



Universal Prekindergarten Planning and Implementation Grant Program Plan

Stanwood A. Murphy Elementary School
Scotia Union School District

Amy Gossien, Superintendent/Principal
Plan Approved June 23, 2022

This plan fulfills 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.

Self-Certification

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.

LEA Name	Contact Name and Title of the Individual Self-Certifying the Statement Above	Email	Phone
Stanwood A. Murphy Elementary School	Amy Gossien, Superintendent/Principal	agossien@scotiaschool.org	(707)764-2212

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)?

No

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.

REQUIRED QUESTIONS

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 stand-alone class

Does the LEA plan to implement full-day TK, part-day TK, or both?

Full Day TK

Describe how the model(s) of service delivery selected in the preceding two questions will be implemented across the LEA's sites and why.

The LEA of Stanwood A. Murphy Elementary School, Scotia Union School District, is a single school district. The model of service delivery will be implemented in accordance with all state requirements, and will be implemented under the same model of service delivery as the established kindergarten program and its hours of operation in order to provide a coherent TK and Kindergarten program.

Does the LEA plan to begin operating a CSPP or expand its current CSPP contract?

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

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]

N/A

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)?

The LEA plans to serve students eligible for early admittance TK, who turn four by September 1, beginning with the 2022-2023 school year.

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

Identify which of the following opportunities the LEA implemented to obtain public input on the UPK Plan.

Family or parent surveys

LCAP educational partners input sessions

Other - community outreach and District requests for community input

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. (multiple choice)

Expanded learning programs on an LEA site (ASES and 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.

REQUIRED QUESTIONS

Which 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?

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

2. Which 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)?

Partner with a local IHE offering eligible early childhood education or childhood development coursework

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

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

3. Which 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

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?

LEA-based, grade level benchmarks and a report card

“Core Growth” Early Learning Assessment Suite

5. On what topics does the LEA intend to offer professional learning regarding early childhood education to site leaders and principals?

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

Curriculum selection and implementation

Creating developmentally-informed environment

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

Does the LEA plan to provide any of the following language model(s) for TK students?

English-only instruction with home-language support

If the LEA administers CSPP, does it plan to provide any of the following language model(s) for CSPP students?

N/A

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.

Designing developmentally-appropriate learning environments to allow for individual and group activities that promote social-emotional learning and executive function skills

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

Use developmental observations to identify children's emerging skills and support their development through daily interactions

Development of lesson plans or use of a curriculum that includes specific and targeted social-emotional learning and executive function activities throughout the day of instruction

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

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

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

Implement Universal Design for Learning

Provide adaptations to instructional materials

Provide specialized services (for example, occupational therapy, physiotherapy, speech and language pathology therapy) in the classroom with peer models

Implement social-emotional strategies, such as the Pyramid Model, CSEFEL, and others

Provide additional staff to support participation in instruction

What assessments does the LEA plan to use in TK or kindergarten?

LEA-based grade level benchmarks and a report card

"Core Growth" Early Learning Assessment Suite

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.

REQUIRED QUESTIONS

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?

N/A

There were no prior stand alone early education programs on the LEA campus

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?

Yes

Does the space meet the kindergarten standards described in California Code of Regulations, Title 5, Section 14030(h)(2)?

Yes

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?

Yes

Does the LEA’s Facilities Master Plan adequately address the need for UPK programming?

Yes

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

Apparatus area

What transportation will the LEA offer to children enrolled in TK?

Transportation to and from the TK program

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

N/A

The LEA offers extended learning and care opportunities through its ASES program