

## Sonoma Charter School



### Universal Pre-Kindergarten (UPK) Plan for 2022-23

The 2021–22 State Budget package established the Universal Prekindergarten (UPK) Planning and Implementation Grant Program to expand access to prekindergarten options. This grant program provides \$200 million for the California Department of Education (CDE) to allocate directly to districts. All public schools are required to participate in the state UPK Program.

To address the requirements of AB-130, the Sonoma Charter School will be expanding its Transitional Kindergarten (TK) program for the 2022-2023 school year. For 2022-2023, students who turn 5 years old between September 2, 2022 and February 2, 2023 are eligible to enroll in transitional kindergarten. Older students may enroll in kindergarten.

TK is taught by a credentialed teacher. The ratio of students to adults will be at least 12:1. This allows children to receive the extra attention and help they need to become capable, confident learners. The program is a full-day program and after-school care will be provided through the Extended Learning Opportunities Program (ELOP) at no or low cost to eligible families as needed.

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### 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
Sonoma Charter School	Hilary Sowers, Principal	hsowers@scs.k12.ca.us	(707) 935-4232

2. Did the LEA develop a joint plan with multiple LEAs ? **No**

3. If the LEA answered Yes to Question 2, what other LEAs **(N/A)**

### Projected Enrollment and Needs Assessment

#### 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.

### 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
- TK offered at some sites
- TK stand-alone classes**
- TK and kindergarten combination classes
- CSPP and TK combination classes (CSPP funding and ADA funding)
- Locally-funded preschool and TK combination classes
- CSPP stand-alone classes
- Head Start stand-alone classes
- Other [describe, open response]

- 2. Does the LEA plan to implement full-day TK, part-day TK, or both?<sup>1</sup> *[select one]***

- Full Day TK**
- Part Day TK
- Both

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<sup>1</sup> 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.

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.** *[open response]*

Sonoma Charter School has the appropriate facilities (including inside classroom restroom and outside pre-school play area) to accommodate the 12 student enrollment limit under the UPK plan guidelines.

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

- a. Yes - the LEA applied to expand its existing CSPP contract in 2022–23
- b. Yes - the LEA applied for a new CSPP contract in 2022–23
- c. Yes - the LEA will apply to expand its existing CSPP contract in future years  
*(if funding is appropriated by the legislature)*
- d. Yes - the LEA plans to apply to administer a CSPP contract in future years  
*(if funding is appropriated by the legislature)*

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

- f. No - the LEA plans to relinquish or reduce CSPP services 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]*

**N/A**

- ~~a. Three-year-old children~~
- ~~b. Four-year-old children who will not be enrolled in TK in the current school year~~
- ~~c. Four-year-old children who will be enrolled in early admittance TK on their fifth birthday but who are not yet enrolled because their birthday does not fall in the range for which LEAs are fully funded to support TK. (Note: children whose birthdays fall outside of this range can be served in TK at LEA option from the beginning of the school year, but LEAs only generate ADA after the child's fifth birthday.)~~
- ~~d. Four-year-old children who are enrolled in TK, including early admittance TK (CSPP would provide extended learning and care in addition to the TK instructional day).~~

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?**

**Date ranges proposed by the state to identify TK students:**

- ▶ **2022-23:** 5th birthday between September 2 – February 2
- ▶ **2023-24:** 5th birthday between September 2 – April 2
- ▶ **2024-25:** 5th birthday between September 2 – June 2
- ▶ **2025-26:** 4th birthday by September 1<sup>st</sup>

a. **2022–23 (Birthdays February 3 or after)** *[select one]*

i. Yes

ii. **No**

iii. Maybe

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

i. Yes

ii. **No**

iii. Maybe

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

i. Yes

ii. No

iii. **Maybe**

## 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]*

- a. Parent Teacher Association Meetings
- b. Family or parent surveys
- c. English Learner Advisory Committee (ELAC)
- d. District English Learner Advisory Committee (DELAC)
- e. Special Education Local Plan Area (SELPA)
- f. School Site Council
- g. District Advisory Committee
- h. LCAP educational partners input sessions
- i. Tribal Community input session
- j. Co-hosting events with community-based organizations (CBOs)
- k. Hosting meet and greets with the early learning and care community
- l. LPC Meetings
- m. Local Quality Counts California (QCC) consortia meetings
- n. First 5 County Commission meetings
- o. Community Advisory Committee (CAC)
- p. Head Start Policy Council meetings
- q. Collaboration with parent engagement centers (for example, Parent Training and Information Center [PTIC], Community Parent Resource Center [CPRC], Family Empowerment Centers [FEC])
- r. Other --
  - 2019-20 Early Childhood Education Study from Vanderbilt University, incl. demographic survey, community partner interviews, parent interviews.
  - Shared information from our authorizer (Sonoma Valley Unified School District) from the following agencies: Collaboration with North Bay Children's Program, Outreach to Boys and Girls Club, Community Childcare Council, and Sonoma County Office of Education.

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 (ELO-P)**
- b. Expanded learning programs at a CBO site (ASES, 21st CCLC, ELO-P)
- c. CSPP (on an LEA site)
- d. CSPP (at a CBO site)
- e. LEA- or locally-funded preschool
- f. Head Start
- g. LEA preschool funded with Title I of the Every Student Succeeds Act funds
- h. Other CBO preschool
- i. State subsidized child care (not including CSPP)
- j. **Other -- Eligible TK students and their families will be offered the opportunity to participate in nine-hour extended learning and care opportunities through the Boys & Girls Club as part of our Extended Learning Opportunity (ELO) program.**

## 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 Pre-Kindergarten 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]*
  - a. 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
  - b. Apply for a California Classified School Employee Teacher Credentialing Program grant (<https://www.ctc.ca.gov/educator-prep/grant-funded-programs/Classified-Sch-Empl-Teacher-Cred-Prog>) on your own, with your COE, as part of a new collaborative, or by joining an existing Classified grant program to recruit teachers



- c. Apply for a California Teacher Residency Grant Program (<https://www.ctc.ca.gov/educator-prep/grant-funded-programs/teacher-residency-grant-program>) on your own, as part of a new collaborative, or by joining an existing Teacher Residency Grant Program to recruit and prepare individuals with a bachelor's degree who want to become teachers in your LEA
  - d. Join an existing intern preparation program to recruit and prepare teachers for your LEA
  - e. Join an existing apprenticeship cohort program to recruit and prepare teachers for your LEA
  - f. Establish a relationship with other local LEAs to establish pathways for high school students interested in a career in CSPP or in P–3 teaching through clubs, registered apprenticeships, or other such early recruitment opportunities
  - g. Partner with the California Center on Careers to contact registrants who might be interested in becoming teachers for your LEA
  - h. Provide information on scholarship and grant opportunities to CSPP and other staff interested in providing extended learning and care services
  - i. Apply for workforce development funding and competitive grant opportunities from the CDE
  - j. Provide a stipend for tuition and fees for coursework leading to a Multiple Subject Teaching Credential
  - k. Provide advising on credential requirements and options for how to meet these requirements
  - l. Collaborate with IHEs to offer unit-bearing coursework at a local LEA site during times that work for teachers and other interested staff members [list IHEs, open response]
  - m. Partner with a local IHE to provide other services to candidates seeking to earn a Multiple Subject Teaching Credential
  - n. Partner with a COE to provide other services to candidates seeking to earn a multiple subject credential
  - o. Other *[describe, open response]*
  - p. **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. Partner with a local IHE offering eligible early childhood education or childhood development coursework
  - b. Partner with an IHE or COE to operate cohort models for LEA teachers earning 24 units
  - c. Provide information on scholarship and grant opportunities
  - d. Apply for workforce development funding and grant opportunities
  - e. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree

- f. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit
  - g. Provide advising on requirements and how to meet the requirements
  - h. Offer unit-bearing IHE coursework at a local LEA site during times that work for teachers
  - i. Develop or work with an established mentorship program to support new TK teachers
  - j. Other *[describe, open response]*
  - k. **None of the above; the LEA currently has enough Multiple Subject Teaching Credential holders who have at least 24 units in early childhood education, or childhood development, or both; professional experience in a classroom setting with preschool-age children that is comparable to the 24 units of education described in subparagraph (a); or a Child Development Teacher Permit issued by the 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. Partner with a local IHE offering eligible early childhood education or childhood development coursework
  - b. Partner with an IHE or COE to operate cohort models for educators working towards a Child Development Teacher Permit
  - c. Provide information on scholarship and grant opportunities
  - d. Apply for workforce development funding and grant opportunities
  - e. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree
  - f. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit
  - g. Provide advising on requirements and planning for how to meet the Child Development Teacher Permit requirements
  - h. Offer unit-bearing coursework at a local district site during times that work for teachers
  - i. Other *[describe, open response]*
  - j. **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]*
- a. **Ages & Stages Questionnaire (ASQ)**
  - b. BRIGANCE Early Childhood Screen
  - c. Desired Results Developmental Profile (DRDP)

- d. Developmental Reading Assessment (DRA)
  - e. LEA-based, grade level benchmarks and a report card
  - f. Teaching Strategies GOLD (TS GOLD)
  - g. Work Sampling System (WSS)
  - h. Other -- Core Growth Assessment System assesses TK students with entry-level benchmarks and progress towards kindergarten readiness over the course of the school year.
  - i. The LEA does not plan to offer professional learning on child observational assessments
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
  - m. Other *[describe, open response]*
  - n. Site leaders and principals will not be offered professional learning on early childhood education

## 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]*

- a. Dual language program with a language allotment<sup>2</sup> of 50/50 [open response for language offered]
- b. Dual language program with a language allotment of 90/10 [open response for language offered]
- c. Dual language program with a language allotment of 80/20 [open response for language offered]
- d. Dual language program with a language allotment of 70/30 [open response for language offered]
- e. **English-only instruction with home-language support**
- f. None
- g. Other [describe, open response]

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<sup>2</sup> The percentage of instructional time spent on the target language and English (e.g., in a 50/50 Spanish/English program, 50% of instructional time is spent on each language).

**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. Dual language program with a language allotment<sup>3</sup> of 50/50 *[open response for language offered]*
- b. Dual language program with a language allotment of 90/10 *[open response for language offered]*
- c. Dual language program with a language allotment of 80/20 *[open response for language offered]*
- d. Dual language program with a language allotment of 70/30 *[open response for language offered]*
- e. English-only instruction with home-language support**
- f. None
- g. Other *[describe, open response]*

**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. Provide training for staff on the Center on the Social Emotional Foundations for Early Learning (CSEFEL) Pyramid Model**
- b. Implement the CSEFEL Pyramid Model in the classroom
- c. Designing developmentally-appropriate learning environments to allow for individual and group activities that promote social-emotional learning and executive function skills (for example, use students' pictures or words in daily routines, feelings charts)**
- d. Promote learning through play as a context for social and emotional development, including social play with teachers and peers in small or large group settings**
- e. Use developmental observations to identify children's emerging skills and support their development through daily interactions
- f. Development of lesson plans or use of a curriculum that includes specific and targeted social-emotional learning and executive function activities throughout the day of instruction
- g. Staff development opportunities encouraging reflective practice and cross-level support for instruction specific to social-emotional learning and executive function skills
- h. Offer open-ended, self-directed learning opportunities that foster individual interests and curiosity and new learning

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<sup>3</sup> The percentage of instructional time spent on the target language and English (e.g., in a 50/50 Spanish/English program, 50% of instructional time is spent on each language).

**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. Provide specialized services (for example, occupational therapy, physiotherapy, speech and language pathology therapy) in the classroom with peer models
- d. Implement social-emotional strategies, such as the Pyramid Model, CSEFEL, and others**
- e. Provide additional staff to support participation in instruction
- f. Other *[open response]*

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

*[select all that apply]*

- a. ASQ**
- b. BRIGANCE Early Childhood Screen
- c. DRDP
- d. DRA
- e. LEA-based grade level benchmarks and a report card
- f. TS GOLD
- g. WSS
- h. Other -- Core Growth Assessment System assesses TK students with entry-level benchmarks and progress towards kindergarten readiness over the course of the school year**
- i. The LEA does not plan to use a common TK assessment
- j. Unsure

## 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? *[open response]*

**No programs will be displaced due to our UPK plan.**

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**

- b. No
- If no, how many more classrooms does the LEA need?
  - If no, how might the LEA provide classrooms in the timeframe needed?

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

a. **Yes**

- b. No --
- If no, what modifications need to be made?
  - What resources are needed to make them?

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**

b. No -- 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?**

a. **Yes**

b. No -- 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]

a. Turfed area

b. Paved area

c. Apparatus area

d. Land required for buildings and grounds

e. Total square feet required

f. **None of the above -- SCS has facilities in place to serve UPK program in 2022-23. SCS is also in the process of updating its facilities master plan. Developing plans will anticipate the ongoing need for Universal Pre-Kindergarten programs and developmentally appropriate facilities, such as turfed areas and apparatus areas, for young children.**

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

a. Transportation to and from the TK program

b. Transportation from the TK program to an extended learning and care opportunity on another LEA site

c. Transportation from the TK program to an extended learning and care opportunity on a non-LEA site (for example, a CBO that operates a preschool program)

d. **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 -- the school provides extended learning and care through its ELO-P program.**