

Universal Prekindergarten Planning and Implementation Grant Program Plan



BRIGHTSTAR
S C H O O L S

**Valor Academy Elementary School
Stella Elementary Charter Academy
Rise Kohyang Elementary School**

Self-Certification

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 Start programs, and other community-based early learning and care programs.

LEA Name	Contact Name and Title of the Individual Self-Certifying the Statement Above	Email	Phone
Valor Academy Elementary School	Olivia Ray, Compliance Coordinator	oray@brightstarschools.org	650-388-0096
Stella Elementary Charter Academy	Olivia Ray, Compliance Coordinator	oray@brightstarschools.org	650-388-0096
Rise Kohyang Elementary School	Olivia Ray, Compliance Coordinator	oray@brightstarschools.org	650-388-0096

Did the LEA develop a joint plan with multiple LEAs? What other LEAs are part of this joint plan?

This is a joint plan with multiple LEAs. Bright Star Schools operates three elementary schools: Valor Academy Elementary School, Stella Elementary Charter Academy and Rise Kohyang Elementary School; all three LEAs are included in this joint plan

Projected Enrollment and Needs Assessment

What do existing data sources indicate about parental needs and preferences related to early learning and care programs for three- and four-year-old children in the LEAs attendance area?

Based on School Site Council meetings held by all three schools, a need for an early learning and care program is essential. Parents have expressed the need due to work hours and consistency for fellow siblings to attend.

Table: Projected Student Enrollment

School	Type of Student	2019–20	Current (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)
Valor Academy Elementary	TK Students	9	18	18	18	72	72
Rise Kohyang Elementary	TK Students	15	9	12	30	30	30
Stella Elementary Charter Academy	TK Students	14	20	12	24	24	24

Table: Facilities Estimates (Cumulative)

School	Type of Facility	2019–20	Current	2022–23	2023–24	2024–25	2025–26
Valor Academy Elementary	TK Classrooms	4	4	1	1	4	4
	CSPP Classrooms	0	0	0	0	0	0
	Head Start or Other Early Learning and Care Classrooms	0	0	0	0	0	0
Rise Kohyang Elementary	TK Classrooms	2	2	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 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

Table: Staffing Estimates (Cumulative)

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

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

School	2019–20	Current	2022–23	2023–24	2024–25	2025–26
Valor Academy Elementary	0	5	18	18	72	72
Rise Kohyang Elementary	0	9	12	30	30	30
Stella Elementary Charter Academy	0	1	12	24	24	24

Table: Projected Number of Slots Available for TK Students

School	Slot Type	2019–20	Current	2022–23	2023–24	2024–25	2025–26
Valor Academy Elementary	CSPP	0	0	0	0	0	0
	Head Start	0	0	0	0	0	0
	ASES/ELO-P	9	13	18	18	72	72
Rise Kohyang Elementary	CSPP	0	0	0	0	0	0
	Head Start	0	0	0	0	0	0
	ASES/ELO-P	15	9	12	30	30	30
Stella Elementary Charter Academy	CSPP	0	0	0	0	0	0
	Head Start	0	0	0	0	0	0
	ASES/ELO-P	14	20	12	24	24	24

Focus Area A: Vision and Coherence

What is the LEA's vision for UPK?

Our ultimate vision for UPK is to have a developmentally appropriate environment for children to have an opportunity to interact with each other, with materials, and with concepts and ideas. The UPK program will be focused on 3 pillars.

- **Socialization** - It is our vision that students will learn how to communicate with others, take turns, share, and participate with their peers and adults in a classroom setting.
- **Emotional Well-Being** - Students will be able to learn about different emotions, coping skills, and persevere through challenges. They will develop their self-esteem by gradually learning self autonomy.
- **School Readiness** - Students will develop maturity, confidence and skills they need to excel in an academic setting and society. In class, they will develop motor skills, literacy and mathematical concepts through centers, creative assignments, group play, role play, and mini lessons.

In addition to TK, what service delivery models will be integrated to offer UPK programming, including the nine hours of total extended learning and care programming around the TK instructional time for families that opt in?

Families will be supported by the availability of before school care and afterschool programs. Partnering with After School All Stars, UPK students will have access to

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

Describe the planned administrative structure that will support and monitor the UPK program and facilitate connections with the ELO-P as well as non-LEA-administered early learning and care programs that will support the extended learning components of UPK.

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.

Identify and assign each individual that will be responsible for key functions pertaining to implementing UPK.

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

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

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

Assistant Principal of Culture - Class culture management support/Observations, support classroom management, social emotional student support.

Assistant Principal of Instruction - Academic/Educational supports/Observations, academic strategy supports, data reflection,

Dean of Operations - Facility supports, Classroom material supports

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

Senior Design of Elementary Instruction (SDEI) and VP of Academic Supports - Curriculum Implementation Supports, teacher observations, lesson observations.

Identify how UPK leadership will be integrated in the decision-making process at the executive or cabinet level.

To ensure curriculum and programs are aligned to our vision and mission, the following participants will participate in School Site Council Meetings, ELAC, Grade Level Planning, and Department Meetings:

- **Grade Level Lead** - A Lead Teacher from each site will meet with administration to evaluate effectiveness of programs.
- **Principal** - Principals will hold Coffee and Chats with families twice a year to review plans and community needs.
- **Senior Director of Elementary Instruction (SDEI)** - SDEI will meet with District Leaders and Administration to evaluate the effectiveness of the program.

Describe how the LEA's proposed UPK model will be integrated with the district's LCAP.

The Bright Star Schools charter network addresses the UPK model and grant in the 2021-22 LCAP Supplement document. After school programming is also discussed and thoroughly explained within the LCAP.

All school funding is represented in the actions articulated in the LCAP. As the school already has a TK student population, the LCAP actions capture the costs related to supporting TK students. With the expansion of the TK program corresponding expenses on related actions have increased as needed to support the program.

Describe how the LEA plans to ensure the inclusion of students with disabilities in UPK classrooms and who will be involved in the process

Bright Star Schools is committed to the inclusion and success of all students, including students with disabilities. Students with identified disabilities will be provided all the supports provided to general education students, and in addition, their learning, behavior, and progress will be monitored by Inclusion Specialist Teachers who manage Special Education at each school site. These Inclusion Specialist Teachers are overseen by the Bright Star Schools Inclusive Education department and receive professional development to continue to grow their practice and support their students. General Education teachers collaborate with Inclusion Specialist Teachers regularly to ensure the success of their students, and this same model will be applied in UPK classrooms. Students with disabilities will be provided all services outlined by law, and the Individualized Education Plan process will be initiated as necessary. Once an IEP has been initiated the school will follow all legal requirements and protocols for students with IEPs.

Describe how the LEA plans to support sites in building connections between them and ELO-P, as well as early learning and care partners.

ELO-P services are offered on the school sites, which provides school staff the opportunity to work closely and collaborate with after school staff whenever needed. Bright Star Schools will connect with early learning and care partners in the community,

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

The LEAs plan to implement the following models of service delivery 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.

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

Does the LEA plan to implement full-day TK, part-day TK, or both?

Full Day TK

Describe how the model(s) of service delivery selected in the preceding two questions will be implemented across the LEA's sites and why.

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.

Does the LEA plan to begin operating a CSPP or expand its current CSPP contract?

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

The LEA plan to serve the following ages of children through a CSPP contract?

- 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).

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?

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

Focus Area B: Community Engagement and Partnerships

How does the LEA's UPK Plan prioritize parental needs and choices?

VAES, RKES, and SECA have met with families through SSC meetings to gain understanding of community and family needs. We plan to continue to meet with families each trimester to gain understanding of the fluid needs of families.

How does the LEA plan to meaningfully engage extended learning and care partners in the development of the LEA's UPK Plan?

Because our extended learning and care takes place on our school sites, school staff are able to collaborate with after school and extended learning partners closely. School staff will be able to elicit feedback from, and discuss the UPK plan with extended learning care staff and partners at their regularly scheduled planning meetings and professional developments.

Sample Program Schedule

7:15 AM - 8:00 AM - Before School Care

8:00 AM - 2:45 PM UPK School Program

2:45 PM - 4:30 PM ASAS After School Care Program

The LEAs implemented the following opportunities to obtain public input on the UPK Plan.

- Parent Teacher Association Meetings
- Family or parent surveys
- English Learner Advisory Committee (ELAC)
- Special Education Local Plan Area (SELPA)
- School Site Council

The LEA plans to combine the following programs 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.

- Expanded learning programs on an LEA site (ASES, 21st Century Community Learning Centers [21st CCLC], ELO-P)

Focus Area C: Workforce Recruitment and Professional Learning

How does the LEA plan to recruit the educators needed to implement its UPK Plan?

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.

What is the LEA's planned strategy for providing professional learning for educators across the LEA's P-3 continuum?

The following staff will receive professional development:

By role

- Teachers/ Administration
 - County Professional Development
 - LAUSD Professional Development
 - Curriculum Based Professional Development
 - SEL Program- RULER - Yale Professional Development
- Instructional Aids
 - Curriculum Based Professional Development
 - SEL Program- RULER - Yale Professional Development

By grade

- EL Education Professional Development - K-3 Teachers, administrator, coaches, IST
- Bridges Math - K-3 Teachers, administrator, coaches, IST
- Wilson's Reading Program - IST and IST IAs
- Lindamood Bell - IST and IST IAs
- CPI/NCI Training - Administrators, IST and IST IAs
- RULER Presented by Yale - TK-3 Teachers, administrator, coaches, IST

Professional development content will include:

- Effective adult-child interactions
- Children's literacy and language development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum 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
- Adverse Childhood Experiences (ACEs), 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

Professional development will be delivered through:

- Coaching and mentoring
- Classroom observations and demonstration lessons with colleagues
- Workshops with external professional development providers
- Internally-delivered professional learning workshops and trainings
- Operating an induction program

How does the LEA plan to facilitate the development of a district early education leadership team (across grade levels and departments) and promote site-based horizontal and vertical articulation (P–3) teams to support student transitions, share strategies, and collaboratively monitor student progress?

- Site Level Weekly Staff Meeting
- Weekly Professional Development
- Weekly Grade Level Meeting
- Monthly Cluster Meeting (TK across three schools)
- Cluster Professional Development (Quarterly)
- District Professional Development (5 Days)

The LEAs intend to employ the following strategies to support diverse and effective prospective TK teachers, including multilingual educators, to earn a Multiple Subject Teaching Credential.

- Apply for a California Teacher Residency Grant Program (Alder Teacher Residency)
The LEAs intend to employ the following strategies to support diverse and effective prospective TK teachers, including multilingual educators, to meet the requirements under EC Section 48000(g)(4).
- Provide information on scholarship and grant opportunities
- Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree (Alder Teacher Residency)
- Provide advising on requirements and how to meet the requirements
- Develop or work with an established mentorship program to support new TK teachers

The LEA intends to offer professional learning on the following child observational assessments to TK, CSPP, and other early education teachers during the 2022–23 school year.

- LEA-based, grade level benchmarks and a report card

- Curriculum based observational assessments

The LEA intends to offer professional learning regarding early childhood education to site leaders and principals on the following topics.

- 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
- Engaging culturally and linguistically-diverse families

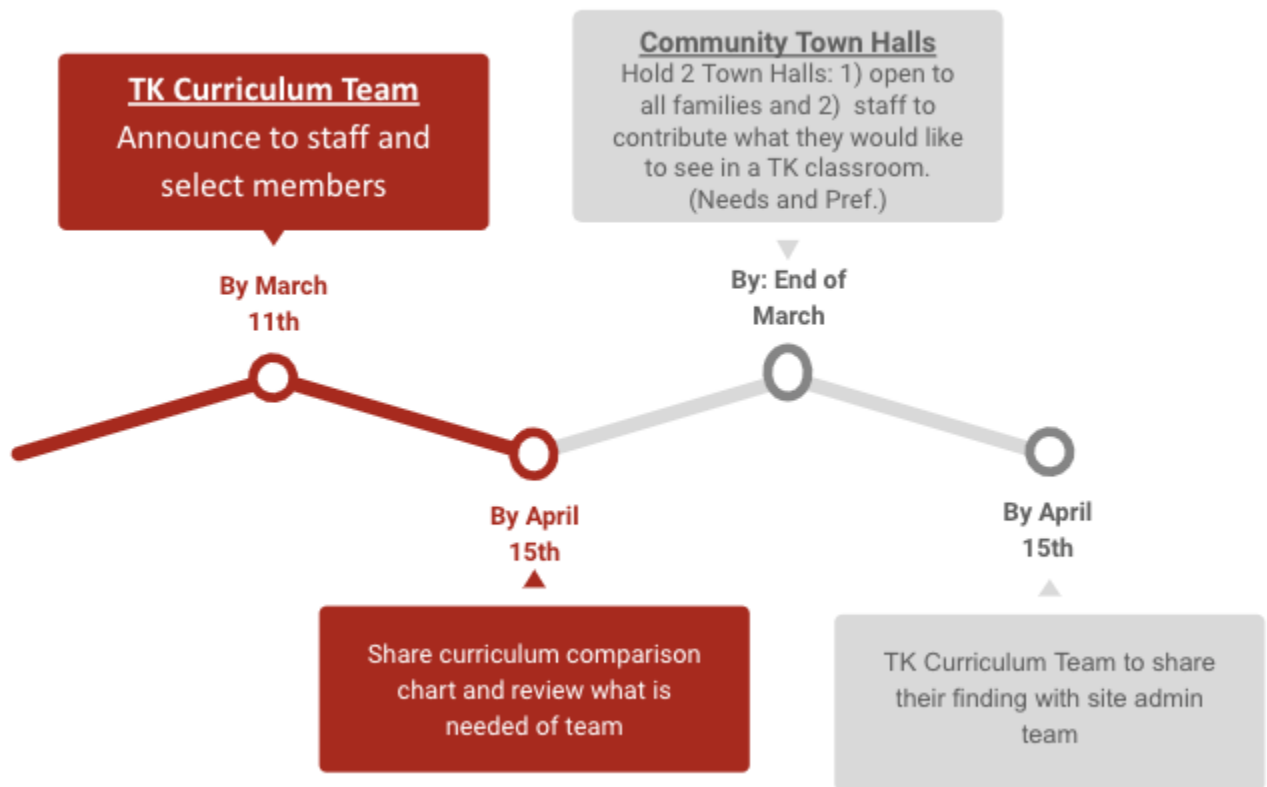
Focus Area D: Curriculum, Instruction, and Assessment

Describe how the LEA will develop or select a curriculum for UPK classrooms that aligns with the *California Preschool Learning Foundations* and *California Preschool Curriculum Frameworks*.

- Each school has hosted School Site Council Meetings with families to discuss community and family needs for a TK program.
- Each site has created a team of staff members to review curriculum adoption. (TK Implementation Team)
- Publishers have met and shared programs with all administrators and charter network staff
- Observations and walkthroughs of existing programs

Choice of curriculum was narrowed down by administrators based upon alignment of mission and vision of the organizations. The top three curriculum was then shared with staff members to review. The staff identified pros, cons, and deltas (questions) about programs. Questions were then presented to publishers for clarifications. The TK Implementation Team plans to meet an additional two times to review curriculum and then discuss classroom materials and environmental needs.

Describe the intended timeline for curriculum implementation, including steps for piloting and gathering input from UPK teachers, and a process for ensuring curriculum fidelity.



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.

What actions does the LEA plan to take to support effective classroom organization practices and behavior management strategies to ensure a positive learning environment for a diverse population of UPK students?

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.

What instructional practices does the LEA plan to implement to support children with disabilities in UPK?

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.

What instructional practices does the LEA plan to implement to support the language and overall development of multilingual learners?

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.

Does the LEA plan to provide any of the following language model(s) for TK students?

None

If the LEA administers CSPP, does it plan to provide any of the following language model(s) for CSPP students?

None

The LEA plans to use the following methods 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.

- 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

What instructional practices does the LEA plan to implement to support children with disabilities in UPK programming?

- 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

What assessments does the LEA plan to use in TK or kindergarten?

LEA-based grade level benchmarks and a report card

Focus Area E: LEA Facilities, Services, and Operations

What strategies does the LEA plan to employ to integrate younger children and older children on the same campus and ensure safety and appropriate commingling?

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.

What strategies does the LEA intend to implement to ensure TK students have access to meals and adequate time to eat?

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.

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

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? If not, how many more classrooms does the LEA need? If not, how might the LEA provide classrooms in the timeframe needed?

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. The school is currently remodeling 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.

Does the space meet the kindergarten standards described in *California Code of Regulations*, Title 5, Section 14030(h)(2)? If not, what modifications need to be made? What resources are needed to make them? (See [Facilities Grant Program Funding](#))

Yes

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? If not, what modifications need to be made? What resources are needed to provide equipment or accommodations?

Yes

Does the LEA's Facilities Master Plan adequately address the need for UPK programming? If not, what process will the LEA use to update the Facilities Master Plan to accommodate future TK and early education programming?

Yes

In which areas does the LEA intend to make updates to facilities?

Rise Kohyang Elementary School

- Turfed area

Stella Elementary Charter Academy

- Paved area
- Turfed area
- Apparatus area

Valor Academy Elementary School

- None of the above: the school is building a new permanent facility

What transportation will the LEA offer to children enrolled in TK?

No transportation will be provided.

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, 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.