

HIGH QUALITY INSTRUCTION

Class Size Reduction and Support for Teaching

PLAN OVERVIEW: FY 2017-18

Budget Managers:

Donald Evans, Superintendent of Schools

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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.”¹

The goal of class size reduction has been a major component of every BSEP measure since 1986. Earlier BSEP measures set class size goals of around 26:1 for the elementary schools; under BSEP Measure A of 2006, the goal was a district-wide average class of 26:1 for the elementary school grades, with a further reduction to 20:1 at K-3 to qualify for the State of California program which rewarded districts for achieving that goal.

In 2013-14 the State changed class size reduction targets to 24:1 school-wide for K-3, which occasioned a reexamination of the elementary class size configuration in the BUSD. The 20:1 goal at K-3 made the transition to 26:1 at 4th grade mathematically challenging in schools with fewer sections, yielding either large classes or mixed grade classes.

With BSEP Measure E1, beginning in FY 2017-18, the District-operated elementary school average class sizes are being gradually adjusted, with the aim of achieving balanced class sizes in all elementary schools with school-wide K-5 averages of 23:1 achievable by the sixth year of the measure. This exceeds the State goal of 24:1 at K-3. The BSEP class size goals for grades 6-12 remain at district-wide averages of 28:1 and 18:1 for the continuation high school.

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” (*Appendix A*). 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.

This recommendation is based on the following assumptions:

- Staffing enrollment of TK-12 students is projected at **9,317**.
- Average compensation (includes salary and employer paid fringe benefits) of classroom teachers is projected at **\$102,399**. This includes the State Teachers Retirement System (STRS) contribution of 14.43% in FY 2017-18.

¹ BSEP Measure E1 of 2016, Section 3.A

- The indirect cost rate for FY 2016-17 is **5.96%**.

The attached “Teacher Template” details this recommendation. (Attachment A)

The staffing formula results in a total of **436.64** Full Time Equivalent (FTE) classroom teachers projected to be necessary to staff the TK-12 classrooms at the ratios listed above, of which BSEP would fund **129.14** FTE teachers (including the associated preparation/release time for BSEP funded teachers).

Under the terms of Measure E1, the revenues dedicated to class size reduction purposes may be spent for all costs attendant to them, including operational costs, and other costs associated with the opening or maintaining of classrooms to reduce class sizes. These costs are shown in the teacher template as “direct support.” The costs of substitute teachers are also included in the overall staffing costs. BSEP therefore reimburses the General Fund based on the average teacher cost, plus expenses for substitutes, and direct support. Altogether, to meet these targeted class size reduction goals, the expense to the BSEP Class Size Reduction fund in 2017-18 is projected to be **\$13,835,200**.

It should be noted that enrollment projections are reviewed both prior to presentation of the budget to the Board for adoption in June, and again 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.

PROGRAM SUMMARY

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 are “directly charged” as the actual costs for the programs as they are incurred. For 2017-18, these expenses include:

Professional Development

The Professional Development Department has notably expanded its offerings toward building and sustaining teacher capacity over the past three years. 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, multi-funded through both this budget and the District’s designated general fund dollars for common core implementation, now 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.

The plan for BSEP expenditures for Professional Development in 2017-18 are 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, SGCs 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 drillable to the site, classroom, case-management and student level 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 plan for BSEP expenditures for Professional Development in 2017-18 are found in Appendix C.

Classroom Support

Berkeley Technology Academy (BTA) serves some of our highest needs students, in terms of social-emotional and academic needs. BUSD has historically staffed the site at a 15:1 student to teacher ratio (assuming an enrollment of 150), even though the BSEP measure stipulates 18:1. This staffing ratio has resulted in the assignment of 10 full time teachers to BTA, with the General Fund and BSEP each providing 5 FTE. However, with enrollment declining steadily over time, actual enrollment has been in a range of 60-100 students over the past five years, while the school has remained staffed as if for a larger population, which has resulted in student/teacher ratios of 10:1 or below in many classes. The proposed allocation would provide staffing in 2017-18 to 8.0 FTE for an expected population of 76 students, with the General Fund contributing 2.53 FTE and BSEP contributing 2.54 FTE at a calculation of 18:1 via the Teacher Template, and an additional 2.93 FTE would be provided through Classroom Support from BSEP.

At Thousand Oaks Elementary School, a small cohort of students in kindergarten, first grade, and second grade have been proposed to continue as a "bilingual maintenance" class. These small classes would require an additional 3 FTE above the Teacher Template calculations, and are therefore found in the Classroom Support section.

Expanded Course Offerings (ECO) for Middle and High School offer a wide variety of options for students 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 current proposal is based on 7.6 FTE: 0.4 each at Longfellow and Willard Middle Schools, 0.8 at King Middle School and 6.00 FTE at BHS.

RESOURCE SUMMARY

Revenue	18,546,500
Transfers to the General Fund	
Teacher Compensation (132.29 FTE)	13,223,900
	370,600
	240,700
Total Transfers to the General Fund	<u>13,835,200</u>
Directly Charged Expenses	
Expanded Course Offerings	814,211
Professional Development	854,050
Program Evaluation	672,250
Classroom Support (TWI,BTA)	607,226
Total Directly Charged Expenses	<u>2,947,737</u>
Indirect Cost	1,000,263
Total Transfers and Expenses	17,783,200
Projected Ending Fund Balance	763,300

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