

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

May 20, 2008

The Santa Monica-Malibu Unified School District Board of Education held a workshop on Tuesday, May 20, 2008, in the District Administrative Offices: 1651 16th Street, Santa Monica, CA. Because there was not a quorum initially, board members who were present heard an informal study session in the Board Room at the District Offices at 4:15 p.m. At 4:39 p.m., a quorum became present, and the meeting was officially called to order.

I CALL TO ORDER

A. Roll Call – Board of Education

Oscar de la Torre – *excused*

Jose Escarcé – *excused*

Maria Leon-Vazquez – *arrived at 4:39pm*

Ralph Mechur

Kelly Pye

Barry Snell

Kathy Wisnicki – *excused*

B. Pledge of Allegiance

Led by Ms. Leon-Vazquez.

II Informational Workshop

Districtwide Literacy Programs and Interventions – *Follow Up to 02/26/08*

On February 26, 2008, the Educational Services Department held an information workshop for the board regarding districtwide efforts to improve literacy. That session addressed: 1) a review of the achievement data, 2) the K-8 standards-based core curriculum, 3) supplemental and intervention programs and services, 4) promising practices, challenges, and innovative practices for differentiated instruction, and 5) recommendations. As a result of that February workshop, the board requested that staff return with a follow up plan for the implementation of literacy interventions, with a specific focus on Early Education Literacy and Reading Specialists. The plan will show the current level of utilization of Literacy/Reading Specialists, estimated costs based on suggested formulas, and cost implications.

Ms. Maureen Bradford (Director of Assessment, Research, and Evaluation) from the Educational Services Department will present to the Board of Education.

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Ms. Bradford presented data regarding all elementary and middle school students scoring “not proficient” in English Language Arts, the number of students at Title I schools scoring “proficient” in English Language Arts, the number of site-funded reading teacher positions at elementary and middle schools, and additional FTEs and cost implications needed to meet the needs at elementary and middle schools. She clarified that SMMUSD’s scores surpass the CA state averages. The board requested staff to extract the “Basic,” “Below Basic,” and “Far Below Basic” data out of the “Not Proficient” category in order to determine the number of students with the greatest need.

Superintendent Talarico said that to meet the financial requirements of the proposed additional FTEs, the district would have to make budget cuts in other areas. Ms. Talarico commented that the effectiveness of a reading intervention program relies, for the most part, on the expertise of the classroom instructor. She said that if the funding from the PTA and

the Equity Fund were removed from literacy support, the district would have to fund an additional \$1.3 million for the whole proposed literacy program. She recommended reassigning reading specialists to the schools that demonstrate the greatest need, and not necessarily limited to elementary schools. Ms. Bradford explained to the board that retaining intervention teachers can be difficult, given the extended workday necessary for the intervention programs.

Board Member Pye inquired about the Read180 program. Dr. Chou explained that the district has also implemented a different program called Achieve3000 at five schools, including four Title I schools and SMASH. She said that in just six months, students have shown significant gains. She added that over fifty percent of the students used the Achieve 3000 program after school, on the weekends, and during holidays. Ms. Talarico said the next step would be to see how the students perform on the standardized tests.

The board was interested in methods for increasing teacher skills as reading specialists. Staff said they would provide the board with information regarding credential requirements for teaching reading. Ms. Pye suggested that staff investigate a possible state-funded morning intervention program. She requested information regarding the number of staff providing literacy instruction at each site and the funding source for each position.

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 "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 20 minutes.

- *Rochelle Lewis-Fanali, Jon Kean, Rebecca Kennerly, Lee Jones, and Sylvia Mendoza-Johnson, members of the community, addressed the board regarding this workshop topic.*

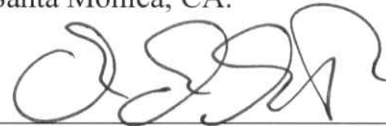
IV ADJOURNMENT

It was moved by Ms. Pye, seconded by Mr. Mechur, and voted 4/0 (Mr. de la Torre, Dr. Escarce, and Dr. Wisnicki were absent) to adjourn the meeting at 6:27 p.m. The next meeting will be a board retreat scheduled for **Thursday, May 22, 2008, at 4:00 p.m.** in the **District Administrative Offices: 1651 16th St., Santa Monica, CA.**

Approved: _____

6/5/08

President



Superintendent



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 Ch. 3 every Saturday at 8pm.

ATTACHMENTS

ATTACHED IS THE FOLLOWING DOCUMENT:

- Document: "Follow Up to Board Study Session: K-8 Literacy and Intervention Programs"

Follow Up to Board Study Session: K – 8 Literacy and Intervention Programs

Following the February 26th Board Study Session on K – 8 literacy and intervention programs, Ed Services was asked to present a number of scenarios in order to explore district-funded, or a combination of district-funded and site-funded reading specialist positions. The following information is provided to assist in determining the number of FTEs that would be needed to serve students who are struggling to attain proficiency in English Language Arts. Also included is a suggested framework for the role of district-funded reading teachers, along with sample weekly schedules. **These are just initial proposals that will need greater input and development from site principals and district literacy specialists, should the board desire to move forward.**

Site Needs for Elementary and Middle School Reading Specialists

Table 1 demonstrates the existing need at each elementary site, based on the number of students performing at the Basic, Below Basic or Far Below Basic levels. For Kindergarten, proficiency levels are based on the Spring Emerging Literacy Survey. For first grade, proficiency levels are based on the Houghton Mifflin Summative assessment. For grades two, three, four and five, proficiency levels are based on the California Standards Tests.

In addition to looking at raw numbers of students, it is important to keep in mind the percentage of struggling students relevant to the school population as a whole (Based on October 2006 CBEDS). Schools with higher percentages may feel an increased impact in the make-up of classrooms, pacing of instruction, and need for differentiation of instruction.

Table 1. Elementary schools' demonstrated need, based on Spring 2007 English Language Arts Data: Number of students scoring "not proficient" (Basic, Below Basic and Far Below Basic)

Grade Level	K	1	2	3	4	5	Total	% of School
Rogers	23	29	39	55	49	34	229	41%
Edison*	7	34	37	40	19	24	161	40%
Muir	7	7	16	28	24	22	104	34%
McKinley	21	7	17	32	24	24	125	32%
Grant	17	20	29	55	26	43	190	29%
Cabrillo	7	6	15	23	17	13	81	29%
SMASH**	N/A	N/A	3	9	5	11	52	27%
Webster	7	4	5	14	15	21	66	16%
Point Dume	8	7	14	12	4	2	47	16%
Franklin	14	9	27	35	13	24	122	15%
Roosevelt	14	7	25	27	16	13	102	14%

*For Edison Kindergarten proficiency levels are based on the Emerging Literacy Survey in Spanish. For Edison first graders, proficiency levels are based on Running Record Levels in Spanish.

** SMASH K-1 students do not participate in the ELS or HM Summative assessments. SMASH's total includes 24 students in grades 6, 7 and 8.

Table 2 provides the percent proficient for each of the schools that receive federal funding through Title I of the No Child Left Behind Act. These schools, in particular, must pay close attention to meeting NCLB's Annual Measurable Objectives for the school overall, as well as numerically significant groups of students. For 2009, the AMO for English Language Arts is set at 46%. Rogers, Edison and Muir each have groups of students that will need to make significant progress by 2009 in order to meet Annual Measurable Objectives.

Table 2. Title I schools' demonstrated need, based on Spring 2007 CSTs: Percent of students scoring proficient in English Language Arts, compared to AMOs for 2007, 2008, and 2009

School	Numerically Significant Groups	Percent Proficient	2007 AMO	2008 AMO	2009 AMO
Rogers	School as a Whole	46.2	24.4	35.2	46
	Latino	33.5	24.4	35.2	46
	White	76.1	24.4	35.2	46
	Economically Disadvantaged	29.4	24.4	35.2	46
	English Learners	26.5	24.4	35.2	46
	Students with Disabilities	14.8	24.4	35.2	46
Edison	School as a Whole	50	24.4	35.2	46
	Latino	39.1	24.4	35.2	46
	White	83.7	24.4	35.2	46
	Economically Disadvantaged	30.9	24.4	35.2	46
	English Learners	31.8	24.4	35.2	46
Muir	School as a Whole	58.2	24.4	35.2	46
	Latino	40.6	24.4	35.2	46
	White	68.4	24.4	35.2	46
	Economically Disadvantaged	47.6	24.4	35.2	46
McKinley	School as a Whole	64.5	24.4	35.2	46
	Latino	46.6	24.4	35.2	46
	White	81.3	24.4	35.2	46
	Economically Disadvantaged	53.6	24.4	35.2	46
	English Learners	58.7	24.4	35.2	46

Table 3 demonstrates need at each of the middle schools, based on the numbers of students who scored at the Basic, Below Basic or Far Below Basic levels on the Spring 2007 California Standards Tests in English Language Arts. Again, the raw numbers are presented as well as the percentage of the total school population that these numbers represent.

Table 3. Middle schools' demonstrated need, based on Spring 2007 English Language Arts Data: Number of students scoring Basic, Below Basic or Far Below Basic.

Grade Level	6	7	8	Total	% of School
JAMS	164	143	188	495	47%
Malibu	42	49	60	151	30%
Lincoln	98	94	112	304	25%

Site Funded Positions Currently in Place

In preparation for the Board Study Session, principals were asked to provide information on reading teacher positions currently being funded with their site funds (categorical, Equity, PTA/Booster). These are shown below in Table 4. Many of these positions are filled with a number of part-time teachers, paid at the teacher hourly rate, rather than full salaried individuals.

Table 4. Site-funded reading teacher positions at elementary and middle schools

School	Positions	Funding
Cabrillo	Volunteers Only	N/A
Edison	0.5 FTE	Title I
Franklin	0.8 FTE	PTA and Equity
Grant	0.4 FTE	PTA and Equity
McKinley	0.5 FTE	Title I and Equity (additional 1.0 FTE funded by district to serve Special Education)
Muir	0.8 FTE	Title I, PTA, Equity (additional 0.2 FTE is funded for EL services from district EIA-LEP funds)
Point Dume	1.5 FTE	PTA, Equity and School and Library Improvement Block Grant (SLIBG)
Rogers	0.75 FTE	Equity
Roosevelt	1.5 FTE	PTA
SMASH	Volunteers Only	N/A
Webster	0.75 FTE	SLIBG and Equity
JAMS	Literacy Support Sections	Special Education
Lincoln	2 Literacy Support Sections 2 Literacy Support Sections	General Funds Special Education
Malibu	Literacy Support Sections	Special Education

In order to determine additional FTEs needed to meet student needs, several factors are considered: the number of students at the Basic, Below Basic and Far Below Basic levels, the percentage of the school for this group, the additional pressures to meet AMOs for schools receiving Title I funds, and the existing site funded FTEs. Table 5 provides this information along with a cost estimate for providing district support for elementary schools. Table 6 provides information along with a cost estimate to adding sections for additional Reading Support classes. Need is based on the number of students who are Below Basic and Far Below Basic.

Table 5. Additional FTEs needed to meet needs at elementary schools.

	2007 # of students not proficient	% of school	Current Site funded FTEs	Additional FTEs Needed	Proposed Total FTEs	Teacher Caseload
Rogers	229	41%	0.75	1.25	2	115: 1
Edison	161	40%	0.5	1	1.5	107: 1
Muir	104	34%	0.8	0.2	1	104: 1
McKinley	125	32%	0.5	0.5	1	125: 1
Grant	190	29%	0.5	1	1.5	126: 1
Cabrillo	81	29%	0	.8	.8	81: 0.8
SMASH	52	27%	0	.5	.5	52: 0.5
Webster	66	16%	0.4	0	0.4	66: 0.4
Pt Dume	47	16%	1.5	0	1.5	31: 1
Franklin	122	15%	.8	0	0.8	122: 0.8
Roosevelt	102	14%	1.5	0	1.5	68: 1
Total 5.25 Additional FTEs @ \$80,000 = \$420,000						

Table 6. Additional FTEs needed to meet needs at middle schools

	Total # of 1s and 2s	% of School	# of Non Special Ed Reading Support Sections	Additional Reading Support Sections	Proposed Total Reading Support Sections	Proposed Total FTEs*	Teacher Caseload
JAMS	213	20%	0	8	8	2	107: 1
Malibu	45	9%	0	2	2	0.4	45: 0.4
Lincoln	90	8%	2	2	4	0.8	90: 0.8
Total 3.2 Additional FTEs @ \$80,000 = \$256,000							

Additional Potential Costs

The \$80,000 per FTE is an estimate and could be higher or lower depending on the seniority of teachers that fill the positions. Also, many of the existing positions at the elementary schools currently are funded for teacher hourly rates, rather than full time salary and benefits. Sites may not have enough local funds to cover their percentage of FTEs for full salaried positions. Additional materials (leveled books, for example) and research-based software programs, such as Read 180 would add to the cost. Lottery funds could be used to provide these materials if they are standards-aligned.

Proposed Duties for Elementary Reading Specialist Teachers

At the elementary level, we are proposing three primary duties for the reading specialist teachers. These were discussed briefly during the Board Study Session and are here described in greater detail. Again, these are initial proposals that will need greater input and development from site principals and district literacy specialists, should the board desire to move forward.

First and foremost, the role of the reading specialist would be to provide direct instruction to students identified as Below and Far Below Basic in Reading. This is accomplished largely through small group (five students or less) instruction, either inside the classroom or on a pull-out basis. Groups are formed based on students' reading levels and specific academic needs. At six to twelve-week intervals, pull out groups are reconstituted with some students moving out and some students in. At six to twelve week intervals (or at the end of units of instruction), push in group support is rotated to different classrooms. Students performing at the Basic level may also be seen on a short-term basis either by the reading specialist or by instructional aides working under her direction.

The reading specialist regularly assesses students' phonemic skills, decoding, fluency and comprehension using a variety of formative assessments, one-on-one observation and conferencing. He/she selects appropriately leveled reading materials for students. He/she provides direct instruction in specific reading and metacognitive strategies and may provide additional support through pre-teaching or re-teaching of classroom lessons.

A secondary role for the reading specialist teacher would be to provide professional development, consultation and resources for the rest of the school staff. Under the direction of site administrators and Ed Services coordinators, the reading specialist teacher helps to plan and lead staff development in literacy instruction, specific instructional strategies and differentiated instruction. The reading specialist provides this professional development at whole staff meetings and/or in grade level team meetings during banked time. The reading specialist also provides training and support for instructional aides who work one-on-one with individual students. The reading specialist consults regularly with classroom teachers about student progress. In addition, she facilitates Lesson Link cycles and Academic Conferences to develop literacy lessons that differentiate instruction.

A third role for the reading specialist would be to coordinate programs for intervention at the school. These include during the day rotations, tutoring by instructional aides and/or volunteers and after school programs. Coordination duties include identifying students, communicating with parents, consulting with classroom teachers and site administrators, collecting data and monitoring student progress. For after school programs, the reading specialist will monitor student attendance and substitute for absent teachers as needed.

Proposed Duties for Middle School Reading Support Teachers

At the middle school level, Below Basic and Far Below Basic students are scheduled into a Reading Support class in addition to their Language Arts period. Reading Support teachers' primary role would be to provide targeted, differentiated instruction for students in these sections, using leveled reading materials and, where appropriate, technology-based materials. Teachers regularly assess students' decoding, fluency, vocabulary and comprehension using a variety of formative assessments, one-on-one observation and conferencing. Teachers select appropriately leveled reading materials for students and provide direct instruction in specific reading comprehension and metacognitive strategies.

A secondary role for the reading support teacher would be to provide professional development, consultation and resources for the rest of the school staff. Under the direction of site administrators and Ed Services coordinators, the reading support helps to plan and lead staff development in literacy instruction, specific instructional strategies and differentiated instruction. The reading support teacher provides this professional development at whole staff meetings and/or in department, team or core meetings during banked time.. The reading support teacher consults regularly with English teachers about student progress. In addition, she facilitates Lesson Link cycles and Academic Conferences to develop literacy lessons that differentiate instruction.

The reading support teacher would also coordinate programs for after school intervention. Coordination duties include identifying students, communicating with parents, consulting with English teachers and site administrators, collecting data and monitoring student progress. The reading support teacher will monitor student attendance in after school intervention programs and substitute for absent teachers as needed.

District Support for Elementary Reading Specialist Teachers and Middle School Reading Support Sections

On a monthly basis, reading specialists and reading support teachers would meet with Ed Services staff for on-going professional development and collaborative planning. As part of this collaborative time, teachers would engage in data analysis, problem solving and program evaluation. This time would be built into teachers' monthly schedules. Sample schedules for elementary reading specialists and middle school reading support teachers are provided on the following pages.

**Sample Schedule for Full Time Elementary Reading Specialist
(Workday 9:00 – 4:00 four days and 8:00 – 3:00 one day)**

	Monday - Thursday	Friday*
8:00 – 9:00		PD and consultation*
9:00 – 9:45	Upper Grade Rm 1	
9:45 – 10:00	Prep and Consultation	Prep and Consultation
10:00 – 10:45	Upper Grade Rm 2	Individual Assessments
10:45 – 11:00	Prep and Consultation	Consultation with site administrator
11:00 – 11:45	Upper Grade Rm 3	Individual Assessments
11:45 – 12:30	Lunch	Lunch
12:30 – 1:00	Primary Pullout 1	Individual Assessments
1:10 – 1:40	Primary Pullout 2	
1:50 – 2:20	Primary Pullout 3	Program Coordination**
2:30 – 3:00	Planning and Prep	
3:00 – 4:00	After School Programs**	

*Description of Friday (or whatever day school has banked time) duties:

- PD during banked time includes joining or leading whole staff development sessions once a month, working with grade level teams once or twice a month, conferring with individual teachers once or twice a month.
- Prep and consultation includes informal conversation with teachers before and after classroom rotations, travel and transition time between classrooms, gathering/setting up materials as needed, and weekly meetings with site administrator
- Program coordination includes data collection, documentation, parent communication, and consultation with site admin; also includes a monthly district meeting for on-going training, data analysis and program evaluation

**After School Program Coordination duties:

- Monitoring student attendance
- Substituting for absent teachers
- Parent communication
- Assistance with materials/resources
- Data collection

**Sample Schedule for Full Time Middle School Reading Support Teacher
(Workday 9:00 – 4:00 four days and 8:00 – 3:00 one day)**

	Monday - Friday	Late Start Friday*
Period 1		PD and Consultation
Period 2	Reading Support Class 1	
Period 3	Reading Support Class 2	
Period 4	Reading Support Class 3	
Period 5	Prep	
Period 6	Reading Support Class 4 (Read 180)	
3:00 – 4:00	Coordination of After School Programs	

- PD during banked time includes joining or leading whole staff development sessions once a month, working with departments, cores or teams once or twice a month, conferring with individual teachers once or twice a month.
- Program coordination includes data collection, documentation, parent communication, and consultation with site admin; also includes a monthly district meeting for on-going training, data analysis and program evaluation
- After School Program Coordination includes monitoring of student attendance, parent communication, substituting for absent teachers, assistance with materials/resources, data collection