

**The Single Plan for Student Achievement 2023-2024
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) 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, and 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 at least two experiential field trips that support the pre-K Learning Foundations, extra support from our Response and Intervention Tier II teacher, and the sharing of information about the developmental level of the students with the BUSD TK/kindergarten teachers.

School Governance Committee

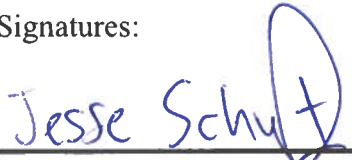
| Name | Site Rep | Parent/Staff |
|----------------------|-----------------|---------------------|
| Radha Kuwar | Franklin | Parent |
| Jesse Schwartz | Franklin | Parent |
| Joni Miller | Franklin | Staff |
| Munkhzul Erdeneochir | Hopkins | Parent |
| Tiffany Singleton | King CDC | Parent |
| Teona Campbell | King CDC | Parent |
| Bonita Walker | King CDC | Staff |
| Erica Hicks | King CDC | Staff |
| Maria Carriedo | All | Staff |
| Linda Morgan | 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 2, 2023**.

Signatures:


Jesse Schwartz, SSC Chair


Maria Carriedo, Administrator

Kathy Fleming
Director of Local Resources

Signature *Kathy Fleming* Date *5/25/23*

Jill Hoogendyk
Associate Superintendent, Educational Services

Signature *Jill Hoogendyk* Date *5/25/23*

School Profile

Berkeley Child Development Center (CDC) currently serves more than 250 students from Berkeley and surrounding communities; Pre-COVID, the number was almost 400. Approximately 25% of BUSD preschool students qualify and participate in our Head Start Program. About 65% of our students are in our full day program and 35% of our students participate in our half-day program and integrated program. Included in the above enrollment, we serve students by the state funded Child Development Funds; approximately 40 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 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. However, this year, due to the pandemic, we average 16 students per class.

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 that 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 environments.

Performance Goals

1. Provide high-quality classroom instruction and curriculum that promotes college and career readiness, ends racial predictability, and ensures that all systems are culturally and linguistically responsive to student needs.
 - All teachers will be supported in teaching the California Preschool Foundations in Language and Literacy Development, Approach to Learning Self-Regulation, Social and Emotional Development, English Language Development, Cognition including Math and Science, and Physical Development – Health to ensure all students have access to the curriculum necessary to be successful.
 - Students will demonstrate developmental level proficiency in language and literacy development with preschool performance serving as the district indicator of progress towards this goal.
2. **Provide necessary and timely academic interventions** to eliminate barriers to student success.
 - Our Preschools have an RtI Coordinator who provides mental health services, tier one coaching on a monthly basis and at staff meetings/trainings, sets up tier II sessions, and helps guide tier III interventions.
 - Our RtI Tier II teacher provides additional support based on the student need(s) once a week to make sure our children are kindergarten ready. In addition, our RtI Tier II teacher consults with the classroom teacher and parents. Lastly, they also facilitate parent education workshops focusing on strategies that parents can do at home.
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3. **Ensure all school sites have safe, welcoming, and inclusive climates** for all students and their families, so that all students are in their classes ready to learn.
 - The whole community will continue to use Second Step and promote PBIS strategies developed on a regular basis.
 - We will implement PBIS strategies in every classroom and implement new strategies.
 - Increase the number of students and families who report feeling welcomed and valued as a partner in their child's education.

- Increase the participants of families of color serving on the School Site Council and participating in school activities, so that the committee and parent participation represents the demographics of the student population.

4. **Use local and state measures to assess student progress** resulting from district programs in order to evaluate and improve planned actions and services.

- Implement the DRDP twice a year and have two parent teacher conferences.
- Tier II provide additional assessments
- Support the book bag program to increase literacy skills for all children

5. **Increase access to school for our Students Experiencing Homelessness** by decreasing chronic absentee and suspension rates.

- Provide RtI Tier II services for students who experience homelessness who do NOT meet developmental levels in the DRDP
- Work with site administrator to identify students at risk due to chronic absenteeism
- Collaborate with the district to provide direct services and support to our McKinney-Vento students

Needs Assessment Components/Description of Barriers and Related School Goals

In assessing actions necessary to continue meeting the district’s Local Control Accountability Plan, BUSD has determined that communication must carry on about students who are entering Transitional Kindergarten and Kindergarten. About 54% 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 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: Provide high-quality classroom instruction and curriculum that promotes college and career readiness, ends racial predictability, and ensures that all systems are culturally and linguistically responsive to student needs. 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.

Goal 2: Provide necessary and timely academic interventions to eliminate barriers to student success.

Means of evaluating progress:

Evaluation via DRDP data collection, Kinder-Readiness Snapshot, ASQ analysis, and RtI² data and services

Expenditures for this goal:

Compensation for teachers to do additional assessments and completion of Kinder Readiness forms, substitute teachers so teachers can attend meetings, provide RtI² services with an RtI² teacher, pay for coordination and services for RtI and 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 2024 will be attending. <i>Responsible Party: CDC Principal</i> | | |
| By June 4, 2024, 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 3, 2024, 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. 3, 2024, Kindergarten Snapshot Form for each preschool child entering Kindergarten or Transitional Kindergarten by 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 2023/24 BUSD shall continue the RtI ² preschool program. Members include the vice principal, principal, RtI teacher, and RtI Coordinator of all three preschool sites, one special education teacher, general ed. teacher, and Head Start family advocates. <i>Persons Responsible: Principal, RtI Coordinator, Vice Principal</i> | \$19,583 Contract | BSEP |
| | \$7,072 Contract | Title I |
| During the 2023/24 RtI Tier II ECE Teacher, .80 FTE, will continue to provide services to small groups in the class and out. <i>Responsible Party: CDC Principal</i> | \$87,298 | BSEP |

Goal 3: Ensure all school sites have safe, welcoming, and inclusive climates for all students and their families, so that all students are in their classes ready to learn. The whole community will continue to promote Second Step and PBIS strategies developed on a regular basis.

- Use Second Step competencies to measure social-emotional progress.
- Use DRDP Social Emotional Domain to teach and assess.
- Teach and practice PBIS strategies on a daily basis
- Increase the number of students and families who report feeling welcomed and valued as a partner in their child’s education.
- Increase the participants of families of color serving on the School Site Council and participating in school activities, so that the committee and parent participation represents the demographics of the student population.

Means of evaluating progress:

Monthly planning includes differentiating/individualizing for each child according to their level and progress in this area. In addition, use the DRDP Parent Survey to gather data and analyze at our teacher meeting and School Site Council.

Expenditures for this goal:

Implement Second Step and PBIS strategies to support our Social Emotional development at the preschool level and update our curriculum.

Provide visual and performing arts through assemblies for students. 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 November 9th, 2023 to the end of the school year, each classroom shall implement Second Step and PBIS strategies provided in staff developments to support Social Emotional needs.</p> <p><i>Persons Responsible: Classroom Teachers & Principal</i></p> | | BSEP |
| <p>By May 17th, 2024, 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. \$25,000 Total for three assemblies per school site and weekend family event per site.</p> <p><i>Person Responsible: Principal</i></p> | (\$25,000 carryover priority) | BSEP Carryover |

Goal 4: Use local and state measures to assess student progress resulting from district programs in order to evaluate and improve planned actions and services.

- Implement the DRDP twice a year and have two parent teacher conferences.
- Tier II provide additional assessments
- Support the book bag program to increase literacy skills for all children

Goal 5. Increase access to school for our Students Experiencing Homelessness by decreasing chronic absentee and suspension rates.

- Provide RtI Tier II services for students who experience homelessness who do NOT meet developmental levels in the DRDP
- Work with site administrator to identify students at risk due to chronic absenteeism
- Collaborate with the district to provide direct services and support to our McKinney-Vento students

Means of Evaluating Progress:

Each semester analyze the DRDP Data, share with parents at Parent Teacher Conferences their student’s DRDP, and complete the Summary of Findings per classroom and program wide. In addition, the Tier II Teachers will also evaluate the students she is working with so she can share with the classroom teacher, families, and RtI Team.

On a monthly basis analyze absences for our students who experience homelessness at our preschools.

Expenditure for this goal:

Book bag program materials, classroom supplies, and fieldtrips to increase school access to all students

Specific Actions:

| Actions | Budget | Fund |
|---|--|--------------------------------|
| <p>By October 2, 2023, 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 May 16th, 2024. \$1,000 Book Bag Materials <i>Person Responsible: Book bag assistant(s), Principal</i></p> | <p>(\$1,000 for Materials from carryover priority)</p> | <p>BSEP Carryover</p> |
| <p>By May 16th, 2024, 95% of children shall return their books from the Book Bag Program. <i>Person Responsible: Principal</i></p> | | |
| <p>By December 15th, 2023, each class should submit a proposal for a class project to get instructional materials to support DRDP measures, up to \$500 per class and if the half day program has a project with consumables they can get up to \$1,000. This project needs to facilitate development of our preschoolers and to be approved by the principal. (18 classes) In addition, school site outdoor materials - \$1,000 per school site X 3 = \$3,000 <i>Person responsible: Classroom teachers and Principal</i></p> | <p>\$12,000 (for materials from carryover priority)</p> | <p>BSEP</p> |
| <p>By May 31st, 2024, 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. 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 Each class has a total of \$444 for both fieldtrips. \$8,000 Total for Admissions</p> | <p>(\$8,000 BSEP carryover priority)</p> | <p>BSEP carryover priority</p> |

| | | |
|--|--|--------------------------------|
| <i>Persons Responsible: Classroom Teachers & Principal</i> | | |
| <p>By May 31st, 2024, each classroom shall participate in at least two field trips on a district school bus, one universal fieldtrip and at least one more fieldtrip within the city. 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</p> <p>\$8,000 Total for Transportation</p> <p><i>Persons Responsible: Classroom Teachers & Principal</i></p> | <p>(\$8,000 BSEP carryover priority)</p> | <p>BSEP carryover priority</p> |

BUSD Preschool Summary Budget 2023 - 2024

| | | |
|---|---|----------------|
| <p>Goal 1: Provide high-quality classroom instruction and curriculum that promotes college and career readiness, ends racial predictability, and ensures that all systems are culturally and linguistically responsive to student needs.</p> | | |
| <p>Goal 2: Provide necessary and timely academic interventions to eliminate barriers to student success.</p> | | |
| Actions | Budget | Fund |
| <p>BUSD shall continue the RtI² preschool program. Site coordinator of all three preschool sites and provide Mental Health services.</p> | \$19,583 Contract | BSEP |
| | \$7,072 Contract | Title I |
| <p>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 .80 FTE to the RtI Tier II position.</p> | \$87,298 | BSEP |
| <p>Goal 3: Ensure all school sites have safe, welcoming, and inclusive climates for all students and their families, so that all students are in their classes ready to learn. The whole community will continue to promote Second Step and PBIS strategies developed on a regular basis.</p> | | |
| <p>Contract with outside agencies to provide a program that offers three assemblies for all three sites (\$6,250 per site)</p> | (\$25,000 BSEP carryover priority) | BSEP carryover |
| <p>Goal 4: Use local and state measures to assess student progress resulting from district programs in order to evaluate and improve planned actions and services.</p> | | |
| <p>Goal 5. Increase access to school for our Students Experiencing Homelessness by decreasing chronic absentee and suspension rates.</p> | | |
| Actions | Budget | Fund |
| <p>Materials and additional books for book bag program - \$1,000</p> | (\$1,000 for Materials BSEP carryover priority) | BSEP carryover |
| <p>Materials for classroom projects (Potential for double proposal for ½ day class if project includes consumables) for classroom materials (\$500/class), 18 classes x \$500 = \$9,000. In addition, school site outdoor materials - \$1000 per school site X 3 = \$3,000 \$9,000 + \$1,000 = \$12,000</p> | (\$12,000 for Materials BSEP carryover priority) | BSEP carryover |
| <p>Fieldtrip Admissions. Each class goes on two fieldtrips at two locations, one in Berkeley and one in neighboring cities. Each class has a total of \$444 for both fieldtrips.</p> | (\$8,000 for admissions for fieldtrips - BSEP carryover priority) | BSEP carryover |
| <p>Transportation for Fieldtrip. Each class goes on two fieldtrips, one in Berkeley and one in neighboring cities.</p> | (\$8,000 for transportation - BSEP carryover priority) | BSEP carryover |
| <p>Unallocated Reserves</p> | \$2,619 | BSEP |

| | |
|--------------------------|------------------|
| TOTAL TITLE I | \$7,072 |
| TOTAL BSEP | \$109,500 |

| Plans for our 2022 – 2023 Carryover Priorities | | |
|---|-----------------|-------------|
| Actions | Budget | Fund |
| School Assembly Contracts | \$25,000 | BSEP |
| Library, classrooms, and site materials | \$13,000 | BSEP |
| Fieldtrip Admissions | \$8,000 | BSEP |
| Transportation for fieldtrips | \$8,000 | BSEP |
| Total | \$54,000 | BSEP |
| (\$37,000 additional carryover) | | |

