure instruction builds on the knowledge and skills that children acquire as they transition across grades and settings.
- **Universal prekindergarten (UPK):** UPK refers to universal TK as well as the expanded CSPP, Head Start, and early childhood special education services that families can choose from to create rich early learning opportunities for all three- and four-year-old children during the year or two years before kindergarten. In high-needs neighborhoods, the CDE strongly encourages LEAs to consider pairing TK programs with access to Head Start and CSPP for age- and income-eligible three- and four-year-old children to further bolster program quality, either through the LEA's own Head Start or CSPP program or via a contract partnership with a CBO that administers a Head Start or CSPP.
- **Transitional kindergarten (TK):** TK means the first year of a two-year kindergarten program, serving four-year-old children regardless of income that uses a modified kindergarten curriculum that is age- and developmentally-appropriate (EC Section 48000 [d]).
- **Universal transitional kindergarten (UTK):** UTK refers to the expansion of TK by 2025–26 to serve all four-year-old children by September 1 of each year, regardless of income, providing a year of rich learning opportunities the year before kindergarten that families can choose from as part of California's public education system.
- **California State Preschool Program (CSPP):** CSPP is the largest state-funded preschool program in the nation. CSPP includes both part-day and full-day services to eligible three- and four-year-old children. CSPP provides a core class curriculum that is developmentally, culturally, and linguistically appropriate for the children served. The program also provides meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees. The program is administered through LEAs, colleges, community-action agencies, local government entities, and private, nonprofit agencies.
- **Expanded learning:** This includes before school, after-school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results-driven, include community

partners, and complement, but do not replicate, learning activities in the regular school day and school year.

- **Expanded Learning Opportunities Program (ELO-P):** ELO-P provides funding for after-school and summer school enrichment programs for TK through sixth grade. The ELO-P is defined as services provided in addition to the normal school day and school year operations, to provide full-day and full-year expanded learning programs to meet the needs of working families whose children are enrolled in TK through sixth grade and also provide expanded learning enrichment programming for students. A full day is defined as 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. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day.
- **Early learning and care:** This refers to the continuum of programs serving children from birth to preschool or school entry, as well as extended care to support school-age children with before school and after-school care as well as vacation schedules. This includes general child care, Early Head Start and Head Start, community-based early learning and care programs, family child care providers, and family, friend, and neighbor care.
- **Extended learning and care:** This refers to the continuum of programs and services (early learning and care options and expanded learning options) available in addition to the normal school day and school year operations, to provide full-day and full-year care to meet the needs of working families whose children are enrolled in TK or kindergarten. A full day is defined as in-person before school or after-school programming or care that, when added to daily instructional minutes, provide no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day. Funding to support extended learning and care for children enrolled in TK includes the ELO-P and the CSPP, as specified in guidance provided by the CDE's Early Education Division. Additional subsidized care opportunities may be available to families who qualify, such as child care vouchers and the General Child Care School Age program.

## **Appendix II - Additional Deeper Planning Questions**

This section includes optional planning questions for LEAs that are ready to develop more advanced UPK and P–3 plans.

These additional questions are designed to support the LEA’s development of a more comprehensive local UPK Plan. LEAs can also use these questions as a tool for integrating UPK into existing LEA plans such as the LCAP. LEA’s should assess their readiness to include any of these deeper planning questions in their initial planning process and reassess their readiness throughout the implementation of their UPK Plan.

### **Focus Area A: Vision and Coherence**

1. If an LEA has a California State Preschool Plan (as part of the LEA’s application for its CSPP contract) what updates would the LEA like to make to the LEA’s program narrative to reflect implementation of TK? [open response]
2. Does the LEA plan to establish, maintain, and facilitate ongoing LEA leadership teams to focus on effective P–3 articulation and coordination throughout the LEA? [open response]
3. How will the LEA support sites in providing well-coordinated transitions for all P–3 students as they move through grade levels? [open response]
4. How does the LEA plan to communicate the importance of the P–3 continuum across a broad spectrum of audiences (including audiences internal and external to the district)? [open response]
5. Identify the processes and tools the LEA will use to strengthen understanding of early childhood development and facilitate communication between preschool and elementary school (including TK) teachers, principals, and administrators to support P–3 alignment? [open response]

### **Focus Area C: Workforce Recruitment and Professional Learning**

1. What strategies does the LEA plan to employ to recruit multilingual educators to teach in dual language programs? [open response]
2. How does the LEA plan to assess the implementation of its professional learning structures to ensure efficacy? [open response]

### **Focus Area D: Curriculum, Instruction, and Assessment**

8. Describe how the LEA plans to establish and maintain a coherent, culturally- and linguistically-responsive P–3 continuum to provide a strong integrated curriculum anchored in the California Preschool Learning Foundations and the *California*

Universal Prekindergarten Planning and Implementation Grant Program - Planning  
Template

*Preschool Curriculum Frameworks*, California Common Core State Standards,  
and the Curriculum Frameworks. [open response]

9. What actions does the LEA plan to take to establish or expand multilingual programs across the P–3 continuum based on student population and family needs? (If the LEA has no plans to establish or expand multilingual programs across the P–3 continuum, identify how the LEA will evaluate these opportunities moving forward.) [open response]
10. What planning and actions are needed to accommodate a positive meal service, and how will the LEA adapt their universal meal program for TK students? [open response]

**Focus Area E: LEA Facilities, Services, and Operations**

4. Describe what changes the LEA intends to make to the LEA's Facilities Master Plan to ensure it is consistent with P–3 goals of creating seamless transitions for children and families. [open response]
5. Identify how the LEA plans to ensure TK students are included in all provisions of Multi-Tiered Systems of Supports (MTSS) and, when necessary, special education instruction, with an emphasis on early intervention and inclusion practices to address supports and least restrictive environments. [open response]
6. Identify any modifications the LEA intends to make to the Student Information System (SIS) and the assessment data system to ensure teachers and administrators have access to data from preschool through third grade. [open response]



## Patrick Conklin

---

**From:** Kylee Paulos  
**Sent:** Friday, January 7, 2022 5:34 PM  
**To:** Elena Jones; Christine Taylor; Nikol Baker; Jim Scribner; Patrick Conklin; Jpowell@hudsonschools.org; Kathryn Thomas; Korey Williams; Leadership Team (leadershipteam@waldenacademy.org); ktriance@scjUSD.org; Randy Jones; Heather Aulabaugh; Shirley Diaz  
**Cc:** Tracey Quarne; Jacqueline Campos; Judy Corum; Lisa Morgan; Eddy Goines  
**Subject:** Current guidelines from GCPH meeting

Hello everyone,

Yesterday, 1/6/22, the school nurses met with Glenn County Public Health to discuss the new guidelines released from CDPH. We have agreed to follow the updated guidelines for COVID positive staff/students and Close Contact staff/students. It is important to note that the new guidelines refer to isolation and quarantine as two different categories, **Isolation= COVID positive** and **Quarantine= close contact**. I am providing the link below to the CDPH guidance they posted on 1/6/22, the tables below are copied from that guidance.

<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/Guidance-on-Isolation-and-Quarantine-for-COVID-19-Contact-Tracing.aspx>

Persons Who Test Positive for COVID-19 (Isolation) Recommended Action	
Everyone, regardless of vaccination status, previous infection or lack of symptoms.	<ul style="list-style-type: none"><li>• Stay home (PDF) for at least 5 days.</li><li>• Isolation can end after day 5 if symptoms are not present or are resolving and a diagnostic specimen* collected on day 5 or later tests negative.</li><li>• If unable to test or choosing not to test, and symptoms are not present or are resolving, isolation can end after day 10.</li><li>• If fever is present, isolation should be continued until fever resolves.</li><li>• If symptoms, other than fever, are not resolving continue to isolate until symptoms are resolving or until after day 10.</li><li>• Wear a well-fitting mask around others for a total of 10 days, especially in indoor settings (see Section below on masking for additional information)</li></ul> <p>*Antigen test preferred.</p>

Table 2

Persons Who are Exposed to Someone with COVID-19 (Quarantine)	Recommended Action
<ul style="list-style-type: none"> <li>• Unvaccinated; OR</li> <li>• Vaccinated and booster-eligible but have <b>not</b> yet received their booster dose.**</li> </ul> <p>(Refer to <a href="#">CDC COVID-19 Booster Shots</a> to determine who is booster eligible)</p>	<ul style="list-style-type: none"> <li>• Stay home (PDF) for at least 5 days, after your last contact with a person who has COVID-19.</li> <li>• Test on day 5.</li> <li>• Quarantine can end after day 5 if symptoms are not present <b>and</b> a diagnostic specimen collected on day 5 or later tests negative.</li> <li>• If unable to test or choosing not to test, and symptoms are not present, quarantine can end after day 10.</li> <li>• Wear a well-fitting mask around others for a total of 10 days, especially in indoor settings (see Section below on masking for additional information).</li> <li>• Strongly encouraged to get vaccinated or boosted.</li> <li>• If testing positive, follow isolation recommendations above.</li> <li>• If symptoms develop, test and stay home.</li> </ul>

\*\* Workplace Setting (not applicable to healthcare personnel):

In a workplace setting, asymptomatic employees in this category are not required to stay home from work if:

- A negative diagnostic test is obtained within 3-5 days after last exposure to a case
- Employee wears a well-fitting mask around others for a total of 10 days
- Employee continues to have no symptoms.

### Table 3

Persons Who are Exposed to Someone with COVID-19 (No Quarantine)	Recommended Action
<ul style="list-style-type: none"> <li>• Boosted; OR</li> <li>• Vaccinated, but not yet booster-eligible.</li> </ul> <p>(Refer to <a href="#">CDC COVID-19 Booster Shots</a> to determine who is booster-eligible)</p>	<ul style="list-style-type: none"> <li>• Test on day 5.</li> <li>• Wear a well-fitting mask around others for 10 days, especially in indoor settings (see Section below on masking for additional information)</li> <li>• If testing positive, follow isolation recommendations above.</li> </ul>

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• If symptoms develop, test and stay home.</li></ul> |
|--|--|

**\*\*\*Please note that students must follow the K-12 Quarantine Guidelines at this time\*\*\*** If they are unvaccinated, or not fully vaccinated, than they need to quarantine for a minimum of 7 days, if they test negative on day 5,6 or7 and have no symptoms, they can return to school on day 8. If they are unable to be tested than they may return to school on day 11 after exposure.

**\*\*\*\*A student under isolation may follow the 5 day recommendations outlined above\*\*\*\***

Other information from our meeting included the following:

1. Home tests are not accepted for a return to school.
2. The 5 day isolation starts on the day of the test, not symptom start date.
3. If a student or staff member has previously tested positive for COVID and becomes a close contact within 90 days after their positive test, they may remain at school/work if they do not have any symptoms. They should remain at home and test immediately if symptoms present.

We will continue to work closely with Glenn County Public Health to update these guidelines as changes are made from CDPH, and will notify you of those changes. Please contact me with any questions you may have.

Kylee Paulos, BSN, RN  
County School Nurse  
Glenn County Office of Education  
676 E. Walker Street, Orland 95963  
530-865-1267 x2092  
530-517-2329  
Fax- 530-865-1276

Patrick Conklin

---

**From:** CASBO Governmental Relations <donotreply@casbo.org>  
**Sent:** Thursday, January 13, 2022 12:52 PM  
**To:** Patrick Conklin  
**Subject:** NewsBreak: CDPH Updates Recommendations for Managing Student COVID-19 Exposures

January 13, 2022



### **CDPH Updates Recommendations for Managing Student COVID-19 Exposures**

Yesterday, January 12, 2022, the California Department of Public Health (CDPH) updated the COVID19 Public Health Guidance for K-12 Schools with the following recommendations for managing students exposed to COVID-19 in a K-12 setting, as follows:

#### **COVID-19 Public Health Guidance for K–12 Schools in California, 2021-22 School Year**

***\*\*Note: K-12 Schools may consider following Quarantine Recommendations below (Sections 7-9 have been updated) or the Group-Tracing Approach to Students Exposed to COVID-19 in a K-12 setting***

7. Quarantine recommendations for student close contacts who have completed the primary series of COVID-19 vaccines OR were previously infected with (laboratory confirmed) SARS-CoV-2 within the last 90 days:

- a. Quarantine is NOT recommended. Students without symptoms may remain in school and participate in all school activities. If symptoms develop, they should test and stay home; OR

b. Schools may follow the recommendations provided in the Group-Tracing Approach to Students Exposed to COVID-19 in a K-12 setting.

8. Quarantine recommendations for student close contacts who have NOT completed the primary series of COVID-19 vaccines NOR were previously infected with (laboratory confirmed) SARS-CoV-2 within the last 90 days for exposures when both parties were wearing a mask, as required in K-12 indoor settings. These are adapted from the CDC K-12 guidance and CDC definition of a close contact. See the K-12 Schools Guidance 2021-2022 Questions & Answers for additional recommendations to focus on high-value contact tracing to protect students and staff.

a. When both parties were wearing a mask in any school setting in which students are supervised by school staff (including indoor or outdoor school settings and school buses, including on buses operated by public and private school systems), student close contacts (more than 15 minutes over a 24-hour period within 0-6 feet) may undergo a modified quarantine as follows. They may continue to attend school for in-person instruction if they:

- i. Are asymptomatic;
- ii. Continue to appropriately mask, as required;
- iii. Undergo at least twice weekly testing during quarantine; and
- iv. Continue to quarantine for all extracurricular activities at school, including sports, and activities within the community setting; OR

b. Schools may follow the recommendations provided in the Group-Tracing Approach to Students Exposed to COVID-19 in a K-12 setting.

9. Quarantine duration recommendations for student close contacts who have NOT completed the primary series of COVID-19 vaccines NOR were previously infected with (laboratory confirmed) SARS-CoV-2 within the last 90 days in:

- Standard quarantine (i.e., students who were not wearing masks or for whom the infected individual was not wearing a mask during the exposure); OR
- Modified quarantine (i.e., students as described in #8 above).

a. Quarantine can end after day 5 if symptoms are not present and a diagnostic specimen collected on day 5 or later tests negative. If unable to test or choosing not to test, and symptoms are not present, quarantine can end after day 10; OR

b. Schools may follow the recommendations provided in the Group-Tracing Approach to Students Exposed to COVID-19 in a K-12 setting.

## **Group-Tracing Approach to Students Exposed to COVID-19 in a K-12 Setting**

Stricter guidance may be issued by local public health officials or other authorities. In workplaces, employers are subject to the Division of Occupational Safety and Health (Cal/OSHA) COVID-19 Emergency Temporary Standards (ETS) or in some workplaces the Cal/OSHA Aerosol Transmissible Diseases Standard, and should consult those regulations for additional applicable requirements.

### **Recommendations for students exposed to someone with COVID-19 in a K-12 school:**

1. Schools should notify students who spent more than a cumulative total of 15 minutes (within a 24-hour time period) in a shared indoor airspace (e.g., classroom) with someone with COVID-19 during their period of infectiousness.
  1. Notification should occur to "groups" of exposed students (e.g., classmates, teammates, cohorts, etc.) rather than contact tracing to identify individual "close contacts" (e.g., those within 6 feet).
  2. Notifications should be provided to all individuals considered exposed, including those who are vaccinated and/or recently infected.
    1. For example, if a student in tenth grade is diagnosed with COVID-19, the school should notify groups with whom that student interacted as per the criteria above, such as those in the same classes, sports team, and/or other extracurricular cohorts.
  3. A sample notification letter is available [here](#) for school edit and use.
2. Exposed students, regardless of COVID-19 vaccination status or prior infection, should get tested for COVID-19 with at least one diagnostic test obtained within 3-5 days after last exposure.
  1. In the event of wide-scale and/or repeated exposures, broader (e.g., grade-wide or campus-wide) once weekly testing for COVID-19 may be considered until such time that exposure events become less frequent.
  2. Any FDA-approved antigen diagnostic test, PCR diagnostic test, or pooled PCR test is acceptable for evaluation of an individual's COVID-19 status. For individuals who have been recently infected (within the past 90 days), antigen testing is

strongly recommended as PCR results may remain persistently positive and not be indicative of a new active infection. Repeat antigen testing and/or confirmatory molecular testing should be considered in individuals who receive a negative result with an antigen test but have symptoms specific for COVID-19 (such as loss of taste and smell).

3. Exposed students who participate in testing may continue to take part in all aspects of K-12 schooling, including sports and extracurricular activities, unless they develop symptoms or test positive for COVID-19. They should test as recommended in Section (2), report positive test results to the school, and follow other components of this guidance, including wearing face-coverings as directed.
  1. Exposed students who develop symptoms should see Section 4 of the K-12 Guidance.
  2. Exposed students who receive a positive test result should isolate in accordance with Section 10 of the K-12 Guidance.
4. See the K-12 Schools Guidance 2021-2022 Questions & Answers for additional information.

## Materials

CDPH K-12 School Guidance (updated January 12, 2022)

CDPH K-12 Frequently Asked Questions (updated January 12, 2022)

CDPH K-12 Group Tracing Approach

Contact Tracing Comparison Summary

Download Exposure Notification Letter Template – *additional languages coming soon*

All of the updates can also be found on the CA Safe Schools Hub.

---

*CASBO NewsBreaks and Advocacy tools are posted on our website. For more information, contact CASBO's Governmental Relations staff: Sara Bachez, Chief Governmental Relations Officer, or Elizabeth Esquivel, Senior Director of Policy & Governance. Remember that the most effective and convenient way to become involved is by joining the CASBO Advocacy Network.*

---

You have received this message because you have subscribed to a mailing list of California Association of School Business Officials. If you do not wish to receive periodic emails from this source, please click below to unsubscribe.

Click here to unsubscribe from this mailing list.