ofab-eed-jan23item01

Attachment 03

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# Attachment 3: 2021–22 Universal PreKindergarten Planning and Implementation—Results from Countywide Planning and Capacity Building Program Plans for Districts and Charter Schools

As of November 17, 2022, a total of 1,423 school districts and charter schools have submitted program reports to the California Department of Education (CDE) that provide information on their progress towards developing a coherent educational system beginning with Universal PreKindergarten (UPK). This includes information on the planning and implementation of transitional kindergarten (TK); including early learning and care program options like the California State Preschool Program (CSPP), Head Start and other programs; and options for extended learning and care like the Expanded Learning Opportunities Program (ELO-P). Of the respondents, 594 are charter schools and 829 are school districts.

## Section II

### Focus Area A: Vision and Coherence

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)**

| **LEA Responses** | **# LEA** | **% LEA** | **# District** | **% District** | **# Charters** | **% Charters** |
| --- | --- | --- | --- | --- | --- | --- |
| TK offered at all sites | 871 | 61 | 508 | 61 | 363 | 61 |
| TK offered at some sites | 317 | 22  | 245  | 30 | 72  | 12 |
| TK stand-alone classes | 570 | 40 | 327  | 39 | 243  | 41 |
| TK and kindergarten combination classes  | 588 | 41 | 354  | 43 | 234  | 39 |
| CSPP and TK combination classes (CSPP funding and average daily attendance [ADA] funding)  | 105 | 7 | 78 | 9 | 27 | 54 |
| Locally-funded preschool and TK combination classes  | 82  | 65 | 55 | 76 | 27 | 54 |
| CSPP stand-alone classes  | 278 | 20 | 229 | 28 | 49 | 8 |
| Head Start stand-alone classes  | 113 | 8 | 94 | 11 | 19 | 3 |
| Other | 125 | 9 | 50 | 6 | 75 | 13 |

Table 1. Results from Question 1 of Section II, Focus Area A: Vision and Coherence

1. **Does the LEA plan to implement full-day TK, part-day TK, or both? (Select one)**

| **LEA Responses** | **# LEAs** | **% LEAs** | **# Districts** | **% Districts** | **# Charters** | **% Charters** |
| --- | --- | --- | --- | --- | --- | --- |
| Full-day TK | 969 | 68 | 554 | 67 | 415 | 70 |
| Part-day TK | 303 | 21 | 192 | 23 | 111 | 19 |
| Both | 151 | 11 | 83 | 10 | 68 | 11 |

Table 2. Results from Question 2 of Section II, Focus Area A: Vision and Coherence

1. **Does the LEA plan to begin operating a CSPP or expand its current CSPP contract? (Select one)**

| **LEA Responses** | **# LEAs** | **% LEAs** | **# Districts** | **% Districts** | **# Charters** | **% Charters** |
| --- | --- | --- | --- | --- | --- | --- |
| Yes - the LEA applied to expand its existing CSPP contract in 2022–23 | 91 | 6 | 73 | 9 | 18 | 3 |
| Yes - the LEA applied for a new CSPP contract in 2022–23 | 54 | 4 | 43 | 5 | 11 | 2 |
| Yes - the LEA will apply to expand its existing CSPP contract in future years (if funding is appropriated by the Legislature) | 125 | 9 | 105 | 13 | 20 | 3 |
| Yes - the LEA plans to apply to administer a CSPP contract in future years (if funding is appropriated by the Legislature) | 130 | 9 | 49 | 6 | 81 | 14 |
| No - the LEA has no plans to begin or expand a CSPP contract in future years | 994 | 70 | 541 | 65 | 453 | 76 |
| No - the LEA plans to relinquish or reduce CSPP services in future years | 29 | 2 | 18 | 2 | 11 | 2 |

Table 3. Results from Question 3 of Section II, Focus Area A: Vision and Coherence

1. **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)**

| **LEA Responses** | **# LEAs** | **% LEAs** | **# Districts** | **% Districts** | **# Charters** | **% Charters** |
| --- | --- | --- | --- | --- | --- | --- |
| Three-year-old children  | 296 | 74 | 233 | 28 | 63 | 11 |
| Four-year-old children who will not be enrolled in TK in the current school year | 299 | 75 | 224 | 27 | 75 | 13 |
| 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.) | 184 | 46 | 101  | 12 | 83 | 14 |
| 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) | 142 | 36 | 74 | 9 | 68 | 11 |

Table 4. Results from Question 4 of Section II, Focus Area A: Vision and Coherence

1. **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?**

| **LEA Responses** | **Options** | **# LEAs** | **% LEAs** | **# Districts** | **% Districts** | **# Charters** | **% Charters** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 2022–23 (Birthdays February 3 or after)  | Yes | 580 | 41 | 359 | 43 | 221 | 37 |
| 2022–23 (Birthdays February 3 or after)  | No | 483 | 34 | 290 | 35 | 193 | 32 |
| 2022–23 (Birthdays February 3 or after) | Maybe | 360 | 25 | 180 | 22 | 180 | 30 |
| 2023–24 (Birthdays April 3 or after) | Yes  | 508 | 36 | 303 | 37 | 205 | 35 |
| 2023–24 (Birthdays April 3 or after) | No | 448 | 31 | 274 | 33 | 174 | 29 |
| 2023–24 (Birthdays April 3 or after) | Maybe  | 467 | 33 | 252 | 30 | 215 | 36 |
| 2024–25 (Birthdays June 3 or after) | Yes | 501 | 35  | 294 | 35 | 207 | 35 |
| 2024–25 (Birthdays June 3 or after) | No | 440 | 31 | 276 | 33 | 164 | 28 |
| 2024–25 (Birthdays June 3 or after) | Maybe | 482 | 34 | 259 | 31 | 223 | 38 |

Table 5. Results from Question 5 of Section II, Focus Area A: Vision and Coherence

## Section III

### Focus Area B: Community Engagement and Partnerships

**1. Identify which of the following opportunities the LEA implemented to obtain public input on the UPK Plan. (Select all that apply)**

| **LEA Responses** | **# LEAs** | **% LEAs** | **# Districts** | **% Districts** | **# Charters** | **% Charters** |
| --- | --- | --- | --- | --- | --- | --- |
| Parent Teacher Association Meetings | 560 | 39 | 356 | 43  | 204 | 34 |
| Family or parent surveys | 997 | 70 | 563  | 68  | 434 | 73 |
| English Learner Advisory Committee (ELAC) | 542 | 38 | 309 | 37 | 233 | 39 |
| District English Learner Advisory Committee (DELAC) | 541 | 38 | 415 | 50 | 125 | 21 |
| Special Education Local Plan Area (SELPA) | 443 | 31 | 290 | 35 | 153 | 26 |
| School Site Council | 783 | 55 | 463 | 56 | 320 | 54 |
| District Advisory Committee | 422 | 30 | 331 | 40 | 91 | 15 |
| Local Control and Accountability Plan (LCAP) educational partners input sessions | 945 | 66 | 586 | 71 | 359 | 60 |
| Tribal Community input session | 62 | 4  | 54 | 7  | 8 | 1 |
| Co-hosting events with community-based organizations (CBOs) | 197 | 14  | 126 | 15 | 71 | 12 |
| Hosting meet and greets with the early learning and care community | 278 | 20 | 174 | 21 | 104 | 18 |
| Local Planning Councils (LPC) Meetings | 170 | 12 | 127 | 15 | 43 | 7 |
| Local Quality Counts California (QCC) consortia meetings | 99 | 7 | 81 | 10 | 18  | 3  |
| First 5 County Commission meetings | 162 | 11 | 107 | 13 | 55 | 9 |
| Community Advisory Committee (CAC) | 130 | 9 | 89 | 11 | 41 | 7 |
| Head Start Policy Council meetings | 114 | 8 | 86 | 10 | 28 | 5 |
| Collaboration with parent engagement centers (for example, Parent Training and Information Center [PTIC], Community Parent Resource Center [CPRC], Family Empowerment Centers [FEC]) | 215 | 15 | 116 | 13 | 99 | 17 |
| Other | 407 | 29 | 232 | 28 | 175 | 29 |

Table 6. Results from Question 1 of Section III, Focus Area B: Community Engagement and Partnerships

1. **Select which programs the LEA plans to combine with the TK instructional day to provide access to full-day learning programs (instructional day plus programming) for children whose families opt in for extended learning and care. (Select all that apply)**

| **LEA Responses** | **# LEAs** | **% LEAs** | **# Districts** | **% Districts** | **# Charters** | **% Charters** |
| --- | --- | --- | --- | --- | --- | --- |
| Expanded learning programs on an LEA site (The After School Education and Safety [ASES], 21st Century Community Learning Centers [21st CCLC], ELO-P)  | 1127  | 79  | 708  | 85  | 419  | 71  |
| Expanded learning programs at a CBO site (ASES, 21st CCLC, ELO-P)  | 173  | 12  | 130  | 16  | 43  | 7  |
| CSPP (on an LEA site)  | 253  | 18  | 188  | 23  | 65  | 11 |
| CSPP (at a CBO site)  | 33  | 2  | 15  | 2 | 18  | 3  |
| LEA- or locally-funded preschool  | 152  | 11 | 101  | 12  | 51  | 9  |
| Head Start  | 91  | 6  | 67  | 8  | 24  | 4  |
| LEA preschool funded with Title I of the Every Student Succeeds Act funds  | 49  | 3  | 17  | 2  | 32  | 5  |
| Other CBO preschool  | 58  | 4  | 34  | 4  | 24  | 4  |
| State-subsidized child care (not including CSPP)  | 66  | 5 | 53  | 6  | 13  | 2  |
| Other   | 274  | 19  | 109  | 13  | 165  | 28  |

Table 7. Results from Question 2 of Section III, Focus Area B: Community Engagement and Partnerships

## Section IV

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

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)**

| **LEA Responses** | **# LEAs** | **% LEAs** | **# Districts** | **% Districts** | **# Charters**  | **% Charters** |
| --- | --- | --- | --- | --- | --- | --- |
| Partner with one or more local Institutions of higher education (IHEs) or the county office of education (COE) to help support teachers holding less than a full credential to complete requirements to earn a preliminary Multiple Subject Teaching Credential | 828 | 58 | 494 | 60 | 334 | 56 |
| Apply for a California Classified School Employee Teacher Credentialing Program grant on your own, with your COE, as part of a new collaborative, or by joining an existing Classified grant program to recruit teachers  | 315 | 22 | 174 | 21 | 141 | 24 |
| Apply for a California 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  | 247 | 17 | 126 | 15 | 121 | 20 |
| Join an existing intern preparation program to recruit and prepare teachers for your LEA  | 396 | 28 | 215 | 26 | 181 | 30 |
| Join an existing apprenticeship cohort program to recruit and prepare teachers for your LEA  | 124 | 9 | 42 | 5 | 82 | 14 |
| Establish a relationship with other local LEAs to establish pathways for high school students interested in a career in CSPP or in preschool through third grade (P–3) teaching through clubs, registered apprenticeships, or other such early recruitment opportunities  | 215 | 15 | 154 | 19 | 61 | 10 |
| Partner with the California Center on Careers to contact registrants who might be interested in becoming teachers for your LEA  | 106 | 7 | 44 | 5 | 62 | 10 |
| Provide information on scholarship and grant opportunities to CSPP and other staff interested in providing extended learning and care services  | 358 | 25 | 237 | 29 | 121 | 20 |
| Apply for workforce development funding and competitive grant opportunities from the CDE  | 253 | 18 | 142 | 17 | 111 | 19 |
| Provide a stipend for tuition and fees for coursework leading to a Multiple Subject Teaching Credential  | 305 | 21 | 147 | 18 | 158 | 27 |
| Provide advising on credential requirements and options for how to meet these requirements  | 671 | 47 | 379 | 46 | 292 | 49 |
| 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) | 150 | 11 | 86 | 10 | 64 | 11 |
| Partner with a local IHE to provide other services to candidates seeking to earn a Multiple Subject Teaching Credential  | 216 | 15 | 145 | 17 | 71 | 12 |
| Partner with a COE to provide other services to candidates seeking to earn a multiple subject credential  | 435 | 31 | 299 | 36 | 136 | 23 |
| None of the above, the LEA currently has enough Multiple Subject Teaching Credential holders to meet the need for TK educators  | 341 | 24 | 187 | 23 | 154 | 26 |
| Other | 154 | 11 | 87 | 10 | 67 | 11 |

Table 8. Results from Question 1 of Section IV, Focus Area C: Workforce Recruitment and Professional Learning

1. **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)**

| **LEA Responses** | **# LEAs** | **% LEAs** | **# Districts** | **% Districts** | **# Charters**  | **% Charters** |
| --- | --- | --- | --- | --- | --- | --- |
| Partner with a local IHE offering eligible early childhood education or childhood development coursework  | 550 | 39 | 319 | 38 | 231 | 39 |
| Partner with an IHE or COE to operate cohort models for LEA teachers earning 24 units  | 523 | 37 | 330 | 40 | 193 | 32 |
| Provide information on scholarship and grant opportunities  | 614 | 43 | 362 | 44 | 252 | 42 |
| Apply for workforce development funding and grant opportunities  | 304 | 21 | 170 | 21 | 134 | 23 |
| Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree  | 401 | 28 | 193 | 23 | 208 | 35 |
| Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit  | 372 | 26 | 183 | 22 | 189 | 32 |
| Provide advising on requirements and how to meet the requirements  | 753 | 53 | 424 | 51 | 329 | 55 |
| Offer unit-bearing IHE coursework at a local LEA site during times that work for teachers  | 139 | 10 | 81 | 10 | 58 | 10 |
| Develop or work with an established mentorship program to support new TK teachers  | 480 | 34 | 299 | 36 | 181 | 30 |
| 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 California Commission on Teacher Credentialing (CTC) | 321 | 23 | 193 | 23 | 128 | 22 |
| Other | 125 | 9 | 59 | 7 | 66 | 11 |

Table 9. Results from Question 2 of Section IV, Focus Area C: Workforce Recruitment and Professional Learning

1. **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)**

| **LEA Responses** | **# LEAs** | **% LEAs** | **# Districts** | **% Districts** | **# Charters** | **% Charters** |
| --- | --- | --- | --- | --- | --- | --- |
| Partner with a local IHE offering eligible early childhood education or childhood development coursework  | 371 | 26 | 247 | 30 | 124 | 21 |
| Partner with an IHE or COE to operate cohort models for educators working towards a Child Development Teacher Permit  | 367 | 25 | 252 | 30 | 115 | 19 |
| Provide information on scholarship and grant opportunities  | 462 | 32 | 303 | 37 | 159 | 27 |
| Apply for workforce development funding and grant opportunities  | 225 | 16 | 148 | 18 | 77 | 13 |
| Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree  | 251 | 18 | 148 | 18 | 103 | 17 |
| Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit  | 265 | 19 | 143 | 17 | 122 | 21 |
| Provide advising on requirements and planning for how to meet the Child Development Teacher Permit requirements  | 466 | 33 | 300 | 36 | 166 | 28 |
| Offer unit-bearing coursework at a local district site during times that work for teachers  | 103 | 7 | 58 | 7 | 45 | 8 |
| None of the above, the LEA is not planning to support prospective CSPP educators in obtaining a Child Development Teacher Permit  | 657 | 46 | 329 | 40 | 328 | 55 |
| Other | 113 | 8 | 71 | 9 | 42 | 7 |

Table 10. Results from Question 3 of Section IV, Focus Area C: Workforce Recruitment and Professional Learning

1. **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)**

| **LEA Responses** | **# LEAs** | **% LEAs** | **# Districts** | **% Districts** | **# Charters**  | **% Charters** |
| --- | --- | --- | --- | --- | --- | --- |
| Ages & Stages Questionnaire (ASQ)  | 317 | 22 | 226 | 27 | 91 | 15 |
| BRIGANCE Early Childhood Screen  | 152 | 11 | 92 | 11 | 60 | 10 |
| Desired Results Developmental Profile (DRDP)  | 582 | 41 | 443 | 53 | 139 | 23 |
| Developmental Reading Assessment (DRA)  | 207 | 15 | 120 | 14 | 87 | 15 |
| LEA-based, grade level benchmarks and a report card  | 1022 | 72 | 576 | 69 | 446 | 75 |
| Teaching Strategies GOLD (TS GOLD)  | 29 | 2 | 16 | 2 | 13 | 2 |
| Work Sampling System (WSS)  | 63 | 4 | 22 | 3 | 41 | 7 |
| The LEA does not plan to offer professional learning on child observational assessments  | 106 | 7 | 60 | 7 | 46 | 8 |
| Other | 304 | 21 | 181 | 22 | 123 | 21 |

Table 11. Results from Question 4 of Section IV, Focus Area C: Workforce Recruitment and Professional Learning

1. **On what topics does the LEA intend to offer professional learning regarding early childhood education to site leaders and principals? (Select all that apply)**

| **LEA Responses** | **# LEAs** | **% LEAs** | **# Districts** | **% Districts** | **# Charters**  | **% Charters** |
| --- | --- | --- | --- | --- | --- | --- |
| Effective adult-child interactions  | 689 | 48 | 399 | 48 | 290 | 49 |
| Children’s literacy and language development (aligned with the Preschool Learning Foundations and Frameworks)  | 939 | 66 | 569 | 69 | 370 | 62 |
| Children’s developing math and science (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)  | 780 | 55 | 467 | 56 | 313 | 53 |
| Children’s social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)  | 925 | 65 | 548 | 66 | 377 | 63 |
| Implicit bias and culturally- and linguistically-responsive practice  | 609 | 43 | 326 | 39 | 283 | 48 |
| ACEs and trauma- and healing-informed practice  | 539 | 38 | 337 | 41 | 202 | 34 |
| Curriculum selection and implementation  | 803 | 56 | 479 | 58 | 324 | 55 |
| Creating developmentally-informed environments  | 713 | 50 | 407 | 49 | 306 | 52 |
| Administration and use of child assessments to inform instruction  | 725 | 51 | 432 | 52 | 293 | 49 |
| Support for multilingual learners, including home language development and strategies for a bilingual classroom  | 581 | 41 | 335 | 40 | 246 | 41 |
| Serving children with disabilities in inclusive settings, including Universal Design for Learning  | 814 | 57 | 460 | 55 | 354 | 60 |
| Engaging culturally- and linguistically-diverse families  | 619 | 43 | 361 | 44 | 258 | 43 |
| Site leaders and principals will not be offered professional learning on early childhood education  | 80 | 6 | 50 | 6 | 30 | 5 |
| Other | 119 | 8 | 70 | 8 | 49 | 8 |

Table 12. Results from Question 5 of Section IV, Focus Area C: Workforce Recruitment and Professional Learning

## Section V

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

1. **Does the LEA plan to provide any of the following language model(s) for TK students? (Select all that apply)**

| **LEA Responses** | **# LEAs** | **% LEAs** | **# Districts** | **% Districts** | **# Charters**  | **% Charters** |
| --- | --- | --- | --- | --- | --- | --- |
| Dual language program with a language allotment of 50/50  | 83  | 6 | 64 |  8 | 19 |  3 |
| Dual language program with a language allotment of 90/10  |  171 | 12 | 126 | 15 | 45 |  8 |
| Dual language program with a language allotment of 80/20  | 26 | 2 | 13 |  2 | 13 |  2 |
| Dual language program with a language allotment of 70/30  |  6 | 0.42 |  5 |  0.60 | 1  | 0.17 |
| English-only instruction with home-language support | 950  | 67 | 553 |  67 | 397 |  67 |
| None |  253 | 18 | 145 |  18 | 108 | 18  |
| Other  | 86  | 6  | 49  | 6  | 37  | 6  |

Table 13. Results from Question 1 of Section V, Focus Area D: Curriculum, Instruction, and Assessment

1. **If the LEA administers CSPP, does it plan to provide any of the following language model(s) for CSPP students? (Select all that apply)**

***3/15/2023 Revision: Due to a technical error in the data collection process, no data was collected for this question. The data table that was included in the original version of this document mistakenly displayed data from another program report question. As a result, that table has been removed.***

1. **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)**

| **LEA Responses** | **# LEAs** | **% LEAs** | **# Districts** | **% Districts** | **# Charters** | **% Charters** |
| --- | --- | --- | --- | --- | --- | --- |
| Provide training for staff on the Center on the Social Emotional Foundations for Early Learning (CSEFEL) Pyramid Model | 398 | 28 | 264 | 32 | 134 | 23 |
| Implement the CSEFEL Pyramid Model in the classroom | 261 | 18 | 171 | 21 | 90 | 15 |
| 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) | 1,117 | 78 | 642 | 77 | 475 | 80 |
| 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 | 1,115 | 78 | 669 | 81 | 446 | 75 |
| Use developmental observations to identify children’s emerging skills and support their development through daily interactions | 963 | 68 | 562 | 68 | 401 | 68 |
| 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 | 994 | 70 | 575 | 69 | 419 | 71 |
| Staff development opportunities encouraging reflective practice and cross-level support for instruction specific to social-emotional learning and executive function skills | 933 | 66 | 537 | 65 | 396 | 67 |
| Offer open-ended, self-directed learning opportunities that foster individual interests and curiosity and new learning | 775 | 54 | 428 | 52 | 347 | 58 |

Table 14. Results from Question 3 of Section V, Focus Area D: Curriculum, Instruction, and Assessment

1. **What instructional practices does the LEA plan to implement to support children with disabilities in UPK programming? (Select all that apply)**

| **LEA Responses** | **# LEAs** | **% LEAs** | **# Districts** | **% Districts** | **# Charters**  | **% Charters** |
| --- | --- | --- | --- | --- | --- | --- |
| Implement Universal Design for Learning |  899 | 63 | 509 |  61 | 390 |  66 |
| Provide adaptations to instructional materials |  1,146 | 81 | 678 | 82 | 468 |  79 |
| Provide specialized services (for example, occupational therapy, physiotherapy, speech and language pathology therapy) in the classroom with peer models |  967 | 68 | 598 |  72 | 369 |  62 |
| Implement social-emotional strategies, such as the Pyramid Model, CSEFEL, and others |  841 | 59 | 481 |  58 | 360 |  61 |
| Provide additional staff to support participation in instruction |  923 | 65 | 531 |  64 | 392 |  66 |
| Other | 136 | 10 | 65 | 8 | 71 | 12 |

Table 15. Results from Question 4 of Section V, Focus Area D: Curriculum, Instruction, and Assessment

1. **What assessments does the LEA plan to use in TK or kindergarten? (Select all that apply)**

| **LEA Responses** | **# LEAs** | **% LEAs** | **# Districts** | **% Districts** | **# Charters**  | **% Charters** |
| --- | --- | --- | --- | --- | --- | --- |
| ASQ | 171  | 12 |  123 | 15 | 48 |  8 |
| BRIGANCE Early Childhood Screen |  159 | 11 |  89 |  11 | 70 |  12 |
| DRDP | 414 | 29 | 300 |  36 | 114 |  19 |
| DRA | 167 | 11 | 97 |  12 | 70 |  12 |
| LEA-based grade level benchmarks and a report card | 967  | 68 | 565 |  68 | 402 |  68 |
| TS GOLD | 10 | 0.70 | 5 | 0.60 | 5 | 0.84 |
| WSS | 14 | 0.98 | 3 | 0.36 | 11 | 1.84 |
| The LEA does not plan to use a common TK assessment | 21 | 1.48 | 13 | 2 | 8 | 1.35 |
| Unsure | 155 | 11 | 97 | 12 | 58 | 10 |
| Other | 387 | 27 | 213 | 26 | 174 | 29 |

Table 16. Results from Question 5 of Section V, Focus Area D: Curriculum, Instruction, and Assessment

## **Section VI**

### Focus Area E: Local Educational Agency Facilities, Services, and Operations

**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?**

Responses were open-ended and have not been included in this document.

**2a. 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?**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **LEA Responses** | **# LEAs** | **% LEAs** | **# Districts** | **% Districts** | **# Charters**  | **% Charters** |
| Yes | 1,048 |  74 |  623 |  75 | 425 |  71 |
| No  | 375  | 26 | 206  |  25 |  169 |  28 |

Table 17. Results from Question 2a of Section VI, Focus Area E: Local Educational Agency Facilities, Services and Operations

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

| **LEA Responses** | **# LEAs** | **% LEAs** | **# Districts** | **% Districts** | **# Charters**  | **% Charters** |
| --- | --- | --- | --- | --- | --- | --- |
| Yes | 1,042  | 73 | 634 |  76 |  408 | 69  |
| No  | 381  |  27 |  195 | 24  |  186 |  31 |

Table 18. Results from Question 3 of Section VI, Focus Area E: Local Educational Agency Facilities, Services, and Operations

**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?**

| **LEA Responses** | **# LEAs** | **% LEAs** | **# Districts** | **% Districts** | **# Charters**  | **% Charters** |
| --- | --- | --- | --- | --- | --- | --- |
| Yes |  1,195 |  84 |  710 |  86 |  485 | 82  |
| No  | 228  |  16 |  119 | 14  |  109 |  18 |

Table 19. Results from Question 4 of Section VI, Focus Area E: Local Educational Agency Facilities, Services, and Operations

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

| **LEA Responses** | **# LEAs** | **% LEAs** | **# Districts** | **% Districts** | **# Charters**  | **% Charters** |
| --- | --- | --- | --- | --- | --- | --- |
| Yes | 964 | 68 |  563 |  68 |  401 |  68 |
| No  |  459 | 32 | 266  |  32 |  193 |  32 |

Table 20. Results from Question 5 of Section VI, Focus Area E: Local Educational Agency Facilities, Services, and Operations

**6. In which of the following areas does the LEA intend to make updates to facilities? (Select all that apply)**

| **LEA Responses** | **# LEAs** | **% LEAs** | **# Districts** | **% Districts** | **# Charters**  | **% Charters** |
| --- | --- | --- | --- | --- | --- | --- |
| Turfed area | 371 | 26 | 265 | 32 | 106 | 18 |
| Paved area | 386 | 27 | 269 | 32 | 117 | 20 |
| Apparatus area | 475 | 33 | 334 | 40 | 141 | 24 |
| Land required for buildings and grounds | 229 | 16 | 149 | 18 | 80 | 13 |
| Total square feet required | 365 | 26 | 254 | 31 | 111 | 19 |
| None of the above | 684 | 48 | 339 | 41 | 345 | 58 |

Table 21. Results from Question 6 of Section VI, Focus Area E: Local Educational Agency Facilities, Services, and Operations

**7. What transportation will the LEA offer to children enrolled in TK? (Select all that apply)**

| **LEA Responses** | **# LEAs** | **% LEAs** | **# Districts** | **% Districts** | **# Charters**  | **% Charters** |
| --- | --- | --- | --- | --- | --- | --- |
| Transportation to and from the TK program | 581 | 41 | 495 | 60 | 86 | 14 |
| Transportation from the TK program to an extended learning and care opportunity on another LEA site | 107 | 8 | 92 | 11 | 15 | 3 |
| 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) | 53 | 4 | 45 | 5 | 8 | 1 |
| No transportation will be provided | 809 | 57 | 309 | 37 | 500 | 84 |

Table 22. Results from Question 7 of Section VI, Focus Area E: Local Educational Agency Facilities, Services, and Operations

**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?**

| **LEA Responses** | **# LEAs** | **% LEAs** | **# Districts** | **% Districts** | **# Charters**  | **% Charters** |
| --- | --- | --- | --- | --- | --- | --- |
| Yes | 195 | 14 | 159 | 19 | 36 | 6 |
| No | 1228 | 86 | 670 | 81 | 558 | 94 |

Table 23. Results from Question 8 of Section VI, Focus Area E: Local Educational Agency Facilities, Services, and Operations

## **Section VII**

### Technical Assistance Questions (optional)

1. **What technical assistance would be most helpful related to projecting enrollment and assessing needs? (Select all that apply)**

| **LEA Responses** | **# LEAs** | **% LEAs** | **# Districts** | **% Districts** | **# Charters**  | **% Charters** |
| --- | --- | --- | --- | --- | --- | --- |
| Support for parent surveys to gauge interest in service delivery models | 415 | 29 | 268 | 32 | 147 | 25 |
| Data analysis capacity building to support staff to refine enrollment projections based on community context | 507 | 36 | 310 | 37 | 197 | 33 |
| Information on program eligibility requirements to project enrollment across programs | 446 | 31 | 276 | 33 | 170 | 29 |

Table 24. Results from Question 1 of Section VII, Technical Assistance Questions

1. **What technical assistance would be most helpful related to the elements included in Focus Area A: Vision and Coherence? (Select all that apply)**

| **LEA Responses** | **# LEAs** | **% LEAs** | **# Districts** | **% Districts** | **# Charters**  | **% Charters** |
| --- | --- | --- | --- | --- | --- | --- |
| Adjusting classroom practices to support the district’s UPK model (for example, mixed-age classrooms) | 385 | 27 | 263 | 32 | 122 | 21 |
| Creating inclusive classrooms, including implementing Universal Design for Learning | 522 | 37 | 352 | 42 | 170 | 29 |
| Templates or framework for drafting a P–3 vision that partners and parents support | 391 | 27 | 248 | 30 | 143 | 24 |
| 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 | 417 | 29 | 268 | 32 | 149 | 25 |
| Support for developing and applying to administer a CSPP contract | 137 | 10 | 65 | 8 | 72 | 12 |
| Technical assistance on how to integrate UPK and P–3 in the district LCAP | 408 | 29 | 252 | 30 | 156 | 26 |
| Guidance on best practices for smooth transitions through the P–3 continuum | 437 | 31 | 289 | 35 | 148 | 25 |
| Considerations for TK early admittance | 324 | 23 | 187 | 23 | 137 | 23 |

Table 25. Results from Question 2 of Section VII, Technical Assistance Questions

1. **What technical assistance would be most helpful related to the elements included in Focus Area B: Community Engagement and Partnerships? (Select all that apply)**

| **LEA Responses** | **# LEAs** | **% LEAs** | **# Districts** | **% Districts** | **# Charters**  | **% Charters** |
| --- | --- | --- | --- | --- | --- | --- |
| Support for parent surveys and engagement activities to understand parent needs and support authentic choice | 491 | 35 | 290 | 35 | 201 | 34 |
| 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 | 268 | 19 | 176 | 21 | 92 | 15 |
| Guidance on best practices for enrolling more children with disabilities in UPK classrooms and providing services in inclusive settings | 330 | 23 | 220 | 27 | 110 | 19 |
| 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 | 516 | 36 | 337 | 41 | 179 | 30 |
| Increasing UPK enrollment and parent awareness of programs | 489 | 34 | 325 | 39 | 164 | 28 |

Table 26. Results from Question 3 of Section VII, Technical Assistance Questions

1. **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)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **LEA Responses** | **# LEAs** | **% LEAs** | **# Districts** | **% Districts** | **# Charters**  | **% Charters** |
| Additional guidance on UPK workforce requirements (TK, CSPP, and other early learning and care providers) | 381 | 27 | 220 | 27 | 161 | 27 |
| Creating joint professional learning opportunities for preschool and elementary school teachers within LEAs or across LEA- and CBO-administered programs | 454 | 32 | 297 | 36 | 157 | 26 |
| Strategies to support the teacher pipeline, including, but not limited to, recruiting multilingual educators, cohort models, apprenticeships, or residency programs | 484 | 34 | 299 | 36 | 185 | 31 |
| Identifying the content, type, and frequency of professional learning opportunities given the needs of the community and the LEA’s P–3 vision | 291 | 20 | 205 | 25 | 86 | 14 |
| Creating professional learning opportunities to provide site leaders with more early childhood knowledge | 528 | 37 | 320 | 39 | 208 | 35 |
| Building partnerships with IHEs or COEs to support professional learning opportunities and degree attainment | 338 | 24 | 219 | 26 | 119 | 20 |
| Support for communications to recruit prospective educators and share grant and scholarship opportunities to support degree attainment | 388 | 27 | 214 | 26 | 174 | 29 |

Table 27. Results from Question 4 of Section VII, Technical Assistance Questions

1. **What technical assistance would be most helpful related to support for professional learning opportunities on specific topics? (Select all that apply)**

| **LEA Responses** | **# LEAs** | **% LEAs** | **# Districts** | **% Districts** | **# Charters**  | **% Charters** |
| --- | --- | --- | --- | --- | --- | --- |
| Effective adult-child interactions | 369 | 26 | 217 | 26 | 152 | 26 |
| Children’s literacy and language development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks) | 612 | 43 | 391 | 47 | 221 | 37 |
| Children’s math and science development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks) | 557 | 39 | 357 | 43 | 200 | 34 |
| Children’s social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks) | 572 | 40 | 359 | 43 | 213 | 36 |
| Implicit bias and culturally- and linguistically-responsive practice | 401 | 28 | 227 | 27 | 174 | 29 |
| Trauma- and healing-informed practice | 481 | 34 | 290 | 35 | 191 | 32 |
| Curriculum selection and implementation | 454 | 32 | 289 | 35 | 165 | 28 |
| Creating developmentally-informed environments | 423 | 30 | 270 | 33 | 153 | 26 |
| Administration and use of child assessments to inform instruction | 447 | 31 | 283 | 34 | 164 | 28 |
| Support for multilingual learners, including home language development and strategies for a bilingual classroom | 365 | 26 | 227 | 27 | 138 | 23 |
| Serving children with disabilities in inclusive settings, including Universal Design for Learning | 480 | 34 | 297 | 36 | 183 | 31 |
| Engaging culturally- and linguistically-diverse families | 412 | 29 | 235 | 28 | 177 | 30 |

Table 28. Results from Question 5 of Section VII, Technical Assistance Questions

1. **What technical assistance would be most helpful related to support for specific professional learning delivery mechanisms? (Select all that apply)**

| **LEA Responses** | **# LEAs** | **% LEAs** | **# Districts** | **% Districts** | **# Charters**  | **% Charters** |
| --- | --- | --- | --- | --- | --- | --- |
| Coaching and mentoring | 546 | 38 | 334 | 40 | 212 | 36 |
| Classroom observations and demonstration lessons with colleagues | 496 | 35 | 314 | 38 | 182 | 31 |
| Workshops with external professional development providers | 589 | 41 | 353 | 43 | 236 | 40 |
| Internally-delivered professional learning workshops and trainings | 399 | 28 | 231 | 28 | 168 | 28 |
| Operating an induction program | 117 | 8 | 64 | 8 | 53 | 9 |

Table . Results from Question 6 of Section VII, Technical Assistance Questions

1. **What technical assistance would be most helpful related to the elements included in Focus Area D: Curriculum, Instruction, and Assessment? (Select all that apply)**

| **LEA Responses** | **# LEAs** | **% LEAs** | **# Districts** | **% Districts** | **# Charters**  | **% Charters** |
| --- | --- | --- | --- | --- | --- | --- |
| 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) | 443 | 31 | 290 | 35 | 153 | 26 |
| Guidance on the selection, development, or integration of developmentally-informed curricula and aligning curricula across the early grades | 482 | 34 | 310 | 37 | 172 | 29 |
| Guidance and best practices on how to monitor and support curriculum fidelity in UPK settings | 489 | 34 | 298 | 36 | 191 | 32 |
| 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 | 477 | 34 | 309 | 37 | 168 | 28 |
| 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 | 470 | 33 | 291 | 35 | 179 | 30 |
| Specific instructional strategies to support specific skills including, but not limited to, children’s social-emotional development and home language development | 437 | 31 | 273 | 33 | 164 | 28 |
| Guidance on appropriate assessment selection and utilization | 419 | 29 | 251 | 30 | 168 | 28 |
| Guidance on creating dual language immersion or bilingual programs | 192 | 13 | 132 | 16 | 60 | 10 |

Table 30. Results from Question 7 of Section VII, Technical Assistance Questions

1. **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)**

| **LEA Responses** | **# LEAs** | **% LEAs** | **# Districts** | **% Districts** | **# Charters**  | **% Charters** |
| --- | --- | --- | --- | --- | --- | --- |
| Using manipulatives to develop fine motor skills | 385 | 27 | 236 | 28 | 149 | 25 |
| Incorporating a balanced approach to teaching and learning that includes both child-initiated and teacher-guided activities | 504 | 35 | 316 | 38 | 188 | 32 |
| Facilitating the development of critical thinking skills through the inquiry process (for example, the scientific method) to enhance children’s learning experiences | 438 | 31 | 265 | 32 | 173 | 29 |
| Using differentiated groups that include individual, small, and large group experiences | 440 | 31 | 275 | 33 | 165 | 28 |
| Considering the structure of the daily routine to enhance individual and group learning experiences | 387 | 27 | 251 | 30 | 136 | 23 |
| Encouraging purposeful play, choice, social interactions, and collaboration | 513 | 36 | 330 | 40 | 183 | 31 |
| Creating time and space for children to develop gross motor skills inside the classroom and in the outdoor environment | 341 | 23 | 215 | 26 | 126 | 21 |
| Using child development knowledge to guide instructional approaches | 390 | 27 | 257 | 31 | 133 | 22 |
| Providing language- and literacy-rich environments | 381 | 27 | 247 | 30 | 134 | 23 |
| Intentional planning of developmentally-informed practices and curriculum to meet the individual needs of children in combination classrooms | 303 | 21 | 183 | 22 | 120 | 20 |
| Facilitating development and exploration through art | 303 | 21 | 182 | 22 | 121 | 20 |
| Incorporating inclusive practices | 419 | 29 | 268 | 32 | 151 | 25 |
| Supporting students’ home language and English language development | 373 | 26 | 230 | 28 | 143 | 24 |
| Incorporating materials and manipulatives that are culturally representative of the children served to support dramatic play that inspires engagement, communication, and understanding of diversity | 311 | 22 | 181 | 22 | 130 | 22 |
| Universal Design for Learning | 464 | 33 | 290 | 35 | 174 | 29 |
| Integrated English language development | 414 | 29 | 258 | 31 | 156 | 26 |

Table 31. Results from Question 8 of Section VII, Technical Assistance Questions

1. **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)**

| **LEA Responses** | **# LEAs** | **% LEAs** | **# Districts** | **% Districts** | **# Charters**  | **% Charters** |
| --- | --- | --- | --- | --- | --- | --- |
| Guidance on how to modify an elementary school classroom to serve young children | 528 | 37 | 342 | 41 | 186 | 31 |
| Strategies to address transportation issues related to UPK access and enrollment | 222 | 16 | 159 | 19 | 63 | 11 |
| Guidance to support strategies that ensure TK students have access to meals and adequate time to eat | 161 | 12 | 92 | 11 | 69 | 12 |
| Making modifications to district data systems to support access to UPK assessment data and other relevant information across community and elementary school settings | 430 | 30 | 278 | 34 | 152 | 26 |
| 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 | 194 | 14 | 136 | 16 | 58 | 10 |

Table 32. Results from Question 9 of Section VII, Technical Assistance Questions