

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

May 2, 2011

A special meeting of the Santa Monica-Malibu Unified School District Board of Education was held on Monday, May 2, 2011, in the District Administrative Offices: 1651 16th Street, Santa Monica, CA. The Board of Education called the meeting to order at 6:18 p.m. in the Board Room.

I CALL TO ORDER

A. Roll Call – Board of Education

Jose Escarce

Ben Allen – *left at 7:30pm*

Oscar de la Torre – *excused absence*

Maria Leon-Vazquez

Laurie Lieberman

Ralph Mechur – *excused absence*

Nimish Patel

B. Pledge of Allegiance

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 – Lincoln Pathway and Malibu Pathway 1-4

IV CLOSED SESSION

*Underlined item
is from the
addendum*

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

There was no action to report out of closed session.

V ADJOURNMENT

It was moved by Ms. Leon-Vazquez, seconded by Ms. Lieberman and voted 4/0 (Mr. Allen, Mr. de la Torre, and Mr. Mechur were absent) to adjourn to closed session at 8:53 p.m. Closed session adjourned at 9:18 p.m. The next regular meeting will be held on **Thursday, May 5, 2011, at 6:00pm** in the Malibu City Council Chambers: 23815 Stuart Ranch Road, Malibu, CA.

Approved: 5/19/11



President



Superintendent

DISCUSSION ITEMS

TO: BOARD OF EDUCATION

DISCUSSION

05/02/11

FROM: TIM CUNEO / CHIUNG-SALLY CHOU

RE: PATHWAY PRESENTATIONS – LINCOLN PATHWAY AND MALIBU PATHWAY

DISCUSSION ITEM NO. D.01

As last year, reports to the Board by the school sites will 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 Lincoln and Malibu pathways will present at the May 2 special meeting, and the John Adams pathway and alternative education will present at the May 9 meeting.

The presentations for both the Lincoln MS and Malibu HS pathways can be found under Attachments at the end of these minutes. Dr. Chou introduced the pathway presentation planning process and principals.

Lincoln Middle School Pathway

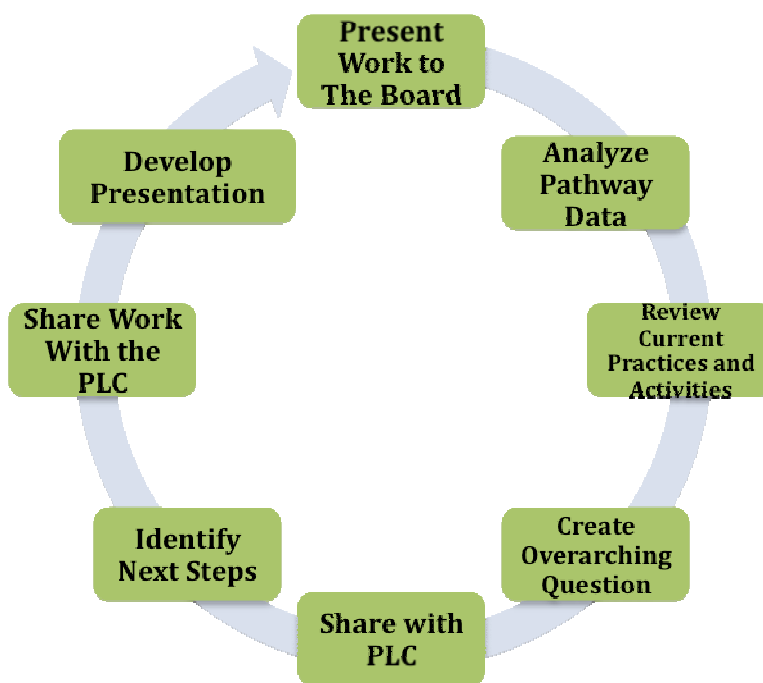
Ms. Leon-Vazquez asked how middle schools attempt to achieve the same nurturing environment often associated with elementary schools. She also asked how knowledge of students' needs are passed from elementary to middle schools. Ms. Webb answered that middle school counselors visit the fifth graders and fifth grade teachers to gather this information. Similarly, eighth grade counselors pass their student knowledge onto the high school advisors. Dr. Pedroza added that there are three main questions the high school asks with each incoming ninth grade class: 1) Which students are struggling and what are their key weak areas, 2) What specific instructional approaches have been successful with those students, and 3) How willing are the administrators to provide time for the development, implementation, and monitoring of these strategies?

Malibu High School Pathway

Dr. Escarce asked if incoming sixth graders are concerned about being on the same campus with high schoolers. Dr. Kelly said some sixth graders can be a little nervous the first couple days, but then they are fine. Mr. Cott added that having the existing sixth graders come and speak to the fifth graders helps to alleviate many of these transition fears. Mr. Patel asked if there are opportunities for pathways to communicate and the role of distance learning. Ms. Kim

said there many opportunities for principals to collaborate, and that the upcoming common core standards could provide opportunities for professional development among the pathways. She added that one component of the new Strategic Plan addresses the integration of technology into student learning and staff professional development. Mr. Cott remarked that the new superintendent would need to guide such cross-district collaboration, as Mr. Cuneo has. Ms. Leon-Vazquez asked what is being done to help students in the specific subgroups achieve. Ms. Kim replied that because the Malibu schools are very small, individual student needs are determined and Response to Intervention strategies are implemented early, so if a student is referred for a Special Education assessment it is after several learning techniques have already been tried. Mr. Yates added that community liaison Yalile Pieper does an excellent job communicating the needs of specific students and families and the school sites.

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 May 2 and 9. Two pathways will present at the May 2nd session, and the third pathway and alternative education will present at the May 19th 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: "Lincoln Pathway"
- Presentation: "Malibu Pathway"



Lincoln Pathway

Franklin Elementary

McKinley Elementary

Roosevelt Elementary

Lincoln Middle School

Santa Monica High School

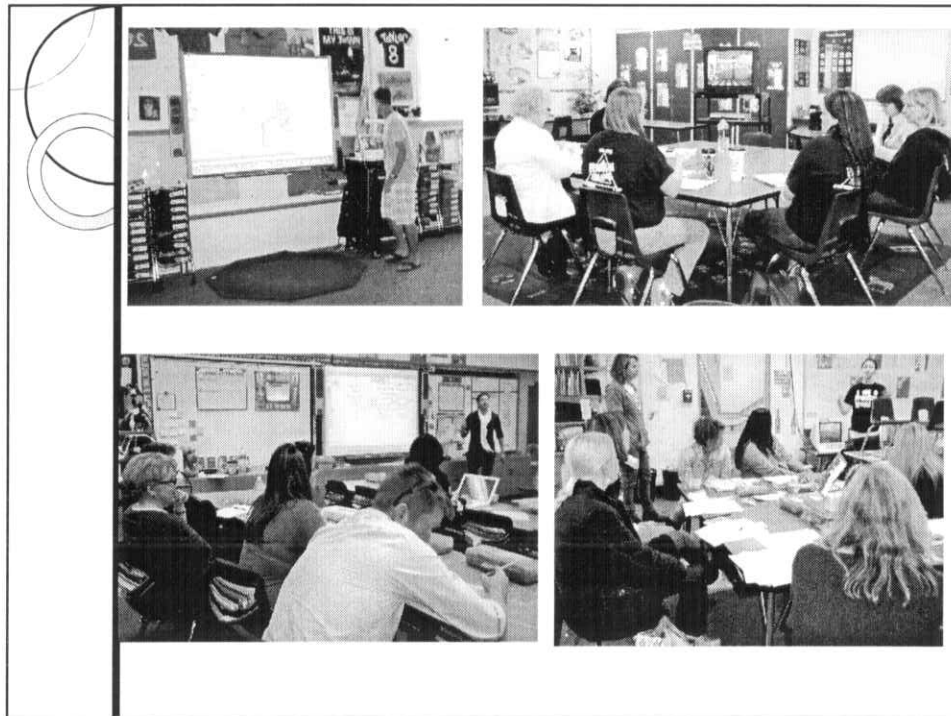
Alternative Education



Big Picture – Common Themes

Single Plan for Student Achievement (SPSA) Goals

- Increase Math and English Language Arts (ELA) Proficiency
- Focus on writing proficiency across the curriculum
- Increase site-based teacher leadership and professional expertise



Promoting Excellence

- **Curriculum & Instruction**
 - **District writing framework**
 - **Literacy intervention programs**
 - **Strengthening content knowledge and effective instructional practices**



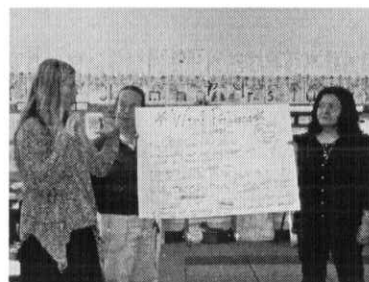
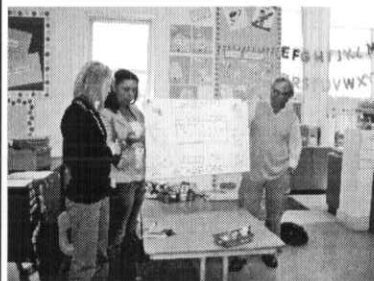
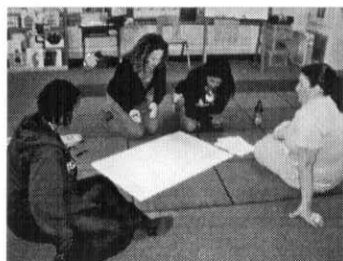
Strengthening Talent at Every Level

- **Professional Development**
 - **Cognitively Guided Instruction and Pictorial Math**
 - **Lesson Link, Learning Walks, and Academic Conferences**
 - **Integration of technology**



Natalie to put video here

Academic Link Model



Nurturing Collaborative Partnerships

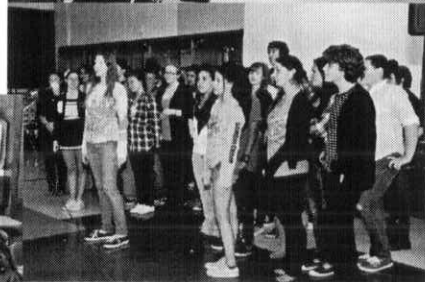
- Principals Learning Walk at Lincoln (Nov 2010) & Samohi (Feb 2011) & McKinley (June 2011)
- Secondary math department chairs LW at Lincoln (Feb 2011)
- Pathway math teacher articulation (Feb 2011)
- Pictorial math training (over last 3 years)
- Instructional Leadership Team (ILT) observations across pathway (year long)
- Lincoln outreach to pathway schools (Feb/Mar 2011)
- Pre-K/K articulation (March 2011)

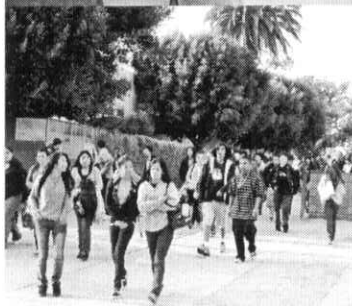
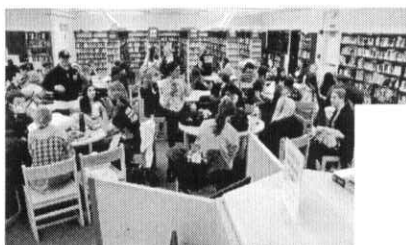
Teacher Feedback from Lincoln Pathway Math Articulation

- "I have a much more clear understanding of the work being done at the middle and elementary schools."
- **"Valuable to hear that 6th grade teachers care more about students coming in with an understanding and an ability to solve a problem correctly and not just know the algorithm."**
- "I plan to use the common assessment from middle school to help me understand what my expectations should be at the high school."
- **We still need to "continue discussing quantity vs quality of homework".**
- "Placement criteria is working."
- **"curious to know about the mentality of students when they take the CST and do they understand what happens with the results?"**

Articulation for Matriculation

- Lincoln panel presented to Elementary PTA groups
- 5th grade students visit Lincoln
- 5th/6th grade forum with teachers & students
- 5th grade parents visit Lincoln
- Samohi panel presented to Lincoln PTSA
- Samohi counselors present to Lincoln PTSA









Ongoing Efforts

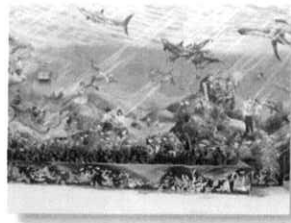
- 5th grade visitation (May 2011)
- 5th grade parent tours (Nov'10 – June'11)
- 5th grade teachers visit Lincoln (May'11)
- 5th/6th teacher & 6th grade student forum (May 2011)
- 8th grade activity at Samohi (April 2011)
- Special Education transition meetings (May/June 2011)



Next Steps

- Coordinate our efforts through **SPSA** goals and resources
- Collaborate to create a common **Response to Intervention** (Rtl) plan
- Look for ways to sustain **professional development** models after completion of the RGK grant

Malibu



Point Dume

Cabrillo

Webster



Malibu Pathway
SMMUSD Board Presentation
May 2, 2011

+

Objectives for Tonight's Presentation

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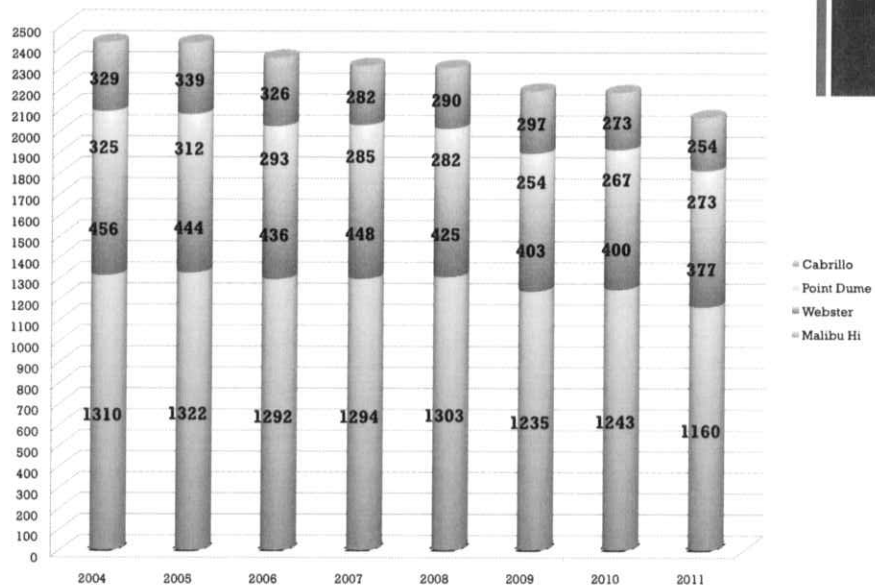
- Provide a snapshot of the Malibu Pathway
- Report on our current Pathway work
- Highlight common themes evident across our Pathway
- Share challenges and next steps for future Pathway work
- Q & A

+ Malibu Pathway



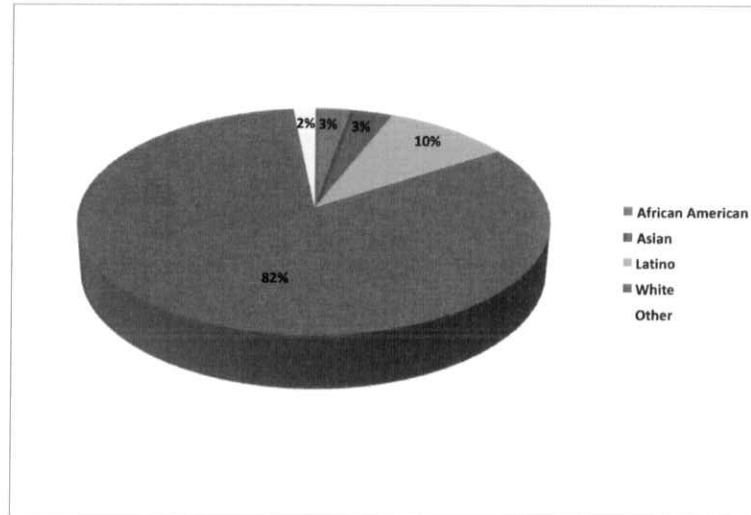
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+ Malibu Pathway Enrollment Data

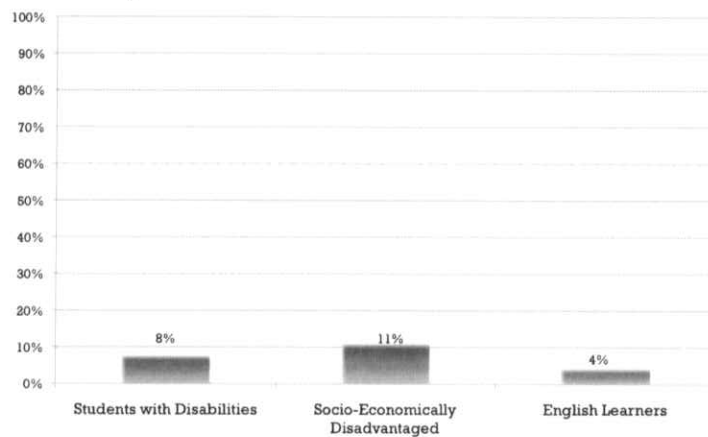


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+ Malibu Pathway Enrollment by Ethnicity



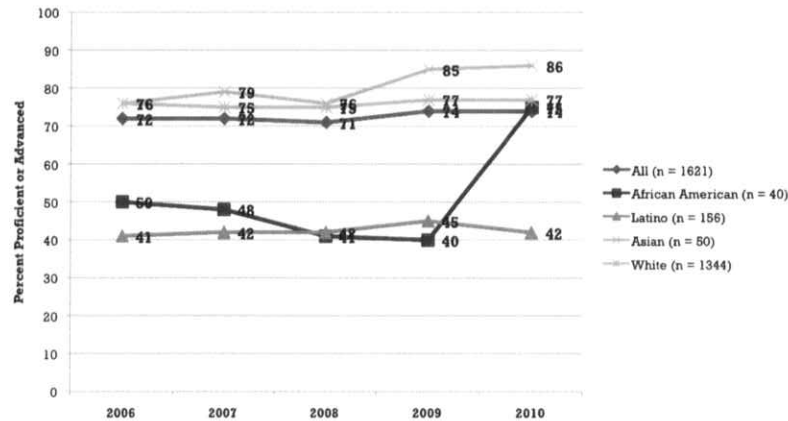
+ Malibu Pathway Enrollment by Group



+ Malibu Pathway CST ELA Proficiency by Ethnicity

7

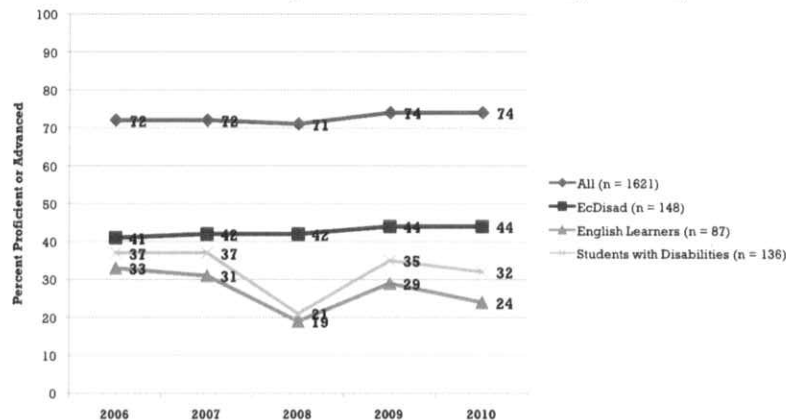
Malibu Pathway CST ELA Achievement by Ethnicity
Includes all students in grades 2 - 11 that matriculated through the Pathway



+ Malibu Pathway CST ELA Proficiency by Group

8

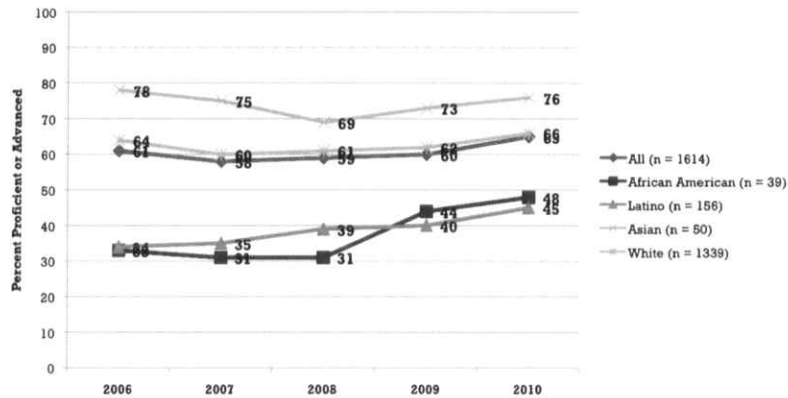
Malibu Pathway CST ELA Achievement by Group
Includes all students in grades 2 - 11 that matriculated through the Pathway



+ Malibu Pathway CST Math Proficiency by Ethnicity

9

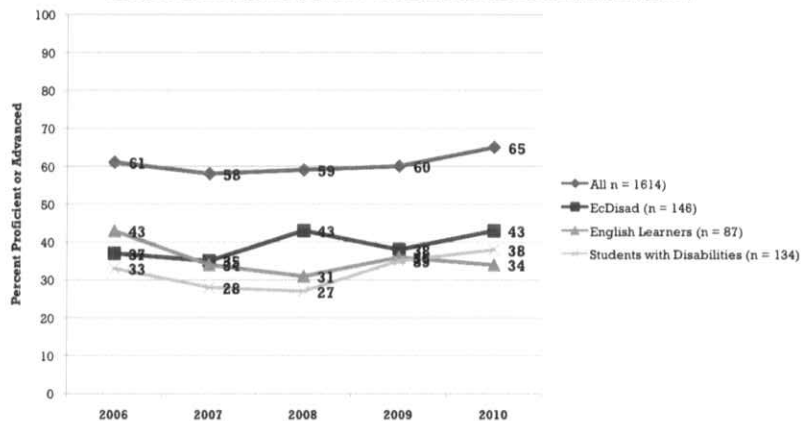
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+ Malibu Pathway CST Math Proficiency by Group

10

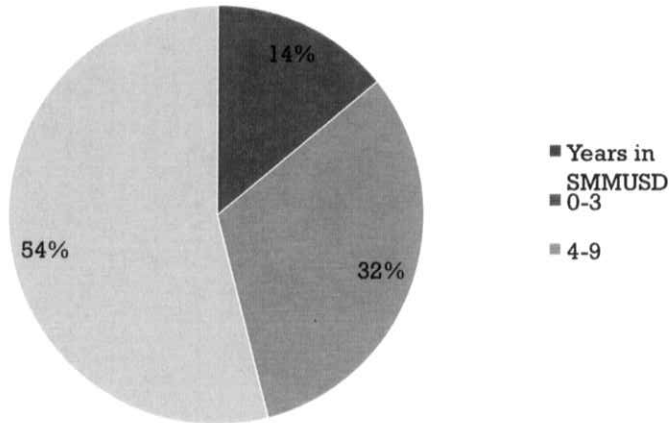
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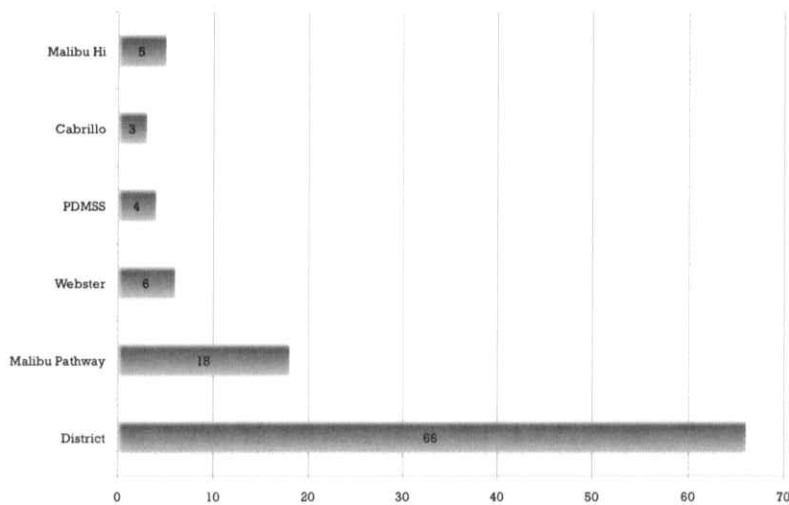
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Malibu Pathway Teachers Years in SMMUSD

11



National Board Certified Teachers



+ Goals for our Pathway Work

13

- Assist students and families in transition from preschool to elementary to middle school to high school
- Articulate and align curriculum and instruction vertically across school levels
- Collaborate in order to maximize our improvement efforts to increase student achievement and close the achievement gap

+ Our Pathway Work: Transitions

14

- Increased number of transition activities over past two years for both parents and students
- Pre K – K Transition Activities
- Grade 5 to 6 Transition Activities
- Grade 8 to 9 Transitions Activities

+ Our Pathway Work: Transitions Pre K - K

15

- K Round Ups
- Buddy Families
- Transition IEPs
- On-going campus tours

+ Our Pathway Work: Transitions Grade 5 to Grade 6

16

Perspective & future parents

- Information sessions for current 4th and 5th grade parents
- Parent & student panels at elementary schools
- School tours including classroom shadows
- Special event invitations

New parents

- PTSA parent phone calls to each new MHS family
- New family luncheon and orientation



Our Pathway Work: Transitions Grade 5 to Grade 6

17

Perspective & future students

- Visits to each elementary school by middle school counselor and former students
- 5th grade orientation visit to Malibu High
- Special showcase events at elementary schools or MHS

New students

- Get Your Stuff Days
- ASB new student welcomes
- MS new student groups



Our Pathway Work: Transitions Grade 8 to Grade 9

18

- Transition Night
- 9th grade "Class of 20##" activities

Additional Transitions Activities

- Transition IEPs
- Transition of Section 504 accommodation plans
- Transition problem solving – *The human connection*

+Our Pathway Work: Vertical Articulation

19

- **Learning Walks: Focus on Mathematics**
 - Elementary Walk - Webster
 - Middle School Walk - MHS
 - High School Walk - MHS
- **Similar themes across all three levels:
Getting students to articulate their
mathematical thinking**

+Our Pathway Work: Vertical Articulation

20

- **5th and 6th Grade teacher meetings**
 - 5th grade teachers Learning Walk in 6th grade classrooms
 - Discussion of 5th and 6th grade expectations
 - Facilitated fishbowl activity with 6th grade students
- **Instructional Leadership Team cross-site visits to observe Learning Walks, Lesson Link and Academic Conferences**

+ Our Pathway Work: Collaboration

21

- Looking at data trends across the Pathway
- Working together on district initiatives
- Engaging in and supporting district-led professional development in literacy and mathematics
- Many informal conversations and deep discussion related to Malibu Pathway issues

+ Malibu Pathway: Some Common Themes

22

- Eclectic, “Whole Child” Approach with emphasis on the arts
- Student engagement through active learning
- Applied learning in the “real world” through field trips, community partnerships and service learning
- Technology Integration
- Focus on Environmental Studies

+ Eclectic, Whole-Child Approach

23



Ballroom Madness

Focus
on the
Arts!



Art Studio



Instrumental Music



Musical Theater

+ Eclectic, Whole-Child Approach

24



Colonial
Websterville

Integrated Units of Study



The Rainforest



+ Student Engagement through Active Learning

25



Wolf Camp



Hands-on Life Science

+ Student Engagement through Active Learning

26



Guest Artists



Children's Garden



Multicultural Fair

Learning through Real World, Community Service and Field Trips Experiences



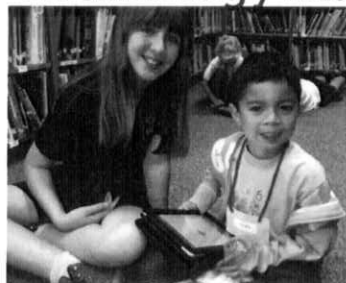
+ Real World Learning Experiences

The schools in the Malibu Pathway are committed to enriching classroom experiences through real world, community service and field trip experiences.

- The Zuma Project , Cornucopia, Water Treatment Facilities, & CPR
- Community Emergency Response Teams (CERT), Clinics & Causes, Interviews to Action, Read-a-thon
- Getty Museum, 7th Grade Ropes, Science Museum, Reagan Library, UCLA

+ Technology Integration

29



Exploring with iPads

Electronic Microscopes



SmartBoards for engaging all learners

+ Focus on Environmental Studies

30



Planting organic garden at the USC Keck School of Medicine with our partner school.



+ Focus on Environmental Studies

31



Learning about kelp forest restoration



Beach Clean Up Day

Saving the Monarch butterfly



+ Pathway Challenges

32

- Addressing declining enrollment and its impact on programs
 - Effects staffing, grade level assignments, limits options, during difficult financial times
 - No capacity to absorb
 - Expectations to continue to offer same programs, with less
- Finding our unified voice in the community
 - Integration with Malibu Education Focus Group
 - How do we interact with them?
 - What is our role.

+ Next Steps

33

■ Tackling the new Common Core Standards and Assessments

- Also an opportunity!
- A lever to create a coherent system and focus future staff development.

+ Q & A

34

