

LIBERTY ELEMENTARY SCHOOL DISTRICT

Universal Prekindergarten Planning and Implementation Grant Program Plan

A Resource for Local Educational Agencies

Released – December 17, 2021

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Universal Prekindergarten in California

Decades of research demonstrate that an early and strong foundation for learning matters. Children who have effective learning opportunities before kindergarten have an advantage in school and in life over children who do not, especially children with adverse childhood experiences. Children who attend quality preschool programs are more prepared for school in terms of their early literacy, language, and math skills, their executive function, and social emotional development. In some cases, preschool participants are less likely to be identified for special education services or to be held back in elementary school than children who do not attend developmentally-informed preschool programs that include strong educational components.

California is poised to realize universal prekindergarten (UPK) for all four-year-old children, and to expand services for three-year-old children through bold leadership and the unprecedented investments in the Budget Act of 2021, including universal transitional kindergarten (UTK) and expansion of the California State Preschool Program (CSPP).

The tumult of the COVID-19 pandemic accelerated a call to action to ensure a strong educational foundation for all children, emphasizing the critical role of our education system in supporting children and families' needs and how local flexibility fuels community capacity to meet their needs. California's leaders responded with historic investments in family support, child development and care, and education. Yet, as the Master Plan for Early Learning and Care highlights, realizing the promise of early childhood investments will require all partners—across early learning and care, early education, elementary education, and expanded learning and extended care communities—to work together to create a stronger system designed to meet the needs of the whole child.

The California Universal Prekindergarten Planning and Implementation Grant Program – Overview

California seeks to set children on a trajectory of lifelong success by investing in early and equitable learning experiences, including infant and toddler supports, such as family leave and access to infant and toddler care, universal preschool for all four-year-old children, and enhanced educational experiences across an aligned preschool to third grade system.

The 2021–22 State Budget package established the UPK Planning and Implementation Grant Program as a state early learning initiative with the goal of expanding access to prekindergarten programs at local educational agencies (LEAs). This grant program provides \$200 million for the California Department of Education (CDE) to allocate directly to LEAs based on a statutory formula to support planning and implementation costs associated with expanding prekindergarten options, such as universally-available transitional kindergarten (TK), CSPP, and Head Start for eligible students, and other local

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and community-based partnerships.¹ It is important for LEAs to include partners such as CSPP, Head Start, and other early learning and care providers in the co-creation of the local plan. Engaging all partners in the community will enhance resources for families and children and fully utilize and coordinate available resources, including facilities, staff, and funding.

Under the provisions of California *Education Code (EC)* Section 8281.5, grant funds are allocated to school districts, charter schools, and county offices of education (COEs) with kindergarten enrollment in specific years, according to a specified formula. In addition, funds are allocated to COEs to support countywide planning and capacity building around UPK.

Grant funds may be used for costs associated with creating or expanding CSPP or TK programs, or to establish or strengthen partnerships with other providers of prekindergarten education within the LEA, including Head Start programs, to ensure that high-quality options for prekindergarten education are available for four-year-old children. Allowable costs include but are not limited to: (1) planning costs, (2) hiring and recruitment costs, (3) staff training and professional development, (4) classroom materials, and (5) supplies.

As a condition of receiving grant funds, state law requires each LEA to create a plan articulating,

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 expanded learning offerings, the After-School Education and Safety Program, the California state preschool program, Head Start programs, and other community-based early learning and care programs (*EC* Section 8281.5).

Under state law, the plan must be developed for consideration by the LEA's governing board or body at a public meeting on or before June 30, 2022, after which the LEA must provide data, as specified by the State Superintendent of Public Instruction, to the CDE. The CDE must encumber funds by June 30, 2024. LEAs will have until June 30, 2025, to use the funds.

In addition, the 2021–22 State Budget also established the Expanded Learning Opportunities Program (ELO-P). The intent of the program is that all LEAs offer all unduplicated students in classroom-based instructional programs access to comprehensive afterschool and intersessional expanded learning opportunities. The ELO-P requires LEAs to offer in-person before or after-school expanded learning opportunities that, when added to the core instructional day, are no fewer than nine hours

¹ In addition, \$100 million is available to LEAs for workforce development through a separate competitive request for applications (RFA). The \$100 million available for workforce development will not be addressed in this document.

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of combined instructional time and expanded learning opportunities per instructional day (*EC* Section 46120).

In 2021–22, all LEAs must offer all TK through sixth grade (TK–6) classroom-based, unduplicated pupils an ELO-P and provide access to 50 percent of TK–6 enrolled, classroom-based, unduplicated pupils. Commencing in 2022–23, as a condition of apportionment, LEAs with an Unduplicated Pupil Percentage (UPP) at or above 80 percent must offer an ELO-P to all TK–6 classroom-based pupils and provide access to all TK–6 classroom-based pupils upon parent or guardian request. LEAs with an UPP below 80 percent must offer an expanded learning opportunity to all TK–6 classroom-based, unduplicated pupils and provide access to 50 percent of TK–6 enrolled classroom-based, unduplicated pupils. LEAs receiving ELO-P funding must meet all TK–6 requirements, which include, but are not limited to, offering a minimum of a nine-hour day for students TK–6 during the school year, providing pupil access, and offering 30 non-school days of programming, such as during summer and intersession periods.

Summer and intersession programming are also offered through many other early learning programs such as CSPP, Head Start, and early learning and care providers. Sharing costs, staff, and resources can support implementation of TK that provides for full day supports while also meeting parental needs and supporting parental choice of program and setting type. LEAs should consider how these services will be offered as part of their UPK Plan. For key definitions related to UPK in California, see Appendix I.

Planning Template Purpose

The UPK Planning Template has been created to: (1) offer planning questions for LEA consideration in developing comprehensive plans for UPK that meet community and family needs, and (2) outline the data that will be required for submission to the CDE to meet the requirements of *EC* Section 8281.5.

This template includes recommended and required planning questions. Collectively, the recommended and required questions form a set of core planning questions the CDE believes are critical to supporting the development of a comprehensive, responsive, and community centered UPK Plan.²

- Recommended Questions: LEAs are highly encouraged to incorporate answers to these questions in their UPK Plans. Responses to these questions are not required for submission to the CDE but do support more holistic planning that meets the intent of these funds.
- Required questions: LEAs will be required to answer the required data questions outlined in this template in a survey that will be issued by the CDE following the

² See Appendix II for additional planning questions for LEAs that are ready to develop more advanced UPK and preschool through third grade (P–3) plans.

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June 30, 2022, deadline for LEAs to present their plans to their governing boards.³

The CDE will be collecting information on the answers to the required questions after July 30, 2022, in a survey. This will allow the CDE to learn about how LEAs are planning to implement UPK, and to identify what additional support may be needed to help LEAs as they move along the implementation process.

The questions required for submission to the CDE should be answered based on what the LEA plans to implement in the 2022–23 school year. However, the CDE encourages that LEAs, when developing their UPK Plan for consideration by their local governing board, look beyond the first year of implementation and lay the foundation for the full implementation period. The CDE also encourages LEAs to look to their Local Control and Accountability Plans (LCAPs) to identify where their LCAPs already include relevant opportunities for alignment, and to consider the results of the UPK planning and implementation efforts as it pertains to future updates to their LCAPs.

The UPK Planning Template is organized as follows:

1. Self-Certification
2. Projected Enrollment and Needs Assessment
3. Focus Area Planning
 - a. Vision and Coherence
 - b. Community Engagement and Partnerships
 - c. Workforce Recruitment and Professional Learning
 - d. Curriculum, Instruction, and Assessment
 - e. LEA Facilities, Services, and Operations
4. Technical Assistance Questions

The CDE encourages COEs to use this template as a guide for developing their own plans for how they will support the districts in their county to assess options, make decisions, and construct a plan that includes the required questions and considers the recommended questions found in this template.

³ The required questions referred to in this template are being provided to LEAs in advance of the survey to assist in the planning and Implementation process.

Accompanying Guidance

To help introduce LEA leaders to early education concepts, agencies, and structures, the CDE will release an accompanying Guidance Document in early 2022, that will include information on the following:

1. Local LEA indirect service agencies and partners (for example, child care local planning council [LPC], Resource and Referral program [R&R], Alternative Payment Program [APP]);
2. Allowable ways to layer funding sources and programs to achieve full-day programming for four-year-old children;
3. Requirements for TK and early education facilities;
4. UPK workforce requirements for CSPP and TK educators, including the Early Learning Career Lattice, Commission on Teacher Credentialing (CTC) Child Development Teacher Permit information, information on the Multiple Subject Teaching Credential requirements, and TK educator professional learning;
5. Other available resources for UPK Implementation:
 - a. Workforce development grants and funds that can be accessed to help candidates obtain early education and TK qualifications (for example, federal stimulus funds, Educator Effectiveness Block Grant, and others);
 - b. Funding sources that can be utilized for facilities;
 - c. Funding sources that can be utilized for extended learning and care;
6. Research on the importance of participating in quality early education and research demonstrating the long-term impact on attendance, behavior, graduation rates, and academic and career success; and
7. Other resources aligned with the questions presented in the UPK Planning Template.

Additionally, the CDE will work with partners to ensure the release of additional information and technical assistance in the form of guidance, resources, tools, and regularly scheduled webinars. Topics will include workforce, support for multilingual learners, and inclusive early education practices, among others.

Directions, Timeline, and Suggested Planning Process

LEAs are encouraged to use this template to fulfill the *EC* Section 8281.5 requirement to create a UPK Plan that articulates how the LEA will facilitate access to full-day learning for all children the year before kindergarten, including their partnerships with CSPP, Head Start, other preschool partners, and extended learning and care partners. The CDE will disseminate a survey to collect responses to the required questions in this template following the June 30, 2022, deadline for presenting plans to the local governing board.⁴

The CDE recommends the following process and timeline after the release of this UPK Planning Template in December 2021:

1. LEAs convene a planning team, including staff from the early learning department and Head Start (if these exist), curriculum and instruction, student programs, workforce, and human resources (HR), business services, special education, multilingual education, expanded and after-school learning, and facilities.
2. The CDE, along with partners, will release guidance, resources, and additional information to support LEAs in the development of their UPK plan. LEAs should review this guidance as part of their planning process, and COEs should use the guidance to inform the support they offer to LEAs.
3. COEs develop plans for how they will support LEAs in their county to assess options, make decisions, and construct plans that address the required questions and consider the recommended questions found in this template. COEs should communicate with the LEAs in their county about the types of information, resources, and technical assistance the COE is able to offer to support the UPK planning process.
4. LEAs conduct outreach and engagement activities with local R&Rs, LPCs, and existing extended learning and care providers including early learning and childcare providers operating within the LEA's enrollment attendance boundary.⁵
5. LEAs convene a public engagement process to gather input and perspectives to inform the plan. This engagement process should include parents, early learning

⁴ The CDE may collect additional data related to UPK implementation in future years as well.

⁵ LEAs can obtain a list of licensed ELC providers operating within the LEA's enrollment zip codes by contacting their county R&R. LEAs can also collaborate with APPs in their county to share information about the engagement activities with ELC providers in the county. See the CDE Guidance Document to learn more about R&Rs and APPs and how to find the R&R(s) and APP(s) in your county. In addition, as local partnerships, LEAs should and can work with local Head Start grantees to discuss the Head Start needs assessment allowing for better coordination and collaboration.

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communities (including CSPP, Head Start, and the Head Start Policy Council), and expanded learning communities (including the After-School Education and Safety [ASES] Program). To ensure meaningful engagement, the CDE recommends LEAs complete this by March 1, 2022.⁶

6. If the LEA wants technical assistance from their COE, the CDE recommends LEAs submit a draft of the UPK Plan to their COE for review by April 15, 2022.
7. Planning teams meet with the COE to discuss the LEA's draft, including local constituency input, by June 1, 2022.
8. Planning teams present a draft plan to the school board by **June 30, 2022**.
9. The plan shall demonstrate how families 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 expanded learning offerings, the ASES Program, CSPP, Head Start programs, and other community-based early learning and care programs.

Following the presentation of the plan to the LEA's school board, the LEA shall respond to the CDE's subsequent requests for information no later than July 31, 2022.

Key Considerations

Transitional Kindergarten Implementation Timeline

As a condition of receipt of apportionment, school districts and charter schools must implement universally available TK for all four-year-old children by 2025–26 (*EC 48000*[c][1]). LEAs are encouraged to consider how this implementation timeline will impact elements of their UPK Plan, including whether implementing UTK on a fast timeline will allow the LEA to reach economies of scale with regard to the number of classrooms and TK teachers needed. The table below illustrates the UTK implementation timeline, including eligibility and ratios.

⁶ The purpose of this engagement process is to ensure that diverse community voices and interests are uplifted and used to inform the development of a UPK Plan that meets families' and communities' needs. The LEA should develop a process that allows for authentic, inclusive, and meaningful input.

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Table: TK Eligibility, Ratio, and Class Size Requirements by Fiscal Year

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
Eligibility	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
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

Supporting a Preschool through Third Grade Continuum

The CDE recently launched a Preschool through Third Grade (P–3) Alignment Initiative rooted in research that suggests the gaps in children’s opportunities and learning outcomes demand system-level reform at the state, county, district, school, and community level. Through this work, the CDE hopes to disrupt inequities, address bias, and promote equitable opportunities for California’s early learners. UPK implementation presents a critical opportunity to strengthen P–3 alignment, as a means of sustaining and accelerating the improved child outcomes associated with high-quality, early learning experiences.

To ensure the LEA’s plan is aligned with the vision of a P–3 continuum, the development team for the LEA UPK Plan (for which this document is a template) should include staff from the early education department (if there is one), curriculum and instruction, student programs, workforce, HR, business services, special education, multilingual education, expanded learning and afterschool, and facilities. Furthermore, to create a strong UPK system that meets families’ needs, the voices and choices of parents should be centered. Furthermore, LEAs should conduct outreach to the early learning and care providers that operate within the zip codes that the LEA serves to include them in informing the development of the LEA’s UPK Plan.

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As a best practice, the CDE recommends LEAs convene a public engagement process to gather input and perspectives to inform the plan by March 1, 2022. This engagement process should include parents, early education communities (including CSPP and Head Start), expanded learning communities (including the ASES Program), and early learning and care (including center- and home-based childcare) in order to gather information from impacted communities to inform the development of this plan.

Full-Day, Extended Learning and Care

State law does not require LEAs to operate a TK program that offers full-day early learning to all children the year before kindergarten; however LEAs must articulate how they plan to offer full-day, early learning programming to all students, and how they are partnering or plan to partner with other programs, such as those listed in the statute, to ensure that every child has access to extended learning and care that, combined, equates to a full-day of programming that meets the community's needs.

Additionally, starting in the 2022–23 school year, LEAs receiving ELO-P funding must offer nine hours of combined instructional time and expanded learning opportunities per instructional day to all unduplicated children enrolled in TK and at least 30 intersession days; however, LEAs are not required to exclusively use ELO-P funding to meet the requirement. LEAs can instead partner with Head Start, CSPP, ASES, or other community-based child care programs to fund and provide the additional extended learning and care hours needed to reach nine hours. (*EC Section 46120*). This would allow the LEA to use ELO-P funds to provide additional service hours or services for additional children.

Creating Joint or Aligned Plans

LEAs are permitted to partner in creating a joint UPK Plan and may submit the same plan for multiple LEAs. Small and rural LEAs serving similar communities, especially those with low TK or kindergarten average daily attendance (ADA), are strongly encouraged to consider creating a joint UPK Plan which includes non-district learning programs serving four-year-old children. LEAs are also encouraged to consider partnering with other nearby LEAs to submit a joint UPK Plan or with their COE to create a single, countywide plan. These joint plans should be developed in conjunction with CSPP, Head Start, other preschool programs, and early learning and care providers.

UPK Planning Template

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.

1. Please complete the following table:

LEA Name	Contact Name and Title of the Individual Self-Certifying the Statement Above	Email	Phone
Liberty Elementary School District	Deanna Cardoza, Ed.D., Superintendent	dcardoza@liberty.k12.ca.us	559-686-1675

2. 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)?

No

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

N/A

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Projected Enrollment and Needs Assessment

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. 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? (LEAs are encouraged to work with local early learning and care partners such as CSPP, Head Start programs, LPCs, R&Rs, and APPs, and utilize data sources such as LPC Needs Assessment data, Head Start Needs Assessments, and so on)
2. Using the projected TK enrollment for the LEA provided by the CDE, make modifications to the LEA’s TK student estimates and make cumulative facilities and staffing estimates needed each year from school year 2022–23 to 2025–26.⁷ Complete the following tables.⁸

Table: 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) ⁴	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	24	22	24	34	40	50

⁷ If the administration of kindergarten will be impacted by the implementation of UPK, (for example, through the use of combination classes), add additional rows to the table and develop estimates for the number of kindergarten students, classrooms, teachers, and teacher’s assistants will be needed, in addition to those estimates that are required for reporting to CDE.

⁸ See the implementation schedule above for changes in teacher/adult ratios over the implementation period.

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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) ⁴	2024–25 (TK-eligible children turn five between September 2 and June 2, inclusive)	2025–26 (TK-eligible children turn four by September 1)
CSPP (if applicable)	N/A	N/A	N/A	N/A	N/A	N/A

Table: Facilities Estimates (Cumulative)

Type of Facility	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK Classrooms	1	1	1	2	2	3
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: Staffing Estimates (Cumulative)

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK	1	1	1	2	2	3
TK Teacher’s Assistants	.5	.5	1	1.5	2	2
CSPP (if applicable)	N/A	N/A	N/A	N/A	N/A	N/A

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

- As part of the ELO-P requirements, *EC* Section 8281.5 requires LEAs to offer or partner in offering in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day, including through partnerships with the LEA’s expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

Consider your estimated number of TK students. Estimate the number of TK students that will utilize extended learning and care services in addition to the TK instructional minutes. Then, working with local early learning and care and expanded learning partners, estimate the number of slots available for TK students in the following programs:

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

2019–20	Current	2022–23	2023–24	2024–25	2025–26
0	3	5	8	8	12

Table: Projected Number of Slots Available for TK Students

Slot Type	2019–20	Current	2022–23	2023–24	2024–25	2025–26
CSPP	N/A	N/A	N/A	N/A	N/A	N/A
Head Start	N/A	N/A	N/A	N/A	N/A	N/A
ASES Program/ELO-P	0	3	5	8	8	12

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

There are no required questions in this section.

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Focus Area A: Vision and Coherence

In order to provide equity of access for all students and their families, it is vital for the LEA, in partnership with early learning and care programs, to develop a coherent educational system that begins with UPK, includes access to TK and other options for all four-year-old children, and provides nine hours of programming per day through a combination of instructional time and extended learning and care opportunities for those families who choose this option.

In planning for UPK, consider how the LEA's administrative structure will support school leadership in building connections between them and expanded learning programs as well as early learning and care programs (CSPP, Head Start, other subsidized or privately administered preschool and child care programs) to provide UPK programming and before school and after-school, intersession, and summer learning and care.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. What is the LEA's vision for UPK?

The Liberty Elementary School District is proud to offer Transitional Kindergarten (TK), for district students and inter-district students who do not live within the Liberty School boundaries, however, choose to attend Liberty School. The Liberty Elementary School District would like to expand their TK program to offer a Universal Pre-kindergarten (UPK) program for 4-year-old students living in the district and 4-year-old inter-district students who have older siblings that already attend our school.

The districts vision is to provide a developmentally and educationally appropriate UPK program focused on early literacy activities, learning experiences that promote social, emotional, language and cognitive development for Pre-K students. Teachers with early learning education and experience will provide stimulating educational classroom environments that are challenging and engaging that is essential to growth and development. The purpose of the UPK program is to serve 4-year-old children. Providing exceptional academic, social, and behavioral support that teaches young children the critical skills of taking turns, playing and working cooperatively with peers, sharing and following directions – all essential components for future social, behavioral, and academic success. Our mission is to develop and inspire independent, confident, and responsible young children in a nurturing and caring environment.

2. 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

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programming around the TK instructional time for families that opt in? In developing this component of the plan, LEAs should include partners such as CSPP, Head Start, and other early learning and care providers to ensure local services and funding are maximized and coordinated in response to parental needs and choice.

Support for all students is key to the success of our UPK program. Providing services to support all students to include students with disabilities will be available for our UPK students and program. The services the district is unable to provide, as a small school district will be coordinated with our SELPA to ensure each child receives the care and quality service necessary to grow and develop at the same rate as their peers. Liberty Elementary School District is dedicated to serving all students and understand that unduplicated students often times require more academic support that can be provided before and/or after the regular school day. Liberty offers before-school and after-school care to all families enrolled at Liberty. The before and after-school program is provided on campus and contracted through the Liberty Elementary Educational Foundation, Inc., (LEEF) program. In addition, the LEEF program offers enrichment and intervention programs after school, and during winter and summer break for extended learning opportunities.

3. 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.

The Liberty Elementary School District Board, Superintendent, Principal, Business Manager, LEEF Program Director, and Universal Transitional Kindergarten Teachers and Support Staff will coordinate all actions and services associated with providing the absolute best possible program that builds and supports a successful program for 4-year-olds. The leadership team is determined to collaborate, implement, and maintain a quality UPK program for all students and families. Monitoring student progress and development to ensure additional academic support and services are provided to unduplicated students in the UPK program through the ELO-P and the partnership of the Liberty Elementary Educational Foundation program.

4. Identify and assign individuals that will be responsible for key functions pertaining to implementing UPK (for example, academic or educational services, early childhood, facilities, human resources and labor, special education, English learner or multilingual programs, partnerships, including early learning and care and ELO-P, assessment and data collection, professional learning, workforce recruitment and preparation support, or others).

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The Liberty Elementary School District Board, Superintendent, Principal, Business Manager, Universal Pre-kindergarten teachers, and Before and After School Foundation Director will coordinate all actions and services associated with providing the best possible programs and services that build upon and support one another. The leadership team is dedicated to collaborative work, that will maintain and improve the quality of programs for all students. The focus of educating our youngest student population will provide greater access to academics and social skills enabling students to successfully become exceptional learners. The additional staff assigned to the function of implementing a UPK program include early childhood facilities, maintenance and operations, transportation, early childhood curriculum specialist to coordinate professional development for UPK staff, counselors, behaviorists, special education staff, teachers, paraprofessionals, education services and English language learner support, and the overall coordination of the ELO-P grant and plan requirements.

The Foundation Staff will manage and oversee enrichment activities provided under ELO-P and enrollment of the before/after school care program.

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

As a small school district our leadership team is small, the UPK program staff will be included in our primary grade level professional learning collaborative meetings. The UPK program will be a consistent agenda item where monthly reports made by site staff and leadership will be presented during collaborative meetings and at board meetings. This will allow an opportunity for community partners to share with the board and staff information and progress of the UPK program. Annual goals will be reviewed, and the superintendent will discuss with the board and school community staff the achievements made by the UPK program and express any needs or suggested improvement(s) within the program.

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

Liberty Elementary School's LCAP committee have already reviewed our LCAP goals. Current goals are focused on supporting the UPK program. Our LCAP supports teacher professional development, program implementation, access to learning programs, resources and supplies that meet the needs of a UPK program. An LCAP annual review is conducted and revised according to student individual needs. CDE approved and research-based programs and service are updated and/or continued within the LCAP to support and increase opportunities for younger students to access academic and social-emotional early learning. The UPK program, and its unduplicated student groups are carefully progress monitored with universal early learning screening measures. Services and

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interventions are evaluated by effect size on student improvement and learning. The actions and expenditures within the LCAP fully support the program.

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

Support for all students' is key to the success of our UPK program. All services related to supporting students with disabilities will be available to our UPK students and program. The services the district is unable to provide directly as a small school district will be coordinated with our SELPA and other community agencies to provide the required support services. Liberty Elementary School District is committed to serving all students regardless of grade level or program and work with staff to provide services in the least restrictive educational environment feasible.

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

We are a small school district, the school site administration, and ELO-P partners including our before and after school care foundation director, and preschool director meet regularly to collaborate and plan. Our partners discuss program implementation, program quality, staffing needs, and student and program progress. As a small school district our commitment to building and making connections with staff, students, families, and community partners is continuous. Most of our partners wear multiple hats within their day-to-day role, and thus communicate well and support each other fully.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

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 stand-alone classes
 - b. TK and kindergarten combination classes
2. Does the LEA plan to implement full-day TK, part-day TK, or both?⁹

⁹ 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

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a. Full Day TK

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.

Liberty is a small school district and will only offer the program at our one elementary school site. As we anticipate an increase in student enrollment, we will add additional stand-alone TK classes. New staff will be hired to meet the needs of the program as it grows and to maintain the minimum staff to student ratio requirement.

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

e. No - the LEA has no plans to begin or expand a CSPP contract 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?

N/A

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)

No

b. 2023–24 (Birthdays April 3 or after)

No

c. 2024–25 (Birthdays June 3 or after)

No

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.

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Focus Area B: Community Engagement and Partnerships

To successfully implement UPK and create a P–3 continuum, LEAs will need to cultivate relationships and collaborate with both internal and external partners.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions below.

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

The district will prioritize parental needs and choices based on: 1) What is best for students, 2) Program capabilities, 3) Resources available and, 4) Prioritizing the needs and choices respectfully and with consideration for all. Parent and educational partner survey results, town hall meetings, School Site Council and LPTC meetings held to gather feedback and input. The district values and is committed to working with parents to best serve the needs their children.

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

As a small school district with limited resources, a collaborative effort will assure all extended learning and care partners are provided with an opportunity to review, comment, and participate in the development and implementation of our UPK Plan. Meetings held with parent groups, the Liberty Elementary Educational Foundation Board, the Before and After School Care Program Director, the Director of the Preschool Program, engages a community effort to support all students to include our youngest students in gaining academic and social skills at an earlier age.

3. What actions does the LEA plan to take to partner with local R&Rs; LPCs; and existing early education, childcare, and expanded learning providers within the LEA's attendance boundary to support parents to access services across LEA-administered and non-LEA-administered programs for extended learning and care and other supports?

The district will continue to conduct outreach possible to ensure any student qualifying for the program is identified and the parents are provided with program information, encouraged to enroll their eligible child in the extended learning and care programs, and provided assistance in the enrollment process.

4. How does the LEA plan to create or grow partnerships with early learning and care providers serving children with disabilities (including how the LEA plans to collaborate with their SELPA to enroll more children with disabilities in inclusive UPK opportunities)?

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Early support for all students is key to the success of the UPK program. All programs and services related to supporting students with disabilities will be provided to our UPK students in the least restrictive environment. Services the district is unable to provide will be coordinated with our COE SELPA and surrounding community support service providers. A collaborative partnership between the District Administration, school specialized staff, SELPA Administration, and UPK parents, will provide the best possible support services and programs available for enhancing student outcomes.

5. Develop sample program schedules that describe how the requirements of the ELO-P will be met for UPK, including the use of ELO-P funds or other funds sources; how they will be combined with the instructional day to offer a minimum of nine-hours per day of programming (instructional day plus ELO-P or other supports); and how they will offer a minimum nine-hour summer or intersession day.

The district has completed an ELO-P and will utilize the plan to guide the school in their efforts to extend the instructional day, providing learning opportunities to meet the minimum nine-hours per day of programming. The challenges associated with extending the school day will be ever evolving as the district endeavors to provide UPK students additional learning opportunities within the typical instructional day. The team will develop a suitable program schedule and services that are individualized to the student and their need. The requirements of the ELO-P will be met for UPK, including the use of ELO-P funds and/or other fund sources to support student learning beyond the typical instructional day. An extended instructional day with a minimum of nine-hours per school day (instructional day and ELO-P and/or other academic support); will be provided. Offering summer and/or intersession academic and enrichment sessions provide an opportunity to extend the school year and the learning for UPK students.

Sample Program Schedules:

- Before School Learning - 7:00am
- School begins at 8:10am and ends at 2:25pm for TK-1 grade students and ends at 2:35pm for 2 – 8 grade students (1 hour of instruction before school)
- After School Care Learning until 5:30 (2.55 hours of instruction after school; early release policy in place).
- Summer Session – 15 days of extended year learning
- Summer and Intersession academic enrichment (5 – 15 days)

Required Questions

CDE will be requiring this information be completed and submitted to the CDE after the plan is presented to the governing board.

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1. Identify which of the following opportunities the LEA implemented to obtain public input on the UPK Plan.

Parent Teacher Organization Meetings

Family or parent surveys

Special Education Local Plan Area (SELPA)

School Site Council / English Learner Advisory Committee (Combined Group)

LCAP educational partners input sessions

Hosting meet and greets with the early learning and care community

Other private foundation preschool

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.

Expanded learning programs on an LEA site (Liberty Elementary Educational Foundation, Inc.; ELO-P)

Enrichment and Intervention Session Activities

Focus Area C: Workforce Recruitment and Professional Learning

Based on the projected enrollment and needs described in Focus Area A, LEAs should create a plan to recruit, train, and support the new TK, preschool, early learning and care, and expanded learning staff needed to support full-day early education options for all children the year before kindergarten.

(Note: All LEAs will need to plan for workforce development considerations as part of this planning work. There is a separate \$100 million allocation for the Prekindergarten Planning and Implementation Grant – Competitive, also known as the Early Education Teacher Development Grant, that will be competitively awarded and is not part of this planning template.)

EC Section 48000(g)(4) specifies that credentialed teachers who are first assigned to a TK classroom after July 1, 2015, have, by August 1, 2023, one of the following:

- a. At least 24 units in early childhood education, or childhood development, or both.
- b. As determined by the LEA employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in subparagraph (a).
- c. A Child Development Teacher Permit issued by the CTC.

EC Section 8295 specifies that teachers in CSPP shall either possess a permit issued by the CTC authorizing service in the care, development, and instruction of children in a child care and development program; or meet the following criteria:

- a. Possess a current credential issued by the CTC authorizing teaching service in elementary school or a single subject credential in home economics; and
- b. Possess twelve units in early childhood education or child development, or both, or two years' experience in early childhood education or a child care and development program.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions below.

1. How does the LEA plan to recruit the educators needed to implement its UPK Plan (including CSPP teachers, assistant teachers, TK teachers, and TK teachers' instructional aides and assistants)?

The district will continue to recruit educators through their collaborative partnership with CalState TEACH. University teaching candidates conduct their student teaching in the district. We also seek candidates from our substitute teacher pool, county office of education, and currently employed staff. We recruit, encourage,

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and support present and newly employed staff to ensure highly qualified teachers and instructional aides serve our students. The district will continue to solicit qualified educators by advertising available positions on-site and online, and by attending job fairs. This will ensure that the district hires the best and most qualified certificated and classified staff for our UPK program.

2. How does the LEA plan to partner with CSPP, Head Start, and other early learning and care providers to offer joint professional learning opportunities?

The district will include our foundation preschool program staff in all professional development opportunities offered on campus.

3. What is the LEA's planned strategy for providing professional learning for educators across the LEA's P–3 continuum? Plans might include the following:

- a. Who will receive this professional learning?
 - i. By role - lead teachers, new teachers, instructional aides, administrators
 - ii. By grade - TK through third grade staff, on-site preschool staff
- b. What content will professional learning opportunities cover?
 - i. Effective adult-child interactions
 - ii. Children's literacy and language development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
 - iii. Children developing math and science (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
 - iv. Children's social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
 - v. Implicit bias and culturally and linguistically responsive practice
 - vi. Adverse Childhood Experiences (ACEs) and trauma and healing informed practice
 - vii. Curriculum selection and implementation

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- viii. Creating developmentally informed environments
 - ix. Administration and use of child assessments to inform instruction
 - x. Support for multilingual learners, including home language development and strategies for a bilingual classroom
 - xi. Serving children with disabilities in inclusive settings, including Universal Design for Learning
 - xii. Engaging culturally and linguistically diverse families
- c. How will professional learning be delivered?
- i. Coaching and mentoring
 - ii. Classroom observations and demonstration lessons with colleagues
 - iii. Workshops facilitated by external professional development providers
 - iv. Internally-delivered professional learning workshops and trainings; COE Induction Program
 - vii. In mixed groupings (example, UPK, TK and K or Preschool teachers)
4. 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?

Liberty is a small district which maintains an early education leadership team. The administration and lower grade (TK-3rd) collaborative PLC model has always been utilized to support student transitions, share best practice strategies, and collaboratively monitor student progress.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

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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?

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

Join an existing internship preparation program to recruit and prepare teachers for our LEA

Partner with a COE to provide other services to candidates seeking to earn a multiple subject credential

Encourage current paraprofessionals interested in becoming a teacher to attain a higher-level degree and provide a flexible work schedule to allow time to attend college classes

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)?

Provide information and advising regarding meeting eligibility requirements for teaching UPK

Partner with IHE or COE which operate a cohort model for LEA teachers earning 24 early childhood development units

Assist eligible candidates to apply for 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.

Partner with an IHE or COE to operate cohort models for educators working towards a Child Development Teacher Permit

Provide information and advising concerning obligations and planning necessary to meet the Child Development Teacher Permit requirements

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?

BRIGANCE Early Childhood Screening tool

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Developmental Reading Assessment (DRA)

LEA-based, grade level benchmarks and a report card

5. On what topics does the LEA intend to offer professional learning regarding early childhood education to site leaders and principals?

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

Focus Area D: Curriculum, Instruction, and Assessment

It is critical for each LEA and preschool program partner to plan for how they will develop or select curriculum or curricula that are developmentally-informed and aligned with the strengths of all students, including multilingual students and students with disabilities, as well as how they will ensure curricula are implemented with fidelity to support intentional, quality instruction for all students. LEAs and preschool program partners should consider how they will provide coherent, culturally- and linguistically-responsive UPK curriculum or curricula anchored in the *California Preschool Learning Foundations* (<https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>) and the *California Preschool Curriculum Frameworks* (<https://www.cde.ca.gov/sp/cd/re/psframework.asp>) to support the development of skills across the domains outlined in those documents.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. 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*.

The District has spent a great deal of time developing TK curriculum with committee partners and plan to implement the current TK curriculum for its UPK classroom. All instructional practices and materials will adhere to the California Preschool Learning Foundations and California Preschool Curriculum Frameworks.

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

The District has fully implemented a comprehensive TK curriculum and intend to continue to develop and supplement our current curriculum for the 2022-23 school year. The District utilizes lower grade (TK-3) PLC's to frequently evaluate the program and solicit input from teachers regarding current TK curriculum and the best horizontal and vertical methods for integration of the curriculum.

3. 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?

The District is committed to providing professional development, resources and staffing that support effective classroom management. With this level of support

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we feel confident that a positive learning environment for our diverse UPK students is possible.

4. Describe how classroom practices for UPK (TK and other preschool programs the LEA operates or has on site) will be integrated and aligned.

The District includes all partners in the planning, training, and program operation process. The Districts Foundation (partner) staff collaborate to implement and maintain effective transitions and foundational educational practice for all programs and grade spans we serve.

5. What instructional practices does the LEA plan to implement to support children with disabilities in UPK (for example, implementing Universal Design for Learning, providing specialized services in the classroom with peer models, implementing social-emotional strategies such as the Pyramid Model)?

District resources are derived from SELPA, county services and district staff.

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

The District is committed to utilizing a multi-tier system of support and a robust intervention program to address the needs of all students, to include our multilingual learners. Our staff who are multilingual assist and enhance learning opportunities for our multilingual students. The District contracts with COE consultants to provide professional development, training and coaching for teachers regarding best practice and methods for educating multilingual learners in the general education environment.

7. How does the LEA plan to assess dual language learners (DLLs) in areas other than English language acquisition?

The District will utilize state assessments to address the quality of our academic programs for English language acquisition. Teacher observational data, local formative assessments, and summative assessments in all academic areas will be reviewed to determine DLLs academic and English language progress.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

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

English-only instruction with home-language support

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

N/A

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.

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

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

Implement Universal Design for 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

Provide additional staff to support participation in instruction

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

BRIGANCE Early Childhood Screening Tool

Diagnostic Reading Assessment (DRA)

LEA-based grade level benchmarks and a report card

We continue to explore the best suitable assessments with high validity measurement results.

Focus Area E: LEA Facilities, Services, and Operations

It is critical to ensure that LEA facilities, services, and operations are thoughtfully aligned to support the implementation of UPK and movement towards a P–3 continuum. It is also critical for early education programs currently operating to continue to be a part of California’s mixed-delivery system by creating shared space, blending funding and coordinating service delivery.

For Facilities:

For facilities planning, draw on the Projected Enrollment and Needs Assessment section of this document and the LEA’s Facilities Master Plan. The objectives of this section are to identify the availability of space for UPK, the adequacy of available space to meet the kindergarten facilities standards for meeting the needs of young children, and, if needed, to update the Facilities Master Plan to address any unmet need for developmentally-appropriate space.

Recommended Planning Questions

The CDE recommends districts prioritize these questions as part of their UPK Plan in addition to required questions.

1. 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?

The District currently has a successfully developed primary and secondary grade level established campus model (TK-8). As a small single school district, we have only known an integrated campus where younger children and older children are on the same campus. Playgrounds are separate and scheduling is essential where lower grades are located in one central area. Recess and lunch times are strategically staggered to provide separation between younger and older students. This model has been effectively in place for many years. The TK/K classrooms are located in one area and have a separate gated outdoor area to play. Drop-off and pick-up of TK/K students is at a separate gate that remains locked during school hours.

2. Describe how the LEA plans to address transportation issues resulting from UPK implementation.

As a small district we have always provided transportation to and from school for all in-district students. The district will be evaluating the possibility of providing transportation services beyond the typical instructional day to address the nine hour ELO-P grant program. We have had difficulty finding and hiring qualified bus drivers. The district has provided bus certification training for new staff to attain their bus driving license.

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3. What strategies does the LEA intend to implement to ensure TK students have access to meals and adequate time to eat (for example, adding additional meal services and time in the cafeteria, offering breakfast after the bell [students pick up a breakfast and bring it to the classroom])? (Note: The LEA must continue to comply with all health and safety, state, and federal Child Nutrition Program regulations while implementing meal service)

Our District is fully committed and will continue to provide meal services for all students. We contract with a third-party food service provider which delivers freshly prepared meals a few times per week. The district strategically schedules staggered lunch times allowing our youngest students to eat first. Breakfast is available for all students before school and snack is provided for all TK/K students before morning recess.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

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?

The District will do what is feasibly possible as a small school district to prevent the displacement of our Foundations Preschool program on our campus. We recently applied for the UPK infrastructure grant to attain additional classrooms. The Liberty Board of Trustees will work collaboratively with the Foundation Board to ensure there is always adequate space to continue our successful early education program on campus.

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?

Yes

3. Does the space meet the kindergarten standards described in *California Code of Regulations*, Title 5, Section 14030(h)(2)?

Yes

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?

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Yes

5. Does the LEA's Facilities Master Plan adequately address the need for UPK programming?

Yes

6. In which of the following areas does the LEA intend to make updates to facilities?

None of the above

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

Transportation to and from the TK program

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?

Yes

Technical Assistance Questions

The CDE is collecting information on the type(s) and topics of technical assistance that LEAs need to support implementation of a robust UPK Plan and effective UPK program. This information will be used to leverage existing resources and inform future technical assistance opportunities provided by CDE partners, including COEs, to help ensure that the needs of LEAs are met.

The following questions are optional. However, unlike the recommended questions included in Focus Areas A through E, the CDE will be collecting any information that LEAs wish to provide in response to these questions via the survey that the CDE administers to collect the required data questions above.

1. What technical assistance would be most helpful related to projecting enrollment and assessing needs?

Information regarding program eligibility requirements to project enrollment numbers across programs. Data analysis to support staff with enrollment projections based on community need

2. What technical assistance would be most helpful related to the elements included in Focus Area A: Vision and Coherence?

Adjusting classroom practices to support the District's UPK model (mixed-age classrooms)

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Creating inclusive classrooms, including implementing Universal Design for Learning

Models for administrative structures that support effective UPK programs and facilitate connections with the ELO-P and non-LEA-administered early learning and care programs

Guidance on best practices for smooth transitions through the P–3 continuum

3. What technical assistance would be most helpful related to the elements included in Focus Area B: Community Engagement and Partnerships?

Support for parent surveys and engagement activities to understand parent needs and support authentic choice

Strategies for meeting the ELO-P requirements through different models of extended learning and care, including models of blending and layering funding to support the nine-hour day and ensuring developmentally-informed environments for young children

4. What technical assistance would be most helpful related to the elements included in Focus Area C: Workforce Recruitment and Professional Learning?

Creating professional learning opportunities to provide site leaders with more early childhood knowledge

Identifying the content, type, and frequency of professional learning opportunities given the need of the community and the LEA's P-3 vision

5. What technical assistance would be most helpful related to support for professional learning opportunities on specific topics?

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 math and science development (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*)

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Implicit bias and culturally- and linguistically-responsive practice

Trauma- and healing-informed practice

Creating developmentally-informed environments

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

6. What technical assistance would be most helpful related to support for specific professional learning delivery mechanisms?

Classroom observations and demonstration lessons with colleagues

Workshops with external professional development providers

Internally-delivered professional learning workshops and trainings

7. What technical assistance would be most helpful related to the elements included in Focus Area D: Curriculum, Instruction, and Assessment

Guidance and best practices on how to monitor and support curriculum fidelity in UPK settings

Guidance on how to support effective classroom organization practices and behavior management strategies to ensure a positive learning environment for a diverse population of UPK students

Guidance on instructional practices to support children with disabilities in UPK (for example, implementing Universal Design for Learning, providing specialized services in the classroom with peer models, and implementing social-emotional strategies such as the Pyramid Model) and partnerships with early learning and care providers to support services for children with disabilities

Specific instructional strategies to support specific skills including, but not limited to, children's social-emotional development and home language development

8. What technical assistance would be most helpful related to implementing hands-on, interactive, and developmentally-informed early education experiences for UPK students?

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Incorporating a balanced approach to teaching and learning that includes both child-initiated and teacher-guided activities

Using manipulatives to develop fine motor skills

Incorporating a balanced approach to teaching and learning that includes both child-initiated and teacher-guided activities

Considering the structure of the daily routine to enhance individual and group learning experiences

Creating time and space for children to develop gross motor skills inside the classroom and in the outdoor environment

Using child development knowledge to guide instructional approaches

Providing language- and literacy-rich environments

Supporting students' home language and English language development

9. What technical assistance would be most helpful related to the elements included in Focus Area E: LEA Facilities, Services, and Operations?

Making modifications to district data systems to support access to UPK assessment data and other relevant information across community and elementary school settings

Appendix I - Definitions

The following definitions are critical for UPK planning efforts. Additional terms and definitions can be found in the Guidance Document:

- **Preschool through Third Grade (P–3):** P–3 is a continuum of learning from preschool through third grade that can be supported by intentional practices at the classroom, school, and leadership levels that align curricula, assessment, and professional learning opportunities to ensure instruction builds on the knowledge and skills that children acquire as they transition across grades and settings.
- **Universal prekindergarten (UPK):** UPK refers to universal TK as well as the expanded CSPP, Head Start, and early childhood special education services that families can choose from to create rich early learning opportunities for all three- and four-year-old children during the year or two years before kindergarten. In high-needs neighborhoods, the CDE strongly encourages LEAs to consider pairing TK programs with access to Head Start and CSPP for age- and income-eligible three- and four-year-old children to further bolster program quality, either through the LEA’s own Head Start or CSPP program or via a contract partnership with a CBO that administers a Head Start or CSPP.
- **Transitional kindergarten (TK):** TK means the first year of a two-year kindergarten program, serving four-year-old children regardless of income that uses a modified kindergarten curriculum that is age- and developmentally-appropriate (*EC* Section 48000 [d]).
- **Universal transitional kindergarten (UTK):** UTK refers to the expansion of TK by 2025–26 to serve all four-year-old children by September 1 of each year, regardless of income, providing a year of rich learning opportunities the year before kindergarten that families can choose from as part of California’s public education system.
- **California State Preschool Program (CSPP):** CSPP is the largest state-funded preschool program in the nation. CSPP includes both part-day and full-day services to eligible three- and four-year-old children. CSPP provides a core class curriculum that is developmentally, culturally, and linguistically appropriate for the children served. The program also provides meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees. The program is administered through LEAs, colleges, community-action agencies, local government entities, and private, nonprofit agencies.
- **Expanded learning:** This includes before school, after-school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results-driven, include community partners, and

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complement, but do not replicate, learning activities in the regular school day and school year.

- **Expanded Learning Opportunities Program (ELO-P):** ELO-P provides funding for after-school and summer school enrichment programs for TK through sixth grade. The ELO-P is defined as services provided in addition to the normal school day and school year operations, to provide full-day and full-year expanded learning programs to meet the needs of working families whose children are enrolled in TK through sixth grade and also provide expanded learning enrichment programming for students. A full day is defined as in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day.
- **Early learning and care:** This refers to the continuum of programs serving children from birth to preschool or school entry, as well as extended care to support school-age children with before school and after-school care as well as vacation schedules. This includes general child care, Early Head Start and Head Start, community-based early learning and care programs, family child care providers, and family, friend, and neighbor care.
- **Extended learning and care:** This refers to the continuum of programs and services (early learning and care options and expanded learning options) available in addition to the normal school day and school year operations, to provide full-day and full-year care to meet the needs of working families whose children are enrolled in TK or kindergarten. A full day is defined as in-person before school or after-school programming or care that, when added to daily instructional minutes, provide no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day. Funding to support extended learning and care for children enrolled in TK includes the ELO-P and the CSPP, as specified in guidance provided by the CDE's Early Education Division. Additional subsidized care opportunities may be available to families who qualify, such as child care vouchers and the General Child Care School Age program.

Appendix II - Additional Deeper Planning Questions

This section includes optional planning questions for LEAs that are ready to develop more advanced UPK and P–3 plans.

These additional questions are designed to support the LEA’s development of a more comprehensive local UPK Plan. LEAs can also use these questions as a tool for integrating UPK into existing LEA plans such as the LCAP. LEA’s should assess their readiness to include any of these deeper planning questions in their initial planning process and reassess their readiness throughout the implementation of their UPK Plan.

Focus Area A: Vision and Coherence

1. If an LEA has a California State Preschool Plan (as part of the LEA’s application for its CSPP contract) what updates would the LEA like to make to the LEA’s program narrative to reflect implementation of TK?

The District does not have a California State Preschool Plan or program.

2. Does the LEA plan to establish, maintain, and facilitate ongoing LEA leadership teams to focus on effective P–3 articulation and coordination throughout the LEA?

The LEA will continue to maintain and facilitate frequent ongoing PLC’s and grade level collaborative meetings focused on effective P-3 articulation and coordination.

3. How will the LEA support sites in providing well-coordinated transitions for all P–3 students as they move through grade levels?

The district is committed to supporting our team and to collaboratively meet as often as necessary to assure our program is achieving the desired student supports needed. We are a small district and certificated staff meet weekly to discuss student needs.

4. How does the LEA plan to communicate the importance of the P–3 continuum across a broad spectrum of audiences (including audiences internal and external to the district)?

The District is committed to supporting our team and collaboratively meet as often as needed to ensure our program is successful. The District utilizes social-media platforms to publish information to a broad audience (Instagram and Facebook), in addition to the Parent Square application which is synced with our student information system. Parents, grandparents, guardians, and staff receive regular communication through this district-wide application system. Additionally, the school’s website is utilized to communicate information to the community.

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5. Identify the processes and tools the LEA will use to strengthen understanding of early childhood development and facilitate communication between preschool and elementary school (including TK) teachers, principals, and administrators to support P–3 alignment?

The District is committed to providing staff development as well as parent educational opportunities and resources to support students and families in understanding the complexity of childhood development.

Focus Area C: Workforce Recruitment and Professional Learning

1. What strategies does the LEA plan to employ to recruit multilingual educators to teach in dual language programs?

The District remains committed to employ and recruit highly qualified educators and staff. A priority is hiring multilingual staff. Our administrative team and human resource officer thoroughly screen applicant applications for specific qualifications and skills.

2. How does the LEA plan to assess the implementation of its professional learning structures to ensure efficacy?

The District leadership team meets frequently with our special services team to review student assessment data and determine if changes are necessary to better support students, staff, and families. Teacher input during monthly staff meetings also elicit the needs for planning professional development for staff.

Focus Area D: Curriculum, Instruction, and Assessment

8. Describe how the LEA plans to establish and maintain a coherent, culturally- and linguistically-responsive P–3 continuum to provide a strong integrated curriculum anchored in the California Preschool Learning Foundations and the *California Preschool Curriculum Frameworks*, California Common Core State Standards, and the Curriculum Frameworks.

This will be a continued priority for all partners as we implement and engage in this opportunity to reach more students at an early age. The key is to collaborate, modify and adjust as the program develops over the coming years. Review other programs and seek successful models to replicate.

9. What actions does the LEA plan to take to establish or expand multilingual programs across the P–3 continuum based on student population and family needs? (If the LEA has no plans to establish or expand multilingual programs across the P–3 continuum, identify how the LEA will evaluate these opportunities moving forward.)

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We are a small district with a low multilingual student population. The district will consider establishing a program if the need develops in the future.

10. What planning and actions are needed to accommodate a positive meal service, and how will the LEA adapt their universal meal program for TK students?

The District contracts with a third party school meal service to provide meals for all students. As enrollment numbers shift, the district will update the number of meals needed accordingly.

Focus Area E: LEA Facilities, Services, and Operations

4. Describe what changes the LEA intends to make to the LEA's Facilities Master Plan to ensure it is consistent with P-3 goals of creating seamless transitions for children and families.

The District will continue to monitor growth opportunities and consistently monitor the quality of our facilities and the learning environment we are providing to our students and staff. The district utilizes the yearly facilities FIT program with the COE to report and plan for any projects that need to be addressed. The district has implemented COVID-19 safety procedures and cleaning standards to ensure and safeguard a healthy environment for all staff and students.

5. Identify how the LEA plans to ensure TK students are included in all provisions of Multi-Tiered Systems of Supports (MTSS) and, when necessary, special education instruction, with an emphasis on early intervention and inclusion practices to address supports and least restrictive environments.

The District has implemented a MTSS model in all grades to include TK. Our Foundation preschool program has also been included in this model. The delivery service method for intervention and special education students have been in the least restrictive environment (general education classroom). Students requiring additional support are either pulled to a separate classroom to receive specialized services for 30 minutes daily, or a specialist will go into the general education classroom to work with the student. A learning lab is available for small-group instruction to all tier II students. An Intervention Resource Classroom (IRC) is on campus for students who need support from a clinician, counselor, or behavior specialist. IRC staff will also assist students in the general education classroom as well, dependent upon the individual student's needs.

6. Identify any modifications the LEA intends to make to the Student Information System (SIS) and the assessment data system to ensure teachers and administrators have access to data from preschool through third grade.

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The District utilizes Aeries SIS as a provider. Our currently TK program is supported by Aeries which is aligned with CALPADS reporting requirements. Aeries includes a parent portal to support communication between parents and teachers regarding student academic progress and social emotional needs.