

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

April 26, 2010

A special meeting of the Santa Monica-Malibu Unified School District Board of Education was held on Monday, April 26, 2010, in the District Administrative Offices: 1651 16th Street, Santa Monica, CA. The Board of Education called the meeting to order at 6:19 p.m. in the Board Room.

I CALL TO ORDER

- A. Roll Call – Board of Education
 - Barry Snell
 - Kelly Pye – *left at 9:03pm*
 - Ben Allen – *arrived at 6:43pm*
 - Oscar de la Torre

- Jose Escarce
- Maria Leon-Vazquez
- Ralph Mechur

- B. Pledge of Allegiance
 - Led by Ms. Pye.*

II PUBLIC COMMENTS

Public Comments is the time when members of the audience may address the Board of Education on items not scheduled on the meeting's agenda. All speakers are limited to three (3) minutes. When there is a large number of speakers, the Board may reduce the allotted time to two (2) minutes per speaker. The Brown Act (Government Code) states that Board members may not engage in discussion of issues raised during "III. Public Comments," except to ask clarifying questions, make a brief announcement, make a brief report on his or her own activities, or to refer the matter to staff. This Public Comment section is limited to twenty (20) minutes.

III DISCUSSION ITEMS

- D.01 Pathway Presentations – Malibu Pathway and Lincoln Pathway..... 1-3


IV ADJOURNMENT

It was moved by Mr. de la Torre, seconded by Ms. Leon-Vazquez, and voted 6/0 (Ms. Pye was absent) to adjourn the meeting at 9:09 p.m. This meeting will adjourn to a special meeting to be held on **Tuesday, April 27, 2010, at 6:00pm** in the district office board room. The next regular meeting will be held on **Thursday, May 6, 2010, at 5:30 p.m.** in the **Malibu City Council Chambers:** 23815 Stuart Ranch Road, Malibu, CA.

Approved: 5-6-10



President



Superintendent

DISCUSSION ITEMS

TO: BOARD OF EDUCATION

DISCUSSION

04/26/10

FROM: TIM CUNEO / CHIUNG-SALLY CHOU

RE: PATHWAY PRESENTATIONS – MALIBU PATHWAY AND LINCOLN PATHWAY

DISCUSSION ITEM NO. D.01

This year, school presentations to the Board of Education will reflect a significant paradigm shift. Instead of individual sites sharing information about the many wonderful educational experiences they offer students, reports to the Board will now take the form of a collaborative effort designed and presented by the principals within each of the three pathways. The purpose of these Pathway Presentations is to communicate to the Board of Education and the broader community the thoughtful intentional work that is taking place across each Pathway to accomplish the District’s mission of “Providing each student with extraordinary educational experiences while simultaneously closing the achievement gap.”

The presentations will be anchored in an analysis of pathway data, and include a discussion of work that is currently in progress, as well as future plans. It is also anticipated that the pathway presentations will prove to be an invaluable tool for the principals as they work together to promote deep and meaningful collaboration among their schools about student performance and practices across the pathway. Through the planning process, principals are afforded time to reflect upon the effectiveness, and alignment of efforts to support increased achievement.

Attached is an overview of the Pathway Presentation Planning Process.

The Malibu and Lincoln pathways will present at the April 26 special meeting, and the John Adams pathway will present at the May 10 meeting, along with a presentation from Child Development Services and another presentation on the programs and services at the Olympic complex.

***** ***** ***** ***** ***** *****

The presentations for the pathways can be found under Attachments at the end of these minutes. Dr. Chou introduced the principals and her Ed Services staff. Ms. Peggy Harris summarized the structure of the presentations. She thanked the principals for their hard work.

Malibu High School Pathway

Principals Kelly, Yates, Kim, and Samarge-Powell delivered the Malibu Pathway presentation. Mr. de la Torre asked what is the “glue” that holds the pathway together. Ms. Chi answered that when the pathway principals started creating their presentation, they agreed that service to the community was a common theme in each of the Malibu schools. Dr. Kelly added that starting community involvement in elementary school creates independent leaders in the middle and high school. Mr. Snell asked about the elementary schools combining their efforts. Ms. Kim said that the pathway has come together to raise money for various causes. Ms. Leon-Vazquez asked about the Latino population. Dr. Kelly said it was a mixture of families living in Malibu as well as intra and interdistrict permits. Dr. Escarce asked about algebra achievement data as it relates to the grade at which a student takes algebra. Dr. Kelly said MHS is examining how seventh graders are allowed into an algebra class. He added that many of the ninth graders taking algebra are often taking the class for the second time, and are therefore possibly less engaged. Dr. Escarce asked about the number of math standards that teachers are being asked to teach and students are being asked to learn. Dr. Kelly said that teachers are not always instructed how to choose which standards to teach. He tries to work with teachers to help them make those decisions – he has teachers ask themselves what it means for a student to demonstrate knowledge and proficiency. Dr. Escarce wondered if Ed Services should work with principals and teachers to address which standards could be skipped or taught later. Dr.

Kelly said that Ed Services has worked with site staff, but the geographic distance between the district office and Malibu can make face-to-face collaboration difficult. Ms. Leon-Vazquez wondered why the CST proficient scores show a steady decline, despite the implementation of best practices professional development a few years ago. Mr. Allen asked if seventh and eighth graders could take algebra together. Dr. Kelly said offering a seventh grade algebra class, which is an accelerated course, makes the school's math program very attractive to families who might otherwise chose a private school for their children. He added that a seventh grade algebra class can go at a faster pace than an eighth grade class. Ms. Kelly asked if the academic conferences were happening throughout the pathways or in individual schools. Ms. Kim said that a teacher from one school will observe an academic conference at another school. Collaboration among the principals occurs during principals meetings. Mr. Snell asked how often the principals have the opportunity to meet and discuss. Ms. Kim said the past four principals meetings have addressed mathematics instruction. The district writing assessment creates an anchor paper against which to assess student writing throughout the schools – this is hard to recreate with math since there is no real uniformity in the various math subjects. Mr. Allen asked what program sharing opportunities exist among the Malibu schools. Dr. Kelly highlighted many of the partnerships that the high school has with the community. Ms. Kim said it can be challenging to schedule events among the sites due to busy assessment and event calendars, but the schools do attempt to create shared events. Mr. Yates said that middle school students often mentor elementary school students.

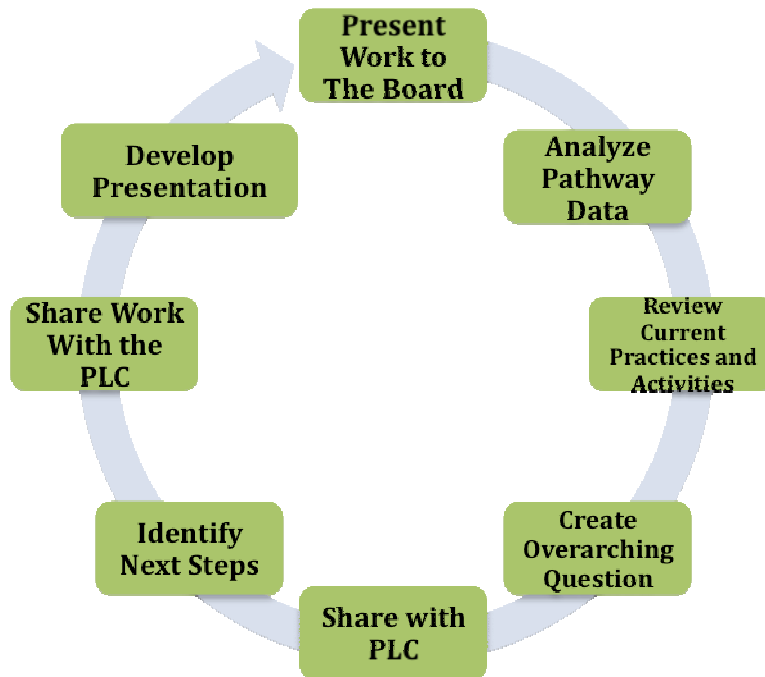
Lincoln Middle School Pathway

Principals Pedroza, Gonzalez, Webb, Brown, and Burton delivered the Lincoln Pathway presentation. Dr. Escarce expressed concern that if the goal is to have teachers teach and focus only the critical standards due to time constraints, he has not seen this happening. Ms. Webb commended Ed Services for their support in creating collaborative activities for the sites. She confirmed that teachers do worry about having enough time to teach even the most critical standards, especially when they often times need to review foundation concepts in order to bring all the students up to the level where they need to be for that particular course. Mr. Mechur wondered about the balance between teaching to tests and standards versus meeting goals of what we want our students to know and be able to do. Ms. Webb replied that she has in the past worked prioritize standards. She hopes that differentiated instruction will help to increase number sense in younger children so they are able to succeed as they progress through the grade levels. Mr. Mechur suggested examining what is working at other schools and districts as models for SMMUSD. Ms. Pye asked if teachers had the opportunity to speak with other teachers during transition events. Ms. Brown and Dr. Pedroza explained how parents are able to ask questions at parent orientation nights. Ms. Webb added that while fifth graders are touring the Lincoln campus during orientation night, the sixth grade teachers will be meeting with the fifth grade teachers to discuss ways to help incoming sixth graders be successful. Mr. Mechur asked about Lesson Link and Cognitively Guided Instruction (CGI). Ms. Gonzalez thought combining CGI, which is data-driven, with Lesson Link, which is collaborative lesson planning, would be a good way to move forward, but the staff would have to have been made familiar with both strategies first in order for that to work. Ms. Burton said that elementary school teachers are trying to address the drop in math proficiency once students enter middle and high school. Her staff has observed the CGI model at Weaver Elementary School in Los Alamitos in order to improve upon their own math teaching strategies. Ms. Pye asked about student placement at Lincoln. Ms. Webb answered that in the past, fifth grade teachers give recommendations. Next year, teacher recommendations will be combined with tests that all incoming sixth graders will take. She explained how students move up through the math levels.

Mr. Cuneo said information regarding the district's efforts to support professional development for math instruction will be presented by staff at the May 6 board meeting. There will be a second set of pathway presentations at the May 10 special board meeting. Mr. Snell said he would be interested in seeing how teachers at the transition grades could collaborate and share information to address the drop in math achievement scores. Dr. Escarce said that his

conversations with Dr. Chou have resulted in the idea of a holding a special meeting in late July during which Ed Services would present to the board its plans for the new school year. Mr. de la Torre suggested professional development that involves feedback from student focus groups. He also requested to see a comparison between student-to-teacher ratios and student achievement at the sites. Mr. Mechur thanked the Superintendent, Dr. Chou, and Ed Services for their work in bringing forward this information in the pathway format. Mr. Allen would like to hear more information regarding professional development that addresses differentiated instruction, especially for middle school teachers.

PATHWAY PRESENTATION PLANNING PROCESS



- 1) **Analyze Pathway Data** - Working with the Director of Assessment and Evaluation, principals will collaboratively examine multiple sources of data from their pathway to determine performance trends of each of their subgroups. Data sources to be considered include, but are not limited to, standardized test scores, local assessment results, suspension/expulsion rates, parental involvement information, and student participation profiles.
- 2) **Review Current Practices and Activities** - In this step of the planning process, principals discuss instructional and support practices/ activities that are currently implemented within their pathway in light of information gained through their data analysis. The purpose of this discussion is to identify practices and activities that are positively impacting their work to provide all students with an extraordinary educational experience while simultaneously closing the achievement gap.
- 3) **Create Overarching Question** - Based on insight gained from the first two steps, the group works to define an essential question that will propel their work to increase achievement, and frame their presentation to the Board.
- 4) **Share With PLC** - An important element of principals' work as instructional leaders is the reflection and deepening of thought that takes place in purposeful conversations with other principals. As the principals work to explore and improve their practices together, they have developed into their own PLC - "Principal Learning Community." At this step of the process, the Pathway administrators share their work from the first

three steps with the entire PLC for feedback and questions for an “outside” collegial perspective on their thinking.

- 5) **Identify Next Steps** – This step of the process provides principals the opportunity to determine the “next steps” they wish to take as a pathway to enhance/ improve effectiveness with subgroups within their pathway. The determination may include identification of practices that should be:
 - a. Continued or expanded;
 - b. Modified or eliminated;
 - c. Newly created.

- 6) **Share Work with Principal Learning Community** –At this step of the process, pathway principals will again share their thinking with principals from the other pathways. The non-presenting principals will be asked to give feedback to, and ask probing questions of the presenting principals. The presenting team of principals can incorporate the insights that emerge as a result of this articulation into the development of their presentation to the Board.

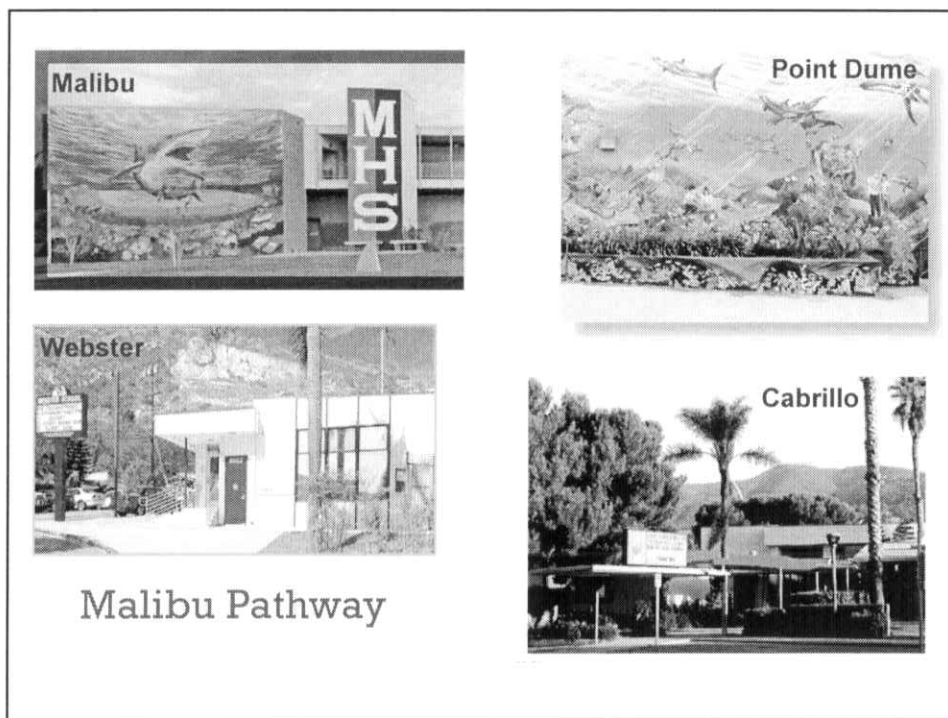
- 7) **Develop Presentation** – The principals work collaboratively to use understandings gained from the first four steps of this process to formulate their presentation to the Board of Education. Using a template provided by Ed Services, the presentation will tell the story of the pathway’s current and future work to accomplish the district’s mission. The presentation will be approximately one hour in length, and include opportunities for questions from Board members at intervals scheduled throughout.

- 8) **Presentation to the Board** - The Pathway Presentations to the Board of Education will take place at specially scheduled workshops on April 26 and May 10. Two pathways will present at the April 26th session, and the third pathway and CDS will present at the May 10th workshop. Ed Services staff will introduce the presentations. Pathway principals will collaboratively present their pathway’s work, and facilitate the interaction with the Board.

ATTACHMENTS

ATTACHED ARE THE FOLLOWING DOCUMENTS:

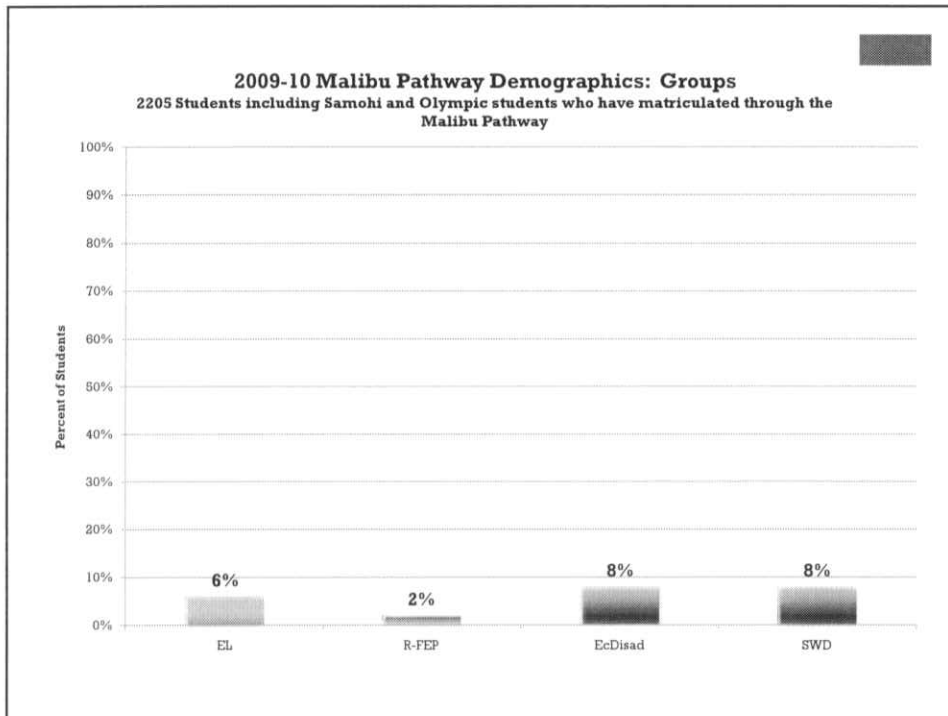
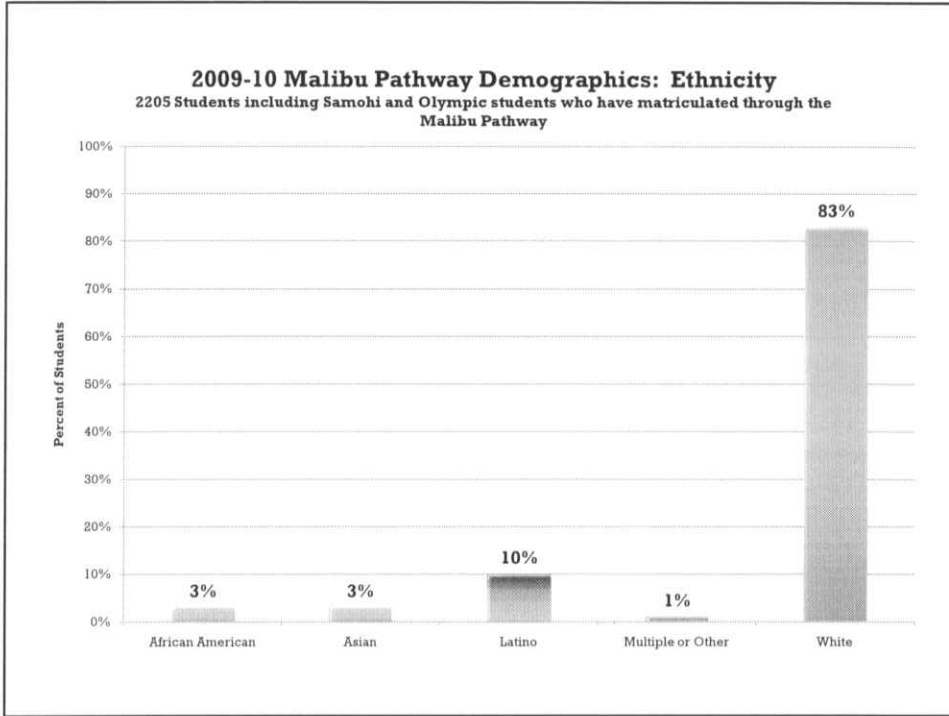
- Presentation: "Malibu Pathway"
- Presentation: "Lincoln Pathway"

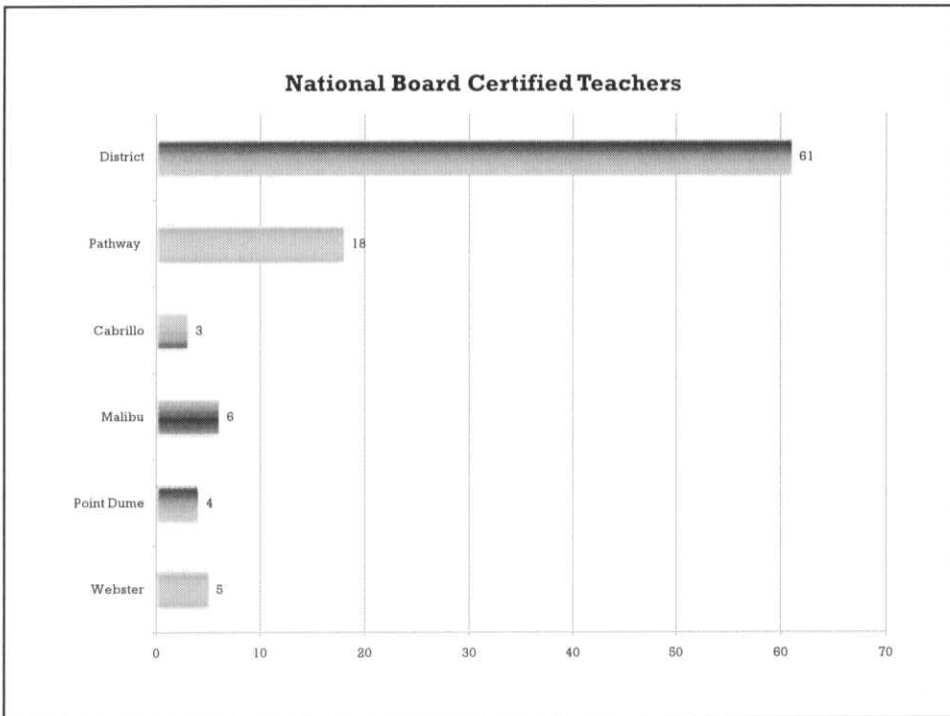
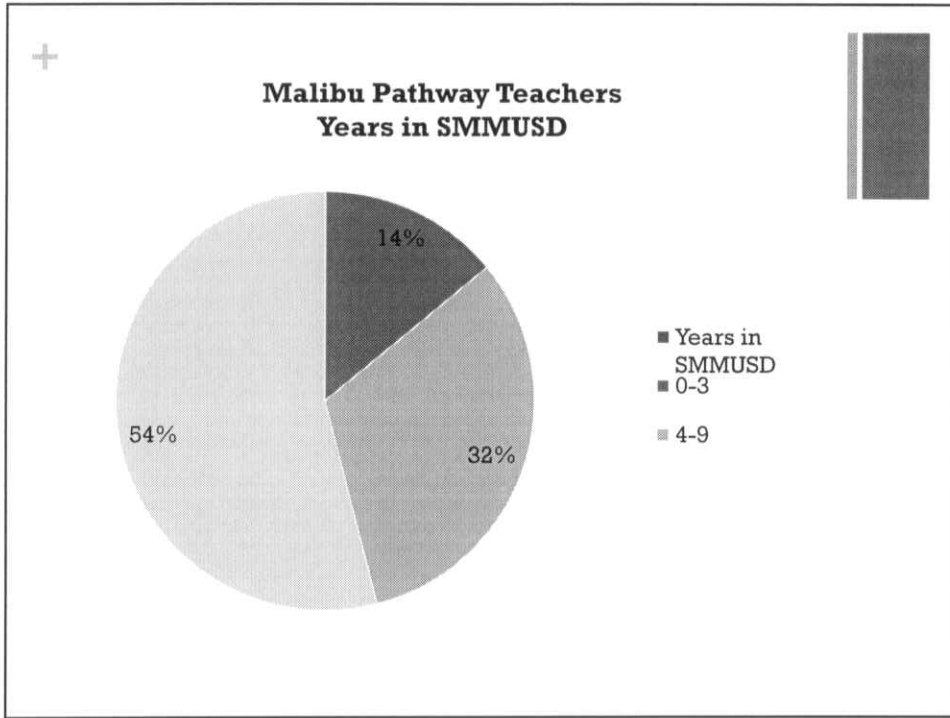


+ Building a Pathway of Schools

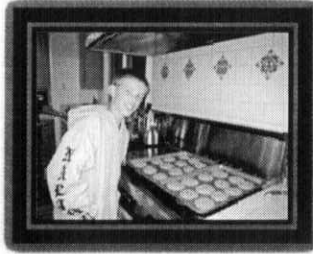
■ Objectives

- Provide a snapshot of the Malibu Pathway
- Discuss overarching questions in relation to the district focus on mathematics
- Examine relevant data
- Share current pathway work
- Explore next steps for future work
- Q & A embedded throughout





+ Malibu Pathway



+ Community Service Learning

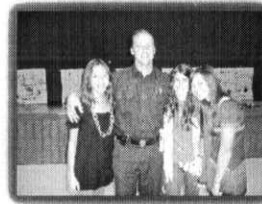
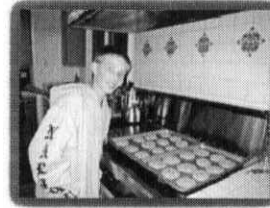
Global Citizenship

- We use our community service as an extension of student learning because we believe that our students should be productive citizens now and in the future.
- Students have raised \$250,000 in the last decade to give
- Parents model community service every day by working and volunteering in all aspects of our school communities throughout the pathway.
 - Parents log in more than 100,000 community service hours

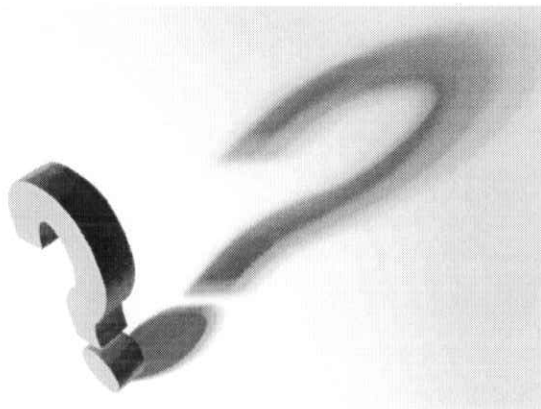
+ Community Service Learning

Middle school students complete service-learning projects in each grade level. To graduate, high school students must contribute 80 community service hours, a minimum of 20 hours per grade level.

- Cornucopia Partnership
- American Heart Association
- Pennies For Peace
- Schoolwide Recycling
- Malibu Labor Exchange
- Santa Monica Food Banks School on Wheels
- Operation Smile
- Habitat for Humanity
- American Red Cross
- Heifer International
- Teaching Garden
- Souls 4 Soles
- And many more



+ Q & A



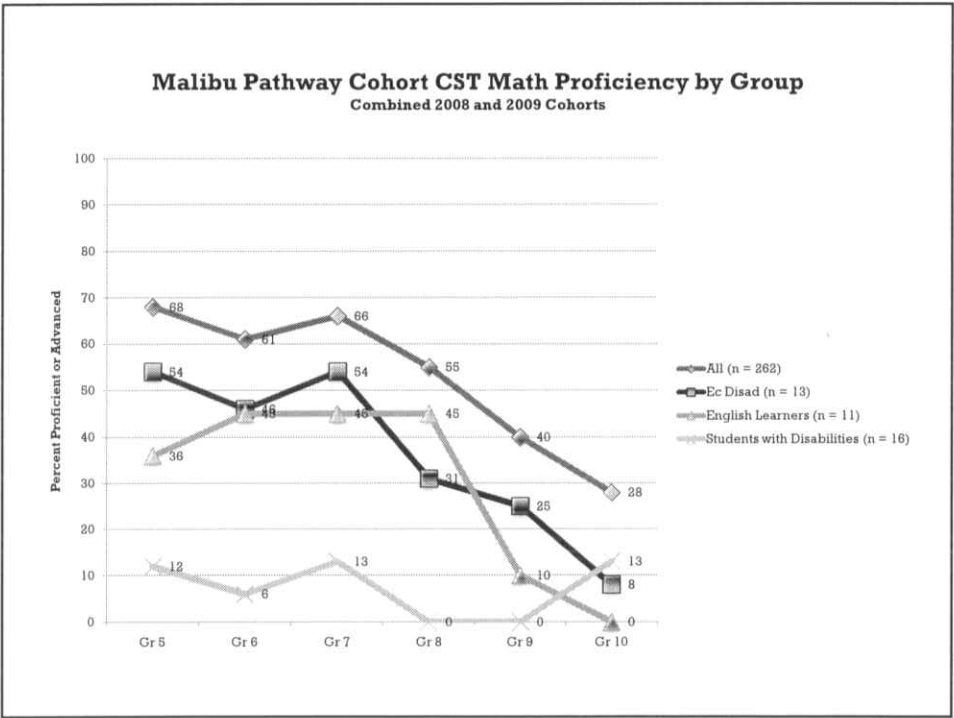
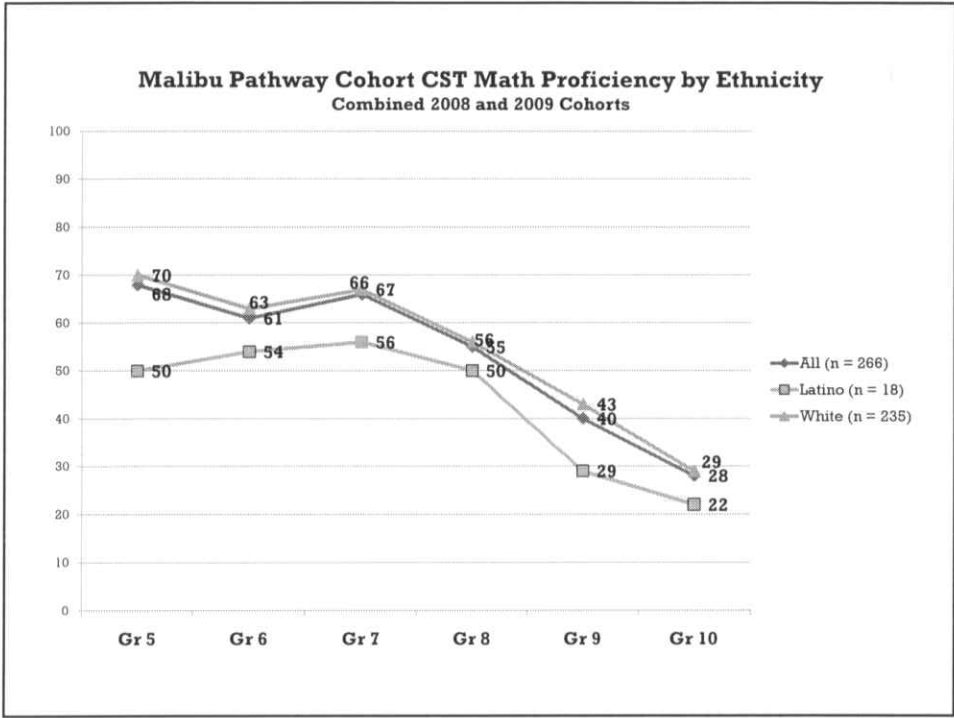
+ Academic Successes

- Every Malibu Pathway school has had an API higher than 800 since 2003
- California Distinguished Schools
- California Service Learning Award
- California Business for Education Excellence
- 2007 *US News and World Report* top 100 high schools
- 98% graduation rate

+ Overarching Question

As a pathway, how do we systematically reverse declining math proficiency?

- How can we determine what is most important at each grade level so that we can help students learn math in depth?
- How can we guide our core work to improve achievement in math?



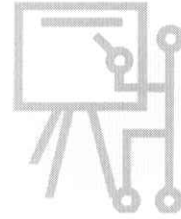


Professional Development Building Organizational Capacity



- **Lesson Link** – a collaborative instructional planning protocol through which teachers plan a lesson together, observe each other teaching the lesson, and make improvements to the lesson.

- Focused on Middle School & H.S Algebra
- Quadratic Equations

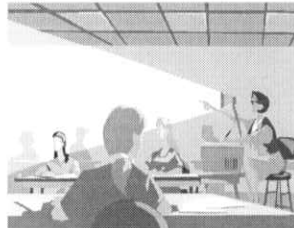


Professional Development Building Organizational Capacity



- **Learning Walk** – a facilitator leads a group of teachers and administrators through a set of classrooms to gauge the impact of professional development initiatives.

- Problem Solving
- Math Communication



+ Professional Development Building Organizational Capacity

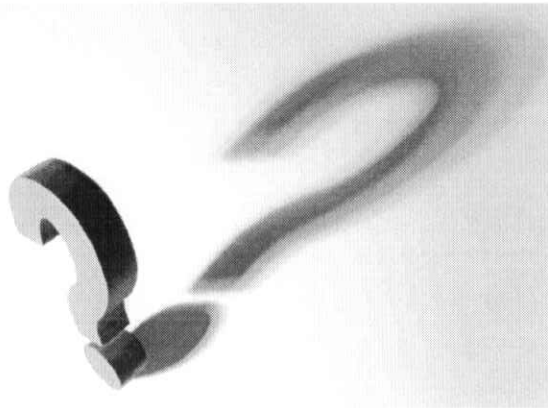
- **Academic Conference** - structured reflective conversations among teachers and administrators (or teacher leaders) regarding student performance and academic achievement.
- Data Analysis of midyear assessments
- Mini-intervention course



+ Next Steps as a Pathway

- **How can we determine what is most important at each grade level so that we can help students learn math in depth?**
- **How can we guide our core work to improve achievement in math?**
 - Implement engaging instructional strategies that lead to more students being successful in UC required courses in mathematics.
 - Facilitate planning meetings with teachers across grade levels to have vertical and horizontal conversations about the key, non-negotiable standards for each grade level.
 - Facilitate ongoing, regular meetings among teachers to evaluate progress along the standards (review of formative assessment data, discussion of student work, teacher observation of student performance and engagement).

+ Q & A



Malibu

Center of the community
Shark Fund supports programs
Students excel academically,
athletically, and artistically
Outstanding teachers
Exceptional partnerships

Point Dume

Outstanding teachers and staff
California Distinguished School
Unrivaled parent & community support
Solar panels to offset energy use
Natural habitats to enhance learning

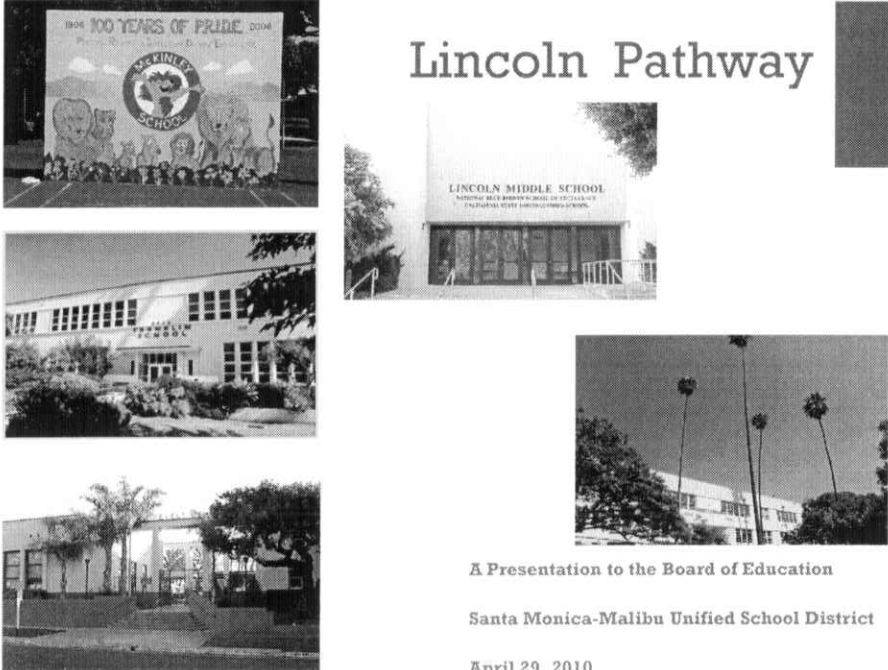
Webster

Highly qualified teachers & dedicated staff
California Distinguished School
Amazing PTA that includes all families and
supports all students
Enhanced student learning opportunities
California Service Learning Leader School

Cabrillo

Strengthened by diversity
Superior teachers and staff
Supports high achievement
Parent support and involvement
Unrivaled district music program

Top Five



Lincoln Pathway

A Presentation to the Board of Education
Santa Monica-Malibu Unified School District
April 29, 2010

+ Building a Pathway of Schools

Goal for this presentation

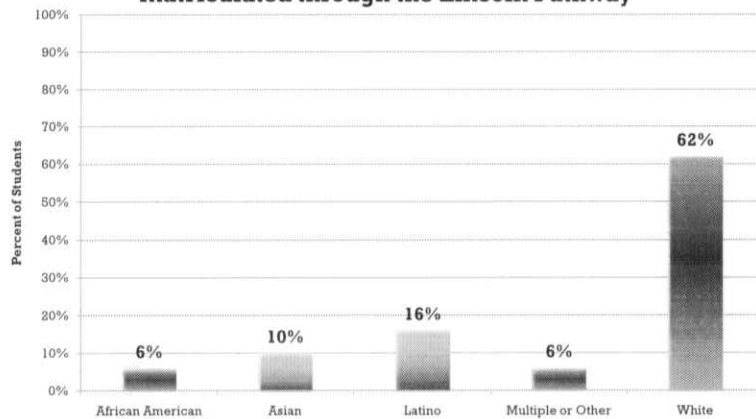
- ***District focus of mathematics & middle school initiative pushes us to strengthen our work as a pathway.***
- ***Our initial steps***
- ***We welcome any suggestions and support from you.***

+ Who ARE we?

- **Pathway Student Demographics**
- **Special education programs -- unique to this pathway: Intensive Services & Positive Behavior Support Program (ED)**
- **Title I and non-Title I schools**
- **EIA-SCE -- SAMOHI**

+ 2009-10 Lincoln Pathway Demographics: Ethnicity

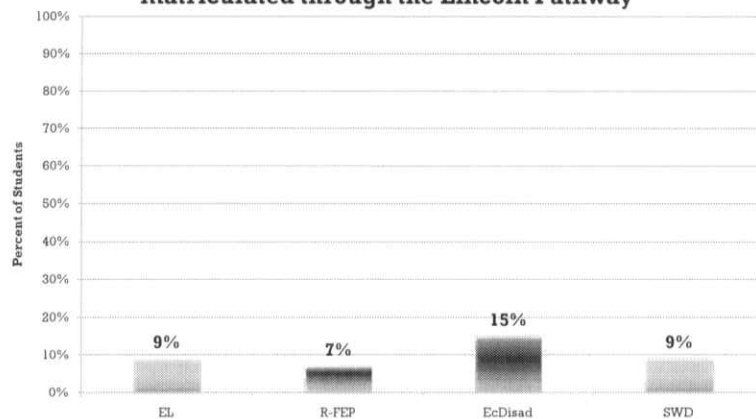
4456 Students including Samohi and Olympic students who have matriculated through the Lincoln Pathway





2009-10 Lincoln Pathway Demographics: Groups

4456 Students including Samohi and Olympic students who have matriculated through the Lincoln Pathway



Pathway Success Stories: School Awards and Milestones

- California Distinguished School – Lincoln, Franklin, Roosevelt, and McKinley
- Title I Academic Achievement Award for McKinley 06 & 07,
- CA Honor Roll 06 – 09 & Top Schools in LA by LA Magazine for Franklin and Roosevelt
- Newsweek Top 100 schools – Samohi

**+ Pathway Success Stories:
Teacher Awards/Accomplishments**

- **Over 40 teachers in our pathway are National Board Certified**
- **Presenters and leaders in all curricular areas including math & technology**
- **SMMUSD Outstanding Latino Educator Award recipients were from the Lincoln Pathway for the past two years**

**+ Pathway Success Stories:
Students as Successful Participants**

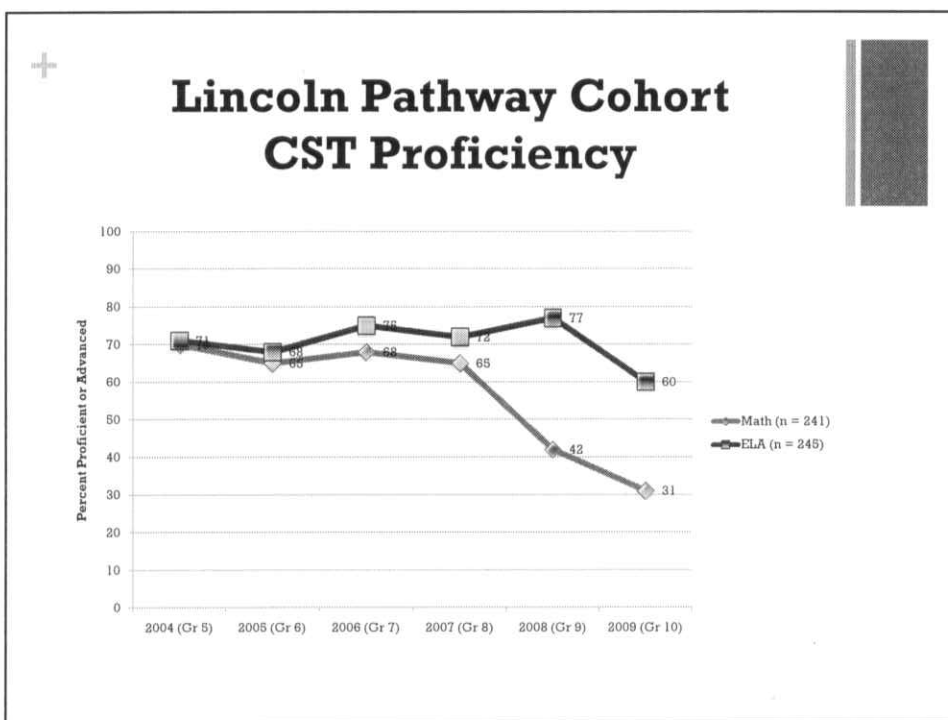
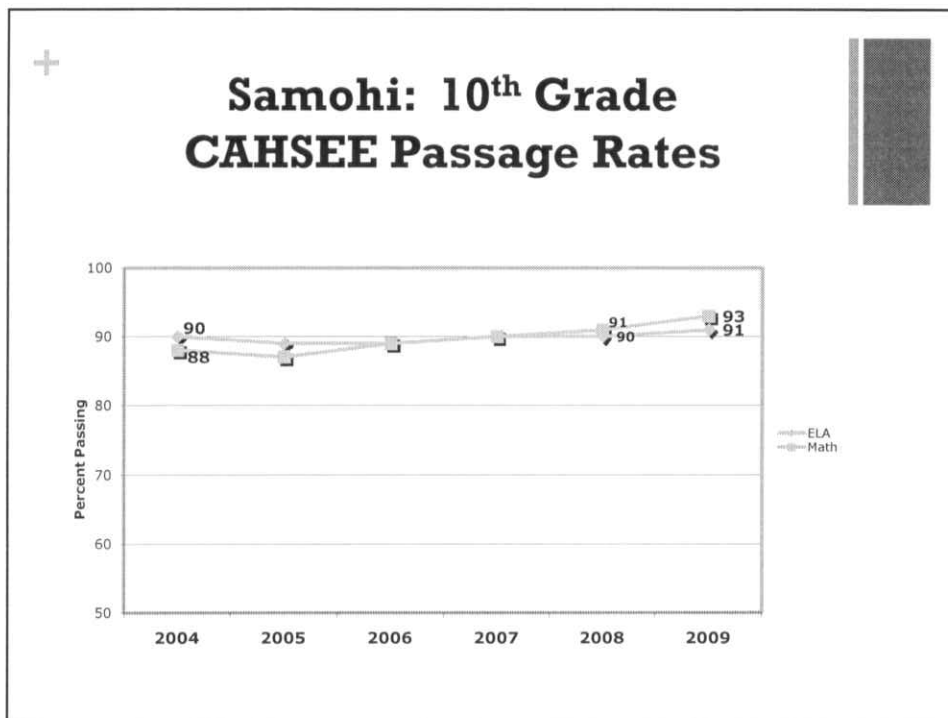
- **Math Field Day competition**
- **Community contests and initiatives**
- **Google recognizes students in mathematics (laptops)**
- **Science bowl winners**
- **Edison challenge (science bowl)**
- **SAGE (ROP)**
- **AP exam passage rate**

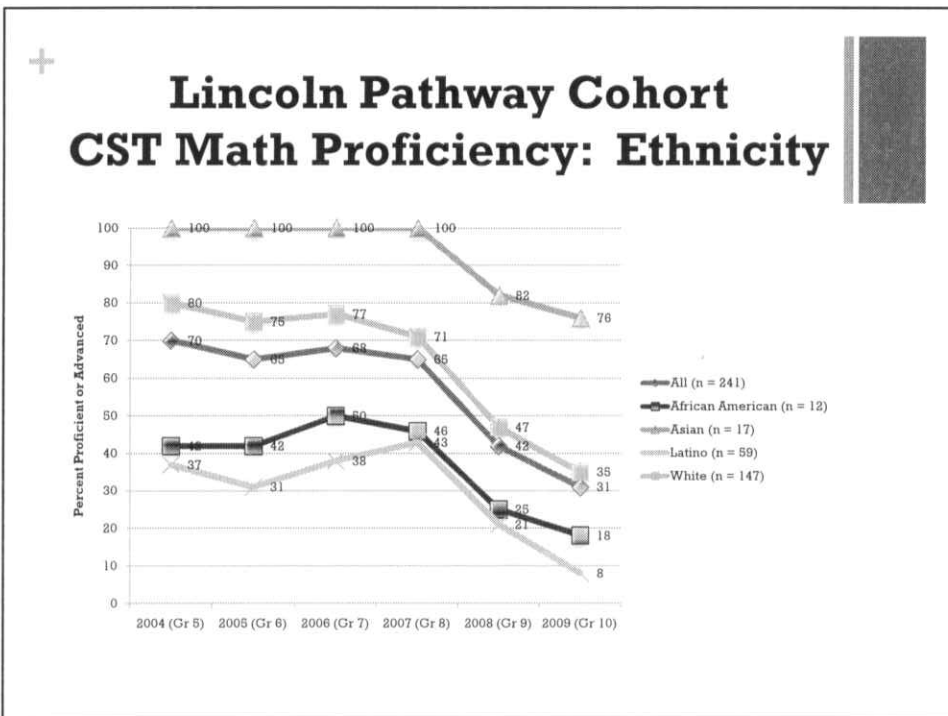
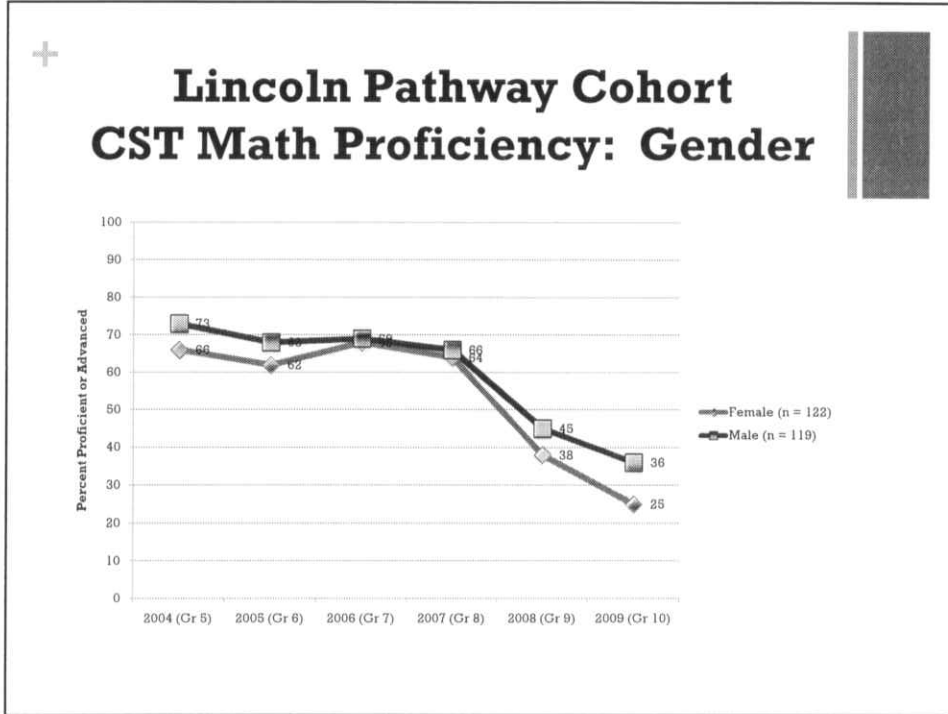
+ Overarching Question for our Work as a Pathway

How can we use current structures and protocols across the pathway to increase articulation and ensure student success in mathematics K-12?

+ Data Analysis

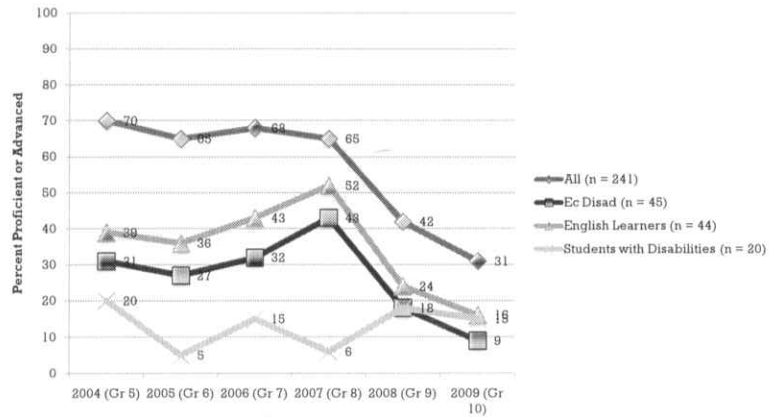
- **CST**
- **CAHSEE**
- **GPA**
- **Attendance**
- **Suspension and expulsion**
- **Pathway learning walks**
- **Single Plan for Student Achievement**







Lincoln Pathway Cohort CST Math Proficiency: Sub-Groups



Clarifying Questions on Data Analysis



+ **Common Work Across the Pathway: Focus on Mathematics**

2009-10 SPSA goals, action plans and activities that are common/similar across the Pathway

- Pathway Learning Walk at Roosevelt on January 5th
- Conceptual/multiple representations are commonly used teaching strategies
- Our math goals focus on increasing proficiency specifically for our subgroups and increase technology (measure BB will help update secondary efforts in math and science)

+ **Common Work, cont'd Professional Development**

- Elementary – all use Cognitively Guided Instruction & pictorial math, active learning strategies
- Use of banked time – w/in grade level time (elementary), monthly department time (secondary) which include vertical articulation/alignment & lesson ideas and data analysis
- Ed Services support – Rosa and Bertha
 - Technology Integration (i.e. EETT, BB) – we all have model tech rooms
 - ILT – Academic Conferences, LW, and Lesson Link

+

Common Work, cont'd... Family Engagement



- Family math night (middle with feeders), all have family math nights
- ELAC – scheduled so that there aren't conflicted meeting times
- African American support groups at McKinley and Samohi
- Student clubs
- FUNraisers and other activities that connect school to the community

+

Common Work As a Pathway



Transition Events for Students and Parents –

- Pre-K to K
- 5th to 6th
- 8th to 9th

**+ Questions Related to Current
Work *Across* the Pathway**



+ Work in Progress *As* a Pathway

Professional Learning Community

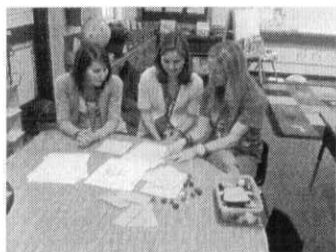
- Learning Walks incorporating Principles of Learning
- Academic Conferences
- Lesson Link

+ **Work in Progress *As* a Pathway**

Vertical Articulation

- **Course alignment**
- **Student placement**
- **Teacher professional development**
- **Student acclimation in transitions**

+ **Questions about Work in Progress *As* a Pathway**



+ In Closing...

- *We believe that working as a pathway allows us to be more effective in supporting all of our students to succeed.*
- *Focus on mathematics*
- *Continue to foster collaborative structures amongst our schools*

We welcome any suggestions and support from you!