## BERKELEY UNIFIED SCHOOL DISTRICT

TO: Donald Evans, Ed.D., Superintendent

FROM: Pasquale Scuderi, Asst. Superintendent for Educational Services

DATE: April 26, 2017

SUBJECT: Recommendation for Expenditure of BSEP Funds for Class Size

Reduction and Support for Teaching in FY 2017-18

## 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."

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.

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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,