



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, including through partnerships with the LEA's expanding learning offerings, ASES, CSPP, Head



School	Type of Facility	2019–20	Current	2022–23	2023–24	2024–25	2025–26
Stella Elementary Charter Academy	TK Classrooms	1	1	1	2	2	2
	CSPP Classrooms	0	0	0	0	0	0
	Head Start or Other Early Learning and Care Classrooms	0	0	0	0	0	0

School	Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
Valor Academy Elementary	TK	4	4	1	1	4	4
	TK Teacher's Assistants	4	4	1	1	4	4
	CSPP	N/A	N/A	N/A	N/A	N/A	N/A
	Other CSPP Classroom Staff	N/A	N/A	N/A	N/A	N/A	N/A
	Early Education District-level staffing	0	3	4	5	5	5
Rise Kohyang Elementary	TK	2	2	1	2	2	2
	TK Teacher's Assistants	2	2	1	2	2	2
	CSPP	N/A	N/A	N/A	N/A	N/A	N/A
	Other CSPP Classroom Staff	N/A	N/A	N/A	N/A	N/A	N/A
	Early Education District-level staffing	2	4	2	2	5	5
Stella Elementary Charter Academy	TK	1	1	1	2	2	2
	TK Teacher's Assistants	1	1	1	1	1	1
	CSPP	N/A	N/A	N/A	N/A	N/A	N/A
	Other CSPP Classroom Staff	N/A	N/A	N/A	N/A	N/A	N/A
	Early Education District-level staffing	0	3	4	5	5	5

School	2019 20	Current	2022 23	2023 24	2024 25	2025 26
Valor Academy Elementary	0	5	18	18	72	72

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various enrichment programs such as arts and craft, dance, cooking, girls scout, sports, and drama. The hours of programming for each site is as follows:

Valor Academy Elementary School 7:15 AM - 4:30 PM

Rise Kohyang Elementary School 7:45 AM - 5:30 PM

Stella Elementary Charter Academy 7:30 AM - 4:30 PM

Transitional Kindergarten (TK) teachers will be supported by each school administrative team (Principal, Assistant Principals, and Dean of Operations). The TK teacher will also participate in 2-3 cycles of coaching an academic year. Each cycle will focus on data, goals, as well as growth of students and teacher development. In addition, Senior Director of Elementary Instruction and the VP of Academic Supports will work with administration in professional development and instructional strategies. Through partnerships with the art instructor and garden instructor, the TK teacher will design and implement lessons to support social studies and science standards.

academic/educational lessons, social emotional lessons, design fine motor and Visual/Performing Arts lessons and activities, parent engagement/ community lesson,

Support in all lessons, co-lead enrichment lessons, yard supervision.

Teacher evaluations, classroom observations, support classroom management, Parent Engagement, Academic planning

Class culture management support/Observations, support classroom management, social emotional student support.

Academic/Educational supports/Observations, academic strategy supports, data reflection,

Facility supports, Classroom material supports

Social emotional lesson supports with Teacher, counseling support for students and families

Curriculum Implementation Supports, teacher observations, lesson observations.

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whenever possible and necessary, to support the growth and development of the UPK students.

TK offered at all sites
TK stand-alone classes
TK and kindergarten combination classes

Full Day TK

TK will be offered at all sites for our students to ensure equitable access to learning and services for students in all of the neighborhoods we serve. Bright Star Schools believes that offering stand-alone TK classes, when possible, supports our students in that teachers can focus solely on TK curriculum, and have a greater opportunity to differentiate and individualize instruction with a smaller age group of students. At times, our enrollment numbers in TK and Kindergarten and limitations on staffing, require us to implement combination classes. In order to still serve TK-aged students, the school sites will offer combination classes when necessary.

Yes - the LEA plans to apply to administer a CSPP contract in future years (if funding is appropriated by the legislature)

Four-year-old children who will not be enrolled in TK in the current school year
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.)

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).

2022 23 (Birthdays February 3 or after) Maybe
2023 24 (Birthdays April 3 or after) Maybe
2024 25 (Birthdays June 3 or after) Maybe

VAES, RKES, and SECA have met with families through SSC meetings to gain

Bright Star School's Talent Team has been actively recruiting UPK teachers and staff by partnering with various colleges and organizations (TFA, local charter schools). In addition, the talent team has been actively recruiting through Edjoin, social media, and Indeed.

By role

Teachers/ Administration

County Professional Development

LAUSD Professional Development

Curriculum Based Professional Development

SEL

Curriculum selection and implementation
Creating developmentally-informed environments
Administration and use of child assessments to inform instruction

Curriculum based observational assessments

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 _____ and the _____)

Children's social-emotional development (aligned with the _____ and the _____)

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

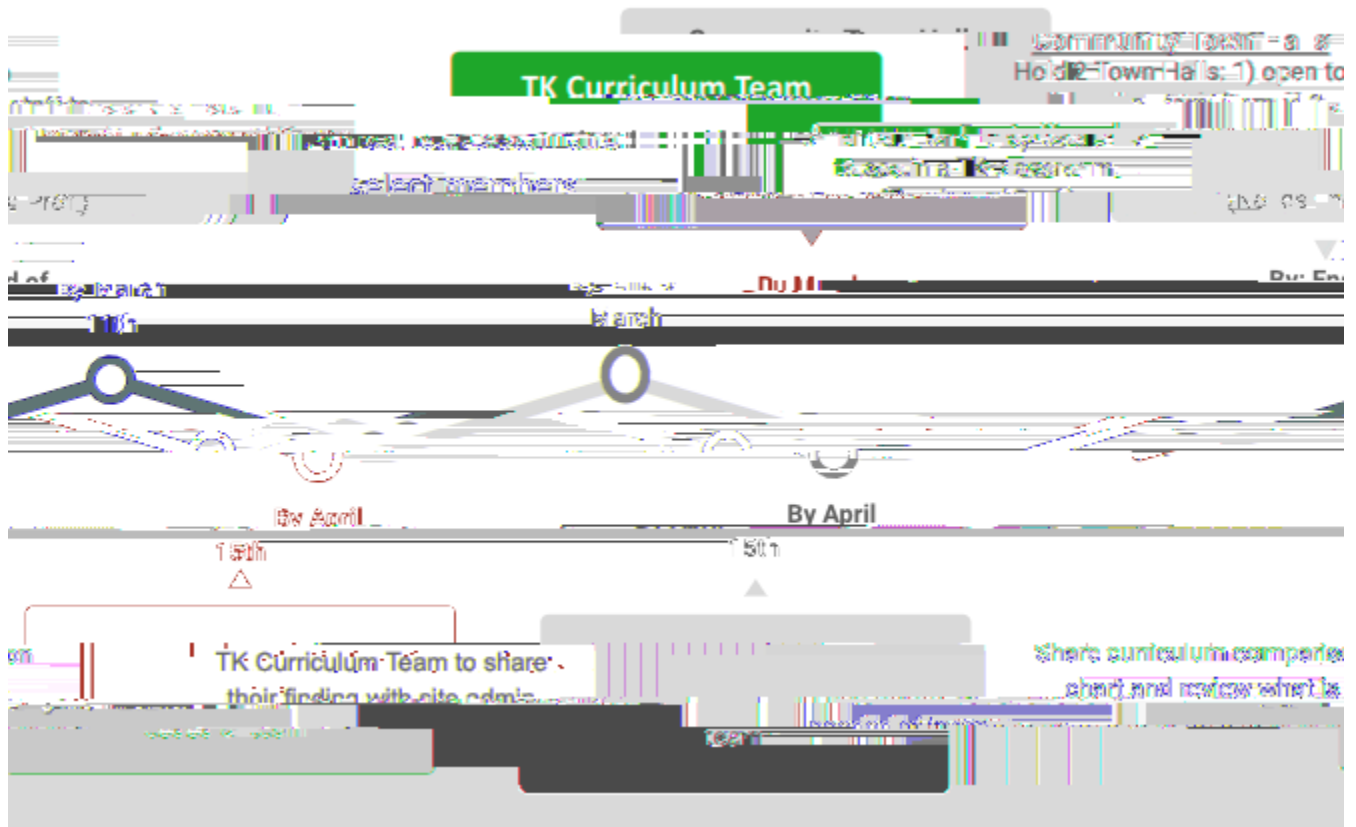
Support for multilingual learners, including home language development and strategies for a bilingual classroom

Serving children with disabilities in inclusive settings

Engaging culturally and linguistically-diverse families

California Preschool Learning Foundations

California



Assistant Principal and Principal will meet monthly with the TK team to review lessons and progress to determine adjustments and needs for the program. Prior to beginning the year, the team will create a Scope and Sequence and pacing plan for the school year.

Staff regularly engage in professional development which will include behavior management strategies to support their teaching practice and effective classroom organization. In addition, teachers participate in mentoring/coaching, where they are able to reflect on their practice and make action steps for areas of growth.

Bright Star Schools implements a variety of differentiated practices to support children with disabilities in all grades, and these practices will extend to UPK. They include small group instruction, one-on-one instruction, push in and pull out supports, visual aides, positive behavior reinforcement tools, the support of Instructional Assistants, Inclusion Specialist Teachers and Behavior Intervention Implementation (BII) Specialists. General Education Teachers receive professional development on special education tools and strategies to best support their students.

Teachers at Bright Star Schools receive professional development on supporting multilingual learners, and our elementary schools have implemented the ELD curriculum DataWorks to support our learners with designated English Language Development.

None

None

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)

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

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

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

Provide adaptations to instructional materials

Provide specialized services (for example, occupational therapy, physiotherapy, speech and language pathology therapy) in the classroom with peer models

Implement social-emotional strategies, such as the Pyramid Model, CSEFEL, and others

Provide additional staff to support participation in instruction

LEA-based grade level benchmarks and a report card

To ensure the safety of younger children on the same campus as older children, students will be instructed on and well versed in safety procedures for exiting and entering their classroom, bathroom use, and for movement around campus. In addition, the schools offer staggered recess times and locations on campus so that younger and older students are not playing in the same location at the same time.

TK students will be taught the procedures for eating meals at school at the beginning of the school year. This will include explicit instruction on behavior, how to line up to collect food, maintaining enough focus during meal times to consume food, asking for assistance in opening packaging, and cleaning up. TK students will be closely monitored by school staff during meal times to support access to meals and adequate time to eat.

The only early education programs offered on the LEAs campuses are the LEA-administered TK and extended learning programs which fall under the UPK umbrella.

Rise Kohyang Elementary School - Yes. The school currently shares a space with Rise Kohyang High School. Due to this, there are limitations on the amount of classroom space, however, the high school is building a permanent facility, and once the high school classrooms are moved to the other campus, the elementary school will have enough classrooms to accommodate the maximum projected enrollment of TK students. The school has enough space to accommodate the projected enrollment until the construction is complete.

Valor Academy Elementary School - Yes. The school is currently building their permanent facility. When the permanent facility is complete, the school will have enough classrooms to accommodate the maximum projected enrollment of TK students. The school has enough space to accommodate the projected enrollment until the construction is complete.

Stella Elementary Charter Academy - Yes.

No, all of the LEAs extended learning and care opportunities are offered on the school site campuses, and transportation will not be provided to other sites.