

# **BERKELEY UNIFIED SCHOOL DISTRICT**

**TO:** BSEP Planning and Oversight Committee  
**FROM:** Brent Stephens, Superintendent and  
Bajé Thiara, Associate Superintendent for Educational Service  
**DATE:** February 25, 2020  
**SUBJECT:** Recommendation for Expenditure of BSEP Funds for Support for  
Teaching in FY 2020-21

## **BACKGROUND INFORMATION**

According to Measure E1 of 2016, “sixty-six percent (66%) of the Available Revenues shall be dedicated annually to reducing class sizes at all District-operated K-12 schools, and may also be allocated to provide funding for professional development, classroom support, program evaluation, and expanded course offerings.”<sup>1</sup> These purposes, of reducing class sizes and supporting excellence in teaching, are together referred to as the High Quality Instruction (HQI) budget for BSEP Measure E1.

### **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 annotated Teacher Template, Appendix A shows how class size goals are calculated for 2020-21 compared to 2019-20. The key factors which go into this calculation are: enrollment, class size targets, GF/BSEP contribution, rounding factors, and average teacher costs. Together the increased charge to BSEP over the prior year is estimated at nearly \$1.2M.

The Teacher Template for 2020-21 is being presented separately to the P&O Committee for approval at the 2/25/2020 meeting. The projected CSR costs associated with the Teacher Template are however also included in the full HQI budget summary in this document, along with the costs of the plans for the “Support for Teaching” purposes, so that the full budget can be seen in context.

### **PROGRAM SUMMARY - Support for Teaching**

In addition to the Class Size Reduction goal, which is achieved through the

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<sup>1</sup> BSEP Measure E1 of 2016, Section 3.A

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 the actual costs for the programs are incurred.

An initial budget for this resource begins with the proposed costs of the Teacher Template transfers to the General Fund to achieve the class size reduction targets. For 2020-21, this calculation, together with the fund balance from the first years of the measure, is projected to provide sufficient funding to support significant program elements, as summarized below, while reserving some fund balance for future needs.

### **Professional Development**

The Professional Development (PD) Department works to build and sustain teacher capacity. With the arrival of the Common Core State Standards, the 2012 ELD Standards and corresponding ELA/ELD Framework, the 2016 Dyslexia Guidelines; as well as the Next Generation Science Standards (NGSS), professional learning efforts in ELD, 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. The Professional Development Department also plays a leadership role in support for three student groups that have historically been underserved in the district: English Learners, students with disabilities, and African American students. In the coming year, the Professional Development department will also play a lead role in support for expanded educational experiences related to healthy relationships, consent, and positive gender identity.

In addition, the PD 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 both supports students and supports 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.

The full proposal for the Professional Development plan for 2020-21 will be presented on March 10, 2020.

## **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, School Site Councils (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.

The full proposal for the Program Evaluation plan for 2020-21 will be presented on March 10, 2020.

## **Expanded Course Offerings (ECO)**

This funding provides Middle and High School students with a wide variety of options for before-school 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 AVID class, science labs, yearbook and music.

The proposal for 2020-21 is to have BSEP continue to provide 7.6 FTE, as follows:

- 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 special programs in need of support beyond that provided through the Teacher Template calculation.

### U9 Support

5.0 FTE

With the inception of the Universal 9th Grade program at BHS, additional FTE was needed 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 LCAP and the General Fund. In 2019-20, the BSEP portion of the FTE was increased to 5.0 FTE, to relieve the General Fund during a period of budget reductions.

### TWI Support

0.6 FTE

At Sylvia Mendez Elementary School, an additional 0.6 FTE is provided 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.

### International Baccalaureate Support

0.4 FTE

In 2019-20, as part of the reductions to costs in the General Fund, BSEP took on partial funding for the 1.0 position of International Baccalaureate Coordinator at Berkeley High School. The IB Coordinator is responsible for alignment of the IB curriculum and pedagogy, staff training and support, IB assessment, components of the IB program, including the Extended Essay and the *Creativity, Action, Service* project. The Coordinator ensures compliance with all programmatic requirements of the International Baccalaureate Organization, and also facilitates family and student engagement for the 360 students enrolled in IB courses.

In addition to the 6.0 FTE for Classroom Support listed above, a continuation of BSEP funding from 2019-20, there are 8.0 FTE proposed for funding from this resource beginning in 2020-21, as follows:

### Support for Students with Disabilities

5.0 FTE

This addition to the BSEP HQI budget will permit the district to provide additional support for students with disabilities. First, three new Special Education teachers will be assigned from the Special Education department each year to provide case management and Specialized Academic Instruction (SAI) for students with IEPs in the schools with the highest average caseloads. Two of these teachers will work at the elementary level and one will be assigned to the middle school level. The remaining two teachers, of the five new teachers in total, will be deployed from the Special Education department to support

Special Education assessments, with a particular focus on the completion of initial assessments. By providing this relief from caseload size and assessment, Special Education teachers will have more time to focus on classroom instruction and support, thereby bolstering the district's ongoing commitment to the tenets of Least Restrictive Environment and full inclusion.

504 Coordinator

1.0 FTE

At Berkeley High School, there are over 400 students with Section 504 accommodations to support their academic success. Students with 504 plans, and the teachers who are responsible for the implementation of these accommodations, would benefit from the guidance and supervision of a dedicated 504 Coordinator.

BHS Dean of Attendance

1.0 FTE

The Dean of Students monitors and supports school-wide attendance with the attendance office team and makes direct interventions with families and students experiencing consistent or chronic attendance issues. The Dean is also responsible for the formal processes of the School Attendance Review Team (SART) and the School Attendance Review Board (SARB), the latter of which includes collaboration with the District's Student Services department. This position had initially been funded through General Fund resources, and in 2019-20 was funded through BSEP Measure A carryover funds.

Program Supervisor, Career Technical Education (CTE)

1.0 FTE

This position develops and oversees all career pathway and career technical education offerings in BUSD secondary schools. Current pathways include Fire Science, Digital Media, Stagecraft, Robotics, and several others. This position had been funded through General Fund resources, and in 2019-20 was funded through BSEP Measure A carryover funds.

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

Since the inception of BSEP Measure E1, the BSEP resource for High Quality instruction, under the subsection of Classroom Support, has taken on the funding of a total of 13 FTE in ongoing costs added since the inception of the BSEP E1 Measure. In addition, the 2019-20 recalculation of the Direct Support contribution is providing a nearly \$200,000 increase in the transfer from BSEP to the General Fund, and the 2020-21 adjustment of the GF/BSEP contributions to Class Size would provide nearly \$1.2M in additional transfer to the GF, while maintaining the promised class size targets.

These costs are being supported through the additional revenues provided

through the Measure E1 special tax. The allowed COLA increases of 2.9% and 4.5%, in the second and third years of the Measure, have provided revenue to mitigate some of the reductions in expenditures needed in the General Fund. These adjustments appear to be reasonable and sustainable. Initial budget models for the Measure had been conservatively predicated on lower COLA increases, as in the four years prior to Measure E1, there had been COLAs of zero to 1.57%, averaging 0.86%. Given the experience of the 10 year BSEP Measure A, which had been challenged by these low COLAs in the face of rising costs, the budgeting models and measure language for Measure E1 allowed for the possibility of building a fund balance in case of flattening revenues and/or increased costs.

For 2020-21, a 2.5% COLA is not projected to keep pace with rising costs, (salary increases are already at 2.5%), without including mandatory costs such as STRS/PERS. Should BSEP revenues flatten further in later years, and/or costs increase substantially, it may be necessary to 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 2020-21, the amount of FTE being charged to BSEP for elementary school teachers (based on the Teacher Transfer) 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 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 in the next two years. 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.

At this point, with five years to go in the Measure, the current plan is to begin to draw down on the fund balance at a sustainable rate; making adjustments, if necessary, in the later years of the Measure. Multi-year Projections are being generated to aid the P&O Committee in the review of the proposed expenditures.

**Budget Summary for High Quality Instruction 2020-21**  
**Measure E1, Resource 0741**  
**Draft 2/25/20**

<b>Revenue</b>	\$	20,941,400
<b>Transfers</b>		
Teacher Compensation	\$	(14,533,500)
Direct Support	\$	(573,600)
Sub Compensation	\$	(257,600)
<b>Total Transfers to the General Fund</b>	\$	(15,364,700)
<b>Net Revenue</b>	\$	5,576,700
<b>Directly Charged Expense</b>		
Professional Development	\$	1,800,095
Program Evaluation	\$	642,685
ECO	\$	826,742
Classroom Support	\$	1,614,620
Unallocated Reserve	\$	425,000
<b>Total Directly Charged Expense</b>	\$	5,309,142
<b>Indirect Cost (5.25%)</b>	\$	1,085,377
<b>Total Expense</b>	\$	6,394,519
<b>Total Transfers and Expense</b>	\$	21,759,219
<b>Revenue Less Transfers and Expense</b>	\$	(817,819)
<b>Beginning Fund Balance</b>	\$	4,528,733
Net Increase/(Decrease) in Fund Balance	\$	(817,819)
<b>Ending Fund Balance</b>		3,710,914