

UNIVERSAL PREKINDERGARTEN (UPK) LOCAL EDUCATIONAL AGENCY ASSESSMENT TOOL



Purpose

The Universal Prekindergarten (UPK) Local Educational Agency (LEA) Assessment Tool was developed to support the ongoing planning process to expand access to prekindergarten programs. The UPK LEA Assessment Tool is a companion document to the *Universal Prekindergarten Planning Toolkit: A Resource Guide for County Offices of Education in California* (CCSESA, 2022) and the [Universal Prekindergarten Planning and Implementation Grant Program – Planning Template](#) (CDE, 2021). The UPK planning template includes required and recommended planning questions which form a set of core planning questions which are critical to supporting the development of a comprehensive, responsive, and community-centered UPK Plan.

Required Questions: LEAs will be required to answer the required data questions outlined in the UPK Planning Template.

Recommended Questions: LEAs are highly encouraged to incorporate answers to these questions in their UPK Plans. Responses to these questions are not required for submission to the CDE but do support more holistic planning that meets the intent of these funds.

The UPK LEA Assessment Tool includes prompts that are aligned with the required and recommended planning questions from the Universal Prekindergarten Planning and Implementation Grant Program – Planning Template and is organized as follows:

- A. Vision and Coherence
- B. Community Engagement and Partnerships
- C. Workforce Recruitment and Professional Learning
- D. Curriculum, Instruction, and Assessment
- E. LEA Facilities, Services, and Operations

Directions

Based on Universal Prekindergarten Planning and Implementation Grant Program – Planning Template, assess the current level of your LEA planning for the implementation of universal prekindergarten. Use the right-hand column to mark your ratings and record your notes.

Rating Levels

- N/A** **Not applicable:** Focus area or related components are not applicable to the LEA
- 0** **Awareness:** Planning has not been initiated at this time
- 1** **Beginning:** Identifying needs, gathering information, and building knowledge
- 2** **Preparing:** Setting goals and engaging in strategic planning
- 3** **Implementing:** Establishing processes and developing routines
- 4** **Refining:** Aligning and integrating with continuous improvement

FOCUS AREA A: VISION AND COHERENCE

| Required Template Questions | Ratings and Notes |
|---|---|
| <p>1. Has the local educational agency (LEA) identified one or more of the following model(s) of service delivery to implement universal prekindergarten (UPK) for all four-year-old children, including classes fully inclusive of children with disabilities?</p> <p>Model options:</p> <ul style="list-style-type: none"> a. Transitional Kindergarten (TK) offered at all sites b. TK offered at some sites c. TK stand-alone classes d. TK and kindergarten combination classes e. California State Preschool Program (CSPP) and TK combination classes (CSPP funding and average daily attendance funding) f. Locally-funded preschool and TK combination classes g. CSPP stand-alone classes h. Head Start stand-alone classes i. Other | <p>N/A 0 1 2 3 4</p> <p>Notes:</p> |
| <p>2. Has the LEA determined if it will implement full-day TK, part-day TK, or both?</p> <ul style="list-style-type: none"> a. Full-day TK b. Part-day TK c. Both | <p>N/A 0 1 2 3 4</p> <p>Notes:</p> |
| <p>3. Has the LEA determined how it will implement the selected model(s) of service delivery?</p> | <p>N/A 0 1 2 3 4</p> <p>Notes:</p> |

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FOCUS AREA A: VISION AND COHERENCE

| | |
|--|---|
| <p>4. Does the LEA plan to operate a CSPP or expand its current CSPP contract?</p> <p>a. Yes – the LEA applied to expand its existing CSPP contract in 2022–23</p> <p>b. Yes – the LEA applied for a new CSPP contract in 2022–23</p> <p>c. Yes – the LEA will apply to expand its existing CSPP contract in future years (if funding is appropriated by the legislature)</p> <p>d. Yes – the LEA plans to apply to administer a CSPP contract in future years (if funding is appropriated by the legislature)</p> <p>e. No – the LEA has no plans to begin or expand a CSPP contract in future years</p> <p>f. No – the LEA plans to relinquish or reduce CSPP services in future years</p> | <p style="text-align: center;">N/A 0 1 2 3 4</p> <p>Notes:</p> |
| <p>5. If the LEA answered yes in question four, has the LEA identified what age of children it will serve through a CSPP contract?</p> <p>Potential ages to be served:</p> <p>a. Three-year-old children</p> <p>b. Four-year-old children who will not be enrolled in TK in the current school year</p> <p>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</p> <p>d. Four-year-old children who are enrolled in TK, including early admittance TK</p> | <p style="text-align: center;">N/A 0 1 2 3 4</p> <p>Notes:</p> |
| <p>6. Has the LEA identified whether it will serve students eligible for early admittance TK, for children whose fifth birthday occurs after the enrollment date for the year of implementation?</p> | <p style="text-align: center;">N/A 0 1 2 3 4</p> <p>Notes:</p> |

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FOCUS AREA A: VISION AND COHERENCE

| Recommended Template Questions | Ratings and Notes |
|--|---|
| 1. Has the LEA developed/revised its vision for UPK? | <div style="display: flex; justify-content: space-around; font-weight: bold;"> N/A 0 1 2 3 4 </div> <p>Notes:</p> |
| 2. Has the LEA determined what service delivery model(s) will be integrated to offer UPK programming, including the nine hours of total extended learning and care programming around the TK instructional time for families that opt in? | <div style="display: flex; justify-content: space-around; font-weight: bold;"> N/A 0 1 2 3 4 </div> <p>Notes:</p> |
| 3. Has the LEA designed the administrative structure that will support and monitor the UPK program and facilitate connections with the Expanded Learning Opportunities Program (ELO-P) as well as non-LEA-administered early learning and care programs that will support the extended learning components of UPK? | <div style="display: flex; justify-content: space-around; font-weight: bold;"> N/A 0 1 2 3 4 </div> <p>Notes:</p> |
| 4. Has the LEA identified and assigned the individuals that will be responsible for implementing UPK? | <div style="display: flex; justify-content: space-around; font-weight: bold;"> N/A 0 1 2 3 4 </div> <p>Notes:</p> |

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FOCUS AREA A: VISION AND COHERENCE

| Recommended Template Questions | Ratings and Notes |
|---|--|
| 5. Has the LEA identified how the UPK leadership will be integrated in the decision-making process at the executive or cabinet level? | <div style="display: flex; justify-content: space-between; width: 100%;"> N/A 0 1 2 3 4 </div> <p>Notes:</p> |
| 6. Has the LEA determined how the proposed UPK model will be integrated with the district's Local Control and Accountability Plan (LCAP)? | <div style="display: flex; justify-content: space-between; width: 100%;"> N/A 0 1 2 3 4 </div> <p>Notes:</p> |
| 7. Has the LEA identified how it will ensure the inclusion of students with disabilities in UPK classrooms and who will be involved in the process? | <div style="display: flex; justify-content: space-between; width: 100%;"> N/A 0 1 2 3 4 </div> <p>Notes:</p> |
| 8. Has the LEA described how it will support sites in building connections between them and ELO-P, as well as early learning and care partners? | <div style="display: flex; justify-content: space-between; width: 100%;"> N/A 0 1 2 3 4 </div> <p>Notes:</p> |

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FOCUS AREA B: COMMUNITY ENGAGEMENT AND PARTNERSHIPS

| Required Template Questions | Ratings and Notes |
|---|---|
| <p>1. Has the LEA identified which opportunities it will offer to obtain public input on the UPK Plan?</p> <p>Opportunities for public input:</p> <ul style="list-style-type: none"> 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. Local Planning Council (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 | <p>N/A 0 1 2 3 4</p> <p>Notes:</p> |

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FOCUS AREA B: COMMUNITY ENGAGEMENT AND PARTNERSHIPS

| Required Template Questions | Ratings and Notes |
|--|---|
| <p>2. Has the LEA selected the programs it will combine with the TK instructional day to offer a minimum of nine hours per day of programming for children whose families opt in for extended learning and care?</p> <p>Program options:</p> <ul style="list-style-type: none"> a. Expanded learning programs on an LEA site (After School Education and Safety [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 | <p style="text-align: center;">N/A 0 1 2 3 4</p> <p>Notes:</p> |

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FOCUS AREA B: COMMUNITY ENGAGEMENT AND PARTNERSHIPS

| Recommended Template Questions | Ratings and Notes |
|---|--|
| 1. Has the LEA identified how the UPK Plan will prioritize parental needs and choices? | N/A 0 1 2 3 4 Notes: |
| 2. Has the LEA determined how it will meaningfully engage extended learning and care partners in the development of the UPK Plan? | N/A 0 1 2 3 4 Notes: |
| 3. Has the LEA developed actions to partner with local Resource and Referral Agencies (R&Rs); LPCs; and existing early education, child care, and expanded learning providers within the LEA's attendance boundary to support parents to access services across LEA-administered and non-LEA-administered programs for extended learning and care and other supports? | N/A 0 1 2 3 4 Notes: |
| 4. Has the LEA determined if it will create or grow partnerships with early learning and care providers serving children with disabilities? | N/A 0 1 2 3 4 Notes: |
| 5. Has the LEA developed sample program schedules that describe how the requirements of the ELO-P will be met for UPK, including the use of ELO-P funds or other fund sources; how they will be combined with the instructional day to offer a minimum of nine hours per day of programming; and how they will offer a minimum nine-hour summer or intersession day? | N/A 0 1 2 3 4 Notes: |

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FOCUS AREA C: WORKFORCE RECRUITMENT AND PROFESSIONAL LEARNING

| Required Template Questions | Ratings and Notes |
|--|---|
| <p>1. Has the LEA identified strategies to support diverse and effective prospective TK teachers, including multilingual educators, to earn a Multiple Subject Teaching Credential?</p> <p>Strategy options:</p> <ol style="list-style-type: none"> a. Partner with one or more local Institutions of higher education (IHEs) or the County Office of Education (COE) to help support teachers holding less than a full credential to complete requirements to earn a preliminary Multiple Subject Teaching Credential 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 | <p>N/A 0 1 2 3 4</p> <p>Notes:</p> |

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FOCUS AREA C: WORKFORCE RECRUITMENT AND PROFESSIONAL LEARNING

| Required Template Questions | Ratings and Notes |
|---|---|
| <p>Strategy options (continued):</p> <ul style="list-style-type: none"> 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 p. None of the above; the LEA currently has enough Multiple Subject Teaching Credential holders to meet the need for TK educators | |
| <p>2. Has the LEA identified strategies to support diverse and effective prospective TK teachers, including multilingual educators, to meet the requirements under EC Section 48000(g)(4)?</p> <p>Strategy options:</p> <ul style="list-style-type: none"> 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 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 California Commission on Teacher Credentialing (CTC) | <p>N/A 0 1 2 3 4</p> <p>Notes:</p> |

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FOCUS AREA C: WORKFORCE RECRUITMENT AND PROFESSIONAL LEARNING

| Required Template Questions | Ratings and Notes |
|---|---|
| <p>3. Has the LEA identified strategies to support diverse and effective prospective CSPP teachers, including multilingual educators, to obtain a Child Development Teacher Permit?</p> <p>Strategy options:</p> <ul style="list-style-type: none"> 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 j. None of the above, the LEA is not planning to support prospective CSPP educators in obtaining a Child Development Teacher Permit | <p>N/A 0 1 2 3 4</p> <p>Notes:</p> |
| <p>4. Has the LEA determined the child observational assessments the LEA intends to offer professional learning to TK, CSPP, and other early education teachers during the 2022–23 school year?</p> <p>Screening and Observational Assessment options:</p> <ul style="list-style-type: none"> 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 i. The LEA does not plan to offer professional learning on child observational assessments | <p>N/A 0 1 2 3 4</p> <p>Notes:</p> |

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FOCUS AREA C: WORKFORCE RECRUITMENT AND PROFESSIONAL LEARNING

| Required Template Questions | Ratings and Notes |
|--|---|
| <p>5. Has the LEA identified professional learning topics it will offer regarding early childhood education to site leaders and principals?</p> <p>Potential topics:</p> <ul style="list-style-type: none"> 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 n. Site leaders and principals will not be offered professional learning on early childhood education | <p style="text-align: center;">N/A 0 1 2 3 4</p> <p>Notes:</p> |

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FOCUS AREA C: WORKFORCE RECRUITMENT AND PROFESSIONAL LEARNING

| Recommended Template Questions | Ratings and Notes |
|---|---|
| <p>1. Has the LEA developed plans to recruit the educators needed to implement its UPK Plan (including CSPP teachers, assistant teachers, TK teachers, and TK teachers’ instructional aides and assistants)?</p> | <p style="text-align: center;">N/A 0 1 2 3 4</p> <p>Notes:</p> |
| <p>2. Has the LEA determined if it will partner with CSPP, Head Start, and other early learning and care providers to offer joint professional learning opportunities?</p> | <p style="text-align: center;">N/A 0 1 2 3 4</p> <p>Notes:</p> |
| <p>3. Has the LEA developed its strategy for providing professional learning for educators across the LEA’s P–3 continuum?</p> <p>Strategies may include:</p> <ol style="list-style-type: none"> a. Who will receive this professional learning? b. What content will professional learning opportunities cover? c. How will professional learning be delivered? | <p style="text-align: center;">N/A 0 1 2 3 4</p> <p>Notes:</p> |
| <p>4. Has the LEA determined how it will facilitate the development of a district early education leadership team and promote site-based horizontal and vertical articulation (P–3) teams to support student transitions, share strategies, and collaboratively monitor student progress?</p> | <p style="text-align: center;">N/A 0 1 2 3 4</p> <p>Notes:</p> |

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FOCUS AREA D: CURRICULUM, INSTRUCTION, AND ASSESSMENT

| Required Template Questions | Ratings and Notes | | | | | |
|---|-------------------|---|---|---|---|---|
| <p>1. Is the LEA planning to provide any of the following language model(s) for TK students?</p> <p>Language model options:</p> <ul style="list-style-type: none"> a. Dual language program with a language allotment of 50/50 b. Dual language program with a language allotment of 90/10 c. Dual language program with a language allotment of 80/20 d. Dual language program with a language allotment of 70/30 e. English-only instruction with home-language support f. None g. Other | N/A | 0 | 1 | 2 | 3 | 4 |
| <p>2. If the LEA administers CSPP, does it plan to provide any of the following language model(s) for CSPP students?</p> <p>Language model options:</p> <ul style="list-style-type: none"> a. Dual language program with a language allotment of 50/50 b. Dual language program with a language allotment of 90/10 c. Dual language program with a language allotment of 80/20 d. Dual language program with a language allotment of 70/30 e. English-only instruction with home-language support f. None g. Other | N/A | 0 | 1 | 2 | 3 | 4 |

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FOCUS AREA D: CURRICULUM, INSTRUCTION, AND ASSESSMENT

| Required Template Questions | Ratings and Notes |
|---|---|
| <p>3. Has the LEA identified methods it will 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?</p> <p>Potential method options:</p> <ul style="list-style-type: none"> 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 d. Promote learning through play as a context for social and emotional development, including social play with teachers and peers in small or large group settings e. Use developmental observations to identify children's emerging skills and support their development through daily interactions f. Development of lesson plans or use of a curriculum that includes specific and targeted social-emotional learning and executive function activities throughout the day of instruction g. Staff development opportunities encouraging reflective practice and cross-level support for instruction specific to social-emotional learning and executive function skills h. Offer open-ended, self-directed learning opportunities that foster individual interests and curiosity and new learning | <p>N/A 0 1 2 3 4</p> <p>Notes:</p> |
| <p>4. Has the LEA determined which instructional practices it will implement to support children with disabilities in UPK programming?</p> <p>Practice options:</p> <ul style="list-style-type: none"> 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 | <p>N/A 0 1 2 3 4</p> <p>Notes:</p> |

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FOCUS AREA D: CURRICULUM, INSTRUCTION, AND ASSESSMENT

| Required Template Questions | Ratings and Notes |
|--|---|
| <p>5. Has the LEA identified the assessments it will use in TK or kindergarten?</p> <p>Assessment options:</p> <ul style="list-style-type: none"> 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 i. The LEA does not plan to use a common TK assessment j. Unsure | <p>N/A 0 1 2 3 4</p> <p>Notes:</p> |

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FOCUS AREA D: CURRICULUM, INSTRUCTION, AND ASSESSMENT

| Recommended Template Questions | Ratings and Notes |
|---|---|
| <p>1. Has the LEA developed or selected a curriculum for UPK classrooms that aligns with the <i>California Preschool Learning Foundations</i> and <i>California Preschool Curriculum Frameworks</i>?</p> | <p style="text-align: center;">N/A 0 1 2 3 4</p> <p>Notes:</p> |
| <p>2. Has the LEA created the intended timeline for curriculum implementation, including steps for piloting and gathering input from UPK teachers, and a process for ensuring curriculum fidelity?</p> | <p style="text-align: center;">N/A 0 1 2 3 4</p> <p>Notes:</p> |
| <p>3. Has the LEA identified actions to support effective classroom organization practices and behavior management strategies to ensure a positive learning environment for a diverse population of UPK students?</p> | <p style="text-align: center;">N/A 0 1 2 3 4</p> <p>Notes:</p> |
| <p>4. Has the LEA identified how classroom practices for UPK (TK and other preschool programs the LEA operates or has on site) will be integrated and aligned?</p> | <p style="text-align: center;">N/A 0 1 2 3 4</p> <p>Notes:</p> |

Rating Levels

- N/A Not applicable: Focus area or related components are not applicable to the LEA
- 0 Awareness: Planning has not been initiated at this time
- 1 Beginning: Identifying needs, gathering information, and building knowledge

- 2 Preparing: Setting goals and engaging in strategic planning
- 3 Implementing: Establishing processes and developing routines
- 4 Refining: Aligning and integrating with continuous improvement

FOCUS AREA D: CURRICULUM, INSTRUCTION, AND ASSESSMENT

| Recommended Template Questions | Ratings and Notes |
|--|--|
| 5. Has the LEA determined what instructional practices will be implemented to support children with disabilities in UPK? | N/A 0 1 2 3 4 Notes: |
| 6. Has the LEA identified instructional practices to support the language and overall development of multilingual learners? | N/A 0 1 2 3 4 Notes: |
| 7. Has the LEA determined how it will assess dual language learners (DLLs) in areas other than English language acquisition? | N/A 0 1 2 3 4 Notes: |

Rating Levels

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- 4 Refining: Aligning and integrating with continuous improvement

FOCUS AREA E: LEA FACILITIES, SERVICES, AND OPERATIONS

| Required Template Questions | Ratings and Notes | | | | | |
|---|-------------------|---|---|---|---|---|
| 1. To support an overall increase in UPK access, has the LEA identified what efforts it will make to prevent the displacement of any early education programs on LEA campuses, including both LEA-administered and non-LEA-administered programs? | N/A | 0 | 1 | 2 | 3 | 4 |
| | Notes: | | | | | |
| 2. Has the LEA determined if it has adequate classroom space to meet the projected enrollment of TK students for the respective implementation year? | N/A | 0 | 1 | 2 | 3 | 4 |
| | Notes: | | | | | |
| 3. Has the LEA determined if the space meets the kindergarten standards described in <i>California Code of Regulations, Title 5, Section 14030(h)(2)</i> ? Are modifications needed? | N/A | 0 | 1 | 2 | 3 | 4 |
| | Notes: | | | | | |
| 4. Does the space contain necessary adaptive equipment, assistive technology, or other accommodations to ensure children with disabilities have access to education in the least restrictive environment? Are modifications needed? | N/A | 0 | 1 | 2 | 3 | 4 |
| | Notes: | | | | | |
| 5. Does the LEA's Facilities Master Plan adequately address the need for UPK programming? | N/A | 0 | 1 | 2 | 3 | 4 |
| | Notes: | | | | | |

Rating Levels

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FOCUS AREA E: LEA FACILITIES, SERVICES, AND OPERATIONS

| Required Template Questions | Ratings and Notes |
|---|---|
| <p>6. Has the LEA identified which of the following areas it intends to make updates to facilities?</p> <p>Potential areas:</p> <ol style="list-style-type: none"> 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 | <p style="text-align: center;">N/A 0 1 2 3 4</p> <p>Notes:</p> |
| <p>7. Has the LEA determined what transportation it will offer to children enrolled in TK?</p> <p>Transportation options:</p> <ol style="list-style-type: none"> a. Transportation to and from the TK program 2. Transportation from the TK program to an extended learning and care opportunity on another LEA site 3. Transportation from the TK program to an extended learning and care opportunity on a non-LEA site 4. No transportation will be provided | <p style="text-align: center;">N/A 0 1 2 3 4</p> <p>Notes:</p> |
| <p>8. Has the LEA determined if it will offer transportation to transport TK children to extended learning and care opportunities that are at other sites than the one the child is enrolled for TK?</p> | <p style="text-align: center;">N/A 0 1 2 3 4</p> <p>Notes:</p> |

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FOCUS AREA E: LEA FACILITIES, SERVICES, AND OPERATIONS

| Recommended Template Questions | Ratings and Notes |
|--|---|
| <p>1. Has the LEA identified strategies to integrate younger children and older children on the same campus and ensure safety and appropriate commingling?</p> | <p>N/A 0 1 2 3 4</p> <p>Notes:</p> |
| <p>2. Has the LEA determined how it will address transportation issues resulting from UPK implementation?</p> | <p>N/A 0 1 2 3 4</p> <p>Notes:</p> |
| <p>3. Has the LEA identified strategies to ensure TK students have access to meals and adequate time to eat?</p> | <p>N/A 0 1 2 3 4</p> <p>Notes:</p> |

Rating Levels

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- 1 Beginning: Identifying needs, gathering information, and building knowledge

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- 3 Implementing: Establishing processes and developing routines
- 4 Refining: Aligning and integrating with continuous improvement