

## **Summary for BSEP Funds for High Quality Instruction - Class Size Reduction and Support for Teaching, FY 2018-19**

### **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 February 13, 2018 and an update was adopted by the Committee on February 27, 2018. Further revisions to the calculations were made on March 2, 2018, reviewed by the P&O on March 13, and adopted by the Board on March 14. (Appendix A2). It should be noted that enrollment projections are reviewed again, 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.

### **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.

Increases in expenditures in this area are partly 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. Additional FTE would be provided by BSEP to assume full funding of the Professional Development Coordinator position, fund more of the PD Teacher Leaders at BHS, and fund Instructional Technology TSA at BHS; these positions had been carried in whole or in part by the General Fund, but are within the scope and capacity of this BSEP resource to carry going forward. Professional Development funds remaining from BSEP Measure A are planned to be expended for two part-time short-term positions as described in the plan document.

*The BSEP Professional Development Plan for 2017-18 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, 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.

Adjustments in expenditures in this area for 2018-19 are again partly 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. With increases in the Professional Development area of the BSEP resources, some adjustments are being made in this budget. The Associate Superintendent would carry the responsibility for oversight of this department instead of a Director of BREA, with some additional staffing from Teachers on Special Assignment as this department transitions to a different oversight model. There would also be reduction in some of the discretionary expenditures for stipends and workshops of about \$36,500.

*The BSEP Program Evaluation Plan for 2018-10 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 2018-19 proposal would be based on 7.6 FTE, the same allocation as in 2017-18.

- 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. BSEP would carry 2.0 FTE of the needed 5.6 FTE, with the remainder provided by the General Fund and LCAP funding.

At LeConte Elementary School, the proposal is 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 2018-19  
BSEP Measure E1, Resource 0741**

<b>Revenue</b>	19,601,204
<b>Transfers to the General Fund</b>	
Teacher Compensation (132.28 FTE)	13,418,500
Direct Support	379,600
Sub Ave. Compensation	248,500
<b>Total Transfers to the General Fund</b>	<u>14,046,600</u>
<b>Directly Charged Expenses</b>	
Expanded Course Offerings	851,890
Professional Development	1,357,700
Program Evaluation	563,072
Classroom Support (BTA, LeConte)	259,719
<b>Total Directly Charged Expenses</b>	<u>3,032,381</u>
<b>Indirect Cost at 5.93%</b>	1,012,784
<b>Total Transfers and Expenses</b>	18,091,765
<b>Projected Ending Fund Balance</b>	<u>\$3,110,705</u>

**Budget Summary for Professional Development 2018-19  
From BSEP Measure A, Resource 0855**

<b>Directly Charged Expenses</b>	
Staffing (Professional Development)	119,400
<b>Total Directly Charged Expenses</b>	<u>119,400</u>
<b>Indirect Cost at 5.93%</b>	7,080
<b>Total Expenses</b>	126,480
<b>Projected Ending Fund Balance</b>	\$83,306