



Educational Review: Education & Student Services

Beverly Hills Unified School District

1



Importance of an audit:

Allows us to take a deeper look at our curriculum

Engages students, staff, and parents in the creation of educational goals

Helps identify and prioritize actions that need to be addressed

Ensure that every student has access to effective leadership

Provides a thorough assessment of each school's goals and a comprehensive program review

Promotes fiscal responsibility

2



Generation Ready

Generation Ready has been partnering with Districts for over 25 years

Generation Ready has a team of over 250 highly qualified education consultants that are experts with decades of experience as teachers, coaches, and school and central office leaders; they support the improvement of the quality of leadership and instruction, thereby student achievement.

Our approach has been refined by working in thousands of urban, and suburban schools throughout the country where every day, our experienced team of education directors and consultants collaborate with schools and districts, developing true partnerships to help establish learning environments where students can thrive.

3



Generation Ready

Overarching Evaluation Question:

How effectively does this school's curriculum promote student learning - engagement, progress and achievement?

Generation Ready's Audit framework is designed to make it easier for schools/ district to see:

- What we are doing well
- Where we need to develop and review
- Implications for future action

4



Generation Ready: Stages of Academic Audit

Stage 1 Pre-audit Work

(Approximately three weeks prior to audits)

Stage 2 School Site Visit

(Approximately two full days onsite)

Stage 3 The Academic Audit Report

(Approximately one week post audit)

Stage 4 Report presentation to school and district

(Approximately two weeks post audits)

5



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STAGE 1:

A meeting will be arranged between Generation Ready and the District Leadership team to lock in the timeline and prepare the online surveys and focus groups three weeks before the audit begins.

A meeting will be held with the school principals to outline the purpose and structure of the audit at least two weeks before the audit begins.

The consultant will contact the school requesting the following information:

- Scheduling
- Protocols and Procedures
- School Self-Evaluation form
- School Information

6



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STAGE 2:

(Approximately two full days onsite)

The following will be included and scheduled in advance of the visit:

- A meeting with the principal (and other administrators), for about 90 minutes at the start of the day
- Two teacher team meetings, one 30-45-minute meeting to observe and interview a teacher team, and a second 20-30-minute meeting to facilitate a Q & A with teachers from at least two teams.
- A meeting with 8 to 10 students (randomly selected) for approximately 30 minutes.
- A meeting with approximately 4 to 6 students to review their best work.
- A meeting with 8 to 10 parents of the principal's choice, including the Parent Association President if possible, for approximately 30 minutes.
- Approximately 12 class visits for 15-20 minutes per visit.

7



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STAGE 3:

Following the visit, the consultant will produce a full written report, which will include:

- Areas of Celebration,
- An Area of Focus, and
- Additional Findings.
- Evidence to support the findings of the audit will also be included for each of the five formally assessed indicators as outlined below.

8



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STAGE 4:

In two weeks after the completion the audit the consultant will present to the district and school principal the Academic Audit report.

This report will be organized into five sections:

1. *School Context*
2. *School Quality Criteria*
3. *Area of Celebration*
4. *Area of Focus*
5. *Additional School Quality Findings*

9



FCMAT: Financial Crisis and Management Assistance Team

WHO: The Fiscal Crisis and Management Assistance Team (FCMAT) has performed more than 1000 reviews for K-12 school districts, county offices of education, community colleges and charter schools.

10



FCMAT

WHAT: Their primary mission is to help California's local educational agencies identify , prevent and resolve financial challenges; and promote sound financial practices and effective and efficient operations.

11



FCMAT

Draft Scope Study Points-OverArching Questions

1. Review the district's implementation of Student Success Team, Response to Intervention, and Multi-Tiered System of Supports, and make recommendations for improvement, if any.
2. Analyze special education teacher staffing ratios, class and caseload size using statutory requirements for mandated services and statewide guidelines and make recommendations for improvement, if any.
3. Review COE, NPS and NPA costs and placements and make recommendations for improving the process for placement and cost efficiencies, if any.

12



FCMAT

4. Review the efficiency of staffing allocations of special education paraeducators, per education code requirements and/or industry standards and make recommendations for improvement, if any. Review the procedures for identifying the need for paraeducators, including least restrictive environment and the processes for monitoring the assignment of paraeducators and determining the ongoing need for continued support from year to year. (Include classroom and 1:1 paraeducators.)

5. Analyze staffing and caseloads for related service providers, including but not limited to: speech pathologists, psychologists, occupational/physical therapists, behavior specialists, adaptive physical education and make recommendations for improvement, if any.

13



FCMAT

6. Determine whether the district over-identifies students for special education services compared to the statewide average, and make recommendations that will reduce over identification, if needed.

7. Analyze whether the district provides a continuum of special education and related services from preschool through age 22, including placements in the least restrictive environments, and make recommendations for improvement, if any.

14



FCMAT

8. Review the organizational structure and staffing of the special education department in the district's central office to determine whether administration, clerical and administrative support, program specialists, teachers on special assignments and overall functionality are aligned with those of districts of comparable size and structure and make recommendations for greater efficiencies, if needed.
9. Review the costs of due process, mediations, and settlements for the past three years and make recommendations for improvements, if any.
10. Review the district's unrestricted general fund contribution to special education and make recommendations for greater efficiency, if any.

15



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The Process

- Orientation Meeting
- On-Site Review
- Exit Meeting
- Exit Letter
- Draft/Final Report
- Follow-Up Support

16