

MORENO VALLEY UNIFIED SCHOOL DISTRICT

**MINUTES OF THE SPECIAL STUDY SESSION OF THE BOARD OF EDUCATION OF
JUNE 9 , 2005**

The minutes of the Special Study Session of June 9, 2005, are being submitted to the Board of Education for approval at its Regular Board Meeting of July 19, 2005. The minutes are a complete and factual record of action taken by the Board of Education at its Special Study Session of June 9, 2005.

**THE OPEN PORTION OF THESE PROCEEDINGS WERE
AUDIOTAPED PURSUANT TO GOV. CODE § 54953.5**

CALL TO ORDER: The Board of Education opened the meeting at 7 p.m. to discuss Program Improvement Status.

ROLL CALL: Ashe - Aye Coz – Aye Holguin – Aye Sayre – Aye Vackar - Aye

SPECIAL MEETING: **(All Requests to Address the Board of Education on Agenda Items must be submitted in advance of the meeting.)**

Administration Present

Nicolas D. Ferguson, Superintendent
Pat Chandler, Assistant Superintendent, Educational Services
Robert Crank, Assistant Superintendent, Business
Ollie Hershey, Assistant Superintendent, Human Resources
Kathy Nordin, Director, Elementary Education
Ann Vessey, Director, SELPA
Aaron Barnett, Director, Information Systems
Dan Reed, Director, Accountability and Assessment, and Training
Donna Farrell, Coordinator, Accountability and Assessment
Vanez Butler, Coordinator, Staff Development
Evangeline Mirandé, Coordinator, Categorical Programs
Lisa Wilson, Coordinator, Multilingual Programs
Tammy Guzzetta, Principal, Canyon Springs
Kim Kruger, Principal, Valley View
Mary Jones, Principal, Vista del Lago
Willie Williams, Principal, Badger Springs
Jim Dutton, Principal, Landmark
Debbie Fay, Principal, Mountain View
Nancy Ross, Principal, Palm
Mike Newcomb, Principal, Vista Heights
John Lawson, Principal, Box Springs
Sandra Potter, Principal, Cloverdale
Maribel Mattox, Principal, Edgemont
Jeff Jones, Principal, Moreno
Tony Knapp, Principal, North Ridge
Martha Palomino, Principal, Serrano

**CONSENT ITEM - 101
SUPERINTENDENT
JULY 19, 2005**

S-C-1

Administration (Cont.)

Penny Macon, Principal, Sugar Hill
Bob Romero, Principal, Sunnymead Elementary
Estuardo Santillan, Business Manager
Sharon Cirigliano, Executive Secretary, Board of Education

Visitors

Katherine Underwood	Ann Adler	Jeff Frazier
Lori Holland	Janet MacMillan	Suzy Anderson
Beverly Lopez	Georgia Renea	Susan Toscano
Donna Saldin		

PUBLIC COMMENTS ON AGENDA ITEMS

None

I. DISCUSSION

- Program Improvement Status

Dr. Pat Chandler, Assistant Superintendent, Educational Services, stated that an update on the status of the Program Improvement will be provided to the Board of Education. She recognized the District Assistance Team (DAT) members present. She also introduced Georgia Renea and Susan Toscano, Riverside County Office of Education, who have been working with the District during this process. Dr. Chandler indicated that Ms. Renea will give an overview on the County's perspective about what the District has done and what similar school districts are doing. Staff will present the recommendations that RCOE developed with, and show the list of priorities in rank order that was identified last Tuesday.

Ms. Renea stated that under the No Child Left Behind, the District is required to notify parents of the status of the Program Improvement (PI), and employ an external organization to assist with the PI process following the Academic Program Survey (APS) and District Program Survey (DPS), which will result in the revision of the Local Educational Agency Plan. The revisions to the Local Education Agency Plan are due within 90 days from the time the District receives the notification from the California Department of Education. The District has been working with the Riverside County Office of Education through the Program Improvement process.

The DAT met and completed the District Assistance Survey (DAS). This is a tool for analyzing the nature and coherence of district operations that support the key components to improve school-level instruction in reading and mathematics. The survey examines seven areas of District operation: Standards-based curriculum, instruction, and assessment; professional development (AB 466 for teachers and AB 75 for administrators which is a very important component); human resources; data systems, data analysis, monitoring; parent and community involvement; fiscal operation; and governance and leadership (Board policies).

Based on the survey results, recommendations were developed by RCOE. The DAT met again to prioritize these recommendations. Similar districts are doing the following:

- Identifying ways to provide a more consistent/comprehensive reading/language arts and math program including providing interventions for students identified a needing intervention, and AB 466 training for teachers, and AB 75 training for administrators at each site.
- Increasing effectiveness of the instructional program for students with disabilities and English Learners.

CONSENT ITEM - 101
SUPERINTENDENT
JULY 19, 2005

- Developing a data system with curriculum embedded assessments that provide student achievement data to teachers every 6-8 weeks.
- Providing coaches and content experts to work directly with teachers in the classroom.
- Providing parents with information on a standards-instructional program and how to access resources to help their children succeed academically.

Ms. Renea commended the District's staff, parents, and community members of the DAT for the excellent job they have done.

Ms. Renea asked for any Board questions at this time. There was discussion regarding the process and costs of implementing these recommendations and if there are sufficient funds available, concerns about the relevance of the collected data and how it is utilized, and having a good turn-around assessment system. There was clarification on the assessment of English Learner students, the standards-based curriculum, instruction, and assessment, providers for the professional development, and funding. Information on these issues will be included in the Addendum that will be presented to the Board prior to submission.

Dr. Chandler stated that as a result of looking at the APS from the 13 schools, County office staff wrote some recommendations. She presented the recommendations. The English Language Arts and Mathematics programs are key to student success. It was recommended that the District develop a plan and procedures for daily monitoring of instructional time and pacing guides, providing adequate time for teachers to meet and discuss student progress; offering training for teachers and administrators; and providing intervention programs for all students.

In order to increase effectiveness of instructional program for students with disabilities, it is recommended that special education teachers be included in the AB 466 training for reading and math; provide daily access to the core and intervention adoptions for special education teachers and students; include special education teachers in grade level collaboration meetings; review special education program through the state Least Restrictive Environment self-assessment tool; and use the Education Benefit Process to determine if the IEP was reasonably calculated to result in an education benefit.

Steps to increase effectiveness for the English Language Learner include: identifying a more consistent approach to meeting the instructional needs of the EL student; using data (English Learner Student Self Assessment) to identify patterns of achievement for the EL student; and defining districtwide direction and strategies to meet the needs of this student population based on this analysis.

To enhance parental involvement, a Board policy needs to be developed that sets standards for parent communication, involvement, and education regarding school programs and state content standards. A parent communication plan will ensure timely and accurate information to assist parents with resources to ensure student academic success and provide a two-way communication between parents and the District. Board policies will also be developed to ensure full implementation of the nine essential program components that are critical keys to improving student achievement: instructional program and time; principal leadership training and teacher professional development; student achievement monitoring system; on-going instructional assistance and support for teachers and monthly collaboration by grade or program for teachers facilitated by the principal; and lesson pacing schedule and fiscal support.

CONSENT ITEM - 101
SUPERINTENDENT
JULY 19, 2005

Dan Reed, Director, Accountability and Assessment, and Training, reviewed the targets between the AYP (NCLB) and API (State). Both require 95 percent participation of all students in all significant sub-groups. The AYP focuses on language arts and math, where as the API looks at all four core subject areas. The AYP uses the high school exit exam instead of the STAR. The District has major sub-groups – social economically disadvantaged, English Language Learners, and special education students to work with.

The annual measurable achievement objective to test English Learners in English, is the California English Language Development (CELD) test. The state target was 51 percent and the District came in at 57 percent. Last year, the state's target for the English Learners subgroup was 12 percent in language arts and the District was at 16 percent. This year; however, the target rate will increase to 23 percent.

The DAT met and prioritized the proposed recommendations. The top seventeen areas are as follows:

1. Provide K-12 teachers, principals, and administrators training in assessments and monitor consistency; provide training in how to use data from assessments to modify and improve instruction for all students; provide adequate time for collaboration in interpreting data, modifying instruction, and planning interventions; and monitor the consistent use of effective collaboration around student achievement.
2. Develop, implement, and monitor common standards based curriculum-embedded assessment aligned to a district pacing schedule for each assessment in English language arts and mathematics K-12 and work with sites to develop districtwide procedures to provide adequate collaboration time to review and analyze data.
3. Work with principals and teachers' association so that certificated evaluations are directly linked to standards-based curriculum, instruction and assessment, student achievement, and standards for the teaching profession.
4. Provide in-classroom support to teachers through reading and math coaches who will model lessons, do demonstration lessons, and work with teachers based on student achievement data. Write a job description for all coaching positions. Coaches will work with all teachers including special education and English language learners, to increase collaboration and support new strategies.
5. Create Board policy and monitoring plan for how the Local Education Agency (LEA) provides support systems to promote effective implementation of Essential Program Components through LEA specialists, a pacing calendar, and a curriculum-embedded assessment schedule.
6. Provide and monitor daily full implementation of reading/language arts and mathematics programs with additional time for intervention at K-12 for all eligible students including English language learners and special education students.
7. Develop Board policy, implement, and monitor funding for provision of additional classes necessary for strategic and intensive interventions for students below grade level in reading/language arts and mathematics, as well as special education students and English learners.
8. Develop Board policy, and implement and monitor funding for staffing of schools with adequate coaches and specialists in reading/language arts, mathematics, for all teachers of math, and the instruction of English learners.
9. Develop a District policy and plan with a focus on increased student achievement by an assessment system including on-going diagnostic assessment to place students appropriately.

CONSENT ITEM - 101
SUPERINTENDENT
JULY 19, 2005

10. Review the District salary schedule and contract language for comparison to ascertain how to provide incentives to attract and retain highly qualified staff.
11. Develop Board policy to describe District expectations for parent support in their student's academic success and create, implement, and monitor District site plans for activities to educate parents on how to support their children's academic success.
12. Establish and monitor a districtwide communication plan for parents to be informed and have a better understanding of academic requirements and expectations.
13. Develop a comprehensive District professional development plan that supports student achievement.
14. Develop, implement, and monitor Board policy for evidence of implementation of the instructional program, and intensive intervention programs, and strategic intervention programs.
15. Develop Board policy that clearly establishes the expectations and accountability for all District staff and stakeholders to implement and monitor an academic program.
16. Provide all K-8 teachers with AB 466 training in reading/language arts, and mathematics, provide teachers in 9th and 10th grade training in AB 466 in Algebra I and reading intervention programs; and provide professional development in District adopted remedial mathematics program to all math and special education teachers.
17. Complete the revision of District goals in August so they are measurable and aligned with No Child Left Behind AYP requirements.

The next step is to prioritize the RCOE recommendations into the Addendum, write specific activities for strategies to strengthen the core academic program, address professional development needs, incorporate activities before and after school, and during the summer and intercession, and promote effective parental involvement. Strategies that can be accomplished in one year for the 2005-06 school year will be written that are critical and able to improve student achievement. A draft of the Addendum will be presented to the Board at the June 14 Board meeting. It will then be submitted to the County office for review. Any revisions will be made and the final draft will be presented to the Board at the June 28 Board meeting for approval.

In summary, Dr. Chandler stated that some of the major targets are to implement core curriculum programs in English language arts and math to be consistent and comprehensive; increase the effectiveness of the instructional program for the sub-populations: students with disabilities, English Learners, ethnic groups including African American and Hispanic, and socioeconomically disadvantaged; increase parent involvement; and develop and implement Board policies to ensure full implementation and support for a cohesive, comprehensive program of curriculum and instruction.

The Board shared several concerns about providing and cost of the training, and how this can be accomplished to meet the timelines. There were some questions that staff answered. As long as the Federal funding sources continue, the District should be able to accomplish what it has started. The Board commended staff and committee members for all the time and hard work they have put into this issue so far.

II. ADJOURNMENT

ADJOURNMENT: It was moved by Rick Sayre and seconded by Tracey B. Vackar, that there being no further items to come before the Board of Education, the meeting was adjourned at 8:40 p.m.

VOTE: AYES -5

NAYS – 0

ABSTAIN - 0

CONSENT ITEM - 101
SUPERINTENDENT
JULY 19, 2005

