

**Connect Community Charter**  
**Board Meeting 8/4/2022**

**Zoom Meeting**

<https://us02web.zoom.us/j/84445409035?pwd=c2REeWFzZ1l6OFINZFE4bk11K0ppUT09>

Meeting ID: 844 4540 9035 | Passcode: 824390

One tap mobile

+16699006833,,84445409035# US (San Jose)

+16694449171,,84445409035# US

**Purpose of the Board:** Support and create policies that ensure the effective operational and financial management of Connect.

**1. CALL TO ORDER AND APPROVAL OF AGENDA**

a. Roll call/establishment of quorum

<b>Board Member</b>	<b>Present</b>	<b>Absent</b>
Cesar Castillo, Member		
Elise Dixon, Member		
Jay Dunlap, Secretary		
Rocsana Enriquez, Co-President		
Anabel Jensen, Member		
Tommy O'Toole, Co-President		

b. Approval of agenda as posted or revised

**2. COMMENTS FROM THE PUBLIC**

*Public comments are limited to 3 minutes per person per topic. Comments focused on agenda topics will be given time at the appropriate section of the agenda*

**3. REPORTS**

a. President's Report and Comments – Tommy & Rocsana (10 min)

*Update on board activities, priorities, and areas of engagement*

- b. SEC Report (10 min)  
*Update on school initiatives and events*
- c. Directors' Report (20 min)  
*Update on school-related issues*
- d. Committees & Meetings – All Members (10 min)  
*Reports on meetings and conversations with relevance to board business*

#### **4. CONSENT AGENDA (10 min)**

- a. Approve minutes for Meeting on June 2, 2022
- b. Approve check & credit card register for May & June 2022
- c. Approve AB361

#### **5. ITEMS FOR BOARD DISCUSSION/ACTION/APPROVAL**

- a. Discuss and Approve the Revised School Calendar for 2022-2023 (5 min)  
*Discuss and Approve the Revised School Calendar for 2022-2023*
- b. Approve Employment Handbook Updates (10 min):
  - 1. Cell Phone Policy
  - 2. PTO Policy
  - 3. Formatting Issues*Discuss and Approve the Employment Handbook Updates*
- c. Approve Board Policy for Independent Study (5 min)
  - 1. Updated Policy reflects most recent legislative Amendments*Discuss and Approve the Board Independent Study*
- d. Approve Employment Contracts (10 min)  
*Discuss and Approve the Employee Contracts*
- e. Approve Universal Pre-K Plan (5 min)  
*Discuss and Approve the Universal Pre-K Plan*
- f. Discuss Williams Act Monitoring for the 2022-23 school year (5 min)  
*Discuss the Williams Act for the 2022-2023 school year*

#### **6. ADJOURN MEETING**

**This legislative body conducts business under the meeting requirements of the Ralph M. Brown Act.**

##### MEETING AGENDA & RELATED MATERIALS

Agendas for regular board meetings as defined by the Brown Act will be posted at the meeting site and the legislative body's website, 72 hours prior to the start of the meeting. Agendas for special meetings as defined by the Brown Act will be posted at the meeting site and the legislative body's website, 24 hours prior to the start of the meeting. Materials relating to an agenda topic that is a matter of public record in open session, will be made available for public inspection

72 hours prior to the start of the meeting, or, alternatively, when the materials are distributed to at least a majority of board members.

**THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE**

Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.

**REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY**

The Governing Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed.

**REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY**

Pursuant to the *Rehabilitation Act of 1973* and the *Americans with Disabilities Act of 1990*, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting may request assistance by contacting CONNECT Community Charter School at 635 Oakside Ave, Redwood City, CA 94063; telephone (650) 482-2426.

**FOR MORE INFORMATION**

For more information concerning this agenda or for materials relating to this meeting, please contact CONNECT



**Connect Community Charter School Board Meeting Agenda**  
**June 1, 2022 at 7:00 pm**      **Join Zoom Meeting**

<https://us02web.zoom.us/j/82052716328?pwd=U1BmbVc1SzZzc0dwVVMzVFdsMHc2dz09>

Meeting ID: 820 5271 6328 | Passcode: 997686

One tap mobile

+16699006833,,82052716328# US (San Jose)

+12532158782,,82052716328# US (Tacoma)

**Purpose of the Board:** Support and create policies that ensure the effective operational and financial management of Connect.

**1. CALL TO ORDER AND APPROVAL OF AGENDA**

**a. Roll call/establishment of quorum**

<b>Board Member</b>	<b>Present</b>	<b>Absent</b>
Cesar Castillo, Member	X	
Elise Dixon, Member		
Jay Dunlap, Secretary	X	

Rocsana Enriquez, Co-President		
Anabel Jensen, Member		
Tommy O'Toole, Co-President	X	

b. Approval of agenda as posted or revised

Approved adding Closed Session Item—Potential Legal Item

And adding the Budget Approval as item 5. B.

1<sup>st</sup> Rocsana

2<sup>nd</sup> Cesar

Aye Tommy, Jay, Anabel

## 2. COMMENTS FROM THE PUBLIC

*Public comments are limited to 3 minutes per person per topic. Comments focused on agenda topics will be given time at the appropriate section of the agenda*

*No Comments*

## 3. REPORTS

a. President's Report and Comments – Tommy & Rocsana (10 min)

*Update on board activities, priorities, and areas of engagement*

Tommy—was unable to meet with Hayley. Tommy attended the Arts Celebration. 990 question.

Rocsana—attended the CCSA Governance Academy—it was a great learning experience. I learned that we need to be updating the state about change. Board outreach Monica.

b. SEC Report (10 min)

*Update on school initiatives and events*

Next year we will create a coordinator committee to keep everyone meeting and they will report on staff efforts. Project presentation night. It was good showing. It was fun and there is progress to make with students showing their work. Field day was fun—soccer, rock climbing wall, police face painting, lots of parent volunteers. 8<sup>th</sup> grade graduation on the field tomorrow, 10 am.

c. Directors' Report (20 min)

*Update on school-related issues*

Please see report.

d. Committees & Meetings – All Members (10 min)

*Reports on meetings and conversations with relevance to board business* Haley and I met and we discussed the ending of school and we will have a report at the retreat.

e. EdTec Financial Report – Dena & Sam (10 min)

*Update on School's Year-to-Date financial information and annual projections\*

Please see report

#### 4. CONSENT AGENDA (10 min)

- a. Approve minutes for Meeting on May 5, 2022

Statement relevant to healthy cities, should be amended to state “discussion of new board member”

- b. Approve check & credit card register for April 2022

Questions about the check register were presented, but Claudia is not present.

Questions were: what was Office Depot for \$2,185, April 6? County Schools Service Fund \$19,000 that could be BITS? Who is Norma

- c. Approve Renewal of AB361

1<sup>st</sup> Tommy

2<sup>nd</sup> Rocsana

Aye Cesar, Jay, Anabel

#### 5. ITEMS FOR BOARD DISCUSSION/ACTION/APPROVAL

- a. Approve Local Control Accountability Plan (LCAP) (5 min)

*Discuss and Approve the Local Control Accountability Plan (LCAP)*

Hayley would like to change the Map testing to another metric.

Tommy asks if we have apparent advisory council—Hayley says yes, nominally. Typo in page 12 to be revised. Typos to be resolved.

1<sup>st</sup> Tommy

2<sup>nd</sup> Cesar

Aye Anabel, Jay, Rosana

- b. Approve 2022-2023 Budget

1<sup>st</sup> Tommy

2<sup>nd</sup> Rocsana

Aye Jay, Anabel, Cesar

- c. Approve 2022-2023 Board Calendar (5 min)

*Discuss and Approve the Board Calendar*

Board retreat (will approve)

- d. Approve Form 990 (5 min)

*Discuss and Approve the Form 990*

Approved

- e. Discuss Updates to the Employee Handbook (15 min)

*Discuss Updates to the Employee Handbook*

Will clarify at the board retreat. Claudia claims that she got this language from Chartersafe—there are some questions regarding how the contract defines PTO and Sick days.

- Approve EPA Expenditure Plan (15 min)

*Discuss and Approve the Education Protection Account Plan*

1<sup>st</sup> Tommy

2<sup>nd</sup> Cesar

Aye Anabel, Rocsana, Jay

f. Approve Summer Retreat Date & location (5 min)

*Discuss and Approve the date & location of the board Summer Retreat*

Tentative Date July 25, location Redwood City

**6. CLOSED SESSION: Potential Legal Item**

**7. REPORT OUT OF CLOSED SESSION ON ANY ACTION TAKEN**

**8. ADJOURN MEETING**

Meeting Adjourned at 9:47 pm

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Combined Board Check Register

School: Connect Community Charter

Month: May 2022

Payment Type Check #/CC

Account Vendor Transaction

Total Paid By Check: Total Paid By Credit Card:



\$ 96,209.50 \$ -

Date Description Void Amount

Check 6760 Camp Ocean Pines 5/2/2022 Bill #05022022--Connect Community Charter \$ 8,725.00

Check 6761 VocoVision 5/5/2022 Bill #20369487--Invoice #20369487

Bill #20382305--Invoice #20382305

Bill #20376655--Invoice #20376655

Check 6762 AT&T Mobility 5/5/2022 Bill #287262168652X04142022--Invoice

\$ 2,660.00

#287262168652X04142022 \$ 176.58

Bill #165101--Reimbursement: Comprehensive Orton

Check 6763 Teresa Rodriguez 5/5/2022

Gillingham \$ 1,275.00 Check 6764 Manisha Chulani 5/5/2022 Bill #04292022--Reimbursement-

Microsoft & TPT \$ 251.49 Check 6765 Alhambra 5/5/2022 Bill #13585403 041722--Invoice

#13585403 041722 \$ 211.57 Check 6766 Canon Financial Services,

Inc. 5/5/2022 Bill #28419653--Invoice #28419653 \$ 632.64 Check 6767 Scoot Education, Inc.

5/5/2022 Bill #18154--Invoice #18154 \$ 618.00 Check 6768 County School Service Fund 5/5/2022

Bill #18301--Invoice #18301 \$ 3,507.00 Check 6769 Peter Briggs 5/5/2022 Bill #3417--Invoice

#3417 \$ 3,795.00 Check 6770 Redwood City School District 5/10/2022 Bill #05012022--Rent:

Feb-April \$ 12,129.33

Check 6771 VocoVision 5/10/2022 Bill #20388622--Invoice #20388622 \$ 570.00 Check 6772

Staples Business Credit 5/10/2022 Bill #7352653750--Invoice #7352653750

Bill #7354203561--Invoice #7354203561 \$ 103.82

Check 6773 Windy Orviss 5/10/2022 Bill #04262022--Reimbursement: Costco

Bill #05022022--Reimbursement: Bus to Ocean Pines

Bill #05092022--Reimbursement: Lego (summer)

\$ 6,394.98

Check 6774 EdTec, Inc. 5/10/2022 Bill #24154--Invoice #24154 \$ 1,360.00 Check 6775 Center for Responsive

Schools 5/10/2022 Bill #9JD6DP--Invoice #9JD6DP \$ 3,900.00 Check 6776 CaliforniaChoice Benefit

Administrators 5/10/2022 Bill #3951778--Invoice #3951778 \$ 9,911.96 Check 6777 Karen Oslan

5/10/2022 Bill #04202022--Reimbursement: Fingerprints \$ 124.38 Check 6778 Wells Fargo

5/10/2022 Bill #04262022--Credit Card Payment \$ 3,202.81

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check. Page 1

Payment Type Check #/CC

Account Vendor Transaction

Date Description Void Amount

Check 6779 Law Offices of Young,

Minney & Corr, LLP 5/10/2022 Bill #76786--Invoice #76786 \$ 144.87 Check 6  
#0891004-01--Invoice #0891004-01 \$ 48.13 Check 6781 Manisha Chulani 5/10/2022 Bill #05062022--Reimburse  
Inc. 5/10/2022 Bill #Q-234983-1--Q-234983-1 \$ 5,217.80 Check 6783 Redwood City School District 5/26/2022  
Check 6784 VocoVision 5/26/2022 Bill #20396106--Invoice #20396106

Check 6785 Canon Financial Services,

Inc. 5/26/2022 Bill #28113693--Invoice #28113693

Check 6786 ODP Business Solutions,

LLC 5/26/2022 Bill #236849367001--Invoice #236849367001 \$ 232.00 Check 67  
#24266 \$ 7,220.83 Check 6788 Pack and Mail Express 5/26/2022 Bill #05162022--Renewal: 6/22-9/22 \$ 66.00 Ch  
#19079--Invoice #19079 \$ 309.00 Check 6790 Alhambra 5/26/2022 Bill #13585403 051522--Invoice #13585403  
5/26/2022 Bill #287262168652X05142022--Invoice

Check 6792 Humana 5/26/2022 Bill #464603760--Invoice #464603760 \$ 4,761.84 Check 6793 Boris Burtin 5/26/20  
6794 Smith Computing, Inc. 5/26/2022 Bill #32467--Invoice #32467 \$ 550.00 Check 6795 Alexis Magana 5/26/20  
74.53 Check 6796 Wardwell, Jonathan (ee) 5/26/2022 Bill #05112022--Reimbursement: Bus \$ 1,056.00  
#05242022--Reimbursement- Bus \$ 1,418.55 Check 6798 Windy Orviss 5/26/2022 Bill #05252022--Reimburse  
Marisol's Embroidery &

Design 5/26/2022 Bill #2150--Invoice #2150- 8th grade grad sweatshirts \$ 525.20

5/5/2022 Journal #33258--

Check DB05182022 Wells Fargo 5/18/2022 Credit Card Payment \$ 7,602



Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check. Page 2

## Combined Board Check Register

School: Connect

Month: June 2022

Payment Type Check #/CC

Account Vendor Transaction

Total Paid By Check: Total Paid By Credit Card:



\$ 54,568.54 \$ -

Date Description Void Amount

Check 6800 One Smart Cookie 6/19/2022 Bill #000045--Invoice #000045 \$ 360.00 Check 6801  
Alexandria Lopez 6/19/2022 Bill #05252022--Reimbursement: Livescan \$ 84.00 Check 6802

Manisha Chulani 6/19/2022 Bill #06012022--Reimbursement: Pearson \$ 21.60 Check 6803 EdTec,  
Inc. 6/19/2022 Bill #24410--Invoice #24410

Bill #24516--Invoice #24516 \$ 10,580.83

Check 6804 VocoVision 6/19/2022 Bill #20418011--Invoice #20418011  
Bill #20408196--Invoice #20408196  
Bill #20413413--Invoice #20413413  
\$ 1,805.00

Check 6805 Eileen Peña 6/19/2022 Bill #06092022--Reimbursement: Livescan \$ 85.00 Check 6806  
Karen Nava 6/19/2022 Bill #05252022--Reimbursement: Livescan \$ 67.00 Check 6807 Jennifer  
Contreras 6/19/2022 Bill #05182022--Reimbursement: Livescan \$ 84.00 Check 6808 Catholic  
Charities 6/19/2022 Bill #43702--Invoice #43702 \$ 906.00 Check 6809 Lorena Alcayaga 6/19/2022  
Bill #06032022--Reimbursement: Livescan \$ 89.00 Check 6810 Karen Oslan 6/19/2022 Bill

#05092022--Vision and Hearing Screenings \$ 1,720.00 Check 6811 Law Offices of Young,

Minney & Corr, LLP 6/19/2022 Bill #77085--Invoice #77085 \$ 351.97 Check 6812 Karina Oseguera  
6/19/2022 Bill #05242022--Reimbursement- Art Night Supplies \$ 125.51 Check 6813 Peter Briggs  
6/19/2022 Bill #3171--Invoice #3171 \$ 3,547.50 Check 6814 Hayley Dupuy 6/19/2022 Bill  
#05262022--Reimbursement: Food and Supplies \$ 201.37 Check 6815 Scoot Education, Inc.

6/19/2022 Bill #20335--Invoice #20335 \$ 309.00 Check 6816 CaliforniaChoice Benefit

Administrators 6/19/2022 Bill #3979880--Invoice #3979880 \$ 9,911.96 Check 6817 The

Exploratorium 6/19/2022 Bill #13473061000--Reservation #13473061000 \$ 1,292.60 Check 6818

Redwood City School District 6/19/2022 Bill #22-0067--Invoice #22-0067

Bill #22-0082--Invoice #22-0082 \$ 1,455.45

Check 6819 Humana 6/19/2022 Bill #464603659--Invoice #464603659 \$ 2,380.92 Check 6820

Windy Orviss 6/23/2022 Bill #06212022--Reimbursement: Safeway & Peninsula

Feed Store \$ 206.99

Check 6821 Scholastic Inc 6/23/2022 Bill #36558211--Invoice #36558211 \$ 177.63 Check 6822  
Canon Financial Services,

Inc. 6/23/2022 Bill #28734715--Invoice #28734715 \$ 632.64 Note: Multiple expenses or "Itemized/Invoice Amounts" may

be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check. Page 1

Payment Type Check #/CC

Account Vendor Transaction

Date Description Void Amount

Check 6823 Wardwell, Jonathan (ee) 6/23/2022 Bill #06212022--Reimbursement: Lego \$ 349.98 Che  
#06212022--Reimbursement: Michaels \$ 70.15 Check 6825 Ravenswood City School  
District 6/23/2022 Bill #05132022--Bus for 5/13/22 \$ 368.50 Che  
#06232022--Reimbursement: Costco \$ 248.12 Check 6827 ODP Business Solutions,  
LLC 6/23/2022 Bill #246957087001--Invoice #246957087001  
Bill #24702  
Check 6828 Alhambra 6/23/2022 Bill #13585403061222--Invoice #13585403061222 \$ 47.41 Check 682  
#1001-3591--Invoice #1001-3591 \$ 5,000.00 Check 6830 Yesenia Santoyo Gutierrez 6/27/2022 Bill #06232022  
Check 6831 Rosa Alcala 6/27/2022 Bill #06062022--Reimbursement: Fingerprints \$ 74.00 Che  
#06242022--Reimbursement: Fingerprints \$ 62.50 Check 6833 VocoVision 6/27/2022 Bill #20429251--Invoice #20  
Fargo 6/15/2022 Credit Card Payment \$ 9,417.91

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check. Page 2

## 2022 - 2023



**July '22** **January '23**

2 3 4 5 6 7 3 4 5 6 7 8 9 8 9 10 11 12 13 14 10 11 12 13 14 15 16 1 2 1

635

Oakside Ave, Redwood City CA 94063 15 16 17 18 19 20 21 17 18 19 20 21 22 23 (650) 482-2426 22 23 24 25 26 27 28

24 25 26 27 28 29 30 office@connectrwc.org 29 30 31 31 [www.connectrwc.org](http://www.connectrwc.org)

**August '22** Important Dates **February '23**

1 2 3 4 5 6 July 4 Holiday 1 2 3 4 7 8 9 10 11

12 13 August 10-17 Professional Development Day (No Students) 5 6 7 8 9 10 11 14 15 16 17 18 19 20 August 18 First Day of School - minimum day 12 13 14 15 16 17 18 21 22 23 24 25 26 27 September 1 Back to School Night 19 20 21 22 23 24 25 28 29 30 31 September 5

Holiday 26 27 28 September 6-9 Conferences (Minimum Days)

October 7 Professional Development Day (No Students)

**September '22** October 10 Holiday **March '23** November 10 End of Trimester 1 1 2 3 November 11

Holiday 1 2 3 4 4 5 6 7 8 9 10 November 21-25 Holiday 5 6 7 8 9 10 11 11 12 13 14 15 16 17 Dec 19 - Jan 2 Winter break 12 13 14 15 16

17 18 19 20 21 22 23 24 January 3 Professional Development Day (No Students) 19 20 21 22 23 24 25 25 26 27 28 29 30 January 16

Holiday 26 27 28 29 30 31 February 17 Professional Development Day (No Students)

February 20-24 Holiday

**October '22** March 9-10 Conferences (Minimum Days) **April '23** March 10 End of Trimester 2 1 March 30

Professional Development Day (No Students) 1 2 3 4 5 6 7 8 March 31 Holiday 2 3 4 5 6 7 8 9 10 11 12 13 14 15 April 10-14 Holiday 9 10 11

12 13 14 15 16 17 18 19 20 21 22 April 17 Professional Development Day (No Students) 16 17 18 19 20 21 22 23 24 25 26 27 28 29

May 29 Holiday 23 24 25 26 27 28 29 30 31 June 8 Last Day of School 30

**November '22** **May '23**

1 2 3 4 5 1 2 3 4 5 6 6 7 8 9 10 11 12 Schedule 7 8 9 10 11

12 13 13 14 15 16 17 18 19 14 15 16 17 18 19 20 20 21 22 23 24 25 26 8:30 K-8 Start Time 21 22 23 24 25 26 27 27 28 29 30

3:00 K/1 Dismissal - Kinder & 1st 28 29 30 31 3:15 2-8 Dismissal

1:15 K-8 Minimum Day Dismissal

01+029<https://www.vertex42.com/ExcelTemplates/yearly-calendar.html> 01+029Yearly Calendar Template © 2017 Vertex42.com. Free to Print.

### INDEPENDENT STUDY BOARD POLICIES

These policies apply to all pupils participating in independent study at the **Connect Community Charter School** (the “School”).

Each student’s independent study shall be coordinated, evaluated, and carried out under the general supervision of an assigned certificated employee or employees.

For students in all programs of independent study, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be as follows:

- For pupils in kindergarten and grades one through three, **7 days**
- For pupils in grades four through eight, **4 days**

When special or extenuating circumstances justify a longer time for individual students, the director or their designee may approve a period not to exceed **14 days**.

***Missed Assignments and Level of Satisfactory Progress:*** When any student fails to complete **six** missed assignments during any period of **five days** or fails to make satisfactory progress (as defined below) the School will conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study or to return to the regular school program. A written record of the findings of any evaluation made pursuant to this subdivision shall be maintained in the pupil's permanent record and treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

Satisfactory educational progress shall be based on all of the following indicators, as

applicable: ➤ Pupil achievement and engagement, as measured by all of the following, as

applicable:

- Statewide assessments that are part of the California Assessment of Student Performance and Progress (a.k.a., “CAASPP”, or any other subsequent assessment as certified by the state board of education),
- The percentage of pupils that have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University,
- The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs that align with

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state board-approved career technical education standards and frameworks,

- The percentage of pupils who have successfully completed both the university entrance and career technical courses specified above,
  - The percentage of English learner pupils who make progress towards English proficiency as measured by the English Language Proficiency Assessments for California (“ELPAC” or subsequent assessments of English proficiency certified by the state board),
  - The English learner reclassification rate,
  - The percentage of pupils who have passed an advanced placement exam with a score of “3” or higher, and
  - The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program (or any subsequent assessment of college preparedness).
- Pupil engagement, as measured by all of the following, as applicable:
- School attendance rates,
  - Chronic absenteeism rates,
  - Middle school dropout rates,
  - High school dropout rates, and
  - High school graduation rates.
- The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
- Learning requirement concepts, as determined by the supervising teacher.
- Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

**Academic Content:** Independent study shall include the provision of content aligned to grade level standards that is substantially equivalent to in-person instruction.

the prior written permission of the Charter Schools Development Center.

Independent study shall include access to all courses offered by the School for graduation and approved by the University of California or the California State University as creditable under the A-G admission criteria.

**Tiered Reengagement:** For all pupils who are not generating attendance for more than 10 percent of the required minimum instructional time over four continuous weeks of the School's approved instructional calendar, found not participatory in required synchronous instructional offerings for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable to the student's grade span, or who are in violation of their written agreement, the School shall have local programs intended to address chronic absenteeism, as applicable, including at least the following reengagement strategies:

- Verifying current contact information for the pupil,
- Notifying parents or guardians of lack of participation within one school day of the recording of a nonattendance day or lack of participation,
- A plan for outreach from the School to determine pupil needs, including a connection with health and social services, as necessary,
- A clear standard requiring a pupil-parent-educator conference, as defined below, to review the pupil's written agreement, reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the school's policies regarding the maximum amount of time allowed between the assignment and completion of pupil's assigned work, satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether the student should be allowed to continue in independent study.

For the purposes of this policy, "pupil-parent-educator conference" means a meeting involving, at a minimum, all parties who signed the pupil's written independent study agreement.

**Opportunities for Live Interaction and Synchronous Instruction:** The School shall plan to provide opportunities for live interaction and synchronous instruction as follows for all pupils engaged in independent study:

- For pupils in transitional kindergarten through grades 1 to 3 inclusive, the School shall plan to provide opportunities for daily synchronous instruction for all pupils throughout the year,
- For pupils in grades 4 to 8 inclusive, the School shall plan to provide opportunities for both daily live interaction and at least weekly synchronous instruction for all pupils

#### CURRICULUM POLICY #8 – INDEPENDENT STUDY

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throughout the year,

- For pupils in grades 9-12 inclusive, the School shall plan to provide opportunities for at least weekly synchronous instruction for all pupils throughout the year,

For the purposes of this policy, “live interaction” means interaction between the pupil and certificated or non-certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including but not limited to wellness checks, progress monitoring, provision of services, and instruction. This live interaction may take place in-person, or in the form of internet or telephonic communication.

For the purposes of this policy, “synchronous instruction” means classroom-style instruction or designated small group or one-on-one instruction delivered in-person, or in the form of internet or telephonic communications, and involving live two-way communication between a teacher of record and the pupil.

**Return to In-Person Instruction:** For pupils whose families wish to return to in-person instruction from independent study, the School shall allow the student to return expeditiously, and in no case later than five instructional days,

**Exceptions for Pupils Under Professional Care:** Pupils enrolled in a comprehensive school for classroom-based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse, are not subject to the tiered reengagement, live interaction, synchronous instruction, nor return to in-person instruction provisions described above. The School shall obtain evidence from appropriately licensed professionals of the need for pupils to participate in independent study pursuant to this subdivision.

**Written Agreements:** A current written agreement for each independent study pupil shall be maintained on file for each participating student.

**For a pupil participating in an independent study program that is scheduled for more than 14 school days, each written agreement shall be signed, before the commencement of independent study,** by the pupil, the pupil’s parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable.

**For a pupil participating in an independent study program that is scheduled for less than 15 school days, each written agreement shall be signed within 10 school days of the commencement of the first day of the pupil’s enrollment in independent study,** by the pupil, the pupil’s parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special

#### CURRICULUM POLICY #8 – INDEPENDENT STUDY

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education programming of the pupil, as applicable.



The independent study agreement for a student will require and cover a study plan that represents the same amount of study that would be required of a student in the classroom and be consistent with the School curriculum and course of study of students participating in the regular classroom setting.

*Agreement Content:* Each independent study written agreement shall contain at least all of the following provisions:

- The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding academic progress.
- The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.
- The specific resources, including materials and personnel that will be made available to the pupil. These resources shall include confirming or providing access for all pupils to the connectivity and devices adequate to participate in the academic program and complete assigned work.
- A statement of the policies adopted regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study. The level of satisfactory educational progress and missed assignments shall conform to the requirements specified above in this policy.
- The duration of the independent study agreement, including the beginning and ending dates for participating in independent study, recognizing that no independent study agreement shall be valid for any period longer than one school year.
- A statement of the number of course credits, or for elementary grades pupils, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
- A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas such as English learners, individuals with exceptional needs as needed to be consistent with the student's individualized education program or plan pursuant to Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care, pupils experiencing homelessness, and pupils requiring mental health supports.

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- The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate.

Written agreements shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent/guardian/caregiver if the pupil is less than 18 years of age, the

certificated employee designated as responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil. Written agreements may be maintained electronically along with and may include subsidiary agreements, such as course contracts and assignment and work records. Written agreements may be signed using electronic signatures that comply with applicable state and federal standards and are intended by the signatory to have the same effect as a handwritten signature.

Upon the request of the parent or guardian, before signing a written agreement pursuant to this section, the School shall conduct a phone, videoconference, or in-person pupil-parent-educator conference or other school meeting during which the pupil, parent or guardian, and, if requested by the pupil or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the pupil in independent study, before making the decision about enrollment or disenrollment in the various options for learning.

Adopted:

Amended:

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Universal Prekindergarten Planning and Implementation Grant Program - Planning  
Template

## **Universal Prekindergarten Planning and Implementation Grant Program – Planning Template**

A Resource for Local Educational Agencies

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## **Universal Prekindergarten in California**

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

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

The tumult of the COVID-19 pandemic accelerated a call to action to ensure a strong educational foundation for all children, emphasizing the critical role of our education

system in supporting children and families' needs and how local flexibility fuels community capacity to meet their needs. California's leaders responded with historic investments in family support, child development and care, and education. Yet, as the Master Plan for Early Learning and Care highlights, realizing the promise of early childhood investments will require all partners—across early learning and care, early education, elementary education, and expanded learning and extended care communities—to work together to create a stronger system designed to meet the needs of the whole child.

## **The California Universal Prekindergarten Planning and Implementation Grant Program – Overview**

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

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

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

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

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

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

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

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

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

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

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

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

Summer and intersession programming are also offered through many other early learning programs such as CSPP, Head Start, and early learning and care providers. Sharing costs, staff, and resources can support implementation of TK that provides for

full-day supports while also meeting parental needs and supporting parental choice of program and setting type. LEAs should consider how these services will be offered as part of their UPK Plan. For key definitions related to UPK in California, see Appendix I.

## **Planning Template Purpose**

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

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

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

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

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June 30, 2022, deadline for LEAs to present their plans to their governing boards.<sup>3</sup>

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

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

The UPK Planning Template is organized as follows:



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

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

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

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## **Accompanying Guidance**

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

1. Local LEA indirect service agencies and partners (for example, child care local planning council [LPC], Resource and Referral program [R&R], Alternative Payment Program [APP]);
2. Allowable ways to layer funding sources and programs to achieve full-day programming for four-year-old children;
3. Requirements for TK and early education facilities;
4. UPK workforce requirements for CSPP and TK educators, including the Early Learning Career Lattice, Commission on Teacher Credentialing (CTC) Child

Development Teacher Permit information, information on the Multiple Subject Teaching Credential requirements, and TK educator professional learning;

5. Other available resources for UPK Implementation:

a. Workforce development grants and funds that can be accessed to help candidates obtain early education and TK qualifications (for example, federal stimulus funds, Educator Effectiveness Block Grant, and others);

b. Funding sources that can be utilized for facilities;

c. Funding sources that can be utilized for extended learning and care;

6. Research on the importance of participating in quality early education and research demonstrating the long-term impact on attendance, behavior, graduation rates, and academic and career success; and

7. Other resources aligned with the questions presented in the UPK Planning Template.

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

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## **Directions, Timeline, and Suggested Planning Process**

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

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

1. LEAs convene a planning team, including staff from the early learning department and Head Start (if these exist), curriculum and instruction, student programs, workforce and human resources (HR), business services, special education, multilingual education, expanded and after-school learning, and

facilities.

2. The CDE, along with partners, will release guidance, resources, and additional information to support LEAs in the development of their UPK plan. LEAs should review this guidance as part of their planning process, and COEs should use the guidance to inform the support they offer to LEAs.
3. COEs develop plans for how they will support LEAs in their county to assess options, make decisions, and construct plans that address the required questions and consider the recommended questions found in this template. COEs should communicate with the LEAs in their county about the types of information, resources, and technical assistance the COE is able to offer to support the UPK planning process.
4. LEAs conduct outreach and engagement activities with local R&Rs, LPCs, and existing extended learning and care providers including early learning and child care providers operating within the LEA's enrollment attendance boundary.<sup>5</sup>

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

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

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5. LEAs convene a public engagement process to gather input and perspectives to inform the plan. This engagement process should include parents, early learning communities (including CSPP, Head Start, and the Head Start Policy Council), and expanded learning communities (including the After-School Education and Safety [ASES] Program). To ensure meaningful engagement, the CDE recommends LEAs complete this by March 1, 2022.<sup>6</sup>
6. If the LEA wants technical assistance from their COE, the CDE recommends LEAs submit a draft of the UPK Plan to their COE for review by April 15, 2022.
7. Planning teams meet with the COE to discuss the LEA's draft, including local constituency input, by June 1, 2022.
8. Planning teams present a draft plan to the school board by **June 30, 2022**.

9. The plan shall demonstrate how families will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the ASES Program, CSPP, Head Start programs, and other community-based early learning and care programs.

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

## **Key Considerations**

### **Transitional Kindergarten Implementation Timeline**

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

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

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

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
---------------------	---------	---------	---------	---------	---------

<b>Eligibility</b>	Turn five between September 2 and December 2; at district discretion, turn five between December 3 and the end of the school year	Turn five between September 2 and February 2; at district discretion, turn five between February 3 and the end of the school year	Turn five between September 2 and April 2; at district discretion, turn five between April 3 and the end of the school year	Turn five between September 2 and June 2; at district discretion, turn five between June 3 and the end of the school year	Turn four by September 1
<b>Ratios</b>	Not specified	1:12	1:10**	1:10**	1:10**
<b>Class Size</b>	24	24	24	24	24

\* average class size across the school site

\*\* Subject to future legislative appropriation

### **Supporting a Preschool through Third Grade Continuum**

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

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

providers that operate within the zip codes that the LEA serves to include them in informing the development of the LEA's UPK Plan.

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

### **Full-Day, Extended Learning and Care**

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

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

### **Creating Joint or Aligned Plans**

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

## UPK Planning Template

### Self-Certification

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

LEA Name	Contact Name and Title of the Individual Self Certifying the Statement Above	Email	Phone
Hayley Dupuy	Director of Educational Services	<a href="mailto:hdupuy@connetwc.org">hdupuy@connetwc.org</a>	650-482-2426

Please complete the following table:

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







## Projected Enrollment and Needs Assessment

### *Recommended Planning Questions*

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

1. What do existing data sources indicate about parental needs and preferences related to early learning and care programs for three- and four-year-old children in the LEAs attendance area? (LEAs are encouraged to work with local early learning and care partners such as CSPP, Head Start programs, LPCs, R&Rs, and APPs, and utilize data sources such as LPC Needs Assessment data, Head Start Needs Assessments, and so on)
2. Using the projected TK enrollment for the LEA provided by the CDE, make modifications to the LEA's TK student estimates and make cumulative facilities and staffing estimates needed each year from school year 2022–23 to 2025–26.<sup>7</sup> Complete the following tables.<sup>8</sup>

**Table: Projected Student Enrollment**

Type of Student	2019–20	Current (TK eligible children turn five between September	2022–23 (TK eligible children turn five between September	2023–24 (TK eligible children turn five between September	2024–25 (TK eligible children turn five between September	2025–26 (TK eligible children turn four by September
TK	0	r 2 and 3	r 2 and 7	r 2 and 10	r 2 and 13	r 1) 16
Students CSPP (if applicable)	0	0	0	0	0	0

e)

**Table: Facilities Estimates (Cumulative)**

If the administration of kindergarten will be impacted by the implementation of UPK,<sup>7</sup> (for example, through the use of combination classes), add additional rows to the table

and develop estimates for the number of kindergarten students, classrooms, teachers, and teacher's assistants will be needed, in addition to those estimates that are required for reporting to CDE.

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

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Type of Facility	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK Classroom	0	1	1	1	1	1
ms CSPP Classroom	0	0	0	0	0	0
ms Head Start or Other Early Learning	0	0	0	0	0	0
and Care Kinder Classroom	1	1	1	1	2	2

¶

Table: Staffing Estimates (Cumulative)

Type of	2019–20	Current	2022–23	2023–24	2024–25	2025–26
Staff TK	0	1	1	1	1	1
TK Teacher's	0	1	1	1	2	2
Assistants	0	0	0	0	0	0

<b>CSPP (if applicab l</b>						
<b>e) Other CSPP Classro om Staff (if</b>	0	0	0	0	0	0
<b>applic abl Early Educati on District level</b>	0	0	0	0	0	0

**staffing (if**

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

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learning offerings, ASES, CSPP, Head Start programs, and other community based early learning and care programs.

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

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

2019–20	Current	2022–23	2023–24	2024–25	2025–26
0	1	5	7	11	15

**Table: Projected Number of Slots Available for TK Students**

Slot Type	2019–20	Current	2022–23	2023–24	2024–25	2025–26
<b>CSPP</b>	0	0	0	0	0	0
<b>Head</b>	0	0	0	0	0	0
<b>Start ASES Program/ ELO-P</b>	As needed	As needed	As needed	As needed	As needed	As needed

***Required Questions***

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

There are no required questions in this section.





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

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

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

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

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

1. What is the LEA's vision for UPK?
  - a. Connect Community Charter envisions a full TK class of 20 students with one teacher and two support staff. This class would ensure kindergarten readiness by focusing on academic and social skills as well as a robust ELD program to target English Language Learners. These students would then be ready for grade-level instruction when they enter Kindergarten, including Connect's PBL units.
2. In addition to TK, what service delivery models will be integrated to offer UPK programming, including the nine hours of total extended learning and care programming around the TK instructional time for families that opt in? In developing this component of the plan, LEAs should include partners such as CSPP, Head Start, and other early learning and care providers to ensure local services and funding are maximized and coordinated in response to parental needs and choice.
  - a. Since Connect currently runs its own Extended Care Program, TK students would be included in that programming. We would hire additional staff to support TK students, and purchase materials specifically to target their needs (curriculum, toys/games, furniture). Because we run our own program and use the same staff as during the school day, we can ensure continuity between the school day and the before/after school care. This includes meeting both academic and social needs of our TK students.



3. Describe the planned administrative structure that will support and monitor the UPK program and facilitate connections with the ELO-P as well as non-LEA administered early learning and care programs that will support the extended learning components of UPK.
  - a. In conjunction with the Director of Educational Services, the Extended Care Coordinators will oversee staffing, budget, facilities, and programming to monitor compliance and alignment during our Extended Care program. The TK teacher will communicate with the administrative staff regularly to monitor the integration of learning components between the school day and our Extended care program.
4. Identify and assign each individual that will be responsible for key functions pertaining to implementing UPK (for example, academic or educational services, early childhood, facilities, human resources and labor, special education, English learner or multilingual programs, partnerships, including early learning and care and ELO-P, assessment and data collection, professional learning, workforce recruitment and preparation support, or others).
  - a. academic or educational services: Director of Educational Services
  - b. early childhood: TK teacher
  - c. facilities: Director of Educational Services and Dean
  - d. human resources and labor: Director of Educational Services, Dean, Extended Care Coordinators
  - e. special education: Director of Educational Services, Special Education Coordinator
  - f. English learner or multilingual programs: ELD Coordinator
  - g. partnerships, including early learning and care and ELO-P, assessment and data collection: EdTec
  - h. professional learning: Director of Educational Services
  - i. workforce recruitment and preparation support: Director of Educational Services, Dean, Extended Care Coordinators, Staff Committee
5. Identify how UPK leadership will be integrated in the decision-making process at the executive or cabinet level.

- a. The Director of Educational Services will report to the Board monthly about the program (enrollment, budget, programming, etc.) to receive feedback and jointly discuss program goals.
6. Describe how the LEA's proposed UPK model will be integrated with the district's LCAP.
  - a. The LEA and District are synonymous since we are an independent Charter School. At Connect, approximately 90.2% students qualify for Free or Reduced Lunch; 50.9% of students are English Learners; In addition, about 18.4% of students qualified for special education services. The LCFF Unduplicated percentage is approximately 90%. Approximately 70.6% of Connect's students identified as being Hispanic or Latino. Because our TK students will likely fall into these same categories, especially our high unduplicated count, our TK model will align with the priorities in our LCAP:
    - i. Additional instructional aides
    - ii. Data driven, differentiated instructions
    - iii. PD opportunities
    - iv. Family outreach and family education to maintain high attendance and participate in the school community
    - v. Targeted ELD and Literacy interventions provided by specialists through push-in and pull-out services
    - vi. Special Education monitoring as needed with outreach to families of SPED students
    - vii. Goal of improved academic achievement and social-emotional well being for all students
7. Describe how the LEA plans to ensure the inclusion of students with disabilities in UPK classrooms and who will be involved in the process.
  - a. Overall, Connect is committed to inclusion of all students as is possible with our small staff and limited classroom space. Currently, we do not have an SDC class or the ability to meet the needs of students with more severe needs.
    - i. Connect will assign the TK students with IEPs to one of our SPED teachers who will meet with the teacher and families to develop

appropriate accommodations for the TK classrooms and service minutes. All IEP documents and meetings will be translated into the home language.

- ii. Similarly, the Director of Educational Services will monitor any 504 plans.
- iii. Once we reach 15 TK students, will will assign two Instructional Aides to the classroom, both of whom will be required to have the appropriate experience and/or educational credits to work with TK students. They will receive ongoing professional development and meet with SPED staff to increase their capacity to meet the needs of our students with disabilities.

b. Describe how the LEA plans to support sites in building connections between them and ELO-P, as well as early learning and care partners

i. N/A

### ***Required Questions***

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

1. Which of the following model(s) of service delivery does the LEA plan to implement for UPK for all four-year-old children, including classes fully inclusive of children with disabilities, to provide access to the least restrictive environment for learning?

- a. TK stand-alone classes
- b. TK and kindergarten combination classes

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

<sup>9</sup> a. Full Day TK

The minimum length of instructional time that must be offered to constitute a school <sup>9</sup> day is 180 minutes (*EC* sections 46117 and 46201). By statute, the maximum school day in kindergarten is four hours (“part day”) (*EC* Section 46111). However, *EC* Section 8973 allows schools that have adopted an early primary program (extended-day kindergarten or “full day”) to exceed four hours. Furthermore, *EC* Section 48000 states that a TK shall not be construed as a new program or higher-level service. In general, the number of required instructional minutes for TK is 36,000 minutes per year.

- b. Part Day TK (per parent request)
3. Describe how the model(s) of service delivery selected in the preceding two questions will be implemented across the LEA's sites and why.
- a. We currently offer a full-day TK opportunity because our TK students are in a TK/K class. We chose this model for a couple of reasons. First, because our families are in need of an all-day placement for their children, they are more likely to enroll them in a TK program that follows the full school day and includes Extended Care. Next, due to the high academic, language, and social/emotional needs of our students, access to a full day program is more likely to ensure Kindergarten readiness.
  - b. Because some of the TK students might not be ready for a full-day of school, we will offer parents the option of a half-day to start. This will be a decision made in conjunction with families as we start the school year. Students could transition back into a full-day when the family decides they are ready, but students will not have the option to move back and forth as this would be disruptive to the both the student and the school.
4. Does the LEA plan to begin operating a CSPP or expand its current CSPP contract? [select one]
- a. No - the LEA has no plans to begin or expand a CSPP contract in future years
5. If the LEA answered yes in question four, what age of children does the LEA plan to serve through a CSPP contract?
- N/A
- a. Three-year-old children
  - b. Four-year-old children who will not be enrolled in TK in the current school year
  - c. Four-year-old children who will be enrolled in early admittance TK on their fifth birthday but who are not yet enrolled because their birthday does not fall in the range for which LEAs are fully funded to support TK. (Note: children whose birthdays fall outside of this range can be served in TK at LEA option from the beginning of the school year, but LEAs only generate ADA after the child's fifth birthday.)

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- d. Four-year-old children who are enrolled in TK, including early admittance TK (CSPP would provide extended learning and care in addition to the TK instructional day).
6. Please indicate if the LEA plans to serve students eligible for early admittance TK, for children whose fifth birthday occurs after the enrollment date for the year of implementation (see implementation timeline above)?
- a. 2022–23 (Birthdays February 3 or after)
    - i. Maybe

Connect will make this decision based on space and timing. If there is space, students will be admitted through the end of February. After that, we feel it is not fiscally advantageous to admit students so late in the school year, and it is difficult for students to assimilate to the pace/routines of the regular school year so late in the year.
  - b. 2023–24 (Birthdays April 3 or after) [select one]
    - i. No
  - c. 2024–25 (Birthdays June 3 or after) [select one]
    - i. No

### **Focus Area B: Community Engagement and Partnerships**

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

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

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

1. How does the LEA's UPK Plan prioritize parental needs and choices?
  - a. As previously stated, Connect already meets the needs of parents by offering a full-day TK program plus an on-site Extended Care program before and after school. We will also allow parents to choose as half-day TK option at the start of the school year until the child turns 5 if we, a team, agree this could be an appropriate option.
  - b. Furthermore, because we are a Charter school, we are a school of choice that is already in the practice of prioritizing parental needs. Specifically, we will focus on the Social-Emotional learning goals in our charter and preparing students to engage in our PBL model, which are the two major elements of our charter that parents expect us to focus on.
2. How does the LEA plan to meaningfully engage extended learning and care partners in the development of the LEA's UPK Plan?
  - a. Our Extended Care Directors and TK teacher will be consulted to determine how best to improve and expand our current TK program. Since they have already been working with TK students and parents for the past two school years, they are well-situated to provide meaningful suggestions for both our classroom and Extended Care needs:
    - i. Facilities
    - ii. Curriculum
    - iii. Materials
    - iv. Staffing
3. What actions does the LEA plan to take to partner with local R&Rs; LPCs; and existing early education, child care, and expanded learning providers within the LEA's attendance boundary to support parents to access services across LEA

administered and non-LEA-administered programs for extended learning and care and other supports?

- a. Because we will be expanding our TK program and not offering PK, we do not currently see a need to partner with organizations specifically geared towards daycare/preschool placement. Instead, we plan to continue our current outreach initiatives which include directly informing families enrolled at local preschool centers in our school district boundaries. We give them flyers about our school and offer to participate in their information sessions about TK/K opportunities. Since we are a charter school, we can also choose to conduct outreach initiatives beyond our school district boundaries if we have additional TK spots available.
4. How does the LEA plan to create or grow partnerships with early learning and care providers serving children with disabilities (including how the LEA plans to collaborate with their SELPA to enroll more children with disabilities in inclusive UPK opportunities)?
- a. While Connect strives to provide all students with disabilities an inclusive environment, we do not have the capacity to offer an SDC class or a Mod Severe class. Specifically, we lack the physical space for those programs, which is part of the reason we cannot offer a PK program.
  - b. For TK students with disabilities, our SPED teachers will collaborate with the SELPA to ensure that we are implementing best practices and monitoring early childhood milestones.
5. Develop sample program schedules that describe how the requirements of the ELO-P will be met for UPK, including the use of ELO-P funds or other fund sources; how they will be combined with the instructional day to offer a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports); and how they will offer a minimum nine-hour summer or intersession day. [open response]

### ***Required Questions***

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

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

- b. Family or parent surveys
  - c. English Learner Advisory Committee (ELAC)
  - d. School Site Council
  - e. LCAP educational partners input sessions
  - f. Community Advisory Committee (CAC)
2. Select which programs the LEA plans to combine with the TK instructional day to offer a minimum of nine hours per day of programming (instructional day plus programming) for children whose families opt in for extended learning and care. [select all that apply]
- a. Expanded learning programs on an LEA site (ASES, 21st Century Community Learning Centers [21st CCLC], ELO-P)



### **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)?
  - a. EdJoin, Indeed, Hiring Fairs, Local colleges/universities

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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?
  - a. N/A - no preschool
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:
  - a. Who will receive this professional learning?
    - i. Head Teachers & T.A.s, all staff - academic content, SEL, ELD, SPED strategies, classroom management (County trainings, SixSeconds, Responsive Classroom, etc.)
    - ii. What content will professional learning opportunities cover - SEL, early literacy and math, targeted ELD instruction
      1. Children's literacy and language development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
      2. Children's developing math and science (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
      3. Children's social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
      4. Implicit bias and culturally- and linguistically-responsive practice
      5. Adverse Childhood Experiences (ACEs) and trauma- and healing-informed practice
      6. Creating developmentally-informed environments
      7. Administration and use of child assessments to inform instruction
      8. Support for multilingual learners, including home language development and strategies for a bilingual classroom
      9. Engaging culturally- and linguistically-diverse families

b. How will professional learning be delivered?

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- 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?

- a. Because Connect is a small school, we will not have a separate early education team, but will make sure to fold a TK-3 focus into our standing committees that participate in horizontal and vertical articulation. These committees collaborate to discuss student progress on site-based assessments (MAP, F & P, EasyCBM), curriculum, and student well-being. Administrators, Teachers, and Teacher Assistants participate in the committees.

**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]

Currently the LEA has enough qualified staff to meet the requirements, but as we expand, or if we lose employees, we will need to have a plan to support prospective TK teachers.

- 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

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- b. 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
  - c. Provide advising on credential requirements and options for how to meet these requirements
  - d. Partner with a COE to provide other services to candidates seeking to earn a multiple subject credential
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)?

Currently the LEA has enough qualified staff to meet the requirements, but as we expand, or if we lose employees, we will need to have a plan to support prospective TK teachers.

- a. Partner with a local IHE offering eligible early childhood education or childhood development coursework
  - b. Provide information on scholarship and grant opportunities
  - c. Apply for workforce development funding and grant opportunities
  - d. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit
  - e. Provide advising on requirements and how to meet the requirements
  - f. Develop or work with an established mentorship program to support new TK teachers
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]

N/A - the LEA will not be offering Preschool due to the space limitations of our campus. There are no available rooms on the site we rent from our

district to be able to house a preschool.

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- a. 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. LEA-based, grade level benchmarks and a report card
    - i. Fontas & Pinnel for sight words
    - ii. SIPPS
    - iii. Spelling Inventory assessment from Words Their Way
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. Children's literacy and language development (aligned with the Preschool Learning Foundations and Frameworks)
  - b. Children's developing math and science (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
  - c. Children's social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
  - d. Implicit bias and culturally- and linguistically-responsive practice
  - e. Administration and use of child assessments to inform instruction
  - f. Support for multilingual learners, including home language development and strategies for a bilingual classroom
  - g. Engaging culturally- and linguistically-diverse families

### **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 - this section not answered yet***

**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]

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### ***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. English-only instruction with home-language support
    - i. The primary home language of our students in Spanish. To that extent, we employ many bilingual Spanish speakers who can support students in their home language. Whenever possible, we will assign a Spanish-speaking Teacher and T.A. to the TK classroom.

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]

N/A - the LEA does not administer CSPP

- a. Dual language program with a language allotment of 50/50 [open response for language offered]<sup>10</sup>
- 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]
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]

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

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Because SEL is an integral part of our Charter, we plan to implement all of these curriculum areas and are already implementing the majority of them across all grades at our school.

- 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

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- e. Provide additional staff to support participation in instruction
- f. Provide materials/manipulative that support differentiation
- g. Provide furniture that allows for flexible seating

5. What assessments does the LEA plan to use in TK or kindergarten? [select all that apply]

- a. DRDP
- b. DRA
- c. LEA-based grade level benchmarks and a report card
- d. Other - Fountas & Pinnell for sight words, SIPPS, Spelling Inventory assessment from Words Their Way, Step up to Writing Formative Assessments, Everyday Math, Teacher Designed Benchmark Assessments

### **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]
  - a. Connect is a TK-8 school, so we already are commingling younger children. We ensure safety primarily by employing sufficient staff to monitor shared spaces such as the playground and cafeteria. TK - 5 students eat separately from 6 - 8 students and we have staggered recess times.
  - b. Connect is committed to fostering community throughout our school. To that end, we have a Buddy class program that pairs younger and older students together weekly to work on activities together. During our summer programming, we offer electives that include all grades, giving older students a chance to mentor younger students.
2. Describe how the LEA plans to address transportation issues resulting from UPK implementation. [open response]
  - a. We do not anticipate any transportation issues since growing our TK program will increase our enrollment by a small percentage of families.
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

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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]

- a. TK students have 20 minutes for recess and 40 minutes for lunch. They can eat during that whole time or finish eating then go play. Having ample staff to supervise meal times helps TK students take the time they need to eat and ensures that we can make accommodations as needed if a student does not have adequate time. Once all COVID restrictions are lifted, we will permit eating inside the classroom, which will allow the TK teacher to provide an additional supervised snack time in the classroom.

***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]

N/A

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

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

a. 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]

1. Because we are a Charter school that rents from the District, we are not allowed to alter the facilities. The only change we

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could make would be to move the Kinder classroom closer to the drop off area. We do not have any classrooms that meet the square foot specifications.

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

5. Does the LEA's Facilities Master Plan adequately address the need for UPK programming? [multiple choice]

a. No

- 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]

1. We do not have a master plan due to the fact that we rent from the district.

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

N/A - The LEA is not authorized to make any changes

- 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. No transportation will be provided

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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?

N/A - there are no other sites

### **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
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. Technical assistance on how to integrate UPK and P–3 in the district LCAP
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. 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

- d. 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. Strategies to support the teacher pipeline, including, but not limited to, recruiting multilingual educators, cohort models, apprenticeships, or residency programs
  - b. Creating professional learning opportunities to provide site leaders with more early childhood knowledge
  - c. Building partnerships with IHEs or COEs to support professional learning opportunities and degree attainment
  - d. 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. Children's literacy and language development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
  - b. Children's math and science development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
  - c. Implicit bias and culturally- and linguistically-responsive practice
  - d. Trauma- and healing-informed practice
  - e. Administration and use of child assessments to inform instruction
  - f. Serving children with disabilities in inclusive settings, including Universal Design for Learning
  - g. 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.

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 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
- d. Specific instructional strategies to support specific skills including, but not limited to, children's social-emotional development and home language development
- e. Guidance on appropriate assessment selection and utilization

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. Facilitating the development of critical thinking skills through the inquiry process (for example, the scientific method) to enhance children's learning experiences

- c. Using differentiated groups that include individual, small, and large group

experiences

- d. Considering the structure of the daily routine to enhance individual and group learning experiences
- e. Encouraging purposeful play, choice, social interactions, and collaboration
- f. Using child development knowledge to guide instructional approaches g.

Providing language- and literacy-rich environments

- h. Intentional planning of developmentally-informed practices and curriculum to meet the individual needs of children in combination classrooms
- i. Facilitating development and exploration through art
- j. Incorporating inclusive practices
- k. Supporting students' home language and English language development
- l. Incorporating materials and manipulatives that are culturally representative of the children served to support dramatic play that inspires engagement, communication, and understanding of diversity
- m. Universal Design for Learning
- n. 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

## 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

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anchored in the California Preschool Learning Foundations and the *California 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]

