

Vista Del Mar Union School District

Universal Prekindergarten

Planning and Implementation Plan

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.

LEA Name	Contact Name and Title of the Individual Self-Certifying the Statement Above	Email	Phone
Vista Del Mar Union School District	Dr. Lois M. Peterson, Ed.D. Superintendent/Principal	lpeterson@vistadelmarunion.com	805-686-1880

1. 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

2. If the LEA answered Yes to Question 2, what other LEAs are part of this joint plan?

NA

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Universal Prekindergarten Planning and Implementation Plan
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.

This section left purposefully blank.

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Focus Area A: Vision and Coherence

Please note: CDE will be requiring that 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?
 - a. TK offered at all sites – *Yes - district has one campus*
 - b. TK offered at some sites - *No*
 - c. TK stand-alone classes - *Yes, when there are sufficient numbers to fill a class. No, when there are not sufficient numbers to fill a class.*
 - d. TK and kindergarten combination classes - *Yes, when there are not sufficient numbers to fill a class. No, when there are sufficient numbers to fill a class.*
 - e. CSPP and TK combination classes (CSPP funding and ADA funding) - *No*
 - f. Locally-funded preschool and TK combination classes - *No*
 - g. CSPP stand-alone classes - *No*
 - h. Head Start stand-alone classes - *No*
 - i. Other - *No*
2. Does the LEA plan to implement full-day TK, part-day TK, or both?¹
 - a. Full Day TK – *Vista de Las School will offer the required minutes for TK of 180 minutes per day*
 - b. Part Day TK – *Vista de Las Cruces will offer the required minutes for TK of 180 minutes per day*

¹ 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.

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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.

Vista Del Mar Union School District has only one site and will implement a 180 minute day based upon interactions with kindergarten teachers and the trends they have observed with their TK students historically, tiring after lunch.

4. 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

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]

NA

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) [select one]

Yes

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

No

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

No

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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.
 - a. Parent Teacher Association Meetings - *No*
 - b. Family or parent or teacher/staff surveys - *Yes. Though a specific survey was not created for TK< parents/teachers/staff give information on expectations*
 - c. English Learner Advisory Committee (ELAC) - *No*
 - d. District English Learner Advisory Committee (DELAC) - *NA*
 - e. Special Education Local Plan Area (SELPA) - *No*
 - f. School Site Council - *No*
 - g. District Advisory Committee - *NA*
 - h. LCAP educational partners input sessions - *No*
 - i. Tribal Community input session - *NA*
 - j. Co-hosting events with community-based organizations (CBOs) - *No*
 - k. Hosting meet and greets with the early learning and care community - *Yes, connected with two local preschools*
 - l. LPC Meetings - *No*
 - m. Local Quality Counts California (QCC) consortia meetings - *No*
 - n. First 5 County Commission meetings - *No*
 - o. Community Advisory Committee (CAC) - *No*
 - p. Head Start Policy Council meetings - *No*

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- q. Collaboration with parent engagement centers (for example, Parent Training and Information Center [PTIC], Community Parent Resource Center [CPRC], Family Empowerment Centers [FEC]) - *No*
 - r. Other - *Local public school board meetings, open house events, one-on-one meetings, small group meetings, classroom tours/visits*
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.

NA

Focus Area C: Workforce Recruitment and Professional Learning

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?
 - 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 - *No*
 - 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 - *No*
 - 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 - *No*

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- d. Join an existing intern preparation program to recruit and prepare teachers for your LEA - *No*
- e. Join an existing apprenticeship cohort program to recruit and prepare teachers for your LEA - *No*
- 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 - *No*
- g. Partner with the California Center on Careers to contact registrants who might be interested in becoming teachers for your LEA - *No*
- h. Provide information on scholarship and grant opportunities to CSPP and other staff interested in providing extended learning and care services - *No*
- i. Apply for workforce development funding and competitive grant opportunities from the CDE - *No*
- j. Provide a stipend for tuition and fees for coursework leading to a Multiple Subject Teaching Credential - *No*
- k. Provide advising on credential requirements and options for how to meet these requirements - *No*
- 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 - *No*
- m. Partner with a local IHE to provide other services to candidates seeking to earn a Multiple Subject Teaching Credential - *No*
- n. Partner with a COE to provide other services to candidates seeking to earn a multiple subject credential - *No*
- o. Other: Ongoing professional development and the procurement of specialized materials, tools, equipment, and curricula.
- p. None of the above, the LEA currently has enough Multiple Subject Teaching Credential holders to meet the need for TK educators - *Yes for year 1*

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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)?
 - a. Partner with a local IHE offering eligible early childhood education or childhood development coursework - *Yes*
 - b. Partner with an IHE or COE to operate cohort models for LEA teachers earning 24 units - *No*
 - c. Provide information on scholarship and grant opportunities - *No*
 - d. Apply for workforce development funding and grant opportunities - *No*
 - e. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree - *Yes*
 - f. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit - *Yes*
 - g. Provide advising on requirements and how to meet the requirements - *Yes*
 - h. Offer unit-bearing IHE coursework at a local LEA site during times that work for teachers - *No*
 - i. Develop or work with an established mentorship program to support new TK teachers - *No*
 - j. Other
 - k. None of the above; the LEA currently does not have a Multiple Subject Teaching Credential holder who has 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
 - a. Partner with a local IHE offering eligible early childhood education or childhood development coursework - *Yes*

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- b. Partner with an IHE or COE to operate cohort models for educators working towards a Child Development Teacher Permit - *No*
 - c. Provide information on scholarship and grant opportunities - *No*
 - d. Apply for workforce development funding and grant opportunities - *No*
 - e. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree - *Yes*
 - f. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit - *Yes*
 - g. Provide advising on requirements and planning for how to meet the Child Development Teacher Permit requirements - *Yes*
 - h. Offer unit-bearing coursework at a local district site during times that work for teachers - *No*
 - i. Other
 - j. None of the above, the LEA is not planning to support prospective CSPP educators in obtaining a Child Development Teacher Permit - *No*
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) - *No*
 - b. BRIGANCE Early Childhood Screen - *No*
 - c. Desired Results Developmental Profile (DRDP) - *No*
 - d. Developmental Reading Assessment (DRA) - *No*
 - e. LEA-based, grade level benchmarks and a report card - *Yes*
 - f. Teaching Strategies GOLD (TS GOLD) - *No*
 - g. Work Sampling System (WSS) - *No*
 - h. Other - *NA*

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- i. The LEA does not plan to offer professional learning on child observational assessments - *Does plan to offer*
5. On what topics does the LEA intend to offer professional learning regarding early childhood education to site leaders and principals?
- a. Effective adult-child interactions - *No*
 - b. Children's literacy and language development (aligned with the Preschool Learning Foundations and Frameworks) - *Yes*
 - c. Children's developing math and science (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*) - *Yes*
 - d. Children's social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*) - *Yes*
 - e. Implicit bias and culturally- and linguistically-responsive practice - *Yes*
 - f. ACEs and trauma- and healing-informed practice - *No*
 - g. Curriculum selection and implementation - *Yes*
 - h. Creating developmentally-informed environments - *Yes*
 - i. Administration and use of child assessments to inform instruction - *Yes*
 - j. Support for multilingual learners, including home language development and strategies for a bilingual classroom - *No*
 - k. Serving children with disabilities in inclusive settings, including Universal Design for Learning - *No*
 - l. Engaging culturally- and linguistically-diverse families - *No*
 - m. Other - *NA*
 - n. Site leaders and principals will not be offered professional learning on early childhood education

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Focus Area D: Curriculum, Instruction, and Assessment

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 allotment² of 50/50 - *No*
 - b. Dual language program with a language allotment of 90/10 - *No*
 - c. Dual language program with a language allotment of 80/20 - *No*
 - d. Dual language program with a language allotment of 70/30 - *No*
 - e. English-only instruction with home-language support - *Yes*
 - f. None
 - g. Other

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]

NA

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 - *No*
 - b. Implement the CSEFEL Pyramid Model in the classroom - *No*
 - 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) - *Yes*

² 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).

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- 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 - *Yes. The Transitional Kindergarten program focuses on 1) giving the students opportunities for social, emotional, physical, and behavioral growth, 2) language development and communication, 3) intentional pre-academic and academic experiences attuned to readying a child to successfully enter Kindergarten with the requisite skills, behaviors, and knowledge. We will do this through dramatic play, small group activities, guided and self-guided centers, guided explorations, and limited academic instruction.*
 - e. Use developmental observations to identify children's emerging skills and support their development through daily interactions - *Yes*
 - 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 - *Yes*
 - g. Staff development opportunities encouraging reflective practice and cross-level support for instruction specific to social-emotional learning and executive function skills - *Yes*
 - h. Offer open-ended, self-directed learning opportunities that foster individual interests and curiosity and new learning - *Yes*
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 - *Yes*
 - b. Provide adaptations to instructional materials - *Yes*
 - c. Provide specialized services (for example, occupational therapy, physiotherapy, speech and language pathology therapy) in the classroom with peer models - *Yes*
 - d. Implement social-emotional strategies, such as the Pyramid Model, CSEFEL, and others - *Yes*
 - e. Provide additional staff to support participation in instruction - *Yes*
 - f. Other - Music, movement, art, language, and literacy and pre-literacy activities should be integrated into the school day for Transitional Kindergarten students. Transitional Kindergarteners will be given an integrated, self-contained program.
Transitional Kindergarten students will participate in music, physical education, and art activities, but they will do so in their classroom with their teacher. Students would be introduced to Spanish words in their classroom. In the classroom they will explore books in their classroom

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libraries, though the classroom teacher could still utilize the books in the library to create book baskets related to a theme or topic.

5. What assessments does the LEA plan to use in TK or kindergarten? [select all that apply]
- a. ASQ - *No*
 - b. BRIGANCE Early Childhood Screen - *No*
 - c. DRDP - *No*
 - d. DRA - *No*
 - e. LEA-based grade level benchmarks and a report card - *Yes*
 - f. TS GOLD - *No*
 - g. WSS - *No*
 - h. Other

Focus Area E: LEA Facilities, Services, and Operations

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? *There are no other programs currently on campus*
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?

Yes

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

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]

Yes

5. Does the LEA's Facilities Master Plan adequately address the need for UPK programming? [multiple choice]

Yes

6. In which of the following areas does the LEA intend to make updates to facilities?

- a. Turfed area - *No*
- b. Paved area - *No*
- c. Apparatus area - *No*
- d. Land required for buildings and grounds - *No*
- e. Total square feet required - *No*
- f. None of the above - *Yes*

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

- a. Transportation to and from the TK program - *No*
- b. Transportation from the TK program to an extended learning and care opportunity on another LEA site - *No*
- 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) - *No*
- d. No transportation will be provided - *Yes*

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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