# 2021–22 Universal PreKindergarten Planning and Implementation—Results from Program Plans for Districts and Charter Schools

In May 2022, the California Department of Education (CDE) released the Universal PreKindergarten (UPK) Planning and Implementation Grant to local educational agencies (LEAs) for planning and implementation of UPK. As a requirement for receiving these funds, grantees are required to submit annual reporting to provide information on their progress towards developing a coherent educational system beginning with UPK. As of January 13, 2023, a total of 1,546 school districts and charter schools have submitted program reports to the CDE. 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, 693 are charter schools and 853 are school districts.

The first column “Total Number” indicates the total number of COEs that responded to that question and the “Total Percent Column” indicates the percent of LEAs that responded from a total of 1,546 respondents.

## Focus Area A: Vision and Coherence

1. **Which of the following model(s) of service delivery does the local educational agency (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]**

| **Service Delivery Models** | **Districts and Charters Number** | **Districts and Charters Percent** | **Districts Number** | **Districts Percent** | **Charter Number** | **Charter Percent** |
| --- | --- | --- | --- | --- | --- | --- |
| TK offered at all sites | 940 | 61% | 523 | 61% | 417 | 60% |
| TK and Kindergarten combination classes | 663 | 43% | 363 | 43% | 300 | 43% |
| TK stand-alone classes | 637 | 41% | 330 | 39% | 307 | 44% |
| TK offered at some sites | 341 | 22% | 252 | 30% | 89 | 13% |
| CSPP stand-alone classes | 286 | 18% | 234 | 27% | 52 | 8% |
| Other | 143 | 9% | 51 | 6% | 92 | 13% |
| Head Start stand-alone classes  | 114  | 7%  | 94  | 11%  | 20  | 3% |
| CSPP and TK combination classes (CSPP funding and average daily average daily attendance [ADA] funding)  | 108  | 7%  | 79  | 9%  | 29  | 4% |
| Locally-funded preschool and TK combination classes | 82 | 5% | 55 | 6% | 27 | 4% |

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

| **Program Length** | **Districts and Charter** **Number** | **Districts and Charter** **Percent** | **Districts Number** | **Districts Percent** | **Charter Number** | **Charter Percent** |
| --- | --- | --- | --- | --- | --- | --- |
| Full-day TK | 1077 | 70% | 571 | 67% | 506 | 73% |
| Part-day TK | 310 | 20% | 198 | 23% | 112 | 16% |
| Both | 159 | 10% | 84 | 10% | 75 | 11% |

1. **Does the LEA plan to begin operating a CSPP or expand its current CSPP contract? [select one]**

| **CSPP Operation or Expansion Plan** | **Districts and Charter Number** | **Districts and Charter Percent** | **Districts Number** | **Districts Percent** | **Charter Number** | **Charter Percent** |
| --- | --- | --- | --- | --- | --- | --- |
| No - the LEA has no plans to begin or expand a CSPP contract in future years  | 1075 | 70% | 555 | 65% | 520 | 75% |
| Yes - the LEA will apply to expand its existing CSPP contract in future years (if funding is appropriated by the legislature)  | 148 | 10% | 107 | 13% | 41 | 6% |
| Yes - the LEA plans to apply to administer a CSPP contract in future years (if funding is appropriated by the legislature)  | 138 | 9% | 54 | 6% | 84 | 12% |
| Yes - the LEA applied to expand its existing CSPP contract in 2022–23  | 97 | 6% | 74 | 9% | 23 | 3% |
| Yes - the LEA applied for a new CSPP contract in 2022–23  | 58 | 4% | 44 | 5% | 14 | 2% |
| No - the LEA plans to relinquish or reduce CSPP services in future years  | 30 | 2% | 19 | 2% | 11 | 2% |

1. **If the LEA answered yes in the previous question, what age of children does the LEA plan to serve through a CSPP contract? [select all that apply]**

| **Age of Children Served in CSPP** | **Districts and Charter Number** | **Districts and Charter****Percent** | **Districts Number** | **Districts Percent** | **Charter Number** | **Charter Percent** |
| --- | --- | --- | --- | --- | --- | --- |
| Four-year-old children who will not be enrolled in TK in the current school year | 334 | 22% | 231 | 27% | 103 | 15% |
| Three-year-old children | 323 | 21% | 241 | 28% | 82 | 12% |
| 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) | 216 | 14% | 105 | 12% | 111 | 16% |
| 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) | 172 | 11% | 77 | 9% | 95 | 14% |

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?**

| **Plan for Offering Early Admittance TK** | **Districts and Charter** **Number**  | **Districts and Charter****Percent**  | **Districts Number**  | **Districts Percent** | **Charter Number** | **Charter Percent** |
| --- | --- | --- | --- | --- | --- | --- |
| 2022–23 (Birthdays February 3 or after) - Yes  | 648 | 42% | 369 | 43% | 279 | 40% |
| 2022–23 (Birthdays February 3 or after) - No  | 511 | 33% | 300 | 35% | 211 | 30% |
| 2022–23 (Birthdays February 3 or after) - Maybe  | 387 | 25% | 184 | 22% | 203 | 29% |
| 2023–24 (Birthdays April 3 or after) - Yes  | 577 | 37% | 313 | 37% | 264 | 38% |
| 2023–24 (Birthdays April 3 or after) - Maybe  | 500 | 32% | 256 | 30% | 244 | 35% |
| 2023–24 (Birthdays April 3 or after) - No  | 469 | 30% | 284 | 33% | 185 | 27% |
| 2024–25 (Birthdays June 3 or after) - Yes  | 571 | 37% | 304 | 36% | 267 | 39% |
| 2024–25 (Birthdays June 3 or after) - Maybe  | 517 | 33% | 264 | 31% | 253 | 37% |
| 2024–25 (Birthdays June 3 or after) - No  | 458 | 30% | 285 | 33% | 173 | 25% |

## 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]**

| **Public Input Opportunities** | **Districts and Charter** **Number** | **Districts and Charter****Percent** | **Districts Number** | **Districts Percent** | **Charter Number** | **Charter Percent** |
| --- | --- | --- | --- | --- | --- | --- |
| Family or parent surveys  | 1076 | 70% | 582 | 68% | 494 | 71% |
| Local Control Accountability Plan (LCAP) educational partners input sessions  | 1006 | 65% | 603 | 71% | 403 | 58% |
| School Site Council  | 831 | 54% | 475 | 56% | 356 | 51% |
| Parent Teacher Association Meetings  | 597 | 39% | 365 | 43% | 232 | 33% |
| English Learner Advisory Committee (ELAC)  | 607 | 39% | 322 | 38% | 285 | 41% |
| District English Learner Advisory Committee (DELAC)  | 579 | 37% | 427 | 50% | 152 | 22% |
| Special Education Local Plan Area (SELPA)  | 468 | 30% | 299 | 35% | 169 | 24% |
| Other  | 459 | 30% | 239 | 28% | 220 | 32% |
| District Advisory Committee  | 442 | 29% | 345 | 40% | 97 | 14% |
| Hosting meet and greets with the early learning and care community  | 317 | 21% | 179 | 21% | 138 | 20% |
| Collaboration with parent engagement centers (for example, Parent Training and Information Center [PTIC], Community Parent Resource Center [CPRC], Family Empowerment Centers [FEC])  | 236 | 15% | 119 | 14% | 117 | 17% |
| Co-hosting events with community-based organizations (CBOs)  | 209 | 14% | 129 | 15% | 80 | 12% |
| LPC Meetings  | 195 | 13% | 127 | 15% | 68 | 10% |
| First 5 County Commission meetings  | 165 | 11% | 108 | 13% | 57 | 8% |
| Community Advisory Committee (CAC)  | 135 | 9% | 89 | 10% | 46 | 7% |
| Head Start Policy Council meetings  | 118 | 8% | 88 | 10% | 30 | 4% |
| Local Quality Counts California (QCC) consortia meetings  | 100 | 6% | 81 | 9% | 19 | 3% |
| Tribal Community input session  | 66 | 4% | 56 | 7% | 10 | 1% |

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]**

| **Program Combinations** | **Districts and Charter Number** | **Districts and Charter****Percent** | **Districts Number** | **Districts Percent** | **Charter Number** | **Charter Percent** |
| --- | --- | --- | --- | --- | --- | --- |
| Expanded learning programs on an LEA site (After School Education and Safety (ASES), 21st Century Community Learning Centers [21st CCLC], ELO-P)  | 1224 | 79% | 728 | 85% | 496 | 72% |
| Other  | 295 | 19% | 113 | 13% | 182 | 26% |
| CSPP (on an LEA site)  | 279 | 18% | 191 | 22% | 88 | 13% |
| Expanded learning programs at a CBO site (ASES, 21st CCLC, ELO-P)  | 203 | 13% | 131 | 15% | 72 | 10% |
| LEA- or locally-funded preschool  | 156 | 10% | 103 | 12% | 53 | 8% |
| Head Start  | 93 | 6% | 67 | 8% | 26 | 4% |
| State subsidized child care (not including CSPP)  | 71 | 5% | 55 | 6% | 16 | 2% |
| Other CBO preschool  | 59 | 4% | 35 | 4% | 24 | 3% |
| LEA preschool funded with Title I of the Every Student Succeeds Act funds  | 49 | 3% | 17 | 2% | 32 | 5% |
| CSPP (at a CBO site)  | 34 | 2% | 16 | 2% | 18 | 3% |

## 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]**

| **Strategies to Support Prospective TK Teachers to Earn a Multiple Subject Credential**  | **Districts and Charter Number** | **Districts and Charter Percent** | **Districts Number** | **Districts Percent** | **Charter Number** | **Charter Percent** |
| --- | --- | --- | --- | --- | --- | --- |
| 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 | 893 | 58% | 505 | 59% | 388 | 56% |
| Provide advising on credential requirements and options for how to meet these requirements  | 724 | 47% | 387 | 45% | 337 | 49% |
| Partner with a COE to provide other services to candidates seeking to earn a multiple subject credential  | 463 | 30% | 308 | 36% | 155 | 22% |
| Join an existing intern preparation program to recruit and prepare teachers for your LEA  | 454 | 29% | 223 | 26% | 231 | 33% |
| Provide information on scholarship and grant opportunities to CSPP and other staff interested in providing extended learning and care services  | 383 | 25% | 239 | 28% | 144 | 21% |
| None of the above, the LEA currently has enough Multiple Subject Teaching Credential holders to meet the need for TK educators  | 382 | 25% | 193 | 23% | 189 | 27% |
| Provide a stipend for tuition and fees for coursework leading to a Multiple Subject Teaching Credential  | 348 | 23% | 149 | 17% | 199 | 29% |
| 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  | 347 | 22% | 175 | 21% | 172 | 25% |
| 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  | 288 | 19% | 129 | 15% | 159 | 23% |
| Apply for workforce development funding and competitive grant opportunities from the CDE  | 277 | 18% | 144 | 17% | 133 | 19% |
| Partner with a local IHE to provide other services to candidates seeking to earn a Multiple Subject Teaching Credential  | 251 | 16% | 148 | 17% | 103 | 15% |
| 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  | 226 | 15% | 160 | 19% | 66 | 10% |
| 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]  | 181 | 12% | 88 | 10% | 93 | 13% |
| Other  | 155  | 10%  | 87  | 10%  | 68  | 10% |
| Join an existing apprenticeship cohort program to recruit and prepare teachers for your LEA | 152  | 10%  | 45  | 5%  | 107  | 15% |
| Partner with the California Center on Careers to contact registrants who might be interested in becoming teachers for your LEA  | 109 | 7% | 44 | 5% | 65 | 9% |

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]**

| **Strategies to Support Prospective TK Teachers in Meeting *EC* Section 48000(g)(4)** | **Districts and Charter Number** | **Districts and Charter Percent** | **Districts Number** | **Districts Percent** | **Charter Number** | **Charter Percent** |
| --- | --- | --- | --- | --- | --- | --- |
| Provide advising on requirements and how to meet the requirements  | 812 | 53% | 433 | 51% | 379 | 55% |
| Provide information on scholarship and grant opportunities  | 669 | 43% | 368 | 43% | 301 | 43% |
| Partner with a local IHE offering eligible early childhood education or childhood development coursework  | 606 | 39% | 328 | 38% | 278 | 40% |
| Partner with an IHE or COE to operate cohort models for LEA teachers earning 24 units  | 573 | 37% | 339 | 40% | 234 | 34% |
| Develop or work with an established mentorship program to support new TK teachers  | 513 | 33% | 306 | 36% | 207 | 30% |
| Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree  | 445 | 29% | 196 | 23% | 249 | 36% |
| Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit  | 416 | 27% | 188 | 22% | 228 | 33% |
| 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 | 363 | 23% | 201 | 24% | 162 | 23% |
| Apply for workforce development funding and grant opportunities  | 344 | 22% | 173 | 20% | 171 | 25% |
| Offer unit-bearing IHE coursework at a local LEA site during times that work for teachers  | 153 | 10% | 83 | 10% | 70 | 10% |
| Other | 128 | 8% | 60 | 7% | 68 | 10% |

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]**

| **Strategies to Support Prospective TK Teacher in Obtaining Child Development Teacher Permits** | **Districts and Charter Number** | **Districts and Charter Percent** | **Districts Number** | **Districts Percent** | **Charter Number** | **Charter Percent** |
| --- | --- | --- | --- | --- | --- | --- |
| None of the above, the LEA is not planning to support prospective CSPP educators in obtaining a Child Development Teacher Permit  | 727 | 47% | 340 | 40% | 387 | 56% |
| Provide advising on requirements and planning for how to meet the Child Development Teacher Permit requirements  | 500  | 32%  | 311  | 36%  | 189  | 27% |
| Provide information on scholarship and grant opportunities  | 494  | 32%  | 309  | 36%  | 185  | 27% |
| Partner with a local IHE offering eligible early childhood education or childhood development coursework  | 405 | 26% | 253 | 30% | 152 | 22% |
| Partner with an IHE or COE to operate cohort models for educators working towards a Child Development Teacher Permit  | 399 | 26% | 260 | 30% | 139 | 20% |
| Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit  | 291 | 19% | 148 | 17% | 143 | 21% |
| Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree  | 274 | 18% | 152 | 18% | 122 | 18% |
| Apply for workforce development funding and grant opportunities  | 248 | 16% | 150 | 18% | 98 | 14% |
| Offer unit-bearing coursework at a local district site during times that work for teachers  | 120 | 8% | 60 | 7% | 60 | 9% |
| Other | 114 | 7% | 71 | 8% | 43 | 6% |

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]**

| **Observational Assessment Type Used** | **Districts and Charter Number** | **Districts and Charter Percent** | **Districts Number** | **Districts Percent** | **Charter Number** | **Charter Percent** |
| --- | --- | --- | --- | --- | --- | --- |
| LEA-based, grade level benchmarks and a report card  | 1089 | 70% | 588 | 69% | 501 | 72% |
| Desired Results Developmental Profile (DRDP)  | 623 | 40% | 454 | 53% | 169 | 24% |
| Ages & Stages Questionnaire (ASQ)  | 350 | 23% | 230 | 27% | 120 | 17% |
| Other | 342 | 22% | 186 | 22% | 156 | 23% |
| Developmental Reading Assessment (DRA)  | 229 | 15% | 123 | 14% | 106 | 15% |
| BRIGANCE Early Childhood Screen  | 165 | 11% | 92 | 11% | 73 | 11% |
| The LEA does not plan to offer professional learning on child observational assessments  | 123 | 8% | 65 | 8% | 58 | 8% |
| Work Sampling System (WSS)  | 64 | 4% | 22 | 3% | 42 | 6% |
| Teaching Strategies GOLD (TS GOLD)  | 29 | 2% | 16 | 2% | 13 | 2% |

\*Responses ordered from greatest to least

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]**

| **Professional Learning Topics for Site Leaders and Principals** | **Districts and Charter Number** | **Districts and Charter Percent** | **Districts Number** | **District Percent** | **Charter Number** | **Charter Percent** |
| --- | --- | --- | --- | --- | --- | --- |
| Children’s literacy and language development (aligned with the *California* *Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)  | 1025 | 66% | 584 | 68% | 441 | 64% |
| Children’s social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)  | 1010 | 65% | 563 | 66% | 447 | 65% |
| Serving children with disabilities in inclusive settings, including Universal Design for Learning  | 889 | 58% | 471 | 55% | 418 | 60% |
| Children’s developing math and science (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)  | 859 | 56% | 480 | 56% | 379 | 55% |
| Curriculum selection and implementation  | 857 | 55% | 492 | 58% | 365 | 53% |
| Administration and use of child assessments to inform instruction  | 806 | 52% | 446 | 52% | 360 | 52% |
| Creating developmentally-informed environments  | 768 | 50% | 422 | 49% | 346 | 50% |
| Effective adult-child interactions  | 760 | 49% | 415 | 49% | 345 | 50% |
| Implicit bias and culturally- and linguistically-responsive practice  | 686 | 44% | 335 | 39% | 351 | 51% |
| Engaging culturally- and linguistically-diverse families  | 664 | 43% | 367 | 43% | 297 | 43% |
| Support for multilingual learners, including home language development and strategies for a bilingual classroom  | 635 | 41% | 344 | 40% | 291 | 42% |
| ACEs and trauma- and healing-informed practice  | 596 | 39% | 344 | 40% | 252 | 36% |
| Other | 145 | 9% | 72 | 8% | 73 | 11% |
| Site leaders and principals will not be offered professional learning on early childhood education  | 92 | 6% | 53 | 6% | 39 | 6% |

## 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]**

| **Language Models for TK** | **Districts and Charter Number** | **Districts and Charter Percent** | **Districts Number** | **Districts Percent** | **Charter Number** | **Charter Percent** |
| --- | --- | --- | --- | --- | --- | --- |
| English-only instruction with home-language support | 1017 | 66% | 566 | 66% | 451 | 65% |
| None | 284 | 18% | 151 | 18% | 133 | 19% |
| Dual language program with a language allotment of 90/10  | 180 | 12% | 131 | 15% | 49 | 7% |
| Dual language program with a language allotment of 50/50  | 102 | 7% | 66 | 8% | 36 | 5% |
| Other | 88 | 6% | 49 | 6% | 39 | 6% |
| 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% | 5 | 1% | 1 | 0% |

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]**

Due to a technical error in the data collection process, no data was collected for this 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]**

| **Plans to Develop Social-emotional Learning and Executive Function Skills** | **Districts and Charter Number** | **Districts and Charter Percent**  | **Districts Number** | **Districts Percent** | **Charter Number** | **Charter Percent** |
| --- | --- | --- | --- | --- | --- | --- |
| 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 | 1221 | 79% | 686 | 80% | 535 | 77% |
| 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) | 1203 | 78% | 657 | 77% | 546 | 79% |
| 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 | 1091 | 71% | 592 | 69% | 499 | 72% |
| Use developmental observations to identify children’s emerging skills and support their development through daily interactions | 1039 | 67% | 577 | 68% | 462 | 67% |
| Staff development opportunities encouraging reflective practice and cross-level support for instruction specific to social-emotional learning and executive function skills | 1027 | 66% | 555 | 65% | 472 | 68% |
| Offer open-ended, self-directed learning opportunities that foster individual interests and curiosity and new learning | 856 | 55% | 445 | 52% | 411 | 59% |
| Provide training for staff on the Center on the Social Emotional Foundations for Early Learning (CSEFEL) Pyramid Model | 412 | 27% | 269 | 32% | 143 | 21% |
| Implement the CSEFEL Pyramid Model in the classroom | 269 | 17% | 172 | 20% | 97 | 14% |

1. **What instructional practices does the LEA plan to implement to support children with disabilities in UPK programming? [select all that apply]**

| **Instructional Practices to Support Children with Disabilities** | **Districts and Charter Number**   | **Districts and Charter Percent**   | **Districts Number**   | **Districts Percent** | **Charter Number** | **Charter Percent** |
| --- | --- | --- | --- | --- | --- | --- |
| Provide adaptations to instructional materials | 1242 | 80% | 695 | 81% | 547 | 79% |
| Provide specialized services (for example, occupational therapy, physiotherapy, speech and language pathology therapy) in the classroom with peer models | 1067 | 69% | 618 | 72% | 449 | 65% |
| Provide additional staff to support participation in instruction | 1009 | 65% | 548 | 64% | 461 | 67% |
| Implement Universal Design for Learning | 970 | 63% | 519 | 61% | 451 | 65% |
| Implement social-emotional strategies, such as the Pyramid Model, CSEFEL, and others | 914 | 59% | 494 | 58% | 420 | 61% |
| Other | 161 | 10% | 68 | 8% | 93 | 13% |

1. **What assessments does the LEA plan to use in TK or Kindergarten? [select all that apply]**

| **Assessment Type** | **Districts and Charter Number** | **Districts and Charter Percent**   | **Districts Number**   | **Districts Percent** | **Charter Number**   | **Charter Percent**  |
| --- | --- | --- | --- | --- | --- | --- |
| LEA-based grade level benchmarks and a report card | 1059 | 68% | 582 | 68% | 477 | 69% |
| DRDP | 452 | 29% | 310 | 36% | 142 | 20% |
| Other | 429 | 28% | 218 | 26% | 211 | 30% |
| DRA | 180 | 12% | 100 | 12% | 80 | 12% |
| ASQ | 174 | 11% | 125 | 15% | 49 | 7% |
| Unsure  | 170  | 11%  | 99  | 12%  | 71  | 10% |
| BRIGANCE Early Childhood Screen  | 168  | 11%  | 90  | 11%  | 78  | 11% |
| The LEA does not plan to use a common TK assessment  | 22  | 1%  | 13  | 2%  | 9  | 1% |
| WSS | 14 | 1% | 3 | 0% | 11 | 2% |
| TS GOLD  | 10  | 1%  | 5  | 1%  | 5  | 1% |

## Focus Area E: LEA 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?**

Open Response Only

1. **Two Part Question A and B:**
	1. **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?\*\***

| **Adequate Classroom Space** | **Districts and Charter Number** | **Districts and Charter Percent** | **Districts Number** | **Districts Percent** | **Charter Number** | **Charter Percent** |
| --- | --- | --- | --- | --- | --- | --- |
| Yes | 1152 | 75% | 643 | 75% | 509 | 73% |
| No | 394 | 25% | 210 | 25% | 184 | 27% |

\*\*NOTE: Question 2a includes an open-ended response category that asks: “If no, what modifications need to be made? What resources are needed to make them?” The responses were not represented in this table.

* 1. **How many classroom(s) are needed for LEA 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?\*\***

| **Number of Classroom(s) Needed** | **Sub‐total** | **Districts** | **Charter** |
| --- | --- | --- | --- |
| If not, how many more classrooms does the LEA need? **(open response)** | 394 | 210 | 184 |

\*\*NOTE: Question 2b includes an open-ended response category that asks: “If no, how might the LEA provide classrooms in the timeframe needed?”. The responses are not represented in this table.

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

| **Does Space Meet the Title 5, *Section* 14030(h)(2) Standards?** | **Districts and Charter Number** | **Districts and Charter Percent** | **Districts Number** | **Districts Percent** | **Charter Number** | **Charter Percent** |
| --- | --- | --- | --- | --- | --- | --- |
| Yes | 1146 | 74% | 653 | 77% | 493 | 71% |
| No | 400 | 26% | 200 | 23% | 200 | 29% |

\*\*NOTE: Question 3 includes an open-ended response category that asks: “If no, what modifications need to be made? What resources are needed to make them?” The responses were not represented in this table.

1. **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?\*\***

| **Accommodations to Ensure Access for Children with Disabilities** | **Districts and Charter Number** | **Districts and Charter Percent** | **Districts Number** | **Districts Percent** | **Charter Number** | **Charter Percent** |
| --- | --- | --- | --- | --- | --- | --- |
| Yes | 1298 | 84% | 733 | 86% | 565 | 82% |
| No | 248 | 16% | 120 | 14% | 128 | 18% |

\*\*NOTE: Question 4 includes an open-ended response category that asks: “If no, what modifications need to be made? What resources are needed to provide equipment or accommodations?” The responses were not represented in this table.

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

| **Facility Master Plan that Addresses the need for UPK programming** | **Districts and Charter Number** | **Districts and Charter Percent** | **Districts Number** | **Districts Percent** | **Charter Number** | **Charter Percent** |
| --- | --- | --- | --- | --- | --- | --- |
| Yes | 1063 | 69% | 579 | 68% | 484 | 70% |
| No | 483 | 31% | 274 | 32% | 209 | 30% |

\*\*NOTE: Question 5 includes an open-ended response category that asks: “If no, what process will the LEA use to update the Facilities Master Plan to accommodate future TK and early education programming?” The responses are not represented in this table.

1. **In which of the following areas does the LEA intend to make updates to facilities? [select all that apply]**

| **Facility Updates** | **Districts and Charter Number** | **Districts and Charter Percent** | **Districts Number** | **Districts Percent** | **Charter Number** | **Charter Percent** |
| --- | --- | --- | --- | --- | --- | --- |
| None of the above | 736 | 48% | 351 | 41% | 385 | 56% |
| Apparatus area | 519 | 34% | 342 | 40% | 177 | 26% |
| Paved area | 427 | 28% | 273 | 32% | 154 | 22% |
| Turfed area | 408 | 26% | 270 | 32% | 138 | 20% |
| Total square feet required | 389 | 25% | 258 | 30% | 131 | 19% |
| Land required for buildings and grounds | 253 | 16% | 153 | 18% | 100 | 14% |

1. **What transportation will the LEA offer to children enrolled in TK? [select all that apply]**

| **Transportation Offered by LEAs** | **Districts and Charter Number** | **Districts and Charter Percent** | **Districts Number** | **Districts Percent** | **Charter Number** | **Charter Percent** |
| --- | --- | --- | --- | --- | --- | --- |
| No transportation will be provided | 916 | 59% | 322 | 38% | 594 | 86% |
| Transportation to and from the TK program | 596 | 39% | 505 | 59% | 91 | 13% |
| Transportation from the TK program to an extended learning and care opportunity on another LEA site | 107 | 7% | 92 | 11% | 15 | 2% |
| 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) | 55 | 4% | 47 | 6% | 8 | 1% |

1. **Will the LEA offer transportation to transport TK children to extended learning and care opportunities that are at other sites than the one the child is enrolled at for TK?**

| **Transportation Offered to Other Sites** | **Districts and Charter Number** | **Districts and Charter Percent** | **Districts Number** | **Districts Percent** | **Charter Number** | **Charter Percent** |
| --- | --- | --- | --- | --- | --- | --- |
| No | 1343 | 87% | 689 | 81% | 654 | 94% |
| Yes | 203 | 13% | 164 | 19% | 39 | 6% |

## Technical Assistance Questions (optional)

1. **What technical assistance would be most helpful related to projecting enrollment and assessing needs? [select all that apply]**

| **Technical Assistance Offered Helpful to Projecting Enrollment and Assessing Needs** | **Districts and Charter Number** | **Districts and Charter Percent** | **Districts Number** | **Districts Percent** | **Charter Number** | **Charter Percent** |
| --- | --- | --- | --- | --- | --- | --- |
| Data analysis capacity building to support staff to refine enrollment projections based on community context | 531 | 34% | 317 | 37% | 214 | 31% |
| Information on program eligibility requirements to project enrollment across programs | 499 | 32% | 281 | 33% | 218 | 31% |
| Support for parent surveys to gauge interest in service delivery models | 464 | 30% | 275 | 32% | 189 | 27% |

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

| **Technical Assistance for Focus Area A: Vision and Coherence** | **Districts and Charter  Number** | **Districts and Charter  Percent** | **Districts Number** | **Districts Percent** | **Charter Number** | **Charter Percent** |
| --- | --- | --- | --- | --- | --- | --- |
| Creating inclusive classrooms, including implementing Universal Design for Learning | 567 | 37% | 357 | 42% | 210 | 30% |
| Guidance on best practices for smooth transitions through the P–3 continuum | 458 | 30% | 291 | 34% | 167 | 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 | 441 | 29% | 276 | 32% | 165 | 24% |
| Technical assistance on how to integrate UPK and P–3 in the district LCAP | 429 | 28% | 255 | 30% | 174 | 25% |
| Templates or framework for drafting a P–3 vision that partners and parents support  | 416  | 27%  | 253  | 30%  | 163  | 24% |
| Adjusting classroom practices to support the district’s UPK model (for example, mixed-age classrooms)  | 410  | 27%  | 266  | 31%  | 144  | 21% |
| Considerations for TK early admittance | 369 | 24% | 190 | 22% | 179 | 26% |
| Support for developing and applying to administer a CSPP contract | 147 | 10% | 66 | 8% | 81 | 12% |

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]**

| **Technical Assistance for Focus Area B: Community Engagement and Partnerships** | **Districts and Charter Number** | **Districts and Charter Percent** | **Districts Number** | **Districts Percent** | **Charter Number** | **Charter Percent** |
| --- | --- | --- | --- | --- | --- | --- |
| Increasing UPK enrollment and parent awareness of programs  | 541  | 35%  | 329  | 39%  | 212  | 31% |
| 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  | 537  | 35%  | 342  | 40%  | 195  | 28% |
| Support for parent surveys and engagement activities to understand parent needs and support authentic choice | 519 | 34% | 296 | 35% | 223 | 32% |
| Guidance on best practices for enrolling more children with disabilities in UPK classrooms and providing services in inclusive settings | 347 | 22% | 221 | 26% | 126 | 18% |
| 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 | 307 | 20% | 178 | 21% | 129 | 19% |

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]**

| **Technical Assistance for Focus Area C: Workforce Recruitment and Professional Learning** | **Districts and Charter Number** | **Districts and Charter Percent** | **Districts Number** | **Districts Percent** | **Charter Number** | **Charter Percent** |
| --- | --- | --- | --- | --- | --- | --- |
| Creating professional learning opportunities to provide site leaders with more early childhood knowledge | 578 | 37% | 327 | 38% | 251 | 36% |
| Strategies to support the teacher pipeline, including, but not limited to, recruiting multilingual educators, cohort models, apprenticeships, or residency programs | 527 | 34% | 303 | 36% | 224 | 32% |
| Creating joint professional learning opportunities for preschool and elementary school teachers within LEAs or across LEA- and CBO-administered programs | 477 | 31% | 303 | 36% | 174 | 25% |
| Support for communications to recruit prospective educators and share grant and scholarship opportunities to support degree attainment  | 424  | 27%  | 218  | 26%  | 206  | 30% |
| Additional guidance on UPK workforce requirements (TK, CSPP, and other early learning and care providers)  | 413  | 27%  | 226  | 26%  | 187  | 27% |
| Building partnerships with IHEs or COEs to support professional learning opportunities and degree attainment | 372 | 24% | 222 | 26% | 150 | 22% |
| Identifying the content, type, and frequency of professional learning opportunities given the needs of the community and the LEA’s P–3 vision | 312 | 20% | 209 | 25% | 103 | 15% |

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

| **Technical Assistance to Support Professional Learning Opportunities on Specific Topics** | **Districts and Charter Number** | **Districts and Charter Percent** | **Districts Number**  | **Districts Percent** | **Charter Number** | **Charter Percent** |
| --- | --- | --- | --- | --- | --- | --- |
| Children’s literacy and language development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks) | 653 | 42% | 398 | 47% | 255 | 37% |
| Children’s social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks) | 606 | 39% | 362 | 42% | 244 | 35% |
| Children’s math and science development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks) | 594 | 38% | 364 | 43% | 230 | 33% |
| Trauma- and healing-informed practice | 518 | 34% | 296 | 35% | 222 | 32% |
| Serving children with disabilities in inclusive settings, including Universal Design for Learning | 505 | 33% | 303 | 36% | 202 | 29% |
| Curriculum selection and implementation | 475 | 31% | 294 | 34% | 181 | 26% |
| Administration and use of child assessments to inform instruction | 474 | 31% | 290 | 34% | 184 | 27% |
| Creating developmentally-informed environments | 465 | 30% | 275 | 32% | 190 | 27% |
| Engaging culturally- and linguistically-diverse families | 435 | 28% | 238 | 28% | 197 | 28% |
| Implicit bias and culturally- and linguistically-responsive practice  | 424  | 27%  | 230  | 27%  | 194  | 28% |
| Effective adult-child interactions  | 413  | 27%  | 222  | 26%  | 191  | 28% |
| Support for multilingual learners, including home language development and strategies for a bilingual classroom | 383 | 25% | 231 | 27% | 152 | 22% |

1. **What technical assistance would be most helpful related to support for specific professional learning delivery mechanisms? [select all that apply]**

| **Technical Assistance Most Helpful Related to Specific Professional Learning Delivery Mechanisms** | **Districts and Charter Number** | **Districts and Charter Percent** | **Districts Number**  | **Districts Percent** | **Charter Number** | **Charter Percent** |
| --- | --- | --- | --- | --- | --- | --- |
| Workshops with external professional development providers | 647 | 42% | 360 | 42% | 287 | 41% |
| Coaching and mentoring | 598 | 39% | 339 | 40% | 259 | 37% |
| Classroom observations and demonstration lessons with colleagues | 552 | 36% | 322 | 38% | 230 | 33% |
| Internally-delivered professional learning workshops and trainings | 421 | 27% | 236 | 28% | 185 | 27% |
| Operating an induction program | 130 | 8% | 68 | 8% | 62 | 9% |

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]**

| **Technical Assistance for Focus Area D: Curriculum, Instruction and Assessment** | **Districts and Charter Number** | **Districts and Charter Percent** | **Districts Number** | **Districts Percent** | **Charter Number** | **Charter Percent** |
| --- | --- | --- | --- | --- | --- | --- |
| Guidance and best practices on how to monitor and support curriculum fidelity in UPK settings | 542 | 35% | 304 | 36% | 238 | 34% |
| Guidance on the selection, development, or integration of developmentally-informed curricula and aligning curricula across the early grades | 529 | 34% | 317 | 37% | 212 | 31% |
| 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 | 528 | 34% | 315 | 37% | 213 | 31% |
| 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 | 509 | 33% | 295 | 35% | 214 | 31% |
| 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) | 475 | 31% | 296 | 35% | 179 | 26% |
| Specific instructional strategies to support specific skills including, but not limited to, children’s social-emotional development and home language development | 481 | 31% | 279 | 33% | 202 | 29% |
| Guidance on appropriate assessment selection and utilization | 460 | 30% | 256 | 30% | 204 | 29% |
| Guidance on creating dual language immersion or bilingual programs | 200 | 13% | 134 | 16% | 66 | 10% |

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]**

| **Technical Assistance most helpful related to implementing hands-on, interactive and developmentally-informed early education experiences** | **Districts and Charter Number**  | **Districts and Charter Percent**  | **Districts Number**  | **Districts Percent** | **Charter Number** | **Charter Percent** |
| --- | --- | --- | --- | --- | --- | --- |
| Encouraging purposeful play, choice, social interactions, and collaboration  | 545  | 35%  | 338  | 40%  | 207  | 30% |
| Incorporating a balanced approach to teaching and learning that includes both child-initiated and teacher-guided activities  | 535  | 35%  | 322  | 38%  | 213  | 31% |
| Universal Design for Learning | 488 | 32% | 296 | 35% | 192 | 28% |
| Using differentiated groups that include individual, small, and large group experiences | 472 | 31% | 281 | 33% | 191 | 28% |
| Facilitating the development of critical thinking skills through the inquiry process (for example, the scientific method) to enhance children’s learning experiences | 467 | 30% | 272 | 32% | 195 | 28% |
| Incorporating inclusive practices | 461 | 30% | 275 | 32% | 186 | 27% |
| Integrated English language development | 435 | 28% | 265 | 31% | 170 | 25% |
| Using manipulatives to develop fine motor skills | 416 | 27% | 242 | 28% | 174 | 25% |
| Using child development knowledge to guide instructional approaches  | 416  | 27%  | 262  | 31%  | 154  | 22% |
| Considering the structure of the daily routine to enhance individual and group learning experiences  | 414  | 27%  | 258  | 30%  | 156  | 23% |
| Providing language- and literacy-rich environments | 405 | 26% | 252 | 30% | 153 | 22% |
| Supporting students’ home language and English language development | 394 | 25% | 235 | 28% | 159 | 23% |
| Creating time and space for children to develop gross motor skills inside the classroom and in the outdoor environment | 367 | 24% | 220 | 26% | 147 | 21% |
| Facilitating development and exploration through art | 344 | 22% | 187 | 22% | 157 | 23% |
| Incorporating materials and manipulatives that are culturally representative of the children served to support dramatic play that inspires engagement, communication, and understanding of diversity  | 331  | 21%  | 184  | 22%  | 147  | 21% |
| Intentional planning of developmentally-informed practices and curriculum to meet the individual needs of children in combination classrooms  | 326  | 21%  | 187  | 22%  | 139  | 20% |

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]**

| **Technical Assistance for Focus Area E: LEA Facilities, Services and Operations** | **Districts and Charter Number** | **Districts and Charter Percent** | **Districts Number** | **Districts Percent** | **Charter Number** | **Charter Percent** |
| --- | --- | --- | --- | --- | --- | --- |
| Guidance on how to modify an elementary school classroom to serve young children | 581 | 38% | 348 | 41% | 233 | 34% |
| Making modifications to district data systems to support access to UPK assessment data and other relevant information across community and elementary school settings | 466 | 30% | 283 | 33% | 183 | 26% |
| Strategies to address transportation issues related to UPK access and enrollment | 234 | 15% | 161 | 19% | 73 | 11% |
| 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 | 207 | 13% | 139 | 16% | 68 | 10% |
| Guidance to support strategies that ensure TK students have access to meals and adequate time to eat | 170 | 11% | 92 | 11% | 78 | 11% |

*California Department of Education, Early Education Division, April 2023*