The Single Plan for Student Achievement 2026-2027
Berkeley Child Development Program

School Site Information:
Berkeley Unified School District Child Development Program
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 (RtI^2) 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 one on site and one off site experiential field trip that supports 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
Beatrize Perez	Franklin	Parent
Corina Martinez	Franklin	Parent
Rotha So	Franklin	Parent
Crystal Harris-Gray	Hopkins	Parent
Regina Camargo	Hopkins	Staff
Bonita Walker	Hopkins	Staff
Janette Wafter	Hopkins	Staff
Madeleine Rogin	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 2016), 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 Council
- DRDP/BSEP Survey

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 11th, 2026.

Signatures:

Beatrize Perez, SSC Chair

Beatrize Perez **5/11/2026**

Kathy Fleming, Director of Local Resources

Kathy Fleming 6-9-26

Madeleine Rogin, Administrator

Madeleine Rogin **5/11/2026**

Jill Hoogendyk, Associate Superintendent, Educational Services

JHoogendyk 6/10/26

School Profile
Berkeley Child Development Center (CDC) currently serves roughly 200 students from Berkeley and surrounding communities; Pre-COVID, the number was almost 400. 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 currently housed at TWO campuses in distinct areas of the city. Hopkins CDC is located in the central areas of Berkeley, (King CDC is temporarily closed for the 26-27 school year) 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 full day classroom serves 24 students in order to meet our funding requirements.

Mission Statement

We cultivate confident, caring, and curious learners in partnership with our culturally and linguistically diverse families.

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, and respects the cultural and linguistic diversity and unique characteristics of our families.

The vision of Berkeley Unified School District Child Development Programs is to develop Transitional Kindergarten and Kindergarten school readiness skills 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, and curious learners 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 students will have access to child centered art activities.
- All students will have access to a high quality gardening program
- All students will have access to Healthy Me, a bilingual (English/Spanish) enrichment program that teaches healthy living concepts through music and movement.

2. Provide and monitor the necessary, timely and effective academic and behavioral interventions to accelerate outcomes and 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 meetings with all teachers, consults with teachers regularly and engages with families to support learning.
- In the 2026-27 School Year, we will continue our work with Trauma Responsive Practices, and implement strategies and interventions co-designed with Trauma Responsive coaches who will work with all preschool teachers.

3. Foster safe, welcoming and inclusive school climates that are humanizing, and culturally and linguistically responsive for students and their families, so that all students are ready to learn and fully engaged.

- 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 Culturally and Linguistically Responsive Initiatives/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
    - Community Helpers/ Career Day(s) that represent the demographics of the student population.
    - Ensure a diverse representation of families on the SSC, so that the committee and parent participation represents the demographics of the student population.
    - Include questions on the DRDP/BSEP Family Survey that ask families about their sense of belonging and representation
- Implement Kimochis Social Emotional Learning Program and PBIS (Positive Behavior Support) strategies in every classroom
- Distribute DRDP/ Family Survey 2026-2027

4. Build authentic partnerships between families, school staff, and educational partners that leverage the strength of the diverse skills and talents in our community and build capacity to promote successful outcomes for our students.

- Implement the DRDP twice a year and have two parent teacher conferences.
- Implement Tier II to 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
- Implement Trauma Responsive Practices for Family Engagement and a Parent/Caregiver volunteer policy
- Implement Parent Cafes, which includes visits from community resources

5. Within three years, all students, and particularly all students at Berkeley Technology Academy will demonstrate growth towards being prepared for college or a career.

- 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 (McKinney-Vento Homeless Assistance Act is a federal law ensuring educational rights and protections for children and youth experiencing homelessness)
- Develop a plan to address chronic absenteeism guided by our 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 55% 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 RtI^2 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 RtI^2 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, and 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 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 feels it is 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 RtI^2 process that utilizes DRDP, ASQs, Special Education Assessment and other existing data to better serve the educational needs of every student. Through assessment and data analysis at the RtI^2 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.

- All teachers will continue to be supported in continued implementation of Creative Curriculum.
- All teachers will be supported in implementing Kimochis Social Emotional Learning Curriculum
- All teachers will be supported in implementing Trauma Responsive Practices

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

- Tier II provide additional screenings
- Compliance Coordinator to ensure that all district, county, state and licensing requirements are being adhered to and integrated into daily practice of the program (including licensing compliance monitoring, universal screenings, DRDP implementation, and connecting preschool and district data platforms (Learning Genie, CenterTrack, EduClimber and Infinite Campus).

Means of evaluating progress:
Evaluation via DRDP data collection, Kinder-Readiness Snapshot, ASQ analysis, and RtI^2 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, support staff in attending relevant Early Childhood PD, provide RtI^2 services with an RtI^2 teacher, pay for coordination and services for RtI and RtI^2

Specific Actions for Goals 1 & 2

Actions	Budget	Fund
On the dates that ALL DRDP copies and summary form is due (fall and spring), *Responsible Party: Principal, Program Specialist, teachers*		
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 2027 will be attending. *Responsible Party: Principal*		
By June 4, 2027, 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. *Persons Responsible: SPED Program Director with support from Preschool and Elementary Principals*		
By mid May, 2027, Teachers shall fill out the Transitional Kindergarten/Kindergarten Snapshot form for each child attending Transitional Kindergarten or Kindergarten in the Fall. *Responsible Party: Classroom Teachers and RTI Coordinator*		
By Aug. 3, 2027, Transitional Kindergarten or Kindergarten Snapshot Form for each preschool child entering Transitional Kindergarten or Kindergarten by the Fall will be forwarded to the Principal of each individual BUSD school where students will attend. *Responsible Party: RTI Coordinator*		

During the 2026/27 school year, BUSD shall continue the RtI^2 preschool program. Members include the principal, RtI teacher, and RtI Coordinator of all two preschool sites, one special education teacher and one general ed. Teacher. RtI^2 Coordinator will support with implementation of Creative Curriculum Contract for RtI^2 coordinator: $79,609 *Persons Responsible: Principal, RtI Coordinator*		
	$80,000 Contract	Inclusive Early Education Expansion Grant (IEEEP)
During the 2026/27 School Year, RtI Tier II ECE Teacher, .80 FTE, will continue to provide services to small groups in the class and out. *Responsible Party: RtI Coordinator and RtI Teacher*	$83,258	BSEP
During the 2027/27 School Year, the Compliance Coordinator will ensure that all district, county, and state requirements are being adhered to and integrated into daily practice of the program in order to ensure successful outcomes for students Contract for Compliance Coordinator: $18,400 Person Responsible: Principal, Compliance Coordinator	$18,400	Head Start
By May 17th, 2027, IAs from each classroom shall attend at least 2 teacher meetings. $3,000 Staff hourly - Curriculum Development	$3,000	BSEP Carryover Priorities
By May 17th, 2027, teachers from each class shall attend at least one training on DRDP 2025	$2000	BSEP Carryover Priorities
During the 2026-27 School Year, all students will participate once weekly in a gardening program where they will visit the school garden, learn about the value of planting and growing, and basic concepts of taking care of their natural environment.	$9,900	BSEP
During the 2026-27 School Year, all students will participate once weekly for at least 10 weeks in Healthy Me classes, a bilingual (English/Spanish) enrichment program that teaches healthy living concepts through music and movement.	$9,900	BSEP
During the 2026-27 School Year, all preschool teachers will be provided coaching opportunities for at least 7 cycles	$3535 sub costs	BSEP
Reserve for personnel variance	$4995 (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
- Ensure a diverse representation of families on the School Site Council and who participate 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 parent coffees and site playdates
- Explore how RTI is supporting classroom (tier 1) instruction and interrupting pattern of sending children out of the room for support and increase push-in RTI support in the classroom
- Include variety of culturally diverse books and 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 2026-2027
- Use DRDP Social Emotional Domain to teach and assess.
- Use Kimochis 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 Kimochis Social Emotional Learning Curriculum 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
By November 9th, 2026 to the end of the school year, each classroom shall implement Kimochis and PBIS strategies provided in staff developments to support Social Emotional needs. *Persons Responsible: Principal, Kimochis Curriculum*		
By May 17th, 2027, the BUSD Preschools shall have at least two 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. $9000 Total for three assemblies per school site *Person Responsible: Principal*	$9,000	BSEP Carryover Priorities

Goal 4: Build authentic partnerships between families, school staff, and educational partners that leverage the strength of the diverse skills and talents in our community and build capacity to promote successful outcomes for our students.

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

Actions	Budget	Fund
By June 1st 2027, BUSD Preschools will have hosted at least 3 Parent Cafes at each site, which will include visitors from local community resources	$1500	BSEP Carryover Priorities

Goal 5. Within three years, all students, and particularly all students at Berkeley Technology Academy will demonstrate growth towards being prepared for college or a career.

- 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 field trips to increase school access to all students
Specific Actions:

Actions	**Budget**	**Fund**
By October 2, 2026, 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, 2027. Additionally, classroom libraries should be fully stocked with books and materials and supplies to support literacy development. $2500 Books including Book Bag Materials *Person Responsible: Book bag assistant(s), Principal*	$1,500 $1,000	BSEP BSEP Carryover priorities
By May 16th, 2027, 95% of children shall return their books from the Book Bag Program. *Person Responsible: Principal*		

By December 15th, 2026, each class should submit a proposal for a class project to get instructional materials to support DRDP measures, up to $669 per class This project needs to facilitate development of our preschoolers and to be approved by the principal. (14 classes)	$9800	BSEP
By September 15th, 2026, each teacher should submit a class materials needs list for supplemental materials related to Creative Curriculum and/or Kimochis, up to $500 per class, that promote child centered play and/or social/emotional development and the implementation of curriculum(s.) (14 classes)	$6036	BSEP
In addition, school site outdoor materials - $2000 per school site X 2 = $4000 *Persons responsible: Classroom teachers and Principal*	$4000	BSEP carryover priority
In addition, classroom and site materials that promote Social/Emotional Development, Literacy Development, and Child Centered play - $5,00 per school site = 10,000	$10,000	BSEP carryover priority
By May 31st, 2027, each classroom shall participate in up to two field trips (one off-site, one on-site all school enrichment opportunity) $6000 Total for Admissions $2000 Transportation *Persons Responsible: Classroom Teachers & Principal*	$6000 Admissions (from carryover priority) $2000 Transportation (from carryover priority)	BSEP carryover priority
RtI Supplies to enhance response to intervention supports	$1,500	BSEP carryover priority

2026-2027 Budget Summary		
Expenditures	**Budget**	**Fund**
RtI Coordinator	$80,000	IEEEP
IEEEP TOTAL	**$80,000**	
Compliance Coordinator (Independent Contractor)	$18,400	Head Start
HEAD START TOTAL	**$18,400**	

Art activities led by Classified Employees	$1939	Prop 28
Art activities led by Certificated Employees	$1938	Prop 28
Art Materials for child centered art	$1148	Prop 28
Prop 28 Total	**$5025**	
Classroom Project Materials	$15,836	BSEP
Books	$1,500	BSEP
Gardening Program (supplement FTE)	$9,900	BSEP
Healthy Me Program	$9,900	BSEP
RtI Tier II Teacher	$83,258	BSEP
Substitute Costs for Teachers to attend Professional Development/Coaching	$3,535	BSEP
Indirect Costs	$6,008	BSEP
BSEP Total	**$135,00**	
Staff Hourly (curriculum development)	$5000	BSEP Carryover
Assemblies	$9,000	BSEP Carryover
Library, classrooms, and site materials	$14,000	BSEP Carryover
Books	$1000	BSEP Carryover
RtI Supplies	$1,500	BSEP Carryover
Parent Cafe Supplies	$1,500	BSEP Carryover
Fieldtrip Admissions	$6000	BSEP Carryover
Transportation for field trips	$2,000	BSEP Carryover
Indirect Cost	$1,864	BSEP Carryover
BSEP Carryover Total	**$41,864**	

SITE BUDGET SUMMARY 2026-27

Early Childhood Education (262) May 11, 2026	Site Plan Page #	Obj Code	BSEP Site Funds Resource 0852		Title I Resource 3010		Prop 28 Resource 6770		Other Resources			Sum of FTE
Budget Item				**FTE**	**BGT**	**FTE**	**BGT**	**FTE**	**RES.**	**BGT**		
RtI Tier II ECE Teacher	7	1102	83,258	0.80								0.80
Cooking & Gardening IS	7	2182	9,900	0.074								
Contract for Healthy Me Enrichment	7	5800	9,900									
Materials & Supplies	10, 11	4300	15,836				1,148					
Books	9	4200	1,500									
Child-Centered Art Activities (Classified)	11	2116					1,938					
Child-Centered Art Activities (Certificated)	11	1116					1,939					
Subs for PD	7	1103	3,535									
Unallocated Reserve	7	4380	4,995		0		0					
Indirect Cost (0852 only)	11	7340	6,008									
Total Expenditures			134,932	0.87	0		5,025			0	0.00	
Revenue Allocation			**135,000**		**0**		**5,025**					
			68		0		0					

BSEP Site Fund Carryover Priorities:			
Available BSEP site fund carryover: TBD Fall 2026			
Assemblies/On Site Enrichment and Cultural Celebrations	8	5800	9,000
Materials & Supplies (Classroom & School)	10	4300	10,000
Staff Hourly - Currriculum Development - Classified	7	2116	3,000
Staff Hourly - Currriculum Development - Certificated	7	1116	2,000
Materials & Supplies (Site)	10	4350	4,000
RtI Supplies	10	4300	1,500
Parent Cafe Supplies	9	4350	1,500
Books	9	4200	1,000
Field Trip Transportation	10	5751	2,000
Field Trip Admissions	10	5800	6,000
Indirect Cost	11	7340	1,864
Total BSEP Site Fund Carryover Priorities:			41,864

Prop 28 Carryover: TBD

Prop 28 Carryover Priorities	
Classified Art Activities	1,938
Certificated Art Activities	1,939
Materials and Supplies	
Total Carryover Priorities	**3,877**