



Berkeley Unified School District
BSEP & Educational Services Departments

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

2019 - 20

**The Single Plan for Student Achievement 2019-2020
Berkeley Child Development Program**

School Site Information:

Berkeley Unified School District Child Development Program

King CDC: 1939 Ward St., Berkeley, CA 94703

Hopkins: 1810 Hopkins St., Berkeley, CA 94707

Franklin: 1460 8th St., Berkeley, CA 94710

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 |
|----------------------|-----------------|---------------------|
| Maria Garcia | Franklin | Parent |
| Horacio Martin | Franklin | Parent |
| Debashree Chatterjee | Franklin | Parent |
| Deborah Thies | Franklin | Staff |
| Victoria Hritonenko | Hopkins | Parent |
| Michael McLaughlin | Hopkins | Staff |
| Tamara Perkins | King | Parent |
| Bonita Walker | King | Staff |
| Maria Carriedo | All | Staff |
| Josh Reed | All | Staff |

Assurances:

The School Site 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 Site Council is correctly constituted, and was formed in accordance with District governing Board policy, state law, and local statute.
2. The School Site 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 Site Council members do not have conflict of interest in making budget decisions regarding these categorical school funds. No one sitting on the School Site Council stands to benefit financially from any decision of the Council.
4. The School Site Council sought and considered all recommendations from the following groups or committees, before adopting this Plan:
 - School Site CouncilThe School Site Council also reviewed the results of the annual School Site Council survey in the development of the plan.
5. The School Site 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 Site Council on May 7, 2019. 

5/24/19

Signatures:



Maria Garcia, SSC Chair

Assoc. Supt. Educational Services,
Pasquale Scuderi



Maria Carriedo, Administrator



Director Berkeley Schools Excellence Program

5/24/19

School Profile

Berkeley Child Development Center (CDC) serves almost 400 students from Berkeley and surrounding communities. Approximately 25% of BUSD pre-school students qualify and participate in our Head Start Program. About 65% of our students are in our 6.5 hour or extended day program and 35% 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 40% of the children leaving BUSD pre-schools attend kindergarten or transitional kindergarten in BUSD. While they represent only a small percent 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 SSC 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, Head Start Director</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 2019 will be attending. <i>Responsible Party: CDC Principal</i> | | |
| By June 12, 2020, 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 14, 2020, 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, 2020, 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 2019/20 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> | \$12,284 Contract | BSEP |
| | \$12,970 Contract | Title I |
| During the 2019/20 RtI Tier II ECE Teacher will continue to provide services to small groups in the class and out. <i>Responsible Party: CDC Principal</i> | \$40,450 | 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:

to provide visual and performing arts through assemblies for students, buss 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 May 15 2020, the BUSD Preschools shall have three school wide assemblies to embrace our diversity. Outside contractors shall be hired to perform for our students 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. \$9000 Total for three assemblies per school site (\$2,016 in BSEP plan and \$6,984 in Carryover) <i>Person Responsible: Principal</i></p> | <p>\$2,016 Contract and (\$6,984 BSEP carryover priority = \$9,000)</p> | <p>BSEP and (\$6,984 BSEP carryover priority)</p> |
| <p>By October 25, 2019, 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 12, 2020. \$1,000 Book Bag Materials \$24,300 for hourly IA(s) <i>Person Responsible: Book bag assistant(s), Principal</i></p> | <p>(BSEP Carryover priority - \$1000)</p> | <p>(BSEP Carryover priority - \$1000)</p> |
| | <p>\$24,300 IA(s) hourly</p> | <p>BSEP</p> |
| <p>By May 29, 2020, 95% of children shall return their books from the Book Bag Program. <i>Person Responsible: Principal</i></p> | | |
| <p>By June 12, 2020, 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 city which has no admission cost. 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: Berkeley Little Farm, Berkeley Adventure Playground, and Fairyland \$7000 Total for Transportation (\$3,212 in BSEP plan and \$3,788 in Carryover) <i>Persons Responsible: Classroom Teachers & Principal</i></p> | <p>\$3,212 Transportation and (\$3,788 BSEP carryover priority = \$7000)</p> | <p>BSEP and (\$3,788 BSEP carryover priority)</p> |
| <p>By March 20, 2020, 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. <i>Person responsible: Classroom teachers and Principal</i></p> | <p>(BSEP Carryover priority - \$3,000)</p> | <p>(BSEP Carryover priority - \$3,000)</p> |

BUSD Preschool Summary Budget 2019 - 2020

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. | \$12,284 Contract | BSEP |
| | \$12,970 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. | \$40,450 | 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 three assemblies for all three sites (\$3,000 per site) | \$2,016 Contract and (\$6,984 BSEP carryover priority = \$9,000) | BSEP and (\$6,984 BSEP carryover priority) |
| Book bag clerk at .5333 FTE for \$24,300 | \$24,300 | BSEP |
| Materials and additional books for book bag program - \$1,000 | (BSEP Carryover priority - \$1000) | (BSEP Carryover priority - \$1000) |
| Transportation for all classrooms for one internal (Berkeley) field trip and one external field trip for all classrooms (\$7000 total) | \$3,212 Transportation and (\$3,788 BSEP carryover priority = \$7000) | BSEP and (\$3,788 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 - \$3,000) | (BSEP Carryover priority - \$3,000) |
| Unallocated Reserves | \$3,238 | BSEP |

| | |
|----------------------|-----------------|
| TOTAL TITLE I | \$12,970 |
| TOTAL BSEP | \$85,500 |

| Plans for our 2018-2019 Carryover Priorities | | |
|--|---------------|-------------|
| Actions | Budget | Fund |
| Three assemblies for the three site - \$3,000 per school site (\$2,016 will be allotted for assemblies in site plan and carryover will pay the rest. Total of \$9,000) | \$6,984 | BSEP |
| Library materials (\$1,000) | \$1,000 | BSEP |
| Transportation fees (\$3,212 will be allotted for this and carryover will pay the rest. Total of \$7,000) | \$3,788 | BSEP |
| Classroom materials - \$150 per class (\$3,000) | \$3,000 | BSEP |
| General classroom materials - \$200 per class (\$4,000) | \$4,000 | BSEP |
| School Site materials (\$7,000) | \$7,000 | BSEP |
| | \$25,772 | TOTAL |

BUDGET SUMMARY 2019-20

| Early Childhood Education (262) | Site Plan Page # | 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 | | |
| RdI Tier II ECE Teacher | 5 | 1102 | 40,450 | 0.60 | | | | | | |
| Book Bag IA | 7 | 2102 | 24,300 | 0.53 | | | | | | |
| Field Trip Transportation | 7 | 5751 | 3,212 | | | | | | | |
| RTI Contract (CTI) | 5 | 5800 | 12,284 | | 12,970 | | | 16,746 | | |
| Contracts for Enrichment (Assemblies) | 7 | 5800 | 2,016 | | | | | | | |
| Unallocated Reserve | | | 3,238 | | | | | | | |
| Total Expenditures | | | 85,500 | | 12,970 | | | 16,746 | | |
| Revenue Allocation | | | 85,500 | | 12,970 | | | | | |
| | | | 1 | | 0 | | | | | |
| Carryover Priorities | | | | | | | | | | |
| Classroom Materials | 9 | | 15,000 | | | | | | | |
| Assemblies | 9 | | 6,984 | | | | | | | |
| Field Trip Transportation | 9 | | 3,788 | | | | | | | |
| Total Carryover Priorities | | | 25,772 | | | | | | | |

