

**CLASS SIZE REDUCTION, EXPANDED COURSE OFFERINGS,
MIDDLE SCHOOL COUNSELING, PROGRAM SUPPORT
(BSEP Measure A, Resource 0841)**

OVERVIEW: FY 2015-16

Purpose

Reducing Class Sizes at all K-12 schools, expanding course offerings at all secondary schools, and providing counseling services at each of the District's middle schools.

The goals for the class sizes to be achieved with these revenues are District-wide Average Class Sizes of 26:1 for the elementary schools grades K-5, 28:1 for the secondary schools, and 18:1 for continuation high school and other secondary opportunity programs. Average class sizes in the K-3 grades shall be reduced to 20:1 as long as state class size reduction funds are provided for that purpose at a level not less than currently funded by the State.

After resultant class sizes meet the goals stated above, additional teachers may be added first to allow for expanded course offerings and then for program support in schools in so far as the funds permit.¹

**Budget Managers: Pasquale Scuderi, Assistant Superintendent for Educational Services
Donald Evans, Superintendent**

BACKGROUND INFORMATION

The contribution of BSEP Class Size Reduction (CSR) Funds for classroom teachers is estimated each year 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, at 34:1 for the K-5 grades and 36:1 in grades 6-12, and then calculates additional staffing to be paid for by BSEP Measure A, which provides funds to reduce class sizes toward a district-wide average of 20:1 for K-3, 26:1 for 4-5, 28:1 for grades 6-12, and 18:1 for the continuation high school.

The Teacher Template is developed in the spring of the preceding school year and adopted by the Board of Education as part of the District's Annual Budget in June. In the fall, when enrollment has somewhat stabilized, there can be increases to FTE if needed to maintain the Board-adopted class size ratios. Conversely, the FTE allocation may be reduced if enrollment does not meet projections. These changes may be reflected in the First or Second Interim Report of that school year or at the fiscal year-end closing.

When the fiscal accounting books are closed in September, a final transfer is made from BSEP CSR to the General Fund to pay for class size reduction teachers based on the average actual cost of teacher compensation and the actual FTE. This contribution to the General Fund by BSEP is known as the "Teacher Transfer."

¹ BSEP Measure A, Section 3.A

After the class size goals are achieved, the BSEP Measure stipulates that BSEP CSR funds may be used for “expanded course offerings (ECO),” counseling services at each of the District’s middle schools, and “program support.”

The class size goal of 20:1 at K-3 was put in place after the State of California began a Class Size Reduction (CSR) program in 1996, rewarding districts that reduced class sizes to that district-wide goal. As of Fiscal Year (FY) 2013-14, the new Local Control Funding Formula from the State changed class size reduction targets to 24:1 for K-3. In addition, the State funding allocated for CSR was reduced. While BSEP Measure A did allow for changing class size goals if the State funding changed, the Board decided to maintain K-3 average class sizes at 20:1 through FY 2016-17, when Measure A expires. However, with costs rising and state CSR income decreasing, it was necessary to reduce Program Support costs that had been carried by the BSEP fund by shifting the Literacy Coach expense to the General Fund and reduce the allocation for Expanded Course Offerings.

Below is the Revenue and Expenditure summary report for 2015-16.

2015-16 CLASS SIZE REDUCTION FUND – REVENUE AND EXPENDITURES

Description	Budget	Actual	Variance
REVENUE	16,131,455	16,289,729	158,274
REVENUE TRANSFERS TO THE GENERAL FUND			
Teacher Compensation (135.92 FTE)	(12,830,900)	(12,708,730)	122,170
Direct Support	(393,800)	(390,071)	3,729
Substitute Compensation	(241,100)	(238,796)	2,304
Total Transfers	(13,465,800)	(13,337,597)	128,203
EXPENDITURES			
Certificated Teacher Salaries	1,088,852	1,064,332	(24,520)
Certificated Counselor Salaries	407,598	402,323	(5,275)
Employee Benefits	414,736	391,654	(23,082)
Indirect Cost	1,010,154	993,812	(16,342)
Total Expenditures (“Page Two”)	2,921,340	2,852,121	(69,219)
	Beginning	Ending	Increase
FUND BALANCE	346,061	446,072	100,011

RESOURCE SUMMARY

At the time of the Recommendation for expenditures made in May 2015, the projected ending fund balance for this fund was \$104,571. The actual ending fund balance was \$446,072. The increase was due to a number of factors:

- Revenue in FY 2015-16 was somewhat higher than budgeted due to additional tax revenue in the current and prior year, and a small distribution from the BSEP reserve to each of the Resources.
- The contribution to the General Fund for Class Size Reduction was lower than the adopted budget because less FTE was required than expected, a difference of 1.31 FTE.
- The expense for Middle School Counseling in the initial Plan was \$475,200. The actual expense was about \$42,000 higher, as the initial estimate calculated on the teacher rather than the counselor rate.
- For the 2015-16 school year, there were some savings in the Expanded Course Offerings largely attributable to personnel cost variances. In addition, there were savings for open positions at King Middle School for Expanded Course Offerings and for Response to Intervention and Instruction (RtI) support.

At closing, the following charges were assessed in reconciling the BSEP and GF contributions to goals and programs of BSEP Measure A:

<u>Classroom Teachers</u>	<u>Budgeted</u>	<u>Actual</u>
● TK-12	137.23	135.92
<u>Additional Purposes</u>	<u>Budgeted</u>	<u>Actual</u>
● Middle School Counselors	4.80	4.80
● BHS Expanded Course Offerings	6.00	6.00
● MS Expanded Course Offerings	1.60	1.40
● 3/4/5 TWI Combination Classes	1.80	1.80
● Elementary RTI Teachers	2.75	2.75
● Middle School RTI Teachers	2.75	2.50

STATUS REPORT

There were sufficient funds to meet the Class Size Reduction goals of BSEP Measure A, and to provide for additional purposes, with the support of the General Fund for some of the programs previously funded through BSEP.

The 4.8 FTE provided for Middle School Counseling provides social-emotional and academic support to our students at a crucial point in their development. Counselors are a vital and indispensable component of our educational program in the middle schools. The role of a school counselor has evolved well beyond older conceptions of “guidance counseling.” Counselors at the secondary level in BUSD provide a wealth of supports and services, including direct

instruction in classrooms on life skills and decision making, work with individuals and groups of students to raise awareness around educational options and career pathways, and support families and students with academic and social/emotional dilemmas. In addition, counselors provide direct services to families and students and connect them with school-based or community-based supports and services as needed. Research supports the idea that student outcomes ranging from decreases in disciplinary incidents to gains in academic progress are improved where counselors are present and wherein the counseling staffing ratio trends toward the 250:1 recommended by the American School Counselor Association [ASCA, 2005].

The Expanded Course Offerings (ECO) for Middle and High School offer a wide variety of options for students. 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. These funds have provided extra resources with which to provide offerings of before and after-school elective and enrichment classes that are not available within the master schedule.

As the Two Way Immersion (TWI) programs were being phased out at Rosa Parks, Leconte, and Cragmont, in favor of a consolidated TWI program at LeConte, attrition in some cases has necessitated combination-grade classes. BSEP resources provided those three sites with FTE that enabled them to regroup kids throughout the week to provide grade level or content specific instruction during the transition.

The RtI Teachers and Literacy Coaches remain key to our efforts to support struggling students. Both positions serve critical roles on the Coordination of Services (CoS) teams that we have been building at elementary and middle schools. In addition to serving on those teams, which monitor and react to struggles or growth in specific outcomes, both positions play key direct services roles with our students.

The RtI allocation rounds out Special Education staffing in schools and expands the focus of the staff members to support struggling students who may not yet be working with individualized education plans (IEP). Better still, this focus may prevent over-identification of students for Special Education by providing or coordinating supports and services well ahead of a determination to classify a student.

The Literacy Coach positions remain vital to the implementation of curriculum, to the support and coaching of teachers in delivering the strongest classroom instruction possible, and to providing, in some cases, intensive one-on-one reading supports as well as intensive small group remediation through reading recovery practices and leveled literacy intervention strategies respectively.

###