



Berkeley Unified School District
BSEP & Educational Services Departments

Stand-Alone TK
BSEP School Enrichment Fund
Plan

2018 - 19

**The Single Plan for Student Achievement 2018-2019
Berkeley USD Transitional Kindergarten Program (King CDC)**

School Site Information:

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

Summary of School Goals:

The Berkeley Unified School District (BUSD) Transitional Kindergarten (TK) program is dedicated to meeting the goals for the Local Control Accountability Plan (LCAP) and the Berkeley 2020 Vision. School readiness is key to a child's success in the classroom and the BUSD Transitional Kindergarten program is build upon this belief. The TK classes provide a full day program with a developmentally appropriate curriculum using an integrated academic, play-based approach. We provide children with opportunities for social emotional development, fine- and gross-motor activities and on-going langue development. This is accomplished through whole class and small group instructions, imaginative and constructive play, and center based activities. Finally, in our efforts to ensure access to foundational knowledge we will provide all students with experiences such as access to the TK book bag program, at least seven experiential field trips that supports the community and the environment, and music and movement enrichment.

School Governance Committee

Name	Site Rep	Parent/Staff
Timothy Burroughs	King CDC	Parent
Jennifer Kapczynski	King CDC	Parent
Timesha Harris	King CDC	Parent (guest)
Inji El Ghannam	King CDC	Staff
Marguerite Talley	King CDC	Staff (guest)
Renee Harris	King CDC	Staff (guest)
Isabelle McDaniel	King CDC	Staff


Assurances:

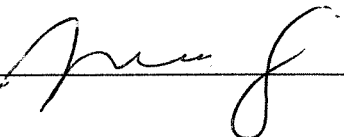
The School Governance Council recommends this School Plan and its related expenditures to the District governing Board for approval, and assures the Board of the following:

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 25th, 2018.

Signatures:


Jennifer Kapczynski, SGC Chair



Associated Superintendent, Educational Services
MAY 18 2018



Isabelle McDaniel, Administration




Director, Berkeley Schools Excellence Program


Director, Special Programs & Projects

School Profile

During the 2017-18 school year, the TK program at King CDC served approximately 60 students from the City of Berkeley and surrounding areas. The program is expected to serve approximately 60 students during the 2018-19 school year. All incoming TK students turn five years of age between September 2nd and December 2nd. The demographic make up of the 2017-18 cohort is: 39% white; 18% African American; 11% Latino; 16% mixed race; 16% Asian/Filipino. Seventy seven percent of students have the self-identified primary language of English; 6% Spanish; 8% other non-English; and 3% Arabic. The gender break down of the program is 55% male and 45% female.

Program Philosophy and Vision

At King CDC our mission is to create a safe and nurturing environment where all children are supported in their development of academic excellence, emotional security, healthy living, and self-expression. The transitional kindergarten program is designed to be a bridge between preschool and kindergarten, which will give children an opportunity to learn important academic and social skills in a hands-on way that supports their development towards "kindergarten readiness."

Transitional Kindergarten Values developed by the TK teaching staff:

- Each child brings creativity based on their unique experiences, culture, perspective, intellect and humanity to the classroom community.
- A balanced approach focuses on the whole child encouraging growth and promoting creative expression in all developmental domains: physical, social, emotional, and cognitive.
- Children play a central role in the development of their own learning. Children actively construct knowledge through inquiry, by making personal connections and meaning to academic content and the world around them.
- Children learn best through self-directed play. Play creates a state of "relaxed awareness" where they are limitless, can challenge assumptions, devise solutions and build relationships with people, ideas, objects, and symbols.
- Children need to be spoken to, read to, and sung to every day. They need time to speak to each other socially and academically. They enrich and diversify their language through play. Listening and speaking pave the way to reading and writing
- Children feel a sense of belonging when their cultural backgrounds are integrated and reflected into the classroom environment and instructional strategies.
- Families are a vital part of their child's development and success in school. They are welcomed and needed as partners in the classroom community.
- Teachers are committed to observing, facilitating, documenting and provoking growth, refinement, and expression of each child's unique potential.

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 meet the 2020 Vision and Local Control Accountability plan and our families needs, we determined that it is necessary to provide students with a developmentally appropriate and integrated curriculum and instructional strategies, which will support Kindergarten readiness. For the purpose of this needs assessment, Kindergarten readiness is sorted into four basic skill areas: Kindergarten academics, Self-regulation, social expression, and motor skills. In order to increase student engagement in the TK curriculum and help them develop skills in the identified K readiness target areas, the SGC has identified a number of goals and spending priorities related to increasing high quality classroom instruction and curriculum.

Planned Improvements in Student Performance

Goal 1: High Quality Instruction and Strategies to Promote Student Success: Teachers will be supported to provide high quality instruction through targeted professional development offerings in the areas of early literacy and technology, release time for collaboration and planning, and the acquisition of materials and supplies that support the development of special classroom projects.

Means of evaluating progress:

-Formative and summative academic assessments, classroom observations, surveys and feedback from professional development offerings

Expenditures for this goal:

- Release time will be provided for teachers to assess students and analyze achievement data
- Appropriate and necessary materials, supplies and equipment will be purchased

Specific Actions

Actions	Object	Cost	Fund
Teachers will collaborate around the development and implementation of pre-academic assessments and development of student portfolios. Teachers will be released from the classroom to collect analyze student assessment data and set goals for student achievement. (2 days per TK teacher for a total of six days at \$360.00 per day)	1103 Certificated Hourly (Teacher Substitutes)	\$2,160.00	BSEP
By December 15 th , 2018, each class should submit at least one proposal for "BSEP class projects" in order to receive funds of up to \$600.00 towards the development and implementation of integrated thematic units. This project needs to facilitate the skill development of our TK students and to be approved by the principal.	4300 Instructional Materials	\$1,800.00	BSEP
Teachers will attend targeted professional development in early literacy/math instruction and/or technology implementation, such as on-line portfolios.	5200 Travel and Conferences	\$1,000.00	BSEP

Goal 2: Safe and welcoming positive school climates: Students will be encouraged develop skills in self-awareness, self-management, social awareness and relationships with peers through well-facilitated cooperative games and self-regulation activities presented by the movement specialist.

Means of evaluating progress:

- Quarterly evaluation of students' development on the Personal/social behaviors domain on the TK report card
- Observation of students' level of social inclusiveness and acceptance of differing abilities

Expenditure for this goal:

- Consultants to provide movement/cooperative games classes for students

Specific Actions:

Actions	Object	Cost	Fund
By September, 2018, each section of the TK program shall begin a weekly 25 minute class in movement, sports, outdoor games, social/emotional skills development, dramatic play 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, movement or physical activities. The programs chosen must show how they are connected to meeting the TK learning objectives in the domain of personal/social behavior.	5800 Contracted Services	\$3,000.00	BSEP
Materials and supplies to support the development and beautification of the play area as well as the purchase of targeted cooperative outside games.	4300 Materials and Supplies	\$700.00	BSEP

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 through a series of culturally responsive special assemblies, parent socials, and community field trips.

Means of Evaluating Progress:

-Annual evaluation of participation by all teachers, families, and students in provided community-building activities
Annual parent survey data

Expenditure for this goal:

-Consultants to provide visual and performing arts assemblies for students, busses for "forest day" field trips, and materials for community coffee house

Specific Actions:

Actions	Object	Cost	Fund
By June 16 th 2019 at least four Special Assemblies will be scheduled, which focus on the sciences, performing arts, and/or cultural representations.	5800 Contracted Services	\$1,800.00	BSEP
By June 16, 2019, each classroom shall participate in 8 field trips on a school bus to the "forest school." These outdoor learning experiences provide students with the opportunity to learn about the natural environment in a hands-on, constructivist manner.	5751 Field Trip Transportation	\$1,920.00	BSEP
Site will implement monthly community coffee house, where parents and office staff can meet and discuss trends in education, parenting, and the community.	4300 Materials and Supplies	\$900.00	BSEP

BUSD Preschool Summary Budget 2018 - 2019

Goal 1: High Quality Instruction and Strategies to Promote Student Success: Teachers will be supported to provide high quality instruction through targeted professional development offerings in the areas of early literacy and technology, release time for collaboration and planning, and the acquisition of materials and supplies that support the development of special classroom projects.

Actions	Budget	Fund
Teachers will be released from the classroom to collect/analyze student assessment data and set goals for student achievement.	\$2,160.00	BSEP
Each of three classes will submit at least one proposal for "BSEP class projects" in order to receive funds of up to \$600.00 towards the development and implementation of integrated thematic units.	\$1,800.00	BSEP
Teachers will attend targeted professional development in early literacy/math instruction and/or technology implementation, such as on-line portfolios.	\$1,000.00	BSEP

Goal 2: Safe and welcoming positive school climates: Students will be encouraged develop skills in self-awareness, self-management, social awareness and relationships with peers through well-facilitated cooperative games and self-regulation activities presented by the movement specialist.

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By September, 2018, each section of the TK program shall begin a weekly 25 minute class in movement, sports, outdoor games, social/emotional skills development.	\$3,000.00	BSEP
Materials and supplies to support the development and beautification of the play area as well as the purchase of targeted cooperative outside games.	\$700.00	BSEP

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 through a series of culturally responsive special assemblies, parent socials, and community field trips.

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By June 16, 2019, each classroom shall participate in 8 field trips on a school bus to the "forest school."	\$1,920.00	BSEP
Site will implement monthly community coffee house, where parents and office staff can meet and discuss trends in education, parenting, and the community.	\$900.00	BSEP

Unallocated Reserve	\$500
TOTAL BSEP	\$13,780

Plans for our 2018-2019 Carryover Priorities		
Actions	Budget	Fund
Classroom materials	\$500.00	BSEP
Professional Development	\$2000.00	BSEP

