

ONTARIO-MONTCLAIR SCHOOL DISTRICT

Universal Prekindergarten Planning and Implementation Grant Program Plan

June 2022

The Ontario-Montclair School District's Universal Prekindergarten Planning and Implementation Grant Plan demonstrates 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 After School Education and Safety (ASES) Program, California State Preschool Program (CSPP)/Head Start and other community-based learning and care programs.

Projected Enrollment and Needs Assessment

The Ontario-Montclair School District (OMSD) established a Universal Prekindergarten (UPK) Planning Committee. Part of the work of this committee was to conduct a comprehensive needs assessment and enrollment projection study utilizing the California Department of Education's Universal Prekindergarten Planning and Implementation Guidance Volume I, released in February 2022. The study included analysis of preschool and transitional kindergarten student enrollment in OMSD from 2019-2020 and enrollment projections through 2025-2026, when all four-year olds will have access to transitional kindergarten (TK), the first year of a two-year kindergarten program for our youngest learners. In addition, our LEA has attended meetings and partnered with local learning and care partners including California State Preschool Program (CSPP), Head Start, Resource and Referral Agencies (R&Rs) and utilized data from the Local Child Care and Development Planning Council (LPC) Needs Assessment and Head Start Needs Assessment. OMSD parent groups, including preschool and transitional kindergarten families, have been surveyed and results from the 2020-2021 and 2021-2022 family surveys indicate that parents would like to have their preschool-aged children in an all-day program to allow children additional opportunities to socialize with peers and be in a learning environment for an extended period, which, in turn, would allow for parents and guardians to work longer hours at their jobs. These survey results align with the District's vision to increase access to both preschool and transitional kindergarten opportunities in the coming years, as well as extending the learning day for all students in transitional kindergarten through sixth grade as part of the Expanded Learning Opportunities Program (ELO-P).

In collaboration with OMSD's Facilities, Planning and Operations Department, the UPK Planning Committee has projected preschool and transitional kindergarten enrollment, staffing and facilities needs based on the guidance and data provided in the CDE's Planning and Implementation document, OMSD enrollment data, and demographer projections, which include birth rates in our district's area. Family choice will impact actual enrollment, as parents/guardians will be able to select from preschool or TK offerings with overlapping age eligibility for both programs and some families may opt to not enroll for either PK or TK. The following enrollment, staffing and facilities projections have been created, acknowledging that actual numbers will be dependent on families' selection of program:

Projected TK Student Enrollment

During the 2019-2020 school year, 538 TK students were enrolled in the Ontario-Montclair School District, with the majority turning five between September 2 and December 2 and the remainder turning five between December 3, 2019 and May 21, 2020 (TK-4 students have been accepted based on space availability and site/district discretion). During the 2020-2021 school year, 397 TK students were enrolled. The decline in TK enrollment was likely due to COVID-19 and distance learning. A total of 421 TK students were enrolled during the 2021-2022 school year, with an additional 30 students who were considered TK-4 (early enrollment).

With the expanded TK age eligibility beginning in 2022-2023 for students who will turn five years old between September 2, 2022 and February 2, 2023, TK projected enrollment is 697 students. For the 2023-2024 school year, those children that turn five between September 2, 2023 and April 2, 2024 will be eligible, and projected enrollment is 967 students. For the 2024-2025 school year, TK enrollment will be available for those students who will turn five between September 2, 2024 and June 2, 2025, and is projected to be 1,202 students. During the first full year of Universal Transitional Kindergarten (UTK) implementation, beginning in the 2025-2026 school year, when all students who turn five between September 2, 2025 and September 1, 2026, TK enrollment is projected to be 1,582 students.

Projected Preschool Student Enrollment

During the 2019-2020 school year, 635 preschool students were enrolled in CSPP and 32 in Head Start. During the 2020-2021 school year, 320 preschool students were enrolled in CSPP and 18 in Head Start. The sharp decline in enrollment in both programs was due to COVID-related hardships on families and the challenges of online learning. During the 2021-2022 school year, 550 students were enrolled in CSPP and 19 in Head Start, totaling 569 which is an increase of 34% from the prior school year. For the 2022-2023 school year, there is capacity to enroll 675 students.

Projected TK Facilities Needs

During the 2022-2023 school year, TK will be offered at all 27 of OMSD's elementary school sites with a total of 25 general education TK classrooms and two TK/K combo classrooms (the same number of classes offered during the 2021-2022 school year, as enrollment remained below maximum in most TK classes since 2019 and there is space for growth). In addition to general education TK and TK/K combo classrooms, there were a total of 32 TK classrooms, including special education classes during the 2021-2022 school year. Thirty-nine total TK classrooms will be needed during the 2022-2023 school year; 59 will be needed for 2023-2024; 72 will be needed for 2024-2025; and 90 will be needed for 2025-2026. OMSD intends to continue to offer at least one TK or TK/K combo class at each school site, and then begin adding additional classes at sites that have classroom availability and need. In addition, the District is considering offering AM and PM TK classes. Utilizing the same classroom spaces will be considered to address facilities' needs. An overflow system has been established in conjunction with the Child Welfare and Attendance (CWA) Department in order to accommodate TK enrollment across the district for school sites with limited capacity. The overflow protocol will be reviewed and revised each year in order to accommodate UTK expansion. CWA has provided each school site with designated overflow schools, considering proximity for families, whenever possible.

Projected Preschool Facilities Needs

During the 2022-2023 school year, OMSD will continue to offer the California State Preschool Program at 14 elementary school sites and the Head Start Preschool Program at one elementary school. Of the 14 sites that offer CSPP, 12 offer morning and afternoon classes while two sites offer a morning or afternoon session. Based on current facilities and licensed classrooms, OMSD can accommodate a total of 675 preschool-aged students and has the opportunity to expand program capacity to include an additional morning session and another in the afternoon, increasing student enrollment capacity to 722.

Projected TK Staffing Needs

There were 25 TK teachers and two TK/K combo general education teachers during the 2021-2022 school year. In addition, there were two TK/K Special Day Classrooms, one of which was added in February 2022. General education teacher staffing projections in the coming years are as follows: 27 for 2022-2023; 40 for 2023-2024; 52 for 2024-2025, and 75 for 2025-2026 (these projections consider TK-aged students who may opt for PK enrollment instead of TK enrollment). In addition, two TK/K Special Day Class teachers are projected to be needed during the 2022-23 school year, with ongoing need each year dependent on the number of students with IEPs. Concluding in the 2022-2023 school year, districts may determine equivalency for those teachers new to teaching TK who gain professional experience in a classroom setting with preschool aged children comparable to the 24 units of education, provided that equivalent experience is obtained in the TK classroom. The UPK Planning Committee will work with the Human Resources Division to recruit and retain highly qualified TK teachers. Learning & Teaching staff are planning for ongoing professional development.

General education TK classrooms in OMSD have not traditionally been staffed with Instructional Aides (IAs); however, beginning in 2022-2023, OMSD TK classrooms will be staffed with an IA to meet the 12:1 adult to student ratio requirement, and then the 10:1 ratio requirement which begins in 2023-2024 pending legislative action. OMSD is in the process of hiring 26 IAs to begin the 2022-2023 school year, with an additional two paraprofessionals that will be supporting in TK/K Special Education classrooms. General education IA staffing projections in subsequent years will be equal to TK teacher staffing in order to meet the 10:1 staff to student ratio requirements. In addition, the number of TK/K Special Education IAs will be determined based on the number of students eligible for special education services.

Projected Preschool Staffing Needs

Currently, there are 28 CSPP teachers and two Head Start teachers. Since CSPP requires an 8:1 adult-to-child ratio, CSPP classes are staffed with Early Childhood Education Assistants. There are 62 assistants in CSPP and one assistant in Head Start. Staff projections for the 2022-2023 remain the same.

In addition to the regular instructional day, the Ontario-Montclair School District will offer TK and Kindergarten students access to a nine-hour day through a blended model. Students will attend their regular half-day program with their assigned classroom teacher, including a lunch period. After dismissal, the Expanded Learning Opportunity Teacher-On-Assignment, assigned to the elementary school and the TK Instructional Aide will supervise and support our TK/K students until the end of the regular school day for grades 1-6. Instruction, intervention and enrichment will be provided by the TOA, aide and may include classroom teachers as a part of their daily 'share time'. At the end of the regular school day, our TK/K students will join the ELO-P with their 1st-6th grade peers, which will end at least 9 hours after the beginning of the school day (once ELO-P is fully implemented).

Focus Area A: Vision and Coherence

In order to provide equity of access for all students and their families, the Ontario-Montclair School District, in partnership with early learning and care programs, is building on our coherent educational system which begins with a Universal Pre-Kindergarten (UPK) program, including access to Transitional Kindergarten, the California State Preschool Program (CSPP), and Head Start options for all four-year-old children. OMSD's vision for the UPK program is to provide families access to full-day learning programs the year before kindergarten that meet the needs of parents including through partnerships with the District's expanded learning offerings, the After School Education & Safety (ASES) Program, CSPP/Head Start and other community-based learning and care programs.

OMSD's administrative structure supports this UPK Plan and its implementation by including the Principal-on-Assignment for Preschool Programming, Learning & Teaching Directors, and the Assistant Superintendent of Learning & Teaching on the UPK Planning Committee, which includes plan development, implementation and ongoing program monitoring. Two members of the UPK Planning Committee also serve on the Expanded Learning Opportunities Program (ELO-P) Leadership Team, offering important alignment of programs and a voice for our youngest learners. The UPK Plan & the ELO-P Plan were developed simultaneously, considering the unique needs of TK students and families. An example of this alignment is demonstrated by the fact that the ELO-P Leadership Team realized that there could be a gap in time after the morning TK schedule and the beginning of the ELO-P. Therefore, the Instructional Aides that were to be hired for TK will have their hours extended and split-funded in order to support TK students during this gap time.

OMSD utilizes a comprehensive planning process which includes synchronous development of discrete programming alongside and embedded within our Local Control and Accountability Plan (LCAP). Our LCAP is a reflection of our priorities of inclusion and equity, within our Multi-Tiered System of Support. Students with disabilities are placed in the least restrictive environment, which may include full-inclusion opportunities for students with and without disabilities. As young children are qualified for special education services, through our Special Education Preschool Assessment Team (SEPAT) or as conducted at our school sites, the range of placement options are carefully considered. When students are placed in a special day class, mainstreaming opportunities are maximized to afford special education students with appropriate experiences to be instructed alongside their general education peers through a team approach with grade level teams and special educators.

As mentioned in the previous section, Transitional Kindergarten will be offered at all 27 elementary school sites within OMSD. The majority of TK classes will be stand-alone, with some TK/K combination classes. All TK students will receive 225 minutes of daily instruction and will have access to breakfast and lunch as well as the Expanded Learning Opportunities Program (when fully implemented). This service delivery model is in line with the half-day TK/K programs already in place in the District. Since additional staff is being hired, all TK/K students who wish to have access will be afforded that opportunity (when that program is fully operational).

It has been our practice in OMSD to accept 'TK-4' students depending on space availability and each child's readiness (those turning five years-old after the established dates for TK enrollment through the end of the school year). For 2022-2023 enrollment, all OMSD sites will provide enrollment priority to students turning five between September 2, 2022 and February 2, 2023 and all other students outside of that eligibility range will be temporarily placed on a waiting list in order to determine space availability district-wide. When space is available and the required student to staff ratio is met, 'TK-4' students will be admitted.

During the 2022-2023 school year, OMSD staff will evaluate the enrollment and need for CSPP, Head Start and Transitional Kindergarten to ensure all students in the district have access to one to two years of pre-kindergarten programming. If the current number of preschool classes and our expanded access to Transitional Kindergarten are not sufficient to meet the need in the community, OMSD will evaluate facility access and may apply to expand the CSPP contract in future years in order to provide access to preschool for more three-year-old children.

Focus Area B: Community Engagement and Partnerships

The OMSD Preschool/Child Development Department also surveyed all families in order to garner input on the expansion of Universal Pre-Kindergarten programs. Parents indicated the desire for UPK to provide their children with ample opportunities to socialize with other students, develop oral language, engage in hands-on activities, creative play, social skills, homework help, tutoring, arts and crafts, time outdoors exploring their environments and playing with other children. Parents have requested information about nutrition and establishing healthy habits. Additionally, parents requested home-school connections to include activities for families to complete collectively.

In addition, the ELO-P Task Force surveyed Educational Partners to determine which activities and/or resources would best support our TK/Kinder students and determine priorities for ELO-P offerings. Survey results emphasized the desire to prepare children for kindergarten and beyond by establishing routines and structure as they develop their academic, language, and social skills. As such, OMSD students in TK and Kindergarten will have the opportunity to participate in a combination of their classroom experience as well as expanded learning opportunities through our ELO-P. The enhanced program will include instruction and enrichment using ELO-P staff and school site staff (when fully to scale). A sample schedule is below:

7:30 - 10:30 TK Instructional Day
10:30 - 11:15 TK Lunch
11:15-12:15 TK Instructional Day
12:15- 2:30 TK/K Intervention/Enrichment (supervised by ELO-P teacher and site staff, when fully to scale)
2:30 - 5:00 Join Expanded Learning Opportunities Program with Grades 1-6 (when fully implemented)

OMSD hosted a variety of parent advisory council meetings and through those meetings was able to gather input regarding UPK. Parents from the Preschool Parent Advisory Council would like for parents to receive more specific information at registration about each preschool site to include any information about distinctives or magnet programs. They requested to strengthen home-school-community communication using various means at the site levels.

OMSD's Special Education Community Advisory Council suggested that OMSD actively seek out students to meet Child Find obligations, prioritize early interventions, ensure basic foundational skills are embedded in the programming, provide support for the teachers (coaching), offer universal support in mental health to assist students with coping skills as a result of trauma or other life experience, implement Social Thinking curriculum to ensure students understand the Zones of Regulation, and work to increase parent engagement.

The OMSD District English Learner Advisory Council had similar recommendations. They emphasized the importance of establishing routines in preschool to prepare children for kindergarten, focusing on pre-literacy and cognitive skill development, developing oral language, building social skills, and teaching self-regulating strategies.

The parent group for students identified as Gifted and Talented suggested that UPK include practical life skills like students serving their own food, brushing their teeth, etc. They also suggested that social skills, such as sharing and turn-taking, be taught. For students who may be academically advanced, parents suggested that students engage in early literacy skills such as reading that would prepare them for Kindergarten.

Focus Area C: Workforce Recruitment and Professional Learning

The Ontario-Montclair School District is committed to hiring and retaining highly qualified and effective teachers and support staff. With increased projections for student enrollment in TK over the next several years, there will be an increased need for TK teachers. Currently TK teachers must have a multiple subject teaching credential and additionally must have at least 24 units in early childhood education or child development (or both), or a Child Development Teacher Permit issued by the CTC or experience in a classroom setting with preschool aged children comparable to the 24 units of education, provided that equivalent experience is obtained in the TK classroom. For those teachers that were first assigned as a TK teacher prior to July 1, 2015, the additional units/permit requirement was waived. As additional TK teacher hiring is needed in subsequent years, OMSD's Human Resources (HR) Department may recruit interested candidates through multiple platform postings, job fairs in the community, and through university partnerships.

Initial TK Instructional Aide (IA) hiring is being conducted Spring-Summer 2022 for personnel to begin August 2022. TK IAs will be provided with training and professional development related to the new TK curriculum adoption as well as ELO-P training, as TK IAs will support TK and Kindergarten students during the 'gap time' between TK/Kindergarten dismissal and grade 1-6 dismissal time (when ELO-P is fully implemented). Should additional TK IA hiring need to take place in subsequent years, HR may again recruit for this position via varied job postings, job fairs and partnerships with colleges and universities.

In order to recruit CSSP teachers and teaching assistants, OMSD will host job fairs and engage in outreach to local community colleges. The first job fair was held on April 30, 2022. Outreach to local colleges will begin by contacting college counselors to coordinate guest speaker opportunities to share information

about the profession and what OMSD offers. An informational video highlighting the preschool program will also be made available for promotional purposes. In addition, OMSD has partnered and will continue to collaborate with local universities (such as the University of Redlands), which will allow for OMSD employees to take applicable courses and earn units in early childhood education and child development. These partnerships will support OMSD to increase the number of highly qualified teachers that meet the requirements to teach TK.

OMSD plans to provide professional learning for educators across the LEA's P-3 continuum beginning in early August 2022 by district-level instructional coaches. With the adoption of a new curriculum for preschool and transitional kindergarten in May 2022, a team of teachers, instructional coaches, and directors will participate in articulation meetings and develop a vertical alignment continuum to create a cohesive instructional plan for these grade levels.

OMSD intends to support diverse and effective prospective TK teachers, including multilingual educators, to earn a Multiple Subject Teaching Credential by using one or more of the following strategies:

- Partner with one or more local Institutions of higher education (IHEs) or the COE to help support teachers holding less than a full credential to complete requirements to earn a preliminary Multiple Subject Teaching Credential
- Provide advising on credential requirements and options for how to meet these requirements
- Other strategies, as needed

In addition to meeting Multiple Subject Teaching Credential requirements, OMSD also intends to support diverse and effective prospective TK teachers, including multilingual educators, to meet the requirements of additional units in early childhood education or child development, by using one or more of the following strategies:

- Provide information on scholarship and grant opportunities
- Apply for workforce development funding and grant opportunities
- Develop or work with an established mentorship program to support new TK teachers
- Other strategies, as needed

OMSD intends to support diverse and effective prospective CSPP teachers, including multilingual educators, to obtain a Child Development Teacher Permit by:

- Providing information on scholarship and grant opportunities
- Applying for workforce development funding and grant opportunities
- Other strategies, as needed

OMSD will offer professional learning on the following child observational assessments to TK, CSPP, and other early education teachers during the 2022-2023 school year:

- Ages & Stages Questionnaire (ASQ) - required for CSPP
- Desired Results Developmental Profile (DRDP) - required for CSPP
- OMSD district assessments and report cards
- Educational Software for Guiding Instruction (ESGI) alignment with newly adopted curriculum

OMSD will offer professional learning regarding early childhood education to site administrators and leaders in the following areas:

- Children’s literacy and language development (aligned with the Preschool Learning Foundations and Frameworks)
- Children’s developing math and science (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
- Children’s social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
- Implicit bias and culturally- and linguistically-responsive practices
- Creating developmentally-informed environments
- Serving children with disabilities in inclusive settings, including Universal Design for Learning
- Engaging culturally- and linguistically-diverse families
- Other areas, as needed

Focus Area D: Curriculum, Instruction, and Assessment

OMSD’s Learning & Teaching Division, including the District’s preschool program, work collaboratively to plan how curriculum is selected that is developmentally-informed and aligned with the strengths of all students, including multilingual students and students with disabilities. Though not mandated by the State Board of Education for preschool, OMSD utilizes a process for selecting materials that is aligned to the process for the adoption of instructional materials for kindergarten through grade eight.

The District used the 2021-2022 school year to pilot new materials for preschool and Transitional Kindergarten that were subsequently adopted for the 2022-2023 school year. The selection process for curriculum implementation began in November 2021. A selection committee of classroom teachers and district support staff previewed materials from four publishers and made a decision to pilot two programs. In January 2022, a pilot committee of classroom teachers piloted one of the programs for four weeks. The same committee then piloted the second program for four weeks in February 2022. Based on their pilot, along with an evaluation of the materials, a recommendation was made to the Board to formally adopt two programs (one for preschool and a different one for TK) beginning in August 2022.

Decision-making on the adoption of curricula was based on rating scales that were taken from the state criteria used for our K-6th grade adoption. These rating scales identified categories for our pilot teachers to analyze and evaluate with respect to the following areas: alignment with and consistency with the design and intent of the California Preschool Learning Foundations; access to standards-based curriculum for all students, including English learners, students with disabilities, advanced learners, and students below grade level; and materials that include resources to adequately support all students.

In order to ensure that the newly adopted curriculum is implemented with fidelity to support intentional, quality instruction for all students, teachers will be provided with targeted training in the use of the newly-adopted curriculum. In order to monitor this implementation, OMSD’s Principal-on-Assignment for Preschool Programming and the District’s Director of Curriculum & Instruction will conduct classroom visits throughout the year. Data from these classroom walkthroughs will inform the type of support and professional development to be provided to all preschool and TK teachers. In addition, the Child Development Office’s Instructional Coaches, as well as school site Instructional Coaches, will facilitate

coaching cycles with teachers as a means of providing coaching and feedback to teachers in their use of the adopted curriculum.

In order to support our youngest learners, developmentally appropriate, ongoing tiered implementation of Positive Behavior Intervention and Supports (PBIS) will continue to be implemented which will assist staff in establishing school and classroom expectations and routines. Additionally, there will be continued implementation of Restorative Practices and Circles to build community and restore relationships when harm is done, and daily Social-Emotional Learning (SEL) to increase access to academics for all students.

Instructional practices used to support children with disabilities will align with instructional practices used for all students to include: Gradual Release of Responsibility, Differentiated Instruction, and Universal Design for Learning. These three instructional strategies have been adopted district-wide as our Tier I instructional practices within our Multi-Tiered System of Support (MTSS).

For our multilingual learners, instructional practices will align with those practices used for all students, including: Gradual Release of Responsibility (GRR), Differentiated Instruction (DI), Universal Design for Learning (UDL), and Quality Teaching for English Learners (QTEL). QTEL instructional strategies support UDL implementation by simultaneously embedding language, literacy, and content knowledge development. Students in the Dual Language programs will be assessed in Literacy and Math by following our district-wide Tier 1 and Tier 2, Tiered-Intervention Matrix for Universal Screening, Diagnostic Assessment, and Progress Monitoring Tools. Assessment will include ESGI and the Developmental Reading Assessment.

OMSD will assess all TK and Kindergarten students and report progress using:

- OMSD district assessments and trimesterly report cards
- Educational Software for Guiding Instruction (ESGI) assessments in language and math aligned with newly adopted curriculum
- Desired Results Developmental Profile (DRDP), as required

Focus Area E: LEA Facilities, Services, and Operations

OMSD's Facilities, Planning and Operations Department has conducted a study based on the LEA's Facilities Master Plan and the Projected Enrollment and Needs Assessment to plan for facilities needs for the expansion of TK and PK programs in OMSD. Planning considerations have included classroom loading factors and staffing ratio requirements, minimum space facilities requirements, reviewing proximity of planned classrooms to restrooms, developmentally appropriate playground equipment and playground proximity to classrooms, arrival/dismissal considerations, increased parking needs, and age-appropriate furniture needs. The Director of Facilities & Operations has completed the analysis phase of the planning, meeting individually with site principals and conducting facilities walks to determine space availability and possible need for increased number of classrooms over the next several years as the UTK program expands, considering current classrooms that could accommodate both AM and PM TK classes if needed, as well as

considering possible overflow systems for space-impacted school sites.

Following demographer data considering actual birth rates and projected birth rates through 2030-2031, and PK and TK enrollment projections provided utilizing data acquired from the California Department of Education's Universal Prekindergarten Planning and Implementation Guidance Volume I, enrollment projections have been determined and this information has been used to plan for facilities' needs.

OMSD employs strategies to ensure integration of younger and older children on the same campus, while ensuring safety and opportunities for appropriate commingling. Preschool playground equipment meets state and federal requirements, and TK playground equipment is age and developmentally appropriate, including additional play equipment such as tricycles, sand boxes, and water tables.

Beginning in the 2022-2023 school year, TK and Kindergarten students will have the same access to meals and adequate time to eat as their peers in grades 1-8. All TK and Kindergarten students will be offered two meals per day, typically a breakfast meal offered before school in the morning, and in addition, a lunch which will either be built into the daily schedule as a 45-minute lunch and play period, or may be offered right after dismissal as a 30-minute option. Meals will be provided in the cafeteria, complying with all health, safety, and state and federal Child Nutrition Program regulations. Additional proctor support has been budgeted for elementary school sites to allow for TK lunch and recess supervision. TK students will participate in school-wide assemblies and events with other grade levels. Transportation will be provided to TK students who qualify following district guidelines, as is true for all students.

OMSD is experiencing declining enrollment, due largely to low birth rates in the District's attendance area. This decline in enrollment has resulted in increased capacity in our facilities at many of our schools. State Preschool and Head Start programs are at 15 schools in the district, where space is available. OMSD has and will continue to prioritize offering preschool to our students before they enter TK/K. Those four-year olds who would normally attend PK will now have a place in TK, should their parents elect that program, which will increase access to PK to our 3 year olds. By offering access to our Expanded Learning Opportunities Program to our TK students, OMSD staff anticipates parents will opt for the TK program.

Per the facilities analysis, OMSD has 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 2022-2023 school year and subsequent years are still under review. These spaces meet the kindergarten standards described in *California Code of Regulations*, Title 5, Section 14030(h)(2) and contain necessary adaptive equipment, assistive technology, or other accommodations to ensure children with disabilities have access to education in the least restrictive environment. OMSD's Facilities Master Plan adequately addresses the need for UPK programming expansion, with planned updates to the following areas at some school sites: turf area, paved area, playground apparatus areas, and total square feet required.