

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT
125 East Bidwell Street
Folsom, California 95630

October 16, 2003

MINUTES

Board of Education
Regular Board Meeting
Mills Middle School
Cafetorium
10439 Coloma Road
Rancho Cordova, California 95670
Member

BOARD OF EDUCATION

Teresa A. Stanley, Board President
Roger L. Benton, Board Vice President
Sara Myers, Board Clerk
Richard Shaw, Board Member
Edward Short, Board Member
Stephanie Shaffer, Student Board

October 16, 2003

Board members present: Teresa Stanley, Roger Benton, Richard Shaw, and Edward Short. Student Board Member Stephanie Shaffer was present. Sara Myers arrived at 6:40 p.m.

5:30 p.m. – Open Session

CALL TO ORDER (Held in Library)

President Stanley announced items to be discussed in closed session.

5:35 p.m. – Closed Session

(Held in Library)

6:00 p.m. – Open Meeting

(Held in Cafetorium)

Meeting convened at 6:09 p.m. President Stanley called the meeting to order. Executive Assistant Carla Miller led the flag salute.

PRESIDENT'S STATEMENT

President Stanley announced the passing of Kinney High School counselor Milt Clark. A moment of silence was observed in his memory.

REPORTING OUT CLOSED SESSION ACTIONS

Superintendent Siefkin asked Mark Rickabaugh, Assistant Superintendent of Human Resources, to report out on routine action taken in closed session regarding certificated and classified personnel.

PERSONNEL MATTERS (Approved in Closed Session)

CERTIFICATED PERSONNEL

SHORT/BENTON MOVED TO APPROVE routine certificated personnel items.
MOTION CARRIED UNANIMOUSLY. (MYERS ABSENT)

CERTIFICATED EMPLOYMENT

The following employees are being hired with Temporary status for the 2003/2004 school year:

- Lori Downey, Special Education Teacher, Folsom Lake High School, Emergency Special Education Specialist Mild/Moderate Credential; BA + 37; Class 2, Step 1. Effective: 09/02/03.

- Marta Krewson, Teacher, Rancho Cordova Elementary School, Professional Clear Multiple Subject/General Subjects/CLAD Credential; BA + 60; Class 4, Step 10.
- Keith Miller, Counselor, Cordova High School, Life Pupil Personnel School Counseling Credential; BA + 93 1/3; Class 5, Step 21. Effective: 09/22/03 through 02/05/04.

CERTIFICATED CHANGE OF ASSIGNMENT

- Barbara Brown, Psychologist, Psychological Services, from to 70%. Effective: 2003/2004 school year.
- John Fuller, Teacher, Folsom High School, from 100% to 120%. Effective: 08/21/03 through 01/23/04.
- Kathryn Olsen, Teacher, Elementary Prep, Carl Sundahl Elementary School, from 20% to 23%. Effective: 09/08/03.
- Kevin Wheeler, Psychologist, Psychological Services, from 95% to 100%. Effective: 2003/2004 school year.

RATIFY RESIGNATION AND FIX LAST DATE OF EMPLOYMENT

- Yuni Corwin, School Nurse 60%, Health Programs. Yuni was hired on November 20, 2002 and has been employed 9 months with the Folsom Cordova Unified School District. Effective: 10/17/03.
- Lisa Mulligan, Teacher, Cordova High School (from Leave of Absence). Lisa was hired on August 20, 2002 and has been employed 1 year with the Folsom Cordova Unified School District. Effective: 10/08/03.
- Karen Phillips, Teacher (60% Fall Semester Only), Folsom High School. Karen was hired on September 22, 2003 and has been employed 3 weeks with the Folsom Cordova Unified School District. Effective: 10/10/03.

CERTIFICATED APPOINTMENT

- Giuliana Farruggia, Department Chairperson (*rescinded*), Cordova Gardens Elementary School. Effective: 09/14/03.
- Joan Lytle, Department Chairperson, Cordova Gardens Elementary School. Effective: 09/15/03.

CLASSIFIED PERSONNEL

SHORT/BENTON MOVED TO APPROVE routine certificated personnel items.
MOTION CARRIED UNANIMOUSLY. (MYERS ABSENT)

CLASSIFIED EMPLOYMENT

- Teresa Basham (replacement) Special Education Inst. Assistant (#203126), Blanche Sprentz Elem., 6 hours daily/9.5 months, Range CL10/Step A. Effective: 9/26/03.
- Julie Bulanek (replacement) IASA Instructional Assistant, Level I (#990767), Williamson Elem., 3.5 hours daily/9.5 months, Range CL04/Step B. Effective: 09/23/03.
- Sheila Boyns (new position) EIP Child Assistant (#204111), Williamson Elem., 3 hours daily/9 months, Range CL11/Step C. Effective: 10/6/03.
- Virginia Brown (replacement) Financial Accountant (#202669), Fiscal Services Dept., 8 hours daily/12 months, Range CO14/Step D. Effective: 10/13/03.
- Mary Jo Frijas (replacement) Library Clerk (#991072), Peter J. Shields Elem., 3.9 hours daily/9.5 months, Range CL12/Step C. Effective: 10/9/03.
- Patricia Heise (replacement) Food Service Worker I (#202611), Blanche Sprentz Elem., 2 hours daily/9.5 months, Range CL05/Step B. Effective: 10/6/03.

- Michael Kielich (new position) EIP Child Assistant (#204109), Blanche Sprentz Elem., 3 hours daily/9 months, Range CL11/Step A. Effective: 10/3/03.
- Laura Little (new position) EIP Child Assistant (#204110), Rancho Cordova Elem., 3 hours daily/9 months, Range CL11/Step A. Effective: 10/7/03.
- Melinda McElroy (replacement) Food Service Worker I (#991351), Folsom High, 4 hours daily/9.5 months, Range CL05/Step A. Effective: 9/30/03.
- Manuel Perez (replacement) Custodian (#991222), Folsom High, 8 hours daily/12 months, Range CL14/Step A. Effective: 10/6/03.
- Jennifer Puga (new position) Student Care Center Assistant (#204108), Sandra J. Gallardo Elem., 3.5 hours daily/9.75 months, CL08/Step B. Effective: 9/29/03.
- Christina Quattrone (replacement) Health Assistant (#204023), Sandra J. Gallardo Elem., 3 hours daily/9.5 months, Range CL11/Step A. Effective: 9/29/03.
- Nancy Rametta (replacement) Food Service Worker I (#991426), 3 hours daily/9.5 months, Range CL05/Step A. Effective: 9/26/03.
- Mary Lou Solorzano (replacement) Food Service Worker I (#203142), Folsom Middle, 3 hours daily/9.5 months, Range CL05/Step D. Effective: 9/26/03.
- Tiffany Tolbert (replacement) Special Education Inst. Assistant (#202591), Blanche Sprentz Elem., 6 hours daily/9.5 months. Effective: 10/9/03.

CLASSIFIED REASSIGNMENT

- Rebecca Burchett (voluntary hours decrease) Special Education Inst. Assistant (#201447), Blanche Sprentz Elem., from 2.4 hours daily to 1.2 hours daily. Effective: 8/29/03.
- Kathleen Garrison (hours increase/replacement) Special Education Inst. Assistant (#203006), Natoma Station Elem. from 5 hours daily to 6 hours daily. Effective: 8/25/03.
- Lisa Hollwedel (hours increase/replacement) Special Education Inst. Assistant (#202030), Empire Oaks Elem., from 5 hours daily to 6 hours daily. Effective: 8/25/03.
- Bonnie Lopez (hours decrease) Yard Duty Supervisor (#203291), Theodore Judah Elem., from 95 minutes daily to 40 minutes daily. Effective: 10/1/03.
- Wayne Omori (hours increase/allocation) Custodian (#991207), Peter. J. Shields Elem., from 5 hours daily to 5.5 hours daily. Effective: 7/1/01.
- Tim Raley (hours increase/new position) Special Education Inst. Assistant (#204027), Folsom High, from 3 hours daily to 6.5 hours daily. Effective: 9/29/03.
- Annette Slack (hours increase/replacement) Special Education Inst. Assistant (#203147), Blanche Sprentz Elem., from 6 hours daily to 6.5 hours daily. Effective: 9/26/03.
- Cheryl Smalley (hours decrease) Yard Duty Supervisor (#203293), Theodore Judah Elem., from 60 minutes daily to 45 minutes daily. Effective: 10/1/03.
- Leonora Torres (replacement/temporary) from Campus Monitor (#201442), Folsom High, 6.5 hours daily, Range CL09/Step E to Special Education Inst. Assistant (#204028), Sutter Middle, 6 hours daily, Range CL10/Step E. Effective: 9/16/03 through 12/31/03.

CLASSIFIED UNPAID LEAVE OF ABSENCE

- Leonora Torres, Campus Monitor (#201442), Folsom High, reason: accepted temporary position. Effective: 9/16/03 through 12/31/03.

RATIFY RESIGNATION AND FIX LAST DATE OF EMPLOYMENT

- Rebecca Burchett, Special Education Inst. Assistant (#201447), Blanche Sprentz Elem. Effective: 6/12/03 – *Rescinded*.
- David Clayton, Mechanic I (#201483), Transportation Dept., reason: personal. Effective: 10/2/03.

- Louis Macias, Food Service Delivery Driver, Child Nutrition Dept., reason: resignation in lieu of reassignment. Effective: 11/28/03.

TRANSFER TO THIRTY-NINE MONTH REEMPLOYMENT LIST

- Burnie Row, Custodian (#202013), Empire Oaks Elem., reason: all paid leave exhausted. Effective: 10/1/03.

CLASSIFIED RETIREMENT

- Alice Wright, Food Service Technician, Cordova Gardens Elem. Effective: 10/31/03. Alice was hired as a Cafeteria Worker I at Kitty Hawk Elementary on March 1, 1977. Over her three years at that school she promoted to Cafeteria Worker II and then to Assistant Cook. In December of 1980, Alice moved to Theodore Judah as the Cafeteria Manager II. Alice transferred to Cordova Gardens in 1995 and retires from that school with twenty-five years of service to the District.

ADOPTION OF AGENDA

STANLEY/BENTON MOVED TO ADOPT the agenda.
MOTION CARRIED UNANIMOUSLY.

PUBLIC PARTICIPATION (0304-079)

- David Roberts, Rancho Cordova Mayor, addressed the board regarding parents (Rancho Cordova Elementary) who are very upset about the three houses on Barbera Way, which will be used for drug rehabilitation and recovery homes. Each home has six males recovering from substance abuse problems. A fourth home has recently been purchased. The City is researching their responsibilities and abilities to take action, and working with state and federal representatives to come to a resolution.
- Another issue is the 99 Cent store located at Zinfandel and Olson, which is located in a new census track where there are about 5,500 residents and plans to sell liquor. The state allows four liquor licenses within that census track. There's an over concentration of stores and restaurants selling liquor within the area. Hearing has been delayed because the volume of discovery and evidence presented by the sheriffs department was overwhelming to the applicant. The City of Rancho Cordova and a number of community organizations are adamantly opposed. Sgt. Pete James, Sacramento County Sheriff Department, has taken the lead. The liquor is sold in 40 oz. - 60 oz. bottles that sell for 99 cents. Residents have signed a petition opposing it. Parents are concerned; some have children attending Cordova Lane that would have to walk by there. Urged the board to have Sgt. James make presentation to the school board.

REPORTS OF DISTRICT ORGANIZATIONS (0304-080)

Student Advisory Board – Stephanie Shaffer reported on the following:

- The next meeting is Wednesday, Oct. 27th at the Folsom High School Library.

PTA/PTO Council – No report.

California School Employees Association – No report.

Folsom Cordova Education Association – No report.

Folsom Cordova Administrators Association – President Sharon Heilman reported on the

following:

- Attended the CASBO workshop “Managing the Employee Benefits Beast” along with Mrs. Bettencourt, representatives from CSEA and FCEA, and Terri Ezaki from ABD services. Great educational opportunity. Noticed how much the insurance coverage really costs. According to a national survey of employer sponsored health plans, costs are continuing to rise at double-digit rates with not much relief in sight. Explained how consumer directed healthcare (CDHC) is beneficial. Shared a humorous handout from the workshop.

AGENDA CONSENT ITEMS

BENTON/SHORT MOVED TO APPROVE agenda consent items with the exception of the following item:

0304-082 B - Accept Donations – To acknowledge receipt of donations to the District in the amount of 28,486.07

MOTION CARRIED UNANIMOUSLY. (MYERS ABSENT)

0304-081 – Administrative Matters

A. Regular Meeting Minutes – October 2, 2003

0304-082 – Business Matters

A. Warrants and Payroll: Monthly ratification

C. Approve Notice of Completion – Gary Doupnik Manufacturing, Inc., Cordova Villa Elementary School Classrooms

D. Approve Notice of Completion – Mitchell Middle School Bus Loop and Parking

E. Approve Notice of Completion – Local-Area Network Improvements at Oak Chan Elementary School Using the CMAS

F. Approve Notice of Completion – Mercy Healthcare Building at Theodore Judah Elementary School

G. Approve Budget Revisions – General Fund

H. Approve Change Order No. 1 – Site Work for the Student Care Relocatable Building at Empire Oaks Elementary School

I. Approve Change Order No. 3 – Folsom High School Theater and Stadium

0304-083 – Instructional Matters

A. Expulsion Panel Recommendations:

Case Numbers: 0304-09 and 0304-10

0304-09 – Expel through the end of the spring semester of the 2003-2004 academic year; place at the Sacramento County Community School or any state-authorized educational program outside of the Folsom Cordova Unified School District through the end of the spring semester of the 2003-2004 academic year; upon reinstatement into the district, student must attend the Mather Youth Academy (as a S.A.R.B. placement) and successfully complete one semester in order to be considered for return to a comprehensive program of the Folsom Cordova Unified School District; individual student counseling to address substance abuse and decision-making skills; student must submit a “clean” drug test upon request for readmission to the comprehensive programs of the district.

0304-10 – Expel through the end of the spring semester of the 2003-2004 academic year; suspend the expulsion order; place at the Mather Youth Academy; if student attends a state-authorized educational program outside of the Folsom Cordova Unified School District, student must complete at least one successful semester at the Mather Youth Academy in order to be

considered for return to a comprehensive program of the Folsom Cordova Unified School District; individual student counseling to address anger management.

- B. Approve Contracts for Non Public School Placement – SE-0304-16, SE-0304-17, and SE-0304-18
- C. Approve Contract for Therapy Services – SE-0304-19
- D. Approve Extended Educational Field Trip Request: Cordova Gardens to Point Reyes Seashore, California
- E. Approve Extended Educational Field Trip Request: Riverview’s Fifth and Sixth Grade Classes to Alliance Redwoods, Occidental, California
- F. Approve Administrative Panel Participants for Student Expulsion Hearings

0304-082 B – Accept Donations – To acknowledge receipt of donations to the District in the amount of \$28,486.07.

BENTON/SHORT MOVED TO APPROVE donations
MOTION CARRIED UNANIMOUSLY. (MYERS ABSENT)

DISCUSSION/ACTION

0304-084 – Approve 2002-2003 Goals and Objectives

BENTON/SHORT MOVED TO APPROVE the 2003-2004 Goals and Objectives, as presented.
MOTION CARRIED UNANIMOUSLY. (MYERS ABSENT)

DISCUSSION

0304-085 – 2002-2003 Retention Report

Assistant Superintendent of Elementary Instruction Leslie Faust reviewed the information provided.

Mr. Short

- Mills Middle, Mitchell Middle, Cordova Lane, and Cordova Meadows had a high number of students identified as “at risk,” with very few retained. Great success.

Mrs. Faust

- There are advantages for identifying students under this particular education code provision. In our next two agenda items on intervention and summer schools we will show you that some of the funding strings follow only those students who actually have been identified as at risk of retention. If the school does not identify such students, they may be limiting the number of opportunities available to help them.

Mr. Benton

- It sounds like you are saying that we want to identify the students so we have the funding string, or the more students we identify, the more money we receive.

Mrs. Faust

- It’s not because we want to make more money, it is to better serve the children.
- If the child is struggling, but we don’t identify him/her as at risk for retention, then the child is not in line for interventions to help. If we identify the child early in the year, then all possible interventions will be available for that child.

Mrs. Stanley

- Is there leeway at the school sites in identifying at risk students? Chart shows a disparity in the numbers between similar schools.

Mrs. Faust

- The district has criteria. The teachers look at student's California standards test, performance in class, and district benchmark test. The performance in class may have some subjectivity to it, but the other two are similar criteria.

Mrs. Stanley

- Why are some schools better at taking the at risk kids and moving them off the at risk list by the end of the year?

Mrs. Faust

- Schools that have the Title I programs are very successful; providing a wider range of interventions available.

Mrs. Stanley

- Need to duplicate what we are doing in the successful schools. If it is limited by Title I resources then we may not have that option.

Mrs. Myers arrived at 6:40 p.m.

0304-086 – 2002-2003 Intervention Report

Assistant Superintendent of Elementary Instruction Leslie Faust introduced David Knight, the 2003-2004 District Intervention Coordinator. Mr. Knight presented information on the academic intervention programs.

These programs are designed to assist students who have fallen behind their peers in meeting grade level content standards, need to backfill gaps in their previous learning, or need assistance to avoid retention or to meet graduation requirements.

Introduced David Frankel and thanked him for his help with the intervention program last year.

Tried to identify effective programs within the district, assisted schools in developing programs at sites, evaluating the effectiveness of site level program assessment, record keeping, and dissemination of data.

Programs used: K-4 Intensive Reading (Governor's Program), 2-6 At Risk Program, 7-12 Mandated (CAHSEE progress), and CORE Academic.

Hours of instruction provided: 89,505 student hours.

Schools participating: All elementary schools ran academic intervention programs for their students; three middle schools, and three high schools sent students to the coordinated night school classes.

Students served: 2,169, resulting in 2,303 intervention units. Seventy students earned high school credits to help them graduate. These numbers are underreported as most schools reported only the students who completed the interventions.

Results of intervention assessments showed a return rate of 95% of participating students, 86% of those students showed improvement on the intervention assessment tool used.

Results of standardized assessments showed that of 20 schools reporting data on reading programs, 17 reported greater average reading proficiency level growth for intervention participants than non-participants.

Of 20 schools reporting data on math, 10 reported greater average math proficiency level growth for intervention participants than non-participants.

With only two exceptions, all school data indicates positive average growth in proficiency level for intervention participants. The two exceptions are extremely small and probably not statistically significant.

Example of programs:

- Long-term or full year program for students with the lowest scores who were at risk of retention. They receive long-term support interventions to meet the grade level standards.
- Short-term targeted intervention for students who needed specific instruction for one or more specific grade level standard.
- Disguised learning interventions – embedding curriculum in other activities, i.e., sports activities, reading clubs.
- Push in programs – brought in extra reading teachers during the day for leveling, targeting standards, small group instruction, and native language support.

Intervention funding streams from the state fully or partially funded thirteen additional teachers at no direct cost to the general fund during 2002/03. Intervention programs generated revenues of \$308,794 against expenses of \$233,571. Resulted in \$75,222 of revenue that was used to offset the district's cost for providing summer school.

Mr. Shaw

- Were only the students identified as at risk of retention being tracked in your number of participants?

Mr. Knight

- Tracked every reported student.
- Served many who were not specifically identified on a retention list.

Mr. Shaw

- Are we serving the kids at risk or are we providing an opportunity for further learning for those not at risk?

Mr. Knight

- The vast majority of the students are at risk.

Mrs. Myers

- Would you consider this intervention program a model to emulate in future years, or do you have suggestions or changes to fine-tune the program?

Mr. Knight

- Learned a lot and did fine-tuning at the beginning of the program.
- Most of the programs were very effective.
- Would make some changes.

Mrs. Myers

- Could you give us some examples?

Mr. Knight

- One example was the yearlong programs. It was very hard to keep the students in the program for the full time. Would limit the number of programs that we would do so as not to burn the student out. It was effective, but at some point the student is tired and not ready to learn more.
- Would go more toward the short-term targeted programs.

Mrs. Myers

- Is the old concept of distributed learning in which you do something for a while and then give it a rest applicable?

Mr. Knight

- Yes, that is one of the things we found.

Mr. Short

- In all the assessments, there are many reasons why students fall behind. Have you found out why certain groups are falling behind, such as kids that are troubled at home or have other issues?

Mr. Knight

- The coordinator's office did not have the students' home life information.
- One thing that has an effect on the student's progress is the number of times a student has moved.

Mr. Short

- If we identify a student as having problems at home, do we have intervention programs where a liaison teacher visits the home?

Mr. Knight

- I'm not qualified to speak on the variety of support services available within the district. At Mills Middle School there are a variety of services including home visits, in school support, health clinics, visiting psychologists and counselors, parent nights, and parenting classes.

Mrs. Stanley

- Explain the 160 programs that schools currently have.

Mr. Knight

- The 160 programs refer to the number of intervention plans that schools turned into the coordinator's office that actually operated. There were four funding streams.
- So at all the schools participating, we had 160 separate efforts made to provide remediation and academic intervention to our students.

Mrs. Stanley

- When you are talking about intervention, it is not necessarily those same students that were in the at risk category before. It would be those plus others?

Mr. Knight

- Yes. The schools did a good job of getting the students on the retention list into intervention programs. The interventions are voluntary. We cannot force the kids to participate.

Mrs. Stanley

- 70 students earned high school credits. They did this in a six-week session?

Mr. Knight

- We ran two six-week night sessions at Cordova High School for those seniors who were deficient in credits for graduation.
- Used curriculum provided by both Kinney High and some of the regular curriculum from Cordova High to meet the requirements for credits.

Mrs. Stanley

- Are they spending the same number of hours in obtaining these credits as the child in a regular class in a comprehensive school?

Mr. Knight

- It is the same as alternative education and summer school sessions. The six-week sessions were 60 hours, three hours a night for five nights a week.

0304-087 – 2003 Summer School Report

Assistant Superintendent of Elementary Instruction Leslie Faust, Assistant Superintendent of Secondary Instruction Janie DeArcos, and Director of Special Education Marsha Wilson presented 2003 summer school reports for their respective departments.

Mrs. Myers

- Are there any funding constraints on the recoupment classes for special education?

Mrs. Wilson

- We are required to provide a minimum of 20 days, which is equal to the number of days provided by regular education.

Mrs. Myers

- Concerned that we have secondary students who are high achievers who would like to take summer school classes to clear the way for other courses. The state has clamped down and we do not have the money for that.
- Assume we are unable to charge more for summer school if people were willing to pay.
- Is there anything we can do to meet the need of high achieving students, or is their only recourse to try to get into a private school or a community college?

Mrs. DeArcos

- As far as we know there isn't. Attending a seminar next week on the funding streams.
- The state changes its requirements yearly.
- Not optimistic for a funding stream for enrichment.

Mrs. Myers

- It seems a shame to deprive the students of opportunities. Can we come up with anything, such as distance learning with television?

Mr. Shaw

- Really impressed with the completion numbers for high school students.

Mrs. DeArcos

- The way we reclassify students now, they have to have 50 units completed to be classified as a sophomore.

Mr. Shaw

- If a student is taking PE for enrichment, are we receiving funding for it?

Mrs. DeArcos

- We had enough core academic to cover it this summer.
- But it changed for the 2003/04 school year, and we probably will not be able to offer as many next summer.
- The high achievers are the ones taking the enrichment courses in summer school.

Mrs. Stanley

- Were programs offered for the English language learners?

Mrs. Faust

- Programs were offered for the English language learners at Peter J. Shields and Mills Middle.
- The funding from a three-year grant is not available next year.

Mrs. Myers

- Noticed that we don't have a foreign language. If a student fails a foreign language, they'll have to wait to take it until the next school year.

Mrs. Stanley

- When we look at how many students fit within our cap, do we look at the beginning enrollment or at how many people actually completed the program?

Mrs. Faust

- Seat hours are counted. The cap is the number of hours that are actually attended.

Mrs. Stanley

- When you are limiting the number of students that enroll, are you considering the fact that a certain number will drop off over the course of the summer?

Mrs. Faust

- Yes. Somewhat. It is always a gamble.
- The hours for secondary summer school this year seemed to be higher than last year.

Mrs. Myers

- What is the cost of a group enrichment class? For example, if we wanted to appeal to a community foundation to be able to finance free public education and enrichment classes, what would be the price tag?

Mrs. Bettencourt

- \$3000, bare minimum, teacher's salary only. Does not include materials, etc.

0304-088 – Update on SunRidge Specific Plan – Rancho Cordova

Deputy Superintendent Bettencourt reviewed the following items on the SunRidge Specific Plan:

- SunRidge contains 10,020 dwelling units, and only 5% are within the FCUSD. The balance is in Elk Grove Unified School District.
- SunRidge is completely within the boundaries of the new City of Rancho Cordova.
- Though it might be of interest to us to take on this area and extend instruction, transportation, maintenance, etc., there are some other considerations the board should discuss.
- EGUSD has included the SunRidge Specific Plan in their master facilities plan and have bonded over it with Mello Roos bonds. They have also identified elementary, middle, and high school sites. It is under-funded at this time.
- The City of Rancho Cordova is interested in community identity.
- Superintendent Dave Gordon of EGUSD encourages this board to consider the California Environmental Quality Act (CEQA), district transportation and special education program impacts, the division and transfer of related assets and debt obligation, as well as impact on the district's regular base revenue limit.

Mr. Benton

- What would the change in district boundaries cost us financially?

Mrs. Bettencourt

- It would take four or five months to determine the impact to our facilities financing plan and to our general fund.
- Our general fund would probably be okay.
- Would have to look at the impact on transportation and special education, which are usually encroachments.
- Facilities needs - would have to identify how to make up the shortfall between what the developer and state is obligated to pay and what it truly costs to build schools.

Mr. Short

- Can you explain why the developer's obligation will increase if district boundary changes?

Mrs. Bettencourt

- EGUSD does multi-track year round education so they can fit 25% more students in their facilities than what we can accommodate in ours. The facilities cost for a school in EGUSD is less than what it would be in our district.
- There is a calculation in the developer fees where we plug in our dollar amount for building schools and charge the developers their fair share.

Mrs. Myers

- Regarding the base revenue limit, EGUSD has a high allocation per student than we do. We would look at acquiring more students, with less money to finance their education.
- Does EGUSD have their own SELPA and what is their ratio of funding?

Mrs. Bettencourt

- Yes, they have their own SELPA. Don't know their ratio of funding but they do have an encroachment.
- Regarding the base revenue limit, all of our students receive less than EGUSD's students, but we are still able to provide them a very good education.

Mrs. Myers

- Yes, we are doing it with the monies we receive now, however, this would be a big obligation to assume.
- What is the Mello Roos obligation? They have pulled money out for the high school so I'm sure they will want reimbursement.

Mrs. Bettencourt

- Developers have advanced funding to EGUSD of at least \$1 million. Also, yearly Mello Roos assessments on that property are going to EGUSD as part of their master facilities financing plan. They are using that money in other areas right now.
- There would have to be some kind of legal agreement to pass the Mello Roos funds from Elk Grove USD to Folsom Cordova USD. Not sure how that can be done legally because the bond holders know that property is part of a facilities master plan, and they have identified what the money will be spent on in their bond ballot statement with the bond holders having a certain collateral for that. It would have to be crafted by a bond attorney.

Mrs. Myers

- There is the question of cost.

Mr. Short

- Cost would be associated with housing high school students at Cordova High School until a high school is built.

Mr. Short

- Are there any major roadblocks that would prevent us from doing this?

Mrs. Bettencourt

- The three criteria have financial, legal, and facilities implications.
- We received a price quote of \$20,000 from Economic Planning Systems to complete an analysis for implications to both school districts.

Mr. Short

- Have we talked about sharing the cost of the analysis?

Mrs. Bettencourt

- No.

Mr. Shaw

- I see why we would want to do this, but why would Elk Grove?

Mrs. Bettencourt

- I would hope because they understand the need for community identity and for attending schools in the community with the same name in which you live.

Mrs. Stanley

- Heard there would be 22,000 units. Is that the expected growth?

Mrs. Bettencourt

- Not familiar with the 22,000 figure.

Mrs. Stanley

- If we pull in 9,400 units, how many students could we expect?

Mrs. Bettencourt

- Multiply by .6 or .7 and it's about 6,500.

Mrs. Stanley

- The number of schools EGUSD has designated does not include space for the 500 who live there, but will be in our school district and that they do not intend to serve.
- How many additional schools would we need to designate to stay on traditional?

Mrs. Bettencourt

- About four more elementary schools.

Mrs. Stanley

- If all of SunRidge were in the FCUSD, we would need one high school, two middle schools, and four elementary schools. How many are designated?

Mrs. Bettencourt

- We would need two additional schools. They serve 1100 students at the elementary level and we serve about 685. They are able to serve more because they are multi-year track.
- They have identified and planned for a high school and two middle schools.

Mrs. Stanley

- Regarding the \$20,000 cost for analysis, would it be of the nine criteria just like that of other land change/movement?

Mrs. Bettencourt

- Yes, as well as the facility impact, but goes into more detail because of Mello Roos.

Dave Roberts

- Introduced Rancho Cordova City Councilmen Ken Cooley and David Sander, and Assistant to the City Manager Curt Haven, and Ted Gaebler, City Manager.
- This issue goes back to the 1940's. A lot of it developed because of Mather AFB, which was divided into three school districts: Sacramento City USD, Folsom Cordova USD, and Elk Grove USD. Has caused identity problems for the Lincoln Village area.
- The City of Rancho Cordova wants a united, cohesive community.
- The boundaries do not work any longer. Mather students may want to attend the SunRidge schools due to convenience and location.
- Elk Grove USD will work in conjunction with Cordova Park and Recreation Department. The City of Rancho Cordova has a voice in the parks and how the money is allocated. It is hard for the city to work with a school district that is far removed.
- There are service delivery issues. Programs such as school resource officers are impacted. We provide an officer for Cordova High School. Elk Grove has their own police department. In Lincoln Village, those residents are paying for Sacramento City Unified police department and receive no service.
- In 1982 Gold River was bisected by San Juan USD and Folsom Cordova USD. City of Folsom approached the district to swap the American River Canyon Drive area that was in

the San Juan USD with the Gold River area. Same arguments back then still apply now for Rancho Cordova.

- We would certainly consider discussing funding for the study if the district believes it is of value.
- We recognize your key role in this process, and would like to work with you and for you on this project.
- We cannot price community identity and cohesiveness.

Mrs. Myers

- You mentioned Lincoln Village, but have not indicating interest in making it a part of our district since it is within the City of Rancho Cordova.

Dave Roberts

- Have indicated an interest in the past. There is a sense of urgency because the homes in SunRidge have not been built. Lincoln Village may be a long-term goal.
- In 1998, Margaret Weidman began gathering petitions in Lincoln Village. In helping, I encountered great interest from residents to become part of FCUSD. Margaret Weidman since discontinued her efforts due to personal reasons and the effort fell apart.
- Rosemont High School has since been built.
- If residents of Lincoln Village or Country Side are interested, we would certainly explore.

Mr. Short

- If we proceed and Elk Grove agrees, how will the developer feel about adding two new elementary locations, and how will the city approach?

Dave Roberts

- The city council can make it move very quickly. Do not see any insurmountable problems.

David Sander

- One reason we became a city is to enhance and promote our own community identity.
- One of our challenges is the presence of internal division in our community.
- We are separated from our neighbors to the north by the river, from our business corridor by Highway 50, and we have existing areas and growth areas separated by both Highway 50 and a large business corridor.
- We're looking for ways to tie our two communities, existing and new, together.
- Divisions are exacerbated by 54-year-old school district boundaries.
- Schools are clearly an essential part of the community.
- Half of the residents of Rancho Cordova step on a school campus every single week.
- Need a unified identity for the schools. Pursuing one school district for one city.
- Risks are not theoretical; we experienced it in Gold River. For various reasons the developer chose to separate that development from Rancho Cordova. Separating Gold River from our school district damaged our community, impacted student friendships, social relationships, clubs, and created artificial divisions in our communities.
- We are asking for your support in the reexamination of these boundaries by resolution, and directing staff to assist the city and other interested parties in looking at the consequences and guidelines.
- There are significant benefits of this transfer. We get a more balanced community, enlarged programs, a more unified school to community relationship, and the ability for more tailored programs.

- With growth and size come advantages, not just benefiting the kids but the entire community.
- Would get more fiscal solvency because of the growth.
- More community identity and more pride in schools result in better academic performance.
- The city council is fully committed to pursuing this transfer.
- Urged a resolution for the November 6th board meeting.
- To answer the question regarding the 9,000 units versus 22,000, there are several developments within Sunrise Douglas. The first is known as Sunrise Douglas 1, which has about 9,000 units. Additional phases could increase it to 22,000. The entire area is in the City of Rancho Cordova.

Mrs. Stanley

- Clarified that the city would like the whole Sunrise Douglas area to be in FCUSD.
- When we talk about the 10,000 dwelling units in the SunRidge Specific Plan, we are not talking about the entire impact to the school district.

David Sander

- Explained the distinction -- SunRidge Specific Plan (the entire area) versus the Sunrise Douglas 1 Development (first phase of development).

Mr. Shaw

- If Elk Grove Unified School District is not in favor, what kind of argument could we pose to sway them?

David Sander

- The most obvious one is the significant growth challenges they are currently facing.

Mr. Short

- Wouldn't transportation be another one?

David Sander

- Yes, due to the distance to this parcel from where they operate buses, they would have a significant increase in transportation costs.

Ken Cooley

- The question raised on Lincoln Village is very valid.
- We all move within the chairs of public responsibility and we have a very significant decision to make that can transform this side of the county.
- One immediate problem is that we have children who have grown up in the community of Rancho Cordova who struggle with why it is that way when the new money came we weren't a part of it.
- Look at the events of last week – people thought it was ridiculous that we could unseat a governor. The nature of challenges in life might look difficult, but you plunge in and surmount the obstacles.
- There are outstanding individuals who are in the business specifically to help school districts think through the mechanics (educational, legal, financial, and boundary changes).
- The key issue is how do we unify this community. Our goal is to make sure that each child feels that their life measures up to the lives of the other children around them.
- Over time, EGUSD will have to deal with how to get voters in Elk Grove to pass bonds to build schools in Rancho Cordova.

- Most people would recognize language from a former Governor who said, when he was Chief Justice of the U.S. Supreme Court, “in the field of public education, separate but equal facilities are inherently unequal.”
- Our kids have lived with separate but equal. The City of Rancho Cordova, along with the Sacramento Bee, Elk Grove Unified School District, and the educational status here in California, are behind the push to unify the community.
- In due time, precisely because we are interested in unity for our community, we will try to include Lincoln Village.
- The immediate urgency is to conduct a study and address the issues.
- It is all about achieving the logic of Brown vs. the Board of Education, not from a racial standpoint, but what effect does a divided community have on the children.

Mr. Shaw

- What kind of timeline are you envisioning for a transfer?

Ken Cooley

- As soon as possible. Need to gather resources for the studies in order to identify key issues.
- Once studies are complete, what looks like mountains now will start to shrink. Will also be able to address the nuts and bolts for equitable solution and establish a fair basis for everyone.
- Developers need clear signals to move forward.

Mr. Shaw

- Are you implying that the city will join the district in funding the study?

Ken Cooley

- I think we can talk to a lot of people who would support the effort.

Dave Roberts

- Estimates indicate that residents will begin moving in the development in twelve to fourteen months. Developers will want to move rapidly.
- The City does not have a lot of money, but we can raise money from private sources.
- If you do your part, we will certainly bear our burden.

Conrade Mayer

- Community identity is very important.

Mrs. Myers

- Can certainly understand the argument of community identity.
- We are overwhelmed by a fiscal crisis. I ignored my Democratic roots and was enthused by Arnold because of his position on schools and flexibility on categorical programs.
- Seems like we are putting the cart before the horse. Before we pass any sort of resolution, we need to hear from the city council with a resolution on a financial commitment with some specifics. Not interested in directing staff until resolution is complete. Staff needs to concentrate on zero-based budgeting.
- Not philosophically opposed to the idea, wants reassurance on financial commitment. All of our money needs to go to education.
- \$20,000 is a big price tag. Shopping around might be in order.
- Developers should join in on this effort.

Mrs. Stanley

- To what degree do we want to pursue this matter, if at all?

Mrs. Myers

- Not interested at the moment because it is premature. Feels the City of Rancho Cordova's financial commitment should come first. We don't have the money. Have a lot of others things on our plate right now. Not in a rush.

Mr. Benton

- Appreciate the councilmen bringing this up.
- Would like to have this area in our school district.
- Elk Grove is a great school district. We are a great school district. Can we provide more – I'd like to say yes. Can we provide just as much – definitely.
- If we do have a study, which I recommend, if one entity or several entities need to pay for that study, Elk Grove needs to be a part of this.
- We need buy in from Elk Grove. They need to be part of it, and we need to work as a team.
- The Mayor's words were strong - if we need the money, we will find the money. The school district doesn't have any extra money.
- We need to pursue with city council and Elk Grove USD.

Mr. Short

- Thanked the councilmen for their information on history and identity.
- Board should support a resolution to move forward on this. There is a sense of urgency due to time constraints. Need to talk about the funding and get Elk Grove on board.
- It is time to realign the boundaries and to do the right thing for the right reasons, and ultimately benefit and unify the children for generations to come.

Mrs. Stanley

- Thanked the speakers. Comments were helpful.
- Agree with Mr. Benton that we need to involve Elk Grove USD.
- Good points were brought out tonight for reasons why Elk Grove should consider boundary change.
- Not sure we are at a point to proceed.
- Concerned about the size. 22,000 homes equal about 15,000 more students in our district. Nearly doubling the size of our current school district.
- Concern is based on a recent request for the split petition that we have with the state to be brought back to this board for further discussion. Afraid there may be an effort to pull that petition. If that were to happen, I am concerned about the size of the district.
- Cannot disagree with the philosophy expressed tonight on community identity. Feels the school district community size would be so large that it would not be effective in promoting community identity.
- Have to build trust in your schools to have community identity.
- The larger the school district grows, the less community identity due to shrinkage in participation, lessening of adults taking responsibility, etc., resulting in growing disconnect.
- Would feel much more comfortable proceeding if knew the Rancho Cordova would be its own school district of 10,000 and the community was willing to add the additional 15,000.
- Concerned about what may be happening with this board and the size of the school district.
- Until resolved, not certain we should proceed at this time.

Mr. Short

- All good points, however, size is debatable.
- Split issue should be separate from this. It is not today; it is 15–20 years down the road.

Mrs. Myers

- We need to consider these items in conjunction. The vote on the split may come before. Size is a very big factor. The largest school district around is Los Angeles and is not a measure of success.
- Elk Grove is struggling with their size.
- Studies show smaller size is more effective because of several factors, span of control being one of them.
- Agrees with Mrs. Stanley.

Mrs. Stanley

- What do you mean 10-15 years down the road when Phase I starts in one year?

Mr. Short

- It takes years to build out; it's not going to happen overnight.
- Will make assessments as the growth happens. Let's plunge in now and make this happen.

Mrs. Myers

- We also have growth from the Rio Del Oro project to digest also.

Mrs. Stanley

- All are important pieces.
- Is Rio Del Oro in our facilities master plan?

Mrs. Bettencourt

- We're working on it, but it is not fully funded.

Mrs. Stanley

- I suppose a study would help us get a handle on all the important pieces that affect our district.
- Can see some benefits in proceeding with a study.
- Concerned about the recent call for further discussion on the split and I don't think you can separate the two because it relates to district size.
- Compared to Los Angeles, 35,000 is not very big, but it puts the district in a category with a very small percentage of school districts in the state.

Mr. Short

- The study provides us with more data to make better sound decisions.
- This is a planning problem. Things may be different in 15-20 years. Need to look at long term.

Mrs. Stanley

- It would convince me to proceed, if I could have any kind of assurance that we would not be pulling back the petition.
- It is important to know in advance if we are looking at a school district with 35,000 or 18,000 students. I don't have that assurance yet.

- We still don't know, even if this board decides to let the petition go its course, if it will happen because it has to pass the state and voters.
- Requested the first step that the board is not going to be the one to pull it off its course.

Mr. Benton

- If we place the reorganization currently in front of the state back on the agenda, don't see it happening for next board meeting or two. That takes us a month.
- This is a month and a half we would lose that we could be working with Elk Grove.
- We're looking at two months – big concern. Could use the time more productively.
- The study is necessary, is our immediate timeline imaginary.

Mr. Shaw

- A study is merely a study and not a commitment to act.
- I would like to see specific information before I know what to think.
- We ought to isolate the issue of should we or should we not do a study before we discuss ramifications of proceeding.
- Agree with Roger, we need Elk Grove to participate in the study. If not, I don't see any reason why Elk Grove would want to agree to the boundary change unless they find a desirable reason. They need to join in on the study in order to make a decision.
- Needs to be a win-win situation.

Mr. Short

- The split issue and a feasibility study need to be separate issues.
- A study needs to be done so we can make sound decisions.

Mrs. Stanley

- Agrees that in some respects the study is a separate issue.
- What will the study encompass: a potential 18,000-student district or a 35,000-student district? It makes a difference on whether it is feasible or not.
- Can't support a study unless two are done.
- Asked Mr. Benton, who officially requested discussion item on the petition, if it serves any purpose to consider it at the next meeting and also to consider this item again. It is only a discussion item tonight so no decision will be made tonight.

Mr. Benton

- Do you want the reorganization petition and the possible decision of a study on the same agenda for the next meeting?
- If I want to place SunRidge on the agenda as an action item, do I have to put reorganization on, also?

Mrs. Stanley

- The two issues are too intertwined to not consider them together. At this moment, if I had to vote on a study that wasn't telling what I'm going to study I would have to say no.

Mr. Benton

- I see Folsom Cordova today as being both Rancho Cordova and Folsom. So if we do the study today it would be on both Rancho Cordova and Folsom as they are today, not how they might be several years from now.

- Study would have to be done under the auspices of it being Folsom Cordova regardless of what the state says on the reorganization petition.
- The earliest the voters could approve a split is 2005 – 2007.
- It wouldn't affect me one way or another. I would like to have a discussion on the next agenda as an action item.
- Has no problem if we need to add reorganization on the agenda as a discussion or discussion/action item. Having both on the same agenda is not a problem.

Mrs. Stanley

- This board has made a decision to present a petition to the county and state that does split the district.
- This board has not made a decision to undermine that prior decision, therefore, we are looking at potentially two districts in reality and we have to consider that.

Mr. Benton

- I see your point and appreciate it.
- I just don't want us to do the study based on how it would look if we were two districts and then it doesn't get approved by the state or the voters.
- Could gear the study to what will happen to either Folsom Cordova Unified district or separate Rancho Cordova and Folsom districts.

Mrs. Myers

- Does not want staff to be engaged in a study of this nature until we have completed the zero-based budgeting process.
- Does not want this on the next agenda until we resolve some of those issues.
- Considers any study that does not factor in the possibility that the Folsom Cordova Unified School District will be reorganized and what the composition would be, to be totally incomplete.
- Have to consider the addition of the population going into Sunrise Douglas, Rio Del Oro, etc., both before and after reorganization.
- Don't know how the vote will turn out either at the state level or the voters level.
- A study isn't complete unless those variables are factored in.
- Accumulating data will take time. Don't want to rush into this.
- That is not our primary assignment at the moment.

Mr. Short

- Mr. Benton had good points about the split petition. Maybe in 2005 it will go to the voters. It takes years to build housing out and that is only a couple of years down the road. Rancho Cordova will not be in a position to be split out and have a small school district.
- The split will not benefit our kids. It's not going to happen because it is not fiscally responsible. It is a separate issue.
- Annexing is fiscally beneficial. Increasing enrollment creates discretionary funding. These are two separate things. The split is just not going to happen because it is not fiscally responsible.

Mrs. Stanley

- We have different points of view. It's hard to tell which way to go. It looks as if possibly the deciding direction might come from Mr. Shaw who is on schedule to set the next agenda with me.

- There has been an official request to place an action item on Sun Ridge on the agenda.
- There has also been an additional request to add a reorganization discussion item.

Mr. Short

- If we have issues that are controversial, is it possible to discuss the agenda openly with all board members, so they we all have input, instead of just two board members and the superintendent?

Mrs. Stanley

- That is the procedure. Any board member can request that anything be placed on the agenda. Then it is the job of the board president and superintendent to decide where it fits.
- There have been requests for two different items. We will be taking both of these issues up.
- The matter of time needs to be considered amongst all the other issues the school district needs to deal with. This is not our primary goal or subject. Have to figure out where it will best fit and the timeline.

REPORTS

0304-089 – Reports to the Board of Education

A. Superintendent Siefkin reported on the following:

- Received information that the petition reorganization is scheduled to be heard by the State Board of Education during the first two weeks of March 2004.
- Yesterday, the media, members of the City of Rancho Cordova, the City of Folsom, and elected officials toured new and modernized sites within our district. It was a well-attended and well-received activity.

B. Correspondence to the Board

C. District Committees

BOARD OF EDUCATION

0304-090 – Board Business

A. Board Communication

Stephanie Shaffer

- Commented on Mr. Knight's presentation. Good to know there is a solid program to help kids who are falling behind.
- Folsom High School had a successful homecoming in the new stadium.
- Looking forward to be involved in the SunRidge issue.

Edward Short

- Proud that we have an excellent intervention program. Should continue to do so and explore other programs and funding sources.
- Read the bond oversight committee notes. Concerned about the debate on the HVAC units. Appreciates what the committee is doing.

Sara Myers

- Commended staff, specifically Rebecca Sloan, on the leadership tour. It was well organized. It was our chance to indoctrinate those from the public. I felt a great sense of

accomplishment and pride when I saw the results of the construction and modernization program. Teachers and staff are happy. Hope we can continue to do more of the same.

- At Sandra J. Gallardo Elementary one of the legislator liaisons asked how students got the musical instruments. We have a rental program, but apparently the demand is larger than supply. Hoping we can focus on this with a fundraising effort. We have one of the finest musical programs in the state, if not in the nation. We need to do what we can to provide the support, and these rental musical instruments are very important to keeping this program thriving.
- Painful to me that some students want summer school classes and yet the state constraints force us to slam the door in their faces. We need to find funding to supply this service and benefit to our youth.

Richard Shaw

- Congratulated Rebecca and Norm on the excellent leadership tour.
- When we were here at Mills, we heard the band. Lead trumpet player was excellent. He was making an old beat up trumpet sound good. Throughout the piece he had to stop and unstuck the valves.
- Congratulated Elaine Aber, Empire Oaks teacher, who received a Fulbright Scholarship to go to Japan in November.
- Impressed by the amount of donations our district receives.
- Looking forward to Red Ribbon Week. Critically important for setting the culture of the school in terms of how we feel about drugs in our society. This does have an effect on kids. Tradition needs to be kept alive.
- Impressed with summer school successes. Particularly the high retention rates.
- Targeting interventions is the only way to make them work. Aligning interventions to the standards and what we know about each individual kid is the only way we are going to make this worthwhile.
- Milt Clark was my counselor at Mitchell. Have a story about him. He had an operation and had a portion of his lung removed. I was going out golfing on Saturday and invited him to ride with us in the cart. He brought his clubs. We got to the course and he hit one ball and decided he might want to play. He played a few holes. We went mano a mano on the golf course and he beat me by ten strokes after 18. That was Milt, tenacious, and some might say, bullheaded. He stuck to what he believed. He did a lot of good for kids during his tenure in our district. Everybody that knew him, admired him.

Roger Benton

- It's been a long time since we have had spirited talk at this table.
- The tour was well organized; always is. Apologized he did not attend.
- Cannot attend the student advisory board meeting next week.
- Welcomed the City Manager of Rancho Cordova.
- Started vacation yesterday.

Teresa Stanley

- Extended sympathies to Milt Clark's family.
- Cautioned board members. It's not good policy to undermine a prior board decision, even if you disagree with it. We have our individual opinions. Once a board has made a decision, it is important that the board respect that.

- Enjoyed the leadership tour. Very positive, well organized. It was a treat to get into the schools and classrooms and see the kids in action, and see that each school has their own special programs in effect.

Meeting adjourned at 9:10 p.m.

INFORMATION

0304-091 – Modernization and Construction Projects Update – Rancho Cordova

0304-092 – Notification of Smaller Learning Communities Program Grant

0304-093 – Next Regular Board Meeting is scheduled for November 6, 2003 at Folsom High School, 1655 Iron Point Road, Folsom, CA, 95630.

Record of meeting schedule for October 16, 2003:

Open Session	5:30 p.m.
Closed Session	5:35 p.m.
Open Session	6:09 p.m.
Meeting adjourned at	9:10 p.m.

Respectfully submitted,
Norman R. Siefkin, Executive Secretary to the Board

Sara Myers, Clerk of the Board