

# Universal Pre- Kindergarten Plan

For Indian Diggings School District



Considered by Local Board on:

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El Dorado County  
**Universal Pre Kindergarten (UPK) State Implementation Plan**

LEA/District: **Indian Diggings School District**

1. The LEA UPK plan must be approved by the local governing Board before June 30, 2022.

What is the date of the Board meeting when the UPK Plan will be acted upon by the Board? A formatted district plan will be provided in advance for this Board presentation.

Date: June 8, 2022

**REFERENCE INFORMATION FOR COMPLETING YOUR PLAN**

2. Current and projected TK students to be enrolled. *(See chart below that shows the birth dates required to receive full ADA for the full school year. Districts may enroll students earlier than the dates shown below but will not receive ADA revenue until the child's 5<sup>th</sup> birthday.)*

**Table 1 TK Eligibility Requirements by Fiscal Year**

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
<b>Eligibility</b>	Turn five between September 2 and December 2; at district discretion, turn five between December 3 and the end of the school year	Turn five between September 2 and February 2; at district discretion, turn five between February 3 and the end of the school year	Turn five between September 2 and April 2; at district discretion, turn five between April 3 and the end of the school year	Turn five between September 2 and June 2; at district discretion, turn five between June 3 and the end of the school year	Turn four by September 1
<b>Additional New Funded Months by Year</b>	3 months	2 months	2 months	2 months	3 months
<b>Cumulative Additional Months</b>	3 months	5 months	7 months	9 months	12 months

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1. LEA Name: **Indian Diggings School District**
2. Contact Name and Title for Person Certifying the Application: Grant Coffin
3. Contact e-mail: gcoffin@idschool.com
4. Contact phone number: 530-620-6546
5. 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)?

a. **Yes**

b. No

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

The participating districts in this plan are: Black Oak Mine USD, Buckeye USD, Camino USD, El Dorado COE, Gold Oak USD, Gold Trail USD, Lake Tahoe USD, Latrobe USD, Mother Lode USD, Pioneer USD, Placerville USD, Pollock Pines USD, Rescue USD and Silver Fork USD

**Table 1: Current Year Students in Part/Full Day TK and K (2021/22)**

Length of Day	# of Students
TK part day	0
TK full day	0
K part day	0
K full day	1

**Table 2: Projected Student Enrollment**

Type of Student	2019–20	Current (TK-eligible children turn five between September 2 and December 2, inclusive)	2022–23 (TK-eligible children turn five between September 2 and February 2, inclusive)	2023–24 (TK-eligible children turn five between September 2 and April 2, inclusive)	2024–25 (TK-eligible children turn five between September 2 and June 2, inclusive)	2025–26 (TK-eligible children turn four by September 1)
TK Students	0	0	1	1	1	1
CSPP (if applicable)	N/A	N/A	N/A	N/A	N/A	N/A

**Table 3: Facilities Estimates (Cumulative)**

Use a class size of 24 students per class when completing the chart.

Type of Facility	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK Classrooms	1	1	1	1	1	1
CSPP Classrooms	N/A	N/A	N/A	N/A	N/A	N/A
Head Start or Other Early Learning and Care Classrooms	N/A	N/A	N/A	N/A	N/A	N/A

**Table 4: Staffing Estimates (Cumulative)**

Use the following adult to student ratios when completing the chart below.

Ratios	Not Specified	1:12	1:10**	1:10**	1:10**
Class Size *	24*	24*	24*	24*	24*

\* Average class size across the school site.

In completing the chart below, please consider needs that include retirements and turnover.

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK	1	1	1	1	1	1
TK Teacher's Assistants	1	1	1	1	1	1
CSPP (if applicable)	N/A	N/A	N/A	N/A	N/A	N/A
Other CSPP Classroom Staff (if applicable)	N/A	N/A	N/A	N/A	N/A	N/A
Early Education	N/A	N/A	N/A	N/A	N/A	N/A
District-level staffing (if applicable)						

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
Ratios	Not specified	1:12	1:10**	1:10**	1:10**
Class Size	24	24	24	24	24

\* Average class size across the school site

\*\* Subject to future legislative appropriation

**Table 5: Staff Credentialing**

How many credentialed TK teachers are currently employed by the LEA or consortium?	Provide the total amount of credentialed TK teachers that are employed by your LEA.	1
Number of credentialed TK teachers by credential type.	Provide a number next to each type of credential type. Each teacher is counted only once and should equal the total amount of credentialed TK teachers that are employed by your LEA .	
Multiple Subject Teaching (with additional 24 early childhood education units)	Provide the number of credentialed TK teachers in your LEA who hold a Multiple Subject Teaching Credential <i>with</i> additional 24 early childhood education units.	1
Multiple Subject Teaching (without an additional 24 early childhood education units)	Provide the number of credentialed TK teachers in your LEA who hold a Multiple Subject Teaching Credential <i>without</i> additional 24 early childhood education units.	0
Preliminary	Provide the number of credentialed TK teachers in your LEA who hold a Preliminary Credential.	0
Less Than a Preliminary	Provide the number of TK teachers in your LEA who hold less than a Preliminary Credential.	0
Education Specialist	Provide the number of credentialed TK teachers in your LEA who hold an Education Specialist Credential.	0
How many credentialed TK teachers hold a bilingual authorization?	Provide the number of credentialed TK teachers in your LEA that hold a bilingual authorization.	0
How many credentialed TK teacher positions are <i>unfilled</i> in the 2021–22 school year?	Provide the number of credentialed TK teacher positions that are <i>unfilled</i> .	0
How many total credentialed TK teachers are projected to be needed by 2025–26?	Provide the number of credentialed TK teacher positions that are projected to be needed. (See your Table 4 response to this question)	1
How many <i>additional</i> credentialed TK teachers do you project you will need to hire by 2025–26, considering turnover, retirements, and so on?	Provide the number of <i>additional</i> credentialed TK teachers that will be needed by 2025–26.	0

**Table 6: Projected Number of TK Students Utilizing Extended Learning and Care**

2019–20	Current	2022–23	2023–24	2024–25	2025–26
0	0	1	1	1	1

**Table 7: Projected Number of Slots Available for TK Students**

Slot Type	2019–20	Current	2022–23	2023–24	2024–25	2025–26
<b>CSPP</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Head Start</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Extended Day Program/ELO-P</b>	0	0	1	1	1	1
<b>Boys and Girls Club (ASES) /ELO-P</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>OTHER</b>	N/A	N/A	N/A	N/A	N/A	N/A

## UPK Plan Addendum

This information is to be submitted to the CDE soon after the preceding UPK plan is submitted by June 30, 2022. Given the summer timeline and the connection between the plan above and the questions below, it is recommended that this section is completed at the same time as the charts above. The information provided will also assist EDCOE in planning for services to support your district and schools as you implement UPK and ELO-P.

### Vision and Coherence

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**
  - b. TK offered at some sites
  - c. TK stand-alone classes
  - d. TK and kindergarten combination classes
  - e. CSPP and TK combination classes (CSPP funding and ADA funding)
  - f. Locally-funded preschool and TK combination classes
  - g. CSPP stand-alone classes
  - h. Head Start stand-alone classes
  - i. **Other: Due to an ADA between 10 and 20 in the district all students are in the same class Pre-K-8.**
2. Does the LEA plan to implement full-day TK, part-day TK, or both?<sup>1</sup>
  - a. Full Day TK
  - b. Part Day TK
  - c. **Both**

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<sup>1</sup> 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.

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. **As a one room school all students are provided instruction in one class. The district employs up to three classroom aides yearly to support the individual needs at the varying grade levels giving the school 1:5 ratio in most years.**
4. Does the LEA plan to begin operating a CSPP or expand its current CSPP contract?
  - a. Yes - the LEA applied to expand its existing CSPP contract in 2022–23
  - b. Yes - the LEA applied for a new CSPP contract in 2022–23
  - c. Yes - the LEA will apply to expand its existing CSPP contract in future years (if funding is appropriated by the legislature)
  - d. Yes - the LEA plans to apply to administer a CSPP contract in future years (if funding is appropriated by the legislature)
  - e. **No - the LEA has no plans to begin or expand a CSPP contract in future years**
  - f. No - the LEA plans to relinquish or reduce CSPP services 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?
  - a. Three-year-old children
  - b. Four-year-old children who will not be enrolled in TK in the current school year
  - c. Four-year-old children who will be enrolled in early admittance TK on their fifth birthday but who are not yet enrolled because their birthday does not fall in the range for which LEAs are fully funded to support TK. (Note: children whose birthdays fall outside of this range can be served in TK at LEA option from the beginning of the school year, but LEAs only generate ADA after the child's fifth birthday.)
  - d. Four-year-old children who are enrolled in TK, including early admittance TK (CSPP would provide extended learning and care in addition to the TK instructional day).
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)
    - i. **Yes**
    - ii. No



- iii. Maybe
- b. 2023–24 (Birthdays April 3 or after)
  - i. **Yes**
  - ii. No
  - iii. Maybe
- c. 2024–25 (Birthdays June 3 or after)
  - i. **Yes**
  - ii. No
  - iii. Maybe

### **Community Engagement and Partnerships**

1. Identify which of the following opportunities the LEA implemented to obtain public input on the UPK Plan.
  - a. Parent Teacher Association Meetings
  - b. Family or parent surveys
  - c. English Learner Advisory Committee (ELAC)
  - d. District English Learner Advisory Committee (DELAC)
  - e. Special Education Local Plan Area (SELPA)
  - f. School Site Council
  - g. District Advisory Committee
  - h. LCAP educational partners input sessions
  - i. Tribal Community input session
  - j. Co-hosting events with community-based organizations (CBOs)
  - k. Hosting meet and greets with the early learning and care community
  - l. LPC Meetings
  - m. Local Quality Counts California (QCC) consortia meetings

- n. First 5 County Commission meetings
  - o. Community Advisory Committee (CAC)
  - p. **Head Start Policy Council meetings**
  - q. Collaboration with parent engagement centers (for example, Parent Training and Information Center [PTIC], Community Parent Resource Center [CPRC], Family Empowerment Centers [FEC])
  - r. **Other: Discussed with the 9 families one on one and in small groups.**
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.
- a. **Expanded learning programs on an LEA site (ELO-P)**
  - b. Expanded learning programs at a CBO site (ASES, 21st CCLC, ELO-P)
  - c. CSPP (on an LEA site)
  - d. CSPP (at a CBO site)
  - e. LEA- or locally-funded preschool
  - f. Head Start
  - g. LEA preschool funded with Title I of the Every Student Succeeds Act funds
  - h. Other CBO preschool
  - i. State subsidized child care (not including CSPP)
  - j. Other

### **Workforce Recruitment and Professional Learning**

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
  - 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

- 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 Join an existing intern preparation program to recruit and prepare teachers for your LEA**
- d. Join an existing apprenticeship cohort program to recruit and prepare teachers for your LEA
- e. 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
- f. Partner with the California Center on Careers to contact registrants who might be interested in becoming teachers for your LEA
- g. Provide information on scholarship and grant opportunities to CSPP and other staff interested in providing extended learning and care services
- h. Apply for workforce development funding and competitive grant opportunities from the CDE
- i. Provide a stipend for tuition and fees for coursework leading to a Multiple Subject Teaching Credential
- j. Provide advising on credential requirements and options for how to meet these requirements
- k. Collaborate with IHEs to offer unit-bearing coursework at a local LEA site during times that work for teachers and other interested staff members [list IHEs, open response]
- l. Partner with a local IHE to provide other services to candidates seeking to earn a Multiple Subject Teaching Credential
- m. Partner with a COE to provide other services to candidates seeking to earn a multiple subject credential
- n. Other
- o. None of the above, the LEA currently has enough Multiple Subject Teaching Credential holders to meet the need for TK educators

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 Institute of Higher Education (IHE) offering eligible early childhood education or childhood development coursework
  - b. Partner with an IHE or COE to operate cohort models for LEA teachers earning 24 units
  - c. Provide information on scholarship and grant opportunities
  - d. Apply for workforce development funding and grant opportunities
  - e. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree
  - f. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit
  - g. Provide advising on requirements and how to meet the requirements
  - h. Offer unit-bearing IHE coursework at a local LEA site during times that work for teachers
  - i. Develop or work with an established mentorship program to support new TK teachers
  - j. Other
  - k. **None of the above; the LEA 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**
  
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
  - b. Partner with an IHE or COE to operate cohort models for educators working towards a Child Development Teacher Permit
  - c. Provide information on scholarship and grant opportunities
  - d. Apply for workforce development funding and grant opportunities

- e. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree
  - f. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit
  - g. Provide advising on requirements and planning for how to meet the Child Development Teacher Permit requirements
  - h. Offer unit-bearing coursework at a local district site during times that work for teachers
  - i. Other
  - j. **None of the above, the LEA is not planning to support prospective CSPP educators in obtaining a Child Development Teacher Permit**
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?
- a. Ages & Stages Questionnaire (ASQ)
  - b. BRIGANCE Early Childhood Screen
  - c. Desired Results Developmental Profile (DRDP)
  - d. Developmental Reading Assessment (DRA)
  - e. **LEA-based, grade level benchmarks and a report card**
  - f. Teaching Strategies GOLD (TS GOLD)
  - g. Work Sampling System (WSS)
  - h. Other
  - i. The LEA does not plan to offer professional learning on child observational assessments
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
  - b. Children’s literacy and language development (aligned with the Preschool Learning Foundations and Frameworks)
  - c. Children’s developing math and science (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)

- d. Children's social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
- e. Implicit bias and culturally- and linguistically-responsive practice
- f. ACEs and trauma- and healing-informed practice
- g. Curriculum selection and implementation
- h. Creating developmentally-informed environments
- i. Administration and use of child assessments to inform instruction
- j. Support for multilingual learners, including home language development and strategies for a bilingual classroom
- k. Serving children with disabilities in inclusive settings, including Universal Design for Learning
- l. Engaging culturally- and linguistically-diverse families
- m. Other
- n. **Site leaders and principals will not be offered professional learning on early childhood education**

### Curriculum, Instruction, and Assessment

1. Does the LEA plan to provide any of the following language model(s) for TK students?
  - a. Dual language program with a language allotment<sup>2</sup> of 50/50. The language(s) offered will be: \_\_\_\_\_
  - b. Dual language program with a language allotment of 90/10. The language(s) offered will be: \_\_\_\_\_
  - c. Dual language program with a language allotment of 80/20. The language(s) offered will be: \_\_\_\_\_
  - d. Dual language program with a language allotment of 70/30. The language(s) offered will be: \_\_\_\_\_
  - e. English-only instruction with home-language support

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<sup>2</sup> 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).

- 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?
- a. Dual language program with a language allotment<sup>3</sup> of 50/50.
  - b. Dual language program with a language allotment of 90/10
  - c. Dual language program with a language allotment of 80/20.
  - d. Dual language program with a language allotment of 70/30.
  - e. English-only instruction with home-language support
  - f. None
  - g. **Other: The El Dorado County Office of Education (EDCOE) provides the CSPP at multiple school sites in the county. EDCOE provides English-only instruction with home-language support.**
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.
- a. Provide training for staff on the Center on the Social Emotional Foundations for Early Learning (CSEFEL) Pyramid Model
  - b. Implement the CSEFEL Pyramid Model in the classroom
  - 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)
  - 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**
  - e. **Use developmental observations to identify children's emerging skills and support their development through daily interactions**

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<sup>3</sup> 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).

- 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**
  - g. **Staff development opportunities encouraging reflective practice and cross-level support for instruction specific to social-emotional learning and executive function skills**
  - h. Offer open-ended, self-directed learning opportunities that foster individual interests and curiosity and new learning
4. What instructional practices does the LEA plan to implement to support children with disabilities in UPK programming?
- a. Implement Universal Design for Learning
  - b. **Provide adaptations to instructional materials**
  - c. **Provide specialized services (for example, occupational therapy, physiotherapy, speech and language pathology therapy) in the classroom with peer models**
  - d. Implement social-emotional strategies, such as the Pyramid Model, CSEFEL, and others
  - e. **Provide additional staff to support participation in instruction**
  - f. Other
5. What assessments does the LEA plan to use in TK or kindergarten?
- a. ASQ
  - b. BRIGANCE Early Childhood Screen
  - c. DRDP
  - d. DRA
  - e. **LEA-based grade level benchmarks and a report card**
  - f. TS GOLD
  - g. WSS
  - h. Other
  - i. The LEA does not plan to use a common TK assessment
  - j. Unsure



## LEA Facilities, Services, and Operations

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? We do not have any programs at this time and therefore will not displace any.
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?
  - a. **Yes**
  - b. No
    - i. If no, how many more classrooms does the LEA need?
    - ii. If no, how might the LEA provide classrooms in the timeframe needed?
3. Does the space meet the kindergarten standards described in *California Code of Regulations*, Title 5, Section 14030(h)(2)?
  - a. **Yes**
  - b. No
    - i. If no, what modifications need to be made? What resources are needed to make them? (See Facilities Grant Program Funding at <https://www.dgs.ca.gov/OPSC/Services/Page-Content/Office-of-Public-School-Construction-Services-List-Folder/Access-Full-Day-Kindergarten-Facilities-Grant-Program-Funding>)
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?
  - a. **Yes**
  - b. No
    - i. If no, what modifications need to be made? What resources are needed to provide equipment or accommodations?

5. Does the LEA's Facilities Master Plan adequately address the need for UPK programming?
- a. **Yes**
  - b. No
    - i. If no, what process will the LEA use to update the Facilities Master Plan to accommodate future TK and early education programming?
6. In which of the following areas does the LEA intend to make updates to facilities?
- a. Turfed area
  - b. **Paved area**
  - c. **Apparatus area**
  - d. Land required for buildings and grounds
  - e. Total square feet required
  - f. None of the above
7. What transportation will the LEA offer to children enrolled in TK?
- a. Transportation to and from the TK program
  - b. Transportation from the TK program to an extended learning and care opportunity on another LEA site
  - 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)
  - d. **No transportation will be provided**
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. the district only operates one site that is rural and too far from other programs to be practicable.**