

CLASS SIZE REDUCTION and SUPPORT FOR TEACHING

(BSEP Measure E1, Resource 0841)

PLAN OVERVIEW: FY 2017-18

Purpose

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

Budget Managers:

Donald Evans, Superintendent of Schools

Pasquale Scuderi, Assistant Superintendent for Educational Services

BACKGROUND INFORMATION

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.

After the class size goals are achieved, Measure E1 of 2016 further states that additional funds may be allocated for teaching support, including professional development, program evaluation, classroom support, and expanded course offerings. Any allocations within these options shall be recommended by District staff to the Planning and Oversight Committee (as described in Section 8.B) and approved by the District's Board of Education ("Board").

RESOURCE SUMMARY

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)

¹ BSEP Measure E1 of 2016, Section 3.A

resources and then calculates additional staffing to be paid for by BSEP funds.

The recommendation for 2017-18 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 12.58% in FY 2017-18.
- The indirect cost rate for FY 2016-17 is **5.96%**.

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.

PROGRAM SUMMARY AND GOALS

In addition to the Class Size Reduction goal, which is achieved through the aforementioned transfer of funds from BSEP to the General Fund, under Measure E1, this resource supports a number of additional 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 may include:

Expanded Course Offerings (ECO)

Middle and High School ECO provides 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.

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.

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.

Classroom Support

Measure E1 allows for the possibility of additional expenditures that support classroom teaching. These expenditures would be part of "Page Two" expenses as discretionary options on a year to year basis.

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