Staffing ratio tiered proposal for Special Education Teachers

	2015-16	Mild/Moderate					Moderate/Severe					Summary					2016-17	Mild/Moderate				Moderate/Severe					Summary	
	Enrlmt (Oct 2015)	% SpEd per CA avg (~4% Elem; ~8.5% MS)	FTE 2015-16	Staff ratio 1:?	Caseload Difference per CA avg ratio (1:28)	Staffing at CA avg ratio (1:28)	% SpEd per state avg (~3% Elem & MS)	FTE 2015-16	Staff ratio 1:?	Difference (State ratio avg=1:12)	Staffing at avg state ratio rate (1:12)	Total SpEd FTE 2015-16	SpEd FTE per BFT contract	FTE Difference between 2015-16 & BFT contract	Total SpEd FTE if staffed at CA avg levels	FTE Difference between CA staffing average & BFT contract	Projected Enrollm't	% SpEd per CA avg (~4% Elem; ~8.5% MS)	Projeted baseline FTE 2016-17 (per BFT contract)	Staff ratio 1:?	Difference (State ratio avg=1:28)	% SpEd per state avg (~3% Elem & MS)	Projeted baseline FTE 2016-17 (per BFT contract)	Staff ratio 1:?	Difference (State ratio avg=1:12)	Add'l staffing option to accommodate state ratio avg	Total projected 2016-17 FTE average staffing allocation	Staffing changes projected compared to 2015-16 SY
King CDC																	55	2				2						
John Muir	292	12	1	12	-16	0.42	9	1	9	-3	0.73	2	1.5	0.5	1.15	-0.35	301	12	1	12	-16	9	0.5	18	6	0.5	2	0
Oxford	302	12	1	12	-16	0.43	9	1	9	-3	0.76	2	2	0	1.19	-0.81	297	12	1	12	-16	9	1	9	-3	0	2	0
Emerson	304	12	1	12	-16	0.43	9	1	9	-3	0.76	2	2	0	1.19	-0.81	311	12	1	12	-16	9	1	9	-3	0	2	0
LeConte	353	14	1	14	-14	0.50	11	1	11	-1	0.88	2	2	0	1.39	-0.61	388	16	1	16	-12	12	1	12	0	0	2	0
Cragmont	419	17	1	17	-11	0.60	13	1	13	1	1.05	2	2	0	1.65	-0.35	410	16	1	16	-12	12	1	12	0	0	2	0
Jefferson	422	17	1	17	-11	0.60	13	1	13	1	1.06	2	2	0	1.66	-0.34	407	16	1	16	-12	12	1	12	0	0	2	0
Thous Oaks	443	18	1	18	-10	0.63	13	1	13	1	1.11	2	2	0	1.74	-0.26	432	17	1	17	-11	13	1	13	1	0	2	0
Berkeley Arts	448	18	1	18	-10	0.64	13	1	13	1	1.12	2	2	0	1.76	-0.24	445	18	1	18	-10	13	1	13	1	0	2	0
Rosa Parks	464	19	1	19	-9	0.66	14	1	14	2	1.16	2	2	0	1.82	-0.18	456	18	1	18	-10	14	1	14	2	0	2	0
Washington	465	19	1	19	-9	0.66	14	1	14	2	1.16	2	2	0	1.83	-0.17	445	18	1	18	-10	13	1	13	1	0	2	0
Malcolm X	572	23	1	23	-5	0.82	17	1.4	12	0	1.43	2.4	2	0.4	2.25	0.25	573	23	1	23	-5	17	1	17	5	0.45	2.45	0-.05
Elem Total	**4484**	**179**	**11**	**16**	**-12**	**6.41**	**135**	**11.4**	**12**	**0**	**11.21**	**22.4**	**22**	**0.9**	**17.6**	**-3.9**	**4520**	**181**	**11.0**	**16**	**-12**	**136**	**11**	**13**	**1**	**0.95**	**22.45**	**0**
Longfellow	512	44	3	15	-13	1.55	15	1	15	3	1.28	4	4	0	2.83	-1.17	504	43	3	14	-14	15	1	15	3	0.25	4.25	0-.25
Willard	570	48	3	16	-12	1.73	17	2	9	-3	1.43	5	4	1	3.16	-0.84	593	50	3	17	-11	18	1	18	6	0.5	4.50	-0.5
King	1027	87	4	22	-6	3.12	31	3	10	-2	2.57	7	6	1	5.69	-0.31	1015	86	3	29	1	30	3	10	-2	0	6	-1
MS Total	**2109**	**179**	**10**	**18**	**-10**	**6.40**	**63**	**6**	**11**	**-1**	**5.27**	**16**	**14**	**2**	**12**	**-2**	**2112**	**180**	**9**	**20**	**-8**	**63**	**5**	**13**	**1**	**0.75**	**14.75**	**-1.5**
Funding Source/s		**SpEd (50%); BSEP (25%); GF (25%)**					**SpEd (100%)**											**SpEd (50%); BSEP (25%); GF (25%)**				**SpEd (100%)**						
Primary responsibilities		SpEd casemanagement & direct services to students; Site-based RtI & pre-referral support to non-identified &/or "at-risk" students; SST & COS team participant					SpEd casemanagement & direct services to students; regular collaboration w/ general education staff & IAs to support students with severe disabilities in the LRE											SpEd casemanagement & direct services to students; Site-based RtI & pre-referral support to non-identified &/or "at-risk" students; SST & COS team participant				SpEd casemanagement & direct services to students; regular collaboration w/ general education staff & IAs to support students with severe disabilities in the LRE						
Traditional Model staffing responsibilities		In the "traditional" model the Mild/Mod teacher would primarily ONLY provide direct services to SpEd students, not RtI & be funded at nearly 100% SpEd $					In the "traditional" model the Mod/Sev teacher would provide direct services to SpEd students in a separate class or "hybrid" model (50% in special class/50% in general ed)											In the "traditional" model the Mild/Mod teacher would primarily ONLY provide direct services to SpEd students, not RtI & be funded at nearly 100% SpEd $				In the "traditional" model the Mod/Sev teacher would provide direct services to SpEd students in a separate class or "hybrid" model (50% in special class/50% in general ed)						

General Ed enrollment for 2015-16 based on October CALPADS data