



Board of Education

Meeting Agenda for May 1, 2018

Official Copy

OJAI UNIFIED SCHOOL DISTRICT
Special Open Session of the Board of Education
Regarding Sixth Grade Configuration
Matilija Junior High Auditorium
703 El Paseo Ojai, California

AGENDA

Tuesday, May 1, 2018

THE PUBLIC IS WELCOME TO COMMENT ON ANY AGENDA ITEM. TO ADDRESS THE BOARD, PLEASE COMPLETE A "SPECIAL PRESENTATIONS REQUEST" FORM LOCATED AT THE BACK OF THE ROOM AND SUBMIT IT TO THE RECORDING SECRETARY BEFORE THE SESSION BEGINS. THE BOARD PRESIDENT USUALLY LIMITS INDIVIDUAL COMMENTS TO THREE MINUTES, BUT MAY MODIFY THE TIME LIMIT AT HIS/HER DISCRETION IN ORDER TO ASSURE THAT THE BOARD TAKES CARE OF DISTRICT BUSINESS. THE BOARD PRESIDENT MAY ALSO CONSIDER REQUESTS SUBMITTED AFTER THE MEETING HAS BEGUN OR MAY CALL ON MEMBERS OF THE AUDIENCE FOR COMMENT.

ALL DOCUMENTS PROVIDED WITHIN 72 HOURS BEFORE THE MEETING TO MEMBERS OF THE BOARD CONCERNING OPEN SESSION OF THIS MEETING MAY BE VIEWED BY THE PUBLIC AT THE SUPERINTENDENT'S OFFICE, OJAI UNIFIED SCHOOL DISTRICT, 414 EAST OJAI AVENUE, OJAI, CALIFORNIA. OPEN SESSION OF THIS MEETING WILL BE TAPED.

Persons requesting interpreter services or with disabilities requiring special accommodations to attend this meeting should contact the Superintendent's office, 640-4300, ext. 1011, at least 48 hours prior to the meeting.

1. 6:30 p.m. Call Meeting to Order; Pledge to the Flag

Attendance:	Kevin Ruf, President Michael Shanahan, Vice President Shelly Griffen, Clerk Thayne Whipple, Member Jane Weil, Member
Administrators:	Andrew Cantwell, Superintendent Sherrill Knox, Assistant Superintendent
Minutes Secretary:	Kathy Smith

2. Approval of the Agenda

- 2.1 Emergency Additions/Modifications to Agenda

- 2.2 Approval of Agenda - Action

The Board is asked to approve the agenda as presented.

3. Special Presentation

3.1 Review of Rationale for Considering Change in Sixth Grade Configuration – Information

Superintendent Andrew Cantwell and Assistant Superintendent Sherrill Knox will review the materials presented at the prior two special Board Meetings and the rationale for supporting the implementation of the middle school concept with the move of the sixth grade to Matilija.

4. Public Comments

5. Governing Board/Superintendent

5.1 Board Discussion and Approval of Moving the Sixth Grade to Matilija Beginning in the 2019-20 School Year – Action

The Board is asked to approve moving the sixth grade to Matilija effective beginning in the 2019-20 school year.

Motion by: _____ Second by: _____ Y___ N___ A___

6. Adjourn meeting

OJAI UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM SUMMARY

MEETING DATE: May 1, 2018 FOR: Information

TITLE: Review of Rationale for Considering Change in Sixth Grade Configuration

EXHIBIT: Sixth Grade to Matilija Main Points of Discussion
6th Grade to MJHS Presentation - May 1, 2018
Research on Middle Schools Overview
Teacher Credentials and Single vs. Block Scheduling
6th Grade to MJHS Special Education
Impact on Elementary Schools
6th Grade to MJHS Presentation - February 15, 2018

EXPLANATION:

Superintendent Andrew Cantwell and Assistant Superintendent Sherrill Knox will review the materials presented at the prior two special Board Meetings and the rationale for supporting the implementation of the middle school concept with the move of the sixth grade to Matilija.

RECOMMENDATION:

The Board is asked to discuss the subject of sixth grade configuration.

Sixth Grade to Matilija Main Points of Discussion

Why is moving the 6th grade to Matilija a good idea:

- In 2010, California adopted the Common Core State Standards which divides the content into K-5 and 6-12.
- Curriculum companies are mostly publishing curriculum that is K-5 or 6-8. Very few materials are K-6 any more. This makes it difficult for 6th grade teachers on an elementary campus. Additionally, it is particularly difficult for a 5th/6th combination teacher to fully learn and implement two different curricula per subject matter.
- Decades of research exists supporting the "Middle School Concept". There are purposeful best practices that are aligned to the 11-14 age group. This includes a balanced focus on cognitive development as well as social and emotional development.

Other important factors to consider:

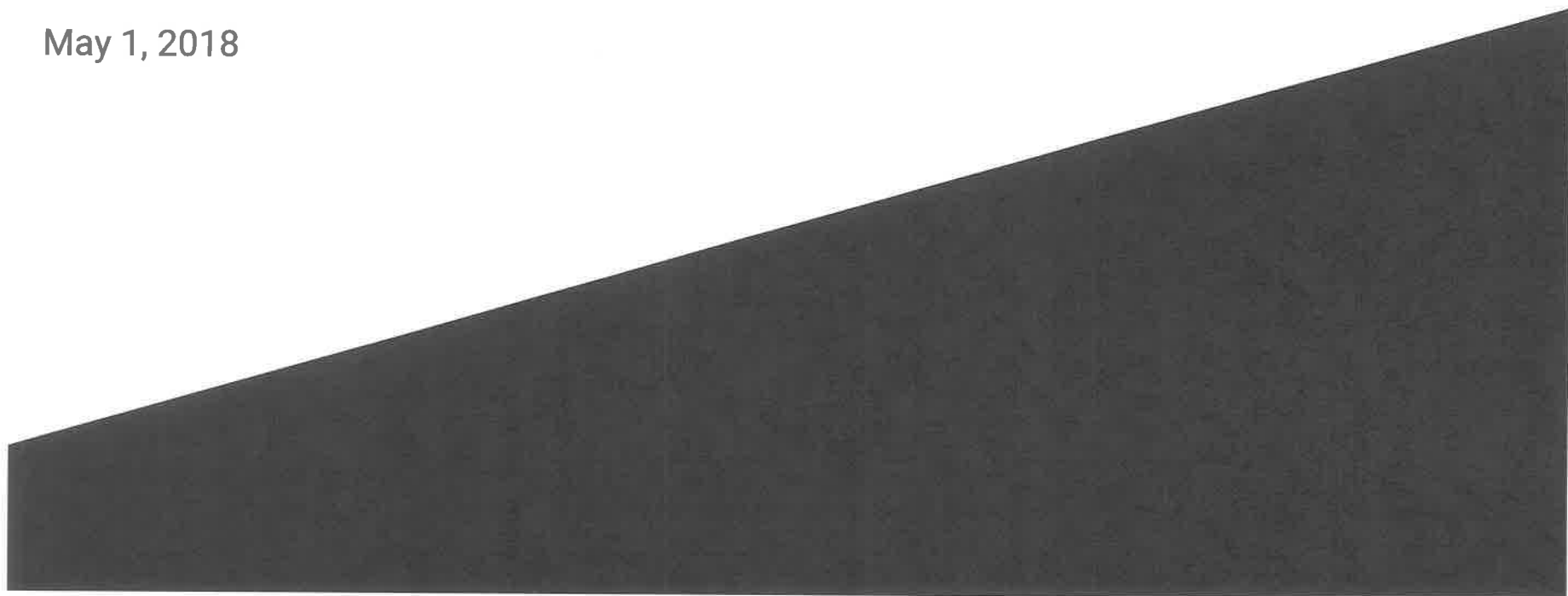
- Every district in Ventura County has a Middle School with 6th through 8th grade together.
- Due to smaller class sizes in Kindergarten through 4th grade, Matilija is projected to be a school of 320 students if the 6th graders do not move there. This will create limitations in the variety of offerings for students if the school shrinks to 320.
- In 2014 a committee of 21 people thoroughly explored the topic and came to a consensus that moving the 6th graders to Matilija was the superior school model when compared to keeping students in a K-6 model.

What concerns have parents brought up that have been addressed:

- CIMI - The field trips to Catalina Island Marine Institute will still happen. We already have a phone call in to CIMI to get reservations for our current 4th graders in the case that the Board votes to move 6th grade to Matilija. The trip will likely become a 5th grade field trip in the future.
- Events like Egypt Day, Greek Day and Caveman Day will move to MJHS since they correlate with 6th grade curriculum. Experiential learning experiences will be a strong component of the Middle School Concept.
- If the Board chooses to move the 6th graders to Matilija, a committee involving current 4th grade students, parents and teachers will immediately be formed on each elementary site in order to discuss and prepare the best transitional year experience for our first 6th grade cohort at Matilija.

6th Grade to MJHS

May 1, 2018



Common Core State Standards

- National set of standards adopted by California in 2010
- Language arts and mathematics standards are divided into K-5 and 6-12

ELA

- K-5 reflects the fact that most or all of the instruction students in these grades receive comes from one teacher. Grades 6–12 are covered in two content area-specific sections, the first for the English language arts teacher and the second for teachers of history/social studies, science, and technical subjects. Each section uses grade-specific standards tuned to the literacy requirements of the particular discipline(s).

Common Core State Standards

Math

- In grades K–2: Concepts, skills, and problem solving related to addition and subtraction
- In grades 3–5: Concepts, skills, and problem solving related to multiplication and division of whole numbers and fractions
- In grade 6: Ratios and proportional relationships, and early algebraic expressions and equations
- In grade 7: Ratios and proportional relationships, and arithmetic of rational numbers
- In grade 8: Linear algebra and linear functions

Curriculum

- ELA - Houghton Mifflin is a K-6 program
- Mathematics - Bridges is K-5, CMP3 6-8 (This has a financial impact to the district)
- Social Studies -
<https://www.cde.ca.gov/ci/hs/im/hssimrcreadvisoryreports.asp>
- NGSS -
<https://www.cde.ca.gov/pd/ca/sc/ngssstandards.asp>

*Since most publishers are organizing the curriculum K-5 and 6-8, it narrows down our options when it comes to adopting or it forces us into a situation where our 6th grade teachers have different curriculum than their elementary counterparts like our current CMP3 situation.

The Middle School Concept

The following graph outlines key differences of Junior High Schools and Middle Schools as outlined in the book *Introduction to Middle School* by S.D. Powell, 2005.

Junior High	Middle School
Subject-centered	Student-oriented
Emphasis is on cognitive development	Emphasis is on both cognitive and affective development
Organizes teachers in subject-based departments	Organizes teachers and students in interdisciplinary teams
Traditional instruction dominates	Experiential approaches to instruction
Six to eight class period per day	Allows for block and flexible scheduling
Provides academic classes	Provides exploratory, academic and non-academic classes
Offers study hall and/or homeroom	Offers advisor/advisee, teacher/student opportunities
Classrooms arranged randomly or by subject or grade level	Team classrooms in close proximity

Key Components for Matilija

Crucial Components

- Student-oriented
- Emphasis is on both cognitive and affective development
- Provides exploratory, academic and non-academic classes
- Offers advisor/advisee, teacher/student opportunities
- Team classrooms in close proximity

Desired Components

- Organizes students in interdisciplinary teams
- Experiential approaches to instruction
- Allows for block and flexible scheduling

6th Grade to MJHS

Documents Presented at the

April 19, 2018 Special Meeting



Research on Middle Schools Overview

The research on middle schools since the 1960s has shown an increasing trend in the number of middle schools offered from then to now. In the early 70s there were reportedly about 5,000 middle schools whereas today there are over 13,000. Several different configurations are used when counting middle schools, 5-8, 6-8 and 7-8. (McEwin and Greene, 2011)

Interestingly, middle school is not defined by the exact grade levels in the configuration. As focus and research grew on effective practices for students in their late childhood or early adolescent years, a “middle school concept” emerged. The best practices identified for supporting students between ages 10-14 focused on improvement in academic engagement and providing supports for the social and emotional changes that happen during this age. In the 70s, 80s and early 90s, middle school best practices were a highly debated topics and there is a lot of research that support certain components for offering an ideal middle school. Recommendations included the following components: team teaching, common planning time, an advisory period with specific and viable curriculum and interdisciplinary teaching.

The following graph outlines key differences of Junior High Schools and Middle Schools as outlined in the book *Introduction to Middle School* by S.D. Powell, 2005.

Junior High	Middle School
Subject-centered	Student-oriented
Emphasis is on cognitive development	Emphasis is on both cognitive and affective development
Organizes teachers in subject-based departments	Organizes teachers and students in interdisciplinary teams
Traditional instruction dominates	Experiential approaches to instruction
Six to eight class period per day	Allows for block and flexible scheduling
Provides academic classes	Provides exploratory, academic and non-academic classes
Offers study hall and/or homeroom	Offers advisor/advisee, teacher/student opportunities
Classrooms arranged randomly or by subject or grade level	Team classrooms in close proximity

Teaching Credentials And Single vs. Block Scheduling

Multiple Subject Credential - allows a teacher to teach in the middle school as long as at least two subjects are taught to the same group of kids.

Single Subject Credential - teacher can only teach single subject in their designated subject area.

Credential with Supplemental through 9th grade - if a teacher has a multiple subject or single subject credential, he or she can teach another subject area as a single subject if they have a combination of upper and lower level college courses in that subject area totalling 18 units.

Multiple or Single Subject Credential plus CSET - allows a teacher to teach in the single subject area of the CSET provided that they take a methodology course for that subject area.

Sample Possibility for 6th grade Master Schedule at MJHS

Periods	Teacher A Multiple Subject Credential	Teacher B Multiple Subject Credential	Teacher C Multiple Subject w/ supplemental in English	Teacher D Multiple Subject w/ supplemental in math	Teacher E Multiple Subject w/ supplemental in PE
Advisory	Advisory	Advisory	Advisory	Advisory	Advisory
1st	History	History	English	Math	PE
2nd	Science	Science	English	Adv Math	PE
snack					
3rd	History	Prep	H English	Math	History
4th	Science	Study Skills	Prep	Math	Science
lunch					
5th	PE	History	English	Prep	Prep
6th	Prep	Science	English	Math	PE

**6th Grade to MJHS
Special Education**

Enrollment Projections for Resource Specialist Program (RSP) Students in 2019-2020

	TK- 6th Elementary 7th-8th MJHS	TK - 5th Elementary 6th-8th MJHS
MO	26	20
MM	21	17
SA	6	6
SU	1	1
TT	21	15
MJHS	50	66

Effects on staff and program:

- Due to the 16 additional students that would be receiving RSP services at MJHS, there will need to be an RSP math and RSP English class added to the schedule. This will require an addition of a 40% Special Education teacher.

Note: The current projection indicates that in 2019-2020, 4 out of 5 elementary schools will need a part time RSP teacher so those teachers that want a full time position will need to be split between two sites regardless of whether or not 6th graders move to MJHS.

- Elementary RSP teachers typically need to meet the needs of students from 2nd to 6th grade. This means teaching multi-grade content in the same room at one time. Having one less grade to cover will be a benefit. This will help reduce scheduling conflicts as well.

Effects on students in RSP:

- The added benefit of an advisory period for students would be beneficial for them. Many special education students benefit from explicit instruction in the social and emotional subjects like: social skills, character education, bullying education, self-advocacy awareness, stress coping skills and so on.
- In elementary school, these students can feel there is a stigma attached when they leave their general education classroom to do work in the RSP classroom. In middle school there are discrete periods which allow students to move from class to class without feeling the stigma.
- The exposure to 7th and 8th grade students can help some students and hinder others. For some, the modeling and behavior of older students will help them rise to a higher level of behavioral and academic expectations. However, some students will need support in regard to peer pressure and exposure to more sophisticated subject matter. Currently, we see the supports we offer incoming 7th graders moving to MJHS and

incoming 9th graders moving to NHS working well. We anticipate we will be able to meet the needs of our incoming 6th graders who move to MJHS by offering the additional supports such as explicit social skills and self- advocacy skills training.

- Many of our students require an accommodation of frequent movement breaks. Changing classes every period creates a great movement break for students that need that built into their day.

Enrollment Projections for Special Day Class (SDC) Student in 2019-2020

	TK- 6th Elementary 7th-8th MJHS	TK - 5th Elementary 6th-8th MJHS
MO	14	12
MM	13	11
SA	0	0
SU	0	0
TT	12	11
MJHS	7	12

Effects on staff and program:

- The SDC program and teaching staff will be able to absorb the 6th grade students into their program with no changes to current staffing.
- In 2019-2020, the class sizes are more stable with 6th graders at MJHS.
- An SDC teacher at elementary school may have to cover content from K through 6th grade. Reducing one grade level will be a benefit.

Effects on Students in SDC:

- Some students struggle with changes in routine and are very rigid. Sending 6th graders to MJHS may require extra supports like visual schedules and prompting to prepare students for transitions throughout the day. However, scaffolding and supporting students through transitions can help them break their rigid patterns which can be a benefit. We always individualize a student's plan and we can keep a student within one classroom for a longer period if that is what that student needs. We already support these transitions from school to school. This would mean we would just be doing this a year earlier.
- We find that our students in SDC have ample adult supervision at Matilija, and therefore receive any needed supports if they are struggling.
- There is a large developmental and chronological span in elementary SDC classrooms. 6th graders are more appropriately placed with 7th and 8th graders than they are with K through 5th graders.

Impact on Elementary Schools

If the sixth grade moves to Matilija, it will not necessitate an elementary school closure. The elementary schools will naturally have a lower enrollment (reduced by about 1/7); however the reduction does not materially change the analysis of whether to reconfigure elementary schools.

Below is an enrollment projection for elementary schools in 2019-2020, with and without sixth graders, assuming a continuation of the current year kindergarten cohort patterns:

School	TK - 6th	TK - 5th
Meiners Oaks	241	214
Mira Monte	383	329
San Antonio	155	138
Summit	32	28
Topa Topa	332	273

Here is an average look at elementary school sizes with four different elementary configurations:

	K-6th 1,160 students district-wide	K-5th 1,000 students district-wide
5 elementary schools	232	200
4 elementary schools	290	250
3 elementary schools	387	333
2 elementary schools	580	500

*160 student average cohort size w/ 40 TK students

Even in the most drastic scenario of keeping only two elementary schools open, our three larger elementary schools each have the capacity to house 580 students (the departure of sixth grade is not required to make possible to close three schools). On the other end, if the Board is comfortable with an average school enrollment of 232 students shared across five elementary schools, there is no reason 200 students shared across those campuses is sufficiently less compelling to necessitate a different outcome.

Enrollment is a factor in the overall analysis of maintaining open all five elementary schools. However, the impact of sixth grade moving does not necessitate a different conclusion than if sixth grade remains at the elementary sites.

6th Grade to MJHS

Power Point Presentation for the

February 15, 2018 Special Meeting





6th Grade to MJHS

February 15, 2018



Common Core State Standards

- **National set of standards adopted by California in 2010**
- **Language arts and mathematics standards are divided into K-5 and 6-12**

Common Core State Standards - ELA

Who is responsible for which portion of the Language Arts Standards:

A single K–5 section lists standards for reading, writing, speaking, listening, and language across the curriculum, reflecting the fact that most or all of the instruction students in these grades receive comes from one teacher. Grades 6–12 are covered in two content area–specific sections, the first for the English language arts teacher and the second for teachers of history/social studies, science, and technical subjects. Each section uses the same CCR anchor standards but also includes grade-specific standards tuned to the literacy requirements of the particular discipline(s).

–Common Core State Standards Initiative

Mathematics

- In grades K–2: Concepts, skills, and problem solving related to addition and subtraction
- In grades 3–5: Concepts, skills, and problem solving related to multiplication and division of whole numbers and fractions
- In grade 6: Ratios and proportional relationships, and early algebraic expressions and equations
- In grade 7: Ratios and proportional relationships, and arithmetic of rational numbers
- In grade 8: Linear algebra and linear functions

Curriculum

- ELA - Houghton Mifflin is a K-6 program
- Mathematics - Bridges is K-5, CMP3 6-8 (This has a financial impact to the district)
- Social Studies - <https://www.cde.ca.gov/ci/hs/im/hssimrcreadvisoryreports.asp>
- NGSS - <https://www.cde.ca.gov/pd/ca/sc/ngssstandards.asp>

*Since most publishers are organizing the curriculum K-5 and 6-8, it narrows down our options when it comes to adopting or it forces us into a situation where our 6th grade teachers have different curriculum than their elementary counterparts like our current CMP3 situation.

Collaboration

John Hattie

Largest Effect Sizes

1. Collaboration among teachers
2. Formative assessments
3. Feedback

Robert Marzano

1. Identify essential standards
2. Monitoring - implement an assessment system that provides timely feedback on specific knowledge and skills.
3. Collaboration
4. Effective feedback

Richard Dufour

Professional Learning Community (PLC)

1. Ensuring that students learn.
2. A culture of collaboration.
3. A focus on results.

Educational Benefit to 6th Graders at MJHS

- Access to leveled classes like honors (no need to bus advanced 6th graders to MJHS for math which interrupts their school day.)
- Individual course sections for resource classes and intervention classes that students take as a class period instead of being pulled from other coursework as in elementary school
- Elimination of 5th/6th combination classes
- Access to electives
- PE, Science and Social Studies daily
- Science Labs
- Access to athletics
- Access to clubs



District Finances and Enrollment Projection



District Fiscal Condition

Positives

- All furlough days restored for the 2015-16 school year.
- Teacher Salary Increases of (2.5% on schedule 1.5% off; and 4% on) over past three years
- Lowest Class Sizes in Decade

Challenges

- Continue to offer among lowest compensation to staff in county
- Structural deficit in budget that has been covered by one-time funding

Special Costs with 6th Grade at Elementary Schools

- 6th Grade Math Support at Summit, San Antonio, and Meiners Oaks - \$25K
- Additional 6th Grade Combination Support at San Antonio - \$5K
- Transportation Cost for Sixth Graders Advanced Math at Matilija
- Music and PE costs possibly absorbed into current staffing at Matilija resulting in a savings at the elementary schools and keeping Matilija faculty whole

OUSD Enrollment Projection

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
TK			36	35	38	40	38	38	38	38	38
K	192	196	170	158	162	158	163	163	163	163	163
1	198	159	172	166	156	168	154	161	163	163	163
2	202	195	168	166	164	155	168	154	158	160	160
3	224	183	197	181	168	161	154	167	158	162	164
4	213	222	185	212	185	168	165	158	172	163	167
5	212	216	226	181	208	189	168	165	157	171	162
6	198	211	212	232	185	210	191	169	168	160	175
Subtotal	1439	1382	1366	1331	1266	1249	1201	1175	1178	1180	1192
7	221	196	221	215	225	186	212	192	170	169	161
8	227	230	194	217	221	226	187	214	194	171	171
Subtotal	448	426	415	432	446	412	399	406	364	341	332
9	245	203	196	187	207	209	208	172	197	179	158
10	199	242	196	193	173	204	202	201	167	191	173
11	245	199	245	202	185	181	203	201	203	168	193
12	242	248	207	217	194	191	179	201	198	200	166
Subtotal	931	892	844	799	759	785	792	775	765	738	690
Total	2,818	2,700	2,625	2,562	2,471	2,446	2,392	2,356	2,306	2,259	2,214

1/17/2018

Financial Cost of Declining Enrollment

- Unlike many other states, schools in California are funded on a per student basis rather than a fixed amount from the local property tax base. This means each fewer student in the district results in lower funds.
- Average revenue from a Junior High Student is \$10K
- Average total compensation cost of new teacher is \$75K
- Declining enrollment is so impactful, because every 7-8 student decline results in lost revenue equivalent to one teacher (what happens to the 23 students remaining in the class?)

Negative Effects - MJHS if reduced to 325 students

Loss of Programs - Academic and electives

Single-subject teachers expected to teach multiple subjects

Loss of Staff - custodial, office, administration, librarian and kitchen staff

Certificated teachers and courses

	w/406 students	w/325 students
Electives	11 elective periods - Music (5), Video Production (1), CTE wheel (1), wheel - computers, art and music (3), Spanish I (1),	9 elective periods - what goes?
Teaching Staff	7 of 15 regular education teachers are teaching 2 or more subject matters. 2 additional teachers are splitting sites between NHS and MJHS.	*This will become more exacerbated with fewer students. *Recruiting secondary teachers with multiple subject matter credentials is difficult.

Classified Staff

Type	FTE w/ 406 students	FTE w/ 325 students
Administration	2	1.6
Custodial	1.67	1.33
Kitchen	1.16	.92
Librarian	.875	.7
Office	2	1.6

* Part time positions are more difficult to fill with qualified candidates.

How the Change Would Affect the Feel of the Campus

- **Empty Campus - more part time teachers and part time office staff in would mean less staff available to parents and students before and after school.**
- **Phone calls go straight to voicemails with less office staff to cover**
- **Fewer options for peers to connect with other peers - less clubs, fewer students for athletic teams, less staff around after school for programs.**
- **Less camaraderie and school spirit among the teachers and staff when they are split between campuses.**
- **Less parents available to support School Site Council (SSC), join the PTA, and to participate on the PTA board.**

Athletics and Clubs

- Approximately 25% of MJHS students participate in athletics (100 out of 400 students roughly)
- With a reduction to 325 students, approximately 80 students would participate
- MJHS is in an athletic league that plays against middle schools. This becomes very competitive and difficult for the athletic teams at MJHS because the pool of students to select for the teams is so much fewer. This will become exacerbated as MJHS declines to 325 students. Adding 6th grade to MJHS would allow for more competitive teams.
- MJHS currently has 5 clubs. In a simple math ratio calculation, we could presume this would drop to 4; however, with the compacted problem of staff potentially in split job assignments this could reduce to an even smaller number since clubs are dependant on the availability of teachers at lunch or after school.

OJAI UNIFIED SCHOOL DISTRICT

BOARD AGENDA ITEM SUMMARY

MEETING DATE: May 1, 2018 FOR: Action

TITLE: Board Discussion and Approval of Moving the Sixth Grade to Matilija Beginning in the 2019-2020 School Year

EXHIBIT:

EXPLANATION:

The Board will discuss the rationale for supporting the implementation of the middle school concept and move the sixth grade to Matilija.

RECOMMENDATION:

The Board is asked to approve moving the sixth grade to Matilija beginning in the 2019-2020 school year.

Motion: _____ Second: _____ Y: _____ N: _____ A: _____