

Universal Prekindergarten Plan

This plan fulfills the EC Section 8281.5 requirement to create a TK Plan that articulates how Mountain View Whisman will facilitate access to full-day learning for children the year before kindergarten. California school districts must implement universally available transitional kindergarten (TK) for all four-year-old children by 2025-26 (EC 48000[c][1])

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.

LEA Name: Mountain View Whisman School District

Individual Self-Certifying the Statement Above: Cathy Baur

Email: cbaur@mvwsd.org

Phone: (650) 526-3500

The LEA did not develop a joint plan with multiple LEAs.

FOCUS AREA A: VISION AND COHERENCE

To provide equity of access for all students and their families, it is vital for MVWSD, in partnership with early learning and care programs, to develop a coherent system that provides access to TK 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.

TK Implementation Team:

Chief Academic Officer - Cathy Baur

Facilities – Rebecca Westover, Chief Business Officer

Human Resources – Tara Vikjord, Chief Human Relations Officer

Special Education – Acantha Ellard, Director Special Education

Early Learning - Terri Kemper, Preschool Director

ELO-P – Theresa Lambert, Extended Learning Coordinator

TK will be offered at one site in the 2022-23 school year and will utilize the same full day schedule as our kindergarten classes. The District will also continue to offer California State Preschool classes at three school sites. MVWSD will continue work in the 2022-23 school year to determine a long term plan for TK and preschool. The District is currently planning for increasing enrollment due to planned local housing projects and is anticipating that it will need an additional 10 classrooms for TK by the 2025-26 school year. It is important to note that since MVWSD is a Community Funded District no additional funding is provided to implement the expansion of TK aside from the planning grant. The District is planning to bring a revised plan to the Board of Trustees in June 2023.

Description of service delivery:

Instruction will be based on the Preschool Learning Foundations as well as Kindergarten standards and will create a bridge between the TK and kindergarten classes.

- An early childhood education program that builds a bridge between preschool years and traditional kindergarten, with an emphasis on strengthening oral language and social skills
- Uses curriculum that bridges the gap between preschool and kindergarten. Intentional play opportunities address students' specific needs and put natural childhood curiosity to good use. There are opportunities for independent exploration, collaborative learning, and "hand-on" experimentation
- Follows the full day Kindergarten schedule of the school.

Student Eligibility:

2022-23

- Students who turn 5 between September 2 and February 2 inclusive

2023-24

- Students who turn 5 between September 2 and April 2 inclusive

2024-25

- Students who turn 5 between September 2 and June 2 inclusive

2025-26

- All Schools: Students who turn 4 on or before September 1

**Anticipated Facility and Staffing Needs
(based on projections provided from the California Department of Education)**

School Year	Number of Classrooms	Additional Teachers	Additional IAs
2022-23	5 - 6	2-3	2-3
2023-24**	10	4	4
2024-25	12	2	2
2025-26	16	2	2

*Currently the District has 120 students registered for 2022-23 and has an additional room and staff available if needed

**Student to adult ratio changes to 1:10 in 2023-24 so classes will be enrolled at 20 instead of 24 or the District will have to hire additional IAs.

** Credentialing requirements change in 2023-24

FOCUS AREA B: COMMUNITY ENGAGEMENT AND PARTNERSHIPS

Public input on TK Plan:

The District gathered initial input from the following groups:

- Monthly Preschool Community Meeting - April 20, 2022
- Preschool Parent Advisory Committee Meeting (PPAC) - April 29, 2022
- District English Learner Advisory Committee (DELAC) - May 23, 2022
- District Advisory Committee (DAC) - May 24, 2022

Gathering public input and engaging with local partners will continue to be a part of the extended planning done in 2022-23 in order to fully develop the plan for UPK.

Expanded Learning Programs:

Mountain View Whisman will collaborate with community-based organizations to maximize the opportunities for pupils to engage in enrichment, play, nutrition, and other developmentally appropriate activities. TK families will be provided information on district partners Right and School and the YMCA that provide fee based afterschool care or if designated as an unduplicated pupil, families will be offered free afterschool care through the Extended Learning Opportunities Program pending Board approval in ability to implement. The District will also connect families with 4 year old child enrolled in out preschool program or TK with the following agencies that provide aftercare opportunities or 1:1 assistance to families to find appropriate child care options:

- [The Wonder Years](#)
- [Kiddie Academy](#)
- [Melanie's Family Daycare](#)
- [BuildingKidz](#)
- [Santa Clara Childcare Resource & Referral](#)
- [Choices for Children](#)

The District will continue to explore additional partnerships in the 2022-23 school year.

FOCUS AREA C: WORKFORCE RECRUITMENT AND PROFESSIONAL LEARNING

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:

- At least 24 units in early childhood education (ECE), or childhood development, or both.
- As determined by the LEA employing the teacher, a professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in subparagraph (a).
- A Child Development Teacher Permit issued by the CTC.
- MVWSD 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

Supporting diverse and effective TK teachers:

To support diverse, effective, and multilingual educators to meet the requirements under EC Section 48000(g)(4) The Mountain View Whisman School District will

- Provide advising on credential requirements and options for how to meet these requirements
- Partner with a COE to provide other services to candidates seeking to earn a multiple subject credential
- For the 2022-23 school year, we have been able to recruit and staff TK classes with teachers who have appropriate credentials and ECE units. We will continue to advertise and recruit fully qualified staff as we increase our program in the future. The District has encouraged interested individuals to obtain ECE units to prepare for future opportunities. District staff has also reviewed and analyzed all staff credentials to identify those who are qualified for the TK position and may be interested in moving to a TK position in the future.

Professional Learning (2022-23 School Year):

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

- The District will provide professional development to preschool teachers on the Desired Results Developmental Profile and Ages and Stages Questionnaire and professional development on the District TK assessments and report card for TK teachers.
- The site principal at the one TK school will receive target professional development and support from the Preschool Director.
- For the 2022-23 school year this will focus on creating developmentally-informed environments and effective adult-child interactions

FOCUS AREA D: CURRICULUM, INSTRUCTION, AND ASSESSMENT

Language Models:

MVWSD will provide students with a Structured English Immersion program (SEI). SEI is a language acquisition program for English learners in which nearly all classroom instruction is provided in English with curriculum and presentation designed for pupils who are learning English.

- On a daily basis students are provided Integrated and Designated ELD as well as access to grade level academic content.
- During the instructional day teachers utilize core materials for Integrated and Designated ELD.
- Teachers are trained in various differentiation strategies and best practices so that they may scaffold, target instruction and make content comprehensible at all levels of English proficiency.
- Additional supplemental materials can be used to provide additional supports during ELD instruction.
- Structured English Immersion program classrooms are taught by teachers with a CTC authorized ELD certification.

Development of Social Emotional Learning and Executive Function Skills:

The MVWSD preschool program focuses on the following to support students in developing social emotional learning and executive functioning skills:

- Training and Implementation of the Social Emotional Foundations for Early Learning (CSEFEL) Pyramid Model in the classroom
- Designing developmentally-appropriate learning environments to allow for individual and group activities that promote social-emotional learning and executive functioning skills (for example, use students' pictures or words in daily routines, feelings charts)

- Promoting learning through play as a context for social and emotional development, including social play with teachers and peers in small or large group settings
- Offering open-ended, self-directed learning opportunities that foster individual interests and curiosity and new learning
- In the 2022-23 school year the District will provide initial training on the Social Emotional Foundations for Early Learning (CSEFEL) Pyramid Model to TK teachers and site leaders.

Instructional practices to support children with disabilities

MVWSD will provide adaptations to instructional materials to support students during classroom instruction as well as provide specialized services and staff to support students with disabilities through both a push-in and pull-out model per their IEPs including structured literacy interventions, occupational therapy, speech and language pathology therapy and adaptive physical education services among others.

Assessments:

MVWSD will continue to use its already developed TK level assessments and report card. Additional observational tools will be developed and teachers and staff will be trained to effectively use them.

FOCUS AREA E: LEA FACILITIES, SERVICES, AND OPERATIONS

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?

- The District does not plan to displace any early childhood programs that are already in place in the 2022-23 school year.
 - In the 2022-2023 school year we will need an additional 2-3 classrooms which can be accommodated at one school site. This represents an increase from 3 classrooms in 2021-22 to 5-6 in 2022-23. Long term, due to student growth within the District, we may need to find additional space to accommodate TK students. Initial planning will be done in the 2022-23 school year.
- The District anticipates that if TK enrollment is similar to the “high” projections from the California Department of Education the District will need 16 classrooms to accommodate TK students in the 2025-26 school year.

Does the space meet the kindergarten standards described in *California Code of Regulations, Title 5, Section 14030(h)(2)*? Does the LEA’s Facilities Master Plan adequately address the need for UPK programming? In which of the following areas does the LEA intend to make updates to facilities?

- Since the UPK plan is a new requirement, it was not included in the Master Facilities Plan. When the District updates the Master Facilities Plan it will update growth in the District as well as the added need for UPK. Our current classrooms and potential available rooms are not 1,350 square feet. However, the District is able to reconfigure rooms to serve TK students. Rooms would need to be built to be in compliance with the 1,350 square foot requirement. Based on guidance from a consultant it is unlikely that the District will qualify for the Facilities Grant Program Funding.

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?

These spaces contain the necessary adaptive equipment, assistive technology, or other accommodations to ensure students with disabilities have access to education in the least restrictive environment. Our Special Education Department will work collaboratively with other departments to provide additional equipment or accommodations should new IEPs require changes to the learning space.

Transportation

MVWSD is not planning to offer transportation for TK students and does not currently have the capacity to do so.

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?

MVWSD is not planning to offer transportation for TK students to extended learning and care programs and does

not currently have the capacity to do so.