

Berkeley **PUBLIC SCHOOLS**

Berkeley Unified School District
BSEP & Educational Services Departments

Early Childhood Education BSEP School Enrichment Fund Plan

2018 - 19

**The Single Plan for Student Achievement 2018-2019
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 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 TK/kindergarten classroom teachers in an effort to better support the transitional years between pre-K and TK/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 TK/kindergarten teachers.

School Governance Committee

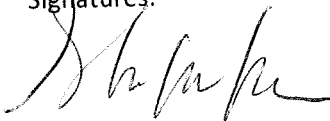
Name	Site Rep	Parent/Staff
Kunchalee Pumkajohn	Franklin	Parent
Maria Garcia	Franklin	Parent
Deborah Thies	Franklin	Staff
Kathleen Rupley	Franklin	Staff
Liz Gonzalez	Hopkins	Parent
Guadalupe Mora	Hopkins	Staff
Sade Green	King	Parent
Bonita Walker	King	Staff
Maria Carriedo	All	Staff
Isabelle McDaniel	All	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 May 1, 2018.

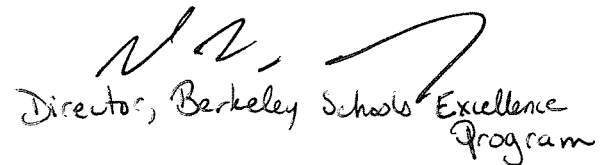
Signatures:



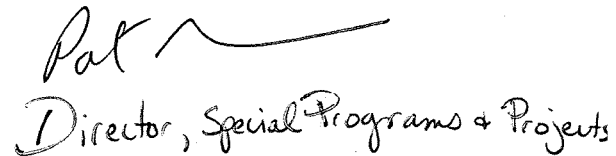
Maria Garcia, SGC Chair




Maria Carriedo, Administration



Director, Berkeley Schools Excellence Program



Director, Special Programs & Projects



Associate Superintendent, Educational Services

School Profile

Berkeley Child Development Center (CDC) serves more than 380 students from Berkeley and surrounding communities. Approximately 20% of BUSD pre-school students qualify and participate in our Head Start Program. About 60% of our students are in our 6.5 hour or extended day program and 40% 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. High Quality Instruction and Strategies to Promote Student Success - All students will receive the academic, social, and emotional support services they need.
2. Safe and welcoming positive school climates - All students will be safe at the preschool level and feel welcome. The whole community will continue to promote PBIS strategies developed on a regular basis.
3. Culturally and linguistically responsive systems with 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 the Local Control Accountability Plan, BUSD has determined that communication must carry on about students who are entering Kindergarten. About 30% of the children leaving BUSD pre-schools attend kindergarten or transitional kindergarten in BUSD. While they represent only 12% 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, 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: 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 enrichment 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: High Quality Instruction and 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, 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.

Means of evaluating progress:

Annual evaluation via DRDP 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 for the students who receive Head Start services 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>		
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 2018 will be attending. <i>Responsible Party: CDC Principal</i>		
By June 14, 2019, 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 May10, 2019, 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>		Head Start
By Aug. 16, 2019, 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 2018/19 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>	\$12,960 Contract	BSEP
	\$12,294 Contract	Title I
During the 2018/19 RtI Tier II ECE Teacher will continue to provide services to small groups in the class and out. <i>Responsible Party: CDC Principal</i>	\$39,600	BSEP

Goal 2: Safe and welcoming positive school climates: All students will be safe at the preschool level and feel welcome. The whole community will continue to promote PBIS strategies developed on a regular basis.

- 2.1 Use Second Step competencies to measure social-emotional progress.
- 2.2 Use DRDP Social Emotional Domain teach and assess.
- 2.3 Teach and practice PBIS strategies on a daily basis
- 2.4 Use instructional materials that were bought with BSEP funds to support social emotional area.

Means of evaluating progress:

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

Goal 3: Culturally and linguistically responsive systems with 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. In addition, grants for classroom and school site materials to support student learning at different levels in this area.

Specific Actions:

Actions	Budget	Fund
<p>By September, 2018, the BUSD Preschools shall have 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 objectives and contractors must demonstrate that connection in responding to a District call for proposals. <i>Person Responsible: Principal</i></p>	\$14,490 Contract	BSEP
<p>By October 26, 2018, 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 14, 2019. \$1,000 Book Bag Materials \$15,000 for hourly IAs from BUSD Library BSEP Site Plan. <i>Person Responsible: Book bag assistants, Principal</i></p>		BSEP Carryover priority - \$1000 BSEP DISTRICT LIBRARY SITE PLAN
<p>By May 31, 2019, 95% of children shall return their books from the Book Bag Program. <i>Person Responsible: Principal</i></p>		
<p>By June 14, 2019, 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
<p>Entrance fees for 2 field trips for each student \$7,550 (\$7.50 per child x2 fieldtrips) <i>Persons Responsible: Classroom Teachers</i></p>		BSEP Carryover priority
<p>By March 21, 2019, each class should submit a proposal for a class project to get instructional materials to support proposed project, up to \$150 per class and if the half day program has a project with consumables they can get up to \$300. This project needs to facilitate development of our preschoolers and to be approved by the principal. \$3,000 from Carryover funds for materials. Person responsible: Classroom teachers and Principal</p>		BSEP Carryover priority

BUSD Preschool Summary Budget 2018 - 2019

Goal 1: High Quality Instruction and 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, 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 for Teacher Hourly		Head Start
BUSD shall continue the RtI ² preschool program. Site coordinator of all three preschool sites and provide Mental Health services.	\$12,960 Contract	BSEP
	\$12,294 Contract	Title I
BUSD will hire an RtI Tier II ECE Teacher to provide services to small groups in the class and out. This amount will contribute a .60 FTE to the RtI Tier II position.	\$39,600	BSEP

Goal 2: Safe and welcoming positive school climates: All students will be safe at the preschool level and feel welcome. The whole community will continue to promote PBIS strategies developed on a regular basis.

Goal 3: Culturally and linguistically responsive systems with 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
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	\$14,490 Contract	BSEP
Hourly wages for book bag clerks. \$15,000 from District Library Site Plan.		BSEP DISTRICT LIBRARY SITE PLAN
Materials and additional books for book bag program - \$1,000		BSEP Carryover priority
Transportation for all classrooms for one internal (Berkeley) field trip and one external field trip for all classrooms	\$9,450	BSEP
Entrance fees for 2 field trips for each student - (\$7.50 per child x 2 fieldtrips) - \$7,550		BSEP Carryover priority
Materials for classroom projects (Potential for double proposal for ½ day class if project includes consumables) \$3,000 for classroom materials (\$150/class) from Carryover.		BSEP Carryover priority
Unallocated Reserves	\$1,500	BSEP
TOTAL TITLE I	\$12,294	
TOTAL BSEP	\$78,000	

Plans for our 2017-2018 Carryover Priorities

Actions	Budget	Fund
Classroom materials - \$150 per class (\$3,000) General classroom materials - \$200 per class (4,000) Library materials (\$1,000) School Site materials (\$7,000)	\$15,000	BSEP
Entrance fees for 2 field trips for each student	\$7,550 (\$7.50 per child x2 fi eldtrips)	BSEP

BUDGET SUMMARY 2018-19

Early Childhood Education (262)	Obj Code	BSEP Site Funds Resource 0752	Title I Resource 3010		LCAP Resource 0500		Other Resources		Sum of FTE
			BGT	FTE	BGT	FTE	BGT	FTE	
Budget Item									
RtI Tier II ECE Teacher	1102	39,600		0.60					0.60
Field Trip Transportation	5751	9,450							
RTI Contract (CTI)	5800	12,960	12,294				16,746		
Contracts for Enrichment	5800	14,490							
Unallocated Reserve		1,500							
Total Expenditures		78,000	12,294						16,746
Revenue Allocation		78,000	12,294						

Carryover Priorities
 Classroom Materials 7,000
 Site Materials 8,000
 Field Trip Admissions 7,550
Total Carryover Priorities 22,550

