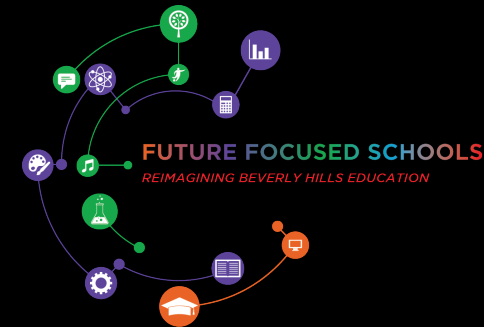


FUTURE FOCUSED SCHOOLS

REIMAGINING BEVERLY HILLS EDUCATION

Presentation to the
Beverly Hills Unified School District
Board of Education
January 23, 2018

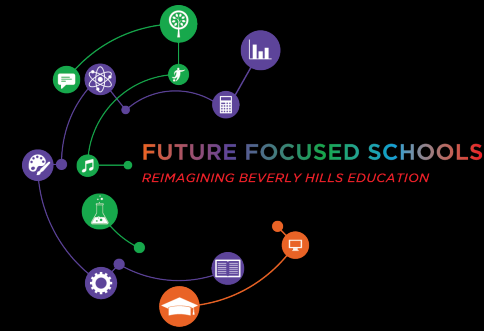
INTRODUCTION



The 2017-2018 FFST was formed with the following Mission Statement: "To develop viable configuration options for the Board to consider to improve and enhance educational opportunities for students while ensuring long-term financial sustainability."

We based our efforts on the foundation of the BHUSD mission: "...to inspire and enable each student to achieve academic excellence and meet the goals of college and career readiness... To engage every student in a rigorous and enriching quality education... prepared to thrive in a complex, changing world."



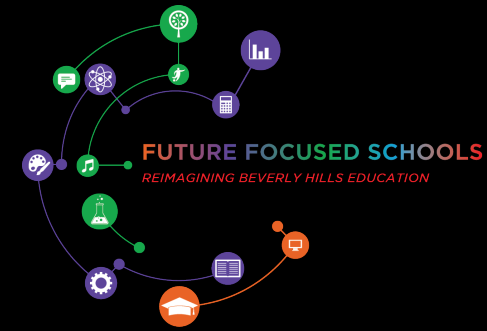


INTRODUCTION

- This was a group process facilitated by the Superintendent to help advise him and the school board.
- The District team provided information and analysis.
- We focused our discussions on ways to improve opportunities and support for middle school students.
- We know there are many others issues and challenges facing the school District, but we primarily focused on middle grade issues.
- We have been told the District faces a significant structural deficit. We also appreciate there is public skepticism about the state of District finances.
- Our discussions were dominated by the quality of educational opportunities for students, not by budget considerations.

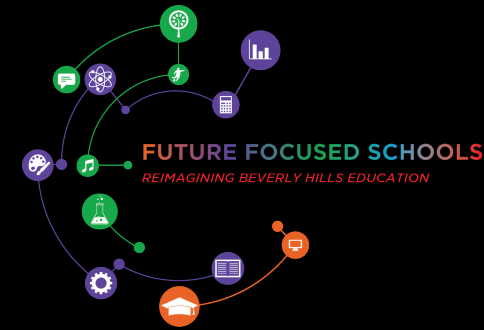
So we asked....

INTRODUCTION



1. Is BHUSD doing the best job possible preparing our students?
2. Is there a problem? Specifically, can we do better for our middle grade students?

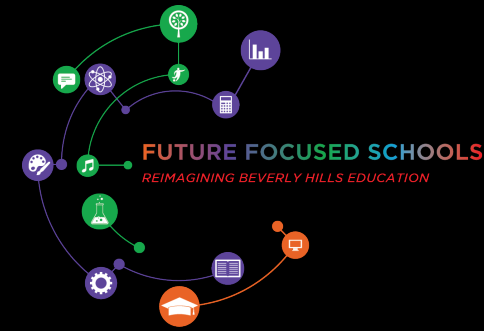
We are convinced that the current offerings for middle grade students are inadequate. With so few 6-8 kids on each campus, no school is able to offer a comprehensive program. The specific programs that are in place are not equitably offered across the four campuses.



INTRODUCTION

We recommend that the school district design and implement a middle grades action plan with the goal of offering all students equitable access to a comprehensive program of academic courses, enrichment opportunities, and social-emotional supports.

FFST did not have the information or time to study in detail potential scenarios that would affect each campus. For example, we know the status of current renovation/modernization projects is a major consideration that needs to be evaluated.

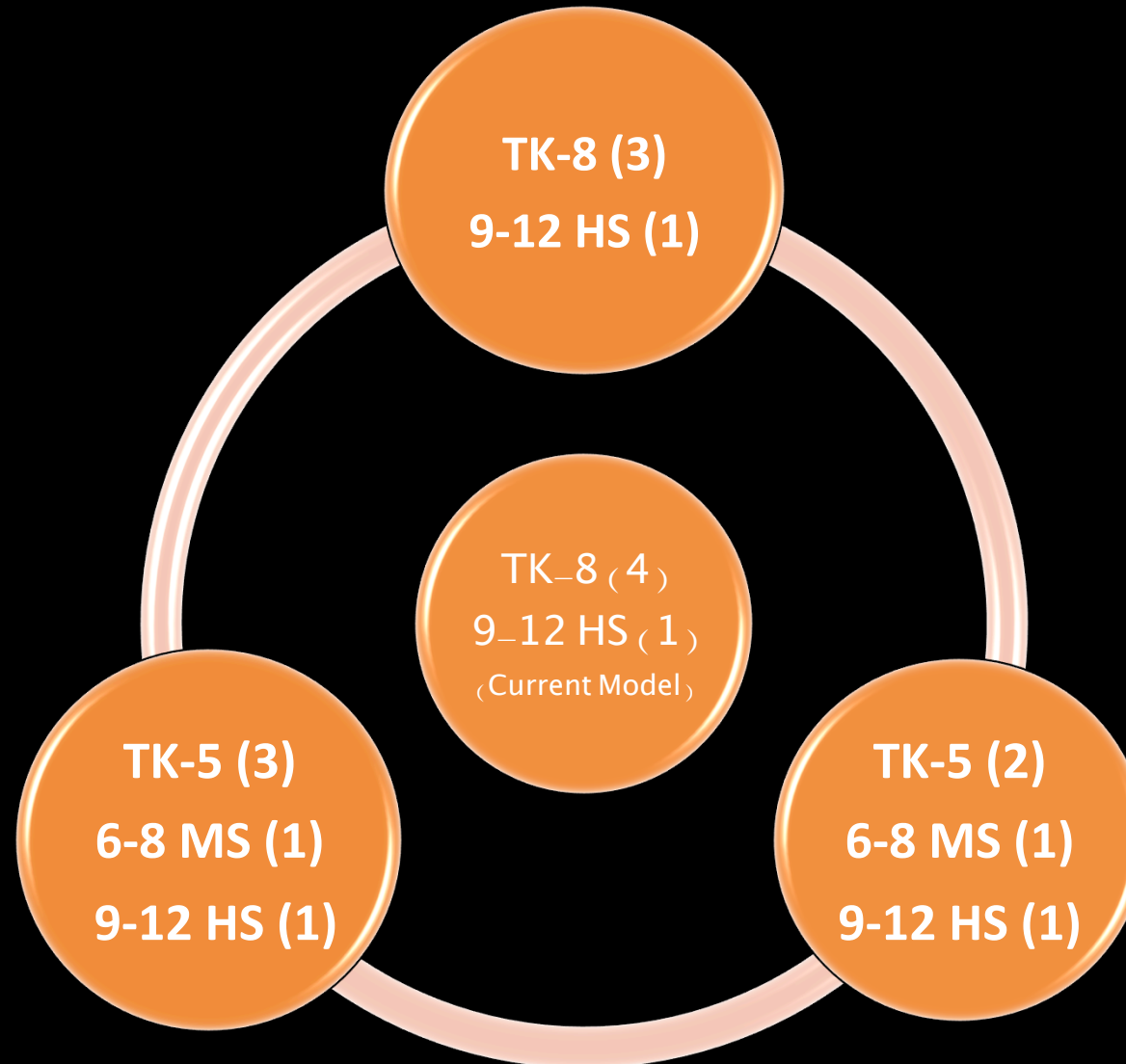
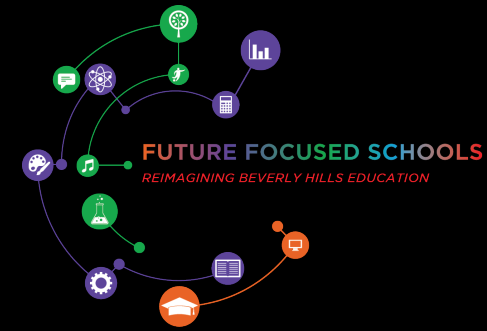


OUR FOCUS

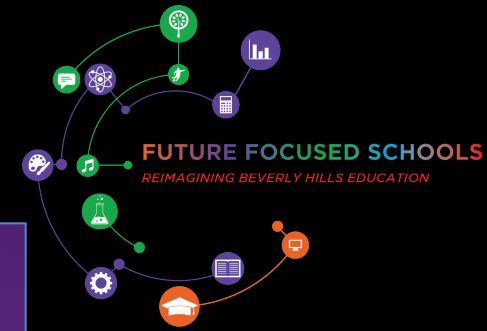
This is the lens through which we came to our recommendations for a solution. We are in favor of the following:

- All middle grade students have equal access to a comprehensive range of academic and elective courses.
- All of the options offered to one are offered to all at an optimal level of delivery.
- Teachers can collaborate to best address the needs of their students.
- Students have access to counseling and support services in order to meet developmentally appropriate and specific academic, social and emotional needs.

OPTIONS STUDIED



SUMMARY OF FINDINGS



BHUSD is academically behind comparable districts
[FFST CAASPP Scores - ELA & Math](#)



We have institutionalized inequity in our district
[FFST Middle School Case Load Analysis](#)



We have not enabled effective interdisciplinary teaching,
limiting our teachers and students
[FFST middle school philosophy](#)



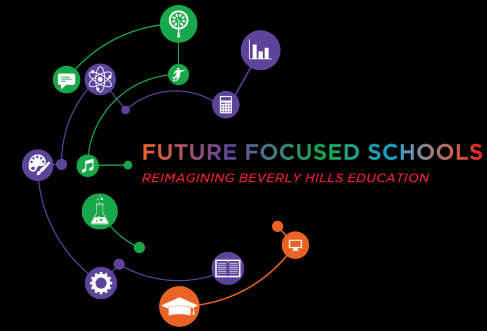
No site has sufficient numbers to attain a critical mass of
students to maximize the middle school philosophy
[FFST TK-8 District Enrollment 2017-2018](#)



We are spending more annual dollars per student than
comparable districts, with less desirable results
[FFST COMP STUDENT EXP](#)

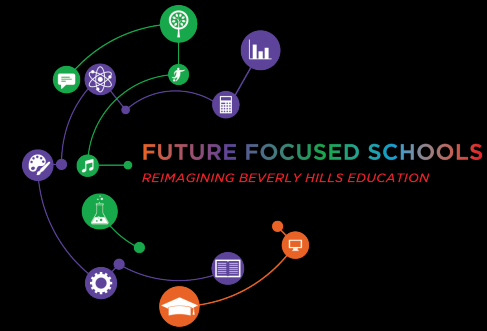


We find that the consolidated middle school offers more
advantages than disadvantages [FFST PROS & CONS](#)



THREE K-8s ALLOW:

- Viable Option for immediate change
- Reallocated resources better serve our students
- Closer to critical mass = more opportunity to implement stronger middle school philosophy than four TK-8
- Continuity & Excellence
- Time for further study

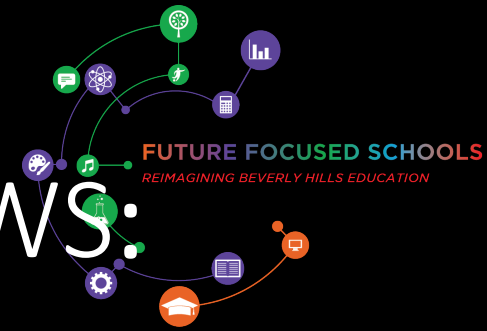


FFST Recommendation:

One consolidated 6-8 middle school
(But not next year)

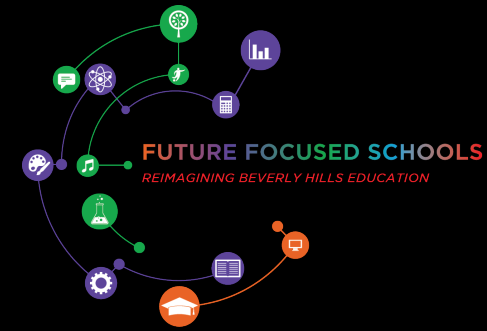
*The committee's vote on January 18th was 19 - 1 in favor of this model
with one abstention*

CONSOLIDATED MIDDLE SCHOOL ALLOWS:



- Interdisciplinary teams in middle school
- Robust curricular options
- Robust extracurricular options
- Flexible grouping of students
- Concentration of resources to best meet student needs
- More teacher collaboration opportunities
- Professional learning opportunities
- Equity of opportunities to all students
- Competitive sports
- Pathways to the high school curriculum
- More teacher specialization
(*i.e.* teachers not teaching multiple grade levels)

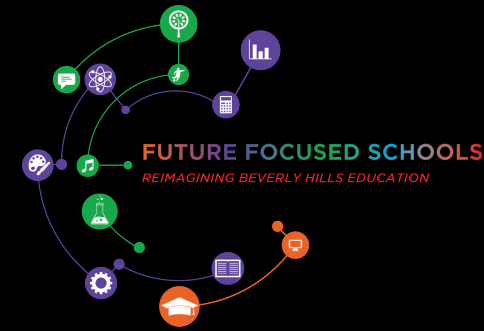
Approach Toward Implementing Consolidated Middle School



SLOW

STEADY

STUDIED

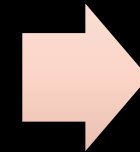


Pathways Toward Consolidated MS

Operate TK-8
schools until MS
program and
facilities are
ready for
implementation

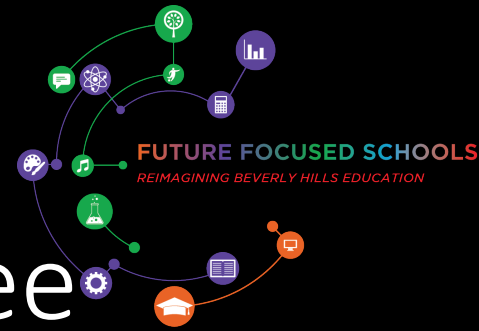


Enhance and
strengthen
current Middle
School
experience
(6-8th grade)



Review existing
facilities usage
for El Rodeo or
alternate site to
reflect
additional MS
needs

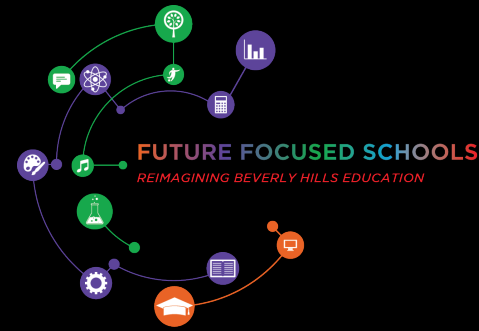
Ensure Immediate Change Success via a short term 3 TK-8 Transition Committee



- Committee to be chaired by designated administrator

- Subcommittees to include but not limited to:
 - Logistics
 - Human Resources
 - Curriculum Development
 - Facilities, Finance
 - Students & Families
 - Community
 - Extracurricular
 - Change Management

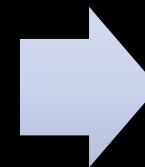
Pathways Toward Consolidated MS



Form a committee
focused on
transition from
TK-8 to TK-5/6-8

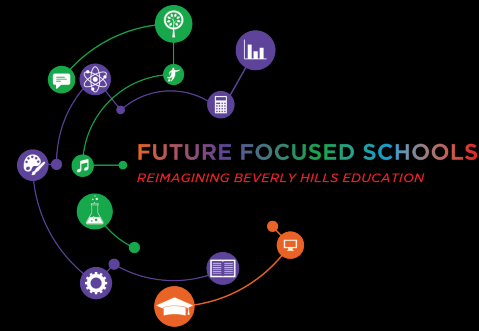


Concurrently
focus on
utilization plan for
ancillary facilities
that produces
revenue for the
District while
allowing flexibility
for future growth
of student
population



Concurrently
focus on
immediate
optimization and
efficacy of
resources

Ensure Lasting Success via a long term Middle School Transition Committee

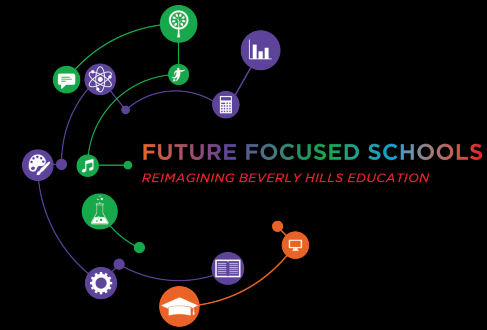


- Committee to be chaired by the designated Middle School Principal
- Subcommittees to include but not limited to:
 - Logistics
 - Human Resources
 - Curriculum Development
 - Athletics
 - Facilities
 - Finance
 - Students
 - Community
 - Extracurricular
 - Change Management

THANK YOU

Q&A

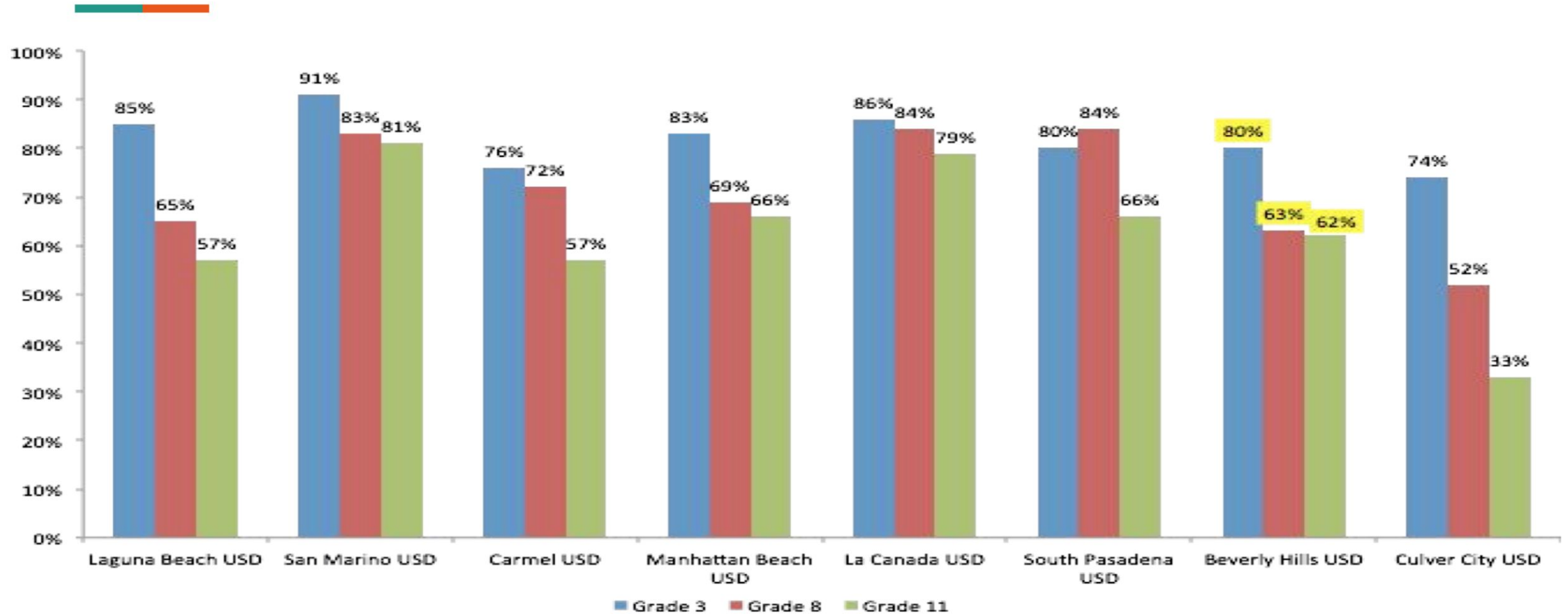
APPENDICES



1. FFST CAASPP SCORES ELA & MATH
2. FFST MIDDLE SCHOOL INEQUITABLE OFFERINGS
3. FFST MIDDLE SCHOOL PHILOSOPHY
4. FFST TK-8 DISTRICT ENROLLMENT 2017-2018
5. FFST COMPARATIVE PER STUDENT EXPENDITURE
6. FFST OPTIONS CONSIDERED
7. COMPARATIVE GRADE MODELS OF HIGH ACHIEVING SCHOOLS
8. BENEFITS OF RECONFIGURATION
9. DRAWBACKS OF RECONFIGURATION
10. ASSUMPTIONS
11. PROS & CONS OF EACH EVALUATED MODEL

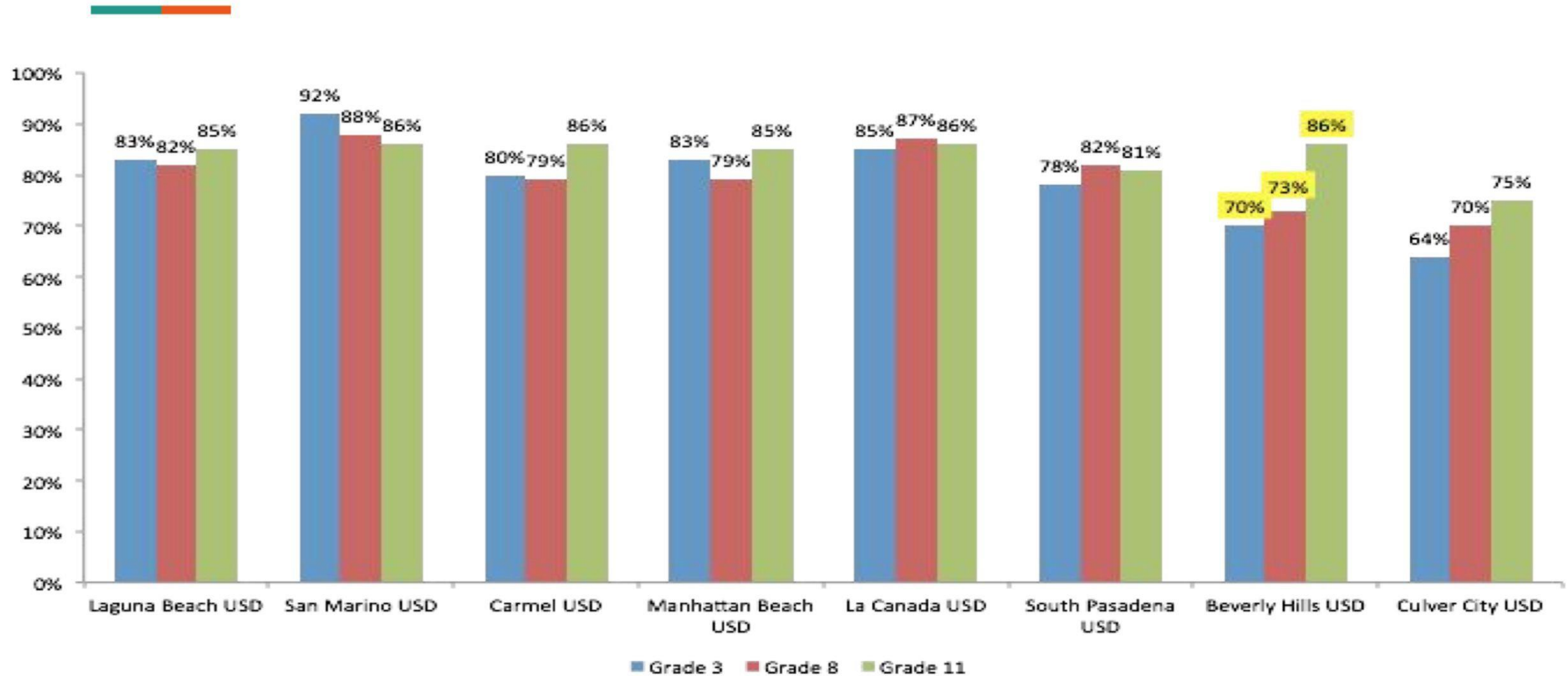
Comparative CAASPP Scores – Math

Comparative CAASPP scores for Math 2017

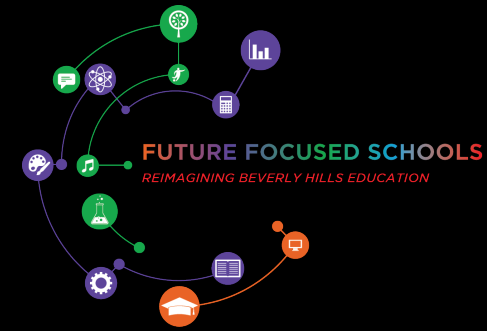


Comparative CAASPP Scores - ELA

Comparative CAASPP Scores in ELA 2017



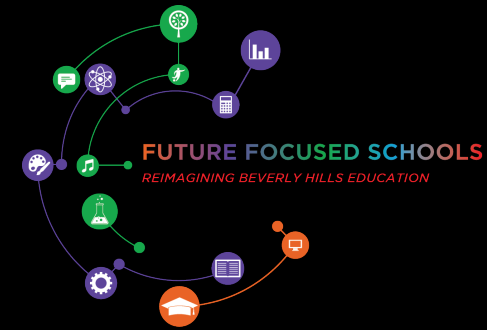
INEQUITABLE OFFERINGS & UNDER ENROLLMENT ACROSS THE DISTRICT



- 6 students in Orchestra Beginning (HM)
- 7 students in Music Appreciation (HM)
- 7 students in Film & History (HM)
- 13 students in Honors 8th English (HAW)
- 7 students in French ½ (ER)
- 11 students in Orchestra Beginning (BV)
- 12 students in Spanish 2 (HM)
- 16 students in Digital Art/Media (BV) and 4 students (HM)
- 14 students in Beginning Band (ER)
- 20 students in Beginning Choir (BV)
- 18 students in Algebra Honors (ER) and 13 students (HM)
- No musical theater @ BV and HM
- No Forensic Science @ BV, HAW, and HM

BHUSD Middle School Case Load

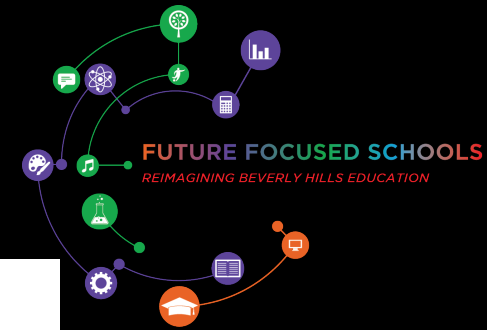
SOURCE: BHUSD



COURSE	BV	ER	HAW	HM	TOTAL
Algebra Honors	23	18	23	13	77
Art: Beginning	23		10	34	67
Art: Intermediate	22	88	22	22	154
Band: Advanced	49	14	30	22	115
Band: Beginning	34	14	22	10	80
Ceramics	26				26
Choir: Advanced	28	25	10	8	71
Choir: Beginning	20	29		27	76
Digital Art/Media	16	42	29	4	91
English 6 Hon	27	28	18	16	89
English 7 Hon	29	28	26	17	100
English 8 Hon	28	21	13	16	78
Film & History		20		7	27

COURSE	BV	ER	HAW	HM	TOTAL
Forensic Science		22			22
French 1/2	18	7	12	14	51
Math 6 Hon	25	24	17	17	83
Math 7 Hon	23	26	21	14	84
Music Appreciation			20	7	27
Musical Theatre		25			25
Orchestra Advanced	21	26	15	13	75
Orchestra Beginning	11	18	24	11	64
Spanish 1	39	48	48	25	160
Spanish 2	48	21	24	12	105
Technology 6/7			10		10
Yearbook	15	17	15	27	74

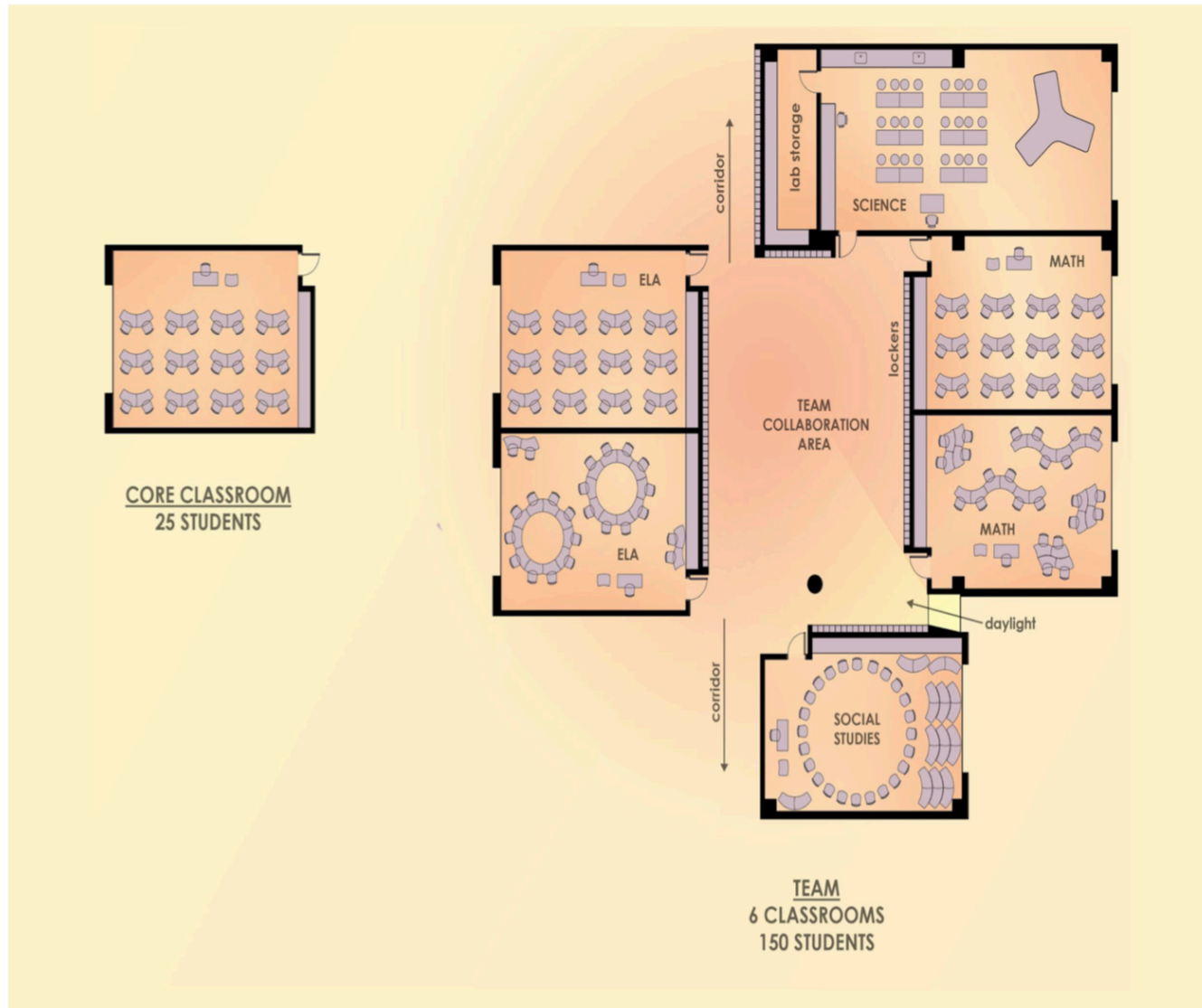
TENETS SOURCE: THIS WE BELIEVE,
GRAPH SOURCE: BHUSD



MS Philosophy

Tenets of Middle School Philosophy	*Current - 4 K-8 Schools Model	Consolidating to 3 K-8 Schools	Middle School Combination
Interdisciplinary teams in middle school	Weak	Weak	Moderate
Robust curricular options	Moderate	Moderate	Strong
Robust extracurricular options	Weak	Weak	Strong
Flexible grouping of students	Moderate	Moderate	Strong
Flexible scheduling of students	Weak	Moderate	Strong
Concentration of resources to best meet student needs	Weak	Moderate	Strong
Teacher collaboration opportunities	Weak	Moderate	Strong
Professional Learning Opportunities	Moderate	Moderate	Strong

Middle School Philosophy



150 Students on a Team

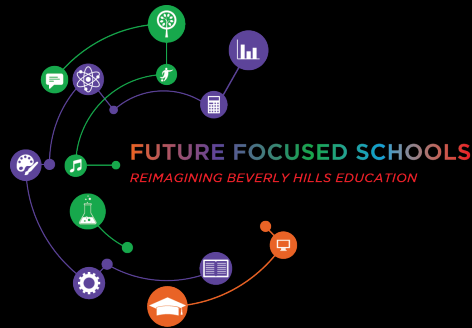
2 Eighth Grade Teams
2 Seventh Grade Teams
2 Sixth Grade Teams

Responsive Academic & Social-Emotional Teaming

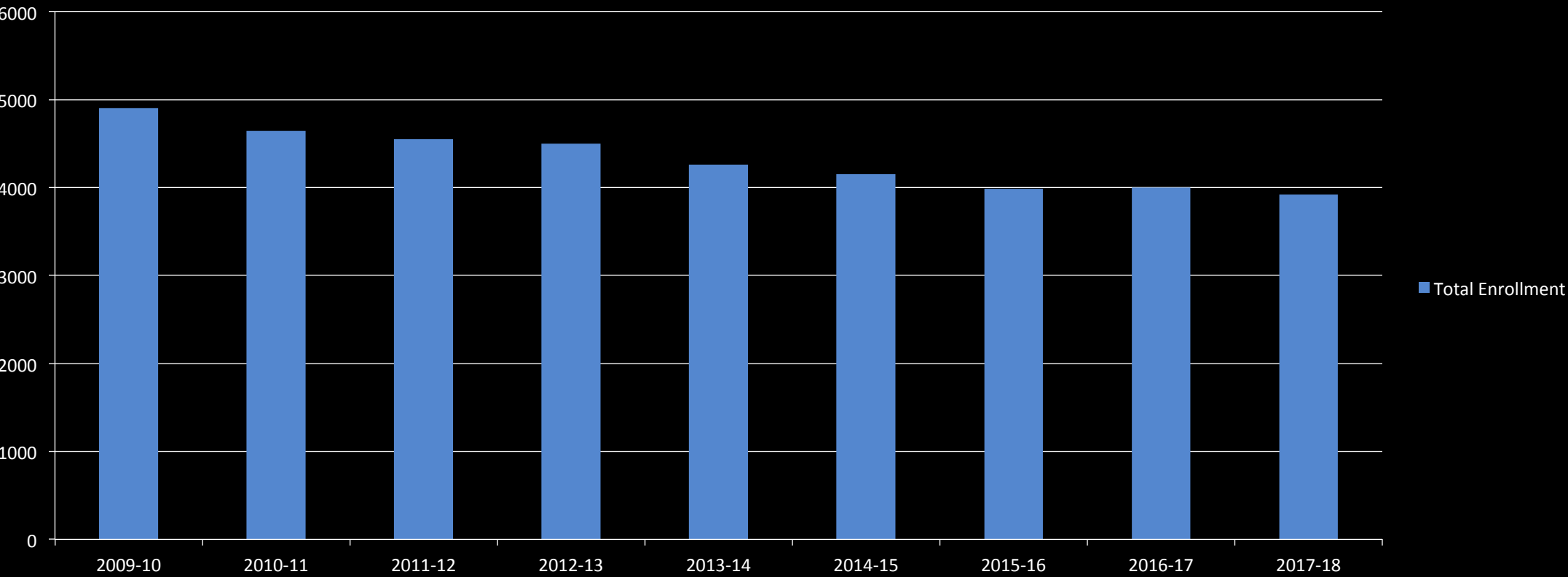
6th Grade English Teacher
6th Grade Math Teacher
6th Grade Science Teacher
6th Grade Social Studies
6th Grade PE Teacher
6th Grade Special Education Teacher

DISTRICT ENROLLMENT 2017-2018

SOURCE: BHUSD

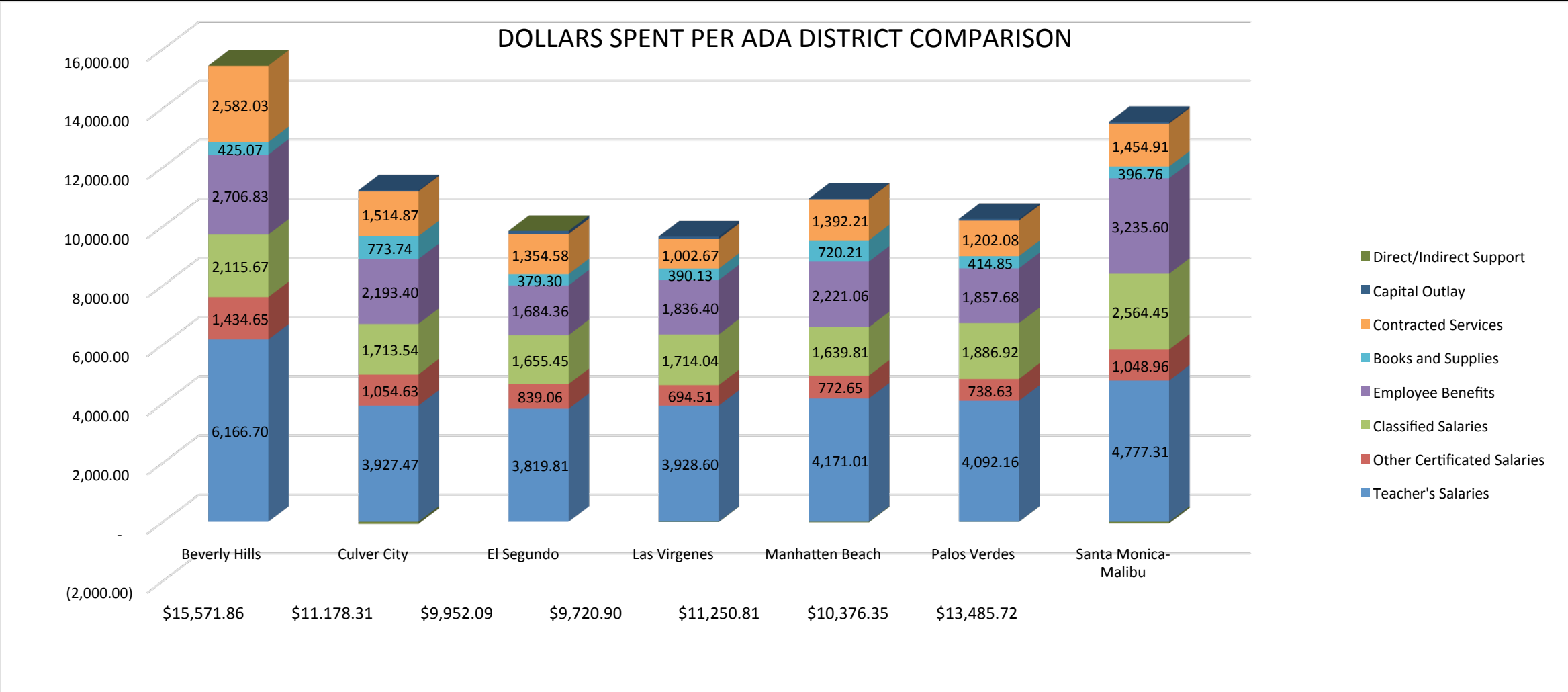
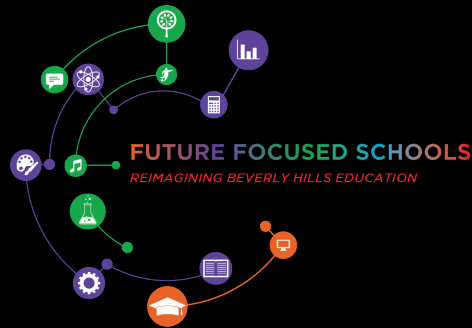


BHUSD Enrollment Trends



COMPARATIVE PER STUDENT EXPENDITURE

SOURCE: BHUSD 2015-2016



OPTIONS CONSIDERED



Grade-Span Options		Other Learning Model Considerations
TK-5 (2 or 3) / 6-8 (1) / HS (1)	TK – 6 (3 or 4) / 7-12 (1)	Project-based
TK-6 (4) / MS (1) / HS (1)	TK-5 (1 or 2) / 6-8 (2) / 9-12 (1)	Age-independent skill/interest-based clusters
TK-6 (3) / MS (1) / HS (1)	TK-6 (3) / 7-9 (1) / 10-12 (1)	Concurrent enrollment in Community College
TK-5 (3) / 6-12 (1)	K-8 (3 or 4) / 9-12 (1)	Independent and/or online (distance/home) learning
TK-2 (1 or 2) / 3-5 (1) / 6-8 (1) / 9-12 (1)	TK-6 (2 or 3) / 7-8 (1) / 9-12 (1)	Multi-grade groups
		CTE offerings

TOP ACHIEVING SCHOOLS

SOURCE: NICHE.COM

TOP 10 PUBLIC SCHOOL DISTRICTS IN THE UNITED STATES

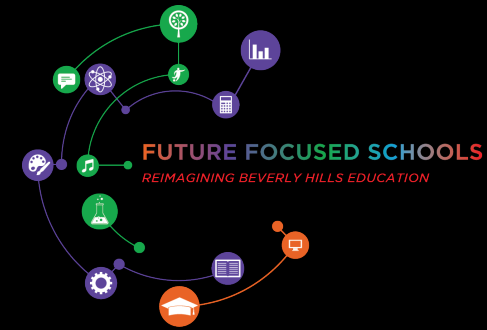
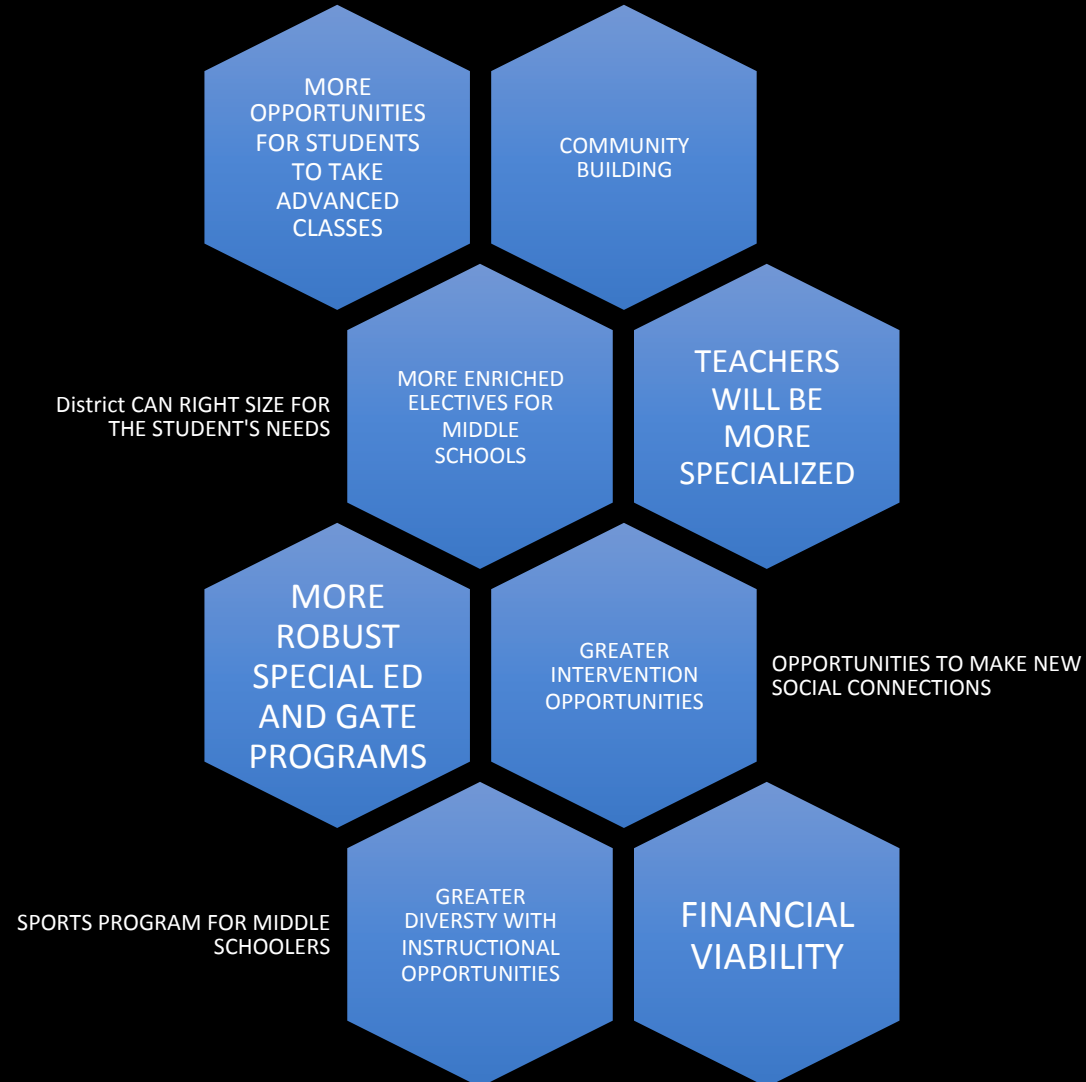
1. Solon City SD (Solon, OH)	4 K-4, 1 5-6, 1 7-8, 1 9-12
2. Tredyffrin-Easttown SD (Wayne, PA)	5 K-4, 2 5-8, 1 9-12
3. Radnor Township SD (Wayne, PA)	3 K-5, 1 6-8, 1 9-12
4. SD of Clayton (Clayton, MO)	3 K-5, 1 6-8, 1 9-12
5. Dublin SD (Dublin, OH)	5 K-5, 4 6-8, 3 9-12
6. South Texas Ind. SD (Mercedes, TX)	2 7-8, 4 9-12
7. Eanes Ind. SD (Austin, TX)	5 K-5, 2 6-8, 1 9-12
8. Wellesley Public Schools (Wellesley, MA)	5 K-5, 1 6-8, 1 9-12
9. Indian Hill Exempted Village SD (Cincinnati, OH)	1 K-2, 1 3-5, 1 6-8, 1 9-12
10. Lexington Public Schools (Lexington, MA)	5 K-5, 2 6-8, 1 9-12

TOP 12 CA PUBLIC SCHOOL DISTRICTS

1. Palo Alto	12 K-5 / 3 6-8 / 2 9-12
2. Los Gatos – Saratoga	9-12 ONLY
3. Mtnview – Los Altos	9-12 ONLY
4. San Marino	2 K-5 / 1 6-8 / 1 9-12
5. San Dieguito	4 7-8 / 5 9-12
6. PV Peninsula	10 K-5 / 3 6-8 / 2 9-12
7. Carmel	3 K-5 / 1 6-8 / 2 9-12
8. Acalanes	9-12 ONLY
9. Pleasanton	5 K-5 / 3 6-8 / 3 9-12
10. Poway	26 K-5 / 6 6-8 / 6 9-12
11. Irvine	<u>1 K-8</u> / 25 K-6 / 8 7-8
12. Coronado	2 K-5 / 1 6-8 / 1 9-12

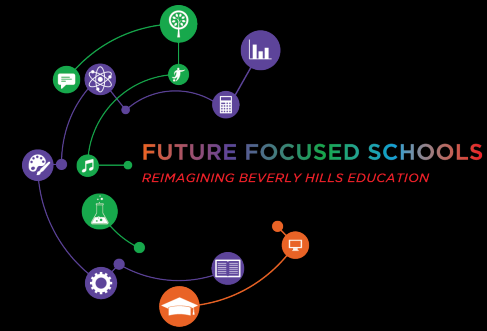
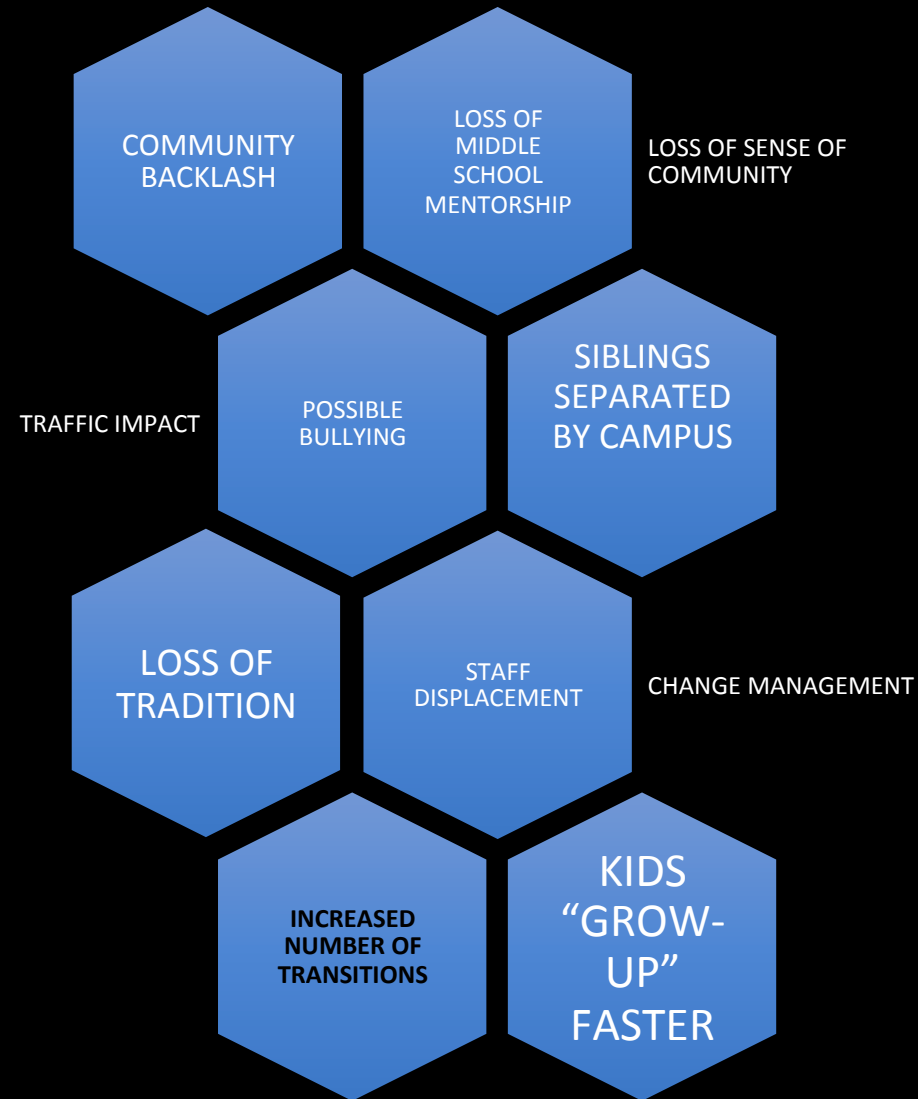
BENEFITS OF RECONFIGURATION

FFST WORK PRODUCT

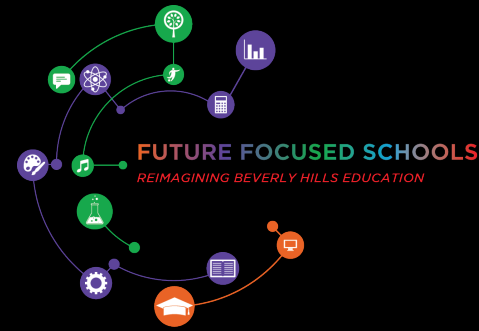


DRAWBACKS OF RECONFIGURATION

FFST WORK PRODUCT

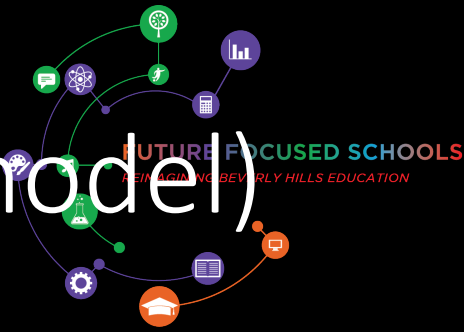


ASSUMPTIONS



- Our cost growth exceeds our revenue growth
- Our existing education delivery model limits our ability to be efficient.
- Our enrollment has decreased by 20% over the past 9 years with no adjustment in the number of facilities we operate and minimal personnel adjustment.
- Reconfiguration can release resources to invest into programming excellence & student success.

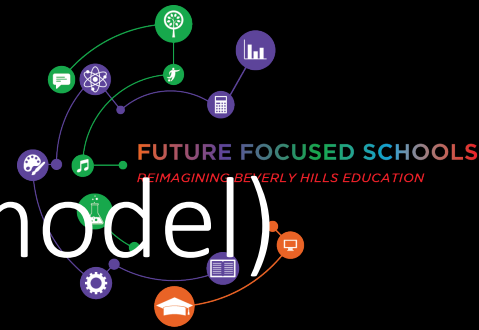
4 TK-8 Schools, 1 High School (current model)



PROS

- Continuity
- Sense of safety, family, home
- Neighborhood school
- Middle school students can tutor/work with/mentor younger students
- K-8 allows families to know each other longer
- Stronger sense family
- Families know their teachers from siblings or existing relationships
- Enduring family/student connections with faculty
- Transportation - Family affair
- Stronger alumni connections (PTSA ties)

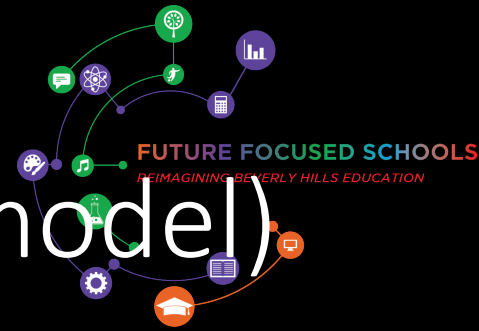
4 TK-8 Schools, 1 High School (current model)



CONS (continued)

- Classes not filled
- Teacher costs higher because of split campus assignments/not teaching a full load
- Multiplication of infrastructure for underpopulated electives/extras
- Continuous reduction in quality and breadth of education due to tight costs
- Pink slip model with fire/hire model which increases friction costs
- losing teachers/becoming an unattractive District for new teachers with potential
- Reduction of non-core education
- Imbalance in education
- Unprepared students in the high school
- There are no Financial benefits to this configuration
- Fewer options for finding friend group (tribe) and passions
- Fewer options for students to make connections w/ school/grade-level communities
- Fewer intervention/ separation strategies when student-to-student conflict exists
- No chance to start over
- Young kids exposed to middle school situations / language / substance abuse
- Limited middle school academic or emotional counseling intervention
- Principals need expertise in vast array of student age diversity
- Lack of opportunity for age-appropriate character education programming
- Loss of existing programs at all schools
- Annual reduction in force causes bad morale and diminishes the goal of being a lighthouse District
- Can't attract the best and brightest when offering limitations like traveling positions
- Lack of extracurricular/enrichment at many schools
- Lack of specialized professional development for teachers
- Lack of specialized social/emotional programming
- Lack of programs - certain schools can offer certain classes, while others can't (Foreign Language)
- In our current District, even our TK-8, do not have the elite programs in other comparable TK-8 Districts.
- There is an inequality among availability to Honors students of certain classes.
- Lack of ability to differentiate instruction based on students' learning ability due to staffing and scheduling constraints

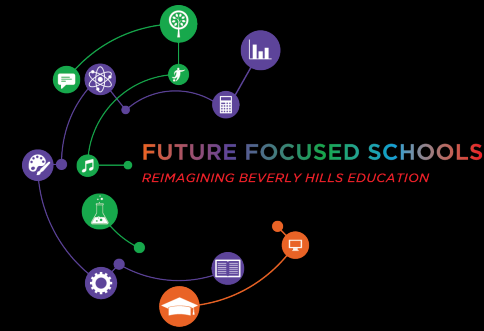
4 TK-8 Schools, 1 High School (current model)



CONS (continued)

- Programs splintered
- Kids feel safe at home school over time
- Kids stuck together
- Scheduling difficult
- Limited opportunities for personal growth
- Difficult finding like minded peers
- One size fits all model
- How can pull out/co-taught/push-in be available when population small, schedule impossible and no open options for individual students
- Lack of opportunity for counseling and social training due to limited to lack of schedule and role models with small number of students

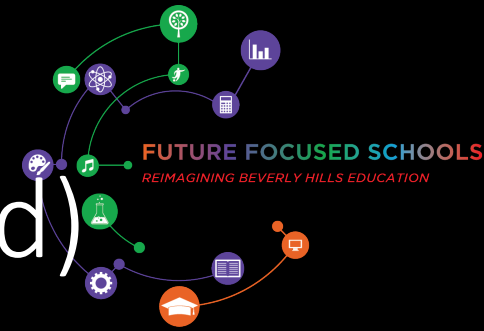
3 TK-8 Schools, 1 High School



PROS

- 3 out of 4 K-8 allows families to know each other longer
- Maintain stronger sense family
- Families know their teachers from siblings or existing relationships
- Enduring family/student connections with faculty
- Transportation - Family affair
- Stronger alumni connections (PTSA ties)
- Continuity
- Sense of safety, family, home
- Neighborhood school
- Middle school students can tutor/work with/mentor younger students
- Implementation Considerations:
 - Logistically feasible Aug. 2018 to close one campus
 - Closed campus repurposed: District Office; adult school
- Fewer transitions for students
- K-8 Model has positive effects on the social and emotional development of students
- Allows student and parents to develop meaningful relationships with administrators and teachers.
- Greater financial efficiency than 4 K-8s

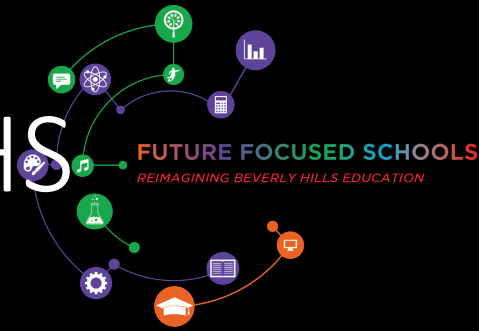
3 TK-8 Schools, 1 High School (continued)



CONS

- Fewer options for finding friend group (tribe) and passions
- Fewer options for students to make connections w/ school/ grade-level communities
- Fewer intervention/ separation strategies when student-to-student conflict exists
- No chance to start over
- Young kids exposed to middle school situations / language / substance abuse
- Limited middle school academic or emotional counseling intervention
- Principals need expertise in vast array of student age diversity
- Lack of opportunity for age-appropriate character education programming
- Closing a campus lacks some community support
- Spreading our middle school resources over 3 campuses.
- Classes not filled
- Teacher costs higher because of split campus assignments/ not teaching a full load
- Multiplication of infrastructure for underpopulated electives/ extras
- Continuous reduction in quality and breadth of education due to tight costs
- Pink slip model with fire/hire model which increases friction costs
- Losing teachers/becoming an unattractive District for new teachers with potential
- Reduction of non-core education
- Imbalance in education
- Unprepared students in the high school

3 TK-5 Schools, 1 6-8 Middle School, 1 HS



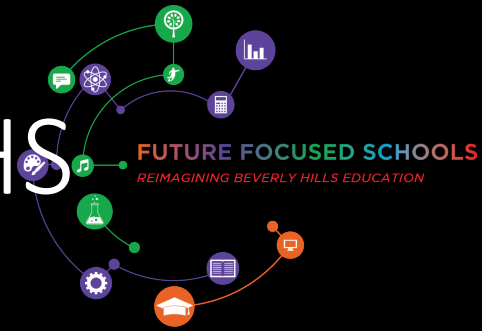
PROS

- Continuity of K-5 and joint 6-8 experience
- Sense of safety, family, home
- Availability and diversity of MS electives to ALL students
- Maintenance of current K-5 electives, additional electives and more core class levels, choice
- Better scheduling/More options and flexibility in programing
- Middle school sports, Performing Arts, Visual Arts as well as Journalism, Yearbook, Tech, Career Technical Education as feeders to BHHS
- Developmental appropriateness - K-5 children no longer among the much more mature 6-8 students. And, with that, the 6-8 students are allowed and encouraged to have age appropriate behavior.
- More opportunities for students to discover who they are through transitions...students would better be able to find their passion
- Teachers will be able to use collaboration time to support the spectrum of student needs.
- Strengthened middle school honors program
- Intervention and special education programs will be much more robust and address the individual needs of students.
- Social/emotional piece will be enhanced because students will be able to find their peer group more readily in a single middle school
- Supports the development of students who can and will advocate for themselves.
- Dedicated middle school counselor for academic and social/emotional support
- High quality programs are no longer funded by PTA and BHEF
- More social opportunities for students because of bigger, more diverse population
- Better run programs and middle school opportunities ultimately improve success at BHHS (sports, arts, and academic)
- Availability of more counselors (both academic and emotional) appropriate to each school level.
- 6-8 allows us to combine our honors students in order to offer more programs.
- Allows us to have 6-8 elite programs comparable to other 6-8 Districts
- Opportunity for cross-curricular instruction at the MS level, encouraging an interdisciplinary environment.

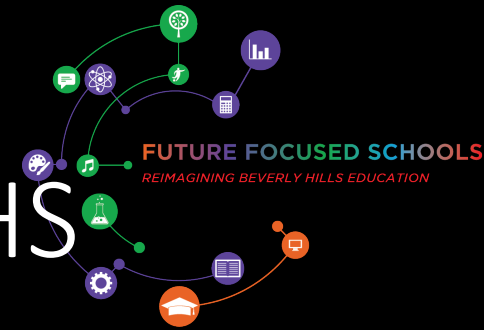
3 TK-5 Schools, 1 6-8 Middle School, 1 HS (continued)

CONS

- Additional transition
- Less involvement from parents / siblings
- Family separation (siblings)
- Community disruption / history (alumni / family dynamics)
- No potential for moving District office to an existing campus which is a revenue opportunity



2 TK-5 Schools, 1 6-8 Middle School, 1 HS



PROS

- High School Training Wheels
- Reinvent yourself
- Removal of middle school behavior issues from K-5
- Classes filled = better use of funds
- Allows for more beneficial scheduling
- Teacher costs lower because teaching full load
- Improved use of infrastructure for appropriately populated electives/extras
- Continuous increase in quality and breadth of education due to proper management of costs
- No longer pink slip model with fire/hire model which reduces friction costs
- keeping teachers/becoming an attractive District for new teachers with potential
- Increase of non-core education
- Continuity of K-5 and joint 6-8 experience
- Availability and diversity of MS electives to ALL students
- Maintenance of current K-5 electives
- Opportunity for cross-curricular instruction at the MS level, encouraging an interdisciplinary environment.
- Middle school sports, Performing Arts, Visual Arts as well as Journalism, Yearbook, Tech, Career Technical Education as feeders to BHHS
- Developmental appropriateness - K-5 children no longer among the much more mature 6-8 students. And, with that, the 6-8 students are allowed and encouraged to have age appropriate behavior.
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2 TK-5 Schools, 1 6-8 Middle School, 1 HS (continued)

CONS

- Implementation Considerations
 - Consolidate grades 6-8 (in ER portables?)
 - Close one campus
 - Closed campus repurposed: District Office; adult school
- Repurpose District Office
- Disrupt an entire campus' community
- Additional transition
- Less involvement from parents / siblings

