

UPK PLAN

Focus Area A: Vision and Coherence

School Summary:

As a non-classroom based charter school, our TK students will receive programming during the school day. Within our model, we do not participate in CSPP, Head Start, other subsidized or privately administered preschool and childcare programs. Although this is not an option, our school will ensure that this information is shared with families who have students in TK on our school website. The Charter School's goal is to provide equity of access for all students and families for all four year old children.

We will prepare our TK students also with our Schoolwide Learner Outcomes (SLO's) The SLO's represent what students engage in and strive to achieve when they work through our program. The SLOs are an ingrained part of our school culture, and reflect our school vision. We believe that educating the whole child is most important and we value our homeschool community. Teachers, students, and parents partner together throughout the year to review and reflect on student progress of the SLOs. The vision will be accomplished in a personalized environment that fosters successful achievement through quality, personalized, standards-based education, which could include online coursework and classes, offline textbook work, and unique hands-on and experiential learning experiences facilitated in partnership with students, parents, staff, and community.

The Charter School is offering a variety of TK programs to launch in Fall 2022 to all our eligible students. This will include coursework and curriculum, online class opportunities, plus enrichment opportunities through our community vendor partnerships.

Home school teachers will collaborate with parents/guardians of TK students through regular meetings with families and students (minimum of every 20 days), office hours via telephone or internet, participation in scheduled live synchronous sessions, participation in diagnostic assessments, informal assessments, and the completion of assignments.

UPK leadership will be integrated into the decision-making process at the executive level by having the program overseen by our leadership team. The team directly reports to an administrator or designee who is part of the decision-making process.

Our TK program will fit into this model by offering personalized learning plans developed for TK, our dedicated home school teachers will work closely with the family, benchmark assessments designed for TK, curriculum choices designed for a rigorous TK program, and opportunities for online learning with a class of peers. Our social emotional support will extend to our UPK students. We will provide a variety of TK curriculum delivery options which employ accommodations, teacher support, performance tasks, and progress monitoring.

With any of our TK curriculum delivery options, academic, social-emotional/mental health, and behavioral supports are offered to all students through a Multi-Tiered System of Support (MTSS). MTSS is a schoolwide, data-driven, inclusive framework that can provide a continuum of support to meet the various needs of all students, including those with exceptional needs.

Our extensive system of support also includes support for students who qualify for special education services. All services and instruction is delivered in the least restrictive learning environment through the use of internal credentialed staff as well as outside Non-Public Agencies (NPA). We are open to building these connections with early learning/care community vendors that we partner with for offering enrichment opportunities.

Focus Area B: Community Engagement and Partnerships

School Summary:

The Charter School will successfully implement UPK and create a P-3 continuum by cultivating relationships with both internal and external partners. The Charter School will work with the public such as: family/parent surveys, ELAC/DELAC, SELPA, governance board public hearings, social media outreach, meetings with other non-classroom based charter school leaders to receive feedback, suggestions, and discussions in relation to UPK.

In addition, we know from parent feedback and surveys that many parents also prefer choice in selecting curriculum for their students. We will provide a list of academically rich and diverse curriculum selections consisting of multiple modalities and learning styles for families to choose from. At the same time, we keep students on track by creating individualized educational plans in which students follow and make progress, regardless of the curriculum choices, learning model, and platform chosen. We partner with hundreds of community partners for enrichment opportunities. These community partners offer art, dance, STEM, physical education, tutoring, and more. Our students actively participate in a huge variety of extending learning opportunities through these partnerships. The Charter will continue to work with the county office of education and our SELPA to collaborate to provide an inclusive UPK opportunity.

Focus Area C: Workforce Recruitment and Professional Learning

School Summary:

The Charter School will create an internal process to analyze the credentials of current staffing to serve TK students due to EC Section 48000(g)(4). If our current staff does not have ample teachers to serve TK population, the school will offer opportunities for teachers to gain the necessary requirements per ed code. Potential suggestions are stipends for tuition and fees, along with advice on options on how to meet the requirements. The charter school will post open positions on Edjoin.org and reach out to local universities to participate in recruitment. The charter school does not offer CSPP due to the delivery model.

The Charter school intends to offer professional learning to TK during the 2022-23 school year by incorporating PD into the back to school workshops, monthly staff meetings, and PLC's. Some examples of topics that will be covered include, but are not limited to:

- Effective adult-child interactions
- Children's literacy and language development (aligned with the Preschool Learning Foundations and Frameworks)
- Children's developing math and science (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
- Children's social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
- Implicit bias and culturally- and linguistically-responsive practice
- ACEs and trauma- and healing-informed practice
- Curriculum selection and implementation
- Creating developmentally-informed environments
- Administration and use of child assessments to inform instruction
- Support for multilingual learners, including home language development and strategies for a bilingual classroom
- Serving children with disabilities in inclusive settings, including Universal Design for Learning
- Engaging culturally- and linguistically-diverse families

The Charter will work with local colleges, as well as local community colleges to recruit certified teachers and assistant teachers who have been training in research based practices to ensure a quality program. Ed join and other recruitment platforms will be used to offer a competitive salary for qualified professionals.

Focus Area D:

Curriculum, Instruction, and Assessment

Curriculum will be developed/selected based on individualized and differentiated instruction to meet the unique educational, developmentally age-appropriate and social-emotional learning needs of students across the continuum of development; aligning the California Learning Foundations and California Learning Frameworks Volumes 1,2, & 3, targeting all 7 Domains. Locally developed or commercially published curricula will be utilized as a blueprint in collaboration with teacher observations reflecting students current developmental levels, assessed needs, and a series of questions seeking to meet the needs of individuals or groups the teacher can decide what to teach, what modifications, adjustments, and or adaptations need to be made to provide a purposeful, intentional, and meaningful learning instruction, identifying, addressing, and including the specific required standards on the lessons, meeting the needs of each student and assessing progress, reflecting students interests, backgrounds, and current areas of inquiry.

The Charter school will use the following observational assessments during each Learning Period meeting. The supervising teacher will administer benchmark assessment three times a year.

STAR Early Literacy

Homeschool teachers will work with families to find baseline levels for each student's knowledge and abilities and monitor their progress throughout the year using formal assessments, informal assessments, and work samples. Individualized Learning Plans will be used to guide the instruction and support the learning of the student. We will use the California Learning Foundations and Frameworks as a base to build Individualized Learning Plans.

Our schools use Multi Tiered Systems of Support (MTSS) which helps support all students and is structured to provide universal supports and high quality instruction for all students. Students have the option to utilize our All Access curriculums which are research based and are a Tier 1 support. If more support is needed, students will be able to access the next tier of support through our Intervention Programs. We have a robust Student Support program which provides guidance and documentation of student growth for who have been identified as needing additional support. We support our students with disabilities by having close partnerships with families, seeking resources from specialists, and working with general and special education professionals. addressing IEPs would include a team required to document how the child will access the core curriculum and what supports will be needed. The Center for the Social and Emotional Foundations for Early Learning (CSEFEL) and the Technical Assistance Center on Social and Emotional Intervention(TACSEI) and Special Education Local Plan Area (SELPA) are some additional resources.

For our multilingual learners we offer a variety of opportunities to support the overall language and development of our students. We acknowledge and support our multilingual learners and encourage them to continue to develop their home language skills alongside learning English. Small classes of multilingual learners give our students ample opportunities to practice their emerging English skills using instructional practices that result in participation and engagement, as well as making students feel safe, taking risks-including language risks.

Focus Area E: LEA Facilities, Services, and Operations

School Summary:

We are a non-classroom based charter. Our students are provided all of the equipment needed for learning and to be successful.