

BSEP Funds for High Quality Instruction FY 19-20 Class Size Reduction and Support for Teaching

BACKGROUND INFORMATION

Class Size Reduction and the Teacher Template

The contribution of BSEP Class Size Reduction (CSR) Funds for classroom teachers is estimated using a planning tool known as the “Teacher Template” . The Teacher Template calculates student enrollment and staffing for class size ratios to be paid for by General Fund (GF) resources and then calculates additional staffing to be paid for by BSEP funds, to determine the total number of teacher staffing, expressed as Full Time Equivalent (FTE).

The BSEP Planning and Oversight Committee (P&O) was provided with a draft Teacher Template for its review on January 15, 2019 and an update was reviewed by the Committee on February 12, 2019 and included with the February 26 presentation of the HQI Budget (Appendix A2). It should be noted that enrollment projections are reviewed and possibly revised both prior to presentation of the budget to the Board for adoption in June, and in early September after the actual enrollment has stabilized. The actual expense for the BSEP transfer to the General Fund for classroom teachers is calculated at the close of the Fiscal Year.

In 2019-20, a \$2.0 million cut target has driven a search for reductions in costs, increases in revenues, and alternative funding sources. Nearly 10% of that goal will be met by increasing the amount transferred to the General Fund from BSEP through a revised calculation of “Direct Support” costs, which are permitted under the terms of Measure E1 as “costs associated with the opening or maintaining of classrooms to reduce class sizes.” The “Direct Support” rate had not been recalculated since the inception of Measure A, and has been increased by a factor aligned with the costs of maintenance and utilities.

PROGRAM SUMMARY - Support for Teaching

In addition to the Class Size Reduction goal, which is achieved through the aforementioned transfer of funds from BSEP to the General Fund, this resource supports a number of expenses in support of high quality instruction, as permitted by the Measure. These expenses, under the rubric of “Support for Teaching”, may include Professional Development, Program Evaluation, Expanded Course Offerings, and Classroom Support. Unlike the “teacher transfer” which is calculated at the end of the year, these expenses are “directly charged” at the time that the actual costs for the programs are incurred.

Professional Development

The Professional Development (PD) Department works to build and sustain teacher capacity. With the arrival of the Common Core State Standards, as well as the Next Generation Science Standards (NGSS), professional learning efforts in math, literacy, and science have required deep investments as well as intensive and expansive coordination. The District's PD Coordinator oversees and coordinates professional learning in all core subject areas at district-wide events, and at teacher-led Wednesday staff meetings throughout BUSD.

In addition, these funds support the development of professional learning community (PLC) work and protocols at all levels of the District. A particularly important support funded through this budget is the district's K-5 Lead Literacy Coach who supports students and the teachers working with students who face the largest and most pronounced literacy challenges. At Berkeley High, the budget also forms the core of a teacher-led professional development team that works on curriculum as well as culturally-responsive teaching.

In 2018-19, increases in expenditures in this area were driven by the need to relieve the General Fund (GF) of costs as part of the \$1.8 million cut target to sustain the central budget. BSEP added funding for the equivalent of 4.0 FTE, including the full funding of the Professional Development Coordinator position, funding an additional 2.4 FTE of the PD Teacher Leaders at BHS, and 1.0 FTE for the Instructional Technology TSA at BHS; these positions had been carried in whole or in part by the General Fund, but were considered to be within the scope and capacity of this BSEP resource to carry going forward.

For 2019-20, this BSEP resource will take on the costs for 1.2 FTE of Middle School Literacy Coaches, previously funded through state funding for Common Core adoption. This cost will be partly offset by shifting the cost for .5 FTE of an Instructional Technology (DigiTech) TSA to Measure A carryover funds.

[The BSEP Professional Development Plan for 2019-20 is found in Appendix B.](#)

Program Evaluation

As the District implements numerous educational programs designed to improve student achievement, staff must be able to assess the effectiveness of these programs in meeting their goals. Equity-driven and data-driven decision-making is critical to student success, and therefore, the District established the Berkeley Research, Evaluation, and Assessment (BREA) office to provide needed expertise.

BREA's evaluations improve the ability of the School Board, staff, SSCs and the public to make informed decisions about the effectiveness of programs in order to maximize the use of resources to meet the needs of students, and in particular our most underserved students. BREA develops and maintains a central data warehouse of district and state mandated assessments which may be analyzed at the site, classroom, case-management or student levels to

identify students who should be engaged through the intervention model. In addition, BREA teams with the Professional Development staff to support the development of data reporting systems across a range of program needs and works with the Office of Family Engagement and Equity in their efforts to document family and student engagement efforts.

In 2018-19, as part of the \$1.8 million cut target to sustain the central budget, this budget eliminated the position of Direction of Research and Evaluation and also reduced discretionary expenditures for stipends and workshops by about \$36,500. The Associate Superintendent took on the responsibility for oversight of this department, with some additional TSA staffing provided more support for sites and programs during this transition.

For 2019-20, with additional reductions in the General Fund needed, there is a possibility of the elimination of the position of Director of Programs and Special Projects. The workload for the position will again need to fall in part upon the Associate Superintendent, the Director of K-8 Schools, and also increase demands for support of the LCAP-associated work of the BREA department. Increasing one of the BSEP funded .4 TSA positions to a Coordinator position would partially alleviate the problem of coordination of some of the BREA work and would have a fairly minimal impact upon the budget.

[The BSEP Program Evaluation Plan for 2019-20 is found in Appendix C.](#)

Expanded Course Offerings (ECO)

This funding provides Middle and High School students with a wide variety of options for before and after-school elective and enrichment classes that are not available within the master schedule. For example, ECO classes at Berkeley High include Advanced Placement (AP) augmentation classes, providing access to AP coursework for students who might not otherwise have such access, as well as science labs, yearbook and music classes. The 2019-20 proposal would be based on 7.6 FTE, the same allocation as in 2018-19.

- 0.4 FTE Longfellow Middle School
- 0.4 FTE Willard Middle School
- 0.8 FTE King Middle School
- 6.0 FTE Berkeley High School

Classroom Support

This resource may provide additional FTE for school sites or programs in need of support beyond that provided through the Teacher Template calculation.

With the inception of the new Universal 9th Grade program at BHS, additional FTE is needed to provide support for the program in order to provide more individualized attention as the students transition into high school. In 2018-19, BSEP took on 2.0 FTE of the needed 5.6 FTE, with the remainder provided by the General Fund and LCAP funding. In 2019-20, it is proposed to increase the BSEP portion of the FTE to 5.0 FTE.

At Sylvia Mendez Elementary School, the proposal is to continue to maintain an additional 0.6 FTE for a teacher who provides small group supports to help manage a gap in proficiency in a student's home language while also trying to grow their skills in a second language. The small group intensive reading and writing groups helps equalize the challenges of kids and families in dual language instruction, providing support for students who are struggling academically in general and who did not have the advantage of bilingual preschools or other preparations. Without this support, the TWI program could become a very stratified program that best serves only those who already have tremendous educational and cultural advantages.

**Budget Summary for High Quality Instruction 2019-20
BSEP Measure E1, Resource 0741**

The BSEP resource for High Quality instruction, under the subsection of Support for Teaching and Learning, has taken on the funding of an additional 4.0 FTE in 2018-19 and another 4.0 FTE in 2019-20, for a total of 8.0 FTE in ongoing costs. In addition, the Direct Support recalculation is providing a nearly \$200,000 increase in the transfer from BSEP to the General Fund.

These costs are being supported through the additional revenues provided through the Measure E1 special tax. With COLA increases of 2.9% and 4.5% respectively in the second and third years of the Measure, and with reductions in expenditures in the General Fund needed, these adjustments appear to be reasonable and sustainable. However, should revenues flatten in later years, and/or costs increase substantially, it may be necessary adjust the added FTE and/or recalibrate the allocation of costs between the BSEP funds and other sources such as the General Fund.

It should also be noted that for 2019-20, the amount of FTE being charged to BSEP for elementary school teachers is likely to be lower than in future years, as we are still in the transition from the class size goals of Measure A to those of Measure E1, which means that there are larger 4th and 5th grade classes currently, requiring fewer teachers for those grades. We expect additional FTE to be necessary as class sizes for those grades decrease, and we also need to consider the possibility of enrollment growth requiring additional FTE, should BUSD experience an influx of students, as occurred in the mid years of Measure A during the great recession.

Budget Summary for High Quality Instruction 2019-20
Measure E1, Resource 0741

Revenue	\$ 20,450,900
Transfers	
Teacher Compensation	\$ 13,388,600
Direct Support	\$ 551,200
Sub Compensation	\$ 247,600
Total Transfers to the General Fund	\$ 14,187,400
Net Revenue	\$ 6,263,500
Directly Charged Expense	
Professional Development	\$ 1,463,900
Program Evaluation	\$ 575,300
ECO	\$ 890,800
Classroom Support	\$ 677,400
Unallocated Reserve	\$ 425,000
Total Directly Charged Expense	\$ 4,032,400
Indirect Cost	\$ 967,471
Total Expense	\$ 4,999,871
Total Transfers and Expense	\$ 19,187,271
Revenue Less Transfers and Expense	\$ 1,263,629
Beginning Fund Balance	\$ 3,206,148
Net Increase/(Decrease) in Fund Balance	\$ 1,263,629
Ending Fund Balance	4,469,777