Santa Monica-Malibu Unified School District
Board of Education Meeting
<u>MINUTES</u>

August 24, 2016

A special meeting of the Santa Monica-Malibu Unified School District Board of Education was held on Wednesday. August 24, 2016, in the District Administrative Offices: 1651 16th Street, Santa Monica, CA. The Board of Education will call the meeting to order at 4:10 p.m.

I.   CALL TO ORDER
   A. Roll Call
         <u>Board of Education Members</u>
         Laurie Lieberman – President   Maria Leon-Vazquez
         Ralph Mechur – Vice President
         Jose Escarce   Richard Tahvildaran-Jesswein
         Oscar de la Torre   Craig Foster

   B. Pledge of Allegiance
         Led by Mr. de la Torre

II.   BOARD AND SUPERINTENDENT RETREAT
         The Co-Interim Superintendents will facilitate a discussion with the Board of Education about its role in leading the district's implementation of the Excellence through Equity initiative. This retreat is the first of four during the school year.

         ★★★★★   ★★★★★   ★★★★★   ★★★★★   ★★★★★   ★★★★★

         Dr. Rousseau's presentation is attached to these minutes.

         Following discussion and interactive activities, it was determined that staff will compile the input from the board and provide feedback during the superintendent's report at the September 1, 2016, board meeting. This will provide the beginning of a framework that will guide the district's work in implementing excellence through equity.

III.   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 "VIII. 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. If the number of persons wishing to address the Board of Education exceeds the time limit, additional time will be provided in **Section XVI. CONTINUATION OF PUBLIC COMMENTS.**

IV.   ADJOURNMENT

It was moved by Mr. Mechur, seconded by Mr. Foster, and voted 7/0 to adjourn the meeting at 7:45 p.m. The next regular meeting is scheduled for **Thursday, September 1, 2016,** in the **District Administrative Offices**: 1651 16th Street, Santa Monica, CA.

Approved: _9-22-16_

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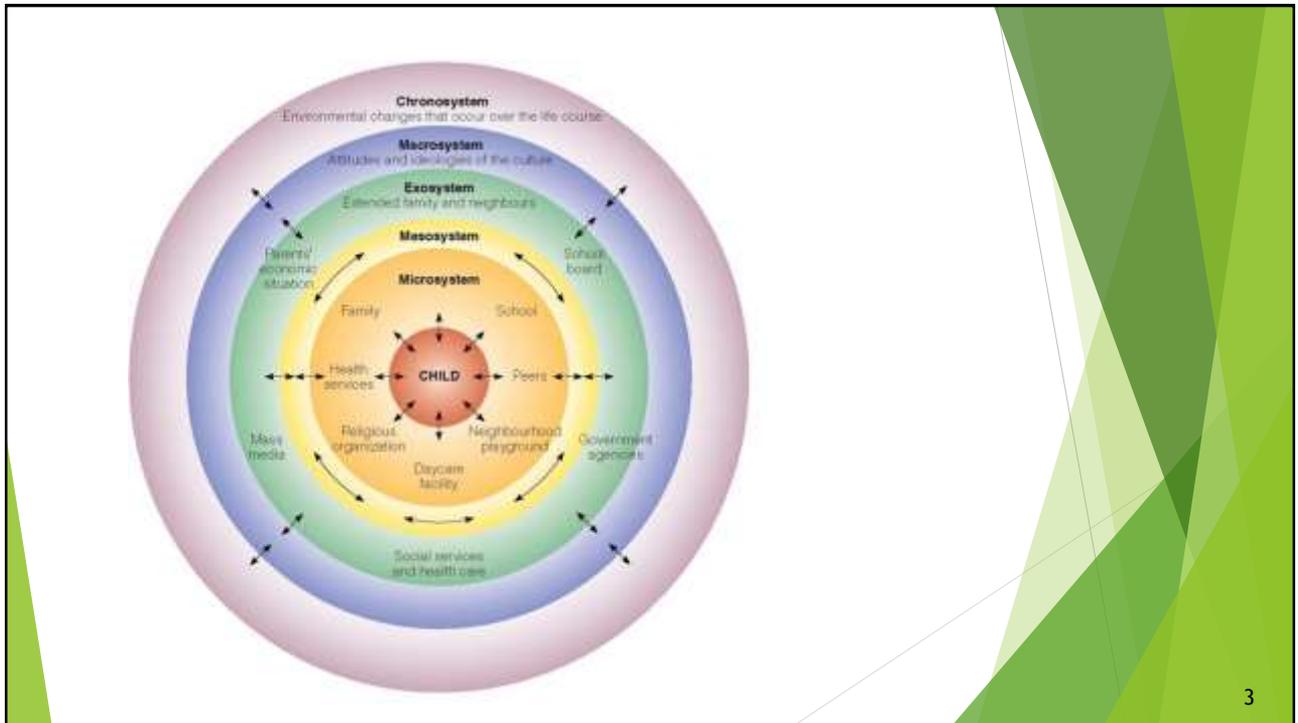President

_____
Superintendent

SMMUSD BOARD RETREAT

AUGUST 24, 2016

Facilitated by Dr. Sylvia G. Rousseau, Co-Interim Superintendent
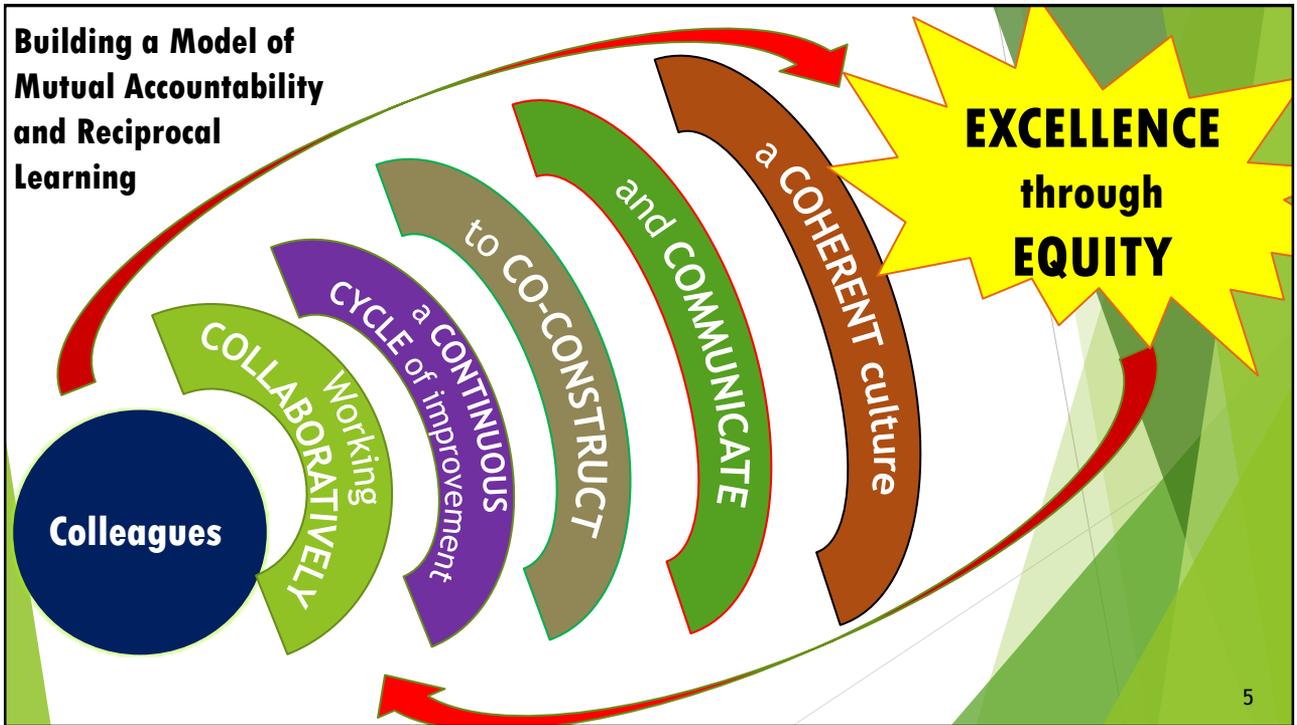
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School Board Leading the Way

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School Districts – Large Complex Systems

► Large, complex systems are inherently resistant to change without careful planning and strong implementation.

► The changes cannot be isolated; "improvement doesn't mean doing one thing exceedingly well, it is doing many aligned things well."

► Systemic change requires all elements of the system to be interconnected and involved, day after day.

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Building a Model of Mutual Accountability and Reciprocal Learning

Colleagues

Working COLLABORATIVELY

a CONTINUOUS CYCLE of improvement

to CO-CONSTRUCT

and COMMUNICATE

a COHERENT culture

EXCELLENCE through EQUITY

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Systems Alignment

▶ Effective boards focus on systemic alignment to ensure that all aspects of district operations are pursuing the same goals in a coherent manner.

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A culture of continuous learning

▶ Boards maximize the performance of educators by creating a <u>culture of continuous learning</u> at all levels.

▶ The board creates and sustains dedicated time and <u>space for collaborative learning</u>.

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A LOGIC MODEL TEMPLATE TO USE
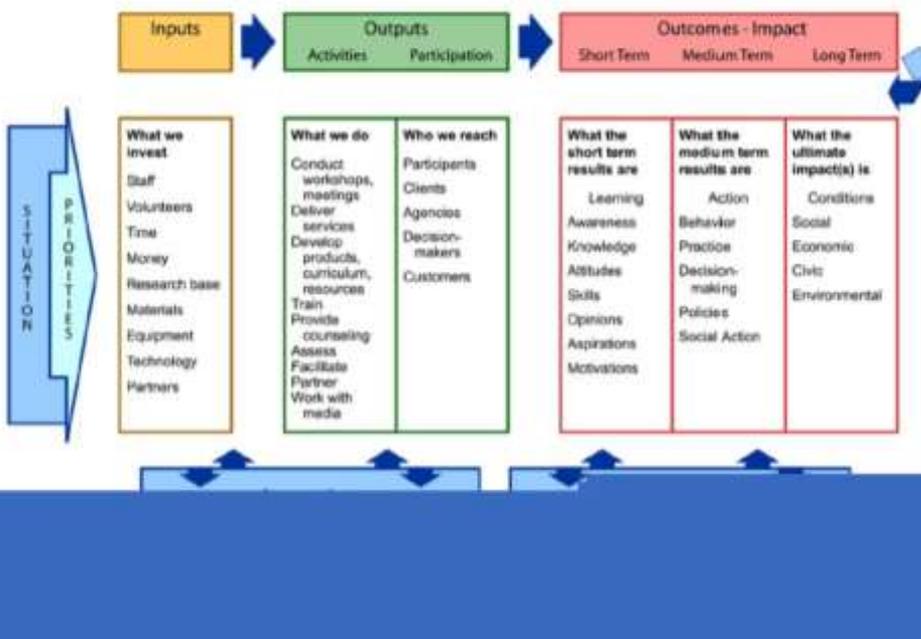
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Measuring Outcomes for 2016-17 Priorities
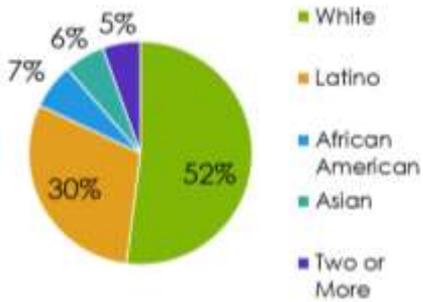
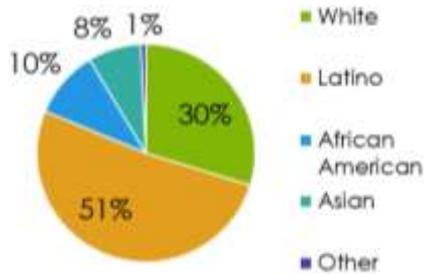| Short Term	Medium Term	Long Term

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The Situation:
Noguera Findings

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Santa Monica-Malibu USD Student Demographics

- TK-12
- Preschool

TK-12
- White 52%
- Latino 30%
- African American 7%
- Asian 6%
- Two or More 5%

Preschool
- White 30%
- Latino 51%
- African American 10%
- Asian 8%
- Other 1%

from Dr. Noguera's report

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Socioeconomic Status (SED) by Race/Ethnicity

White: 8% / 92%
Latino: 60% / 40%
African American: 57% / 43%
Asian: 10% / 90%
Two of More: 14% / 86%

29% of all SMMUSD students are SED.

- Socioeconomically Disadvantaged
- Not Socioeconomically Disadvantaged
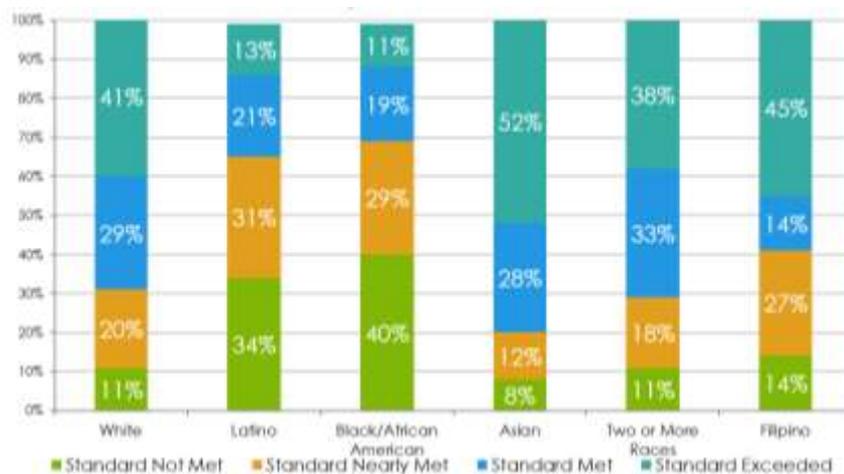
from Dr. Noguera's report

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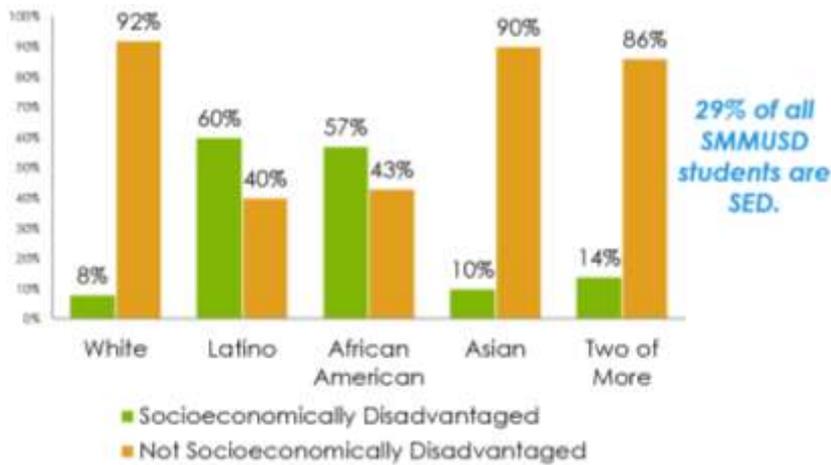
ELA Performance by Race/Ethnicity
(CAASPP 2014-15)
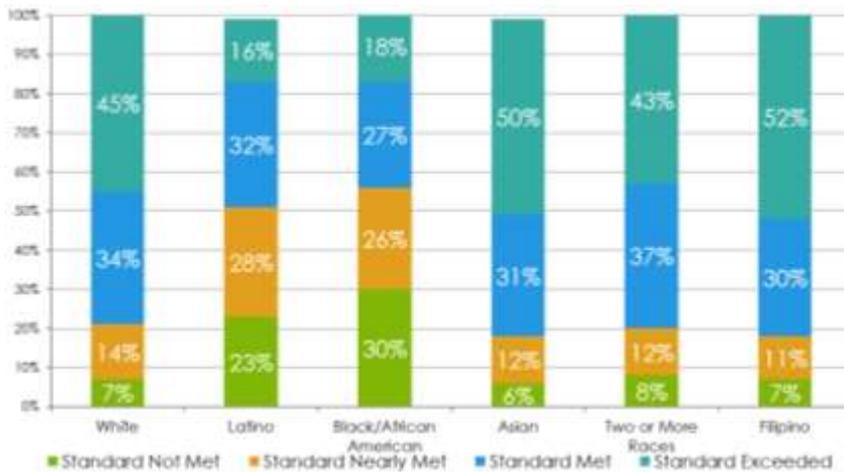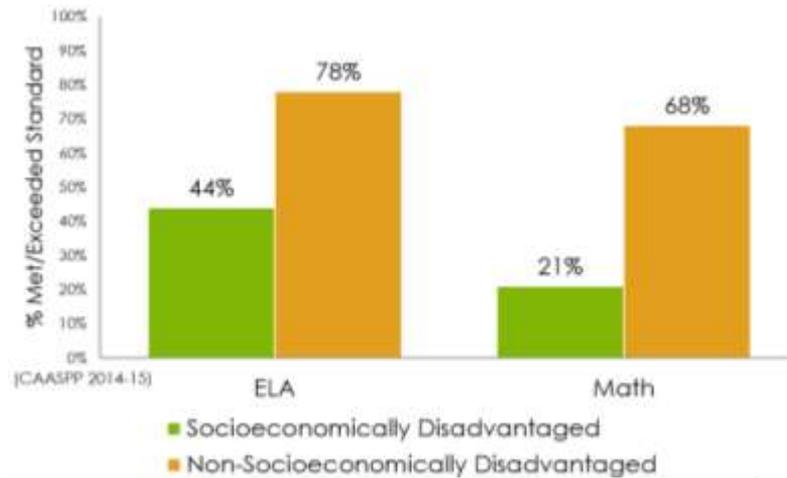

from Dr. Noguera's report

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Math Performance by Race/Ethnicity
(CAASPP 2014-15)
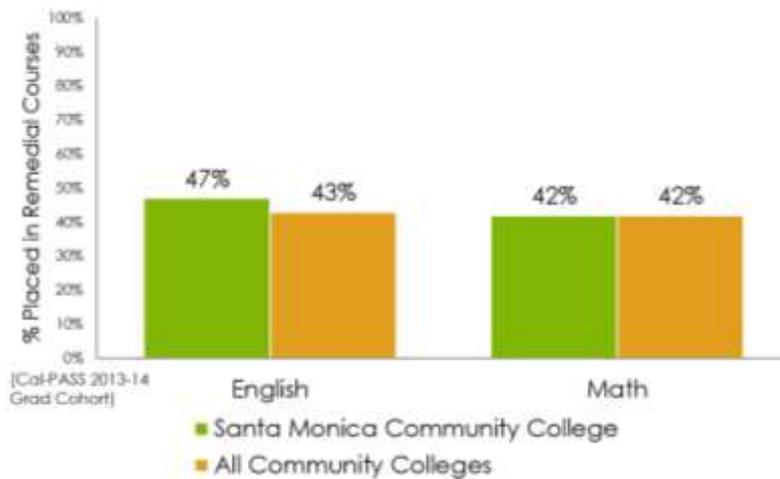

from Dr. Noguera's report

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Students That Met/Exceeded Standard: Math & ELA, by SED

from Dr. Noguera's report

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Students Placed Into Remedial English & Math

from Dr. Noguera's report

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Central Leadership

▶ Leaders have <u>not sufficiently measured & evaluated the implementation of initiatives</u> to gauge impact and adjust course in a timely manner when needed

▶ A shared understanding of the meaning of equity or <u>how an equity agenda should be implemented has not been established</u>.

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Constraints Contribute to Perpetuation of Status Quo

▶ Capacity building efforts are not coherent

▶ Content does not consistently reach all teachers

▶ Leadership turnover - lack of sustained strategies

▶ Political distractions

▶ Lack of public will

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District

▶ Frequent changes in leadership have contributed to a lack of follow-through and evaluation and a high degree of cynicism, resulting in:

▶ Lack of consistent implementation of systems, structures, processes and practices, which contribute to inconsistent and varied expectations for learning and teaching

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Findings: District

▶ There is misunderstanding of what autonomy means and a tendency to adopt oppositional stances toward district strategies

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Findings: Central Leadership

▶ **Some promising initiatives have not been well implemented**:
  - ▶ Communication not effective
  - ▶ Coherence with district goals not made clear

▶ **Need to identify and monitor these promising initiatives as the INPUTS we have for meeting priorities**

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Findings: Learning & Teaching

▶ **Widely shared perception that underperformance, particularly among SED and English Learners, is due to family circumstances prevents some from finding ways to meet the learning needs of all students.**

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Ensure Fidelity in Implementation of Initiatives

▶ Develop tools for measuring the effectiveness of initiatives with stakeholders and use them to build capacity, buy-in, and ensure clear understanding of goals

▶ Utilize data systems to monitor the effectiveness of initiatives

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Essential Elements for School Improvement

▶ What must our internal accountability processes be like to ensure continuous development of the professional capacity of staff?

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Recommendations: School Board

- ▶ School board must establish clear priorities and goals related to equity and the implementation of strategies to improve learning and teaching.
- ▶ It must hold itself accountable for following through and maintaining the focus on its own goals.
- ▶ There must be a clear directive from the board enabling the district's central staff to carry out their plans without distraction.
- ▶ This should include a specific requirement that principals be supported to devote a significant portion of their time to the development and improvement of learning and teaching.

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Board Roles and Responsibilities

- ▶ Set priorities
- ▶ Make policy and align policies
- ▶ Set clear expectations
- ▶ Create an accountability framework

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Aligning policies

▶ The board's strategic direction includes creating and <u>improving district structures through policies</u> that drive district operations and performance.

▶ Effective school boards spend less time on operational issues and more time focused on policies to improve student achievement.

<div align="right">from California School Board Association</div>

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Clarifying expectations for outcomes

▶ <u>Boards use data to define what must change and to measure if and to what extent change has been achieved</u>.

▶ In districts making significant progress, <u>board members received a variety of information</u> that allowed the board to identify student needs and to set goals based on the data.

<div align="right">from California School Board Association</div>

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An Accountability Framework

▶ **Accountability as shared responsibility**

▶ Effective boards establish districtwide <u>accountability systems to evaluate all systems</u>

▶ Effective <u>boards hold themselves accountable</u> periodically evaluating their own performance in relation to governance functions, monitoring progress toward board performance goals, and evaluating the effectiveness of board meetings.

from California School Board Association

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Accountability Framework: Accountability as a Cycle.

▶ <u>Accountability is not an annual event; it is an ongoing cycle of reporting and review.</u>

▶ Boards work with superintendents to determine how frequently data should be provided, and these reports are embedded into the board's regular meetings.

from California School Board Association

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District Performance

▶ <u>The school board has the ultimate authority and responsibility for establishing and monitoring key indicators of success.</u>

▶ Specifically, effective boards use <u>quantitative and qualitative data</u>

▶ **Without clear expectations, professional staff has no way of knowing which information will be considered most important by the board.**

from California School Board Assoc.

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Setting Policy

▶ A majority of district policies are often driven by changes in state law. However, boards can also create policies to drive change. These reform policies are proactive; they are designed to make significant changes in the district.

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Focus on the Right Questions

► We should ask:

  ► How can we get our students motivated and excited about learning?

  ► How do we prepare our students to be independent learners? What will they need to know to be successful in this community/country?

  ► How will we make what we teach relevant and meaningful to students?

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