

Universal PreKindergarten Planning and Implementation Program



CUTTEN SCHOOL DISTRICT
4182 Walnut Dr.
Eureka, CA 95503
(707) 441-3900
Superintendent Becky MacQuarrie, EdD

Table of Contents

Vision and Coherence	2
Vision for the Universal Prekindergarten Program	2
Projected Enrollment	2
Service Delivery and Enrollment Eligibility	2
Community Engagement and Partnerships	3
Opportunities for Public Input on the UTK Plan	3
Extended Learning and Care	3
Workforce Recruitment and Professional Learning	3
Staff Recruitment and Development	3
Curriculum, Instruction, and Assessment	5
English Language Learners	5
Social Emotional Learning and Executive Function Skills	5
Students with Disabilities	5
Assessment	5
LEA Facilities, Services, and Operations	6
Facility Use	6
Transportation	6

Vision and Coherence

Vision for the Universal Prekindergarten Program

The Cutten School District's Universal Prekindergarten (UPK) program's vision is to prepare our youngest students to be successful academically and socially in their Kindergarten experience and beyond. Children who attend quality preschool and transitional kindergarten programs are better prepared for elementary school. These programs help children learn how to learn. They help students increase their attention span, stay on task, switch from one learning activity to another, comprehend directions, socialize and cooperate with peers, and learn foundational skills in math and literacy. Furthermore, preschool has long term impacts on school progress, graduation, and future life outcomes.

Projected Enrollment

Based on enrollment trends over the past decade, the district can anticipate an average TK cohort of 80 students (including inter district students) by the 2025 - 26 school year. Based on these projections, the district will need to add an additional TK eligible teacher and full day classroom instructional aide to begin each of the 2023-24 and 2024-25 school years. The actual enrollment over the last two years has been lower than projected, but we have seen an increase in our Kindergarten numbers, which has required the district to add another class in this grade level (from an average of 3 K classes to 4 K classes).

Given the 10:1 student:teacher ratio beginning in the 2023-2024 school year, it is recommended the district place all inter district students on a waitlist until late spring to ensure the cohort does not exceed program capacity.

TK Enrollment Projections (Includes interdistrict transfer students) - *Projections are based on kindergarten enrollment data from 2011 - 2022*

School Year	TK Cohort Size	Required Student:Adult Ratio	Additional Staff Needed	TK Facility Classroom Needs	Average TK Class Size
2022 - 23 <i>Actual</i>	37 students	12:1 (we used 10:1 ratio)	1 teacher 1 full day aide .2 aide to relieve aides for lunch and breaks	2	17 students
2023 - 24 <i>Actual</i>	33 students	10:1	1 teacher 1 full day aide .2 aide to relieve aides for lunch and breaks	2	16 students

2024 - 25 <i>Projection</i>	67 students	10:1	2 teachers 2 full day aides .4 aide to relieve aides for lunch and breaks	4	17 students
2025 - 26 <i>Projection</i>	80 students	10:1	None	4	20 students

Service Delivery and Enrollment Eligibility

The District’s UPK program will implement a full day TK program (4 hours-minimum 180 minutes constitutes full day TK) for all age eligible students by the 2025 - 26 school year. Classes will be fully inclusive of children with disabilities, providing access to the least restrictive environment for learning for all students. Students will attend class within the District’s current TK - 2 schedule: attending from 8:15 am - 12:15pm Monday - Friday—After School care from 12:15-2:00 pm M, T, TH, F, and 12:15-1:05 pm Wed will be provided free of charge. Bus services offered for those students who stay until the end of the regular schedule (2:00 pm M,T,TH, F and 1:05 pm Wed).

The District does not currently operate a California State Preschool Program (CSPP) and does not plan to establish one.

The District plans to phase students into the program based on current legislative guidance. The District will use the following birthdates to determine enrollment eligibility:

- 2022 - 23: Students turning five years old on or before February 1
- 2023 - 24: Students turning five years old on or before April 1
- 2024 - 25: Students turning five years old on or before June 1
- 2025 - 26: Students turning four years old on or before September 1

Community Engagement and Partnerships

Opportunities for Public Input on the UTK Plan

The District will provide the following opportunities for community input on the UTK Program:

- Parent Surveys
- School Site Council
- LCAP educational partners input sessions

Extended Learning and Care

The District will provide up to nine hours per day of programming (classroom instruction and Extended Learning Opportunities-ELO-P) for all unduplicated students whose families opt in.

The Ridgewood After School Program is available until 5:30 pm daily. We have added 2 additional aides into the Ridgewood program due to the 10:1 ratio requirement.

Workforce Recruitment and Professional Learning

Staff Recruitment and Development

Using current projections, staff recruitment and development will not be necessary until the 2023-24 school year. At that point, the District will partner with the Humboldt County Office of Education (HCOE)'s Universal Prekindergarten Planning and Implementation Grant Program to provide opportunities for staff development and teacher recruitment related to the UPK program.

The District will use the following strategies to support diverse and effective prospective TK teachers, including multilingual educators, to earn a Multiple Subject Teaching Credential:

- Partner with HCOE to support a teaching residency/training program
- Support current staff holding less than a full credential to earn their credential
- Provide information on scholarship and grant opportunities to CSPP and other staff interested in providing extended learning and care services
- Provide staff with information on credential requirements and options for how to meet these requirements
- Partner with Cal Poly Humboldt to provide mentor teachers and other services to candidates seeking to earn a Multiple Subject Teaching Credential
- Partner with HCOE to provide other services to candidates seeking to earn a multiple subject credential

The District will use the following strategies to support diverse and effective prospective UPK staff, including multilingual educators, to obtain a Child Development Teacher Permit:

- Partner with Cal Poly Humboldt and College of the Redwoods, who offer eligible early childhood education or childhood development coursework
- Partner with Cal Poly Humboldt, College of the Redwoods, and HCOE to support cohort models for educators working towards a Child Development Teacher Permit
- Provide information on scholarship and grant opportunities
- Provide advising on requirements and planning for how to meet the Child Development Teacher Permit requirements

During the 2022-2023 school year, the District will offer professional learning opportunities on the following child observational assessments to TK and other early education teachers as needed:

- Desired Results Developmental Profile (DRDP)
- Developmental Reading Assessment (DRA)

During the 2022-2023 school year, the District will offer professional learning opportunities on the following child observational assessments to site staff:

- Effective adult-child interactions
- Adverse Childhood Experiences (ACEs) and trauma- and healing-informed practice

- Curriculum selection and implementation
- Creating developmentally-informed environments
- Serving children with disabilities in inclusive settings, including Universal Design for Learning
- Engaging culturally- and linguistically-diverse families

Curriculum, Instruction, and Assessment

English Language Learners

The District will provide English-only instruction with support for TK students who are English Language Learners. The District does not plan to open a CSPP.

Social Emotional Learning and Executive Function Skills

The District will support social emotional learning and the development of executive functioning skills by embedding and reinforcing them throughout the curriculum. The District will:

- Design 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)
- 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
- Use developmental observations to identify children's emerging skills and support their development through daily interactions
- Develop lesson plans or use of a curriculum that includes specific and targeted social-emotional learning and executive function activities throughout the day of instruction
- Provide staff development opportunities encouraging reflective practice and cross-level support for instruction specific to social-emotional learning and executive function skills
- Offer open-ended, self-directed learning opportunities that foster individual interests and curiosity and new learning

Students with Disabilities

The District will implement the following instructional practices to support children with disabilities in UPK programming:

- Provide training on Universal Design for Learning
- Provide adaptations to instructional materials
- Provide specialized services (for example, occupational therapy, speech and language pathology therapy) in the classroom with peer models as needed
- Implement social-emotional strategies, such as the Pyramid Model, CSEFEL, and others
- Provide additional staff to support participation in instruction

Assessment

The District will implement the following assessments in TK and Kindergarten:

- DRDP (for students on an IEP)
- LEA-based grade level benchmarks and a report card
- CoreGrowth

LEA Facilities, Services, and Operations

Facility Use

Based on current enrollment and facilities, the District may need to add up to three additional classrooms by the 2025 - 26 school year to accommodate UPK students, depending on enrollment. At that time, all TK classrooms (new construction and remodeled classrooms) satisfy guidelines in place for facilities rated for children under the age of five. Additionally, all TK classrooms must meet the necessary adaptive equipment, assistive technology, or other accommodations to ensure children with disabilities have access to education in the least restrictive environment.

Transportation

The District offers bus transportation to and from school for all students during the regular school day.

Extended learning and child care opportunities will be provided on-site, and as such, they do not require transportation to participate in Extended Learning Opportunities.