

The Single Plan for Student Achievement 2024-2025
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 meeting the goals of 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
Molly Avirett	Hopkins	Parent
Alejandra Garcia Altamirano	Hopkins	Parent
Joni Miller	Franklin	Staff
Marwa Fiza	Franklin	Parent
Giuliana Calderon	Franklin	Parent
Sravani Gogulamudi	King CDC	Parent
Bonita Walker	King CDC	Staff
Madeleine Rogin	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 9, 2024**.

Signatures:

 5/13/24
Molly Avirett, SSC Chair

Kathy Fleming *Kathy Fleming* 6-4-24
Director of Local Resources Signature Date

 5/13/24
Madeleine Rogin, Administrator

Jill Hoogendyk *Jill Hoogendyk* 6-6-24
Associate Superintendent, Educational Services Signature Date

School Profile

Berkeley Child Development Center (CDC) currently serves more than 200 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, since the pandemic, we have been averaging 16-20 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 Transitional Kindergarten and Kindergarten school readiness skills. We empower 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 developing instructional methods based on the California Preschool Foundations and measured by the DRDP in the following areas: 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
 - Students will demonstrate developmental level proficiency in language and literacy development, measured by the DRDP as the district indicator of progress towards this goal.
 - All teachers will be supported in implementation of Creative Curriculum.
2. Provide necessary and timely academic interventions to eliminate barriers to student success.
 - Our Preschools have an RtI Coordinator who provides tier one, two and three social emotional interventions, tier one coaching and behavior support, coordinates tier 2 pre-academic interventions, facilitates monthly RtI/COS meetings with all teachers, facilitates universal developmental screenings, provides parent consultation, implements progress monitoring to ensure interventions are appropriate and effective.
 - Our RtI Tier II teacher provides both tier one and tier two pre-academic interventions weekly, participates in monthly RtI/COS meetings with all teachers, consults with teachers regularly and engages with families to support learning.
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.
 - Our Vision Scholars program involves identifying focal students and partnering with families in an effort to transform the conditions in BUSD contributing to the significant disproportionality in the representation of

Black/African American students in Special Education (SLD: Specific Learning Disability; ID: Intellectual Disability).

- Continued professional development focused on CLRI, specifically Relationship Building Practices and Family Engagement Practices in an effort to build relational trust with students and families
- Increase the number of students and families, and especially African American students and families, who report feeling welcomed and valued as a partner in their child's education.
- Assemblies that affirm the identities and experiences of our students, especially our African American students to increase their sense of belonging
- 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.
- We will implement PBIS strategies in every classroom and implement new strategies.
- Parent Involvement Survey 2024-2025

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
- Implement Universal Screening, ASQ and ASQ-SE once a year
- 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
- Develop a plan to address chronic absenteeism guided by our CCEIS mission and Vision Scholar Program

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 51% 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 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 2025 will be attending. <i>Responsible Party: CDC Principal</i>		
By June 4, 2025, a transitional IEP meeting for all children moving on to 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 Program Director with support from Elementary and Preschool Principals</i>		
By mid May, 2025, Individuals Teachers shall fill out the Kindergarten Snapshot form for each child attending Kindergarten or Transitional Kindergarten in the Fall. <i>Responsible Party: Classroom Teachers and RTI Coordinator</i>		
By Aug. 3, 2025, 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: RTI Coordinator</i>		
During the 2024/25 school year, 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, Head Start family advocates and Office of Family Engagement specialist. Contract for RtI ² coordinator: \$79,889 <i>Persons Responsible: Principal, RtI Coordinator, Vice Principal</i>	\$20,280	BSEP
	\$53,234	Universal Pre-K Grant
	\$6,375	Title I

	Contract	
During the 2024/25 School Year, RtI Tier II ECE Teacher, .80 FTE, will continue to provide services to small groups in the class and out. <i>Responsible Party: RtI Coordinator and RtI Teacher</i>	\$86,513	BSEP
Reserve for personnel variance	\$4326 (unallocated reserve for personnel variance)	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 strategies developed on a regular basis and offer experiences that affirm the identities and experiences of our students, especially our African American students, in order to transform the conditions in BUSD contributing to the significant disproportionality in the representation of Black/African American students in Special Education (SLD: Specific Learning Disability; ID: Intellectual Disability).

- Teach and practice PBIS strategies on a daily basis
- Explore anti-racist/ anti-bias curriculum and professional development opportunities
- 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.
- Continue professional development focused on CLRI, specifically Relationship Building Practices and Family Engagement Practices in an effort to build relational trust with students and families
- Increase opportunities for partnering with families to participate in activities that affirm identity, such as coffee chats, career days, and/or affinity groups
- Explore how RTI2 is supporting classroom (tier 1) instruction and interrupting pattern of sending children out of the room for support and increase push-in RTI2 support in the classroom
- Include variety of culturally diverse books and lessons (including specifically Black Stories and History lessons) in tier 1 instruction year round
- Continue (expand, if possible), partnership with B-Tech, King Middle School
- Offer assemblies that affirm the identity of our African American students and increase their sense of belonging and cultural affirmation
- Increase the number of students and families who report feeling welcomed and valued as a partner in their child's education.
- DRDP/BSEP and Parent Involvement Surveys 2024-2025
- Use DRDP Social Emotional Domain to teach and assess.

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, 2024 to the end of the school year, each classroom shall implement PBIS strategies provided in staff developments to support Social Emotional needs.</p> <p><i>Persons Responsible: Principal</i></p>		
<p>By May 17th, 2025, the BUSD Preschools shall have three school wide assemblies, the majority of which affirm the identities and experiences of our students, especially our African American students to increase their sense of belonging. 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. \$14333 Total for three assemblies per school site <i>Person Responsible: Principal</i></p>	<p>\$8707</p> <p>\$3,300</p>	<p>BSEP</p> <p>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.

- 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, 2024, 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, 2025. \$4,000 Books including Book Bag Materials <i>Person Responsible: Book bag assistant(s), Principal</i></p>	<p>\$4,000 (for books from carryover priority)</p>	<p>BSEP Carryover</p>

By May 16 th , 2025, 95% of children shall return their books from the Book Bag Program. <i>Person Responsible: Principal</i>		
By December 15th, 2024, 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 \$1000. This project needs to facilitate development of our preschoolers and to be approved by the principal. (16 classes) In addition, school site outdoor materials - \$1,000 per school site X 3 = \$3000 <i>Persons responsible: Classroom teachers and Principal</i>	\$9500 (for materials from carryover priority)	BSEP carryover priority 2024
By May 31st, 2024, each classroom shall participate in up to two field trips (one off-site, one invited in.) Each class has a total of \$444 for field trips. \$7200 Total for Admissions \$4000 Transportation <i>Persons Responsible: Classroom Teachers & Principal</i>	\$7200 Admissions (from carryover priority) \$4000 Transportation (from carryover priority)	BSEP carryover priority

2024-2025 Budget Summary		
Expenditures	Budget	Fund
RtI Coordinator	\$6375	Title 1
Title 1 Total	\$6375	
RtI Coordinator	\$53234	UPK
UPK Total	\$53234	
Assemblies	\$8707	BSEP
RtI Coordinator	\$20,280	BSEP
RtI Tier II Teacher	\$86,513	BSEP
BSEP Total	\$ 115,500	
School Assembly Contracts	\$3,300	BSEP Carryover
Library, classrooms, and site materials	\$13,500	BSEP

		Carryover
Fieldtrip Admissions	\$7,200	BSEP Carryover
Transportation for field trips	\$4,000	BSEP Carryover
BSEP Carryover Total	\$ 28,000	

BUDGET SUMMARY 2024-25

Early Childhood Education (262) 5/16/2024	Site Plan Page #	Obj Code	BSEP Site Funds Resource 0752		Title I Resource 3010		Other Resources			Sum of FTE
			BGT	FTE	BGT	FTE	RES.	BGT		
RtI Tier II ECE Teacher	7	1102	86,513	0.80						0.80
RTI Contract for Professional Development	6	5800	20,280		6,375		6053	53,234	UPK	
Assemblies	8	5800	8,707							
Unallocated Reserve	7		4,326		0					
Total Expenditures			115,500	0.80	6,375			53,234	0.00	
Revenue Allocation			115,500		6,375					
			(0)		0					
BSEP Carryover Priorities										
Materials & Supplies (Classroom & School)	9	4300	9,500							
Books	8	4200	4,000							
Field Trip Transportation	9	5751	4,000							
Field Trip Admissions	9	5800	7,200							
Additional funds for Assemblies	8	5800	3,300							
Total Carryover Priorities			28,000							