



Berkeley Unified School District
BSEP & Educational Services Departments

**Early Childhood
Education
BSEP School Enrichment Fund
Plan**

2015 – 2016

**The Single Plan for Student Achievement 2015-2016
Berkeley Child Development Program**

School Site Information:

Berkeley Unified School District Child Development Program
C/O King CDC
1939 Ward St.
Berkeley, CA 94704

Summary of School Goals:

The BUSD Pre-K program is dedicated to meet the goals for the Local Control Accountability Plan (LCAP), 2020 Vision, and ensuring all students attending Berkeley Schools have access to high quality preschool programs and services. We are committed to supporting all students through the development of a Response to Intervention and Instruction (RtI²) at the Pre-K level to identify and support each students' unique needs. We are also committed to continuing communication between the pre-K program and families and the BUSD school sites, between pre-K teachers and BUSD kindergarten classroom teachers in an effort to better support the transitional years between pre-K and Kindergarten. Finally, in our efforts to ensure access to foundational knowledge we will provide all students with experiences such as access to the pre-K book bag program, at least two experiential field trips that supports the pre-K Learning Foundations, and sharing information about the developmental level of the students with the BUSD kindergarten teachers.

School Governance Committee

Name	Site Rep	Parent/Staff
Alma Romero	Franklin	Parent
Patricia Gonzalez	Franklin	Parent
Maura Blanco	Franklin	Staff
Moshe Cohen	Hopkins	Parent
Michael McLaughlin	Hopkins	Staff
Lupe Mora	Hopkins	Staff
Nicole Chabot	King	Parent
Bonita Walker	King	Staff
Maria Carriedo	All	Staff

Assurances:

The School Governance Council recommends this School Plan and its related expenditures to the District governing Board for approval, and assures the Board of the following:

1. The School Governance Council is correctly constituted, and was formed in accordance with District governing Board policy, state law, and local statute.
2. The School Governance Council reviewed its responsibilities under state law (including the Brown Act), local statute (the Berkeley Public Schools Educational Excellence Act of 2006), and District governing board policies.
3. The School Governance Council members do not have conflict of interest in making budget decisions regarding these categorical school funds. No one sitting on the School Governance Council stands to benefit financially from any decision of the Council.
4. The School Governance Council sought and considered all recommendations from the following groups or committees, before adopting this Plan:
 - School Governance CouncilThe School Governance Council also reviewed the results of the annual School Governance Council survey in the development of the plan.
5. The School Governance Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies, the Local Improvement Plan, and the Berkeley Schools Excellence Program local tax measure.
6. This school plan is based upon a thorough analysis of student academic performance, as well as other benchmarks of student achievement. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance by addressing the needs of the whole child.
7. This school plan was adopted by the School Governance Council on April 23, 2015.

Signatures:



Nicole Chabot, SGC Chair



Maria Carriedo, Administration

School Profile

Berkeley Child Development Center (CDC) serves more than 400 students from Berkeley and surrounding communities. Approximately 20% of BUSD pre-school students qualify and participate in our Head Start Program. About 57% of our students are in our 6.5 hour or extended day program and 43% of our students participate in our half-day program and integrated program, 3 hours to 3 ½ hours. Included in the above enrollment we serve students by the state funded Child Development Funds, approximately 50 students participate in BUSD Special Education program in a variety of settings including full inclusion and integrated classes.

Berkeley CDC is housed at THREE campuses in three distinct areas of the city. Hopkins CDC is located in the central areas of Berkeley, King CDC is located to the South and Franklin to the West. Students arrive at our campuses from all areas of Berkeley, Oakland, Richmond, and beyond. Typically, every classroom serves 24 students in order to meet our funding requirements.

Program Philosophy and Vision

We believe that quality preschool is vital for all children. The BUSD Early Childhood Education Department provides preschool programs that nurture young children's physical, cognitive, social and emotional development, as well as develop kindergarten school readiness skills, empower families and respect the cultural and linguistic diversity and unique characteristics of our families.

The vision of Berkeley Unified School District Child Development Programs is through teacher and parent collaborations we strive to promote child-centered play and learning in all aspects of their development. Our students will leave preschool as confident, caring, responsible, and eager children who enjoy school and are ready to participate in all life experiences and environment.

Performance Goals

1. Strategies to Promote Student Success - All students will receive the academic, social and emotional support services they need.
2. Academic Achievement - All students will demonstrate developmentally appropriate growth in literacy and mathematics, and English learners will demonstrate at least one year of progress toward English fluency.
3. Partnerships with Families and Community/Cultural and Linguistic Responsiveness - Students and their families will feel respected, welcome and connected to their schools.

Needs Assessment Components/Description of Barriers and Related School Goals

In assessing actions necessary to continue meeting the 2020 Vision for BUSD and now the new Local Control Accountability Plan, BUSD has determined that communication must carry on about students who are entering Kindergarten. More than 60% of the children leaving BUSD pre-schools attend kindergarten or transitional kindergarten in BUSD. While they represent only 15% of the entire BUSD Kindergarten population they are among the higher number of children of: children of color, low income children and children with special needs, when compared to the population of Berkeley's public elementary schools.

In assessing actions necessary to meet the 2020 Vision, new Local Control Accountability Plan, and our family needs, BUSD has determined that the preschools should continue to invest in the successful RtI² program at the preschool level to better identify needs of Pre-K students early. Early intervention has been proven as the most effective approach (in terms of cost and outcomes) to achieving positive educational outcomes.

Continuing to implement RtI² at the BUSD preschools is important since the BUSD preschools have a higher number of: children of color, low income children, and children with special needs when compared to the population of Berkeley's public elementary schools.

Among others, the California Department of Education has determined the following developmental areas to be important for pre-K children. All of these areas are assessed by CDE's DRDP-R: Taking turns, following complex instructions, curiosity and initiative, engagement and persistence, interest in literacy, memory and knowledge, socio-dramatic play, phonological awareness, gross motor movement, fine motor skills, balance, understanding health elements of a lifestyle. Although the classroom offers many opportunities to develop in these areas, the teachers and parents feel that outside specialists in the area of performing arts and field trips would broaden the experience of the children, helping them to grow. Furthermore, most private schools offer these services and to "level the playing field" with private preschools, the SGC felt it important to also offer these programs to Berkeley Public preschool students.

Planned Improvements in Student Performance

Goal 1: Strategies to Promote Student Success: All students will receive the academic, social, and emotional support services they need. Staff will carry forward the preschool RtI² process that utilizes DRDP-R, ASQs, Head Start, Special Education Assessment and other existing data to better serve the educational needs of every student. Through assessment and data analysis at the RtI² meeting we are able to provide accurate support for the classroom whole group and/or small group settings and/or direct individual services for specific children. In addition, improving teacher communication about students transitioning to Kindergarten or Transitional Kindergarten so that BUSD preschool students have a more positive outcome in elementary school.

1.2 Use Second Step competencies to measure social-emotional progress.

1.3 Reduce the total number of days out of class for behavioral issues by 5% annually, and reduce the percentage of African-Americans who are sent home by 5% annually through RtI².

Means of evaluating progress:

Annual evaluation via DRDP-R data collection, Kinder-Readiness Snapshot, and RtI² data

Expenditures for this goal:

Compensation for teachers to do additional assessments and completion of Kinder Readiness forms, substitute teachers so teachers can attend meetings, and hourly pay for coordination of RtI²

Specific Actions

Actions	Budget	Fund
On the dates that ALL DRDP copies and summary form is due (fall and spring), Head Start will receive all DRDP data so that it can be put into the data system and results will be shared with preschool teachers. <i>Responsible Party: Principal, teachers, Pamm Shaw</i>		
On a monthly basis review attendance reports to make sure we are meeting our goal with enrollment for each child. <i>Responsible Party: Secretaries, teachers, CDC Principal</i>		
By mid-April and August BUSD will obtain the name of the elementary school that each child planning to enter Kindergarten or Transitional Kindergarten in Fall 2015 will be attending. <i>Responsible Party: CDC Principal</i>		
By June 17, 2016, a transitional IEP meeting for all children turning 5 and deemed ready for Kindergarten or Transitional Kindergarten shall be held for 100% of students receiving special education services from BUSD. The Full Inclusion teacher at the elementary school at which she/he shall attend shall participate in the IEP meeting in 100% of meetings. <i>Persons Responsible: SPED Director with support from Elementary and Preschool Principals</i>		
By May 27, 2016, Individuals Teachers shall fill out the Kindergarten Snapshot form for each child attending Kindergarten or Transitional Kindergarten in the Fall. (Kinder Readiness Checklist) <i>Responsible Party: Classroom Teachers</i>	\$1,200 Teacher Hourly	Head Start
By Aug. 22, 2016, Kindergarten Snapshot Form for each preschool child entering Kindergarten or Transitional Kindergarten in the Fall will be forwarded to the Principal of each individual BUSD school where students will attend. <i>Responsible Party: CDC Principal</i>		
During the 2015/16 BUSD shall continue the RtI ² preschool program. Members include the site coordinator of all three preschool sites RtI ² team, at least one special education teacher, general ed. teacher, administrative coordinator, and Head Start family advocates. <i>Persons Responsible: Principal, Coordinator, administrative coordinator</i>	\$14,469 Contract	BSEP
	\$12,531 Contract	Title I

Goal 2: *Increase the academic achievement of all students:* All students will demonstrate developmentally appropriate growth in literacy and mathematics, and English learners will demonstrate at least one year of progress toward English fluency.

2.1 Increase the percentage of students demonstrating developmentally appropriate growth in literacy and mathematics by 5% annually using the Desired Results for Developmental Profile (DRDP).

2.2 Increase the percentage of English Learners who demonstrate annual progress in speaking and listening on the Desired Results for Developmental Profile (DRDP).

Means of evaluating progress:

Monthly planning includes differentiating/individualizing for each child according to their level and progress

Expenditure for this goal:

Grants for classroom projects to support student learning at different levels

Specific Actions:

Actions	Budget	Fund
By March 23, 2016, each class should submit a proposal for a class project to get instructional materials to support proposed project, up to \$300 per class and if the half day program has a project with consumables they can get up to \$600. This project needs to facilitate development of our preschoolers and to be approved by the principal. Person responsible: Classroom teachers and Principal	\$6,000 Materials	BSEP

Goal 3: Partnerships with families and community/cultural and linguistic responsiveness: Students and their families will feel respected, welcome and connected to their schools.

Means of Evaluating Progress:

Annual evaluation of participation by all teachers and students in provided enrichment activities and number of books checked out by students annually

Expenditure for this goal:

Consultants to provide visual and performing arts classes for students, busses and entrance fees for field trips, and book lending program

Specific Actions:

Actions	Budget	Fund
<p>By September, 2015, the BUSD Preschools shall begin a 25 minute class in each classroom of enrichment class, movement, sports, outdoor games, social/emotional skills development, dramatic play, phonological awareness, visual art, and/or gross/fine motor skill development. Instructional specialist or outside contractor shall be hired to lead the students in activities which may include areas such as: music, theater, dance, physical activities, & art. Programs chosen must show how they are connected to meeting the DRDP-R objectives and contractors must demonstrate that connection in responding to a District call for proposals. <i>Person Responsible: Principal</i></p>	\$7,704 Enrichment Contract	BSEP
	\$11,232 Contract	BSEP
<p>By September, 2015, the BUSD Preschools shall begin a 45 minute gardening class. To make sure every class continues to receive garden enrichment 0.1408 FTE will be funded to complete a 0.50 FTE for three preschools</p>	\$11,895 .1408 FTE Garden	BSEP
<p>By January 4, 2016, 100% of children shall be enrolled in the BUSD lending book program. All participants shall have taken home and returned a book at least 15 times by June 17, 2016. <i>Person Responsible: Book bag assistants, Principal</i></p>	\$15,000 Hourly	BSEP
	\$1,000 Materials	BSEP
<p>By June 17, 2016, 75% of children shall have a Berkeley Public Library card and go visit a public library with their class at least once. <i>Person Responsible: Classroom Teacher</i></p>		
<p>By June 17, 2016, each classroom shall participate in at least two field trips on a school bus, one universal fieldtrip and at least one more fieldtrip within the classroom budget allotted per class. One fieldtrip should be in Berkeley and the second fieldtrip should be outside of Berkeley. Field trips shall enhance development of the children in at least one area identified in the DRDP. Field trips may include: Oakland Zoo, Oakland Children’s Fairyland, Berkeley Little Farm, Berkeley Adventure Playground <i>Persons Responsible: Classroom Teachers</i></p>	\$9,450 Transportation	BSEP
	Cost for Admissions in Carryover	BSEP

Summary Budget

Goal 1: *Strategies to Promote Student Success:* All students will receive the academic, social, and emotional support services they need. Staff will carry forward the preschool RtI² process that utilizes DRDP-R, ASQs, Head Start, Special Education Assessment and other existing data to better serve the educational needs of every student. Through assessment and data analysis at the RtI² meeting we are able to provide accurate support for the classroom whole group and/or small group settings and/or direct individual services for specific children. In addition, improving teacher communication about students transitioning to Kindergarten or Transitional Kindergarten so that BUSD preschool students have a more positive outcome in elementary school.

Actions	Budget	Fund
Individuals Teachers shall fill out the Kindergarten Snapshot form for each child attending Kindergarten or Transitional Kindergarten in the Fall. (Kinder Readiness Checklist)	\$1,200 Teacher Hourly	Head Start
BUSD shall continue the RtI ² preschool program. Site coordinator of all three preschool sites and provide Mental Health services.	\$14,469 Contract	BSEP
	\$12,531 Contract	Title I

Goal 2: *Increase the academic achievement of all students:* All students will demonstrate developmentally appropriate growth in literacy and mathematics, and English learners will demonstrate at least one year of progress toward English fluency.

Actions	Budget	Fund
Materials for classroom projects (Potential for double proposal for ½ day class if project includes consumables)	\$6,000 (\$300/class)	BSEP

Goal 3: *Partnerships with families and community/cultural and linguistic responsiveness:* Students and their families will feel respected, welcome and connected to their schools.

Actions	Budget	Fund
Provide enrichment classes through a contract for specialized projects	\$7,704	BSEP
Contract with outside agencies to provide a program that offers strategies for problem solving, creative sports, outdoor activities, physical movement, and social/emotional skills for all pre-K classrooms	\$11,232 Contract	BSEP
Provide garden class with a .1408 FTE to complete a .50 FTE for all three preschools	\$11,895	BSEP
Hourly wages for book bag clerks	\$15,000	BSEP
Materials and additional books for book bag program	\$1,000	BSEP
Transportation for all classrooms for one internal (Berkeley) field trip and one external field trip for all classrooms	\$9,450	BSEP
Unallocated Reserves	\$1,680	BSEP
TOTAL TITLE I	\$12,531	
TOTAL BSEP	\$78,430	

Plans for our 2015-2016 Carryover

Actions	Budget	Fund
Entrance fees for 2 field trips for each student	\$7,550 (\$7.50 per child x2 fieldtrips)	BSEP
Rtl Tier II	\$22,000	BSEP

