

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
Marcum-Illinois Union School District	Maggie Irby Superintendent/Principal	maggiei@sutter.k12.ca.us	530-656-2407

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? [open response]

N/A

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).

Data sources indicate that parents need options for subsidized care, part time and full time care, and that parents expect their 3 and 4 year olds to receive a well-rounded foundation from preschool.

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 2025–26.¹ Complete the following tables.²

Table: Projected Student Enrollment

¹ If the administration of kindergarten will be impacted by the implementation of UPK, (for example, through the use of combination classes), add additional rows to the table and develop estimates for the number of kindergarten students, classrooms, teachers, and teacher's assistants will be needed, in addition to those estimates that are required for reporting to CDE.

² See the implementation schedule above for changes in teacher/adult ratios over the implementation period.

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Type of Student	2020-21	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	8	7	10	10	10	10
CSPP (if applicable)	11	13	12	12	12	12

Table: Facilities Estimates (Cumulative)

Type of Facility	2020-21	Current	2022-23	2023-24	2024-25	2025-26
TK Classrooms	1	1	1	1	1	1
CSPP Classrooms	2	2	2	2	2	2
Head Start or Other Early Learning and Care Classrooms	0	0	0	0	0	0

Table: Staffing Estimates (Cumulative)

Type of Staff	2020-21	Current	2022-23	2023-24	2024-25	2025-26
TK	1	1	1	1	1	1

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Type of Staff	2020-21	Current	2022-23	2023-24	2024-25	2025-26
TK Teacher's Assistants	0	0	0	0	0	0
CSPP (if applicable)	3	3	3	3	3	3
Other CSPP Classroom Staff (if applicable)	0	0	0	0	0	0
Early Education District-level staffing (if applicable)	0	0	0	0	0	0

- 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

2020-2021	Current	2022-23	2023-24	2024-25	2025-26
2	3	5	5	5	5

Table: Projected Number of Slots Available for TK Students

Slot Type	2019-20	Current	2022-23	2023-24	2024-25	2025-26
CSPP	0	0	0	0	0	0
Head Start	0	0	0	0	0	0
ASES Program/ELO-P	10	10	10	10	10	10

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.

1 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?

The LEA's vision for UPK includes the offering of a program for 3 year olds (and 4 year olds parents feel aren't ready for elementary school) with our state preschool program as well as offering a Transitional Kindergarten program for all 4 year olds (all 4 year olds by 25/26) that is a part of our elementary school. The Transitional Kindergarten program will be a full day program and will be a part of our before and after school program as well.

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?

Our TK students will have access to our before and after school programs which exceed the nine ours of total extended learning and care.

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.

Administrators will support and monitor the UPK program through regular visits, evaluations, etc. The administration will ensure connections with the ELO-P through staff meetings and collaboration of information between the regular school day programs and the before and after school program.

4. Identify and assign each individual that will be responsible for key functions pertaining to implementing UPK.

academic or educational services- teacher/director of student services
early childhood- teacher
facilities-director of maintenance and operations
human resources and labor- fiscal admin/superintendent
special education- teacher/special education teacher/superintendent/director of student services
English learner or multilingual programs- teacher/director of student services
Partnerships- director of student services/superintendent
assessment and data collection- teacher/director of student services
professional learning- teacher/director of student services
workforce recruitment and preparation support- superintendent/director of student services

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

Administration will collaborate with teachers prior to and when making decisions related to UPK.

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

UPK programs will be integrated into the districts LCAP as district programs as they already have been with transitional kindergarten and preschool.

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.

District students with disabilities will participate in district programs for UPK just as they do in all other programs, with appropriate accommodations through their IEP.

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.

Staff for our ELO-P program are a part of our classroom programs as well. They are aware of how the programs work and have great relationships with the students because of it. When additional staff is hired for ELO-P there will be collaboration between staff in the classroom and ELO-P staff to ensure continuity between the programs.

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?

TK offered at all sites (single site LEA)

2. Does the LEA plan to implement full-day TK, part-day TK, or both?³ [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.

This is a single site LEA with a full day Transitional Kindergarten program already in place on campus. This program has already been implemented.

4. Does the LEA plan to begin operating a CSPP or expand its current CSPP contract?
 - a. No - the LEA has no plans to begin or expand a CSPP contract in future years
5. If the LEA answered yes in question four, what age of children does the LEA plan to serve through a CSPP contract? N/A
6. Please indicate if the LEA plans to serve students eligible for early admittance TK, for children whose fifth birthday occurs after the enrollment date for the year of implementation (see implementation timeline above)?
 - a. 2022–23 (Birthdays February 3 or after)

i. Yes

³ The minimum length of instructional time that must be offered to constitute a school day is 180 minutes (*EC* sections 46117 and 46201). By statute, the maximum school day in kindergarten is four hours ("part day") (*EC* Section 46111). However, *EC* Section 8973 allows schools that have adopted an early primary program (extended-day kindergarten or "full day") to exceed four hours. Furthermore, *EC* Section 48000 states that a TK shall not be construed as a new program or higher-level service. In general, the number of required instructional minutes for TK is 36,000 minutes per year.

- b. 2023–24 (Birthdays April 3 or after) [select one]
 - i. No
- c. 2024–25 (Birthdays June 3 or after) [select one]
 - i. No

Focus Area B: Community Engagement and Partnerships

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

Recommended Planning Questions

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

1. How does the LEA's UPK Plan prioritize parental needs and choices? We have limited means to prioritize parental needs and choices being a small, single school district. However, we do plan to prioritize parent needs and choices by offering full day TK and part and full day Preschool for 3 and 4 year olds.
2. How does the LEA plan to meaningfully engage extended learning and care partners in the development of the LEA's UPK Plan?

The LEA already has an extended learning plan in place for before and after school which includes TK students.

3. What actions does the LEA plan to take to partner with local R&Rs; LPCs; and existing early education, child care, and expanded learning providers within the LEA's attendance boundary to support parents to access services across LEA-administered and non-LEA-administered programs for extended learning and care and other supports?

The LEA will share information about other child care providers and expanded learning programs with parents upon request.

4. How does the LEA plan to create or grow partnerships with early learning and care providers serving children with disabilities (including how the LEA plans to collaborate with their SELPA to enroll more children with disabilities in inclusive UPK opportunities)?

The LEA collaborates regularly with the SELPA already and will continue to work with them as well as the few child care providers in the local area who are providing child care to ensure that students with disabilities have access to our UPK programs by sharing enrollment information, inviting them to family nights, etc..

5. Develop sample program schedules that describe how the requirements of the ELO-P will be met for UPK, including the use of ELO-P funds or other fund sources; how they will be combined with the instructional day to offer a minimum

of nine hours per day of programming (instructional day plus ELO-P or other supports); and how they will offer a minimum nine-hour summer or intersession day. [open response]

7:00-8:00 Before School Care

8:30-2:45 School Day for TK

2:45-6:00 After School Care (ELO-P)

The LEA will begin offering intersession days of at least 9 hours during the summer, on Saturdays, and during school breaks starting in 23/24.

Required Questions

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

1. Identify which of the following opportunities the LEA implemented to obtain public input on the UPK Plan. [Select all that apply]
 - a. Parent Teacher Association Meetings
 - b. Family or parent surveys
 - Other regular community discussions at community and school events.

2. Select which programs the LEA plans to combine with the TK instructional day to offer a minimum of nine hours per day of programming (instructional day plus programming) for children whose families opt in for extended learning and care. [select all that apply]
 - a. Expanded learning programs on an LEA site (ASES, 21st Century Community Learning Centers [21st CCLC], ELO-P)

Focus Area C: Workforce Recruitment and Professional Learning

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

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

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

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

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

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

Recommended Planning Questions

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

1. How does the LEA plan to recruit the educators needed to implement its UPK Plan (including CSPP teachers, assistant teachers, TK teachers, and TK teachers' instructional aides and assistants)?

The LEA currently has all of the educators needed to implement its UPK plan.

2. How does the LEA plan to partner with CSPP, Head Start, and other early learning and care providers to offer joint professional learning opportunities?

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The LEA currently works with local early education partners and the Child Care Planning Council of Yuba and Sutter Counties and will continue to do so to utilize joint professional learning opportunities.

3. What is the LEA's planned strategy for providing professional learning for educators across the LEA's P–3 continuum? Plans might include the following: [open response]
 - a. Who will receive this professional learning?
 - i. By role: Teachers, Assistants, Administrators
 - ii. By grade: Preschool- 3rd Grade Staff
 - b. What content will professional learning opportunities cover?
 - i. Effective adult-child interactions
 - ii. Children's literacy and language development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
 - iii. Children's developing math and science (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
 - iv. Children's social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
 - v. Implicit bias and culturally- and linguistically-responsive practice
 - vi. Adverse Childhood Experiences (ACEs) and trauma- and healing-informed practice
 - vii. Curriculum selection and implementation
 - viii. Creating developmentally-informed environments
 - ix. Administration and use of child assessments to inform instruction
 - x. Support for multilingual learners, including home language development and strategies for a bilingual classroom
 - xi. Serving children with disabilities in inclusive settings, including Universal Design for Learning

- xii. Engaging culturally- and linguistically-diverse families
- c. How will professional learning be delivered?
 - i. Coaching and mentoring
 - ii. Classroom observations and demonstration lessons with colleagues
 - iii. Workshops with external professional development providers
 - iv. In mixed groupings (for example, TK and CSPP teachers)
- 4. How does the LEA plan to facilitate the development of a district early education leadership team (across grade levels and departments) and promote site-based horizontal and vertical articulation (P–3) teams to support student transitions, share strategies, and collaboratively monitor student progress?

The LEA will establish an early education leadership team including teachers and administrators to work on horizontal and vertical articulation, support student transitions, share strategies and collaboratively monitor student progress.

Required Questions

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

1. Which of the following strategies does the LEA intend to use to support diverse and effective prospective TK teachers, including multilingual educators, to earn a Multiple Subject Teaching Credential? [select all that apply]
 - a. None of the above, the LEA currently has enough Multiple Subject Teaching Credential holders to meet the need for TK educators
2. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective TK teachers, including multilingual educators, to meet the requirements under *EC* Section 48000(g)(4)? [select all that apply]
 - a. None of the above; the LEA currently has enough Multiple Subject Teaching Credential holders who have at least 24 units in early childhood education, or childhood development, or both; professional experience in a classroom setting with preschool-age children that is comparable to the 24 units of education described in subparagraph (a); or a Child Development Teacher Permit issued by the CTC

3. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective **CSPP** teachers, including multilingual educators, to obtain a Child Development Teacher Permit [select all that apply]
 - a. None of the above, the LEA is not planning to support prospective CSPP educators in obtaining a Child Development Teacher Permit; the LEA currently has enough CSPP educators with teacher permits.
4. On which child observational assessments does the LEA intend to offer professional learning to TK, CSPP, and other early education teachers during the 2022–23 school year? [select all that apply]
 - a. Ages & Stages Questionnaire (ASQ)
 - b. Desired Results Developmental Profile (DRDP)
 - c. LEA-based, grade level benchmarks and a report card
5. On what topics does the LEA intend to offer professional learning regarding early childhood education to site leaders and principals? [select all that apply]
 - a. Effective adult-child interactions
 - b. Children’s literacy and language development (aligned with the *Preschool Learning Foundations and Frameworks*)
 - c. Children’s developing math and science (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
 - d. Children’s social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
 - e. Implicit bias and culturally- and linguistically-responsive practice
 - f. ACEs and trauma- and healing-informed practice
 - g. Curriculum selection and implementation
 - h. Creating developmentally-informed environments
 - i. Administration and use of child assessments to inform instruction
 - j. Support for multilingual learners, including home language development and strategies for a bilingual classroom

- k. Serving children with disabilities in inclusive settings, including Universal Design for Learning
- l. Engaging culturally- and linguistically-diverse families

Focus Area D: Curriculum, Instruction, and Assessment

It is critical for each LEA and preschool program partner to plan for how they will develop or select curriculum or curricula that are developmentally-informed and aligned with the strengths of all students, including multilingual students and students with disabilities, as well as how they will ensure curricula are implemented with fidelity to support intentional, quality instruction for all students. LEAs and preschool program partners should consider how they will provide coherent, culturally- and linguistically-responsive UPK curriculum or curricula anchored in the *California Preschool Learning Foundations* (<https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>) and the *California Preschool Curriculum Frameworks* (<https://www.cde.ca.gov/sp/cd/re/psframework.asp>) to support the development of skills across the domains outlined in those documents.

Recommended Planning Questions

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

1. Describe how the LEA will develop or select a curriculum for UPK classrooms that aligns with the *California Preschool Learning Foundations* and *California Preschool Curriculum Frameworks*.

The LEA will continue to use curriculum's Big Day and PK Wonders that align with the California Preschool Learning Foundations and California Preschool Curriculum Frameworks.

2. Describe the intended timeline for curriculum implementation, including steps for piloting and gathering input from UPK teachers, and a process for ensuring curriculum fidelity.

Curriculum has already been implemented.

3. What actions does the LEA plan to take to support effective classroom organization practices and behavior management strategies to ensure a positive learning environment for a diverse population of UPK students?

The LEA will continue to offer coaching and professional development to teachers to support effective classroom organization practices and behavior management strategies to ensure a positive learning environment for UPK students.

4. Describe how classroom practices for UPK (TK and other preschool programs the LEA operates or has on site) will be integrated and aligned.

The LEA is working to establish universal classroom practices that can be modified to be developmentally appropriate but will be common across the LEA to allow for smooth student transitions.

5. What instructional practices does the LEA plan to implement to support children with disabilities in UPK ?

The LEA continues to focus on strong first instruction by utilizing many UDI practices across all programs, as well as intervention support for all students within the program. The LEA will also ensure that all IEP Accommodations are followed.

6. What instructional practices does the LEA plan to implement to support the language and overall development of multilingual learners?

The LEA plans to continue to support all multilingual learners with explicit integrated and designated supports for ELL students across all programs.

7. How does the LEA plan to assess dual language learners (DLLs) in areas other than English language acquisition?

The LEA will utilize translators as well as other accommodations to assess dual language learners in areas other than English language acquisition.

Required Questions

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

1. Does the LEA plan to provide any of the following language model(s) for TK students? [select all that apply]
 - a. English-only instruction with home-language support
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]
 - a. English-only instruction with home-language support
3. Identify methods the LEA plans to use to support the development of social-emotional learning and executive function skills through specific instruction in these areas and by embedding and reinforcing this instruction in all curriculum areas. [select all that apply]
 - a. Designing developmentally-appropriate learning environments to allow for individual and group activities that promote social-emotional learning and

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executive function skills (for example, use students' pictures or words in daily routines, feelings charts)

- b. 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
 - c. Use developmental observations to identify children's emerging skills and support their development through daily interactions
 - d. 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
 - e. Staff development opportunities encouraging reflective practice and cross-level support for instruction specific to social-emotional learning and executive function skills
 - f. Offer open-ended, self-directed learning opportunities that foster individual interests and curiosity and new learning
4. What instructional practices does the LEA plan to implement to support children with disabilities in UPK programming? [select all that apply]
- a. Implement Universal Design for Learning
 - b. Provide adaptations to instructional materials
 - c. Implement social-emotional strategies, such as the Pyramid Model, CSEFEL, and others
5. What assessments does the LEA plan to use in TK or kindergarten? [select all that apply]
- a. 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.

Recommended Planning Questions

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

1. What strategies does the LEA plan to employ to integrate younger children and older children on the same campus and ensure safety and appropriate commingling?

The LEA will utilize the district’s House System to integrate younger and older children during a variety of special events including Read Across America day, ROAR assemblies, etc. All groupings will have appropriate supervision to ensure safety and appropriate commingling.

2. Describe how the LEA plans to address transportation issues resulting from UPK implementation.

The LEA provides transportation to all district families, including those who will participate in UPK programs.

3. What strategies does the LEA intend to implement to ensure TK students have access to meals and adequate time to eat (for example, adding additional meal services and time in the cafeteria, offering breakfast after the bell [students pick up a breakfast and bring it to the classroom])? (Note: The LEA must continue to comply with all health and safety, state, and federal Child Nutrition Program regulations while implementing meal service)

Students will have access to breakfast and lunch and will be provided with adequate time to eat. If students are late and miss the provided time, they may eat in the classroom in a designated spot or in the office.

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?

The only other local early education programs are located on LEA campuses, so we will work with the program on our campus to ensure that both are able to coexist and support each other.

2. Does the LEA have adequate classroom space to meet the Projected Enrollment of TK students listed in the Projected Enrollment and Needs Assessment section of this document, for the respective implementation year? [multiple choice]
 - a. Yes
3. Does the space meet the kindergarten standards described in *California Code of Regulations*, Title 5, Section 14030(h)(2)? [multiple choice]
 - a. Yes
4. Does the space contain necessary adaptive equipment, assistive technology, or other accommodations to ensure children with disabilities have access to education in the least restrictive environment? [multiple choice]
 - a. Yes
5. Does the LEA's Facilities Master Plan adequately address the need for UPK programming? [multiple choice]
 - a. Yes
6. In which of the following areas does the LEA intend to make updates to facilities? [select all that apply]
 - a. None of the above

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7. What transportation will the LEA offer to children enrolled in TK? [select all that apply]
 - a. Transportation to and from the TK program (for students living within the district boundaries)

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