

BSEP Measure Planning 101





BSEP Measure Planning

September-March: Planning and Public Engagement

April-June: School Board process

June-November: Public Campaign

November 8, 2016: Election Day

2017-18: First Year of New Measure

Budget Changes since 2006

CHANGES in REVENUES

Passage of Proposition 30 - more money for schools, though only restoring funding to 2007 levels plus COLA's;

State Supplemental Grant includes focus on high need students - low income, English learners, and Foster Youth.

Rules for special local taxes ("") changed due to 2012 decision.

Cost of Living (COLA) rate increases vary from 0% to over 4% per year - this affects BSEP revenues.

CHANGES IN EXPENSES

Enrollment Growth - economic downturn brought more students to public schools - growth continues with positive perception of public schools; affects both revenues (ADA) and expenses;

Salary and retirement (STRS and PERS) costs have increased in recent years;

State Class Size Reduction (CSR) fund changes K-3 class size targets from to .



LCFF 2020-21 Target Calculation

based on 2014-



Estimate of Impact of “Split Roll” Tax Rate Changes

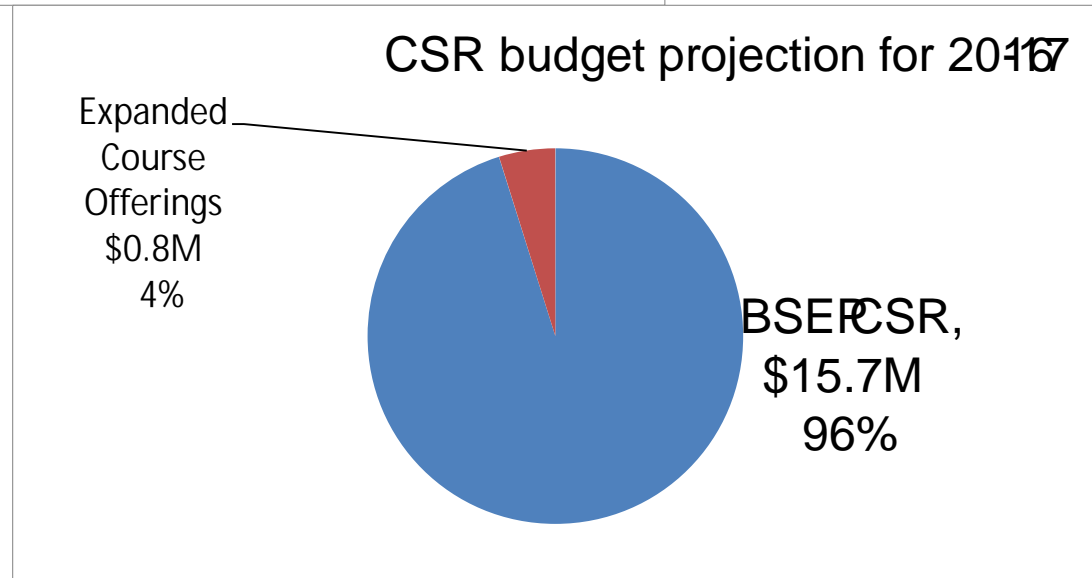
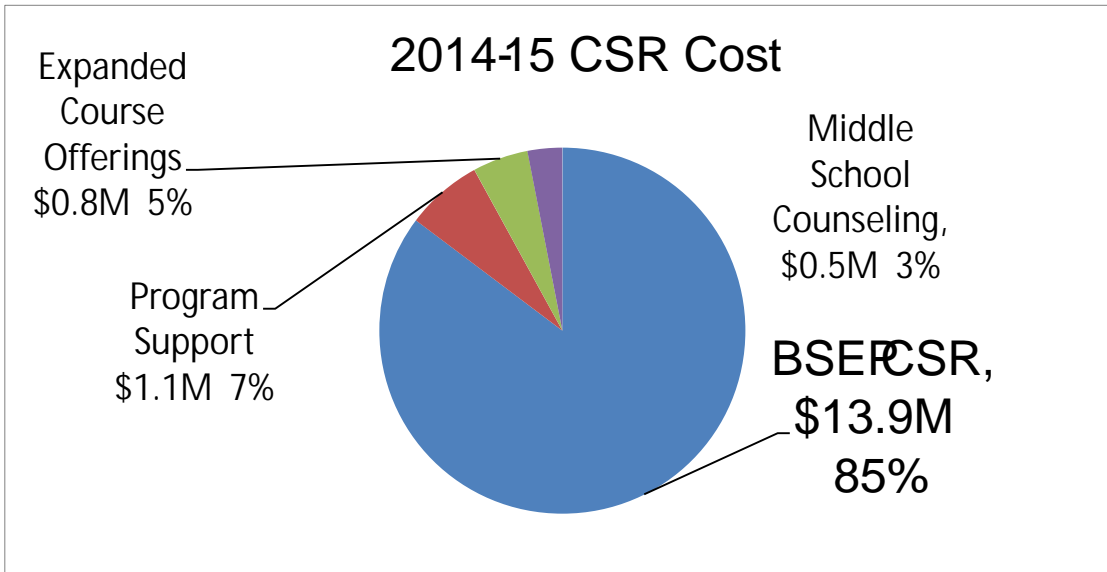
More Families are Choosing Berkeley Public Schools

- More young families moving to Berkeley
- Lower attrition rates: More students entering and staying in our public schools
- Transitional Kindergarten: State-mandated program for young five year olds



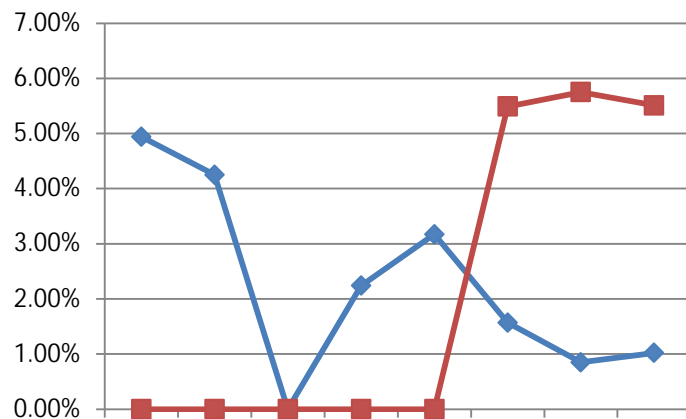


BSEP Class Size Reduction Resource





BSEP Revenue and General Fund Revenue





History of Class Size Reduction

Average Class Size Goals

Before 1986 in BUSD

30:1 K-5 or more

BSEP 1986 and 1994

25:1 K5

State CSR change in 1996

20:1 K-3 district-wide

BSEP CSR in 2004 & 2006

20:1 K-3, 26:1 4-5

State CSR change in 2012

24:1 K-3 school-wide

BSEP 2016

?



Class Size Scenarios

Revenue and Expenses

Year		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
No enrollment growth	Revenue	\$16,600,000	\$16,800,000	\$17,000,000	\$17,200,000	\$17,400,000	\$17,600,000
No Change to 20-26							

Some Professional Considerations Regarding Balancing Class Size at K-5

One possible scenario: 24:1 at K-5, with K probably being 22-23

“Positives”

- Class size would decrease in grades four and five.
- There would be no 3rd/4th or 4th/5th combination classes (or high 4th or 5th grade classes) in this scenario.
- This scenario would begin to return “flex” rooms to K-5 sites.
- In this scenario the time teachers have during the student day to prepare could be allocated differently, increasing unity and morale.
- The cost savings generated could be used to fund investments in K-3 student and teacher supports.
- This scenario would mean less variation in K-5 class sizes district-wide because the 1:24 number must be maintained for EACH SITE in K-3.

• “Negatives”

- The larger class sizes in grades K-3 may reduce ability to serve high-needs children.
- It may be more difficult to implement programs such as A Story of Units or Teacher’s College Writing and Reading Project in larger K-3 classes.
- It may be more difficult to differentiate teaching approaches for students (K-3).
- Schools may need more student supports (K-3).
- Teachers in grades K-3 will have more families with which to build relationships, meaning less overall time per family.

CLASS SIZE REDUCTION

