

Questions and Answers from April 20, 2015 Meeting

	Question	Answer
1	Westview High School AP Computer Science Class issue needs to be worked out – should this be at the school or district level?	<p>Earlier this year a WHS student asked the school administration about the possibility of offering a computer science course. A few weeks later, Paul Ottum, a District online learning specialist, agreed to teach one section of AP Computer Science at Westview for the 2015-16 school year. WHS currently does not have a staff member prepared to teach this class. There is a teacher interested and willing to get trained for the 2016-17 school year. Paul’s help and guidance is instrumental in this plan.</p> <p>112 students forecasted for AP Computer Science. 72 will be seniors and, through a lottery process, 51 are scheduled in a single class next year. Westview staffing is complete and they do not have any remaining APU. Even if they did have remaining APU, they do not have a qualified instructor other than Paul. Also, 112 students is not a full time teaching assignment. If WHS pulled every remaining AP Computer Science student out of current elective offerings in their schedule, other elective courses would decrease in number causing a domino in WHS staffing. There is the potential that a staffing change could cause a Reduction in Force (RIF) within an elective area at the secondary level.</p> <p>WHS is aware of the student interest and plans on growing the program at a reasonable and healthy rate with a qualified instructor. Offering a single section is a great starting point. Adding a new program does impact other staffing in the building and having a transition plan for other programs and employees is important.</p>
2	Future Ready Librarian job description is this still in draft? What accountability factors will be part of this new program?	The Library and Instructional Technology Teacher (LITT) job description is final at this time. This licensed position will have the same evaluation process as other teachers and certified personnel. There will be ongoing program evaluation during the year and at the end of the first year. This evaluation will inform how we scale this resource to other schools.
3	Teaching librarians need to support College and Career readiness – how does this help us meet our goals? With only the 10 positions, where does that leave us to meet the needs of all schools?	The Library and Instructional Technology Teacher (LITT) position will provide oversight to the libraries and professional development support for teachers and students as mobile devices are used in instruction. The technology used by students in their learning is consistent with what students will experience in either higher education or career paths. This is a new position, and beginning with a smaller number allows us to provide support and development to schools engaged in this change and allow us to adjust as we increase to additional schools in the future. Starting in this fashion allows us to build the model and ensure this position is supported and aligned to student, teacher and school needs.
4	Please explain the library mandate of 2010?	House Bill 2586 , effective January 1, 2010, added library programs to a list of activities the Oregon Department of

		<p>Education could award grants. It also adds “a strong school library program” to the list of 12 goals to implement the local district continuous improvement plan. The Oregon Department of Education produced District Improvement Indicators (updated March 2015) and includes two references to library programs and collections:</p> <p><i>DTL5.5 The district provides all students and staff in each school with equitable access to a comprehensive library program which provides instruction in information literacy and research proficiencies, promotes integration of digital learning resources, advances reading engagement, and creates collaborative learning opportunities with teachers.</i></p> <p><i>DTL5.6. The district ensures that all students and staff in each school have equitable access to a professionally-developed and well-managed school library collection of current and diverse print and electronic resources that supports teaching and learning, college and career readiness, and reading engagement.</i></p> <p>Currently, all schools are staffed with Library Media Assistants and centrally there are three licensed District Librarians providing support for school library programs and collections. The phased addition of the Library and Instructional Technology Teacher is aligned to both indicators and will strengthen instruction in information literacy, research proficiencies and integration of digital learning resources.</p>
5	What does the board need to do to help increase Gain Share?	<p>Senate Bill 129 is being considered by the Oregon Legislature. This would earmark funds for the State School Fund, and funds for Career and Technical Education statewide. The local government allocation could continue the practice of contributing to local schools. Beaverton school board members can keep in communication with Washington County leaders to let them know how important Gain Share revenue is for operating excellent Beaverton Schools.</p>
6	Class size information – what triggers a class to be too large? What class sizes does this budget represent?	<p>The District does not have a specific class size targets by grade level, and allocates classroom teachers on a student teacher ratio. At the elementary level, rather than decreasing the student/teacher ratio more than one student, a larger pool of teachers were set aside to address individual large class sizes. Since students do not enroll in even allotments of 25 at each grade level, elementary class size is controlled better by allocating teachers based on individual class size rather than using a class size averaging method. After allocating an additional 47 teachers this spring. District Staff have tallied the number of classes by size and grade level. We have also summarized middle and high school class sizes by school and core/elective courses. See attached class size charts. Staff will continue to add teachers this spring, summer and fall as students continue to enroll and withdraw from school.</p>
7	Increases in staff and administration has been greater	<p>The numbers given in the response to question #49 were not an apple to apple comparison. The chart for 2015-16 was for all funds, and was only general fund for 2005-06. The chart</p>

	<p>than the increase in students. Why the discrepancy?</p>	<p>below shows the comparison for general fund over the ten years. During this time BSD added one elementary school, one K-8 school and two Option schools. This required additional resources including four principals and two assistant principals. Other additional staff were added in excess of teachers that followed student enrollment such as counselors, secretaries, custodians and additional bus drivers. The district serves a higher number of ESL, poverty and Special Education students requiring additional staffing to meet college and career readiness for all students.</p> <table border="1" data-bbox="662 499 1320 762"> <thead> <tr> <th></th> <th>2005-06</th> <th>2015-16</th> <th>Increase</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Students</td> <td>36,425</td> <td>40,469</td> <td>4,044</td> <td>11.1</td> </tr> <tr> <td>Staff</td> <td>3,046</td> <td>3,618</td> <td>572</td> <td>20.2</td> </tr> <tr> <td>Admins</td> <td>104</td> <td>125</td> <td>21</td> <td>18.8</td> </tr> </tbody> </table>		2005-06	2015-16	Increase	%	Students	36,425	40,469	4,044	11.1	Staff	3,046	3,618	572	20.2	Admins	104	125	21	18.8
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8	<p>Previous question #40 describes the \$10 million in teachers from \$7.255 to \$7.5 B funding level in support of collaboration. Will this be used for collaboration?</p>	<p>The \$10 million placeholder is being removed from the approved budget. The budget update on Monday night will be based on a \$7.255 billion funding level. At \$7.255B there is no increase to instruction time or collaboration time. However, when the legislature increases the funding level, the school district staff and district associations will work with the Board towards a plan to increase instruction time and collaboration time for teachers. This work will be done either when the budget is adopted or by supplemental budget after July 1 as allowed by state statute.</p>																				
9	<p>Previous question #7 general fund Revenue and Expenses do not match the \$433 million in the Proposed Budget. What is the difference?</p>	<p>In the general fund, the District typically underspends the expenditure budget. The projections include an increased beginning fund balance as reported in the recent financial reports to the board as well as a projected 2% underspending in overall general fund expenditures.</p>																				
10	<p>Where are the success metrics? Proposed budget page 33 doesn't show quantitative measures. How is the collaboration between student, teacher and parents being achieved? What will benefit the whole community?</p>	<p>The School board has adopted specific measurements and reporting timelines for the six strategic measurements. Here is a link to a more detailed list of what the District is measuring and reporting: https://www.beaverton.k12.or.us/about-us/school-board/Documents/Strategic%20Plan%20Measures_Reporting%20January%202015.pdf</p> <p>The student, teacher and parent partnership is being met through multiple methods including parent conferences, goal setting, Career Information system for student plan and profiles at the secondary level, ParentVue, StudentVue, college and career planning nights, auto-dialing, publications volunteering, community partnerships, parent groups and multiple electronic communication methods. Having multiple methods reaches out to the whole community.</p>																				

11	Proposed budget page 165 lists other uses with an increase to 2.5 million, what is this?	This is the contingency for Nutrition Services.
12	Do we have the physical room in schools to decrease class size?	The amount of available space varies from school to school. Principals welcome additional teaching staff to reduce class size and are typically able to identify classroom space.
13	Previous question #9 showing the graduation rate between all students and ELL students, what metrics are influencing the graduation rate? Is it poverty, mobility or ELL?	At this time we are not prepared to identify the prevailing factor limiting success due to a lack of research in our district.
14	Which sports will have fourth level teams replaced?	This is always based on student interest, but in the past it has been boys and girls soccer, volleyball, and boys and girls basketball.
15	What elective options will be available for middle school students next year? Specifically, will all students have an opportunity for a foreign language as well as an elective class such as music or art?	Elective options differ between schools but all have Band and Art. Most also have Choir, Technology, and Theater. A world language option will exist in all, but the level of access at each grade level and frequency of classes will vary significantly. None of this will be finalized for 2015-16 until the master schedule and staffing process is completed.
16	Please provide more information about what expansion is happening to TWI programs at the middle schools?	Both Meadow Park and Whitford will be expanding their programs, creating programs that match what an effective TWI model should look like, where all students, grades 6-8, have roughly half of their core classes taught in English and the other half in Spanish. Both schools are attempting to hire bilingual staff to teach Humanities and Science.
17	What is the Academic Achievement Allocation?	Academic Achievement Allocation, previously known as Poverty Funding, provides specific resources for schools to close the achievement gap with specific and targeted resources at each school.
18	What is our target class size? When do we expect to recognize a bubble?	This changes from year to year as we look at the amount of resources available and the number of classes that have a bubble. Please see class size charts estimated for 15-16 at the end of the questions and response. Our class sizes have improved every year since we have passed the local option levy.
19	Where can we find the information/research from the ELL Research Group?	The final draft of the work of the ESL Research Group will be made available this summer. We are in the process of finalizing the recommendations from the group and incorporating the information into the district's Lau Plan. A Lau Plan is a local plan submitted to the state on how service is provided to English Language Learners.
20	Please list the 9 new administrator positions.	4 Elementary Assistant Principals 1 Chief Academic Officer 1 Special Education Assistant Director 1 Director of Governmental Affairs 1 Equity Administrator - reclassified from TOSA position in 2014-15

		1 Risk Management Administrator - reclassified from Manager position in 2014-15																				
21	How many teacher mentors will there be?	We will increase from 5 to 7 mentor positions, based on the actual number of first and second year teachers. Each mentor position supports each teacher with 90 hours of support throughout the school year.																				
22	How did we decide to move the GED program back to Merlo only after moving it to the comprehensive high schools last year?	We are combining funds previously designated for the PCC Gateway to College contract with the high school GED dollars to provide our own BSD program for students both of these programs serve. This decision was made after extensive data analysis and lengthy discussions with BSD staff about how to best serve our students.																				
23	Please explain the five additional administrators (two executive and three administrators) in this proposed budget.	See question #20.																				
24	Please explain the rationale between the staff increases and student growth numbers in response to question 49.	See question #7.																				
25	How are we complying with legal requirements to include library skills and support in our Continuous Improvement Plans?	See question #4.																				
26	How much additional funding (relative to 2013-14) is devoted to classroom teachers (inclusive and exclusive of full-day Kindergarten teachers)?	<p>Here is a chart showing the growth in funding devoted to classroom teachers over the past three years:</p> <table border="1"> <thead> <tr> <th></th> <th>2013-14</th> <th>2014-15</th> <th>2015-16</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Levy</td> <td>\$15.9M</td> <td>\$20.5M</td> <td>\$32.0M</td> <td>\$68.4M</td> </tr> <tr> <td>General Fund</td> <td></td> <td>\$ 6.4M</td> <td>\$ 6.3M</td> <td>\$12.7M</td> </tr> <tr> <td>Total</td> <td>\$15.9M</td> <td>\$26.9M</td> <td>\$38.3M</td> <td>\$81.1M</td> </tr> </tbody> </table> <p>Full day kindergarten implementation was \$5.5 M in 2015-16.</p>		2013-14	2014-15	2015-16	Total	Levy	\$15.9M	\$20.5M	\$32.0M	\$68.4M	General Fund		\$ 6.4M	\$ 6.3M	\$12.7M	Total	\$15.9M	\$26.9M	\$38.3M	\$81.1M
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27	What is the plan/process if the Gain Share funds don't come through? Will it be clear in what we are asked to approve, or would the District come back to the Board for direction/approval?	Gain Share revenue is included in the budget. Expenses are included in the budget, but are in a central cost center waiting for the outcomes from the legislative session. When actual revenue amounts are known, the budget will be allocated to continue to address large class size bubbles in the fall.																				
28	How does the District plan to comply with (1) HB 2586/OAR 581-022-0606 which concerns CIP indicators	See Question #4.																				

	and (2) School Library Standards adopted by ODE in Jan 2015?	
29	Why did the District send out a 3-year calendar when the goal is to increase instructional time?	The District has a history of providing multi-year calendars during normal economic times, and parents request them so they can plan for winter and spring breaks. Having a one-year or multi-year calendar does not impact the District's ability to negotiate additional instructional days with BEA. If this occurs, the calendars will be adjusted accordingly.
30	How much progress does the Committee expect to see toward a "Rainy Day" fund out of funds from this year?	The SSF is not finalized for 2013-14 and 2014-15 estimates. We received a new estimate for 14-15 last night and will receive another 13-14 next week. The final amounts will be determined by the May 15 payment date. The District will have an increased fund balance in general fund due to the increases being made in the estimates. The addition could be budgeted to transfer to a rainy day fund. It is premature to quantify this, and we will continue to work with the board on the timing and amount throughout the spring and into 2015-16.

Option/High Schools	Core	Electives	Notes
Arts & Communication	28-33	30-35	
Aloha	29-34	25-40	Marketing 1 – 45 Band & Choir up to 55
Beaverton	28-33	35-38	Computer Programming – 40 Computer Graphics – 40 Bio. Tech. – 44 Band & Choir up to 50
Health & Sciences	28-33	30-35	
International School	35-43	20-40	Digital Imaging - 45
Southridge	32-35	33-40	IB Chemistry – 47 IB Physics – 45 IB Geography – 44 Band & Choir up to 60
Sunset	32-35	36-38	Java Programming – 45 Technology – 55 IB Chemistry – 41 IB Physics – 44 IB History – 43 Band & Choir up to 60
Westview	32-36	35-40	Web Design – 43 CAD 1 – 42 Robotics – 41 Computer Programming – 51 Band & Choir up to 65

Middle Schools	Core	Encore	Notes
Cedar Park	25-37	28-30	With Band and Choir up to 51
Conestoga	29-34	25-30	With Band and Choir up to 60
Five Oaks	28-35	28-30	With Band and Choir up to 40
Highland Park	27-32	33-33	With Band and Choir up to 38
Meadow Park	26-32	21-30	With Band and Choir up to 45
Mt. View	26-34	15-30	With Band and Choir up to 62
Stoller	29-36	27-30	With Band and Choir up to 45
Whitford	25-35	20-30	With Band and Choir up to 35

Elementary Schools – Class Sizes							
# of Students	K	1	2	3	4	5	Total
17	-	-	-	-	2	-	2
18	1	-	-	-	-	-	1
19	2	3	-	-	-	-	5
20	3	11	3	-	-	-	17
21	17	10	11	4	3	-	45
22	23	17	12	5	3	4	64
23	12	13	4	17	7	6	59
24	26	10	16	17	16	13	98
25	12	22	24	17	17	6	98
26	4	21	17	16	23	13	94
27	12	12	8	19	13	19	83
28	8	9	12	11	7	11	58
29	-	-	11	13	15	22	61
30	-	-	-	2	12	16	30
31	-	-	-	-	-	3	3
Total	120	128	118	121	118	113	718