



**OAK PARK UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION
AGENDA #1064
NOTICE OF SPECIAL BOARD MEETING - AGENDA #1064**

Written notice is hereby given in accordance with Education Code Section 35144 that a special Meeting of the Board of Education of Oak Park Unified School District will be held:

DATE: Tuesday, June 7, 2022

TIME: 4:30 pm Closed Session
6:00 p.m. Open Session

PLACE: **Oak Park High School, Presentation Room G9**

899 Kanan Road, Oak Park, CA 91377

Teleconference Locations – *The Board member listed below may join via teleconference pursuant to Board Bylaw 9320 Meetings and Notices and Government Code 54953*

Derek Ross, 233 St. Thomas Drive, Oak Park, CA 91377

The Board meeting room is open to the Public for the Board Open Session. Members of the public will have the right to observe the meeting in person and offer public comment as provided on page 3 of this agenda. Members of the public who are unable to attend the meeting may observe the meeting via live stream at www.opusd.org/livestream. This OPUSD School Board Meeting is a meeting held in public, but it is not a public meeting. The Board encourages public comments and participation. Members of the public and the media are free to watch the board work, but please note the board will not be engaging in a discussion with members of the public. Since this is a special Board Meeting, the public comments are limited to items on this agenda.

Call to Order _____

Roll Call

Public Comments – Speakers on Closed Session Agenda items

A. RECESS TO CLOSED SESSION FOR DISCUSSION AND/OR ACTION ON THE FOLLOWING ITEMS:

- 1. PUBLIC EMPLOYEE APPOINTMENT (Gov. Code, § 54957, subd. (b)(1))**
Title: Assistant Superintendent, Educational Services
- 2. PUBLIC EMPLOYEE APPOINTMENT (Gov. Code, § 54957, subd. (b)(1))**
Title: Principal, Medea Creek Middle School
- 3. PUBLIC EMPLOYEE PERFORMANCE EVALUATION**
Title: Superintendent

Call to Order _____
Roll Call
Flag Salute
Report Of Closed Session Actions Taken
Adoption of Agenda
Public Comments – Speakers on Agenda items

B. OPEN SESSION

ACTION

1. BUSINESS SESSION

a. Public Hearing and Board Review: Proposed 2022-2023 Oak Park Unified School District Local Control and Accountability Plan

Pursuant to Board Policy 0460 the Board must hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP.

b. Public Hearing and Board Review: Proposed 2022-2023 Oak Park Unified School District Annual Budget

Pursuant to Board Policy 3100 the Board must hold at least one public hearing on the proposed budget in accordance with Education Code 42103 and 42127. The hearing shall occur at the same meeting as the public hearing on the district's LCAP and the local control funding formula (LCFF) budget overview for parents/guardians.

c. Review and Discuss the Universal Pre-Kindergarten(Pre-K) Plan

With the passage of AB 130 in September 2021, enrollment in Pre-K is expanding to include all four year olds by the 2025-26 school year. This plan outlines the proposed implementation at OPUSD.

d. Establish the Position of Learning Support Teacher on Special Assignment and Approve Associated Job Description

Board approval required for establishing a certificated position

Adjournment

Date: June 3, 2022

Jeff Davis, Ed.D.
Superintendent and Secretary to the Board of Education

INDIVIDUALS WHO REQUIRE SPECIAL ACCOMMODATION TO PARTICIPATE IN A BOARD MEETING, INCLUDING BUT NOT LIMITED TO AN AMERICAN SIGN LANGUAGE INTERPRETER, DOCUMENTATION IN ACCESSIBLE FORMATS, OR ACCOMMODATIONS DUE TO THE ELECTRONIC FORMAT OF THIS MEETING, SHOULD CONTACT THE SUPERINTENDENT'S OFFICE 72 HOURS PRIOR TO THE MEETING TO ENABLE THE DISTRICT TO MAKE REASONABLE ARRANGEMENTS TO ENSURE ACCOMMODATION AND ACCESSIBILITY TO THIS MEETING. PHONE (818) 735-3206 or e-mail: raggarwal@opusd.org

Public Comments – Public comment is the opportunity for members of the public to participate in meetings by addressing the Board of Education in connection with one or more agenda items. Members of the Public may observe the Board of Education meetings in person or watch it streaming live at: <http://www.opusd.org/livestream>.

SUBMIT PUBLIC COMMENTS AT THE MEETING

Individual speakers will be allowed three minutes to address the Board on each agenda item. The Board shall limit the total time for public input on each item to 20 minutes. With Board consent, the Board President may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The speaker cards are available in the meeting room and must be completed and handed to Ragini Aggarwal, Executive Assistant, prior to the beginning of the meeting. In order to ensure that non-English speakers receive the same opportunity to directly address the Board, any member of the public who utilizes a translator shall be provided at least twice the allotted time to address the Board, unless simultaneous translation equipment is used to allow the Board to hear the translated public testimony simultaneously. (Government Code 54954.3)

SUBMIT PUBLIC COMMENTS IN ADVANCE VIA THE ONLINE COMMENT FORM

Public Comments may be submitted via this link www.opusd.org/PublicComments. If you wish to make a comment regarding a matter on the agenda, please submit your comment via the form accessed by the above link before 6:00 p.m. on June 7, 2022. Although not required, please submit all the requested information. In keeping with the reasonable time regulations described below, every effort will be made for your name and comment to be read by the Board President, and your comment will be placed into the item's record at the Board meeting.

This public comment form will be open to members of the public 3 hours (at 1:30 pm) prior to the closed session of the Board meeting and will close when the board meeting begins. Comments for the public hearings on the LCAP and Budget must be submitted either in advance via this form or at the meeting. If members of the public are unable to submit a comment via the online form ahead of the meeting, they may attend the meeting in person and submit a comment as outlined above. Please note since the Board is holding the meeting in person and the Board room is open to the Public the online submission is not required by law but is an additional provision provided to members of the public to participate if they are unable to attend in person. All comments received via the online form and during the meeting will be shared with the board and become part of the record. Your comments are greatly appreciated. Thank you for your cooperation and compliance with these guidelines.

All Open Session Board Actions and Discussions are electronically recorded and maintained for thirty days. Interested parties may review the recording upon request. Upon request by a student's parent/guardian, or by the student if age 18 or older, the minutes shall not include the student's or parent/guardian's address, telephone number, date of birth, or email address, or the student's name or other directory information as defined in Education Code 49061. The request to exclude such information shall be made in writing to the secretary or clerk of the Board. (Education Code 49073.2)

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. JEFF DAVIS, SUPERINTENDENT
DATE: JUNE 7, 2022
SUBJECT: B.1.a. PUBLIC HEARING AND BOARD REVIEW: PROPOSED 2022-23 OAK PARK UNIFIED SCHOOL DISTRICT LOCAL CONTROL AND ACCOUNTABILITY PLAN

PUBLIC HEARING/DISCUSSION

ISSUE: Shall the Board hold a public hearing and review the proposed 2022-23 Oak Park Unified School District Local Control and Accountability Plan?

BACKGROUND: Effective July 1, 2014, under the State’s K-12 Local Control Funding Formula (LCFF) finance system, school districts and County Offices of Education are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP), using a form adopted by the California State Board of Education (SBE). The LCAP identifies the District’s goals and measurable outcomes for students in a three-year plan and demonstrates compliance with the State’s priorities and metrics in accordance with statutes.

In the second year of the next three-year plan, the 2022-23 Oak Park Unified School District LCAP has been developed with the input from diverse groups of educational partners. In conformance with Education Code 52062, the District’s initial draft of the 2022-23 LCAP was presented at the Board’s regular meeting on May 17, 2022. At this evening’s meeting a public hearing will be conducted to solicit the comments and recommendations of the public regarding the proposed LCAP. The proposed 2022-23 Local Control Accountability Plan is available at www.opusd.org/DraftLCAP for review.

Adoption of the District’s 2022-23 LCAP is scheduled for the June 14, 2022 meeting of the Board of Education.

Upon its final approval at the Board’s June 14, 2022, meeting, the 2022-23 LCAP will provide the basis for the District’s 2022-23 operating budget, which is also expected to be approved at the Board’s June 14, 2022 meeting.

FISCAL IMPACT: None – for information, discussion, and receipt of public comment only.

BOARD POLICY: Pursuant to Board Policy 0460: The Governing Board desires to ensure the most effective use of available funding to improve outcomes for all students. A comprehensive, data-driven planning process shall be used to identify annual goals and specific actions which are aligned with the district budget and facilitate continuous improvement of district practices

GOAL: In Support of District Goals,
Goal 1B: Provide multi-tiered systems of support to all students, especially students not performing at grade level, based on student assessment data gathered at the beginning of the school year and at multiple points during the school year.
Goal 2A: Each school site will develop a plan to articulate the Climate of Care with measurable outcomes to ensure all students feel valued, honored, and connected to their school.

BOARD OF EDUCATION MEETING, JUNE 7, 2022

Public Hearing and Board Review Proposed 2022-2023

Oak Park Unified School District Local Control and
Accountability Plan

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Goal 2D: Evaluate and improve processes for student access to courses and counselors including increased academic and college counseling.

Goal 2E: Maintain our relationship with Challenge Success at MCMS and OPHS and explore expansion of this program.

Goal 3: Inform and prepare students for college and career success.

Goal 5B: Provide opportunities to a wide segment of the school population with the goal of meeting equity guidelines.

Respectfully submitted,

Jeff Davis Ed.D.,
Superintendent

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. JEFF DAVIS, SUPERINTENDENT
DATE: JUNE 7, 2022
SUBJECT: B.1.b. PUBLIC HEARING AND BOARD REVIEW: PROPOSED 2022-2023 OAK PARK UNIFIED SCHOOL DISTRICT ANNUAL BUDGET

PUBLIC HEARING/DISCUSSION

ISSUE: Shall the Board hold a public hearing and review the proposed 2022-2023 Oak Park Unified School District annual operating budget?

BACKGROUND: On May 13, 2022 Governor Newsom presented his May Revision to the proposed 2022-2023 state budget. The impact of the May Revision on the District's proposals for its Local Control Funding Formula (LCFF) budget and accompanying Local Control and Accountability Plan (LCAP) will be the subject of this public hearing and Board review.

At this evening's meeting, after a public hearing on the 2022-2023 LCAP, a public hearing will be held pursuant to Education Codes Section 42103 and Section 42127(a)(2) to solicit the recommendations and comments of the public regarding the proposed 2022-2023 OPUSD budget. Staff will provide an update and recommendation based on the most current information available, including LCAP recommendations, local budget assumptions, enrollment and staffing projections, and revenue and expenditure forecasts. The 2022-2023 proposed Budget is based upon revenue projections reflecting information received from the Governor's revised 2022-2023 budget proposal. Final State budget numbers are not available at the time of this writing. The proposed 2022-2023 Oak Park Unified School District budget may be accessed at the following link: www.opusd.org/ProposedBudget. The presentation on the proposed budget follows for the board's review.

Adoption of the District's 2022-2023 LCAP and Annual Operating Budget is scheduled for the June 14, 2022 meeting of the Board of Education.

FISCAL IMPACT: Final approval at the Board's June 14, 2022 meeting of the District's 2022-2023 LCAP and Annual Operating Budget, will provide the instructional and programmatic direction for the District, as well as the supporting financial spending plan, for the 2022-2023 school year.

BOARD POLICY: Pursuant to Board Policy 3100 Budget - The Board shall hold a public hearing on the proposed budget in accordance with Education Code 42103 and 42127. The hearing shall occur at the same meeting as the public hearing on the district's LCAP and the local control funding formula (LCFF) budget overview for parents/guardians. (Education Code 42103, 42127, 52062, 52064.1)

GOAL: In support of OPUSD Goal 6: Use resources responsibly to maintain a balanced budget this year and in subsequent years.

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Public hearing and review the proposed 2022-2023 Oak Park
Unified School District annual operating budget
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RECOMMENDATION: None – for information, discussion, and receipt of public comment only.

Prepared by: Byron Jones, Director, Fiscal Services
Adam Rauch Assistant Superintendent, Business and Administrative Services

Respectfully submitted:

Jeff Davis, Ed.D.
Superintendent

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. JEFF DAVIS, SUPERINTENDENT
DATE: JUNE 7, 2022
SUBJECT: B.1.c. REVIEW AND DISCUSS THE UNIVERSAL PRE-KINDERGARTEN PLAN

INFORMATION/DISCUSSION

ISSUE: Shall the Board review and discuss the Universal Pre-Kindergarten Plan?

BACKGROUND: The Universal Pre-Kindergarten Planning (UPK) & Implementation Grant is a state early learning planning and capacity building initiative with the goal of expanding access for preschool-age students to prekindergarten programs at local educational agencies (LEAs). Grant funds may pay for costs associated with creating or expanding California state preschool programs or transitional kindergarten programs. The UPK Plan includes strategies for supporting students and teachers in grades DK-2 to ensure a continuum of early learning. Funds from the Implementation grant will also be used to provide professional development for teachers, align curriculum, and purchase instructional materials and classroom supplies for expanded Discovery Kindergarten enrollment.

FISCAL IMPACT: One time funding of \$131,528 from the state to be spent by June 30, 2024. The funding is included in the proposed 2022-2023 Budget.

BOARD POLICIES: Pursuant to Board Policy BP6170.1- Transitional Kindergarten- The Governing Board desires to offer a high-quality transitional kindergarten (TK) program for eligible children who do not yet meet the minimum age criterion for kindergarten. The TK program shall assist students in developing the academic, social, and emotional skills needed to succeed in kindergarten and beyond.

GOALS: In support of OPUSD Goals:
Goal 6. Use resources responsibly to maintain a balanced budget this year and in subsequent years.
Goal 6a. Continue to explore ways to attract and retain students from Oak Park to address the trend of declining enrollment.

Prepared by:
Jay Greenlinger, Ed.D., Director of Curriculum and Instruction

Respectfully submitted,

Jeff Davis, Ed.D.,
Superintendent

Universal Prekindergarten Planning and Implementation Grant Program – Planning Template

A Resource for Local Educational Agencies
Released – December 17, 2021

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Universal Prekindergarten in California

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

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

The tumult of the COVID-19 pandemic accelerated a call to action to ensure a strong educational foundation for all children, emphasizing the critical role of our education system in supporting children and families' needs and how local flexibility fuels community capacity to meet their needs. California's leaders responded with historic investments in family support, child development and care, and education. Yet, as the Master Plan for Early Learning and Care highlights, realizing the promise of early childhood investments will require all partners—across early learning and care, early education, elementary education, and expanded learning and extended care communities—to work together to create a stronger system designed to meet the needs of the whole child.

The California Universal Prekindergarten Planning and Implementation Grant Program – Overview

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

The 2021–22 State Budget package established the UPK Planning and Implementation Grant Program as a state early learning initiative with the goal of expanding access to prekindergarten programs at local educational agencies (LEAs). This grant program provides \$200 million for the California Department of Education (CDE) to allocate directly to LEAs based on a statutory formula to support planning and implementation costs associated with expanding prekindergarten options, such as universally-available transitional kindergarten (TK), CSPP, and Head Start for eligible students, and other local and community-based partnerships. It is important for LEAs to include partners such as CSPP, Head Start, and other early learning and care providers in the co-creation of the local plan. Engaging all partners in the community will enhance resources for families and children and fully utilize and coordinate available resources, including facilities, staff, and funding.

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

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

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

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

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

In addition, the 2021–22 State Budget also established the Expanded Learning Opportunities Program (ELO-P). The intent of the program is that all LEAs offer all unduplicated students in classroom-based instructional programs access to comprehensive afterschool and intersessional expanded learning opportunities. The ELO-P requires LEAs to offer in-person before or after-school expanded learning opportunities that, when added to the core instructional day, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day (EC Section 46120).

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

Summer and intersession programming are also offered through many other early learning programs such as CSPP, Head Start, and early learning and care providers. Sharing costs, staff, and resources can support implementation of TK that provides for full-day supports while also meeting parental needs and supporting parental choice of program and setting type. LEAs should consider how these services will be offered as part of their UPK Plan. For key definitions related to UPK in California, see Appendix I.

Planning Template Purpose

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

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

- Recommended Questions: LEAs are highly encouraged to incorporate answers to these questions in their UPK Plans. Responses to these questions are not required for submission to the CDE but do support more holistic planning that meets the intent of these funds.
- Required questions: LEAs will be required to answer the required data questions outlined in this template in a survey that will be issued by the CDE following the June 30, 2022, deadline for LEAs to present their plans to their governing boards.

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

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

The UPK Planning Template is organized as follows:

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

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

Accompanying Guidance

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

1. Local LEA indirect service agencies and partners (for example, child care local planning council [LPC], Resource and Referral program [R&R], Alternative Payment Program [APP]);
2. Allowable ways to layer funding sources and programs to achieve full-day programming for four-year-old children;
3. Requirements for TK and early education facilities;
4. UPK workforce requirements for CSPP and TK educators, including the Early Learning Career Lattice, Commission on Teacher Credentialing (CTC) Child Development Teacher Permit information, information on the Multiple Subject Teaching Credential requirements, and TK educator professional learning;
5. Other available resources for UPK Implementation:
 - a. Workforce development grants and funds that can be accessed to help candidates obtain early education and TK qualifications (for example, federal stimulus funds, Educator Effectiveness Block Grant, and others);
 - b. Funding sources that can be utilized for facilities;
 - c. Funding sources that can be utilized for extended learning and care;
6. Research on the importance of participating in quality early education and research demonstrating the long-term impact on attendance, behavior, graduation rates, and academic and career success; and
7. Other resources aligned with the questions presented in the UPK Planning Template.

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

Directions, Timeline, and Suggested Planning Process

LEAs are encouraged to use this template to fulfill the EC Section 8281.5 requirement to create a UPK Plan that articulates how the LEA will facilitate access to full-day learning for all children the year before kindergarten, including their partnerships with CSPP, Head Start, other preschool partners, and extended learning and care partners. The CDE will

disseminate a survey to collect responses to the required questions in this template following the June 30, 2022, deadline for presenting plans to the local governing board.

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

1. LEAs convene a planning team, including staff from the early learning department and Head Start (if these exist), curriculum and instruction, student programs, workforce and human resources (HR), business services, special education, multilingual education, expanded and after-school learning, and facilities.
2. The CDE, along with partners, will release guidance, resources, and additional information to support LEAs in the development of their UPK plan. LEAs should review this guidance as part of their planning process, and COEs should use the guidance to inform the support they offer to LEAs.
3. COEs develop plans for how they will support LEAs in their county to assess options, make decisions, and construct plans that address the required questions and consider the recommended questions found in this template. COEs should communicate with the LEAs in their county about the types of information, resources, and technical assistance the COE is able to offer to support the UPK planning process.
4. LEAs conduct outreach and engagement activities with local R&Rs, LPCs, and existing extended learning and care providers including early learning and child care providers operating within the LEA's enrollment attendance boundary.
5. LEAs convene a public engagement process to gather input and perspectives to inform the plan. This engagement process should include parents, early learning communities (including CSPP, Head Start, and the Head Start Policy Council), and expanded learning communities (including the After-School Education and Safety [ASES] Program). To ensure meaningful engagement, the CDE recommends LEAs complete this by March 1, 2022.
6. If the LEA wants technical assistance from their COE, the CDE recommends LEAs submit a draft of the UPK Plan to their COE for review by April 15, 2022.
7. Planning teams meet with the COE to discuss the LEA's draft, including local constituency input, by June 1, 2022.
8. Planning teams present a draft plan to the school board by June 30, 2022.
9. The plan shall demonstrate how families will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the ASES Program, CSPP, Head Start programs, and other community-based early learning and care programs.

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

Key Considerations

Transitional Kindergarten Implementation Timeline

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

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

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
Eligibility	Turn five between September 2 and December 2; at district discretion,	Turn five between September 2 and February 2; at district discretion,	Turn five between September 2 and April 2; at district discretion, turn	Turn five between September 2 and June 2; at district discretion, turn	Turn four by September 1

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
	turn five between December 3 and the end of the school year	turn five between February 3 and the end of the school year	five between April 3 and the end of the school year	five between June 3 and the end of the school year	
Ratios	Not specified	1:12	1:10**	1:10**	1:10**
Class Size	24	24	24	24	24

* average class size across the school site

** Subject to future legislative appropriation

Supporting a Preschool through Third Grade Continuum

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

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

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

Full-Day, Extended Learning and Care

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

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

Creating Joint or Aligned Plans

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

UPK Planning Template Self-Certification

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

1. Please complete the following table:

LEA Name	Contact Name and Title of the Individual Self-Certifying the Statement Above	Email	Phone
Oak Park Unified School District	Jennifer Golden Director of Early Childhood Education	jgolden@opusd.org	

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)? [select one]

No

3. If the LEA answered Yes to Question 2, what other LEAs are part of this joint plan?

Projected Enrollment and Needs Assessment Recommended Planning Questions

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

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

Table: Projected Student Enrollment

Type of Student	2019–20	Current (TK-eligible children turn five between September 2 and December 2, inclusive)	2022–23 (TK-eligible children turn five between September 2 and February 2, inclusive)	2023–24 (TK-eligible children turn five between September 2 and April 2, inclusive) ⁴	2024–25 (TK-eligible children turn five between September 2 and June 2, inclusive)	2025–26 (TK-eligible children turn four by September 1)
TK Students						
CSPP (if applicable)						

Table: Facilities Estimates (Cumulative)

Type of Facility	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK Classrooms						
CSPP Classrooms						
Head Start or Other Early Learning and Care Classrooms						

Table: Staffing Estimates (Cumulative)

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK Teacher's Assistants						
CSPP (if applicable)						

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
Other CSPP Classroom Staff (if applicable)						
Early Education District-level staffing (if applicable)						

3. As part of the ELO-P requirements, EC Section 8281.5 requires LEAs to offer or partner in offering in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day, including through partnerships with the LEA’s expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

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

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

2019–20	Current	2022–23	2023–24	2024–25	2025–26

Table: Projected Number of Slots Available for TK Students

Slot Type	2019–20	Current	2022–23	2023–24	2024–25	2025–26
Head Start						
ASES Program/ELO-P						

Required Questions

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

There are no required questions in this section.

Focus Area A: Vision and Coherence

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

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

Recommended Planning Questions

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

1. What is the LEA's vision for UPK?

As the Master Plan for Early Learning and Care highlights, realizing the promise of early childhood investments will require all partners—across early learning and care, early education, elementary education, and expanded learning and extended care communities—to work together to create a stronger system designed to meet the needs of the whole child. OPUSD partners with Oak Park Neighborhood School to provide general education, inclusive preschool classes for students with disabilities.

2. In addition to TK, what service delivery models will be integrated to offer UPK programming, including the nine hours of total extended learning and care programming around the TK instructional time for families that opt in? In developing this component of the plan, LEAs should include partners such as CSPP, Head Start, and other early learning and care providers to ensure local services and funding are maximized and coordinated in response to parental needs and choice.

Club Oak Park is the district-operated before and after school program. Parents of TK students may utilize Club Oak Park to extend the school day and provide 9-hours of care. ELO-P funds have been designated to avail Club Oak Park to families who qualify for free/reduced lunch.

3. Describe the planned administrative structure that will support and monitor the UPK program and facilitate connections with the ELO-P as well as non-LEA-administered early learning and care programs that will support the extended learning components of UPK.

OPUSD has created a new position, Director of Early Childhood Education; this district administrator will oversee Oak Park Neighborhood School, as well as support and monitor the UPK program and liaison with the ELO-P and local preschools and care programs. UPK will also be supported by business services, maintenance and operations, curriculum and instruction, and human resources departments, to ensure that the UTK and UPK programs are adequately supported with district resources.

4. Identify and assign each individual that will be responsible for key functions pertaining to implementing UPK (for example, academic or educational services, early childhood, facilities, human resources and labor, special education, English learner or multilingual programs, partnerships, including early learning and care and ELO-P, assessment and data collection, professional learning, workforce recruitment and preparation support, or others).

Director of Early Childhood Education, Assistant Superintendent of Educational Services, Assistant Superintendent of Human Resources, Director of Pupil Services, Site Principals, Assistant Superintendent of Business Services, Director of Sustainability, Maintenance and Operations, and Bond Programs, Student Data Specialist, and Administrative Assistants for Human Resources

5. Identify how UPK leadership will be integrated in the decision-making process at the executive or cabinet level.

Each of the Directors indicated above participate in regular District Leadership and/or Cabinet meetings, which allows regular opportunities for input to decision-making and communication, thus allowing flow of information between the Superintendent/executive cabinet, pertinent district staff, parents, and community partners.

6. Describe how the LEA's proposed UPK model will be integrated with the district's LCAP.

Goal 1 in OPUSD's LCAP focuses on our Climate of Care and educating the whole child. OPUSD's UTK program supports this goal by offering a program that is developmentally appropriate, focused on social emotional learning, and prepares our youngest learners for kindergarten and beyond.

7. Describe how the LEA plans to ensure the inclusion of students with disabilities in UPK classrooms and who will be involved in the process.

The district works closely with parents and Regional Center in regard to child find/preschool referrals. Regional Center staff are involved and invited to all IEPs for Regional Center clients. OPUSD has included students with disabilities in Oak Park Neighborhood School for the past 18 years (inclusive, general education classrooms - we do not operate SDCs within our district). These students are supported by a robust special education team who partner with the general education staff to ensure that each student's unique needs are addressed. Similarly, students with disabilities have been included in our Transitional Kindergarten classrooms since the inception of this program in 2018. Teams conduct Transition-to-Kindergarten assessments for all students with disabilities who transition to TK; teams from our preschool and our receiving TK program both attend the Transition-to-Kindergarten IEPs and closely consult throughout the transition.

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

The district plans to support sites in building connections between them and ELO-P by continued collaboration with Club Oak Park, the district-run program that provides before-care, after-care, and summer programs for students in grades TK-8. As noted above, the district partners with Oak Park Neighborhood School (preschool), which is on one of our elementary campuses. We encourage site leadership to network, connect, and continue to build relationships with the two preschools within our district boundaries.

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? [select all that apply]

TK offered at all sites

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

Full Day TK

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.

Full-day TK will be offered across all of our elementary sites, as is currently the case. The district supports access to TK at the site at which a student will continue on in elementary school, as long as enrollment is sufficient to support at least one TK class at each site.

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

No - the LEA has no plans to begin or expand a CSPP contract in future years

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



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]

No

b. 2023–24 (Birthdays April 3 or after) [select one]

No

c. 2024–25 (Birthdays June 3 or after) [select one]

No

Focus Area B: Community Engagement and Partnerships

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

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]

Special Education Local Plan Area (SELPA)

Other [describe, open response]

Our LEA participated in the Ventura County UPK network series which included participation from the county office of education and other local LEAs to discuss approaches for planning and implementation of UPK. In addition, we joined two meet and greet sessions. The first session, held on February 23rd, included panelists from the SELPA, F5 Ventura County, Child Development Resources representing the Resource and Referral and our local Head Start grantee, and the Local Planning Council and Quality Counts Ventura County. The second session, held on March 4th, included panelists for the local Institutes of Higher Education and credentialing. These sessions included opportunities to build connections and to understand approaches to obtain public input.

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]

LEA- or locally-funded preschool

Expanded learning programs on an LEA site (ASES, 21st Century Community Learning Centers [21st CCLC], ELO-P)

Focus Area C: Workforce Recruitment and Professional Learning

Based on the projected enrollment and needs described in Focus Area A, LEAs should create a plan to recruit, train, and support the new TK, preschool, early learning and care, and expanded learning staff needed to support full-day early education options for all children the year before kindergarten.

(Note: All LEAs will need to plan for workforce development considerations as part of this planning work. There is a separate \$100 million allocation for the Prekindergarten Planning and Implementation Grant – Competitive, also known as the Early Education Teacher Development Grant, that will be competitively awarded and is not part of this planning template.)

EC Section 48000(g)(4) specifies that credentialed teachers who are first assigned to a TK classroom after July 1, 2015, have, by August 1, 2023, one of the following:

- a. At least 24 units in early childhood education, or childhood development, or both.
- b. As determined by the LEA employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in subparagraph (a).
- c. A Child Development Teacher Permit issued by the CTC.

EC Section 8295 specifies that teachers in CSPP shall either possess a permit issued by the CTC authorizing service in the care, development, and instruction of children in a child care and development program; or meet the following criteria:

- a. Possess a current credential issued by the CTC authorizing teaching service in elementary school or a single subject credential in home economics; and
- b. Possess twelve units in early childhood education or child development, or both, or two years' experience in early childhood education or a child care and development program.

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]

None of the above, the LEA currently has enough Multiple Subject Teaching Credential holders to meet the need for TK educators

Advertisements, partnerships with local IHEs, EdJoin, and student teaching opportunities.

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]

Provide advising on requirements and how to meet the requirements

Develop or work with an established mentorship program to support new TK teachers

3. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective CSPP teachers, including multilingual educators, to obtain a Child Development Teacher Permit [select all that apply]

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]

Other [describe, open response]

This will be determined by the results of the UPK Professional Development survey provided by district preschool and TK staff.

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]

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

Creating developmentally-informed environments

Effective adult-child interactions

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

Serving children with disabilities in inclusive settings, including Universal Design for Learning

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.

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]

English-only instruction with home-language support

2. If the LEA administers CSPP, does it plan to provide any of the following language model(s) for CSPP students? [select all that apply]

None

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]

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

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)

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]

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

Provide additional staff to support participation in instruction

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

LEA-based grade level benchmarks and a report card

Focus Area E: LEA Facilities, Services, and Operations

It is critical to ensure that LEA facilities, services, and operations are thoughtfully aligned to support the implementation of UPK and movement towards a P–3 continuum. It is also critical for early education programs currently operating to continue to be a part of California’s mixed-delivery system by creating shared space, blending funding and coordinating service delivery.

For Facilities:

For facilities planning, draw on the Projected Enrollment and Needs Assessment section of this document and the LEA’s Facilities Master Plan. The objectives of this section are to identify the availability of space for UPK, the adequacy of available space to meet the kindergarten facilities standards for meeting the needs of young children, and, if needed, to update the Facilities Master Plan to address any unmet need for developmentally-appropriate space.

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?

OPUSD currently has sufficient classroom space for current and future TK enrollment.

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]

Yes

- i. If no, how many more classrooms does the LEA need? [identify number, open response]

- ii. If no, how might the LEA provide classrooms in the timeframe needed? [describe, open response]

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

Yes

- i. If no, what modifications need to be made? What resources are needed to make them? (See Facilities Grant Program Funding at <https://www.dgs.ca.gov/OPSC/Services/Page-Content/Office-of-Public-School-Construction-Services-List-Folder/Access-Full-Day-Kindergarten-Facilities-Grant-Program-Funding>) [describe, open response]

4. Does the space contain necessary adaptive equipment, assistive technology, or other accommodations to ensure children with disabilities have access to education in the least restrictive environment? [multiple choice]

Yes

- i. If no, what modifications need to be made? What resources are needed to provide equipment or accommodations? [describe, open response]

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

Yes

- i. If no, what process will the LEA use to update the Facilities Master Plan to accommodate future TK and early education programming? [describe, open response]

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

None of the above

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

No transportation will be provided

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

No

Technical Assistance Questions

The CDE is collecting information on the type(s) and topics of technical assistance that LEAs need to support implementation of a robust UPK Plan and effective UPK program. This information will be used to leverage existing resources and inform future technical assistance opportunities provided by CDE partners, including COEs, to help ensure that the needs of LEAs are met.

The following questions are optional. However, unlike the recommended questions included in Focus Areas A through E, the CDE will be collecting any information that LEAs wish to provide in response to these questions via the survey that the CDE administers to collect the required data questions above.

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

Data analysis capacity building to support staff to refine enrollment projections based on community context

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

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

Creating inclusive classrooms, including implementing Universal Design for Learning

3. What technical assistance would be most helpful related to the elements included in Focus Area B: Community Engagement and Partnerships? [select all that apply]

Support for community engagement activities including best practices for coordination with LPCs, Local QCC Consortia, First 5 County Commissions, Head Start Policy Councils and other early learning and care leadership tables

Increasing UPK enrollment and parent awareness of programs

4. What technical assistance would be most helpful related to the elements included in Focus Area C: Workforce Recruitment and Professional Learning? [select all that apply]

Creating joint professional learning opportunities for preschool and elementary school teachers within LEAs or across LEA- and CBO-administered programs

Identifying the content, type, and frequency of professional learning opportunities given the needs of the community and the LEA's P–3 vision

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

Children's literacy and language development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)

Trauma- and healing-informed practice

Implicit bias and culturally- and linguistically-responsive practice

Engaging culturally- and linguistically-diverse families

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

Internally-delivered professional learning workshops and trainings

7. What technical assistance would be most helpful related to the elements included in Focus Area D: Curriculum, Instruction, and Assessment [select all that apply]

Guidance on how to support effective classroom organization practices and behavior management strategies to ensure a positive learning environment for a diverse population of UPK students

8. What technical assistance would be most helpful related to implementing hands-on, interactive, and developmentally-informed early education experiences for UPK students? [select all that apply]

Universal Design for Learning

Using manipulatives to develop fine motor skills

Incorporating a balanced approach to teaching and learning that includes both child-initiated and teacher-guided activities

Considering the structure of the daily routine to enhance individual and group learning experiences

Facilitating development and exploration through art

9. What technical assistance would be most helpful related to the elements included in Focus Area E: LEA Facilities, Services, and Operations? [select all that apply]

Making modifications to district data systems to support access to UPK assessment data and other relevant information across community and elementary school settings

Best practices for preventing displacement of early learning education programs operated by non-LEA administrators on LEA campuses and transitioning programs to serve younger children

Appendix I - Definitions

The following definitions are critical for UPK planning efforts. Additional terms and definitions can be found in the Guidance Document:

- **Preschool through Third Grade (P–3):** P–3 is a continuum of learning from preschool through third grade that can be supported by intentional practices at the classroom, school, and leadership levels that align curricula, assessment, and professional learning opportunities to ensure instruction builds on the knowledge and skills that children acquire as they transition across grades and settings.
- **Universal prekindergarten (UPK):** UPK refers to universal TK as well as the expanded CSPP, Head Start, and early childhood special education services that families can choose from to create rich early learning opportunities for all three- and four-year-old children during the year or two years before kindergarten. In high-needs neighborhoods, the CDE strongly encourages LEAs to consider pairing TK programs with access to Head Start and CSPP for age- and income-eligible three- and four-year-old children to further bolster program quality, either through the LEA’s own Head Start or CSPP program or via a contract partnership with a CBO that administers a Head Start or CSPP.
- **Transitional kindergarten (TK):** TK means the first year of a two-year kindergarten program, serving four-year-old children regardless of income that uses a modified kindergarten curriculum that is age- and developmentally-appropriate (EC Section 48000 [d]).
- **Universal transitional kindergarten (UTK):** UTK refers to the expansion of TK by 2025–26 to serve all four-year-old children by September 1 of each year, regardless of income, providing a year of rich learning opportunities the year before kindergarten that families can choose from as part of California’s public education system.
- **California State Preschool Program (CSPP):** CSPP is the largest state-funded preschool program in the nation. CSPP includes both part-day and full-day services to eligible three- and four-year-old children. CSPP provides a core class curriculum that is developmentally, culturally, and linguistically appropriate for the children served. The program also provides meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees. The program is administered through LEAs, colleges, community-action agencies, local government entities, and private, nonprofit agencies.
- **Expanded learning:** This includes before school, after-school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results-driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year.
- **Expanded Learning Opportunities Program (ELO-P):** ELO-P provides funding for after-school and summer school enrichment programs for TK through sixth grade. The ELO-P is defined as services provided in addition to the normal school day and school year operations, to provide full-day and full-year expanded learning programs to meet the needs of working families whose children are enrolled in TK through sixth grade and also provide expanded learning enrichment programming for students. A full day is defined as in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day.
- **Early learning and care:** This refers to the continuum of programs serving children from birth to preschool or school entry, as well as extended care to support school-age children with before school and after-school care as well as vacation schedules. This includes general child care, Early Head Start and Head Start, community-based early learning and care programs, family child care providers, and family, friend, and neighbor care.
- **Extended learning and care:** This refers to the continuum of programs and services (early learning and care options and expanded learning options) available in addition to the normal school day and school year operations, to provide full-day and full-year care to meet the needs of working families whose children are enrolled in TK or kindergarten. A full day is defined as in-person before school or after-school programming or care that, when added to daily instructional minutes, provide no fewer than nine hours of combined instructional time and

expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day. Funding to support extended learning and care for children enrolled in TK includes the ELO-P and the CSPP, as specified in guidance provided by the CDE's Early Education Division. Additional subsidized care opportunities may be available to families who qualify, such as child care vouchers and the General Child Care School Age program.

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. JEFF DAVIS, SUPERINTENDENT
DATE: JUNE 7, 2022
**SUBJECT: ESTABLISH THE POSITION OF LEARNING SUPPORT TEACHER ON
SPECIAL ASSIGNMENT AND APPROVE ASSOCIATED JOB DESCRIPTION**
ACTION

ISSUE: Shall the Board establish the position of Learning Support Teacher on Special Assignment (TOSA) and approve the associated job description?

BACKGROUND: OPUSD has been building an effective Multi-Tiered System of Support (MTSS) program to support the academic needs of students. Schools have experienced increased demands for the academic support of students, which are met primarily in the Intervention program. The Learning Support TOSAs will coordinate the Intervention program at each elementary school including the coordinating the screening, identification, scheduling, and instruction of students in the Intervention program. They will serve as a liaison between parents/guardians, classroom teachers, and the Intervention program. Additionally, they will support students through the coordination of the Student Study Teams (SST) and 504 processes.

FISCAL IMPACT: These three positions will be funded by the general fund and is included in the 2022-2023 proposed budget. The fiscal impact for these positions including benefits is a total of \$374,511.

BOARD POLICY: Pursuant to Board Policy BP6120 Response to Instruction and Intervention- The Governing Board desires to improve learning and behavioral outcomes for all students by providing a high-quality, data-driven educational program that meets the learning and behavioral needs of each student and reduces disparities in achievement among subgroups of students.

GOAL: In Support of OPUSD Goals:
Goal 1b. Provide multi-tiered systems of support to all students, especially students not performing at grade level, based on student assessment data gathered at the beginning of the school year and at multiple points during the school year.
Goal 3a. Provide innovative and differentiated instruction for all students through quality professional development, utilizing evidence-based materials and practices, and ensuring alignment with state standards and across school sites.

ALTERNATIVES: 1. Establish the position of Learning Support TOSA and approve the job description.
2. Do not establish the position of Learning Support TOSA

RECOMMENDATION: Alternative #1

Prepared by:
Jay Greenlinger, Ed.D., Director of Curriculum and Instruction

BOARD OF EDUCATION MEETING, JUNE 7, 2022
Establish the Position of Learning Support Teacher on
Special Assignment and Approve Associated Job Description
Page 2

Respectfully submitted,

Jeff Davis, Ed.D.,
Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hardy	_____	_____	_____	_____
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Wang	_____	_____	_____	_____

OAK PARK UNIFIED SCHOOL DISTRICT

CLASS TITLE: Learning Support Teacher

DEFINITION

This is a Certificated full-time, ten (10) month, 185-day position on the Certificated Salary Schedule

Brief Description: Facilitate and coordinate a Multi-Tiered System of Supports (MTSS) program for the purpose of providing academic/behavioral interventions to elementary students. Coordinate and lead Student Study Team (SST) and Section 504 meetings. Support staff development around Universal Design for Learning (UDL), differentiation, implementation of evidence-based academic interventions, Positive Behavioral Interventions and Supports (PBIS), and data-driven instruction. The Learning Support TOSA reports to the site Principal.

Essential Functions: Duties may include, but are not limited to, the following:

- Coordinate day-to-day operations of MTSS program, including:
 - Scheduling of Tier 2 & Tier 3 interventions
 - Creating and distributing intervention progress reports
 - Conducting site data team meetings
 - Scheduling progress monitoring for students in intervention
 - Training and support for instructional aides
- Provide Tier 2 and Tier 3 support to students
- Participate in Positive Behavioral Interventions and Supports (PBIS) team
- Schedule and facilitate SST and 504 meetings
- Collaborate with site/district administration, site counselor and MTSS Coordinator to
 - Identify areas of student/staff need
 - Develop and lead staff training
 - Improve processes based on feedback from staff, parents, and administration
- Support teachers and instructional aides on best practices for Tier 1 instruction
- Some classroom teaching/coverage may be required

Knowledge and Abilities:

- Knowledge of MTSS, PBIS, UDL, and reading and math intervention strategies.
- Work effectively with a wide range of educational partners, including students, staff, parents, and administrators.
- Evaluate problems and develop options and solutions.
- Troubleshoot technical issues within intervention software.
- Work effectively with all racial, ethnic, linguistic, disability, and socioeconomic groups.

Education, Experience, and Other Requirements:

- Multiple Subject Teaching Credential, CA
- At least 3 years of successful teaching in an elementary classroom

OAK PARK UNIFIED SCHOOL DISTRICT IS AN EQUAL OPPORTUNITY EMPLOYER