



Proposed Plan to Implement Assembly Bill 130 - Universal PreKindergarten

Board Meeting

May 19, 2022

Agenda Item No. ____

Presented by:

Instructional Assistant Superintendents
Early Learning and Care
Curriculum & Instruction
Special Education
Multilingual Education

Facilities & Operations
Business Services
Human Resources
Communications
Expanded Learning/Youth Development



Acronyms

AB	Assembly Bill	FFN	Families Friends Neighbors
BOE	Board of Education	ECSE	Early Childhood Special Education
CBO	Community Based Organization	LEA	Local Educational Agency
CDE	California Department of Education	MTSS	Multi-Tiered System of Supports
CSPP	California State Preschool Program	P-3	Preschool - 3rd Grade
DELAC	District English Learner Advisory Committee	UPK	Universal PreKindergarten
EL	English Learner	UTK	Universal Transitional Kindergarten
ELOP	Expanded Learning Opportunities Plan	SCOE	Sacramento County Office of Education
FCC	Family Child Care	YDSS	Youth Development Support Services



SCUSD CORE VALUE

We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow and reach their greatness.

SCUSD GUIDING PRINCIPLE

All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options



Every system is perfectly designed to get the results that it gets.

– W. E. DEMINGS

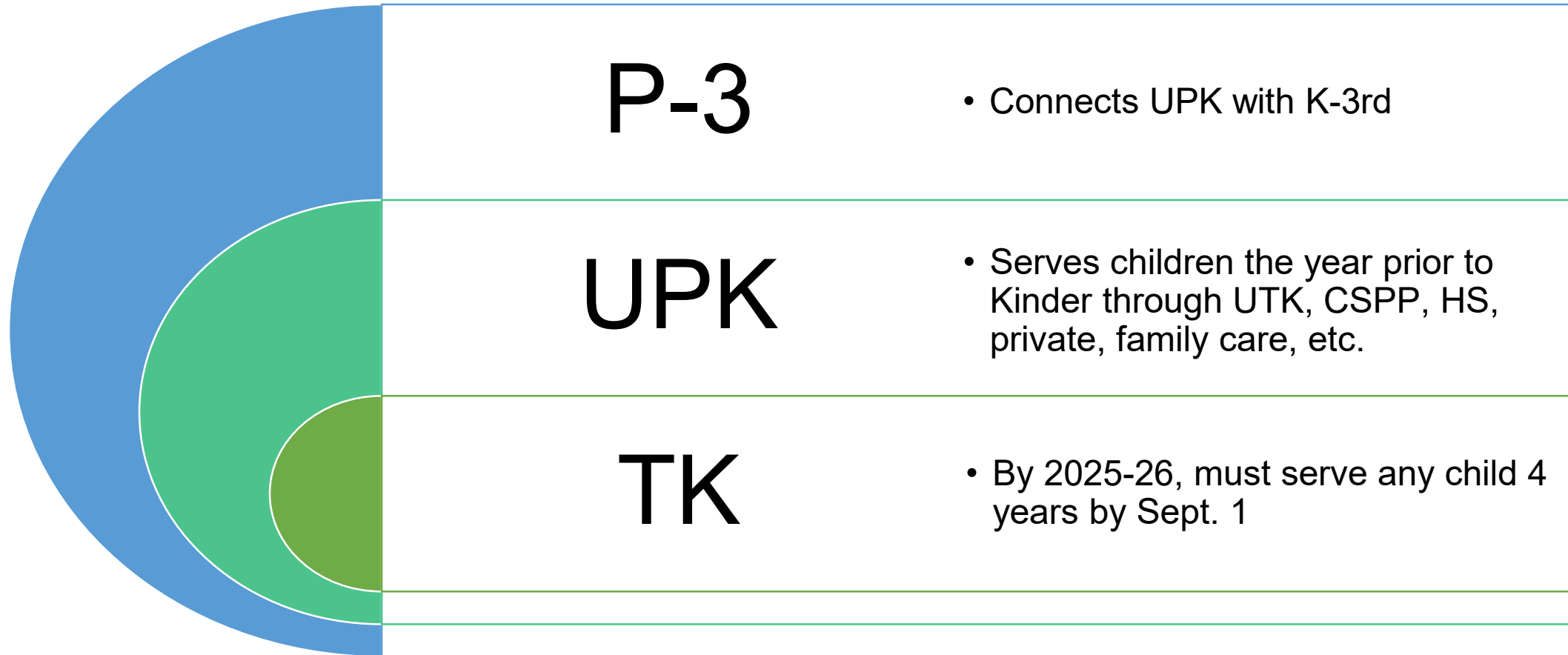
Focus Areas and Recommendations per California Department of Education Planning Grant Template

Assembly Bill 130 established an early learning initiative to expand access to universal prekindergarten

- Focus Area A: Vision and Coherence
- Focus Area B: Community Engagement and Partnerships
- Focus Area C: Workforce Recruitment and Professional Learning
- Focus Area D: Curriculum, Instruction, and Assessment
- Focus Area E: LEA Facilities, Services, and Operations

Collaboration and feedback from our Sacramento County Office of Education is supporting our UPK planning and capacity building

How does Preschool-3rd (P-3) grade, Universal PreKindergarten (UPK) and Transitional Kindergarten (TK) all fit together?



AB 130: California PreKindergarten Planning and Implementation Grant Program

- Requires each LEA to create a plan articulating, “how all children in the attendance area will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEAs expanded learning offerings, the California state preschool program, Head start program, and other community-based early learning and care programs.”
- **This will be phased in over a 4-year period. We are in Year 1 of the phase in process.**

Phase In Cycle for Transitional Kindergarten

Year	2021–22	2022–23	2023–24	2024–25	2025–26
Eligibility	Turn five between September 2 & December 2; At district discretion, turn five between December 3 and the end of the school year	Turn five between September 2 & February 2; At district discretion, turn five between February 3 and the end of the school year	Turn five between September 2 & April 2; At district discretion, turn five between April 3 and the end of the school year	Turn five between September 2 & June 2; At district discretion, turn five between June 3 and the end of the school year	Turn five between September 2 & September 1
Ratios	Ratios: Not specified Class size: 24*	Ratios: 1:12 Class size: 24*	Ratios: 1:10** Class size: 24*	Ratios: 1:10** Class size: 24*	Ratios: 1:10** Class size: 24*

* average class size across the school site

** Subject to future legislative appropriation

Transitional Kindergarten Sites

Current (Half Day)

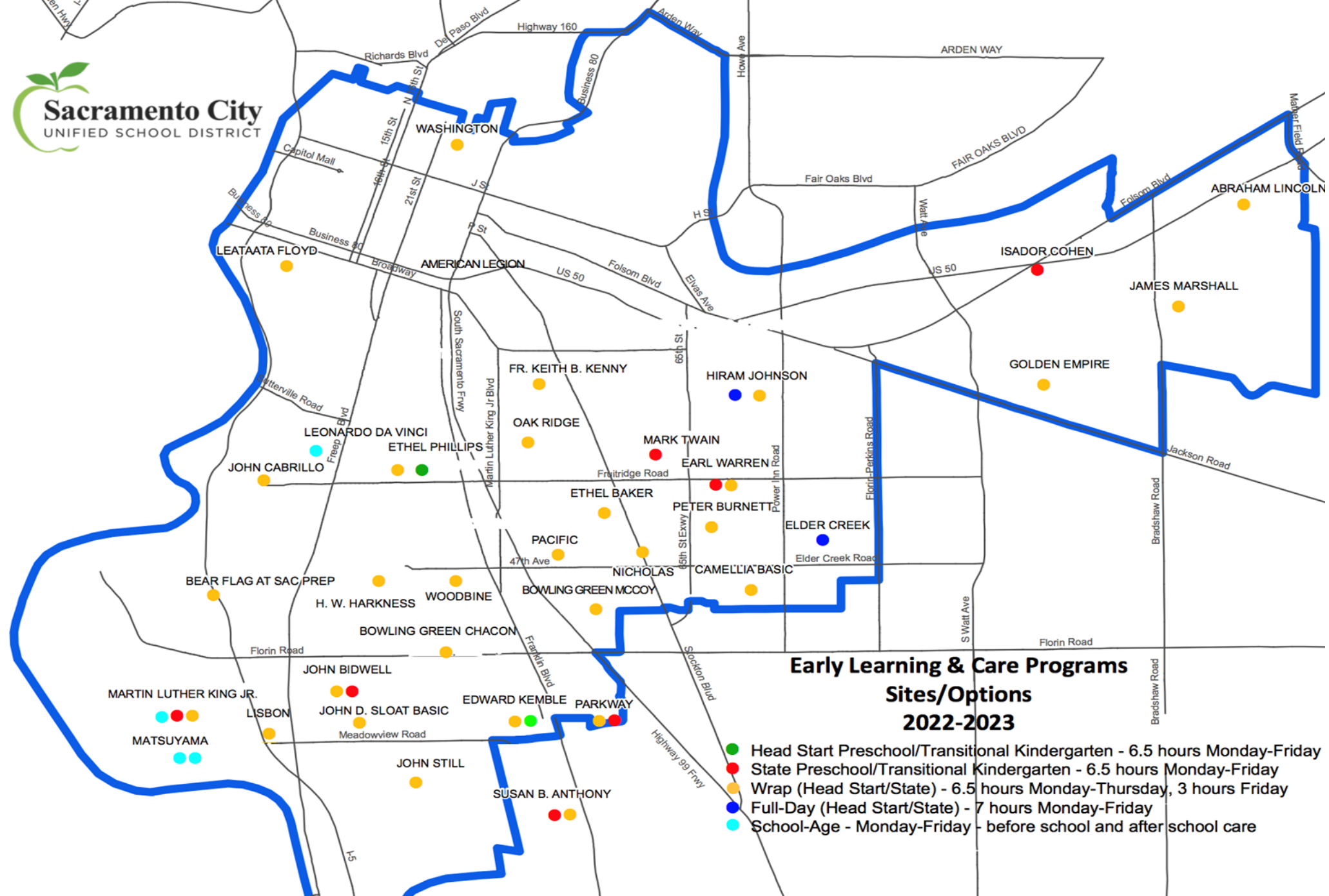
- Tahoe
- Washington
- Pacific
- Harkness
- H. Bancroft
- J. Sloat
- Theodore Judah
- AM Winn
- Alice Birney
- LDV

New (Full Day)

- Ethel Phillips-Head Start Collaboration
- Edward Kemble-Head Start Collaboration
- Mark Twain-California State Preschool Collaboration
- Earl Warren -California State Preschool Collaboration
- Isador Cohen- California State Preschool Collaboration
- John Bidwell-California State Preschool Collaboration
- Martin Luther King-California State Preschool Collaboration
- Parkway-California State Preschool Collaboration
- Susan B Anthony-California State Preschool Collaboration

Community Engagement

- LCAP - March 21st
- DELAC-March 16th
- Interdepartmental and Site Leadership meeting-continuous and ongoing
- Head Start Policy Council-Feb 17th, March 17th
- Survey



Early Learning and Care Department Models

UPK Implementation – Mixed Delivery Opportunities

CSPP California State Preschool Program • Serves low-income families earning < \$78,135 (family of 3)	TK Transitional Kindergarten • Will serve all 4-year-old children • Fully implemented 2025–26 • Only operating via LEAs	Other Head Start, CBOs, FCC, FFN, etc. • CDE does not oversee
<ul style="list-style-type: none"> • Receive state funding • 1:8 adult to child ratios • Parents can choose to send child here even if eligible for TK • Can access and utilize expansion funding to serve 3-year-old children 	<ul style="list-style-type: none"> • Receive LCFF funding • 1:12 adult to child ratios (1:10 in 2023–24 if more funds are appropriated) • Additional education and credentialing requirements for teachers 	<ul style="list-style-type: none"> • Parents can choose to send child here instead of TK and CSPP • Opportunity to serve younger children and provide expanded learning services to TK kids

Benefits

- Braiding California State Preschool Program, (CSPP) and Head Start with TK to provide comprehensive services
- Address under enrollment in Preschool
- Adapt to Universal Transitional Kindergarten
- Balanced Budget-Fiscal Solvency by braiding funding with California State Preschool Program/Head Start and Transitional Kindergarten
- Meets 100% Head Start Performance Standard 1302.21 (c)(2)(iii) - program duration extended day services
- Provide extended day opportunity for preschool students
- Incorporate additional transitional kindergarten responsibilities to District Early Learning and Care administrator

Benefits

- Convert all double session Head Start/State classrooms into a full day of 6.5 hour day providing parents and students with a longer day
- Implement seven California State Preschool Program (CSPP) and Transitional Kindergarten (TK) collaboration and two Head Start/Transitional Kindergarten collaboration pilot classrooms - our nine new sites slated for the fall of 2022
- Collaborate with Youth Development to provide extended educational program for after school
- Collaborate with Special Education to meet the needs of all preschool students (Universal Transitional Kindergarten)
- Enrolled families will receive comprehensive Health, Wellness and Education services in alignment with Head Start and California State Preschool Program requirements

A Whole Child Approach To Curriculum, Instruction & Assessment

Uses a play-based learning model

Embeds social emotional learning, physical health and identity development

Takes a whole-child approach guided by the Preschool Foundations and Frameworks

Uses assessments and observations during real-world, in-classroom experiences

Monitors social emotional learning, self-regulation, and physical health in addition to academics

Designs classrooms that are Universally Designed to ensure the developmental needs of all learners

Curriculum, Instruction & Assessment Components



Evidence-based, aligned with CA Preschool Framework & designed to prepare children with lifelong skills

- **The Creative Curriculum**
 - Project-based approach
 - Literacy, Math, Science, Social Studies & Arts
- **CA Teaching Pyramid Framework**
 - Social, Emotional & Academic competence
- **Desired Results Developmental Profile**
 - 8 domains measuring student progress in Literacy, ELA, ELD, Math, Science, History-Social Science, Physical, Health and Arts progress
- **Classroom Assessment Scoring System**
 - 3 domains measuring educator instructional, social emotional and classroom organization practices

Multilingual Literacy Supports

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

- Provide vocabulary instruction through play and discovery.
- Ensure multilingual learners have opportunities to talk with peers and adults with feedback and encouragement.
- Expose multilingual learners to rich language input.
- Structure classroom space and routines to provide predictable scaffolding for multilingual learners language learning.
- Encourage continued primary language development.
- Playful learning for literacy development.



Expanded Learning for Transitional Kindergarteners

- The Expanded Learning Opportunities Program (ELO-P) initiated in 2020-21 by Assembly Bill (AB) 130 “requires that Local Education Agencies offer comprehensive after school and intersessional expanded learning opportunities to all unduplicated students in TK/K-6”
- Youth Development Support Services (YDSS) will collaborate with Expanded Learning providers to provide a minimum of nine hours of programming when combined with students’ regular day schedule to all Transitional Kindergarteners
- Services/Hours will be provided based on the needs of each school site community
- Students to staff ratio will be 10 to 1
- YDSS will work with the school site administrators to serve TK students in the same classrooms as the regular day in order to meet the needs of the students
- Collaboration with Early Learning and Care Department to provide training in curriculum and positive behavior strategies to agency staff for Expanded Learning hours

Expanded Learning for Transitional Kindergarteners

- YDSS will work with Nutrition Services to provide snack and supper
- Encouraging agencies to hire bilingual staff with a minimum of six units in Early Childhood Education
- Expanded Learning staff will sign the students in for extended hours and parents/guardians will have to sign out the student at the end of the day to ensure student safety
- Age-appropriate enrichments in arts, language development, relationship building and structured play
- Making applications available in multiple languages

Legal Mandates & Credentialing

Transition kindergarten classroom shall abide by the various laws regarding public school attendance for young children who qualify by age for Transitional Kindergarten placement.

- Individual with Disabilities Education Act
- Least Restrictive Environment
- California Education Code

Early Childhood Special Education (ECSE) Credential

- Currently not authorized to teach Transitional Kindergarten
- Expanded ECSE authorization can be verified by completion of coursework, professional development or demonstrated competence and experience. Available as of July 1, 2022.

Facilities Services and Operations

- The Universal Transitional Kindergarten Program will utilize rooms on campuses in our current inventory
- Rooms identified by the Academic Office meet Title 5 requirements
- While our Facilities Master Plan does not specifically address Universal Transitional Kindergarten, it provides a condition assessment of our properties that help us prioritize need for all programs in the district.
- Custodial cleaning is already captured in the square footage of the campus

Universal Pre Kindergarten, (UPK)

- 2021-22 Universal Pre Kindergarten Planning & Implementation Grant = \$634,954.
 - Base component of \$100,000
 - Enrollment component for \$304,751
 - Supplemental component of \$230,203
- Beginning in 2022-23, LCFF includes Transitional Kinder Add on of \$2,813 per Average Daily Attendance, (ADA)
- 2022-23 Expanded Learning Opportunity Program, (ELO-P)
 - SCUSD = \$30.7M, (School Services projection 2/11/22)
- Projections:
 - Currently 249 applications over our 10 existing sites, with enrollment open now for our 9 new full day sites

Recruitment and Retention Efforts

Recruitment/Retention

- Posted 9 Transitional Kindergarten (TK) positions at elementary and K-8 site(s); positions are filling daily
- Partnerships with Sacramento County Office of Education (SCOE) and University of Massachusetts Global formerly Brandman University
 - Will allow for intern credential capability
 - Established a teacher residency focused on TK teachers
- Resolution to adopt professional qualifications for existing teachers to teach TK for the 2022-23 school year
- Ongoing advertising via multiple platforms, both internal and external
- Part of the Sacramento County Office of Education Consortium for Early Education Teacher Development Grant

Additional Outreach

- Existing SCUSD classroom teachers
 - Sessions held with existing early learning and care teachers to discuss their options
 - Transcript Analysis
 - Continue outreach to host informational sessions, including all Multiple Subject credential holders

Communications Goals

Messaging should inform of the district's planned PreKindergarten program structure. Communications should also inform of the social-emotional learning benefits supporting the cognitive development of young students in these programs.

- Ensure relevant deadlines, available locations and calendar are included in communications efforts
- Provide toolkit to site leaders with scripts for outreach
 - Include translated flyers in Spanish, Hmong, Chinese, Vietnamese and Farsi
- Provide toolkit to community organizations to support in outreach efforts
- Centrally distribute communications to SCUSD families and list of interested parties

Communications Strategies

Leveraging every communications tool at our disposal ensures we cast the widest net possible to inform the community of PreKindergarten offerings.

- Video
- Emails
- Phone calls
- District website
- Text messages
- Social media
- Flyers
- Press release
- Presentation slides for parent info nights



**Transitional Kindergarten
is Expanding to 19
School Locations**
for the 2022-2023 School Year
Visit www.scusd.edu/TK for more information.

Next Steps: Planning for Phased in Approach

- **Phase 1: 2021-2022**

- Identification of departmental partners to participate in the UTK phase in and design process
- Conduct community input through meetings and surveys
- Develop enrollment process that aligns with California State Preschool and Head Start
- Complete application to CDE for review and presentation to the SCUSD Board
- Working with University of Massachusetts Global and SCOE on recruitment and hiring of personnel

- **Phase 2: 2022-2026**

- Continue to work with an interdisciplinary design team to operationalize the next phase of UTK sites
- Craft a business process for the implementation of UTK for the remaining 3 years utilizing the equity index as well as projected enrollment through decision insight
- Facilities review to determine functionality of existing spaces



Discussion