



Santa Ana
Unified School District

Class Size Reduction Programs

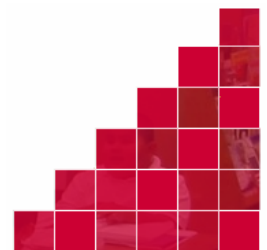
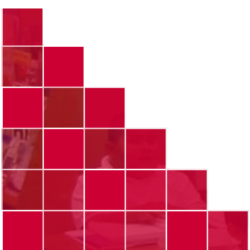
Quality Education Investment Act (QEIA)

K-3 Class Size Reduction (CSR)

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Jane A. Russo, Superintendent

Cathie Olsky, Ed.D., Deputy Superintendent
Ron Murrey, Associate Superintendent Business





Laying the Foundation for Understanding

- K-3 Class Size Reduction (K-3 CSR)
- Quality Education Investment Act (QEIA)
- Strengths and Challenges of Implementation
- Budget Implications



Current K-3 Class Size Reduction

- Began in 1996-1997 school year.
- The purpose of the CSR program is to ensure that children in public school receive instruction in classrooms where there are no more than 20 students.
- Teachers in CSR classes are required to receive training and the delivery of instruction is expected to change due to the smaller class sizes.



Quality Education Investment Act (QEIA)

- A settlement as a result of the suspension of Proposition 98 in 2004-2005.
- Settlement payments are schedule over a 7-year period, beginning in 2007-2008.
- Primary purpose is to reduce class size K-12, meet the required teacher experience criteria and 300:1 counselor ratio at high school.



K-3 CSR and QEIA

- Both programs support reduced class size.
- QEIA is in operation in 14 schools, including nine elementary, four intermediate and one high school.
- K-3 CSR is at all elementary schools. Option 2 at Kindergarten and Option 1 in grades 1st through 3rd.



Comparing

K-3 CSR

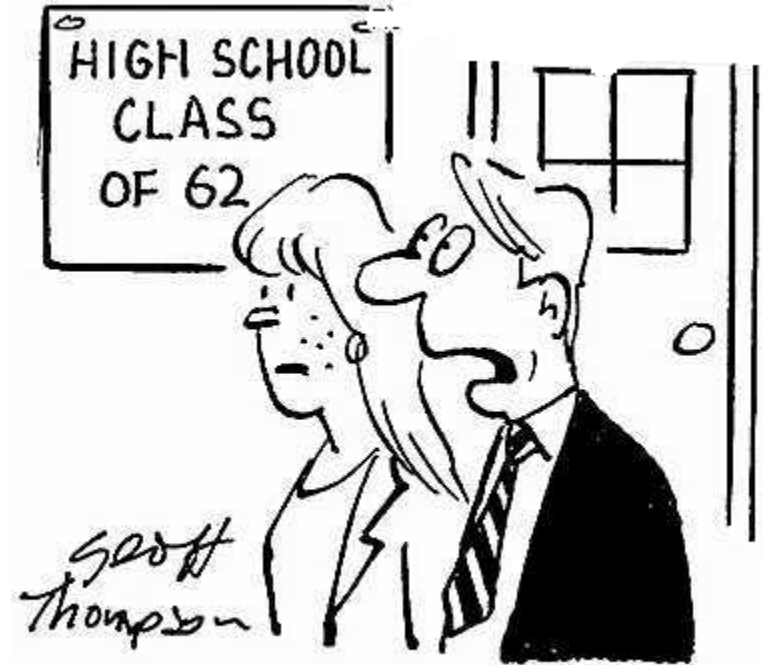
QEIA

- 1) Reduces class size K-3
- 2) Requires teacher training to effectively maximize instruction in smaller classes.
- 3) Reimbursement funding is according to class size average:
 - 20.44:1 = 100% reimbursement
 - 20.45:1 = 80% reimbursement
 - 20.95:1 = 60% reimbursement
 - 21.45:1 = 20% reimbursement

- 1) Reduces class size K-12;
 - 20:1 cap at K-3
 - 25:1 cap at 4th-12th
 - Reduces class size by 5 from the average class size in 2006-2007.
- 2) Requires teacher and administrator training.
- 3) Requires meeting teacher experience criteria.
- 4) Requires meeting academic performance levels.



K-3 Class Size Reduction



"It isn't a reunion, it's a class size!"



K-3 CSR Strengths and Challenges

Strengths:

Smaller student to teacher ratio in grades Kindergarten through 3rd grade.

Facilities have been adjusted to accommodate smaller classes.

Challenges:

Maintaining the class average for maximum funding may require students to be assigned to other schools, may require changing classes during the school year, and may require combination grade classes.

A return to increased class size would result in extra costs for enlarging classroom square footage.

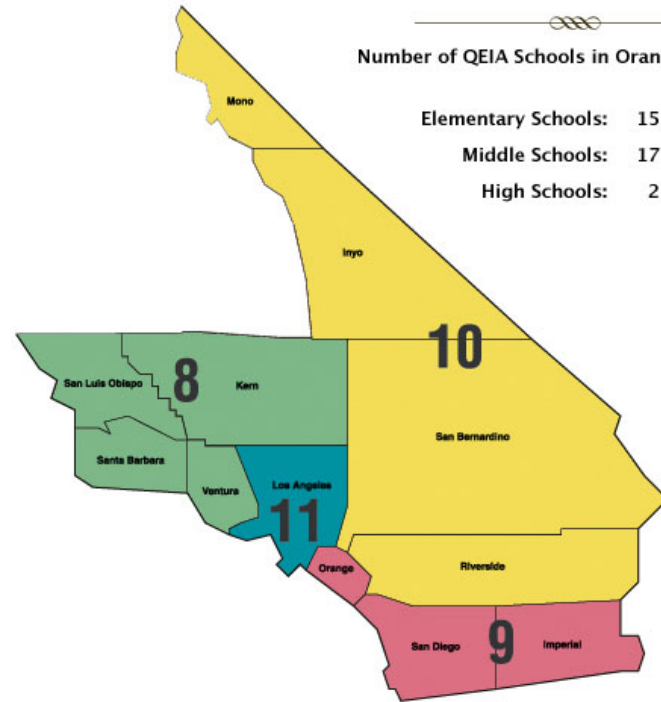


K-3 CSR Program Concerns

- K-3 CSR is a reimbursement program
 - The State's ability to reimburse the District for the program may be compromised due to the fiscal crisis.
 - Currently the K-3 CSR program is financially supported by using categorical funding.
 - 2007-2008 K-3 CSR was funded \$16.2 million and the General Fund contributed \$5.3 million to the program.
 - 2008-2009 K-3 CSR is funded \$16 million and uses Title I and EIA from prior year carry over and current year allocations \$5.3 million. For the current school year the General fund is not contributing to the CSR program.



Quality Education Investment Act (QEIA)



REGIONS	COUNTIES	DISTRICTS	SCHOOLS	STUDENTS
CISC Region 8	Kern, San Luis Obispo, Santa Barbara, Ventura	16 Districts	34 Schools	34,437 Students
CISC Region 9	Imperial, Orange, San Diego	21 Districts	51 Schools	43,066 Students
CISC Region 10	Inyo, Mono, Riverside, San Bernardino	18 Districts	71 Schools	67,481 Students
CISC Region 11	Los Angeles County	14 Districts	131 Schools	214,440 Students



QEIA

Strengths

Challenges

<p>Strengths:</p> <p>Smaller student-teacher ratio Kindergarten through 12th grade.</p>	<p>Challenges:</p> <p>Maintaining the class size required under QEIA may result in: students being assigned to non-QEIA schools; may result in changing classes during the school year; and may result in combination grade classes.</p>
<p>First year funding helped to address some initial facility needs.</p>	<p>Classroom needs at upper elementary (4th and 5th) and secondary (6th thru 12th) may require retaining or adding portables.</p>



QEIA

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Challenges

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Lowell
(QEIA)

&

Pio Pico
Elementary





QEIA

Strengths

Challenges

<p>Strengths:</p> <p>QEIA schools have the benefit of smaller class sizes.</p>	<p>Challenges:</p> <p>Equity and access between QEIA and non-QEIA schools is a concern. Students at like schools would not have equivalent access to smaller class sizes.</p>
<p>Teachers will be added to reduce class sizes, K-12.</p>	<p>At the end of the program, continuing funds need to be identified to retain staff.</p>



QEIA Program Concerns

- The are inherent design flaws in the implementation of QEIA
 - QEIA is a finite program. Funding for the program ceases after 7 years. (2013-2014)
 - There are insufficient QEIA funds to support ongoing operational costs related to class size reductions including staff development, custodial and and other support services.
 - Funding at the intermediate and high school level is based on a single period of core classes. QEIA does not fund double or triple periods that are required by SAIT and student needs.
 - Beginning in year four, 2010-2011, QEIA will need increased funding contributions from other program sources; e.g. Title I and EIA or General Fund to continue the program.



QEIA Program Concerns, Con't

- There are inherent design flaws in the implementation of QEIA
 - Determining class size targets is based on CBEDS data for 2006-2007. SAUSD reduced class sizes during that year using High Priority Schools Grant causing a ratio that is inaccurate. We are in the process of requesting a waiver to allow an adjustment of class size targets.
 - The requirement to maintain the criteria for years of teaching experience at QEIA schools restricts hiring of teachers. QEIA also restricts the ability for teachers from other schools to transfer into QEIA schools who have less than the years of experience prescribed by QEIA.
 - The State's selection of schools to receive QEIA funds was done by identifying decile 1-3 schools and then schools were picked by lottery.
 - QEIA implementation assumes school participation in the K-3 CSR program to fund the lower grades.

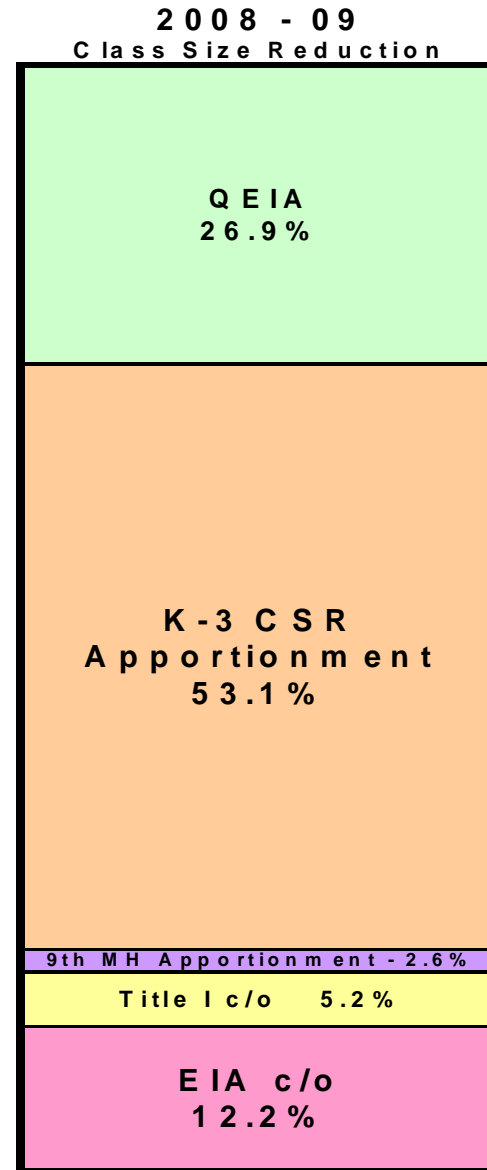


Maximizing K-3 CSR/QEIA

- The current use of Title I and State EIA funding to supplement the K-3 CSR/QEIA programs eliminates the encroachment on the core General Fund.



Maximizing QEIA/CSR Funding





Maximizing QEIA/CSR Funding

- If funding is lost, and there is no sustainability plan approved at the State level for either K-3 CSR or QEIA, the expectation would be on the District, to make contributions from the core program General fund or other categorical programs.
- A loss of both programs may result in an increase in class sizes.



Possible Recommendations

- Use categorical funding from Title I and EIA to maintain both K-3 CSR and QEIA assuming State funding for the programs continue.
- The Board and the staff need to seriously consider if CSR programs should continue to receive contributions from other allocations at the expense of those programs.
- There is a need to communicate to staff and the community that due to the current budget crisis at the State level, the elimination of K-3 CSR, even possibly QEIA may occur.