



Beverly Hills  
Unified School District

**One District  
One Mission  
#BH1**



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## Facilities & Reconfiguration Recommendation

October 26, 2018

# Agenda

- ★ Goals
- ★ Planning Process
- ★ Opportunities & Recommendation
- ★ Reinvesting & Savings
- ★ Implementation & Timeline

# DISTRICT GOALS

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**Academic Achievement** - strengthen opportunities for academic progress by enriching the learning environment and meeting the diverse needs of each student in our district.

**Student Engagement & Safety** - ensure student safety and meet social-emotional needs.

**Innovative Staff Development** - sustain a culture of growth through collaboration and innovation.

**Optimized Budget & Infrastructure** - invest responsibly for excellence and growth; maintaining safety and improving school facilities. (*optimize the use of resources for maximum impact on student learning*)

**Community Partnership** - engage our community to shape the greatest, longest-lasting improvements for all students.



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Unified School District

Facilities &  
Reconfiguration  
Recommendation

## ★ Planning Process

# PLANNING PROCESS

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**Sep 2017**

Engaged diverse BHUSD community to form 22 member committee,  
**Future Focused School Team.**

**Jan 2018**

Future Focused School Team & Superintendent's Cabinet made **recommendations to the Board of Education for district reconfiguration.**

**Jan - Oct 2018**

**Ongoing analysis and study** of facilities , construction and our instructional program were reviewed.

**June 2018**

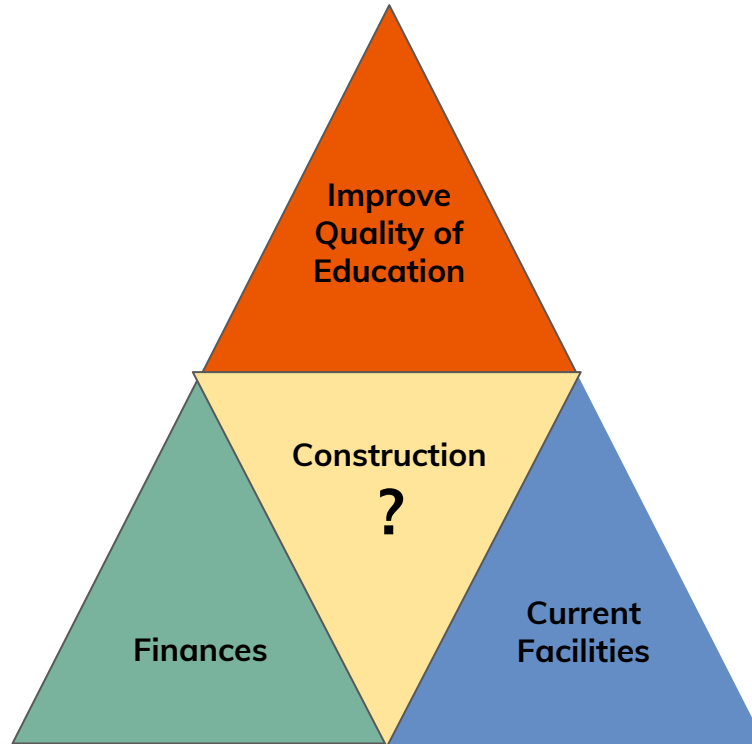
**Measure BH Passes.**

# OPTIONS STUDIED

TK-5 (2 or 3) / 6-8 (1) / HS (1)	TK – 6 (3 or 4) / 7-12 (1)
TK-6 (4) / MS (1) / HS (1)	TK-5 (1 or 2) / 6-8 (2) / 9-12 (1)
TK-6 (3) / MS (1) / HS (1)	TK-6 (3) / 7-9 (1) / 10-12 (1)
TK-5 (3) / 6-12 (1)	K-8 (3 or 4) / 9-12 (1)
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)

# January/February 2018

## No Decision



# Current Reality

- Schedule constraints
- No interdisciplinary teams
- Singleton sections (*ie. honors mathematics vs. band*)
  - student need vs. choices causing large fluctuations in class sizes
  - inability to meet student needs across all levels (*ie. English Language Learners, Special Education, Honors and Accelerated*)

**Our staffing structure is driving the scheduling of student classes instead of student need/request driving scheduling and opportunities for students.**

**We are a system of schools rather than a school system!**





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Unified School District

Facilities &  
Reconfiguration  
Recommendation

## ★ Opportunities & Recommendation



right plan

right time

right people

# OUR RECOMMENDATION

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Move the entire El Rodeo school community grades K-5 students to Hawthorne.

Move the entire Beverly Vista school community grades TK-5 to Horace Mann.

Move the entire El Rodeo, Hawthorne, Horace Mann school communities grades 6-8 to Beverly Vista.



## Benefits to Students

- ❖ **TK - 5** Students will have newer facilities (HM completed and Hawthorne enhancements)
- ❖ **Middle School Students** will have equal access to a comprehensive academic and elective courses. \*
- ❖ **Teacher collaboration and professional development** leading to more robust instruction. \*
- ❖ Students will have access to **counseling and support services for social and emotional needs.**
- ❖ **BHUSD Community Unification**
- ❖ Smoother Transition to the High School
  - \*Indicate items that were identified in Curriculum Audit

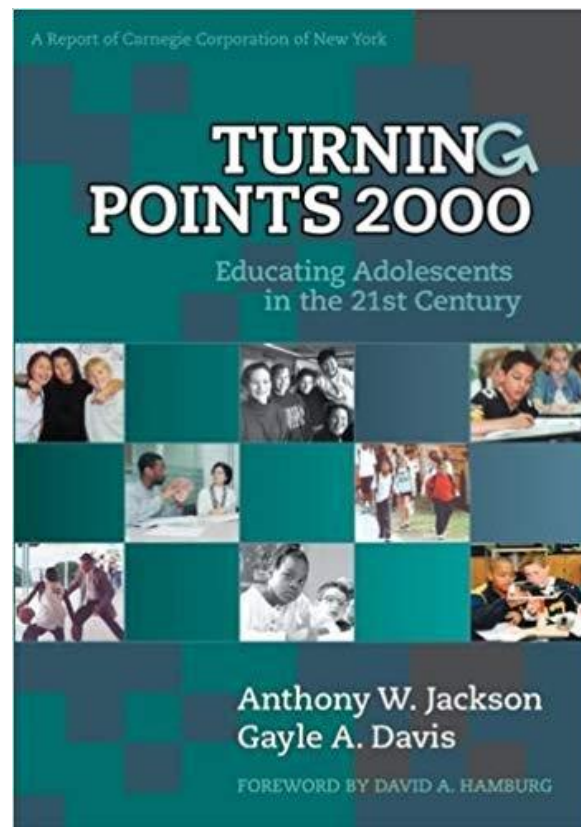
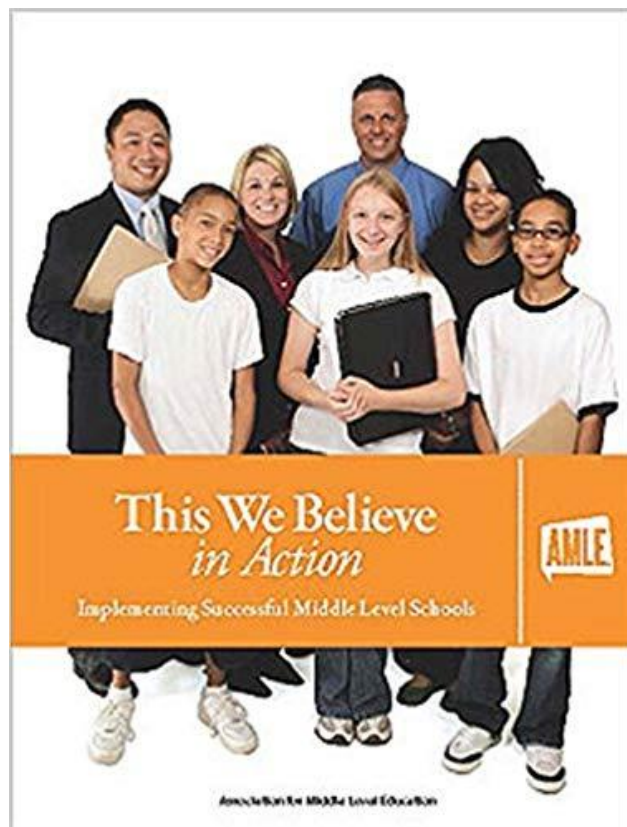
## Educational Improvements - Elementary (TK - 5)

- ❖ Flexible learning spaces
- ❖ Greater number of classrooms at each grade level benefits students
- ❖ Increased ability to flexibly group students
- ❖ Increased teacher collaboration
- ❖ Meeting instructional needs of all learners
- ❖ Increased positive social opportunities
- ❖ Increased Teacher accountability



# Educational Improvements - Middle School

Tenets of Middle School Philosophy	*Current - 4 Middle School Model	Middle School Combination
Interdisciplinary teams in middle school	Not possible	Very possible
Robust curricular options	Fair	Excellent
Robust extracurricular options	Fair	Excellent
Flexible grouping of students	Fair	Excellent
Flexible scheduling of students	Not possible	Very possible
Concentration of resources to best meet student needs	Fair	Excellent
Teacher collaboration opportunities	Fair	Excellent



# This We Believe

## Keys to Educating Young Adolescents



Association for Middle Level Education  
www.amle.org

Association for  
Middle Level Education

### Successful Schools for Young Adolescents

#### Essential Attributes

An education for young adolescents must be

##### Developmentally Responsive

using the nature of young adolescents as the foundation on which all decisions are made.

##### Challenging

recognizing that every student can learn and everyone is held to high expectations.

##### Empowering

providing all students with the knowledge and skills they need to take control of their lives.

##### Equitable

advocating for every student's right to learn and providing challenging and relevant learning opportunities.

#### 16 Characteristics

##### Curriculum, Instruction, and Assessment

Educators value young adolescents and are prepared to teach them. *Value Young Adolescents*

Students and teachers are engaged in active, purposeful learning. *Active Learning*

Curriculum is challenging, exploratory, integrative, and relevant. *Challenging Curriculum*

Educators use multiple learning and teaching approaches. *Multiple Learning Approaches*

Varied and ongoing assessments advance learning as well as measure it. *Varied Assessments*

##### Leadership and Organization

A shared vision developed by all stakeholders guides every decision. *Shared Vision*

Leaders are committed to and knowledgeable about this age group, educational research, and best practices. *Committed Leaders*

Leaders demonstrate courage and collaboration. *Courageous & Collaborative Leaders*

Ongoing professional development reflects best educational practices. *Professional Development*

Organizational structures foster purposeful learning and meaningful relationships. *Organizational Structures*

##### Culture and Community

The school environment is inviting, safe, inclusive, and supportive of all. *School Environment*

Every student's academic and personal development is guided by an adult advocate. *Adult Advocate*

Comprehensive guidance and support services meet the needs of young adolescents. *Guidance Services*

Health and wellness are supported in curricula, school-wide programs, and related policies. *Health & Wellness*

The school actively involves families in the education of their children. *Family Involvement*

The school includes community and business partners. *Community & Business*



**“Research, practice, and common sense tell us that middle level education is the crucial link in the Pre-K-16 continuum. During these transitional years, students change significantly, physically, intellectually, morally, psychologically, socially and emotionally.”**

**“The academic growth and personal development experienced during these important years significantly impacts their futures. In the middle grades, the stage will be set for success in high school and beyond.”**

**-This We Believe**

Thriving now and in the future requires becoming a lifelong learner and demands more than a basic understanding of reading, writing, and mathematics. It requires the ability to apply sophisticated skills in a variety of settings and solve complex problems individually and in collaboration with others.

The curriculum, pedagogy, and programs of middle grades schools must be based upon the developmental readiness, needs, and interests of young adolescents.

-This We Believe

## Educational Philosophy - Middle School

- ❖ Interdisciplinary Teams
- ❖ Robust Curricular & Extracurricular Options
- ❖ Flexible Grouping & Flexible Scheduling
- ❖ Concentration of Resources to best meet student needs
- ❖ Teacher Collaboration Opportunities
- ❖ Professional Learning opportunities

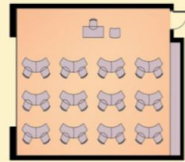


**Interdisciplinary Teams, “Houses” to foster the valuable student/teacher relationships, core teams of teachers and students are formed to build strong learning communities characterized by a sense of family.**

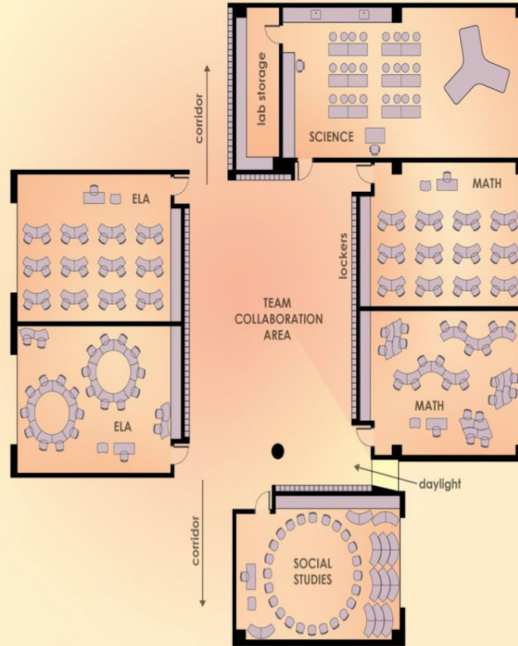
**On a small scale, teams replicate the same mix of students that make up the whole. Students and teachers become well acquainted, feel safe, respected, and supported, and are encouraged to take intellectual risks.**

**-This We Believe**

# Middle School Philosophy



CORE CLASSROOM  
25 STUDENTS



TEAM  
6 CLASSROOMS  
150 STUDENTS

## 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

# Teacher Common / Collaboration Planning Time

	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
<b>English</b>	•	•	•	Common Plan Time	Plan	•	•	Flex Advisory
<b>Social Studies</b>	•	•	•	Common Plan Time	Plan	•	•	Flex Advisory
<b>Math</b>	•	•	•	Common Plan Time	Plan	•	•	Flex Advisory
<b>Science</b>	•	•	•	Common Plan Time	Plan	•	•	Flex Advisory
<b>Spanish</b>	•	•	•	Common Plan Time	Plan	•	•	Flex Advisory
<b>Special Ed</b>	In Class Support	In Class Support	In Class Support	Common Plan Time	Plan	In Class Support	In Class Support	Flex Advisory

• Section of students within the team.

# Robust Educational Offering

## ACADEMICS

### Additional Course Levels

- Math and English with Accelerated, Honors, & Regular
- Added Honors level for Science and Social Studies
- Added levels in French

## STEM

- Robotics
- Coding/ Computer Science
- STEM/ Engineering courses like PLTW

## CREATIVE ARTS (Visual Arts & Media)

- 2-D art (sketching)
- 3-D art (pottery)
- History in Film
- Newspaper/ Journalism
- KBEV Junior program (morning announcements)
- Yearbook

## LEADERSHIP

- Associated Student Body
- Business/ Entrepreneurship course
- WEB

## ATHLETICS (R-Factors)

- Boys & Girls Volleyball
- Boys & Girls Soccer
- Coed Track-n-Field or Cross Country

## PERFORMING ARTS

- Theater/ Drama
- Dance program
- Beginning Band, Beginning Orchestra, Advanced Band, Advanced Orchestra, Concert Choir



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Unified School District

Facilities &  
Reconfiguration  
Recommendation

## ★ Reinvesting & Savings



# Academic Savings/ Reinvestment

## Math

Current = 9 FT Teachers

1 Middle School = 6.4 FT Teachers

Reinvest = .6 FT Teacher

### Results:

**Saving = \$240,000**

Additional Programming:

Accelerated level of Math per grade level

## English

Current = 9 FT Teachers

1 Middle School = 6.4 FT Teachers

Reinvest = .6 FT Teacher

### Results:

**Saving = \$240,000**

Additional Programming:

Accelerated level of English per grade level

# Academic Savings/ Reinvestment

## Social Studies

Current = 8 FT Teachers

1 Middle School = 6.4 FT Teachers

Reinvest = 1.2 FT Teacher

### Results:

**Saving = \$48,000**

Additional Programming:

2 sections of honors per grade level

## Science

Current = 8.4 FT Teachers

1 Middle School = 6.4 FT Teachers

Reinvest = 1.2 FT Teacher

### Results:

**Saving = \$96,000**

Additional Programming:

2 sections of honors per grade level

# Academic Savings/ Reinvestment

## STEM

Current = 3.8 FT Teachers

1 Middle School = 3.2 FT Teachers

Reinvest = .6 FT Teacher

**Saving = \$0**

Additional Programming:

**2 sections of Engineering classes at High School & Robotics program in Middle school**

## French

Current = 1 FT Teacher

1 Middle School = 1 FT Teacher

**Savings = \$0 (savings on mileage)**

Current offerings = French 1

Additional Programming:

**2 sections of French 1, 2 sections of French 2, and possible elective course for net neutral (savings on mileage)**

# DISTRICT CLASS SIZES

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## Current Class Size Range

- K: 11 - 18
- 1: 13 - 21
- 2: 13 - 21
- 3: 16 - 23
- 4: 14 - 28
- 5: 21 - 30
- 6: 6-12
- 7: 8-33
- 8: 8-33

### Impact of 4 TK-8 Schools on Class Size

- Uneven class sizes
- High operating costs
- Educational ineffectiveness

# Current Classes & Total Savings TK-5

(\$1,920,000 savings)

## 70 Teachers

### Current:

TK- 2 classes

K- 10 classes

1- 12 classes

2-11 classes

3-12 classes

4-12 classes

5-11 classes

## 54 Teachers

### 2 TK-5 Schools:

TK- 2 classes

K- 7 classes

1- 7 classes

2-10 classes

3-10 classes

4-9 classes

5-9 classes



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## Implementation & Timeline

# Beverly Vista School : 6th-8th grade

\*Class sizes 6th-8th grade are 29 students

## Beverly Vista ( 912 students ):

6th grade: 281

7th grade: 310

8th grade: 321

## Spaces Needed:

- **32 instructional spaces needed per period for scheduling**
- **18 spaces remain open**

There are **33 core classrooms** (Science, Social Studies, Math, English, and Special Education Programming)

There are **17 areas for electives** (Fine Arts, Technology, STEM, World Language, and Library)

## Total 50 instructional spaces!

Total number of free periods:

- 33 classrooms utilized only 5 periods out of a 8 period schedule. That provides us to expand 81 additional opportunities for growth.

# Hawthorne School : TK-5

\*Class sizes for TK-3rd grade are 23 students & 4/5th grade are 29 students

## Hawthorne ( 546 students ):

K- 67 (3 classes)

1- 67 (3 classes)

2- 112 (5 classes)

3- 87 (4 classes)

4- 102 (4 classes)

5- 111 (4 classes)

# of free classrooms: 4 (outside of elective classrooms)

## Additional Programming:

- World Language
- Science



# Horace Mann School : TK-5

\*Class sizes for K-3rd grade are 23 students & 4/5th grade are 29 students

**Horace Mann ( 696 students ):**

K- 88 (4 classes)

1- 88 (4 classes)

2-115 (5 classes)

3- 133 (6 classes)

4- 136 (5 classes)

5- 136 (5 classes)

**# of free classrooms: 3 (outside of elective classrooms)**

**Additional Programming:**

- World Language
- Science

# Culture & Transition

## Form 2 Transition Committees:

1. **Middle School** - focused on implementation
2. **TK-5** - focused on combining schools, considering school identity and culture

### Subcommittees:

Logistics, Human Resources, Curriculum Development, Facilities, Finance, Students & Families, Community, Extracurricular

# Traffic Management Strategies

at Beverly Vista

- Three access points
- Enhanced access to and from the building
- Enhanced circulation around the building
- Better queuing of cars
- Traffic aides during peak pick-up and drop-off times

# NEXT STEPS

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Inventory materials and resources

Construction walk throughs

Collaboration with Union in preparation for layoffs

Notification to staff beginning in January 2019

Finalize course selection and use data to build master schedules - March 15th

Spring Break to begin enhancements to HAW, BV

June and July 2019 work on relocation of classrooms and materials

Staff, Student and Parent Orientations August 2019

# TIMELINE

School Year	Design/Construction	Student Impact
2018-2019	<ul style="list-style-type: none"><li>Establish Student Transition Committees for El Rodeo, Beverly Vista, Hawthorne and Horace Mann</li></ul>	<ul style="list-style-type: none"><li>All students remain in their current schools</li></ul>
June 1, 2019	<ul style="list-style-type: none"><li>El Rodeo is taken offline for full construction</li></ul>	<ul style="list-style-type: none"><li>All students and staff complete the current school year at El Rodeo</li></ul>
Summer 2019	<ul style="list-style-type: none"><li>Restroom modifications at Beverly Vista</li></ul>	<ul style="list-style-type: none"><li>None</li></ul>
2019-2021	<ul style="list-style-type: none"><li>Construct New El Rodeo</li></ul>	<ul style="list-style-type: none"><li>None</li></ul>
June 2021	<ul style="list-style-type: none"><li>Project completion</li><li>El Rodeo reopens</li></ul>	<ul style="list-style-type: none"><li>None</li></ul>

# OUR RECOMMENDATION

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Facilities - Take El Rodeo off-line for construction for 2 years, beginning June 2019.

Reconfiguration - (2) TK-5 schools at Hawthorne and Horace Mann, (1) 6-8 middle school at Beverly Vista.