

The Single Plan for Student Achievement Berkeley Child Development Program 2010 – 2011

School Site Information:

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

Summary of School Goals:

The BUSD Pre-K program is dedicated to continue supporting the 2020 Vision and ensuring all students attending Berkeley Schools have access to high quality pre-school programs and services. We are committed to supporting all students through the development of a Universal Learning Support System (ULSS) at the Pre-K level to identify and support each student's unique needs. We are also committed to improving communication between the pre-K program and families, the pre-K program and the BUSD school sites, and between pre-K teachers and BUSD classroom teachers, in an effort to better support the transitional years between pre-K and Kindergarten. Finally, in our efforts to ensure access to foundational knowledge we will provide all students with experiences such as visiting a BUSD kindergarten and school site, access to the pre-K book bag program, at least one experiential field trip that supports the pre-K Learning Foundations.

School Governance Committee

Name	Site Rep	Parent/Staff
Mark Chekal-Bain, Chair	Franklin	Parent
Vacant	Franklin	Parent
Joni Miller	Franklin	Staff
Vacant	Franklin	Staff
Paula Robinson	Hopkins	Parent
Vacant	Hopkins	Parent
Lupe Mora	Hopkins	Staff
Bonita Walker	Hopkins	Staff
Vacant	King	Parent
Vacant	King	Parent
Alma Barrios	King	Staff
Rosa Perez	King	Staff
Maria Carriedo	All	Staff

Assurances:

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

1. The School Governance Council is correctly constituted, and was formed in accordance with District governing Board policy, state law, and local statute.
2. The School Governance Council reviewed its responsibilities under state law (including the Brown Act), local statute (the Berkeley Public Schools Educational Excellence Act of 2006), and District governing board policies.
3. The School Governance Council members do not have conflict of interest in making budget decisions regarding these categorical school funds. No one sitting on the School Governance Council stands to benefit financially from any decision of the Council.
4. The School Governance Council sought and considered all recommendations from the following groups or committees, before adopting this Plan:
 - School Governance CouncilThe School Governance Council also reviewed the results of the annual School Governance Council survey in the development of the plan.
5. The School Governance Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies, the Local Improvement Plan, and the Berkeley Schools Excellence Program local tax measure.
6. This school plan is based upon a thorough analysis of student academic performance, as well as other benchmarks of student achievement. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance by addressing the needs of the whole child.
7. This school plan was adopted by the School Governance Council on April 30, 2010.

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Maria Carriedo		
Principal	Signature	Date
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Mark Chekal-Bain		
SGC Chair	Signature	Date
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Christina Faulkner		
Director, Curriculum & Instruction	Signature	Date
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Monica Thyberg		
Manager, Berkeley Schools Excellence Program	Signature	Date
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Neil Smith		
Assistant Superintendent, Educational Services	Signature	Date
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School Profile

Berkeley Child Development Center (CDC) serves more than 400 students from Berkeley and surrounding communities. More than 40% of BUSD pre-school students qualify and participate in our Head Start Program. The majority of our students are 6 hour or full day participants. Sixty-eight students participate in our half-day program. In addition to students served by the state funded Child Development Funds, approximately 30 students participate in BUSD Special Education program in a variety of settings including full inclusion, integrated and special day 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 is located to the South and Franklin to the West. Students arrive at our campuses from all areas of Berkeley, Oakland, Richmond and beyond. CDC students are assigned from a centralized county-wide database on a needs basis and first-come-first-served basis. Typically, every classroom serves 24 students in order to meet our funding requirements.

Needs Assessment Components/Description of Barriers and Related School Goals

In assessing actions necessary to meet the 2020 Vision for BUSD, BUSD has determined that communication must improve about students who are entering Kindergarten. More than 70% of the children leaving BUSD preschools attend Kindergarten in BUSD. While they represent only 12% 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 2020 Vision, BUSD has determined that the preschools should adopt the successful ULSS 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 ULSS 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 development areas to be important for pre-K children. All of these areas are assessed by CDE's DRDP-R: 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 consultants 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 SGC felt it important to also offer these programs to Berkeley Public preschool students.

Planned Improvements in Student Performance

Goal 1:

To improve communication about students transitioning to Kindergarten so that BUSD preschool students have more positive outcomes in elementary school.

Means of evaluating progress:

Annual evaluation via DRDP-R data collection, access to electronic database, copies of Kinder-Readiness Snapshot, continue the district plan for kinder-bridge program (High Fives)

Expenditures for this goal:

Compensation for teachers to do additional assessments and completion of Kinder Readiness forms developed through the year.

Specific Actions

Actions	Budget	Fund
On the dates that ALL DRDP-R summary form is due (Fall & Spring), Head Start will receive all DRDP-R data so that it can be put into the system and share it with preschool teachers. <i>Responsible Party: Principal, teachers, Pamm Shaw</i>		
BUSD shall develop a plan for each individual child who shall be 5 by 12/1/2011, who District staff feel will most likely not be ready for Kindergarten in the fall. Plans shall include both placement and education program utilizing the ULSS method. <i>Responsible Party: Principal with teacher assistance</i>		
By May 1, 2011, utilizing Kinder-readiness assessments and observations, CDC classroom teachers shall recommend to parents if all children turning 5 before December 1, 2011, are believed to be able to be Kindergarten Ready by 9/1/2011. <i>Responsible Party: Classroom Teachers</i>		
By May 30, 2011, preschool and Kindergarten teachers shall establish and implement models and programs for collaboration and sharing of information focused on transitioning of students from Preschool to Kindergarten. Methods may include: ULSS meetings, Site visits (preschool teachers to Kindergarten classrooms and Kindergarten teachers to preschool classrooms), etc. <i>Responsible Party: K and Preschool Teachers with Elementary and Preschool Principals</i>	\$3,000	Title I
By June 1, 2011, Individual Teachers shall fill out the new	\$1,200	Title I

snapshot form for each child attending Kindergarten in the Fall. (Kinder Readiness Checklist) <i>Responsible Party: Classroom Teachers</i>		
By June 15, 2011, a transitional IEP meeting for all children turning 5 and deemed ready for 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: Special Education Director with support from Elementary and Preschool Principals and Special Education Program Managers</i>		
By June 15, 2011, each preschool should have a kindergarten enrollment information workshop in Spanish and English. There should also be 2 more kindergarten readiness parent workshop regarding literacy and math. <i>Responsible Party: BUSD Admissions Office, Principal, and Head Start Family Advocates</i>		
By mid-August BUSD will obtain the name of the elementary school that each child planning to enter Kindergarten in Fall 2011 will be attending. <i>Responsible Party: CDC Principal</i>		
By Aug. 15, 2011, A Kindergarten Readiness Snapshot form should be filled out for each preschool child entering Kindergarten in the Fall and forwarded to the Principal of each individual BUSD school where students will attend. <i>Responsible Party: CDC Principal</i>		
Aug. 2011, BUSD shall forward the data forms (Kinder Readiness Snapshot) for individual students to the Principal of the School the child is attending in the Fall. <i>Responsible Party: Principal</i>		

Goal 2:

To continue to initiate a preschool ULSS team that utilizes DRDP-R, ASQ, Head Start, Special Education Assessment and other existing data to better serve the educational needs of every student and guide families

Means of evaluating progress:

Annual evaluation of program success through defined ULSS protocols and process available to all teachers and understood by staff and parents, increased communication between all support systems and school

Expenditures for this goal:

Substitute teachers so teachers can attend task force and meetings, Hourly pay for coordination of Task Force and program development/assessment.

Specific Actions

Actions	Budget	Fund
During the 2010/11 BUSD shall continue to establish the ULSS preschool task force. Members shall include the site director of all three preschool sites, at least one special education teacher, and City of Berkeley Mental Health Department employee specializing in early childhood issues and a district behaviorist. <i>Persons Responsible: Principal, Director, Curriculum and Instruction, Program Supervisor – Pre-school</i>	\$14,400	BSEP
During 2010/11 school year the task force shall make recommendations for how to continue to establish a ULSS program in the preschools. Recommendations shall include, but not be limited to: proposed program design (including : use of an assessment wall, proposed staffing, necessary resources, proposed budget, proposed staff training. <i>Person Responsible: Principal, Director, Curriculum and Instruction, Program Supervisor – Pre-school</i>		
During 2010/11 school year BUSD will provide subs for teachers to be part of the ULSS task force	\$3000	Title I

Goal 3:

To support classroom teachers in facilitating development of Pre-K children towards reaching the DRDP-R objectives and ensuring classroom readiness for all students preparing to attend Kindergarten.

Means of evaluating progress:

Annual evaluation of participation by all teachers and students in provided enrichment activities, number of books checked out by students annually, number of students participating in kindergarten visitation.

Expenditure for this goal:

Consultants to provide visual and performing arts classes for students, busses and entrance fees for field trips, busses for students to visit Berkeley elementary schools, book lending program, and technology support as needed.

Specific Actions:

Actions	Budget	Fund
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By October, 2010, the BUSD Preschools shall begin a program in the classroom of movement, dramatic play, and gross/fine motor skill development. Instructional Specialist shall be hired to lead the students in activities which may include areas such as: music, theater, dance, & 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. <i>Person Responsible: Principal</i>	\$30,000	BSEP
By January 1, 2011, 95% of children shall be enrolled in the BUSD book program. All participants shall have taken home and returned a book at least 15 times by June 15, 2011. <i>Person Responsible: Principal</i>	\$20,000	BSEP
By May 30, 2011, all children expected to attend Kindergarten in the Fall shall visit a local BUSD Kindergarten classroom. <i>Person Responsible: Site Teacher Leaders and Elementary School Principals</i>	\$1,500	BSEP
By February 15, 2011, each class should submit a proposal for a class project to get instructional materials to support proposed project. This project needs to facilitate the development of our preschoolers and to be approved by the principal. <i>Person Responsible: Classroom teachers and Principal</i>	\$3,800	BSEP
During the 2010/11 school year, Students and teachers need hourly technology support as needed to program updated preschool academic programs, fix computers, and train teachers. <i>Person Responsible: Principal, technology support person, and teachers</i>	\$3,000	BSEP
By June 15, 2011, each classroom shall participate in at least one universal fieldtrip and at least one more fieldtrip within the classroom budget allotted per class. One fieldtrip should be in Berkeley and the second one should be twenty miles from school site. Field trips shall enhance development of the children in at least one area identified in the DRDP-R. Field trips may include: Oakland Zoo, Oakland Children's Fairyland, Berkeley Downtown YMCA Kindergym, Berkeley Little Farm, Berkeley Adventure Playground <i>Persons Responsible: Classroom Teachers</i>	\$23,100 (\$900/class) (\$6000 for universal fieldtrip)	BSEP

Summary Budget

Goal 1: To improve communication about students transitioning to Kindergarten so that BUSD preschool students have more positive outcomes in elementary school.		
Actions	Budget	Fund
Providing additional time for teachers to complete	\$1,200 hourly	Title I

Kindergarten readiness snapshot forms for students preparing to attend Kindergarten in the fall		
Providing additional time for teachers to visit Kindergarten classrooms and collaborate with Kindergarten teachers	\$3,000 subs	Title I
Goal 2: To continue to establish a preschool ULSS team that utilizes DRDP, Head Start, Special Education Assessment and other existing data to better serve the educational needs of every student		
Actions	Budget	Fund
Contract with Bay Area Children First for coordination of ULSS task force and facilitation of site visits and planning	\$14,400	BSEP
Subs for teachers to be part of the ULSS task force	\$3,000 hourly	Title I
Goal 3: To support classroom teachers in facilitating development of Pre-K children towards reaching the DRDP-R objectives and ensuring classroom readiness for all students preparing to attend Kindergarten.		
Actions	Budget	Fund
Hire Instructional Specialist to provide visual and performing arts program for all pre-K classrooms	\$30,000	BSEP
Hourly wages for book bag clerks	\$15,000	BSEP
Materials and additional books for book bag program	\$5,000	BSEP
Busses for visits to Berkeley Elementary schools	\$1,500	BSEP
By February 15, 2011, each class should submit a proposal for a class project to get instructional materials to support proposed project. This project needs to facilitate the development of our preschoolers and to be approved by the principal. <i>Person Responsible: Classroom teachers and Principal</i>	\$3,800	BSEP
During the 2010/11 school year, Students and teachers need hourly technology support as needed to program updated preschool academic programs, fix computers, and train teachers. <i>Person Responsible: Principal, technology support person, and teachers</i>	\$3,000	BSEP
Universal Fieldtrip: busses and admissions	\$6,000	BSEP

Anticipated BSEP Carryover:

Cont. Goal 3:

Each class is responsible for \$900 in a second fieldtrip – this amount includes bus and admissions	\$17,100	BSEP
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