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

**September 16, 2010** 

A workshop of the Santa Monica-Malibu Unified School District Board of Education was held on Thursday, September 16, 2010, in the Board Room of the District Offices: 1651 16<sup>th</sup> Street, Santa Monica, CA. The Board of Education called the workshop to order at 5:06 p.m.

#### I CALL TO ORDER

A. Roll Call – Board of Education

Barry Snell Jose Escarce

Kelly Pye Maria Leon-Vazquez

Ben Allen Ralph Mechur – arrived at 5:16pm

Oscar de la Torre – left at 7:15pm

B. Pledge of Allegiance Led by Mr. Allen.

#### **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 WORKSHOP – Educational Services Department**

The purpose of this workshop will be to provide the Board of Education with a summary of the Educational Services Department roles and activities in 2009-10 and those planned for 2010-11. A PowerPoint Presentation will accompany this workshop.

The presentation can be found at the end of these minutes.

Dr. Escarce requested more information about the following: 1) The implementation and progress of Response to Intervention (RtI) programs, including plans for moving forward and implications for the special education program. 2) Ed Services Department's assessment of site based intervention programs; he wondered what would happen if budgetary pressures made the district eliminate distirctwide IISS; 3) The ELD programs, including progress made and challenges faced; what budgetary impacts have there been on the programs?; 4) The AVID, Young Collegians, and Connect for Success programs; 5) Writing instruction across the district; his perception is that it has been inconsistent, and he wonders what the Ed Services Department is doing to make the instruction better and more uniform.

Mr. de la Torre asked how the district could expand its partnership with SMC. He suggested forming the SMC P-20 Collaborative. Mr. Allen, who said he was familiar with other P-20 collaboratives, asked how Mr. de la Torre envisioned a local partnership. Mr. de la Torre suggested replicating locally what is being proposed at the state level. He mentioned that the Santa Monica City Council voted last night to convene a Youth Resource Team, and he requested that the district keep track of the progress and outcomes of that initiative. Mr. de la Torre also suggested that the district have a clearing house of data, a teacher training facility.

and parent training programs, especially for parents with young children. He requested an annual Equity and Accountability Report showing student achievement data, hiring data, etc.

Ms. Pye requested more information on course structure for math and ELA in the high schools, as well as an examination of offering more ELA options in the junior year. She would like to bring back the Children of Color Task Force Report.

Mr. Mechur stressed the need to help parents participate more in their children's education and development. He wondered about the effectiveness of the district's intervention programs and if there were other approaches, such as short bursts of intervention throughout the year, that could be valuable as well.

Ms. Leon-Vazquez wondered how much of the Ed Services Department's cyclic process stays relevant over the few years it takes to develop, implement, and refine an initiative. She expressed her concern about students who are scoring below basic, and emphasize the need to build an educational core within a child. She wondered how the district could synthesize its work and data to better help those few students who are not performing well.

Mr. Snell wanted to better communicate with parents the resources that are available to them through the district. He said he appreciated and would like to continue to receive the educational articles and research that the Ed Services Department forwards on to the board in its Friday Packet. He stressed that the piece most in need of improvement to help ensure student success is parent involvement. He expressed his interest in helping staff inspire parents to help and encourage their children to do well in school, especially for African American families. He remembered a Parent Partnership program the district used to have where parents trained and worked with other parents. He suggested revitalizing that program and possibly holding monthly Town Hall meetings for African-American parents. Mr. Snell said the district needs to have high expectations from both students and parents. He said he was supportive of the automotive program agreement with SMC and other vocational training initiatives, especially because they could offer an avenue and motivation for students to attend college who wouldn't have otherwise considered higher education.

Mr. Allen requested more information regarding the environmental education pieces. He said he was intrigued by the P-20 collaborative idea the Mr. de la Torre mentioned earlier. In regards to writing instruction and summer school effectiveness, Mr. Allen requested feedback on what was working and what could be improved. He would like to see the district's intervention approaches be more focused.

#### IV ADJOURNMENT

It was moved by Dr. Escarce, seconded by Ms. Leon-Vazquez, and vote 6/0 (Mr. de la Torre was absent) to adjourn the meeting at 7:25 p.m. The next regular meeting will be held on **Thursday, September 23, 2010**, at **5:30 p.m.** at the District Office: 1651 16<sup>th</sup> Street, Santa Monica, CA 90404.

Approved: 16-7-16

Boury A Sonell
President

Superintendent

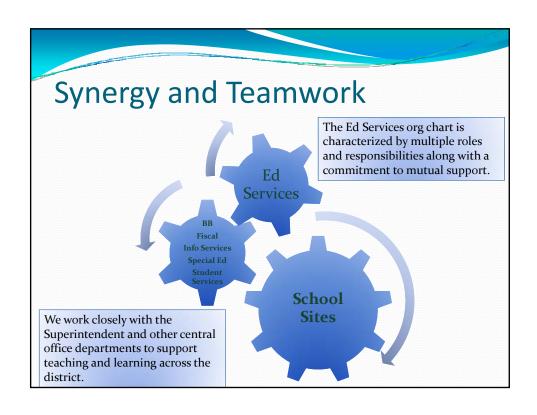
### **Educational Services**

Supporting Teaching and Learning in SMMUSD

### Purpose of Today's Study Session

- Provide "big picture" snapshot of Ed Services:
  - Who we are
  - Our mission
  - Our core work
- · Highlight where we've been and where we're going
  - · Our cycle of inquiry and development
  - Recent accomplishments and priorities for 2011
  - Additional responsibilities and initiatives
- Invite questions and discussion of our work

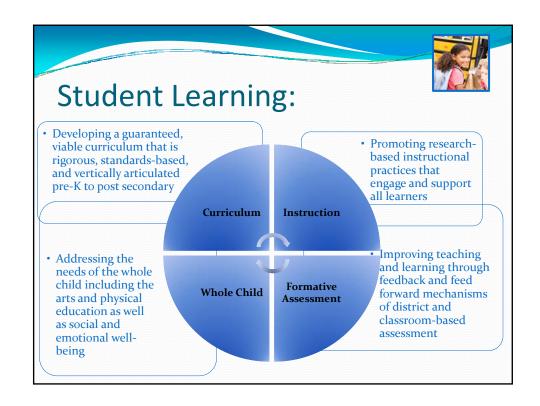


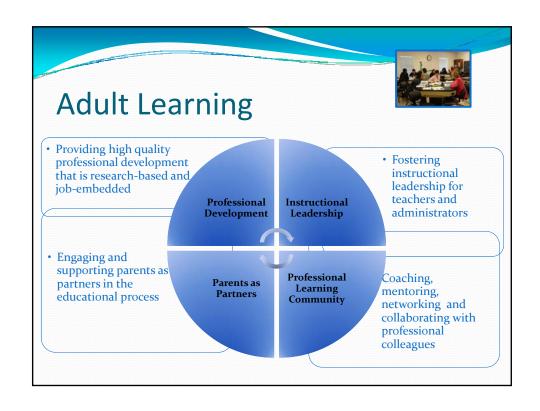


### **Our Mission Statement**

• The Educational Services Department is dedicated to providing all students in SMMUSD with rigorous curricula and equitable educational experiences that propel them to excellence in learning and personal success. Through collaborative and customer-centered endeavors, Educational Services staff promotes and supports the design and implementation of innovative programs and practices that maximize educators' instructional efficacy. We also work to ensure meaningful participation of families and the broader community in the educational process.









## **Key Assumptions**

- Literacy and mathematics are pivotal to student success
- Critical thinking, discourse, relevance and rigor are essential components of all content area instruction
- "Whole child" instruction builds upon and broadens students' real-life experiences and interests in order to create life-long learners
- Effective curricula and instruction honor and value the linguistic and cultural capital that all learners bring to the table.

# Ed Services: Where we've been and where we're going

Cycles of Inquiry and Development

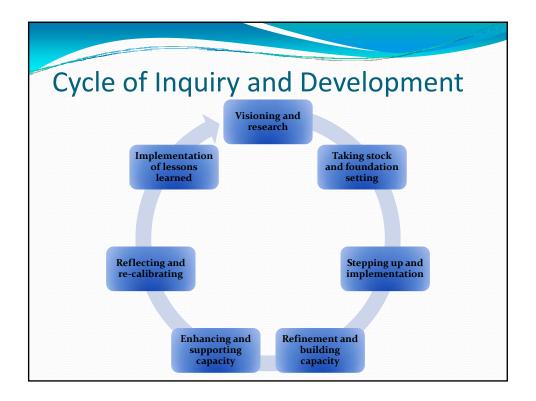
Recent Accomplishments

• Priorities for 2011

Other responsibilities and initiatives

### Cycles of Inquiry and Development

- Educational Services engages in systematic, multi-year cycles focused on particular content areas.
- The cycles are aligned to state curriculum adoption cycles.
- Curriculum, instruction, assessment, professional development, instructional leadership and organizational learning are integrated throughout these cycles.



### Mathematics - Year One

- Developed and disseminated guides, assessments and support materials to support a coherent, articulated math curriculum focused on conceptual understanding.
- Selected and implemented new math texts and intervention materials.
- Assessed school sites' instructional needs and strengths to develop site-specific support.
- Expanded involvement of UCLA's Mathematics Project in district Math Initiative.

### Mathematics – Year Two

- Provided district and site specific professional development focused on problem solving.
  - Number Sense
  - EETT work with 4<sup>th</sup> 8<sup>th</sup> grade math teachers
  - Model Drawing for 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grade
- Identified, developed and acquired additional needed resources.
- Assessed sites' needs and strengths to develop specific support for Year Three.

### Recent Accomplishments:

### Mathematics - Year Three

- Supported math leadership for principals, department chairs, grade level chairs and teachers leaders.
- Integrated math professional development into the work of Instructional Leadership Teams.
  - Academic Conferences
  - Lesson Link
- Familiarized administrators and teachers with CST Blueprints and released questions.
- Identified "experts" and budding leaders in math instruction.

#### Priorities for 2011:

### **Mathematics**

- Provide district level and site specific professional development and resources.
  - Data analysis
  - CGI
  - Pictorial Math
  - Collaborative Planning
- Retool Math Essentials curriculum.
- Revisit 8<sup>th</sup> grade Algebra structures and grouping.
- Continue secondary Math Leaders' Network with quarterly Learning Walks.
- Support Pathway articulation for mathematics instruction in transitional grades.

### Recent Accomplishments:

### Literacy - Year One

- Established baseline information on literacy instruction in district classrooms to guide district's future work
- Engaged teachers in the textbook adoption process to select middle school language arts textbooks
- Partnered with teachers to create curriculum maps to guide textbook implementation
- Assessed instructional needs and strengths in literacy to develop site-specific and district support for Year II.
- Designed & delivered data informed professional development in literacy (district-wide and site-specific)

### Literacy – Year Two

- Implemented new Middle School ELA program
  - Provided professional development for ELA program implementation
  - Refined ELA Curriculum Maps based on classroom implementation
  - Implemented and refine mid-year and end-of-year MS ELA assessments
- Designed & delivered data informed professional development in literacy (district-wide and sitespecific)

#### Priorities for 2011:

### Literacy

- Provide district-wide professional development focusing on vocabulary
- Refresh elementary language arts program
- Develop district writing framework
- Develop professional learning community (PLC) among district Reading Teachers
- Pilot literacy progress monitoring tools and assessments in selected schools
- Design and deliver data informed professional development in literacy (district-wide and site-specific)

### **Technology Integration**

- BB Classroom Technology implementation
  - 20 Elementary School Model Tech Classrooms
    - SMARTBoards, ELMO Document Cameras, Web 2.0 Tools, iPod Touch for teachers
- Two federally funded competitive grants (\$500,000+) over past five years. Enhancing Education Through Technology (EETT)
  - EETT Round 4: Integration of SMARTBoards in Math for grades 4-8 at John Adams, Muir, Edison, Rogers, McKinley and Grant.
  - EETT Round 8: Technologies Integration in Science for grades 4-8 at Lincoln, Roosevelt, and SMASH
- Technology Integration professional development
  - Provided professional development in technology integration
    - · Science, Math, Web 2.0 Tools, iPod Touch for teachers and administrators
  - Developed teacher leaders in Technology Integration
    - SMARTBoard Educator's Academy (SEA Academy)
    - EETT Mentor/Coach

#### Priorities for 2011:

### **Technology Integration**

- Continued support of BB Classroom Technology
  - 72 Secondary Science and Math classroom technology upgrades
- EETT Year 2: Project Earth Tech
  - Support Lincoln Middle, Roosevelt Elementary, and SMASH in the implementation of Project Earth Tech.
  - Provide Professional development to all target teachers and work with mentor coaches to support the integration of technology in the science classroom.
    - Laptops, Lab probes, Document Cameras, Mobile Data Collection devices.

### Services for English Learners

- CELDT training and administration
- Adoption of ELD programs: *Inside* (middle school)
   EDGE (High School)
- Site specific professional development
  - Support for ELD coaches and ELD coordinators
  - CLAD workshops for certification
- Parent Engagement and Education
  - Parent workshops to build understanding of the educational process and supporting their children's success
  - Spanish Language Saturday College Fairs and FAFSA Workshops

#### Priorities for 2011:

### Services for English Learners

- Develop standards-based curriculum guides for *Inside* and *EDGE*.
- Implement ELD programs for *Inside* and *EDGE*.
- Work with literacy coordinator to refresh ELA elementary curriculum to include strategies for English Learners.
- Update English Learners Master Plan.
- Identify additional resources for low-incident language populations.
- Train and implement Thinking Maps in the Immersion program.
- Revisit Immersion secondary course offerings.
- Work with sites to provide appropriate instruction to English learners, monitor student progress, scheduling students and class offerings.
- Continue parent support and education.

### Visual and Performing Arts



- Created and implemented district-wide Pre K-12 VAPA Curriculum.
- Aligned elementary music report card with district's Standards-Based Report Cards.
- Identified and secured nearly three million dollars of outside funding to support VAPA programs.
- Increased standards-based instruction by highly qualified teachers/specialists in all four arts disciplines.
- Conducted external district-wide program evaluation of the VAPA programs.
- Selected to serve in Arts for All Leadership Fellows Program.

#### Priorities for 2011:

# Visual and Performing Arts



- Provide classroom and arts teachers with high quality professional development opportunities in standards-based instruction.
- Provide educational opportunities and experiences for students through partnerships with arts and cultural organizations (i.e. Stairway, Broad Stage, New West Symphony, Santa Monica Museum of Art and Edgemar Theatre).
- Identify and secure funding sources outside the SMMUSD budget to support arts providers and classes.
- Advocate for and identify funding for standards-based instructional materials, equipment and facilities for arts education classes.

### **Pathways**

- Re-instituted concept of "Pathway of Schools" to provide seamless transitions for students and families as they matriculate from elementary to middle to high school.
- Provided administrators with Pathway data and protocols to begin a dialogue for mutual support and collaboration focused on student needs.
- Coordinated Pathway Learning Walks to provide additional data and opportunities for collaboration.
- Assisted Pathway administrators in shifting Board presentations from school site focus to Pathway focus.
- Included Pathway observations of protocols among ILT teachers.

#### Priorities for 2011:

### **Pathways**

- Provide administrators and teacher leaders with additional Pathway data and protocols to continue dialogue on vertical articulation of curriculum and instruction.
- Coordinate additional Pathway Learning Walks focused on transitional courses in mathematics and literacy.
- Assist administrators in preparing Pathway Board presentations.
- Coordinate Pathway observations of protocols among ILT teachers.

### Instructional Leadership Teams

- Year One of Three-Year RGK Project: Building Capacity for Instructional Leadership Teams
  - Provided professional development to administrators and teacher leaders in facilitation skills.
  - Provided professional development to administrators and teacher leaders in facilitating specific protocols with their colleagues.
    - · Lesson Link
    - Learning Walk
    - Academic Conferences
  - Coordinated over 40 teacher leaders at 14 school sites as they led and observed their colleagues in professional learning communities.

#### Priorities for 2011:

### Instructional Leadership Teams

- Year Two of Three-Year RGK Project: Building Capacity for Instructional Leadership Teams
  - Provide differentiated professional development to administrators and teacher leaders in facilitation skills.
    - Facilitations Skills 101 training for new ILT members
    - Advanced Facilitation Skills training for returning/experienced ILT members
  - Provide professional development to administrators and teacher leaders in facilitating specific protocols with their colleagues.
    - · Lesson Link
    - · Learning Walk
    - · Academic Conferences
  - Coordinate teacher leaders at all school sites as they lead and observe their colleagues in professional learning communities.
  - Expand Networking opportunities for ILT members.

### **Intervention Programs**

- Developed, implemented and refined programs for striving students
  - AVID
  - Connect for Success
  - Intensive Intervention Summer School
  - Jump Start to Success
  - Valued Youth
  - Young Collegians

#### Priorities for 2011:

### **Intervention Programs**

- Continued evaluation of intervention programs including:
  - Participation rates
  - Pre/Post test data
  - Longitudinal GPA/CST data
  - Analysis of site-based summer programs
  - Analysis of site-based school year programs
- Use of evaluation data in planning and preparing for summer 2011 programming
- Develop and implement network of support for site-based reading/intervention teachers

### **Data-Informed Decision Making**

- Continued training and expanded use of DataDirector as tool to access and analyze student data (state and local assessments, course enrollments and grades, attendance, program participation).
- Used state and local assessment data to determine areas of strength and need at district, school, grade/department levels.
- Used state and local assessment data to target specific students for intervention and summer school programs.
- Used a wide range of both quantitative and qualitative data to evaluate district and school programs (i.e. IISS, Valued Youth, Science Magnet, EETT, RGK).
- Used district and school assessment data to inform classroom instruction through facilitated protocols such as Academic Conference and Lesson Link.

#### Priorities for 2011:

### **Data-Informed Decision Making**

- CALPADS California Longitudinal Pupil Achievement Data System – has created new sense of urgency in accuracy of data entry at school site and district levels. Accountability Reports will soon rely exclusively on CALPADS data.
- Continue collaborative effort on the part of Ed Services, Info Services and Student Services to support schools in updating student information to meet new requirements.
- Efforts will dove-tail with development and implementation of new student information system.
- Use of formative assessment data to identify promising instructional practices for potential replication across the district.
- Careful and considered exploration with all parties at the table –
  of the role of student achievement data in teacher evaluation.

#### Additional Initiatives and Responsibilities:

### Student Learning



- Support grade levels and departments in development of formative assessments.
- Roll out Education and the Environment Initiative (EEI).
- Implement Health curriculum.
- Implement Facing History and Ourselves curriculum.
- Support STEM initiatives at Rogers and JAMS.
- Coordinate all CST, CMA, CAPA testing.
- Coordinate all CAHSEE testing.
- Coordinate all district assessment.
- Scan all district assessments and post results in DataDirector.

#### Additional Initiatives and Responsibilities:

### **Student Learning**



- Research and pilot new instructional technologies and software.
- Coordinate Stairway auditions, rehearsals and performances.
- Continue research and development of RTI models.
- Continue research and development of Middle School Initiative.
- Support on-line learning for credit-recovery, tutorial and getahead opportunities, including concurrent and dual enrollment.
- Develop Career/Technical Education curriculum and instruction.
- Support school sites in accreditation process and recognition programs

#### Additional Responsibilities and Initiatives:

### **Adult Learning**

- Principals Institutes
- Management Institutes
- Teacher Academy
- National Board Certification
- Principals meetings and management team meetings
- Site-specific PD in literacy, math, technology integration, other content areas, formative assessment...
- Collaborative PD efforts with Special Education staff for core content standards, Differentiated Instruction and inclusion of students with special needs

#### Additional Responsibilities and Initiatives:



### Adult Learning

- Training for Advisors and Counselors
- Assistant Principal and House Principal Leadership Institutes
- Training in Pinnacle and DataDirector
- Training for other departments and school staff members (i.e. Diversity in the Workplace)
- DAC meetings
- DELAC meetings
- Arts for All meetings
- School Site Council Workshops
- PTA and DAC Presentations

#### Additional Initiatives and Responsibilities:

### **Organizational Learning**

- Continued development of Strategic Plan
- SMC Educational Collaborative
- Boys and Girls Club of Santa Monica initiatives
- LACOE Network meetings
- Bay Area Human Relations Council meetings
- Heal the Bay collaborations
- Technology Curriculum Integration Committee
- State and national networks
- University partnerships
- Cotsen Foundation initiatives
- Grant writing
- School and district program evaluations
- Support for school sites seeking recognition awards

#### Additional Initiatives and Responsibilities:



### **Organizational Learning**

- Office of Civil Rights Data Collection
- Self-Study for Coordinated Program Monitoring
- Consolidated Application for State and Federal Funding
- Williams Textbook and Facilities Compliance
- School Accountability Report Cards (SARC)
- Support for schools in developing Single Plan for Student Achievement (SPSA)
- Revising of Technology Use Plan
- Revising of LEA Plan

### **Questions and Discussion**

- How do we continue to support the expectations of the Board, school sites, and the broader community given the reality of diminishing resources?
- What role does Ed Services play in establishing and maintaining a sense of urgency around issues of equity and the achievement gap?
- What kinds of information (and in what format) might Ed Services provide that would best support your role as Board members?