



BRENTWOOD UNION FREE SCHOOL DISTRICT

REVIEW OF eSCHOOL DATA USAGE

AND

PROJECTION METHODOLOGIES

REPORT ISSUED: JUNE 2019

June 2019

The Board of Education
Brentwood Union Free School District
Brentwood, New York 11706



Board of Education:

We have been retained to function as the internal auditor for the Brentwood Union Free School District (hereinafter, "the District"). Our responsibility is to assess the internal control systems in place within the District, and to make recommendations to improve upon possible control weaknesses or deficiencies. In doing so, we hope to provide assurance to the District's Board, management, and residents, that the fiscal operations of the District are being handled appropriately and effectively.

BACKGROUND:

We were requested by the Audit Committee to perform an analysis of the use of eSchool Data (eSD) at the elementary level to track student enrollment and determine teacher staffing requirements based on student scheduling and enrollment projections. The need to hire additional teachers can significantly increase a district's costs. In addition, the Board of Education has an obligation to ensure funds are appropriately aligned with educational goals.

Currently, there are approximately 19,000 students enrolled in the District. Traditionally, there have been increases in enrollment as well as in the number of students who are not proficient in the English language¹. Both of these factors have required the District to assess its hiring needs as they pertain to teaching professionals and certifications/licensures to ensure compliance with State Education laws and District contractual agreements regarding maximum class size. In addition, the accuracy of student reporting is critical for New York State building level reporting as well as requirements related to the Every Student Succeeds Act ("ESSA"). As such, the purpose of our review was to assess the effectiveness of the District's processes as they relate to gathering student enrollment projections and assessing staffing needs using eSD.

SCOPE AND PROCEDURES PERFORMED:

The scope of this review entailed gaining an understanding of the District's current practices for:

- registering students and recording data in eSD,
- recording and tracking current student enrollment in eSD at the building level,
- estimating future student enrollment,
- documenting student educational requirements, and
- determining teacher hiring projections.

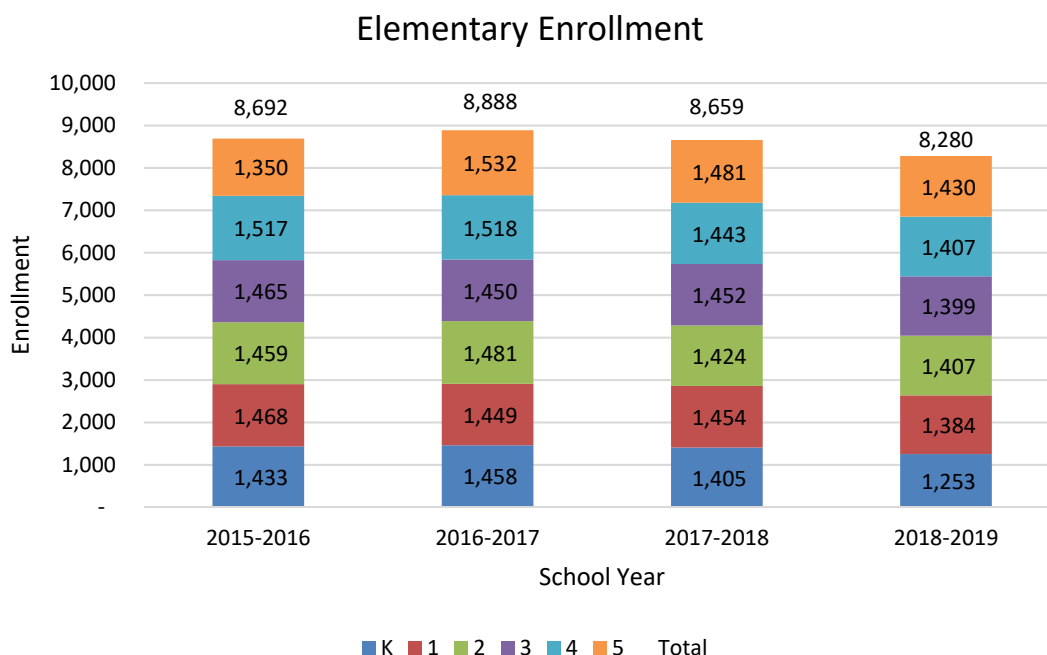
We utilized the year-to-date 2018-2019 school data in eSD to obtain student-teacher ratios per class within each elementary school. We compared the number of students per class with State Education regulations as well as District contractual agreements to assess whether the District

¹ Based on information reported to the Basic Education Data System ("BEDS")

was in compliance with maximum class sizes, and to assess whether there were any classes that had a disproportionate number of students assigned per grade per building. In addition, we assessed the methods of communication between central administration, building management, ESL, and registration as they relate to student educational needs.

The results of our review are detailed in the sections below.

I. CHANGES IN ENROLLMENT

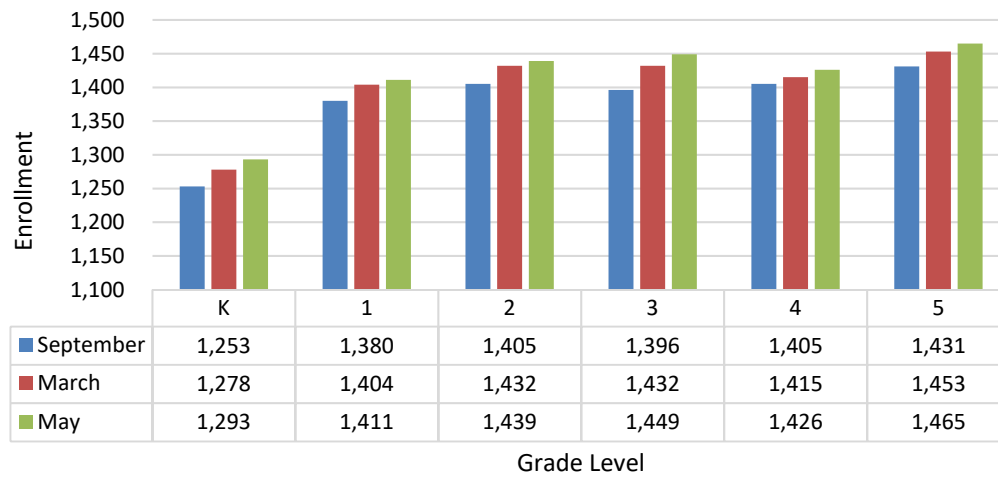


To gain an understanding of the changes in staffing as they pertain to teachers, we analyzed the enrollment trends at the elementary level over the past four fiscal years (to-date). We obtained and analyzed reports from BEDS showing District enrollment by grade level for three of the past four years² and we generated the same data from eSD for fiscal 2018-2019.³ Our analysis of the data revealed that the District's overall student population has been slowly declining as has the student enrollment by grade level since fiscal year 2017.

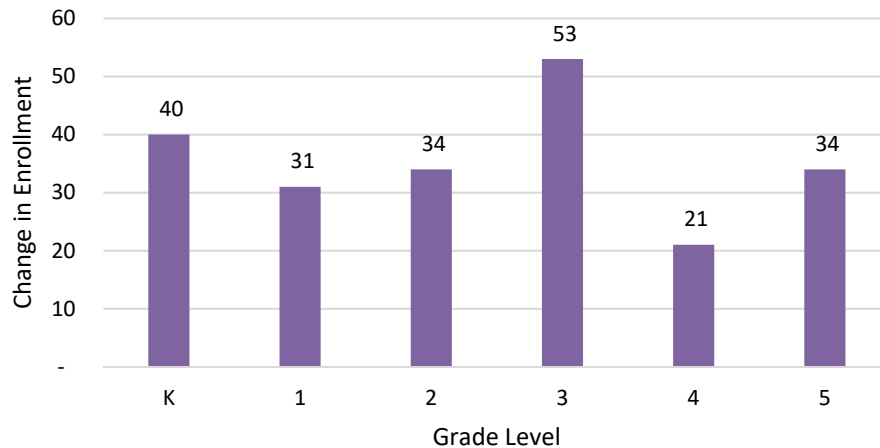
² The data in BEDS is data that was provided by the District using its student management system, eSD, at a specific point in time – October of the respective school year

³ BEDS has not uploaded 2018-2019 school year data on its website, therefore eSD reports that are used to provide information to BEDS were generated for 2018-2019 using October as the specific point of time

2018-2019 Elementary Enrollment by Grade



Change in Elementary Enrollment 2018-2019

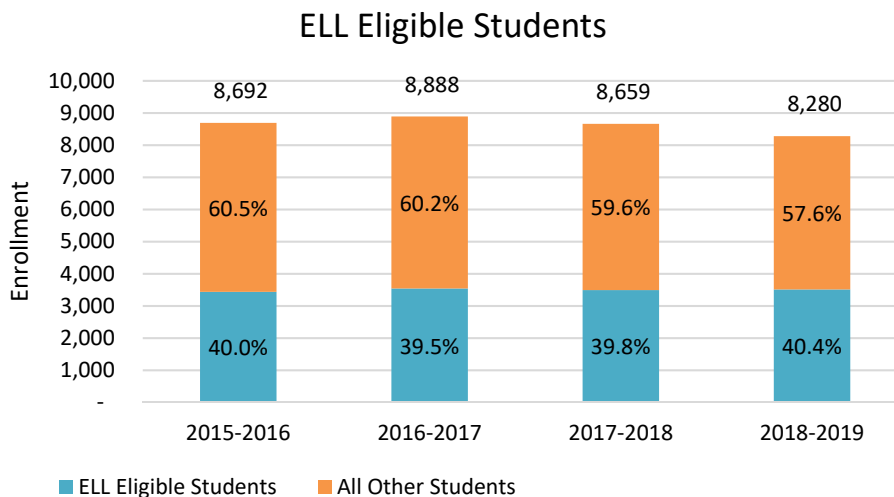
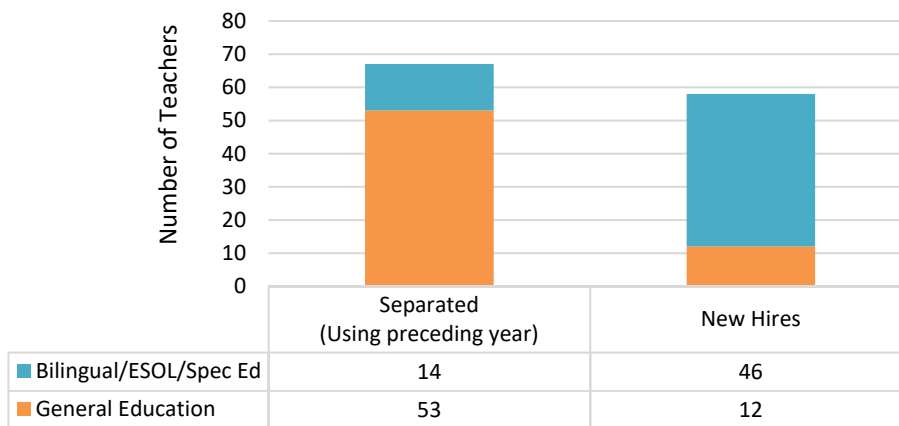


During our interviews with District elementary principals and the Assistant Superintendents of Curriculum for Bilingual and for Elementary students, we were informed that different grade levels experience fluctuations in enrollment throughout the school year due to the transient population of the District. Understanding historic fluctuations in enrollment can help during budgeting when making hiring decisions for the next school year. Therefore, we further analyzed enrollment in the current fiscal year-to-date to quantify the change in the elementary enrollment by grade level at different points in the school year. To do so we generated enrollment data for the elementary grade levels at three different points in current school year (2018-2019) – September, March, May – using the Master Schedule Reports in eSD for each school building in the District. The data revealed that the overall largest change in enrollment during the 2018-2019 school year was an increase of 53 students in grade level 3 with the next largest increase being 40 students in grade level K. Overall, the data reflects that even though enrollment increased for each

grade level throughout the year, the enrollment per grade level still decreased when compared to the prior year.

II. CHANGES IN ELEMENTARY STAFFING (TEACHERS)

**Certifications of Elementary Teaching Staff
(Past Four School Years Through May 2019)**

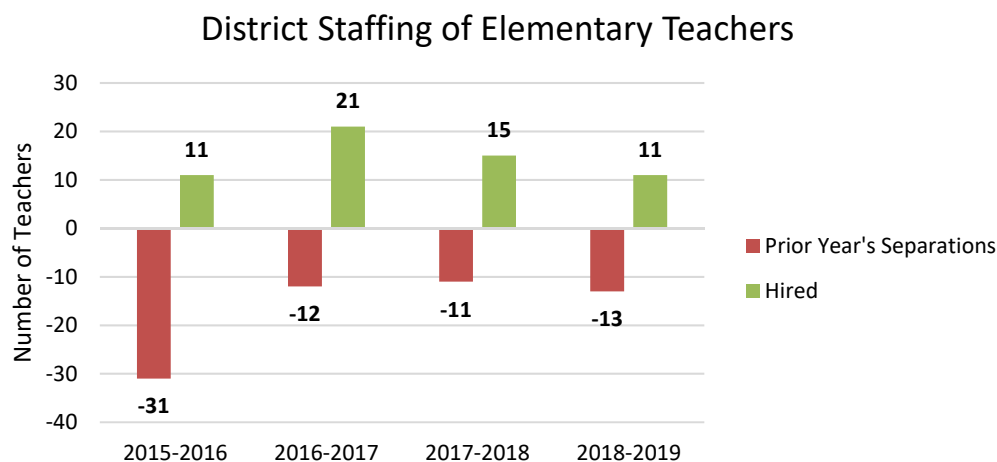


As part of our analysis, we gathered data from eSD, nVision, and the New York State Education Department (“NYSED”) website to understand if and how the elementary teaching staff at the District have changed over the past four school years through May 2019. We also obtained and analyzed data from BEDS showing the District’s elementary enrollment by grade level and the number of students in the District who are eligible to receive English Language Learner (“ELL”) services for three of the past four years⁴ and we

⁴ The data in BEDS is data that was provided by the District using its student management system, eSD, at a specific point in time – October of the respective school year

generated the same data from eSD for fiscal 2018-2019⁵. We analyzed the number of students in the District who require and/or receive ELL services in relation to the rest of the elementary student population to understand the needs of the District's elementary student population. We also included in our analysis those teaching staff that have separated from the District to gain an understanding of how the direction of hiring has changed over the past four years as compared to the student needs of the District.

Our analysis revealed that the District's elementary enrollment consists of approximately 42% of students needing ELL services which would require teaching staff to have bilingual or English to Speakers of Other Languages ("ESOL") certification in fiscal 2018-2019. In addition, the data illustrates that over the past four years (see *Certification of Elementary Teaching Staff*), the District has increased its elementary staffing in bilingual/ESOL/special education areas as elementary teaching staff for the general education population have separated from the District. Further the data indicates that the certification hiring trends of the District are consistent with the increasing ELL needs of the District's elementary student population.



Employees separating from a district can also impact a district's budget and hiring decisions for the subsequent fiscal year. By using both enrollment data and separated teaching staff data, a district can better understand the necessity of hiring as it pertains to teaching staff. We gathered data about the District's hiring trends (as they pertain to teachers) over the past four years through May 2019. We obtained new hire reports and separated teaching staff reports from nVision⁶. Separations noted in the graph above represent resignations, retirements, and terminations of teaching staff in the District.

For each of the fiscal years depicted in the graph above (2016 through 2019) where we analyzed the hiring pattern of the District, we examined those teaching staff that separated from the District in the prior fiscal year, respectively. Our analysis indicated that the hiring trend has been following the enrollment trend, especially that of the past three years-to-

⁵ BEDS has not uploaded 2018-2019 school year data on its website, therefore eSD reports that are used to provide information to BEDS were generated for 2018-2019 using October as the specific point of time

⁶ nVision is the District's school management software

date. Similarly, we noted that the District hired fewer teaching staff during the current school year than those who separated from the District as would be expected with the enrollment being its lowest in the past four years.

III. CLASS SIZES

After analyzing the trends in the District's student enrollment and teaching staff, we gathered data regarding class sizes to understand the correlation between teaching staff and enrollment at the District.

Potential Consolidations within Buildings (General Education)

2018-2019 Potential Consolidations by Building Level – General Education								
School	Grade	(A) Max Class Size <i>Per Contract</i>	(B) Total Students as of May <i>Per eSD</i>	(C) Min # of Classes <i>(B / A)</i>	(D) Current # of Classes <i>Per eSD</i>	Potential Consolidation <i>(D - C)</i>	Current Average Class Size <i>(B / D)</i>	Potential Average Class Size <i>(B / C)</i>
East Kindergarten	K	25	310	13	18	5	18	24
Loretta Park	Grade 5	30	112	4	5	1	23	28
North Elementary	Grade 1	26	101	4	5	1	21	26
	Grade 2	28	110	4	6	2	19	28
	Grade 4	30	123	5	6	1	21	25
	Grade 5	30	129	5	6	1	22	26
Northeast	Grade 3	29	166	6	7	1	24	28
	Grade 5	30	135	5	6	1	23	27
Oakpark	Grade 1	26	100	4	5	1	20	25
Pine Park	K	25	314	13	15	2	21	25
Southwest	Grade 4	30	99	4	5	1	20	25
Twin Pines	Grade 4	30	139	5	6	1	24	28
	Grade 5	30	147	5	6	1	25	30
Grand Total						19		

We generated data from eSD⁷ to determine whether general education classes by grade level can be consolidated within the building level. Analyses were done using May 2019 eSD data since our previous analyses⁸ illustrate that enrollment during the school year trends upwards as the school year progresses. **Based on the data above⁹, the District could have potentially consolidated 19 elementary general education classes within the building level in the 2018-2019 school year.¹⁰** It is understandable for the District to be conservative when scheduling classes to accommodate for fluctuations in enrollment, however, **there were three elementary buildings for which a general education grade**

⁷ Data displayed in the chart was generated from eSD during a specific point in time - May 2019

⁸ See 2018-2019 Elementary Enrollment by Grade graph

⁹ The data in (B) Total Students as of May and in (D) Current # of Classes within the chart exclude those classrooms that are considered to be an integrated co-teaching environment also known as a "class within a class" (CWC) as these types of classrooms have a different maximum class size set by regulations of the Commissioner of Education. Regulations of the Commissioner of Education define integrated co-teaching services as "the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and nondisabled students."

¹⁰ See Appendix A for the full listing of potential consolidations by grade level within each building

level could have potentially consolidated more than one class (East Kindergarten, North Elementary, and Pine Park).

***District Action – Management’s Response:** At the elementary level, we’ve begun to look at the master schedule process as a fluid event that actualizes the shared vision for all students learning at high levels. To that end, we’ve placed special emphasis on our Special Education and ENL learners and have implemented small-group models in our co-teaching ENL and CWC classrooms. At first glance, one would presume that 5 classrooms could have been consolidated at East Kindergarten Center; however, principals have to consider the distribution of ENL students and prioritize them with instructional time according to CR Part 154-2 (K-8) English and the New Language Units of study. Staffing is unpredictable at the Kindergarten Level from year to year; building principals have to make class changes based on the results of the NYSESLAT exams that often don’t arrive until the beginning of August. There were General Education teachers who had ENL students in their classrooms at the Entering, Emerging, Transitioning, and Expanding levels of English Proficiency. Children in these classes are serviced by a push-in ENL teacher according to their proficiency level, i.e., Entering and Emerging students receive 2 units of study per week or 360 minutes while our Transitioning and Expanding children receive 1 Unit of Study or 180 minutes per week. By contract, ENL teachers have a maximum caseload of 40 students. Principals must factor in an ENL Teacher’s student caseload while attempting to maximize class size.*

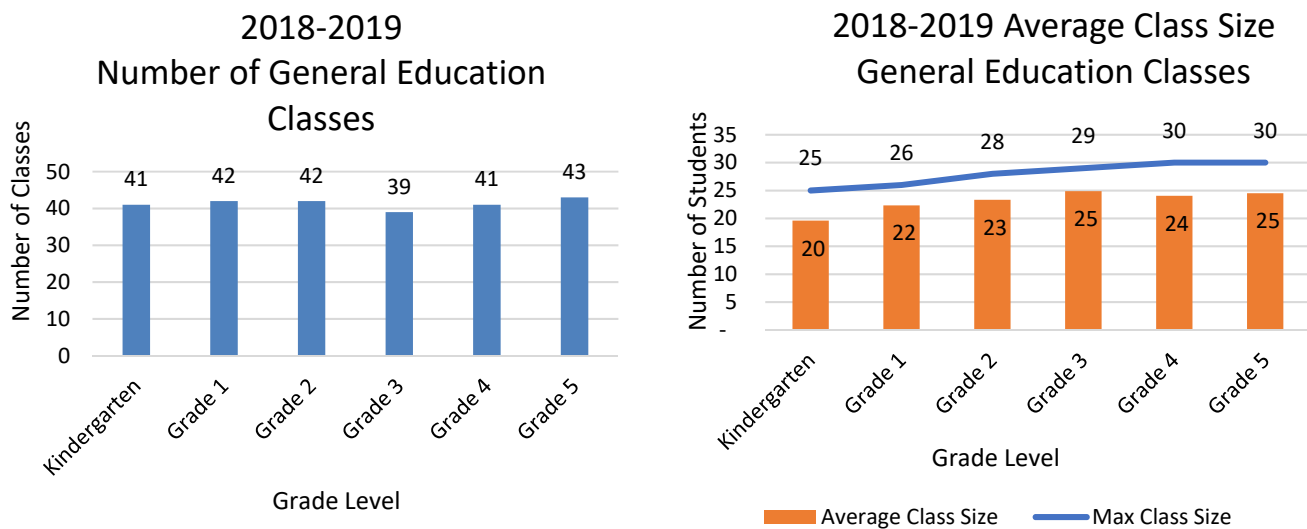
It is also delicate at the Kindergarten level because population fluctuations are difficult to anticipate from year to year. Because of the range of instructional needs of our students and the option for parents to choose to have their child enrolled in a Bilingual setting, building principals build the master schedule to uphold the effective delivery of Bilingual or General Education. This is a challenge at all levels but specifically at the Kindergarten level. During the 2017-2018 school year, we had lower enrollment in our Bilingual classrooms. During the 2018-2019 school year, we had lower numbers in our General Education classrooms, and this year, 2019-2020, our Bilingual numbers are at maximum class size at both Kindergarten Centers. It would be counterproductive to reduce staff based on one year’s enrollment projections because of the variance from year to year. To mitigate this annual circumstance, the District is making every attempt to hire dually certified teachers, i.e., this year a Bilingual teacher was hired to replace a General classroom teacher who retired in June. This versatility affords principals the opportunity to utilize teachers in a double capacity as the need arises.

Conscientious efforts were taken to reduce the number of sections North (2 Regular and 1 Bilingual Section), Loretta Park (1 section), Oak Park (1 section), Southwest (2 sections), Northeast (1 section), and Twin Pines (1 section). During the 2018-2019 school year, 11 Regular teachers retired and 2 UPK classrooms were transferred to our Community Based Organizations. This is giving the District the opportunity to also reduce staff by attrition. We hired 2 General Education teachers this year to fill a section at Hemlock Park and Southeast Elementary, respectively. We also replaced the TOSA in the Office of Language Arts.

Reducing sections resulted in not having to replace retirees on a one to one basis and allowed us to transfer teachers to schools to satisfy increased enrollment. In many circumstances, we took advantage of the versatility of having dually certified teachers turning a General Education classroom into a Bilingual classroom and vice versa to keep the number of sections at a grade level in a school building constant. For example, during the 2018-2019 school year, Loretta Park had 5

Regular classrooms and 2 Bilingual classrooms. This year there are 4 Regular classrooms and 3 Bilingual classrooms. In the case of North Elementary, reducing the number of sections meant that we could move one teacher to Southeast Elementary and another to Twin Pines to satisfy the need there. Additionally, classroom space was now available to transfer two Special Education classrooms from Hemlock Park to North Elementary. Many Special Education teachers in the District were reassigned over the last two years, so children who demonstrate the greatest academic needs could have access to a community school. We are proud of the work we've done to ensure smooth transitions and give our students with disabilities stability and a sense of belonging.

Potential Consolidations by Grade Level District-wide (General Education)



We then generated data from eSD¹¹ regarding the number of classes dedicated to providing general education services¹² overall rather than just by building level to determine whether the District has other consolidation opportunities. We calculated the average class size by grade for general education classes and compared it to the maximum class size noted in the BTA contract. Since enrollment during the school year trends upwards as the year progresses, the average class size was calculated using enrollment data from May 2019¹³. **Based on the charts above, the average class size for general education classes is more than two students below the maximum class size noted in the BTA contract for all elementary grade levels.**

¹¹ Data from eSD was generated during a specific point in time - May 2019

¹² The class counts exclude those classrooms that are considered to be an integrated co-teaching environment also known as a "class within a class" (CWC) as these types of classrooms have a different maximum class size set by regulations of the Commissioner of Education. Regulations of the Commissioner of Education define integrated co-teaching services as "the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and nondisabled students."

¹³ See 2018-2019 Elementary Enrollment by Grade graph

2018-2019 Potential Consolidations by Grade Level – General Education					
	(A)	(B)	(C)	(D)	
	Maximum	Total Students	Minimum Number	Current Number	Potential
	Class Size	as of May	of Classes	of Classes	Consolidations
Grade Level	Per Contract	Per eSD	(B / A)	Per eSD	(D - C)
K	25	803	33	41	8
Grade 1	26	937	37	42	5
Grade 2	28	980	35	42	7
Grade 3	29	970	34	39	5
Grade 4	30	986	33	41	8
Grade 5	30	1,054	36	43	7
Grand Total					40

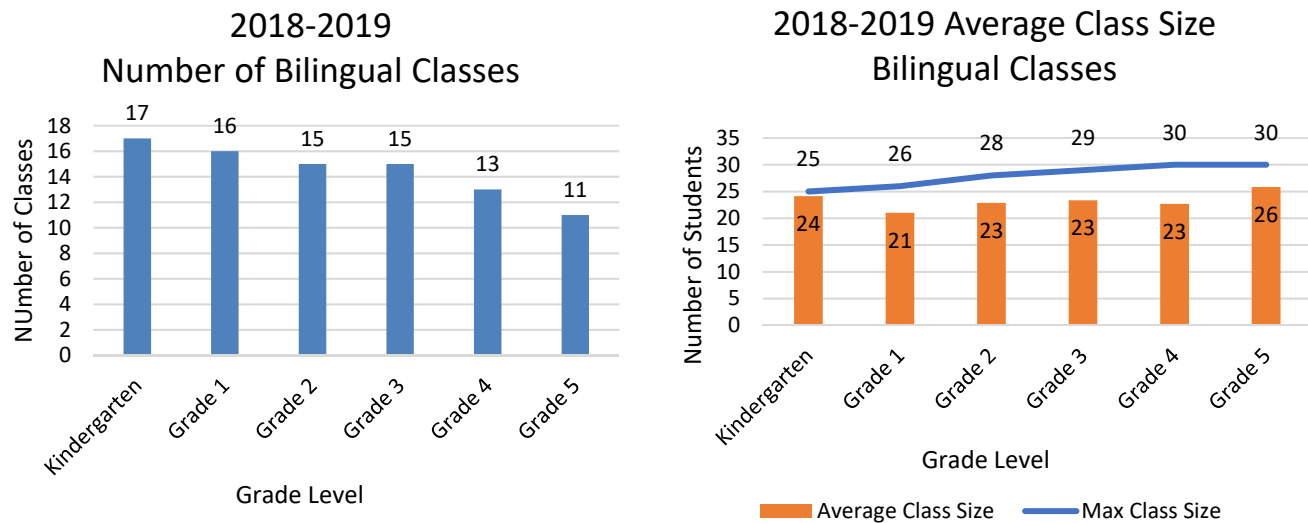
Using the data charted above¹⁴ and in the graphs above (*2018-2019 Number of General Education Classes* and *2018-2019 Average Class Size General Education Classes*), we noted that general education classes can be consolidated by overall grade level District-wide.

Based on the data above¹⁵, **the District could have potentially consolidated 40 elementary general education classes at the grade level for the 2018-2019 school year.** It is understandable for the District to be conservative when scheduling classes to accommodate for fluctuations in enrollment, however, every elementary general education grade level can potentially consolidate more than one class. It should be noted that **consolidating general education classes based strictly on grade level District-wide would require the District to consider other factors such as transportation costs as opposed to the cost to staff a classroom (salary plus fringe costs); consolidating classes based on grade level District-wide could require students to be moved into a building they are not zoned for.**

¹⁴ Data was generated from eSD during a specific point in time in May 2019

¹⁵ The data in (B) Total Students as of May and in (D) Current # of Classes within the chart exclude those classrooms that are considered to be an integrated co-teaching environment also known as a “class within a class” (CWC) as these types of classrooms have a different maximum class size set by regulations of the Commissioner of Education. Regulations of the Commissioner of Education define integrated co-teaching services as “the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and nondisabled students.”

Potential Consolidations by Grade Level District-wide (Bilingual)



In a similar way, we generated data from eSD¹⁶ regarding the number of classes dedicated to providing bilingual education services. We calculated the average class size by grade for bilingual classes and compared it to the maximum class size noted in the BTA contract. Again, since enrollment during the school year trends upwards as the year progresses, the average class size was calculated using enrollment data from May 2019¹⁷. **Based on the charts above, the average class size for bilingual classes is more than two students below the maximum class size noted in the BTA contract for grade levels 1 through 5.**

2018-2019 Potential Consolidations by Grade Level – Bilingual					
	(A)	(B)	(C)	(D)	
	Max Class Size	Total Students	Minimum Number	Current Number	Potential
Grade	Per Contract	as of May	of Classes	of Classes	Consolidation
		Per eSD	(B / A)	Per eSD	(D – C)
K	25	410	17	17	0
Grade 1	26	336	13	16	3
Grade 2	28	343	13	15	2
Grade 3	29	350	13	15	2
Grade 4	30	295	10	13	3
Grade 5	30	284	10	11	1
Grand Total					11

Using the data charted above¹⁸ and the graphs above (*2018-2019 Number of Bilingual Classes* and *2018-2019 Average Class Size Bilingual Classes*), we noted that bilingual classes could have been consolidated by grade level overall District-wide in the 2018-2019 school year.

¹⁶ Data from eSD was generated during a specific point in time in May 2019

¹⁷ See *2018-2019 Elementary Enrollment by Grade* graph

¹⁸ Data was generated from eSD during a specific point in time in May 2019

However, further analysis¹⁹ determined that **bilingual elementary classes could not be consolidated within each building during the 2018-2019 school year.**

Based on the data above, the **District could have potentially consolidated 11 elementary bilingual classes based strictly by grade level District-wide in the 2018-2019 school year.** It is understandable for the District to be conservative when scheduling classes to accommodate for fluctuations in enrollment, however, **we noted four elementary bilingual grade levels (grades 1 through 4) in which more than one potential consolidation exists.** Again, consolidating bilingual classes based strictly on grade level District-wide would require the District to consider other factors such as transportation costs as opposed to the cost to staff a classroom (salary plus fringe costs); consolidating classes based on grade level District-wide could require students to be moved into a building they are not zoned for.

RECOMMENDATIONS:

Although the District has established internal controls surrounding student enrollment and staffing projections using eSD, we noted areas where controls could be improved. Based on the analyses performed above, we noted the following:

Issue 1: During our interviews with a sampling of District elementary principals and the Assistant Superintendents for Curriculum, we noted that the transiency and size of the District's student population along with the current utilization of eSD create difficulties for those who are involved with scheduling and staffing projections.

Risk: The way in which the District is gathering and collecting data for projections may be inefficient.

Level: Moderate

Recommendation: Through discussions with the District's eSD consultant, we noted that eSD and the District are currently working together to create a report for District personnel responsible for projecting student enrollment and staffing needs to assist with scheduling and student projections. In addition, we recommend the District receive additional training in eSD, especially for those staff involved in scheduling and providing reports related to student and staffing projections.

Management's Response: *We have made uncompromising efforts to strategically plan teaching assignments while also considering fiscal responsibilities. In looking at the current master schedule, there are a few additional places where we can reduce and will most certainly look at it with a critical eye come January 2020; however, we don't want to undermine the efforts to save the District money by having to blend students out of their zone due to overages.*

¹⁹ See Appendix B

Currently at Twin Pines, two of the five General Education 5th Grade classes are Integrated Co-Teaching ENL models with ENL students at the entering/emerging and the transitioning/expanding stages. These General classrooms are at maximum capacity while our two Bilingual classrooms only have 19 and 17 students. The issue of equity and the disparity that exists is also of concern. We recognize that care should be taken to not overload General academic classes with ENL and LRC students.

For the 2020-2021 school year, we are also developing a specific timeline for this continuum of staffing and scheduling processes and putting measures in place to determine if our efforts are achieving the desired outcomes. We are working closely with the eSD consultant to help us “tag” children and classrooms appropriately, so we can swiftly identify our ENL, Bilingual, CWC, and Special Education Classrooms at a glance. To create a shared mission of working together for all children, communication with building principals will be built into all phases of the scheduling process as listed below:

Date	Action
December/January	Discuss articulation with elementary principals, collaborating on a common understanding that the master schedule is the tool that helps bring the district’s projection methodology vision into reality.
February/March/April	Receive Staffing Allocations from Schools. Guide the prioritization of the information gathered in prior months (# of sections and class size in preceding grade) and include art, music, PE, and ENL (to the extent possible) in the design process.
May/June	Finalize staffing and teacher hires in time for budget vote. Make adjustments to the schedule to reflect any changes. Notify as soon as possible any teachers affected.
July/August	Review the NYSESLAT data in connection to the Master Schedule. Make adjustments to include updates and assess progress.

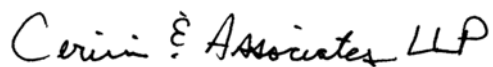
During the 2018-2019 school year, a series of processes were designed to prioritize instructional groupings, hire dually certified teachers, determine the master schedule infrastructure, and stay within allocation. A focus on establishing equity has led to identifying where there was an irregular distribution of students among classes in the same building and grade level and children are more evenly distributed. Assistant Superintendents for Curriculum are working with principals to create scheduling models that reflect innovations and the diverse needs of their schools, while also staying within established class-size guidelines. Although we know that we may schedule classes at maximum class size, we also recognize the desirability of reducing class size below the maximum and will make every effort to keep classes scheduled at an average of two below maximum.

As you can see, several measurable steps have been taken to open communication between the schools and the cabinet and refine our processes, practices, and structures in order to reduce inefficiencies at both the building and District levels. We appreciate the dialogue and support we have received from Cerini and Associates, LLP and look forward to future communication.

Auditor's Comment: During our interviews with a sampling of District elementary principals, we noted inconsistencies across buildings in regards to procedures when projecting scheduling for the subsequent school year. Through discussions with District management, we noted the District modified and implemented new procedures that centralized the scheduling projection process. This is evidenced by the reduction in sections in the 2019-2020 school year. The District should be commended for its proactive approach. We encourage the District to continue formalizing and implementing internal procedures for projections and scheduling. In addition, the District should consider utilizing historic data (i.e. enrollment changes during the year, yearly enrollment, average class size by grade and/or building, the number of classes per grade and/or building) to project student enrollment and in turn project the District's teaching staff needs.

We would like to thank the District for its cooperation and professionalism. Should you have any questions regarding anything included in our report, please do not hesitate to contact us at (631) 582-1600.

Sincerely,

A handwritten signature in black ink that reads "Cerini & Associates LLP". The script is cursive and fluid, with the letters "C", "A", and "L" being particularly prominent.

Cerini & Associates, LLP
Internal Auditors

Appendix A

2018-2019 Potential Consolidations by Building Level – General Education								
School	Grade	(A) Max Class Size Per Contract	(B) Total Students as of May Per eSD	(C) Min # of Classes (B / A)	(D) Current # of Classes Per eSD	Potential Consolidation (D - C)	Current Average Class Size (B / D)	Potential Average Class Size (B / C)
East Kindergarten	K	25	310	13	18	5	18	24
Hemlock	K	25	74	3	3	-	25	25
	Grade 1	26	89	4	4	-	23	23
	Grade 2	28	78	3	3	-	26	26
	Grade 3	29	59	3	3	-	20	20
	Grade 4	30	76	3	3	-	26	26
	Grade 5	30	80	3	3	-	27	27
Laurel Park	Grade 1	26	90	4	4	-	23	23
	Grade 2	28	72	3	3	-	24	24
	Grade 3	29	61	3	3	-	21	21
	Grade 4	30	74	3	3	-	25	25
	Grade 5	30	100	4	4	-	25	25
Loretta Park	Grade 1	26	114	5	5	-	23	23
	Grade 2	28	118	5	5	-	24	24
	Grade 3	29	111	4	4	-	28	28
	Grade 4	30	105	4	4	-	27	27
	Grade 5	30	112	4	5	1	23	28
North Elementary	Grade 1	26	101	4	5	1	21	26
	Grade 2	28	110	4	6	2	19	28
	Grade 3	29	127	5	5	-	26	26
	Grade 4	30	123	5	6	1	21	25
	Grade 5	30	129	5	6	1	22	26
Northeast	Grade 1	26	136	6	6	-	23	23
	Grade 2	28	144	6	6	-	24	24
	Grade 3	29	166	6	7	1	24	28
	Grade 4	30	171	6	6	-	29	29
	Grade 5	30	135	5	6	1	23	27
Oak Park	Grade 1	26	100	4	5	1	20	25
	Grade 2	28	123	5	5	-	25	25
	Grade 3	29	105	4	4	-	27	27
	Grade 4	30	103	4	4	-	26	26
	Grade 5	30	113	4	4	-	29	29
Pine Park	K	25	314	13	15	2	21	25
Southeast	Grade 1	26	75	3	3	-	25	25
	Grade 2	28	102	4	4	-	26	26
	Grade 3	29	103	4	4	-	26	26
	Grade 4	30	96	4	4	-	24	24
	Grade 5	30	114	4	4	-	29	29
Southwest	K	25	105	5	5	-	21	21
	Grade 1	26	113	5	5	-	23	23
	Grade 2	28	116	5	5	-	24	24
	Grade 3	29	100	4	4	-	25	25
	Grade 4	30	99	4	5	1	20	25
	Grade 5	30	124	5	5	-	25	25
Twin Pines	Grade 1	26	119	5	5	-	24	24
	Grade 2	28	117	5	5	-	24	24
	Grade 3	29	138	5	5	-	28	28
	Grade 4	30	139	5	6	1	24	28
	Grade 5	30	147	5	6	1	25	30
Grand Total						19		

Appendix B

2018-2019 Potential Consolidations by Building Level – Bilingual								
School	Grade	(A) Max Class Size <i>Per Contract</i>	(B) Total Students as of May <i>Per eSD</i>	(C) Min # of Classes <i>(B / A)</i>	(D) Current # of Classes <i>Per eSD</i>	Potential Consolidation <i>(D - C)</i>	Current Average Class Size <i>(B / D)</i>	Potential Average Class Size <i>(B / C)</i>
East Kindergarten	K	25	150	6	6	-	25	25
Hemlock	K	25	22	1	1	-	22	22
	Grade 1	26	15	1	1	-	15	15
	Grade 2	28	22	1	1	-	22	22
	Grade 3	29	23	1	1	-	23	23
	Grade 4	30	20	1	1	-	20	20
	Grade 5	30	17	1	1	-	17	17
Laurel Park	Grade 1	26	25	1	1	-	25	25
	Grade 2	28	28	1	1	-	28	28
	Grade 3	29	64	3	3	-	22	22
	Grade 4	30	21	1	1	-	21	21
	Grade 5	30	29	1	1	-	29	29
Loretta Park	Grade 1	26	40	2	2	-	20	20
	Grade 2	28	28	1	1	-	28	28
	Grade 3	29	38	2	2	-	19	19
	Grade 4	30	32	2	2	-	16	16
	Grade 5	30	30	1	1	-	30	30
North Elementary	Grade 1	26	64	3	3	-	22	22
	Grade 2	28	61	3	3	-	21	21
	Grade 3	29	50	2	2	-	25	25
	Grade 4	30	46	2	2	-	23	23
	Grade 5	30	49	2	2	-	25	25
Northeast	Grade 1	26	67	3	3	-	23	23
	Grade 2	28	78	3	3	-	26	26
	Grade 3	29	46	2	2	-	23	23
	Grade 4	30	57	2	2	-	29	29
	Grade 5	30	58	2	2	-	29	29
Oak Park	Grade 1	26	34	2	2	-	17	17
	Grade 2	28	31	2	2	-	16	16
	Grade 3	29	29	1	1	-	29	29
	Grade 4	30	22	1	1	-	22	22
	Grade 5	30	28	1	1	-	28	28
Pine Park	K	25	182	8	8	-	23	23
Southeast	Grade 1	26	26	1	1	-	26	26
	Grade 2	28	28	1	1	-	28	28
	Grade 3	29	29	1	1	-	29	29
	Grade 4	30	30	1	1	-	30	30
	Grade 5	30	22	1	1	-	22	22
Southwest	K	25	48	2	2	-	24	24
	Grade 1	26	24	1	1	-	24	24
	Grade 2	28	22	1	1	-	22	22
	Grade 3	29	28	1	1	-	28	28
	Grade 4	30	24	1	1	-	24	24
	Grade 5	30	30	1	1	-	30	30
Twin Pines	Grade 1	26	41	2	2	-	21	21
	Grade 2	28	45	2	2	-	23	23
	Grade 3	29	43	2	2	-	22	22
	Grade 4	30	43	2	2	-	22	22
	Grade 5	30	21	1	1	-	21	21
Grand Total						0		