

**Santa Monica-Malibu Unified School District
Board of Education Meeting
MINUTES**

**UNADOPTED
April 26, 2006**

A Special meeting of the Santa Monica-Malibu Unified School District Board of Education was held on Wednesday, April 26, 2006 at the SMMSUD District Offices, 1651 16th Street, Santa Monica, CA. The Board of Education called the meeting to order at 4 p.m. in the Board Room.

I CALL TO ORDER

A. Roll Call

Ms. Brownely
Dr. Wisnicki

Emily Bloomfield
Oscar de la Torre
Jose Escarce - excused absence
Maria Leon-Vazquez
Shane McLoud

B. Pledge of Allegiance

Led by Dr. Wisnicki

* *The Board of Education congratulated Mr. de la Torre and his wife, Maria, on the birth of their son.*

II PRESENTATION

Superintendent Search: Presentation of Leadership Profile Report -

Dr. William Attea of Hazard, Young, Attea & Associates, Ltd., presented the findings of the profiling data following community meetings conducted on April 24 and 25, 2006. Due to the community meetings falling around spring break, an additional day of community meetings will be scheduled for May 10 in Malibu and Santa Monica. This will provide individuals who could not participate due to schedule conflicts, an opportunity to participate. The final report will be presented to the Board of Education at the meeting of May 18. The report attached is a draft until the data collected from the additional meeting can be included in the final report. The report represents interviews with 170 individuals in the communities.

III CLOSED SESSION - The Board of Education moved to Closed Session following the presentation at 5:40 p.m.

- Public Employee, to consider appointment, employment, performance evaluation, or dismissal of employee pursuant to GC §54957 as cited in the Brown Act.

- Meet with representative from Hazard, Young, Attea and Associates regarding superintendent search

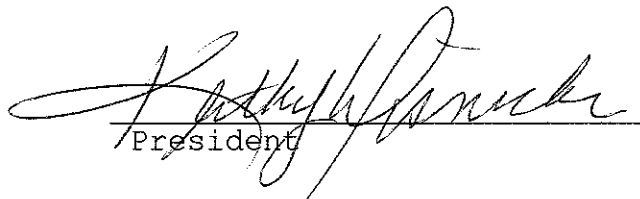
IV ADJOURNMENT

At 6:45 p.m., it was moved by Ms. Leon-Vazquez, seconded by Mr. de la Torre and voted unanimously to adjourn the meeting. The next regular meeting is scheduled to be held on Thursday, May 4, 2006 at 5:30 p.m. in the Malibu City Council Chambers, 23815 Stuart Ranch Road, Malibu, CA.

Meetings held at Santa Monica City Hall are broadcast live - City TV2, Cable Channel 16.
Meetings held at the District Office and in Malibu are taped and rebroadcast
in Santa Monica on CityTV2, Cable Channel 20 - Check TV listing.
Meetings are rebroadcast in Malibu on Government Access
Channel 3 every Saturday at 8 PM

Approved:

January 18, 2007


President


Superintendent/Secretary

Board of Education Meeting Schedule
Public Meetings will begin at 5:30 p.m.

January through June, 2006

January	1/5 M		1/19 SM		
February	2/2 DO		2/16 SM		
March	3/2 M School Dist. Office	3/9 DO	22 DO	3/23 DO Malibu City Hall	Stairway 3/16-17 3/22 - Supt Search Firms
April	4/6 DO		4/20* SM	4/26 - 4 p.m.	*Spring Break: 4/10-21 4/26 - Supt. Search Information
May	5/4 M	5/11 DO	5/18 SM		5/11 in lieu of 4/20
June	6/1 DO		6/15 SM	29 DO	Last day of School 6/23 Budget Approval (6/29)

District Office (DO) 7/28,9/8, 9/22,11/3,12/8,2/2,3/23,4/6, 5/11 and 6/1

Malibu City Council Chambers (M): 10/6,1/5,3/2, and 5/4

23815 Stuart Ranch Road, Malibu, CA

Santa Monica City Council Chambers (SM): 8/18,10/20,11/17,1/19,2/16, ~~4/20*~~, 5/18 and 6/15

1685 Main Street, Santa Monica.

Agenda Distribution:

A copy of the Table of Contents is posted 72 hours in advance of regularly scheduled Board of Education meetings and is also accessible to the public 24 hours/day at the District Office entrance, 1651 16th Street 16th Street, Santa Monica. Complete Board of Education agendas are available in *pdf* format, on the District's website:

www.smmusd.org.

Adopted 5/19/05

Revised 2/02/06

Draft

EXECUTIVE SUMMARY

This report summarizes the findings of the *Leadership Profile Assessment* conducted by Hazard, Young, Attea & Associates, Ltd. (HYA) for the Board of Education of the Santa Monica-Malibu School District (Board). The data contained herein were obtained from meeting with each board member individually and about 170 stakeholders identified by the Board in either individual interview or focus group settings on April 24 and 25, 2006, and reviewing about 100 completed *Leadership Profile Assessment* forms that were either brought to the interviews/focus groups, mailed or faxed. Because some of the individuals involved in the interviews or focus groups also completed forms, it is estimated that the data contained herein represents the input of about 200 individuals.

The interviews, focus groups and questionnaires were structured to gather data to assist the Board in determining the primary characteristics to be sought in the next superintendent of schools. Through this process, the consultants attempted to identify the personal and professional characteristics the stakeholders desire the superintendent to possess, as well as the skill sets necessary to maintain what stakeholders value and to address current and emerging issues which the District may be facing.

Stakeholders were most complimentary of the School District. Unique to the Santa Monica-Malibu Unified School District (SMMUSD) was the number of individuals who cited the interest in and engagement by the community in its schools. Education appears to be a primary focus of the community, with many respondents noting the small percentage of residents with children in the schools yet historically strong support for the schools because of a fundamental belief in the need for a strong public education system. Community support for the schools is evidenced by approval of parcel taxes, contributions by the cities of Santa Monica and Malibu and through the resources generated by the PTAs and the Education Foundation for the schools.

The students as well as the quality of staff at all levels – teachers, support staff and administrators – were mentioned by numerous respondents. Respondents also took pride in identifying the diversity that defines the community, the District's focus on students and their achievement, a willingness to address the achievement gap, a supportive staff development program and a committed business community as other defining strengths of the District.

Diversity, as well as being a primary strength of the District, also contributes to some of its significant challenges. Addressing the achievement gap surfaced as a primary challenge within the District. Associated issues related to drop-out rates, the number of students succeeding in post high school education and the need for additional career preparation opportunities also were identified. Related to these concern was the stated need to aggressively recruit and retain minority teachers, support staff and administrators for the District.

A concern not unique to Santa Monica-Malibu is communication. Many organizations have communication concerns because individuals have differing needs for information at differing times. Organizations increasingly are reverting to their respective web sites in order to provide comprehensive up-to-date information to interested constituents on an as-needed basis.

When asked what they would like to see in a new superintendent, the respondents identified numerous characteristics that would be desirable for the new superintendent to possess. Experience with diversity, multiculturalism, finding additional sources of revenues and urban education are all desired. The preferred candidate would be an excellent communicator and listener, an advocate for all students as well as public education and a visionary that can internalize and articulate the large global picture and its relation to the educational scene in Santa Monica-Malibu. The preferred candidate would be accessible, approachable, articulate, collaborative, fiscally astute, honest, involved in the community, motivational, inspirational, objective, open-minded, personable, visible in the schools and community, and able and willing to make tough decisions. S/he would have the ability to say "no" when appropriate, be a consensus builder and creative thinker, empower others, delegate well, engage the community in dialogue on issues of significance, engender trust, focus on the whole child, hire quality staff at all levels, have a *kids first* philosophy, be politically savvy, be willing to take calculated risks, have strong organizational and managerial skills, understand the respective roles of the Board and superintendent, and develop a vision that can be embraced by all stakeholder groups. S/he also would engage all stakeholder groups, including staff, in ongoing dialogue relative to issues impacting them.

The Santa Monica-Malibu School District desires to find the perfect person to assume the role of superintendent. Realistically, there is no individual who will meet every expectation of the constituents in the Santa Monica-Malibu School District. The challenge that the Board and HYA have is to find an individual who possesses many of the desired characteristics and the leadership skills necessary to build upon the District's past successes and address the challenges that the Santa Monica-Malibu Schools currently faces and those it will face in the future.

Respectfully submitted,

William Attea
Albert Marley
Hazard, Young, Attea & Associates, Ltd.

INTRODUCTION

This report presents the findings of the *Leadership Profile Assessment* conducted by Hazard, Young, Attea and Associates, Ltd. (HYA) for the Board of Education of the Santa Monica-Malibu Unified School District School District (Board). After the Board selected HYA to assist it in its search for a new superintendent, an assessment instrument was prepared to solicit input which would be used to assist the Board in clarifying the characteristics to be sought in the new superintendent. The Board invited a number of individuals and groups to meet with the consultants on April 24 and 25, 2006, to discuss these characteristics in greater depth. Over 100 completed forms were returned by various stakeholders and reviewed by the consultants. In addition, the consultants met with about 170 individuals during their visit in the District.

In developing this *Leadership Profile Report*, the consultants sought opinions, recommendations and general comments with respect to preferred traits and qualifications the stakeholders would like to see in the new superintendent. They also solicited stakeholder thoughts relative to the strengths of the District, challenges and issues which the District may have to address in the future and other factors that could bear upon the selection criteria for the next superintendent of schools. At the interviews and meetings, the consultants noted that the Board was seeking the views of a broad range of individuals to assist in the search process. It was agreed that the consultants would report the findings to the Board without revealing the identity of any individual contributor, enabling the Board to use the data as it proceeds to define the leadership characteristics and selection criteria to be used in identifying the next superintendent. It also was understood that the Board had the final responsibility to define these characteristics and would use its prerogative to do so.

The items that were presented with some consistency from the individuals or were discussed and appeared to have concurrence in a group session are included in this report. The comments are listed alphabetically since no attempt was made to prioritize them. **It should be emphasized that the data are not a scientific sampling, nor should they necessarily be viewed as representing the majority opinion of the District's stakeholders or the respective group to which they are attributed. Items are included if, in the consultants' judgment, they were repeated by a sufficient number of respondents to warrant the Board's attention.**

The consultants wish to thank Karen Garot and Kathy Wisnicki for the assistance they provided in arranging the interviews, to those with whom we met for your general cordiality, forthrightness and responsiveness and to all who took the time and effort to complete the form.

William Attea
Albert Marley
Hazard, Young, Attea & Associates, Ltd.

STRENGTHS

CONSISTENT

Achievement Gap is being addressed; some limited gains in this area
Community that is committed to quality education
Commitment to data driven decision making
Diversity in community and schools; ethnic and socio-economic; attracts people to live and teach in SMMUSD
Facility plan that is being developed
Fine arts programs, especially the choral and instrumental music programs
Focus on students and student achievement
Parcel Taxes and contributions from cities, especially Santa Monica
Professional development programs
Parent and community support for schools
Reputation of District
Quality and dedication of staff at all levels
Students

BOARD MEMBERS

Academic achievement on the upswing
Potential for improvement
Relative financial health of District
Sound, research-based programs are addressing individual needs of students

ADMINISTRATORS

COMMUNITY

Achievement orientation of community
Competent and dedicated school board
Culturally sensitive community
Lack of apathy in community, everybody cares about everything
Life style
School Board that is willing to listen to all viewpoints, no matter how small the group

FACULTY

PARENTS

STUDENTS

SUPPORT STAFF

CHALLENGES/ISSUES/CONCERNS/NEEDS

CONSISTENT

Achievement gap
Communication; need for more effective listening
Consistency in discipline
Demographic changes
Diversity and issues associated with it
Housing costs
Lack of diversity of staff at all levels; need to be more aggressive in recruiting minority teachers, support staff and administrators
Dropout rate, especially among Latino and African American students
Perceived inequities among schools

BOARD MEMBERS

Continue programs of Professional Development and collaboration
Funding – uncertainty of funding; insufficient funds to do everything people want
Knee-jerk reactions of Board, District, community
Need to consider another high school because of size of Santa Monica HS
Need to look closely at test data and the number of students receiving Cs, Ds and Fs to assess whether or not our students as a body are performing as well now as they did in years past.
Perception on part of African Americans and Latinos/Hispanics that the needs of their children are being ignored.

ADMINISTRATORS

COMMUNITY

Some board members appear to have personal agenda
Too Many minority students performing below “C” level
Very strong parental involvement

FACULTY

PARENTS

STUDENTS

SUPPORT STAFF

CHARACTERISTICS DESIRED

CONSISTENT

Accessible
Accountable, and holds others accountable
Able to make tough decisions
Able to say *no*, when appropriate
Advocate for *all* students; public education
Approachable
Articulate
Collaborative; yet decisive
Confident
Consensus builder
Creative thinker
Data-driven decision-maker
Delegates well
Empowers others
Engages community; seeks input of public
Engenders trust
Excellent oral and written communication skills, including the skill of listening
Experience with diversity, multi-culturalism
Fiscally astute
Focuses on *whole* child
Hires quality staff at all levels
Honesty
Integrity
Involved in community
Kids First philosophy
Leader
Motivational; inspirational
Objective
Open-minded
Personable; people person
Politically savvy
Risk taker
Seeks and uses staff and community input
Strong organizational/managerial skills
Team builder; as well as a team player
Thinks globally
Understands Board-Superintendent roles and can provide guidance in this area
Urban/large district experience
Values and celebrates diversity
Visible in schools and community

CONSISTENT - continued

Visionary; sees the big picture

Vision that can be supported by all stakeholder groups

Willing to make tough decisions

BOARD MEMBERS

Ability to work with diverse groups, cities, colleges, etc.

Caring

Contacts with foundations

Experience as a superintendent and/or central office experience

Intellectually curious

Interacts well with Board and board members as individuals

Knowledgeable of curriculum and instruction

Personal people skills

Principal mentor

Self-assured

Smart

Strong academic thrust

Questions and willing to be questioned

Understanding of District demographics

Work ethic

ADMINISTRATORS

COMMUNITY

Acumen for public relations

Fund-raiser

FACULTY

PARENTS

STUDENTS

SUPPORT STAFF

Draft

Criteria to be considered for Santa Monica-Malibu Superintendent of Schools

The Board of Education of the Santa Monica-Malibu Unified School District, after securing input from the community, staff and students, seeks a dynamic, student-centered educator to be its next Superintendent of Schools. The Board seeks an educational leader who has the ability to work collaboratively with an engaged, committed and proactive community and dedicated, professional staff to ensure that:

- All operations within the District are transparent and information relative to these operations, as available and appropriate, is accessible in a user-friendly manner to interested constituents through effective utilization of:
 - Public forums and community meetings as arranged from time to time by the District.
 - Public meetings, including Board of Education meetings.
 - The District website.
 - The news media.
- Parents are actively engaged in developing their child(ren)'s capacity for learning by:
 - Communicating with them regarding the learning needs and opportunities that exist for their child(ren).
 - Engaging them and other community members in providing learning enrichment opportunities for students, as appropriate.
 - Engaging them in the educational processes of their child(ren).
- Staff members at all levels are prepared to address the learning needs of each student by:
 - Individualizing staff development to the unique needs of each staff member.
 - Providing staff development programs that focus on research and *best practice* in these areas, and, as appropriate, tailored to the individual's teaching, supervisory and/or support roles.
 - Understanding that each individual will be accountable for his/her performance, including his/her capacity to address the unique needs of individual learners.

- Student performance will improve by:
 - Increasing the graduation rate, with a focus on students who historically have been unsuccessful.
 - Increasing the number of high school graduates accepted into institutions of higher learning.
 - Increasing the number of students completing the program for which they matriculated in institutions of higher learning.
 - Increasing the number of students successfully completing post high school career preparation programs.
 - Making progress toward closing of the *Achievement Gap*.
- Special learning needs of students will be addressed by:
 - Ensuring that accessibility to facilities is provided in accordance with established laws.
 - Providing access to special education programs that address the unique needs of students determined to be eligible for these programs.
 - Working closely with parents to advise them of the opportunities available for their child(ren) through the District, and the recourse they have if they disagree with the professional judgment of staff relative to the educational program for their child(ren).
- Sufficient resources are available to provide a comprehensive education program for all students by:
 - Being transparent relative to fiscal receipts and expenditures, with the understanding that expenditures are judgmental and that decisions relative to expenditures will be made with a focus on meeting the needs of students.
 - Informing the public as to the needs of the District as it proceeds to provide programs that will permit each student to enter society as a productive, contributing member.
- The community's pride in the arts program is maintained and enhanced.
- The primary purpose of the Central Office staff is to provide services and support to principals, teachers, support staff and students so that teaching and learning are enhanced in the classrooms.
- Well maintained learning environments will be provided by:
 - Advising the community as to the facilities needed to provide high quality education for all students in the District.
 - Developing short and long-term facility maintenance and needs plans.
 - Providing sufficient staff and supervision to ensure that facilities are maintained in a manner to promote learning, teaching, safety and health.
 - Reconfiguring and maintaining facilities in a manner that they adequately accommodate current and emerging programs.

- Student performance will improve by:
 - Increasing the graduation rate, with a focus on students who historically have been unsuccessful.
 - Increasing the number of high school graduates accepted into institutions of higher learning.
 - Increasing the number of students completing the program for which they matriculated in institutions of higher learning.
 - Increasing the number of students successfully completing post high school career preparation programs.
 - Making progress toward closing of the *Achievement Gap*.
- Special learning needs of students will be addressed by:
 - Ensuring that accessibility to facilities is provided in accordance with established laws.
 - Providing access to special education programs that address the unique needs of students determined to be eligible for these programs.
 - Working closely with parents to advise them of the opportunities available for their child(ren) through the District, and the recourse they have if they disagree with the professional judgment of staff relative to the educational program for their child(ren).
- Sufficient resources are available to provide a comprehensive education program for all students by:
 - Being transparent relative to fiscal receipts and expenditures, with the understanding that expenditures are judgmental and that decisions relative to expenditures will be made with a focus on meeting the needs of students.
 - Informing the public as to the needs of the District as it proceeds to provide programs that will permit each student to enter society as a productive, contributing member.
- The community's pride in the arts program is maintained and enhanced.
- The primary purpose of the Central Office staff is to provide services and support to principals, teachers, support staff and students so that teaching and learning are enhanced in the classrooms.
- Well maintained learning environments will be provided by:
 - Advising the community as to the facilities needed to provide high quality education for all students in the District.
 - Developing short and long-term facility maintenance and needs plans.
 - Providing sufficient staff and supervision to ensure that facilities are maintained in a manner to promote learning, teaching, safety and health.
 - Reconfiguring and maintaining facilities in a manner that they adequately accommodate current and emerging programs.

The individual selected for the position will possess the traits of fairness, honesty, integrity and *servant leadership*. In addition, it is expected that s/he shall be:

- Accountable for all that happens in the District, and hold all individuals in the District accountable for their respective performance.
- An inspirational communicator, both orally and in writing, with an understanding that listening is a key ingredient of effective communication.
- Capable of identifying, recruiting, empowering and retaining quality staff at all levels within the organization.
- Collaborative, seeking input as appropriate, yet decisive.
- Desirous of developing supportive working relationships with the respective labor organizations in the District, and knowledgeable of alternative approaches to bargaining.
- Knowledgeable of and well versed in emerging research and *best practice* as it relates to curriculum and instruction.
- Respectful of others, valuing teachers and parents in their respective roles in the education of children.
- Visible, accessible and actively engaged in both the schools and the community.
- Visionary, being capable of collaboratively developing a vision that will be commonly embraced and pursued.
- Well versed in educational finance and how to allocate limited resources in a manner that will provide the greatest impact on learning for students.

It is preferred that a candidate has experience as a teacher, principal and superintendent and possesses an earned doctorate from an accredited institution.