San Bernardino County Superintendent of Schools

Transforming lives through education

Universal Prekindergarten Joint Plan for Implementation



San Bernardino County Superintendent of Schools 2022-2023

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Transforming lives through education

California's Prekindergarten Through Third Grade Vision

California will provide a strong and early start to education for all children with high-quality, joyful, developmentally informed, inclusive, and rigorous prekindergarten (pre-K) through third grade (P-3) learning opportunities—beginning with equitable access to universal prekindergarten (UPK). (Source: Universal Prekindergarten Planning and implementation Guidance, Volume 1, CDE, 2022.)

Our Mission

The mission of San Bernardino County Superintendent of Schools is to transform lives through education. Working in collaboration with school districts, other agencies, families and our community partners, we provide leadership, advocacy and services to ensure innovative, inspiring educational practices. This endeavor is essential to the quality of life and economic vitality of our communities.

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 (K) 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. (Source: Universal Prekindergarten Planning and Implementation Grant Program-County Offices of Education Countywide Planning and Capacity Building Template, CDE, 2022.)

Focus Area A: Vision and Coherence

San Bernardino County Superintendent of Schools (SBCSS) fully supports the vision for universal prekindergarten (UPK) described on page 4 of the *Master Plan for Early Learning and Care* which states "that all California children thrive physically, emotionally and educationally in their early years, through access to high-quality early learning and care resources; equitable opportunities for the workforce that advance equitable outcomes for children; and greater efficiencies to the state today and every day through structures for continuous improvement." In an effort to transform lives through education, SBCSS is committed to identifying and prioritizing the individual needs of young children and their families through collective impact partnerships that champion a mixed-delivery system for UPK.

SBCSS will engage the following partners in a provision of service that extends transitional kindergarten instructional time to the full day as identified and requested to meet the needs of families. Early learning and care partners that may be engaged in exploring a mixed delivery system include but are not limited to: California State Preschool Program (CSPP), Head Start, Early Head Start, Family Child Care Centers (FCC), Family, Friends and Neighbors (FFN), private centers, community-based organizations (CBO), and expanded learning partners.

To support and monitor the UPK program and facilitate connections with the ELO-P and other early learning and care programs, SBCSS will create and implement an internal structure to provide oversight and guidance of the UPK program for the full day. The district team will engage with the county office of education for technical assistance and implementation support. In addition, the SBCSS team will support site individuals, teams, and/or departments with planning and implementation processes.

Key individuals that will be responsible for implementing UPK will include the following:

- Education Support Services branch
- Learning Systems and Support department
- Early Learning and Development team
- Early Education team
- Expanded Learning team
- Maintenance, Operations and Transportation department
- Human Resources department
- Student Services branch
- Curriculum, Instruction, Academic Achievement department
- Multilingual Education team
- LCAP Support and Advisory Services department
- Early Learning and Care partners

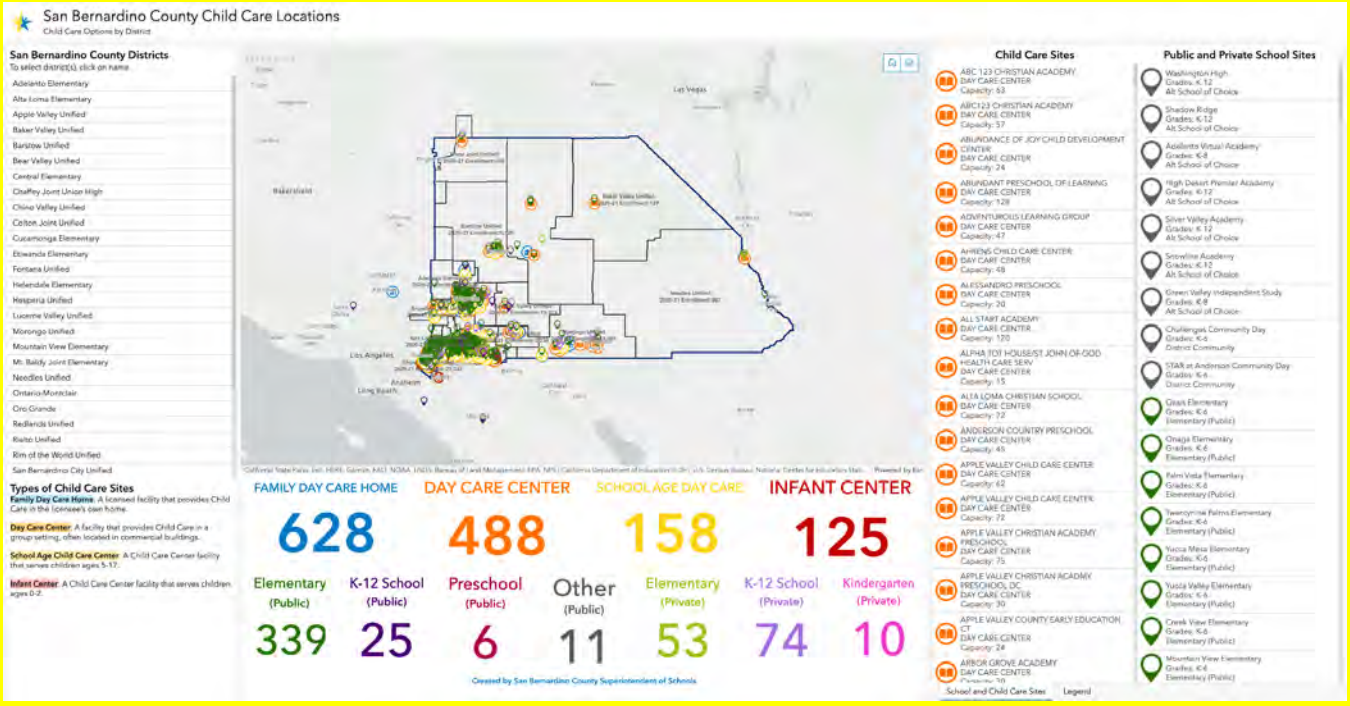
In order to ensure UPK leadership is integrated into the decision-making process, a minimum of one UPK representative will be included in cabinet meetings. A communication process will be developed to share progress and needs across districts and sites to support the local decision making process. Communication protocols that will be used to increase

efficiency and transparency include but are not limited to: structured meetings, engagement of partners and stakeholders, and regular communication through a variety of methods.

The identification of UPK goals and outcomes will be aligned to data driven priorities in the Local Control Accountability Plan (LCAP) and leverage a similar partnership engagement process to ensure input is gathered to support the planning and implementation process.

To ensure the inclusion of students with disabilities, SBCSS will partner with Special Education Local Plan Area (SELPA) teams as well as students' Individual Education Plan (IEP) teams. SBCSS will engage in the development of a continuum of support to engage every child in developmentally informed instruction in the least restrictive environment to ensure equity and access to early learning and care through universal transitional kindergarten.

The SBCSS UPK Implementation team created a Geographic Information System (GIS) map that includes details for early learning and care partners in each school district in San Bernardino County which allows LEAs to identify the locations and contact information for potential partners. The county office of education will also convene and facilitate new partnership introduction meetings and leverage additional opportunities to engage ELO-P and early learning and care partners in district and school-based stakeholder engagement meetings (e.g. SSC, ELAC, DELAC, LCAP Advisory, PTA, etc). See map below.



[SBCSS Child Care GIS Map]

Throughout the County of San Bernardino, a variety of service delivery models are being explored. Family and community input is collected regarding the following options: TK offered at some or all sites, TK stand-alone classes as well as in combination with

kindergarten, California State Preschool Program (CSPP) and locally funded preschool classes, stand-alone CSPP and/or stand-alone Head Start classes.

It is the discretion of the LEA to design a program that is most responsive to the needs of their children and families. There are many factors that will determine how the LEA will implement UPK for all four-year-old children some of which include but are not limited to student enrollment projections, proximity to early learning providers, transportation feasibility, onsite opportunities to provide ELO-P, facilities, etc. SBCSS will support LEAs in this development process through a variety of technical assistance methods.

LEAs in San Bernardino County will determine how to best integrate a mixed delivery model into their universal prekindergarten system. Considerations may include expansion of or application for a CSPP contract as well as relinquishing or reducing CSPP services. Data-informed decisions that take into consideration the needs of families and will emphasize the ages of children that may be served including three-year-olds, four-year-olds in TK, and four-year-olds in early admittance TK will be championed by SBCSS throughout the technical assistance period.

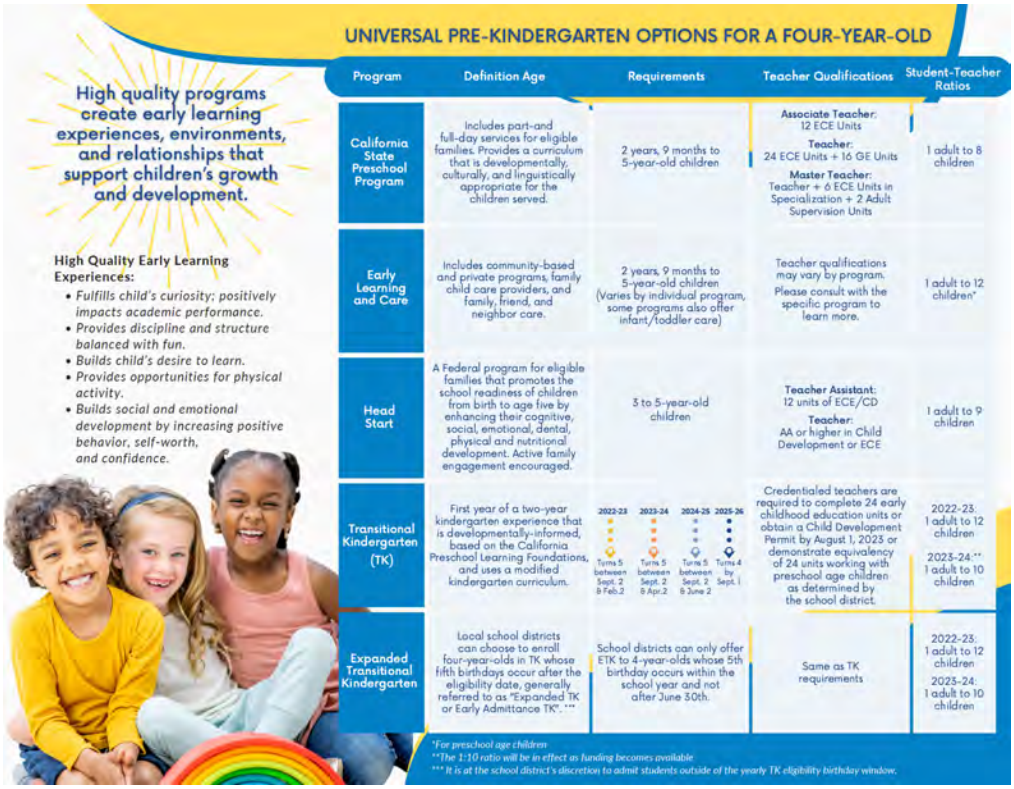
Focus Area B: Community Engagement and Partnerships

SBCSS's UPK Plan cultivates and prioritizes the needs of families through the development of an early education system. Relationships with parents and families are fostered through transparent engagement, community partnerships and strategic communication efforts which provide opportunities for authentic input. Parental choices are shared via various platforms including but not limited to print resources, digital platforms and public forums.

To promote and support a mixed delivery system, SBCSS will consistently engage with early learning and care partners through professional convenings such as networks created and designed explicitly for intentional partnership development. Input will be gathered through various methods including but not limited to meetings, open forum discussions, surveys, and digital response boards.

SBCSS will meet directly with representatives from local Resource and Referral agencies (R&Rs), Local Planning Council (LPC), and other early learning and care partners to develop co-created resources designed to educate and inform parents and families of the options available for their children as well as to share information regarding programmatic details and locations. (See UPK Family Guide below.) SBCSS will continue to share UPK Plan progress with partners in network meetings as well as in public forums such as LPC. Open and consistent communication will be emphasized throughout the process to support parents in making informed choices that best fit the needs of their children and families.





[UPK Family Guide]

In addition, SBCSS will collaborate with local SELPAs to expand educator capacity to serve children with disabilities and provide access to needed professional learning opportunities through a variety of modalities including but not limited to asynchronous learning via learning management systems (e.g. Canvas), virtual and/or in-person webinars, and continuous improvement coaching. SELPA representatives may be invited to participate in early learning professional convenings such as networks and public forums (e.g. LPC). SELPA input may be requested throughout the development and implementation of the UPK plan.

SBCSS will explore ways to provide families with access to a minimum of nine hours per day of programming through the development of Expanded Learning Opportunities Program ELO-P. Students may have access to extended learning opportunities before school, during school hours in a mixed delivery system and/or after school hours through a partnership with local expanded learning providers. Funds to be used may include but not be limited to UPK Planning and Implementation, CSPP Expansion, ELO-P, and may be braided to fiscally support a nine-hour school, summer and/or intersession day.

To gain public input, LEAs in San Bernardino County Superintendent of Schools has engaged a variety of community partners in multiple ways, including but not limited to the following: Parent Teacher Association, family or parent surveys, English Learner Advisory Committee (ELAC), District English Learner Advisory Committees (DELAC), Special Education Local Plan Area (SELPA), School Site Council, District Advisory Committee, LCAP educational partners input sessions, Tribal Community input session, cohosted events with community-based organizations (CBOs), hosted meet-and greets with the early learning and care community, LPC meetings, local Quality Counts California (QCC) consortia meetings, First 5 County Commission meetings, Community advisory committee (CAC), Head Start Policy Council meetings, collaboration with parent engagement centers, etc.

In an effort to provide families with access to a minimum of nine hours per day of programming, SBCSS will consider partnering with expanded learning programs on LEA and/or CBO sites, CSPPs on LEA and/or CBO sites, LEA or locally funded preschools, Head Starts, and LEA preschools funded with Title I funds.

Focus Area C: Workforce Recruitment and Professional Learning

SBCSS will offer recruitment webinars to educators in LEAs as well as in early learning and care agencies. A strategic communication plan will be developed to share information through a variety of outlets that may include but not be limited to professional convenings such as networks, social media platforms, partnership agency convenings such as LPC, and institutes of higher education. Employment opportunities may be offered through professional databases such as Ed Join and publicized through LEA communication portals.

Coordinated efforts to collaborate with early learning providers on joint professional learning opportunities will be integrated into the SBCSS UPK Plan. Dual capacity professional learning and/or coaching for teachers, paraprofessionals and providers will be modeled for

LEAs and supported by SBCSS through the professional offerings in the SBCSS Menu of Services as well as the California Workforce Registry.

Teachers, paraprofessionals, and administrators will be eligible to participate in SBCSS professional learning. Early educators in CSPP, LEA-based preschools, transitional kindergarten and kindergarten classes will be supported by SBCSS through professional learning.

Professional learning content may include but not be limited to:

- 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) 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

Delivery of professional learning may include but not be limited to:

- 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
- Partnerships with local QCC professional learning in CSPP settings
- In mixed groupings (for example, TK and CSPP teachers)

SBCSS will support the development of a local task force at the district level which will include the following members at minimum: early education lead, curriculum lead, TK lead, K-3 representation, special education lead, and multilingual lead. Parent and family representation on the team will also be highly encouraged to encourage family engagement in the planning and implementation process.

The following strategies will be considered to support diverse and effective prospective **TK** teachers, including multilingual educators, to meet the requirements under *EC* Section 48000(g)(4):

- 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
- Provide information on scholarship and grant opportunities to CSPP and other staff interested in providing extended learning and care services
- Apply for workforce development funding and competitive grant opportunities from the CDE
- Provide a stipend for tuition and fees for coursework leading to a Multiple Subject Teaching Credential
- Provide advising on credential requirements and options for how to meet these requirements

The following strategies will be considered to support diverse and effective prospective **TK** teachers, including multilingual educators, to meet the requirements under *EC* Section 48000(g)(4):

- Partner with a local IHE offering eligible early childhood education or childhood development coursework
- Provide information on scholarship and grant opportunities
- Apply for workforce development funding and grant opportunities
- Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree
- Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit
- Provide advising on requirements and how to meet the requirements

The following strategies will be considered to support diverse and effective prospective **CSPP** teachers, including multilingual educators, to obtain a Child Development Teacher Permit:

- Partner with a local IHE offering eligible early childhood education or childhood development coursework
- Provide information on scholarship and grant opportunities
- Apply for workforce development funding and grant opportunities

The following child observational assessments will be considered for professional learning opportunities to TK, CSPP, and other early education teachers during the 2022–23 school year:

- Ages & Stages Questionnaire (ASQ)
- BRIGANCE Early Childhood Screen
- Desired Results Developmental Profile (DRDP)

- Developmental Reading Assessment (DRA)
- LEA-based, grade level benchmarks and a report card
- Teaching Strategies GOLD (TS GOLD)
- Work Sampling System (WSS)

The following topics will be considered for professional learning opportunities 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

SBCSS will research and support the development or selection of curriculum that aligns with the *California Learning Foundations* and *California Preschool Curriculum Frameworks*. Curriculum components will be reviewed to determine the effectiveness of supporting all learners including multilingual learners and students with disabilities. Care will be taken to identify the incorporation of Universal Design for Learning (UDL) principles, developmentally informed, culturally and linguistically responsive assessments, and social-emotional learning and executive function support.

The intended timeline for curriculum implementation will begin during the 2022-2023 school year and will encourage input and direct involvement of UPK educators. Processes that will be used may include but not be limited to: curriculum fair for community members and educators to review possible resources, task force that includes early educators to determine possible curriculum for piloting, volunteer early educators to use curriculum with students, and rubrics to evaluate materials. After the vetting process has been completed, a list of curriculum options will be shared and presented to the Board for approval according to local

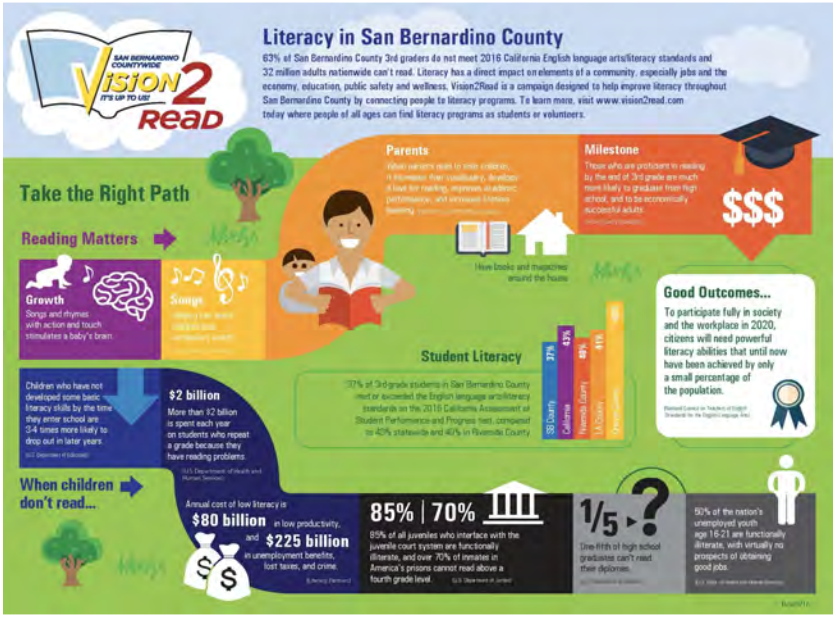
policy. To ensure curriculum fidelity, educators and associates may be provided with professional learning and follow-up coaching focused on effective use of adopted materials.

SBCSS will support successful learning and joyful experiences for all students through the implementation of Multi-tiered System of Support (MTSS). Support for educators may include but not be limited to: Universal Design for Learning (UDL), Positive Behavior Intervention and Support (PBIS), social emotional learning/Center for Social Emotional Foundations in Early Learning (SEL/CSEFEL) Pyramid Model, research- and evidence-based classroom management and student engagement strategies, and developmentally-informed practices such as play as a context for learning. Support may include synchronous and asynchronous professional learning, continuous improvement coaching and/or communities of practice.

In order to integrate UPK into the school site system, SBCSS will ensure early educators are actively engaged in professional learning, decision-making and feedback cycles as appropriate. UPK representatives will be included in school wide initiatives and system development and/or refinement such as MTSS, UDL and schoolwide PBIS. UPK representatives may also be included on the site-based decision making team as appropriate.

SBCSS will support educators with professional learning emphasizing equitable access for students with disabilities through inclusive practices. An intentional focus on supporting students' learning and development by incorporating UDL principles and proactively removing barriers through the adaptation of instructional materials and classroom environments will be applied to professional learning and educator support. Educators will be encouraged and supported to build capacity around creating inclusive environments for all students.

SBCSS will highlight and encourage culturally and linguistically responsive practices to support multilingual learners and students and families from diverse communities. An emphasis will be placed on students' English acquisition as well as the maintenance and continued development of home languages. Countywide resources that support early literacy skills and oral language development may include but not be limited to Footsteps2Brilliance, a free bilingual, digital literacy platform, and will be shared in support of the Countywide Vision2Read initiative (see infographic below).



SBCSS will utilize a variety of assessment tools to determine next steps for instruction of dual language learners. Tools may include but not be limited to: observations, anecdotal records, work samples, Desired results Developmental Profile (DRDP), Ages and Stages Questionnaires (ASQ), Phonological Awareness Literacy Screening (PALS), and locally developed formative assessments.

In planning for language support for TK and CSPP students, SBCSS will consider the following delivery models:

- Dual language program with a language allotment of 50/50
- Dual language program with a language allotment of 90/10
- Dual language program with a language allotment of 80/20
- Dual language program with a language allotment of 70/30
- English-only instruction with home-language support

The methods under consideration 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 include:

- Provide training for staff on the Center on the Social Emotional Foundations for Early Learning (CSEFEL) Pyramid Model
- Implement the CSEFEL Pyramid Model in the classroom
- 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)
- 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

The instructional practices being considered for implementation to support children with disabilities in UPK programming include but are not limited to:

- 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
- Implement social-emotional strategies, such as the Pyramid Model, CSEFEL, and others
- Provide additional staff to support participation in instruction

SBCSS is considering the following assessments to use in TK or kindergarten:

- ASQ,
- BRIGANCE Early Childhood Screen,
- DRDP,
- DRA
- LEA-based grade level benchmarks and report card
- TS GOLD
- WSS

Focus Area E: LEA Facilities, Services, and Operations

SBCSS will ensure the safety of younger children by complying with health and safety regulations that meet the kindergarten facilities standards described in the California Code of Regulations. Modifications to systems and facilities will be assessed and planned accordingly. Shared spaces and successful implementation of coordinated services will also be reviewed, planned for and completed. Clearly articulated expectations will be communicated to all students, families and staff members regarding interactions between children of all ages. Integration of the younger students into the school campus will be planned for and addressed in school wide programs such as Positive Behavior Intervention and Support (PBIS).

SBCSS will determine the number of students being served by UPK that require transportation. The current and projected number of children needing transportation will allow for strategic planning to support transportation. Local funding as well as grant opportunities will be explored to develop a multi-year plan for transportation.

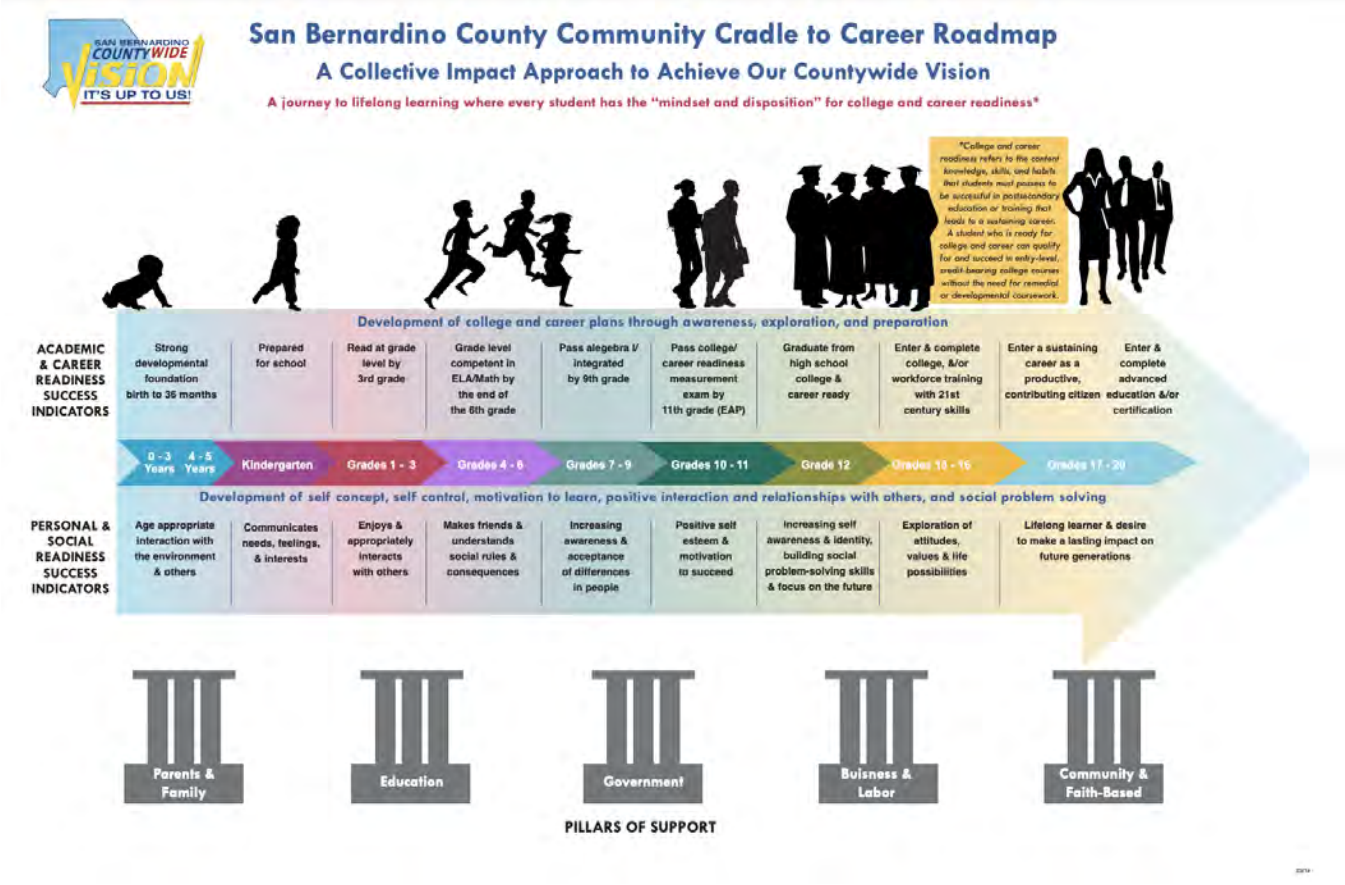
Access to meals and adequate time for eating will be ensured by providing all students with free breakfast and lunch as well as incorporating early learners into the daily lunch schedule. The cafeteria manager and staff will be key in providing ample support to young children when selecting foods, carrying trays, and maneuvering through the designated eating area(s). SBCSS will continue to comply with all health and safety regulations, including those identified in the Child Nutrition Program.

SBCSS will continue to engage early learning and care partners and agencies to design a mixed-delivery model that will provide families with options for UPK that best fit their needs. Whenever feasible, early education programs, both LEA-administered and non-LEA administered, will be considered and integrated into the UPK system.

SBCSS will support LEAs in determining if classroom space meets the projected enrollment of TK students listed in the Projected Enrollment and Needs Assessment section of the UPK plan. LEAs will also determine whether the space designated for TK meets the kindergarten standards described in *California Code of Regulations*, Title 5 Section 14030(h)(2). LEAs will also assess the necessary adaptive equipment, assistive technology, and other accommodations needed to ensure children with disabilities have access to education in the least restrictive environment. The LEA's Facilities Master Plan will also be reviewed to determine if it adequately addresses the need for UPK programming, as well as areas that require updates including but not limited to turfed area, paved area, apparatus area, land required for buildings and grounds, and total square feet required.

Transportation will also be considered for TK students. Options being considered include transportation to and from the TK program, transportation to and from the TK program to an extended learning and care opportunity at another LEA site or a non-LEA site. Upon review of input from families and the needs identified, SBCSS will continue to explore options for transportation of TK students.

San Bernardino County Superintendent of Schools supports the statewide vision of providing all children with early learning experiences that will ensure positive student outcomes in prekindergarten through third grade. Through the planning and implementation of universal prekindergarten, SBCSS continues to emphasize early education in its quest to provide children and families opportunities to meet and exceed both academic and personal-social success indicators from cradle to career.



[San Bernardino County Superintendent of Schools Cradle to Career Roadmap]

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