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EXCELLENCE

INNOVATION

TEAMWORK

Mendocino Countywide Universal Prekindergarten Implementation Plan

Mendocino County school districts and charter schools have elected to present a collaborative UPK Plan across settings, including early learning and care partners, and led in this work by the Mendocino County Office of Education. While school districts and charter schools will be doing additional planning for Transitional Kindergarten that is specific to their districts and school sites, this overarching, comprehensive UPK Plan was completed in partnership with the following districts and schools:

- Anderson Valley Unified School District
- Arena Union School District
- Fort Bragg Unified School District
- Laytonville Unified School District
- Leggett Valley Unified School District
- Manchester School District
- Mendocino County Office of Education
- Mendocino Unified School District
- Potter Valley Unified School District
- River Oak Charter School
- Round Valley Unified School District
- Shanél Valley Academy
- Tree of Life Charter School
- Ukiah Unified School District
- Willits Unified School District

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.

The Mendocino County Office of Education envisions a countywide UPK plan that includes all options for Title 5 programming: Universal Transitional Kindergarten at districts and charters, California State Preschool Programs (CSPP), Head Start centers and a combined CSPP and General Childcare (CCTR) center at our Mendocino College Child Development Center. We further recognize that families have freedom of choice in selecting an educational program that best meets their needs and the needs of their children. These programs may differ in educational philosophies, multi-age learning opportunities, teacher certifications, attention to developmentally appropriate practice and curriculum frameworks, but all will meet Title 5 program requirements.

We value an educational framework that embraces an alignment of preschool to third grade (P-3) in an early education continuum that is equitably accessible, developmentally appropriate and serves as a foundation for each student's educational success later in life. We want to bring the world into our classrooms for our youngest learners, honor the multilingual acquisitions of our families and students, and lead with highly qualified teachers who understand the value of teacher-child interactions and the intentional planning behind play-based learning. As a County Office of Education, we will actively support the development of high-quality programming that is culturally responsive, inclusive of a variety of abilities and special needs, and will highlight social-emotional learning and a language-rich environment.

In addition, we recognize the need for a mixed delivery system of childcare, due to the wide array of family desires and needs. A mixed delivery childcare system is also essential to a robust local economy, as not all families need care during the traditional, or even the extended, school day. We know that the best fit for some families will continue to be community-based organizations (CBOs), family child care homes (FCCHs) and private childcare providers, and we want to partner with these organizations as much as possible to ensure a strong, local system of support for families. As a County Office of Education, we will facilitate relationships between school districts, charter schools and Early Learning and Care providers.

Each school district participating in the Mendocino County Joint UPK Implementation Plan will assess their projected enrollment, classroom/workforce capacity, community early learning and care provider capacity, and family/community needs to build a district-level implementation plan for UTK. The Mendocino COE will gather and combine this data and lead collaborative sessions with districts to complete a countywide plan for vision, local partnerships, workforce development, curriculum/instruction, and assessments.

It is imperative that we view this County Wide UPK Implementation Plan as a living document; we will need to continue to be responsive to family needs and choices and to workforce and

facility capacity as Transitional Kindergarten rolls out through 2025-26. Our Mendocino COE Joint UPK Plan team includes Aaron Carter, Director of Continuous Improvement; Kristin Hills, Director of Early Learning and Care; Bessie Glossenger, Region 1 County Lead for Expanded Learning; and Michelle Ebert, Director of External Business Services. The MCOE team will help districts explore all possible combinations of the service delivery models to best meet the needs of children and families. The MCOE team will support districts with educational services, professional learning, workforce development and preparation support. Additionally, MCOE will continue to support districts, individually and collectively, as their district leadership makes decisions regarding HR, facilities, Special Education, Multi-Language Learners and assessment and data collection.

Each member of our county wide consortium has given assurances that they will solicit feedback from their district leadership, and MCOE has pledged to incorporate this feedback into the countywide plan. If there are barriers identified by a consortium member during implementation, then an action plan will be developed by the district, with support from MCOE if needed, to address the barrier. The Mendocino COE can assist districts in incorporating the UPK Plan with their LCAP by identifying LCAP funding sources to support UPK implementation, identifying other funding sources to support UPK implementation and with engaging educational partners for feedback. Each district and charter will provide information about their agency-specific planning for Universal Transitional Kindergarten (UTK) with their respective school boards.

Service delivery models for TK will vary throughout the county, as different communities and districts will have different needs and capacities. Transitional Kindergarten will be offered at most elementary school sites, through every school district and through each charter school that currently offers Kindergarten. There will be stand-alone TK classes, TK/Kindergarten combination classes, and CSPP/TK combination classes. The Mendocino COE is currently the LEA of 16 stand-alone CSPPs throughout the county, which are housed primarily on school district campuses; over the course of TK implementation, and in response to enrollment numbers, facilities capacity and family needs, some smaller districts may convert these stand-alone CSPP centers to become CSPP/TK combination classes. Some of the districts will offer part-day TK and some will offer full-day TK. Some districts may utilize Early Admittance Transitional Kindergarten beginning in 2023-24, as families demonstrate need and as resources allow.

Additionally, there are Head Start and Early Head Start programs offered by North Coast Opportunities Mendo-Lake Head Start in Fort Bragg, Ukiah, and Willits. Our county is also served by three Tribal Head Start programs: Manchester-Point Arena Head Start in Point Arena, Pinoleville Native American Head Start & Early Head Start in Ukiah, and Round Valley Indian Tribes Head Start and Child Care in Covelo. The Mendocino College Child Development Center runs three classrooms for toddler and preschool aged children. Families may also reach out to

the Resource and Referral Program, Rural Communities Child Care at North Coast Opportunities, to find child care services that will meet their needs.

We recognize the need to build a locally supported workforce pipeline of early childhood professionals to support a strong UPK system. To that end, we will explore building CTE models designed to introduce early learning and care as a career pathway to high school and community college students. We hope to leverage the QCC Workforce Pathways program, the CDTC stipend program (through Mendocino Community College) and will be applying for the Early Education Teacher Development program to financially support early childhood professionals in continuing to advance on an ELC career ladder in order to staff a variety of programs in our UPK framework.

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.

Families have a wide variety of needs for their preschool-aged children. Families need child care according to varying schedules and have a range of beliefs about what type of preschool program will best meet the needs of their children. The best way to ensure that families have “voice and choice” is to do all that we can to support a thriving mixed delivery child care and education system in Mendocino County.

Families will be able to give feedback on district-specific programming (TK and CSPP) and on our countywide UPK Plan through district surveys, ELAC and DELAC Committee meetings, School Site Councils, District Advisory Committee meetings, LCAP educational partner input sessions and Tribal Community input sessions. The Mendocino COE can share data with districts to inform the planning of their district-specific programming in the form of the most recent Local Child Care Planning and Development Council (LPC) Needs Assessment, North Coast Opportunities/Head Start Community Needs Assessment, and California State Preschool parent survey results. The Mendocino COE can coordinate feedback on our countywide UPK Plan from SELPA, LPC meetings, First 5 Commission meetings, and from local Quality Counts California consortia meetings.

MCOE convened a countywide “meet and greet” for school districts and early learning and care providers. During one part of this meeting, districts and early learning and care providers had small group discussions, based on geographic location, to discuss community-specific UPK plans. In another part of this meeting, countywide agency representatives from Rural Communities Child Care, the Local Child Care Planning and Development Council and Head Start met with districts to hear about district plans for UTK around the county and provided information on how their early learning and care programs will feed into the countywide UPK Plan. Every participating district and charter school were represented at this meeting.

This initial meeting was held as a first step to developing these partnerships, with the hope that districts will be aware of early learning and care providers and the services that are offered in their community and to form lasting partnerships that are mutually beneficial and benefit the community. In the future, MCOE can continue to facilitate these meetings to support partnerships with our local early learning and care agencies and providers on an as needed basis. At our initial meeting with ELC agencies, ELC providers and district and charter leadership, the consensus was that we should continue to host these meetings twice a year throughout UPK implementation, once in the fall and once in the spring.

Mendocino County already has strong partnerships to support inclusion in our UPK programs and we continue to advance our collective efforts towards inclusion. Our Early Start program, co-administered through MCOE's Special Education Department and Redwood Coast Regional Center, serves families with children with special needs who are 0-3. Early Start assists with transition meetings to IEPs with districts, helping to set the stage for successful transitions to and inclusion in prekindergarten programs. MCOE also provides a full week of training each August for 0-5 providers across programs, through our Inclusive Early Education Expansion Program (IEEEP). Additionally, the Mendocino County SELPA provides training and site support to early educators around the county.

Currently, we have five special education full inclusion CSPP programs with our three largest school districts in our county; we are working towards full inclusion at a sixth site. Our inclusion model is a blend of a part-day CSPP program (where the COE is the LEA and the district is the host through an MOU) and a part-day district Special Education preschool program, held concurrently. The class is staffed with a co-teaching model, having both a lead teacher for State Preschool and a Special Education Credentialed teacher. Some students in this program are dually enrolled. The Mendocino COE partners closely with our three largest District Special Education Departments to run these programs: Fort Bragg Unified School District, Ukiah Unified School District and Willits Unified School District.

At our smaller school districts, MCOE works with SELPA and with district Special Education teachers to ensure our CSPP age-eligible students have access to the Least Restrictive Environment. MCOE also supports our general education CSPP/Head Start/private providers with practice-based coaching through our IEEEP grant and with Early Learning Embedded Instruction. Districts and charter schools will also work to ensure that their Transitional Kindergarten students have access to the Least Restrictive Environment in their programs, as well. These students will receive support from district Special Education staff and from SELPA, as needed.

Several models of after school programming will be used throughout the district, based on family needs, and workforce and facility capacity. Some districts will combine the TK instructional day to offer nine hours of programming for children whose families opt in for extended learning and care by partnering with the following programs: Expanded Learning

programs on an LEA site (ASES, 21st CCLC, ELO-P), CSPP on an LEA site, district-led preschool programming, Head Start, and/or community-based organizations. Districts will need to solicit input from Special Education departments at the district level on how to best support students with an IEP in after school programming.

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.

School districts, charter schools and the Mendocino County Office of Education will employ a variety of strategies to recruit educators needed for UPK expansion. Human Resources departments will advertise in traditional ways (job fairs, EdJoin, Indeed, LinkedIn, etc.), and recruit teachers and paraprofessionals who have a high interest in working with young children from within their districts. Early Learning and Care programs and school districts can also work collaboratively in more creative ways: using social media/radio shows to promote a career in Early Education and Care (ELC) with opportunities for advancement, visits to high schools to talk about career opportunities in ELC, collaboration with Mendocino Community College (MCC) in advertising efforts for its Child Development Program, etc.

Our LEA collective will also plan to support staff in attaining educational goals to fill roles in our CSPP and TK programs through a variety of methods. Through our Early Education Teacher Development grant application we will propose educational reimbursements to fund units for both TK teachers (24 Child Development units) and for students who would like to pursue a position at a CSPP or Head Start center, who are not currently working in an early learning and care setting (Child Development and General Education units to apply for Child Development permits at a variety of levels and potentially multiple subject teaching credentials). We can leverage funding for this program with opportunities from the Child Development Training Consortium at MCC and through the Quality Counts California Workforce Pathways grant at MCOE for ELC providers; this grant will support staff who currently work in an early learning and care setting. For TK Teachers, we will promote a recently created 24-unit sequence at Mendocino Community College through school districts, and we will also reimburse teachers who go through other programs at Institutes of Higher Education (North Coast, Humboldt Cal-Poly, etc.). We will also direct ELC professionals wishing to obtain a credential to individual resources, such as the [Golden State Teacher Grant Program](#). Some school districts may also provide stipends to teachers to obtain the necessary credentials for their work.

We will continue to provide advising for Early Learning and Care professionals through the Mendocino COE (TK teachers through our Credentials Analyst and CSPP/HS teachers through our ELC Department) and can also refer interested parties to student advising at MCC. Further,

in the long term, MCOE plans to work towards building a local ECE Workforce Pipeline, through collaborative, cross-departmental work at the COE (Early Learning and Care, Continuous Improvement, Alternative/Adult Education), through partnerships with school districts and through deepening local interagency partnerships (NCO/Head Start, Mendocino College, etc.).

By considering UPK planning in an LEA collective with the Mendocino COE, we can work closely with MCOE's Early Learning and Care Department by including TK Teachers for a variety of training opportunities that already exist in ELC spaces. We could invite TK Teachers to join our training opportunities through our local Quality Counts California efforts (Teacher Cafes, Trauma-Informed Practice and Building Resiliency, Planning for Play-Based Learning, etc.) through Regional Quality Counts California efforts (trainings offered by HUB partners on a variety of subjects) and through Regional CPIN trainings, including Dual Language Learner cohorts for DLL staff. All of these training opportunities are rooted in the California State Preschool Learning Foundations and Frameworks. As state level Quality Counts California leadership explores more ways to support Transitional Kindergarten teachers in transitioning to younger students, we are also exploring the possibility of offering local coaching and mentoring to TK Teachers by blending funding from Quality Counts California, IEEEP, and from district and COE UPK Implementation funds.

We will continue our work towards capacity for inclusive practice through our Inclusive Early Education Expansion Program's Summer Institute (Ages and Stages Questionnaire training, Adaptations & Accommodations, Teaching Pyramid overview trainings, Universal Design for Learning, etc.), and potentially through IEEEP Coaching, on an as needed basis. We will also continue to refer Early Learning and Care practitioners across programs to appropriate training through SELPA and to encourage district teachers to work collaboratively with resource Special Education teachers within their school districts.

The Mendocino County Office of Education will start a county-wide Early Education Collaborative for school district staff who work in State Preschool, Transitional Kindergarten and Kindergarten classrooms, with the goal of aligning curriculum to the California State Preschool Foundations and the Kindergarten Common Core standards. We will provide guidance in learning activities that are developmentally appropriate, as defined by the National Association for the Education for Young Children (NAEYC): "*...methods that promote each child's optimal development and learning through a strengths-based, play-based approach to joyful, engaged learning. Educators implement developmentally appropriate practice by recognizing the multiple assets all young children bring to the early learning program as unique individuals and as members of families and communities.*" (<https://www.naeyc.org/resources/position-statements/dap/definition>)

MCOE will also either include TK Administrators in this Early Education Collaborative or will develop separate, targeted training and learning opportunities for district administrators and TK school site principals on Early Learning and Care topics. Our strategies for support for

administrators will be determined by the input we receive from districts and charter schools on what needs they have in this area.

After the group is established, we can consider adding teachers from first through third grade, in order to continue to address curriculum alignment, both vertically and horizontally, to support a Preschool-Third grade continuum, using the CDE's [resources](#) and guideposts. Districts will have an Early Education representative on their District Advisory Councils and School Site Councils will solicit Early Education input. Training and group planning time will be offered at school districts and by the COE both by role (lead teacher, assistant teachers, administrators, coaches, etc.) and by grade (ELC providers for 0-5, state preschool staff, TK staff, kindergarten staff, etc.) Additionally, training and support for district expanded learning and after school providers and for other agencies who will provide these after school services continues to be provided by the ASES Consortium lead and the Expanded Learning Regional lead at the Mendocino COE.

To determine training needs for the county-wide Early Educator Consortium for school district employees, the Mendocino COE will continue to ask for feedback from the county's school districts and from early learning and care providers through already existing opportunities for partnership (Ed Leaders Consortiums at MCOE, Local Child Care Planning Council, etc.) and through newly developed groups, as needed. Site visits and coaching work will also provide information about training needs. Lastly, training needs may be informed by a Kindergarten Readiness Assessment to be performed in partnership with First 5 Mendocino and North Coast Opportunities' Head Start program in the fall of 2022.

Possible subjects of future training include, but are not limited to:

- Effective adult-child interactions
- Children's literacy and language development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
- Children's developing math and science (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
- Children's social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
- Implicit bias and culturally- and linguistically-responsive practice
- Adverse Childhood Experiences (ACEs) and trauma- and healing-informed practice
- Curriculum selection and implementation

- Creating developmentally-informed environments
- Administration and use of child assessments to inform instruction
- Support for multilingual learners, including home language development and strategies for a bilingual classroom
- Serving children with disabilities in inclusive settings, including Universal Design for Learning
- Engaging culturally- and linguistically-diverse families

Professional learning for all groups will be delivered through attending virtual training, in person training, coaching, and mentoring. School districts will explore preschool-TK teacher partnerships with classroom observations and demonstration lessons. The COE will continue to provide workshops within the county (IEEEP, SELPA, QCC, etc.) and to refer ELC providers and teachers to regional virtual training opportunities through the California Preschool Instructional Network (CPIN), QCC HUB training, etc.

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.

The Mendocino County Office of Education State Preschool Consortium develops their curriculum at the site level, basing their work on the California Preschool Learning Foundations and Frameworks, and from ongoing assessments of children, programs, and staff, using CSPP-required early education tools such as the Early Childhood Environmental Rating Scale, the Desired Results Developmental Profile/Parent Survey, etc. These tools allow teachers to intentionally plan an environment and activities to respond to both group and individual data, specific to the cultural, inclusive needs of their specific center and community. Head Start plans their curriculum in a similar way, but uses the Head Start Child Development and Early Learning Framework and the additional tool of the Classroom Assessment Scoring System ratings in each classroom.

Multiple trainings are offered and made available to staff of programs serving children 0-5 to support the development of skills necessary to understand and use these tools effectively: Regional California Preschool Instructional Network training, Quality Counts California (QCC) training, monthly CSPP meetings, etc. In addition, Mendocino County's QCC system provides coaching to 28 early learning and care centers and multiple Family Child Care Home providers throughout the county and across delivery models: CSPP, HS, FCCHs, private preschools, etc. Quality Rating Improvement System (QRIS) ratings for CSPP centers, according to the Quality Rating and Improvement System [matrix](#), will resume in 2022-23, to further document continuous improvement outcomes for QCC participants.

School districts will plan to adopt, adapt, or develop their curriculum for Transitional Kindergarten based on developmentally appropriate practice, play-based learning and the California State Preschool Foundations and Frameworks, which outline the learning expectations for children at 48 months and at 60 months. Districts should ensure that there is early education representation in their curriculum adoption process for TK, and if needed, the County Office of Education can provide input and/or guidance in this capacity. Districts will also review how their TK curriculum aligns vertically with State Preschool curriculum and with Kindergarten common core standards, as part of their P-3 alignment work in the coming years.

This work on curriculum can be supported by the County Office of Education by offering a countywide Early Education Collaborative group, modeled on the UUSD Early Education Collaborative that was developed in partnership with MCOE. In 2022-23, this group will begin with district teachers in preschool, TK, and Kindergarten to get established. In subsequent years, the goal would be to include more teachers from 1st through 3rd grade and exponentially increase participation from those higher grade levels. Districts and charter schools are still determining if they will use the Desired Results Developmental Profile (DRDP), a modified version of a "report card" using the California State Preschool Foundations and Frameworks and the California standards for Kindergarten, or another assessment tool for their UTK programs. CSPP centers and Head Start centers will continue to use the DRDP assessment tool.

Resources our LEA Consortium will use for curriculum development and assessments:

- California Preschool Learning Foundations, linked [here](#)
- California Preschool Curriculum Frameworks, linked [here](#)
- California Preschool Instructional Network (CPIN - all trainings are based upon the CPLF/F), website [here](#)
- Desired Results Developmental Profile resources, for [administrators](#) and [teachers](#)
- Preschool Alignment document from CDE, [here](#)
 - The preschool learning foundations include foundations in nine major domains: Social– Emotional Development, Language and Literacy, English-Language Development, and Mathematics (Volume 1); Visual and Performing Arts, Physical

Development, and Health (Volume 2); and History–Social Science and Science (Volume 3).

- See Table 1 Overview Alignment of the Domains in the California Preschool Learning Foundations with Domains in Key Early Education Resources on Page 17.

Head Start, State Preschool, and private preschools will continue to use the curriculum models they currently use. Districts and charter schools will continue to work with their current Transitional Kindergarten curriculum in 2022-23, adjusting for the younger students as needed. A general timeline for further TK curriculum implementation, including steps for piloting and gathering input from teachers and a process for ensuring curriculum fidelity, is found below:

2022-23:

- Exploring and either developing and/or selecting curriculum appropriate for younger 4-year-olds students by district leadership;
- Districts will decide on assessment tools for their districts, with support from MCOE as requested;
- UTK teacher forums and surveys to inform training needs;
- Administrator forums and surveys to inform training needs;
- Collect curriculum samples from variety of curriculum partners;
- Invite TK Teachers to currently offered Early Learning and Care training opportunities to focus on developing curriculum and activities
- Districts and charter schools will gather feedback on curriculum and assessments from parents and Board members through existing channels, such as School Site Councils, Parent Advisory groups, LCAP feedback sessions, etc.

Spring 2023:

- Training schedules for both teachers and administrators for school years 2023-24 and 2024-25 created by MCOE (built into the request for funding application for the Early Education Teacher Development Grant Program funding)
- Explore with CDE/CDSS, advocate that coaching be offered to districts for TK teacher support/mentoring through a variety of currently offered early learning and care programs (Quality Counts California, Inclusive Early Education Expansion Program, Embedded Instruction Early Learning California, etc.)

Resources for classroom organization and behavior management to ensure a positive learning environment for a diverse population of UPK students:

- [Center on the Social and Emotional Foundations for Early Learning](#) (CSPP, Head Start, other UPK)

- [Conscious Discipline](#) (Round Valley Indian Tribes Head Start, other UPK)
- Behavior Modification plans/training for teachers/administrators
- Trauma-informed practice/resiliency building
- School districts will watch for development of TK tools for PBIS and Restorative Practices that aligns with their current TK-12 frameworks for positive learning environments

To support inclusive practices and to support individual children with disabilities in UPK in the Least Restrictive Environment, our county will utilize several existing programs. These programs have been designed with ELC providers and settings for children 0-5 in mind. School district UTK programs will continue to be supported by district Special Education staff and resource teachers and by training and additional support offered by our local SELPA. Quality Counts California addresses equity across a variety of early learning and care program settings, including promoting practices that are supportive of and responsive to Dual Language Learners (DLLs). Training from CPIN also includes best practices for Dual Language Learners and for working with families who speak languages other than English. Lastly, district programs, administrators, and staff will be supported with district resources for English Language Learners, particularly TK classes. From our COE Early Learning and Care Department, we will advocate to include our TK teachers and district administrators to be included in the coaching, training and opportunities for adaptive equipment that are provided through the following:

- Embedded Instruction Early Learning Practice-Based Coaching, more information here
- Inclusive Early Education Expansion Grant: current funding supports one coach countywide for inclusive practice, plus a week-long intensive training session in early August for 0-5 ELC providers. There are additional funds proposed for the state 2022-23 budget.
- Quality Counts California provides training, meetings, and coaching around quality improvement, particularly in terms of equity and access for Dual Language Learners.
- California Preschool Instructional Network (CPIN) training opportunities, including a DLL cohort for providers who are Dual Language Learners

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 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.

Districts and Charter schools will continue to plan for UTK facilities, services and operations at the district and site level. LEAs will each be submitting data gathered for a July 2022 survey provided through the CDE UPK template under "required questions" (CDE template linked [here](#)). Schools will use this data to inform their individualized planning for TK classrooms and support services.

In addition, the Mendocino COE has led discussions with district and charter school leadership regarding considerations about facilities, services, and operations as they relate to their Transitional Kindergarten programs. MCOE will continue to provide technical assistance around these areas as the student population for TK gets younger each year, as any challenges arise. The need for more and/or different supports and schedules for younger students may become more apparent during each subsequent year of TK implementation, as the age definitions for TK students gets younger with each year. MCOE will continue to provide opportunities for districts and charter schools to collaborate with early learning and care providers on facilities, so that current early learning and care programs (such as district-located CSPP centers) are not displaced.

Districts and charter schools are considering many strategies for safely serving younger students in Transitional Kindergarten programs. For example, some schools may add more staff to provide closer supervision of TK students at drop-off and pick-up times. Recesses and mealtimes may be staggered, so that there are fewer overlaps with older students on playgrounds. Schools will also need to consider their playground equipment for safety for these younger students. Schools will also consider appropriate supervision ratios for recesses and mealtimes. When considering staffing for mealtime supervision, schools will address the needs of younger students by asking questions such as: Will younger students need more help with opening food containers? If a child starts choking, do we have sufficient staffing to aid? How might food be served to prevent choking in younger students?

The California Department of Education is currently working on FAQs to provide clarity around ratios during mealtimes and recess, and MCOE will ensure all participating LEAs have access to that guidance as soon as it is released. CSPP programs will continue to provide mealtimes in their classrooms, with 1:8 adult to child ratios, in a family-style model, to provide a multitude of opportunities for fine motor skills, nutritional education, and social-emotional and language opportunities with teachers and aides.

Transportation to Transitional Kindergarten will only be offered where it is currently offered to Kindergarten students, and where the programs are the same length of day. For example, if a district has a half-day TK program and a full-day K program, it may be that one way of transportation will not be offered to TK students. Some of the smaller districts and charters may not offer transportation to TK students, as they do not offer transportation to any students. For those districts who will offer transportation services for TK students, we have discussed some strategies for successful service delivery: seating younger students at the front of the bus, offering a bus orientation for TK students to become familiar with getting on and off the bus, and staggered dismissal times.

In all things relating to facilities, and support service and operations for LEAs, school district and charter leadership remain committed to serving these younger students with a lens of developmentally appropriate practice; in this case, this means considering the range of child development for four-year-olds.