

MORENO VALLEY UNIFIED SCHOOL DISTRICT

MINUTES FOR THE REGULAR MEETING OF THE BOARD OF EDUCATION OF AUGUST 20, 2002

The minutes of the Regular Meeting of August 20, 2002, are being submitted to the Board of Education for approval at its Regular Board Meeting of September 10, 2002. The minutes are a complete and factual record of action taken by the Board of Education at its Regular Meeting of August 20, 2002.

**MORENO VALLEY UNIFIED SCHOOL DISTRICT
25634 Alessandro Boulevard
Moreno Valley, California**

**THESE PROCEEDINGS ARE AUDIO/VIDEOTAPED PURSUANT TO GOV. CODE §54953.5
AND REBROADCAST ON CHANNEL 25**

CALL TO ORDER: The Board of Education opened the meeting at 5:03 p.m. to recess into the Special Meeting of the School Facilities Corporation.

The Board of Education reopened the meeting at 5:04 p.m. to convene into Closed Session to discuss Hearing Officer Recommendations, Public Employee Appointments/Employment, Conference with CSEA, MVEA, and AMVMP Labor Negotiator, and Public Employee Discipline/Dismissal/Release.

Members Present

Rick Sayre, President
Jacqueline L. Ashe, Vice President
Tracey B. Vackar, Clerk
John Bailey, Member

Administration

Nick Ferguson

The Board of Education reconvened into Regular Session at 7:20 p.m.

ROLL CALL: Absent - Ashe Present - Bailey Present - Sayre Present - Vackar

Board President Sayre stated that Board Member Ashe was present for Closed Session. Due to a loss of a family member, Board Member Ashe left after Closed Session.

REPORT OUT
OF CLOSED
SESSION:

The Board of Education concurred with staff recommendations on Hearing Officer Recommendations. The Board of Education heard updates on Public Employee Appointments/Employment, Conference with CSEA, MVEA, and AMVMP Labor Negotiator, and Public Employee Discipline/Dismissal/Release.

Administration Present

Pat Chandler, Assistant Superintendent, Curriculum and Instruction
Robert Crank, Assistant Superintendent, Fiscal Services
Cindy Stewart, Assistant Superintendent, Human Resources
Joseph Palomino, Director, Secondary Education
Dan Reed, Director, Information Literacy
Kathy Nordin, Director, Elementary Education
Aaron Barnett, Director, Information Systems

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Administration Present (Cont.)

Kim Kruger, Principal, Valley View

Mary Jones, Principal, Vista del Lago
 Paul Rodriguez, Principal, Moreno Valley
 Tammy Guzzetta, Principal, Canyon Springs
 Debbie Fay, Principal, Moreno
 Jeff Jones, Principal, Cloverdale
 Paula Rydners, Principal, Armada
 Gitta Williams, Principal, Sunnymead Middle
 Georgia Hampton, Principal, Midland
 Sharon Cirigliano, Executive Secretary, Board of Education

Visitors

Robert Gordon	Gordon Parker	Jesus Holguin
Karen Rumfola	Becky Shreiner	Oscar Trout
Bill Clutts	Nancy Claxton	Woodie Claxton
Katherine Underwood	Nick Cotham	Matthew Terrell
John Fischer	Nancy Turman	Karen Akeo
April Wye	Ron Akeo	Kim Hendricks
John Moore	Eunice Gould	Raul Wilson
Bruce Hoffman		

NOTE: ALL BOARD ITEMS ARE SUBJECT TO: INFORMATION, DISCUSSION, ACTION

PLEDGE OF

ALLEGIANCE: The Pledge of Allegiance was led by Board Member Vackar.

INVOCATION: The Invocation was given by Board President Sayre.

DATES OF FUTURE BOARD MEETINGS

September	10, 2002	7 p.m.	Regular Board Meeting	Board Room
September	24, 2002	7 p.m.	Regular Board Meeting	Board Room
October	8, 2002	7 p.m.	Regular Board Meeting	Board Room
October	15, 2002	5 p.m.	Special Board Meeting with RCC	Moreno Valley RCC Campus
October	22, 2002	7 p.m.	Regular Board Meeting	Board Room

RECOGNITION/COMMUNICATIONS/EVENTS

Staff from Armada Elementary School gave a presentation about the features, projects, and curriculum of the school's Aerospace Academy Magnet Program.

Woodie Claxton and Nancy Claxton were recognized for their retirement.

SCHOOL REPORTS

None

STAFF RESPONSE TO PUBLIC COMMENTS MADE AT PREVIOUS MEETINGS

None

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PUBLIC COMMENTS ON AGENDA ITEMS

Ron Akeo, Canyon Springs student, Bill Clutts, Anthony Fabelo, Perla Fabelo, Canyon Springs parents, and Oscar Trout, Canyon Springs parent, shared their concerns about the cancellation of the boys' and girls' water polo team. Information was distributed regarding the transportation charges and program self-sufficiency. They requested the Board consider reestablishing the programs.

Discussion/Action Item 075 – Canyon Springs High School Boys’ and Girls’ Water Polo Teams was brought forward for discussion.

Dr. Ferguson stated that he had met with the high school principals and athletic directors to review the process they utilized to make the recommended reductions. In the past, the athletic programs and instructional programs had separate allocations. Currently, there is one allocation per school site for both programs. The athletic programs and activities began to encroach into the instructional program. The instructional program needs to have the greatest priority of the budget.

Because of previous cutbacks of 5 to10 percent in various sports, an additional 5 to10 percent cut in some sports would eliminate them. At that point, the schools began to look at programs that did not have a team or that had a coaching vacancy. In order to preserve the instructional budget, it was decided that the schools would cut back in athletics. The process was very deliberate and painstaking. The cuts did come late and there was a lack of parent involvement. In fairness to the schools, notice of the cutbacks came late to the schools.

While there has been no increase in transportation charges, if the same amount of games and tournaments were done, there would be no difference in costs. However, the projected costs for this year were based on the coach’s request to participate in additional games and tournaments, which would increase the transportation cost. Dr. Ferguson responded to several questions brought up at the August 2 meeting regarding cutting transportation costs, parents transporting students, charging fees, and parents donating funds.

Dr. Ferguson’s recommendation was that parents not transport students due to liability issues. California Interscholastic Federation (CIF) has been contacted to determine if the schools do not have teams (water polo, golf, and tennis), would other sports be jeopardized. This is not the case. However, it will be more difficult for other league teams to schedule games. In respect with Title IX requirements, CIF and District counsel were contacted. If a boys’ program is offered, a girls’ program also needs to be offered. A recent case does not allow charging fees. Parents can donate funds to specific activities working through the school site.

If the funds are “on hand” to get the two water polo teams (boys and girls) programs under way throughout the rest of the season, then the difficulty would be to reschedule the games. CIF standing may also be jeopardized at this late date. There was clarification that during CIF season, students cannot play on club teams. Club teams do not operate during CIF season. It was suggested that the allocation system be reviewed.

It was moved by Tracey B. Vackar and seconded by Rick Sayre that all donated funds as indicated are deposited with the District, this program is self-supporting for this year, and when the funds run out, the program will stop because the District will not go into debt.

VOTE: AYE – 3 (Absent – Ashe)

NAY- 0

ABSTAIN – 0

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PUBLIC COMMENTS ON NON-AGENDA ITEMS

John Moore, Palm parent, addressed concerns regarding the school boundaries, the transfer process, and bus stop safety for his student.

PUBLIC HEARING

Board President Rick Sayre opened the public Hearing on Action Item 225 – Resolution No. 2002-03-05 – Sufficient Pupil Textbook and Instructional Materials for Fiscal Year 2002-2003.

CURRICULUM AND INSTRUCTION

275 Spring 2002 Standardized Testing and Reporting Program Results

Dr. Chandler indicated that the District is expecting that the State Department of Education will release the results statewide by the end of the month so the District does not know how it compares with other districts at this time. One of the key issues when the assessment and accountability program was implemented was that the curriculum was also being changed.

The elementary scores represent students who have been through several years of the new curriculum, instructional material, and the new accountability system. Middle and high school students did not have the same kind of curriculum in elementary school. It is believed that once the elementary students move to middle and high school, the foundation in the new curriculum and new standards they have had will yield stronger test results.

Dan Reed, Information Literacy Director, made a brief presentation on the Spring 2002 STAR test results. The STAR testing system has undergone changes: the SAT 9 will be replaced by CAT 6, social science test will be removed from 9th grade and placed at 8th grade, and field test of the new California standards test will be given at 5th grade. The CAT 6 will not have a social science component.

Reading: Elementary grades show growth. The growth pattern coincides with implementing the new standards based curriculum and state accountability system. There is no clear increase or decrease in the middle school scores. High school reading results show a decrease.

Language Arts: There is a solid increase in growth in elementary and middle school scores. Ninth grade showed no growth. There is a slight growth rate in grades 10 and 11.

Mathematics: Elementary growth is quite significant. Elementary growth is most likely due to implementing standards and research-based curriculum and using effective instructional methods in the classroom. There is a slight growth in grades 8-10 and a slight decrease in grade 11. Math achievement is greater than reading achievement.

Spelling: There is significant improvement in grades 2 to 7. On the spelling subtest, additional curricular focus and improved instructional alignment have contributed to growth trends across all grades.

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Science: There has been a slight decrease or no growth in science over four years.

Social Science: There is poor alignment between the standards and SAT 9. Ninth grade shows slight growth. There is no growth at 10th grade, and a slight decrease in 11th grade.

The California Department of Education will release SAT 9 results in a format that indicates the percent of students scoring at or above the 50th percentile. The state has designated the 50th percentile as the target for students in California and uses this as a measure.

The California Standards Test measures the content standards that students are supposed to be able to know and do at each grade level. Score categories or proficiency levels are: far below basic, below basic, basic, proficient, and advanced. The goal is for all students to score at the proficient level upon completion of instruction in that grade or content area.

Most of the District's students are achieving at the "basic" level or lower in all standards based subject tests in language arts and mathematics. With the exception of 11th grade, the number of students in the proficient and above category has grown over three years in all grades tested. There has been an increase in the percentage of students scoring proficient and above in grades 2-7 for mathematics. In Algebra, with the exception of 9th grade Algebra I, there are fewer students proficient in these areas this year than last year.

Is the CAT 6 test closer aligned to the California Standards Test? Dr. Reed stated that he will be attending a meeting at the county office on Monday. Additional information will be brought to back to the Board. Are proficiency levels listed on the students' report cards or transcripts? Currently the District is not listing proficiency levels on the report cards. However, the STAR results are listed.

There was Board concern regarding the test scores. How does the District focus on teaching the basics and fundamentals in the classroom? How do we address the group of students who are in school everyday? What are we going to do to change the pattern? Are we doing the day-to-day fundamental things to give the students the skill sets to be successful? What are we doing for students who are performing below their grade level?

Dr. Chandler stated that through observations the further up the grades the student goes, the more remediation it appears that needs to be made. The highest scores are in the primary grades. There are fairly significant programs such as after-school tutoring, intersession, and summer school offered K-12. At the secondary level, reading and support classes are also provided.

A Board member asked if the school sites evaluate the testing information, will a committee be formed to bring information to the District as to what worked, what didn't work, and what the site needed from the District level such as curricular materials or staff development. There needs to be communication in both directions – school sites to District and District to school sites. Dr. Chandler answered that these conversations are done through various school site council, committee, and principal meetings. The District can teach to the standards. If the students are being taught the standards there should be positive results.

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The four comprehensive high school principals were asked their opinions regarding this issue. Thoughts shared included: identification of basic components, focus on achievement, the key piece is the data analysis, motivational staff development, making a difference in the delivery, need of more time, and time for articulation, collaboration, funding, and staff development. Observations are beginning to show that students being taught the standards at the lower level grades are improving in their test results over the years.

Dr. Chandler stated that principals and staff are looking at their data to see what would work at their particular site. There is no "one size fits all." "Focus on Achievement" lessons have been purchased to assist emphasize what the standards are.

A Board member asked if the District is doing enough to make the school sites safe so it does not detract from the teacher's ability to teach. Does the District have standardized discipline? Dr. Chandler answered that there are processes and plans in place. It boils down to how each site implements these processes and plans.

The following items were brought forward:

Tracey Vackar

- She attended a California Teachers Association (CTA) workshop on finances. She felt it was the best education she has received on school budgets. She will share worksheets and information with the Board and staff.
- She has had the opportunity to visit various school sites during the summer. She appreciated the generosity and openness shown to her by the sites and classrooms.

Nick Ferguson

- The first series of morning management inservice trainings were held today at Valley View.
- Bob Crank and he are working on putting together the budget committee. He would like to incorporate the information Board Member Vackar obtain from the CTA finance workshop.

ADJOURNMENT: It was moved by Tracey B. Vackar and seconded by John Bailey that, there being no further items to come before the Board of Education, the meeting was adjourned at 9:12 p.m.

VOTE: AYE – 3 (Absent – Ashe)

NAY- 0

ABSTAIN – 0

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