Universal Pre-Kindergarten Plan for Implementation
# Universal Pre-Kindergarten Planning and Implementation Grant Program

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California’s Pre-Kindergarten Through Third Grade Vision

California will provide a strong and early start to education for all children with high-quality, joyful, developmentally informed, inclusive, and rigorous pre-kindergarten (pre-K) through third grade (P-3) learning opportunities—beginning with equitable access to universal pre-kindergarten (UPK). (Source: Universal Pre-kindergarten Planning and implementation Guidance, Volume 1, CDE, 2022.)

Our Mission

Our mission at MUSD is to ensure that all students have a rigorous, high-quality education which empowers them with twenty-first century skills, enabling them to be successful in college, career, and society.

Universal Pre-Kindergarten 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.
Self-Certification

In the data collection survey submitted to the California Department of Education, Morongo Unified School District 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 Morongo Unified School District will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the districts expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

1. Please complete the following table:

<table>
<thead>
<tr>
<th>LEA Name</th>
<th>Contact Name and Title of the Individual Self-Certifying the Statement Above</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morongo Unified School District</td>
<td>Amy Woods, Assistant Superintendent of Instruction</td>
<td><a href="mailto:Amy.woods@morongo.k12.ca.us">Amy.woods@morongo.k12.ca.us</a></td>
<td>(760)367-9191</td>
</tr>
</tbody>
</table>

2. 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)?

   a. Yes
   b. No

3. If the LEA answered Yes to Question 2, what other LEAs are part of this joint plan?
## Enrollment, Staffing, and Facilities Projections

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

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Eligibility</td>
<td>48</td>
<td>72</td>
<td>144</td>
<td>240</td>
<td>360</td>
</tr>
<tr>
<td>Ratios</td>
<td>Not specified</td>
<td>1:12</td>
<td>1:10**</td>
<td>1:10**</td>
<td>1:10**</td>
</tr>
<tr>
<td>Class Size</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>24</td>
</tr>
</tbody>
</table>

* average class size across the school site

** Subject to future legislative appropriation

### Projected Enrollment and Needs Assessment

<table>
<thead>
<tr>
<th>Type of Student</th>
<th>2019–20</th>
<th>Current (TK-eligible children turn five between September 2 and December 2, inclusive)</th>
<th>2022–23 (TK-eligible children turn five between September 2 and February 2, inclusive)</th>
<th>2023–24 (TK-eligible children turn five between September 2 and April 2, inclusive)</th>
<th>2024–25 (TK-eligible children turn five between September 2 and June 2, inclusive)</th>
<th>2025–26 (TK-eligible children turn four by September 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TK Students</td>
<td>32</td>
<td>48</td>
<td>72</td>
<td>144</td>
<td>240</td>
<td>360</td>
</tr>
</tbody>
</table>

### Table: Facilities Estimates (Cumulative)

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<tbody>
<tr>
<td>TK Classrooms</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>7</td>
<td>10</td>
<td>18</td>
</tr>
</tbody>
</table>
### Table: Staffing Estimates (Cumulative)

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</thead>
<tbody>
<tr>
<td>TK Teachers</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>7</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>TK Teacher’s Assistants</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>8</td>
<td>10</td>
<td>18</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>2019–20</td>
<td>0</td>
<td>24</td>
<td>36</td>
<td>120</td>
<td>180</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>ASES Program/ELO-P</td>
<td>0</td>
<td>0</td>
<td>24</td>
<td>36</td>
<td>120</td>
<td>180</td>
</tr>
</tbody>
</table>
Focus Area A: Vision and Coherence

Morongo Unified School District (MUSD) fully supports the vision for universal pre-kindergarten (UPK) described on page 4 of the Master Plan for Early Learning and Care which states “that all California children thrive physically, emotionally and educationally in their early years, through access to high-quality early learning and care resources; equitable opportunities for the workforce that advance equitable outcomes for children; and greater efficiencies to the state today and every day through structures for continuous improvement.” In an effort to transform lives through education, MUSD is committed to identifying and prioritizing the individual needs of young children and their families through the implementation of UPK.

Morongo Unified School District will engage the following partners in a provision of service that extends transitional kindergarten instructional time to the full day as identified and requested to meet the needs of families. Early learning and care partners that may be engaged in exploring a mixed delivery system may include, but are not limited to, California State Preschool Program (CSPP), Head Start, Early Head Start, Family Child Care Centers (FCC), Family, Friends and Neighbors (FFN), private centers, community-based organizations (CBO), and expanded learning partners.

To support and monitor the UPK program and facilitate connections with the Expanded Learning Opportunity Program (ELO-P) and other early learning and care programs, Morongo Unified School District will create and implement an internal structure to provide oversight and guidance of the UPK program for the full day. The district team will engage with the county office of education for technical assistance and implementation support. In addition, the San Bernardino Superintendent of Schools (SBCSS) team will support site individuals, teams, and/or departments with planning and implementation processes.

Key individuals that will be responsible for implementing UPK will include the following:

- Curriculum, Instruction, Academic Achievement Department
- Child Welfare and Attendance
- Special Education Local Plan Area (SELPA) Department
- Human Resources Department
- Business Services Department
- Expanded Learning Team, to include Save the Children
- Maintenance, Operations and Transportation Department

In order to ensure UPK leadership is integrated into the decision-making process, a communication process will be developed to share progress and needs across the district and sites to support the local decision making process. Communication protocols that will be used to increase efficiency and transparency include, but are not limited to, structured meetings, engagement of partners and stakeholders, and regular communication through a variety of methods.
The identification of UPK goals and outcomes will be aligned to data driven priorities in the Local Control Accountability Plan (LCAP) and leverage a similar partnership engagement process to ensure input is gathered to support the planning and implementation process.

To ensure the inclusion of students with disabilities, MUSD will partner with Special Education Local Plan Area (SELPA) department as well as students’ Individual Education Plan (IEP) teams. MUSD will engage in the development of a continuum of support to engage every child in developmentally informed instruction in the least restrictive environment to ensure equity and access to early learning and care through universal transitional kindergarten.

Using the Geographic Information System (GIS) map that includes details for early learning and care partners in each school district in San Bernardino County, MUSD will be able to identify the locations and contact information for potential partners. MUSD will convene and facilitate new partnership introduction meetings and leverage additional opportunities to engage ELO-P and early learning and care partners in district and school-based stakeholder engagement meetings (e.g. SSC, ELAC, DELAC, DAC, PTA, etc). See map below.
Throughout the Morongo Unified School District, a variety of service delivery models are being explored. Family and community input is being collected regarding the following options: TK offered at some or all sites, TK stand-alone classes, as well as TK classes in combination with kindergarten. There are many factors that will determine how the MUSD will implement UPK for all four-year-old children some of which include, but are not limited to, student enrollment projections, proximity to early learning providers, and onsite opportunities to provide ELO-P, facilities, etc.

Morongo Unified School District will determine how to best integrate a mixed delivery model into their universal pre-kindergarten system. Data-informed decisions that take into consideration the needs of families. MUSD will not accept early admittance into TK. During the 2022/23 school year, MUSD will be accepting all students turning five between September 2nd and February 2nd into the TK program. Each year, this time frame will expand by two months, until the 2025/26 school year where every child will have the opportunity to attend a full year of school prior to starting kindergarten.

**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 offered at all sites  
   b. TK offered at some sites  
   c. TK stand-alone classes  
   d. TK and kindergarten combination classes  
   e. CSPP and TK combination classes (CSPP funding and ADA funding)  
   f. Locally-funded preschool and TK combination classes  
   g. CSPP stand-alone classes  
   h. Head Start stand-alone classes  
   i. Other [describe, open response]

2. Does the LEA plan to implement full-day TK, part-day TK, or both?
   a. Full Day TK  
   b. Part Day TK  
   c. Both

---

1 The minimum length of instructional time that must be offered to constitute a school 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.
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.

Morongo Unified School District plans to begin the 2022/2023 school year with a minimum of three TK programs at schools in all three of the major residential areas within the district’s boundaries. Additional programs will be opened at alternate locations based on enrollment. These programs will include both stand-alone TK classes and combination TK/K classes.

Each TK class will be staffed with appropriately credentialed teachers and instructional assistants, ensuring the 24-student class average and the 12:1 class ratio. These classes will begin and end their day with the established bell schedule of the sponsoring school, allowing for the same six-hour day as students enrolled in the current Kindergarten program.

4. Does the LEA plan to begin operating a CSPP or expand its current CSPP contract?
   a. Yes - the LEA applied to expand its existing CSPP contract in 2022–23
   b. Yes - the LEA applied for a new CSPP contract in 2022–23
   c. Yes - the LEA will apply to expand its existing CSPP contract in future years (if funding is appropriated by the legislature)
   d. Yes - the LEA plans to apply to administer a CSPP contract in future years (if funding is appropriated by the legislature)
   e. No - the LEA has no plans to begin or expand a CSPP contract in future years
   f. No - the LEA plans to relinquish or reduce CSPP services 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.)
   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) [select one]
      i. Yes
         ii. No
         iii. Maybe
   b. 2023–24 (Birthdays April 3 or after) [select one]
      i. Yes
         ii. No
         iii. Maybe
   c. 2024–25 (Birthdays June 3 or after) [select one]
      i. Yes
         ii. No
         iii. Maybe
Focus Area B: Community Engagement and Partnerships

MUSD UPK Plan cultivates and prioritizes the needs of families through the development of an early education system. Relationships with parents and families are fostered through transparent engagement, community partnerships and strategic communication efforts which provide opportunities for authentic input. Parental choices are shared via various platforms including, but not limited to, print resources, digital platforms and public forums.

To promote and support a mixed delivery system, MUSD will consistently engage with early learning and care partners through professional convenings such as networks created and designed explicitly for intentional partnership development. Input will be gathered through various methods including, but not limited to, meetings, open forum discussions, surveys, and digital response boards.

MUSD will develop resources designed to educate and inform parents and families of the options available for their children as well as to share information regarding programmatic details and locations. (See UPK Family Guide below.) MUSD will continue to share UPK Plan progress. Open and consistent communication will be emphasized throughout the process to support parents in making informed choices that best fit the needs of their children and families.
In addition, MUSD will collaborate with the local SELPA to expand educator capacity to serve children with disabilities and provide access to needed professional learning opportunities through a variety of modalities including, but not limited to, asynchronous instruction via learning management systems, virtual and/or in-person webinars, and continuous improvement coaching. SELPA input may be requested throughout the development and implementation of the UPK plan.

MUSD will explore ways to provide families with access to a minimum of nine hours per day of programming through the development of Expanded Learning Opportunities Program ELO-P. Students may have access to extended learning opportunities before school, during school hours in a mixed delivery system and/or after school hours through a partnership with local expanded learning providers. Funds to be used may include, but not limited to, UPK Planning and Implementation, and ELO-P, and may be braided to fiscally support a nine-hour school, summer and/or intersession day.

To gain public input, MUSD has engaged a variety of community partners in multiple ways including, but not limited to, the following: Parent Teacher Association, family or
parent surveys, English Learner Advisory Committee (ELAC), District English Learner Advisory Committees (DELAC), Special Education Local Plan Area (SELPA), School Site Council, District Advisory Committee, and LCAP educational partners input sessions.

In an effort to provide families with access to a minimum of nine hours per day of programming, MUSD will consider partnering with expanded learning programs currently at the elementary school sites.

**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. District English Learner Advisory Committee (DELAC)
   e. Special Education Local Plan Area (SELPA)
   f. School Site Council
   g. District Advisory Committee
   h. LCAP educational partners input sessions
   i. Tribal Community input session
   j. Co-hosting events with community-based organizations (CBOs)
   k. Hosting meet and greets with the early learning and care community
   l. LPC Meetings
   m. Local Quality Counts California (QCC) consortia meetings
   n. First 5 County Commission meetings
   o. Community Advisory Committee (CAC)
   p. Head Start Policy Council meetings
   q. Collaboration with parent engagement centers (for example, Parent Training and Information Center [PTIC], Community Parent Resource Center [CPRC], Family Empowerment Centers [FEC])
   r. Other [describe, open response]

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)
   b. Expanded learning programs at a CBO site (ASES, 21st CCLC, ELO-P)
   c. CSPP (on an LEA site)
   d. CSPP (at a CBO site)
e. LEA- or locally-funded preschool
f. Head Start
g. LEA preschool funded with Title I of the Every Student Succeeds Act funds
h. Other CBO preschool
i. State subsidized child care (not including CSPP)
j. Other [describe, open response]
Focus Area C: Workforce Recruitment and Professional Learning

Morongo Unified School District will offer recruitment webinars to educators as well as in early learning and care agencies. A strategic communication plan will be developed to share information through a variety of outlets that may include professional networks, social media platforms, partnership agency convenings, and institutes of higher education. Employment opportunities may be offered through professional databases such as Ed Join and publicized through the district webpage.

Coordinated efforts to collaborate with early learning providers on joint professional learning opportunities will be integrated into the MUSD UPK Plan. Dual capacity professional learning and/or coaching for teachers, paraprofessionals and providers will be supported by MUSD through the professional offerings.

Teachers, paraprofessionals, and administrators will be eligible to participate in MUSD’s professional learning. Early educators in CSPP, district-based preschools, transitional kindergarten and kindergarten classes will be supported by MUSD through professional learning.

Professional learning content may include but will not be 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

Delivery of professional learning may include but will not be limited to:

- Coaching and mentoring
• Classroom observations and demonstration lessons with colleagues
• Workshops with external professional development providers
• Internally-delivered professional learning workshops and trainings
• Operating an induction program
• Partnerships with local QCC professional learning in CSPP settings
• In mixed groupings (for example, TK and CSPP teachers)

MUSD will incorporate early childhood professionals in the district advisory committee by including the following members at minimum: curriculum lead, K-3 representation, and special education lead. Parent and family representation on the team will also be highly encouraged to encourage family engagement in the planning and implementation process.

The following strategies will be considered to support diverse and effective prospective TK teachers, including multilingual educators, to meet the requirements under EC Section 48000(g)(4):

• 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
• Provide information on scholarship and grant opportunities to CSPP and other staff interested in providing extended learning and care services
• Apply for workforce development funding and competitive grant opportunities from the CDE
• Provide a stipend for tuition and fees for coursework leading to a Multiple Subject Teaching Credential
• Provide advising on credential requirements and options for how to meet these requirements

The following strategies will be considered to support diverse and effective prospective TK teachers, including multilingual educators, to meet the requirements under EC Section 48000(g)(4):

• Partner with a local IHE offering eligible early childhood education or childhood development coursework
• Provide information on scholarship and grant opportunities
• Apply for workforce development funding and grant opportunities
• Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree
• Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit
• Provide advising on requirements and how to meet the requirements
The following strategies will be considered to support diverse and effective prospective CSPP teachers, including multilingual educators, to obtain a Child Development Teacher Permit:

- Partner with a local IHE offering eligible early childhood education or childhood development coursework
- Provide information on scholarship and grant opportunities
- Apply for workforce development funding and grant opportunities

The following child observational assessments will be considered for professional learning opportunities to TK, CSPP, and other early education teachers during the 2022–23 school year:

- Ages & Stages Questionnaire (ASQ)
- BRIGANCE Early Childhood Screen
- Desired Results Developmental Profile (DRDP)
- Developmental Reading Assessment (DRA)
- LEA-based, grade level benchmarks and a report card
- Teaching Strategies GOLD (TS GOLD)
- Work Sampling System (WSS)

The following topics will be considered for professional learning opportunities regarding early childhood education to site leaders and principals:

- Effective adult-child interactions
- Children’s literacy and language development (aligned with the Preschool Learning Foundations and 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
- 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
Required Questions

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

1. Which of the following strategies does the LEA intend to use to support diverse and effective prospective TK teachers, including multilingual educators, to earn a Multiple Subject Teaching Credential? [select all that apply]

   a. Partner with one or more local Institutions of higher education (IHEs) or the COE to help support teachers holding less than a full credential to complete requirements to earn a preliminary Multiple Subject Teaching Credential

   b. Apply for a California Classified School Employee Teacher Credentialing Program grant (https://www.ctc.ca.gov/educator-prep/grant-funded-programs/Classified-Sch-Empl-Teacher-Cred-Prog) on your own, with your COE, as part of a new collaborative, or by joining an existing Classified grant program to recruit teachers

   c. Apply for a California Teacher Residency Grant Program (https://www.ctc.ca.gov/educator-prep/grant-funded-programs/teacher-residency-grant-program) on your own, as part of a new collaborative, or by joining an existing Teacher Residency Grant Program to recruit and prepare individuals with a bachelor’s degree who want to become teachers in your LEA

   d. Join an existing intern preparation program to recruit and prepare teachers for your LEA

   e. Join an existing apprenticeship cohort program to recruit and prepare teachers for your LEA

   f. Establish a relationship with other local LEAs to establish pathways for high school students interested in a career in CSPP or in P–3 teaching through clubs, registered apprenticeships, or other such early recruitment opportunities

   g. Partner with the California Center on Careers to contact registrants who might be interested in becoming teachers for your LEA

   h. Provide information on scholarship and grant opportunities to CSPP and other staff interested in providing extended learning and care services

   i. Apply for workforce development funding and competitive grant opportunities from the CDE

   j. Provide a stipend for tuition and fees for coursework leading to a Multiple Subject Teaching Credential

   k. Provide advising on credential requirements and options for how to meet these requirements
l. Collaborate with IHEs to offer unit-bearing coursework at a local LEA site during times that work for teachers and other interested staff members [list IHEs, open response]
m. Partner with a local IHE to provide other services to candidates seeking to earn a Multiple Subject Teaching Credential
n. Partner with a COE to provide other services to candidates seeking to earn a multiple subject credential
o. Other [describe, open response]
p. None of the above, the LEA currently has enough Multiple Subject Teaching Credential holders to meet the need for TK educators

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

3. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective CSPP teachers, including multilingual educators, to obtain a Child Development Teacher Permit [select all that apply]
   a. Partner with a local IHE offering eligible early childhood education or childhood development coursework
   b. Partner with an IHE or COE to operate cohort models for educators working towards a Child Development Teacher Permit
c. Provide information on scholarship and grant opportunities
d. Apply for workforce development funding and grant opportunities

e. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree

f. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit

g. Provide advising on requirements and planning for how to meet the Child Development Teacher Permit requirements

h. Offer unit-bearing coursework at a local district site during times that work for teachers

i. Other [describe, open response]

j. None of the above, the LEA is not planning to support prospective CSPP educators in obtaining a Child Development Teacher Permit

4. On which child observational assessments does the LEA intend to offer professional learning to TK, CSPP, and other early education teachers during the 2022–23 school year? [select all that apply]

a. Ages & Stages Questionnaire (ASQ)

b. BRIGANCE Early Childhood Screen

c. Desired Results Developmental Profile (DRDP)

d. Developmental Reading Assessment (DRA)

e. LEA-based, grade level benchmarks and a report card

f. Teaching Strategies GOLD (TS GOLD)

g. Work Sampling System (WSS)

h. Other [describe, open response]

i. The LEA does not plan to offer professional learning on child observational assessments

5. On what topics does the LEA intend to offer professional learning regarding early childhood education to site leaders and principals? [select all that apply]

a. Effective adult-child interactions

b. Children’s literacy and language development (aligned with the Preschool Learning Foundations and Frameworks)

c. Children’s developing math and science (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)

d. Children’s social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)

e. Implicit bias and culturally- and linguistically-responsive practice

f. ACEs and trauma- and healing-informed practice

g. Curriculum selection and implementation

h. Creating developmentally-informed environments

i. Administration and use of child assessments to inform instruction
j. Support for multilingual learners, including home language development and strategies for a bilingual classroom
k. Serving children with disabilities in inclusive settings, including Universal Design for Learning
l. Engaging culturally- and linguistically-diverse families
m. Other [describe, open response]
n. Site leaders and principals will not be offered professional learning on early childhood education
Focus Area D: Curriculum, Instruction, and Assessment

Morongo Unified School District will research and support the development or selection of curriculum that aligns with the California Learning Foundations and California Preschool Curriculum Frameworks. Curriculum components will be reviewed to determine the effectiveness of supporting all learners including multilingual learners and students with disabilities. Care will be taken to identify the incorporation of Universal Design for Learning (UDL) principles, developmentally informed, culturally, and linguistically responsive assessments, and social-emotional learning and executive function support.

The intended timeline for curriculum implementation will begin during the 2022-2023 school year and will encourage input and direct involvement of UPK educators. Processes that may be used include a curriculum fair for community members and educators to review possible resources and rubrics to evaluate materials. After the vetting process has been completed, a list of curriculum options will be shared and presented to the Board for approval according to local policy. To ensure curriculum fidelity, educators and associates may be provided with professional learning and follow-up coaching focused on effective use of adopted materials.

MUSD will support successful learning and joyful experiences for all students through the implementation of Multi-tiered System of Support (MTSS). Support for educators may include, but not be limited to, Universal Design for Learning (UDL), Positive Behavior Intervention and Support (PBIS), social emotional learning (SEL), research- and evidence-based classroom management and student engagement strategies, and developmentally-informed practices such as play as a context for learning. Support may include synchronous and asynchronous professional learning, continuous improvement coaching and/or communities of practice.

In order to integrate UPK into the school site system, MUSD will ensure early educators are actively engaged in professional learning, decision-making, and feedback cycles as appropriate. UPK representatives will be included in school wide initiatives and system development and/or refinement such as MTSS, UDL and schoolwide PBIS. UPK representatives may also be included on the site-based decision-making team as appropriate.

MUSD will support educators with professional learning emphasizing equitable access for students with disabilities through inclusive practices. An intentional focus on supporting students’ learning and development by incorporating UDL principles and proactively removing barriers through the adaptation of instructional materials and classroom environments will be applied to professional learning and educator support. Educators will be encouraged and supported to build capacity around creating inclusive environments for all students.

MUSD will highlight and encourage culturally and linguistically responsive practices to support multilingual learners and students and families from diverse communities. An emphasis will be placed on students’ English acquisition as well as the maintenance
and continued development of home languages. District-wide resources that support early literacy skills and oral language development may include Footsteps2Brilliance, a free bilingual, digital literacy platform, and will be shared in support of the Countywide Vision2Read initiative (see infographic below).

MUSD will utilize a variety of assessment tools to determine next steps for instruction of dual language learners. Tools may include observations, anecdotal records, work samples, Desired results Developmental Profile (DRDP), Ages and Stages Questionnaires (ASQ), Phonological Awareness Literacy Screening (PALS), and locally developed formative assessments.

In planning for language support for TK students, the MUSD delivery model will be English-only instruction with home-language support. This will include both designated and integrated language development instruction.

The methods under consideration to support the development of social-emotional learning and executive function skills through specific instruction in these areas and thereby embedding and reinforcing this instruction in all curriculum areas include:

- 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)
- 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
- Staff development opportunities encouraging reflective practice and cross-level support for instruction specific to social-emotional learning and executive function skills
- Offer open-ended, self-directed learning opportunities that foster individual interests and curiosity and new learning

The instructional practices being considered for implementation to support children with disabilities in UPK programming include, but are not limited to:

- Implement Universal Design for Learning
- Provide adaptations to instructional materials
- Provide specialized services (for example, occupational therapy, physiotherapy, speech and language pathology therapy) in the classroom with peer models
- Implement social-emotional strategies
- Provide additional staff to support participation in instruction

MUSD is considering the following assessments to use in TK or kindergarten:

- ASQ
- BRIGANCE Early Childhood Screen
- DRDP
- DRA
- District-based grade level benchmarks and report card
- TS GOLD
- WSS

**Required Questions**

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

1. Does the LEA plan to provide any of the following language model(s) for TK students? [select all that apply]
   a. Dual language program with a language allotment\(^2\) of 50/50 [open response for language offered]
   b. Dual language program with a language allotment of 90/10 [open response for language offered]

\(^2\) The percentage of instructional time spent on the target language and English (e.g., in a 50/50 Spanish/English program, 50% of instructional time is spent on each language).
c. Dual language program with a language allotment of 80/20 [open response for language offered]
d. Dual language program with a language allotment of 70/30 [open response for language offered]

  e. English-only instruction with home-language support

f. None
g. Other [describe, open response]

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

3. Identify methods the LEA plans to use to support the development of social-emotional learning and executive function skills through specific instruction in these areas and by embedding and reinforcing this instruction in all curriculum areas. [select all that apply]
   a. Provide training for staff on the Center on the Social Emotional Foundations for Early Learning (CSEFEL) Pyramid Model
   b. Implement the CSEFEL Pyramid Model in the classroom
   c. Designing developmentally-appropriate learning environments to allow for individual and group activities that promote social-emotional learning and executive function skills (for example, use students’ pictures or words in daily routines, feelings charts)
   d. Promote learning through play as a context for social and emotional development, including social play with teachers and peers in small or large group settings
   e. Use developmental observations to identify children’s emerging skills and support their development through daily interactions

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

Staff development opportunities encouraging reflective practice and cross-level support for instruction specific to social-emotional learning and executive function skills

Offer open-ended, self-directed learning opportunities that foster individual interests and curiosity and new learning

4. What instructional practices does the LEA plan to implement to support children with disabilities in UPK programming? [select all that apply]
   a. Implement Universal Design for Learning
   b. Provide adaptations to instructional materials
   c. Provide specialized services (for example, occupational therapy, physiotherapy, speech and language pathology therapy) in the classroom with peer models
   d. Implement social-emotional strategies, such as the Pyramid Model, CSEFEL, and others
   e. Provide additional staff to support participation in instruction
   f. Other [open response]

5. What assessments does the LEA plan to use in TK or kindergarten? [select all that apply]
   a. ASQ
   b. BRIGANCE Early Childhood Screen
   c. DRDP
   d. DRA
   e. LEA-based grade level benchmarks and a report card
   f. TS GOLD
   g. WSS
   h. Other [describe, open response]
   i. The LEA does not plan to use a common TK assessment
   j. Unsure
Focus Area E: LEA Facilities, Services, and Operations

Morongo Unified School District will ensure the safety of younger children by complying with health and safety regulations that meet the kindergarten facilities standards described in the California Code of Regulations. Modifications to systems and facilities will be assessed and planned accordingly. Shared spaces and successful implementation of coordinated services will also be reviewed, planned for and completed. Clearly articulated expectations will be communicated to all students, families, and staff members regarding interactions between children of all ages. Integration of the younger students into the school campus will be planned for and addressed in school wide programs such as Positive Behavior Intervention and Support (PBIS).

At this time, MUSD will not provide transportation to and from school for students enrolled in transitional kindergarten. This decision was made with the health and safety of these children in mind. All school buses in our district have lap and shoulder seat belts for the safety of our children who are riding the bus. MUSD has determined that these restraints would not provide adequate safety for children of TK age. However, in conjunction with the input from families and the needs identified, as well as safety regulations, MUSD will continue to explore options for transportation of TK students throughout implementation.

Access to meals and adequate time for eating will be ensured by providing all students with free breakfast and lunch, as well as incorporating early learners into the daily lunch schedule. The cafeteria manager and staff will be key in providing ample support to young children when selecting foods, carrying trays, and maneuvering through the designated eating area(s). MUSD will continue to comply with all health and safety regulations, including those identified in the Child Nutrition Program.

MUSD will continue to engage early learning and care partners and agencies to design a mixed-delivery model that will provide families with options for UPK that best fit their needs. Whenever feasible, early education programs, those administered by MUSD and those that are not, will be considered and integrated into the UPK system.

MUSD will determine if classroom space meets the projected enrollment of TK students listed in the Projected Enrollment and Needs Assessment section of the UPK plan. MUSD will also determine whether the space designated for TK meets the kindergarten standards described in California Code of Regulations, Title 5 Section 14030(h)(2). MUSD will also assess the necessary adaptive equipment, assistive technology, and other accommodations needed to ensure children with disabilities have access to education in the least restrictive environment. The MUSD’s Facilities Master Plan will also be reviewed to determine if it adequately addresses the need for UPK programming, as well as areas that require updates, including but not limited to, turfed areas, paved areas, apparatus areas, land required for buildings and grounds, and total square feet required.
MUSD supports the statewide vision of providing all children with early learning experiences that will ensure positive student outcomes in pre-kindergarten through third grade. Through the planning and implementation of universal pre-kindergarten, MUSD continues to emphasize early education in its quest to provide children and families opportunities to meet and exceed both academic and personal-social success indicators from cradle to career.

**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?

MUSD will continue to engage early learning and care partners and agencies to design a mixed-delivery model that will provide families with options for UPK that best fit their needs. Whenever feasible, early education programs, administered by MUSD and even those that are not, will be considered and integrated into the UPK system.

Two CSP programs are currently housed on MUSD campuses. The contract for these two programs will continue, allowing them access to the campus and MUSD nutrition services programs. MUSD will assist these programs through professional development opportunities and shared community engagement.

2. Does the LEA have adequate classroom space to meet the Projected Enrollment of TK students listed in the Projected Enrollment and Needs Assessment section of this document, for the respective implementation year? [multiple choice]
   - a. Yes
   - b. No

3. If no, how many more classrooms does the LEA need? **N/A**

4. If no, how might the LEA provide classrooms in the timeframe needed? **N/A**

5. Does the space meet the kindergarten standards described in *California Code of Regulations*, Title 5, Section 14030(h)(2)? [multiple choice]
   - a. Yes
   - b. No
6. 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) N/A

7. Does the space contain necessary adaptive equipment, assistive technology, or other accommodations to ensure children with disabilities have access to education in the least restrictive environment? [multiple choice]
   a. Yes
   b. No

8. If no, what modifications need to be made? What resources are needed to provide equipment or accommodations? N/A

9. Does the LEA’s Facilities Master Plan adequately address the need for UPK programming? [multiple choice]
   a. Yes
   b. No

10. If no, what process will the LEA use to update the Facilities Master Plan to accommodate future TK and early education programming? N/A

11. In which of the following areas does the LEA intend to make updates to facilities? [select all that apply]
    a. Turfed area
    b. Paved area
    c. Apparatus area
    d. Land required for buildings and grounds
    e. Total square feet required
    f. None of the above

12. What transportation will the LEA offer to children enrolled in TK? [select all that apply]
    a. Transportation to and from the TK program
    b. Transportation from the TK program to an extended learning and care opportunity on another LEA site
    c. Transportation from the TK program to an extended learning and care opportunity on a non-LEA site (for example, a CBO that operates a preschool program)
    d. No transportation will be provided
13. 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?
   a. Yes
   b. No
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 pre-kindergarten (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.