



**BOARD OF EDUCATION  
REGULAR MEETING**  
2309 TULARE STREET  
BOARD ROOM, SECOND FLOOR  
FRESNO, CA 93721-2287  
[www.fresnounified.org/board](http://www.fresnounified.org/board)

**MINUTES – BOARD OF EDUCATION REGULAR MEETING  
Fresno Unified School District  
April 8, 2015**

**Fresno, California  
April 8, 2015**

Office of the Board of Education, Fresno Unified School District, Education Center, 2309 Tulare Street, Fresno California, 93721.

At a regular meeting of the Board of Education of Fresno Unified School District, held on April 8, 2015 there were present Members Ashjian, Chavez, Davis, De La Cerda, Mills, Ryan and President Johnson. Superintendent Hanson was also present. Student Board Members Romero and Santellano were present.

President Johnson convened the meeting at 4:15 p.m. in the Board Room and adjourned to Closed Session. The Board reconvened in Open Session at 5:38 p.m.

**Staff Present**

Deputy Superintendent Quinto, Associate Superintendents: Aguilar and Sanchez. Instructional Superintendents: Dutra, Gomes, Her, Russell and Wall. Assistant Superintendents: Hunt, Hashimoto, and Maldonado. Interim Chief Information Officer Idsvoog, Chief Technology Officer Madden, Chief Academic Officer Mecum, Chief Operations Officer Temple, Chief Human Resources/Labor Relations Officer Idsvoog and Chief of Staff Chavez

**Reporting Out of Closed Session**

1. By a vote of 7-0-0, the Board took action in Closed Session to promote/appoint Heather Allen, General Director, School Leadership.
2. By a vote of 7-0-0, the Board took action in Closed Session to promote/appoint Deanna Mathies, General Director, Early Learning.
3. By a vote of 7-0-0, the Board took action in Closed Session to promote/appoint Elisa Messing, Instructional Support Director, Curriculum and Instruction.
4. By a vote of 7-0-0, the Board took action in Closed Session to approve a final settlement resolving all matters of existing litigation specifically described on the agenda as Item 6a and 6b.

**PLEDGE OF ALLEGIANCE**

Mrs. Elizabeth Lara-Rincon, a parent that has had a positive impact at Ahwahnee Middle School, led the flag salute.

### **APPROVE Minutes**

APPROVED, with minor corrections, the draft minutes for the March 25, 2015 Regular Meeting. Member Mills moved for approval, seconded by Member Davis and by a vote of 7-0-0, as follows: AYES Member Ashjian, Chavez, Davis, De La Cerda, Mills, Ryan and President Johnson.

### **ADOPT Proclamation Recognizing April 2015 as “Remembrance of the Existence of the Armenian Genocide”**

ADOPTED, as recommended, a resolution proclaiming the month of April 2015 as Remembrance of the Existence of the Armenian Genocide – as remembrance of those forever affected by the Armenian Genocide – and urges our schools and individual citizens to never forget these crimes against humanity. Member Ashjian moved for approval, seconded by Member Davis and by a vote of 7-0-0, as follows: AYES Member Ashjian, Chavez, Davis, De La Cerda, Mills, Ryan and President Johnson.

### **ADOPT Proclamation Recognizing April 2015 as School Library Media Month**

ADOPTED, as recommended, a resolution proclaiming April 2014 as School Library Media Month. School Library Media Month celebrate school library media specialists and their programs. During the month of April, school library media specialists are encouraged to create activities to support their school and local community in celebrating the essential role of strong school library media programs. Member Chavez moved for approval, seconded by Member Mills and by a vote of 7-0-0, as follows: AYES Member Ashjian, Chavez, Davis, De La Cerda, Mills, Ryan and President Johnson.

### **RECOGNIZED Edison High School Boys Basketball, Division I Section Champions**

### **RECOGNIZED 8<sup>th</sup> Annual Middle School Tournament of Technology**

### **HEAR Reports from Student Board Representatives**

Student Board Representative Pheng Lor provided comments/reports from the Student Advisory Board Representative meeting hosted by Duncan High School with Board Member Mills present. Student Board Representative Pheng Lor acknowledged the student ambassadors from Terronez Middle School.

### **HEAR Report from Superintendent**

- Superintendent acknowledged the unexpected passing of Fresno City College President Tony Cantu. Cantu dedicated his life to educating countless young adults and was a true partner to Fresno Unified. The meeting paused for a moment of silence.
- Superintendent also spoke about the final stretch of the 2014/15 school year noting how critical this time is for students and the importance of finishing strong. He spoke of the upcoming SBAC testing window and the importance of students being in school and prepared to take the test.
- Guillermo Berumen, one of our Excellence in Education winners, has been selected as a finalist for the Fresno County Educator of the Year Award. Congratulations and Good Luck.

On a motion by Member Ryan, seconded by Member De La Cerda, the consent agenda, exclusive of agenda items: A-3 and A-5 which were pulled for further discussion, was approved on a roll call vote of 9-0-0 as follows: Student Member Santellano and Romero, Members Ashjian, Chavez, Davis, De La Cerda, Mills, Ryan and President Johnson.

**A-1, APPROVE Personnel List**

APPROVED, as recommended the Personnel List, Appendix A, as submitted.

**A-2, ADOPT Findings of Fact and Recommendations of District Administrative Board**

ADOPTED, as recommended the Findings of Fact and Recommendations of District Administrative Panels resulting from hearings on expulsion and readmittance cases conducted during the period since the March 25, 2015, Regular Board meeting.

**A-3, APPROVE Budget Revision No. 3 for Fiscal Year 2014/15**

APPROVED, as recommended Budget Revision No. 3 for fiscal year 2014/15. Periodic updates to the district's budget are presented to the Board of Education for approval. Budget Revision No. 3 includes adjustments for updated information and necessary amendments to support the acceptance of various grant awards.

The following items are included in Budget Revision No. 3 for fiscal year 2014/15:

- State revenue and expense changes to reflect items reported in the Second Interim Financial report presented to the Board on March 11, 2015
- Other revisions as described on the following page
- Program adjustments and grant revisions

**Mo Kashmiri** – A question on page 2. In the category of Quality Education Investment Act 2006, the 2014/15 adjusted award amount of \$225,144 will that money be assigned back to the QEIA schools? Sending that money back to the schools will help maintain the level of quality instruction that we need.

**Member Chavez** – I have a question in regards to Title I funding - School Improvement Grant and Title III - Limited English Proficient. What are we anticipating for this budget cycle in regards to funding sources and our plans in case we do get hit with cut backs?

**Ruth Quinto** – We actually received some good news relative to our federal funding. The most recent news is that the reprioritization of some of the concentration aspects of the federal funding were taken out of the most recent versions of the federal laws that are currently under reauthorization of the Education Act. Title I looks a little better for us then it had previously. Title III, I will get you some additional information but that looks to follow as well for the budget year to be better news for us than previously anticipated. What is included in this item for A-3 is some slight adjustments that we are going through constantly, to ensure our current year's information for 2014/15 is up- to-date. For future years the news looks a bit better. We have not cut back on programming at school sites based on any cuts that we have seen in our federal funding. We have actually distributed more to sites from a federal funding aspect. We have also done soft landings on all of our QEIA funds, we have planned for the reduction in the QEIA funds as well. Impacts have been mitigated for class size reductions.

**Member Chavez** - Those QEIA funds will be used to augment the QEIA school services that we have had at those sites?

**Ruth Quinto** – Yes. Not make up for it entirely but to mitigate it.

**Member Chavez** – Do we have a timeline for when we might get a better picture of Title I and Title III?

**Ruth Quinto** – We will make our plans and recommendations to you when we propose the budget in May, but the federal fiscal year is on a different cycle so we won't know for sure until September 30.

**Member Chavez** – Will we have contingency plans to fill those gaps?

**Ruth Quinto** – Absolutely.

**Member Ashjian** – It looks like your services and your operating budgets are increasing quite a bit between adopted and budget revision #3 on the general fund as well as the unrestricted general fund and the restricted general fund. Can you direct me on line items so I can see what we are proposing? I think some of that is going to be in the painting of schools. Is that of the same category?

**Ruth Quinto** – The painting of the schools is from a different fund. It is in the deferred maintenance fund. This would be from the increase of the utilities. The bullet point is on page two where I describe an increase in other services mainly due to utilities.

**Member Ashjian** – If you take the budget revision #3 on the general fund and take service and operating all the way over to the difference between adopted and budget revision #3, it says it is a \$14 million dollar swing. Is that utilities?

**Ruth Quinto** – No, I was referring to the \$2 million, which is the difference between the current and the budget revision #3.

**Member Ashjian** – Is that the one that you informed us about with the switch being left on?

**Ruth Quinto** – The current budget and the budget revision #3, those are the differences that I believe would be the most relevant.

**Member Ashjian** – That was the utilities one on the general fund?

**Ruth Quinto** – Correct. Those are the only changes being described in this budget revision. The other column would be a culmination of changes from the adopted budget, which would be all the way back to June 2014.

**Member Ashjian** – It looks like it is the same for the unrestricted general fund. Are these two separate accounts?

**Ruth Quinto** – They are not. The general fund consists of unrestricted general fund and the restricted general fund.

**Member Ashjian** – Why is one called restricted and one called unrestricted?

**Ruth Quinto** – Restricted means it comes with certain restrictions on how those resources will be utilized so the expenditures have more restrictive uses.

**Member Ashjian** – I was hoping you were going to say we were going to put \$3 million more into Ms. Temple's budget where we could do more maintenance items.

**Ruth Quinto** – There are even more restrictive uses for funds that have separate funds altogether like the deferred maintenance fund. It is not part of the general fund, but actually the deferred maintenance fund is separate altogether.

**Member Ashjian** – Do you think that we could get a board communication on what the budget looks like? Can we get a line item view that I can look at?

**Ruth Quinto** – I sent a board communication pretty recently about how we have invested in both deferred maintenance and routine restricted maintenance. In fact, the deferred maintenance just increased up to \$9 million.

Member Davis moved for approval, seconded by Member Ryan and by a vote of 6-0-1, as follows: AYES Member Ashjian, Davis, De La Cerda, Mills, Ryan and President Johnson. *Member Chavez was absent for vote.*

**A-4, APPROVE Appointment to Citizens Oversight Committee for Measure K and Measure Q**

APPROVED, as recommended the following appointment to the Citizens Oversight Committee for Measure K and Measure Q is recommended:

Dennis Zeuner – nominated by Board Member Ashjian

The Citizens Oversight Committee for Measure K and Measure Q was established by the Board “to inform the public concerning the expenditure of bond proceeds approved by the voters,” and “to ensure that bond proceeds are expended only for the purposes set forth in the ballot measures” (Committee Bylaws).

**A-5, DENY Claim #15-0312-0062**

DENIED, as recommended a Claim for Damages on minor, case #15-0312-0062. The Superintendent recommends that the Claim be denied and the matter referred to the district’s Director of Benefits and Risk Management for further handling.

**Mo Kashmiri** – This claim is just a continuation of the issues at Fort Miller. We think there needs to be a major investment in Fort Miller to make sure it is successful. If we don’t do it on the front end we end up paying on the back end.

Member Davis moved for approval, seconded by Member De La Cerda and by a vote of 6-0-1, as follows: AYES Member Ashjian, Davis, De La Cerda, Mills, Ryan and President Johnson. *Member Chavez was absent for vote.*

**A-6, RATIFY Agreement with the State Center Community College District**

RATIFIED, as recommended an Agreement between Fresno Unified School District (FUSD) and State Center Community College District (State Center) for FUSD to share the services of a Fresno Adult School CTE Counselor with State Center on a 40% basis pursuant to the State Center Consortium Assembly Bill (AB) 86 Planning Grant.

**A-7, RATIFY Purchase Orders from January 1, 2015, through January 31, 2015**

RATIFIED, as recommended Included in the Board binders is a list of Purchase Orders for \$10,000 or more submitted for ratification by the Board. Purchase Orders/contracts that are required by law to be competitively bid will be submitted as separate agenda items. Beginning on page six (6) is a list of Purchase Orders issued from January 1, 2015, through January 31, 2015. These Purchase Orders were previously authorized and awarded by the

Board. The Purchase Orders are submitted for information only and are not included for ratification. Pursuant to the Board's request, also attached is an alphabetical list of all Purchase Orders issued from January 1, 2015, through January 31, 2015.

## **END OF CONSENT AGENDA (ROLL CALL VOTE)**

### **UNSCHEDULED ORAL COMMUNICATIONS**

**Joe Toney** –Spoke about the Scandinavian School issue and his concern that there has been no action taken towards the alleged maker of the comments or the victims of those ostracized by the comments.

**Andy Fabela** – Spoke about the concerns of homework that students are receiving from their teachers.

### **B. CONFERENCE/DISCUSSION AGENDA**

**6:00 P.M.**

#### **B-8, PRESENT and DISCUSS the 2015/16 Strategic Budget Development**

PRESENTED and DISCUSSED The Governor released the proposed State budget for 2015/16 on January 9, 2015. The Board of Education has discussed the Governor's proposal and the potential impacts on Fresno Unified, as well as the strategic budget development process, at the following Board of Education meetings:

- January 21, 2015
- February 11, 2015
- February 25, 2015
- March 25, 2015

On April 8, 2015, staff and the Board will continue budget development discussions.

Presentation by Deputy Superintendent Ruth F. Quinto

An opportunity was provided to hear questions/concerns from members of the Board and staff was available to respond.

**Tish Rice** – It is great to get a report on progress of programs. One of the concerns I have when we look at resources that are available, is not only how money is allocated, but how those programs are being implemented and where the assessment component to show whether the program or personnel are helping students academically, socially and emotionally. As a teacher we are taught this cycle of making sure we assess, do reflection and look at data points to see if what we are doing in the classroom is effective.

**Member Ashjian** – Did I hear you correctly that we are using dollars for zero to 6 weeks?

**Ruth Quinto** – Starting at 6 weeks. The programs that we offer start as early as 6 weeks old. That is the youngest age at which we start providing services.

**Member Ashjian** – Please explain to me how that works.

**Wilma Hashimoto** – We have two contracts from California Department of Education. One is the pre-K which services 3-5 year olds. The other one is our full day contracts which allows us to service children 0-3. Our goal is to provide early learning experiences to our children. That is why we have programs that are for parent engagement to include the parents as well as to serve the children.

**Member Ashjian** – Why do we call it learning instead of babysitting?

**Wilma Hashimoto** – Studies have shown that even at 18 months old a child can fall behind.

**Member Ashjian** – Ms. Quinto how have we decided to incorporate the data from the FTA meetings for the LCAP? Do we plan on somehow merging their information with your information and the budget proposals?

**Ruth Quinto** – We requested that information from FTA and requested that they get it to us as soon as possible.

**Member Ashjian** – I believe a while back that I had requested, from the LCAP meetings, the percentages of responses from each of the questions that were asked. So when we go back we can say, “this is the Local Control Accountability Plan”. This is what the community is asking for and this is what we are supposed to do. Isn’t that the purpose of the LCAP?

**Ruth Quinto** – The intent is that there is input from the community. However, there is already the opportunity for the community to provide input in a variety of ways including the meeting here this evening, the six that we have had prior, and the several we are going to have after this. It is not the only method of input for the budget that the board will be ultimately adopting.

**Member Ashjian** – I am not trying to weigh one heavier than the other. I want to make sure we have a complete 360 view of what the understanding of what our constituents are looking for. Do you know what date you provided that in a board communication? So, you plan on compiling all the information of what the community is wanting and then present it to the board? Is that a fair statement?

**Ruth Quinto** – We would consider that there is a variety of inputs. The most important input is the input of the board. We also consider board policies, the board core commitment, the boards core beliefs, the theory of action, the data dashboard, teaching, learning what happens in the classroom, the curriculum adoption, the information that I am providing. The input and the feedback that I am receiving from the board I would say is the most important input, followed by the input from the public, and then the input from the community is an important piece. It is not the driving factor behind the proposed budget that you will be receiving.

**Member Ashjian** – I was able to attend a meeting in Clovis and they spent three hours going line-by-line of the budget and how it applied to the LCAP. I realize what you are saying, but sitting in this chair the most important thing that I have is what my constituents are telling me what is important to them. They are the driving force for me and I want to make sure everybody has a voice.

**Member Mills** – I have a question in regards to the Special Education budget. This is the only budget being brought before us tonight that shows no one-time increase or no on-going increase. In looking at the graph on slide seven it shows the number of students in the district has roughly been declining and at the same time the number of Special Ed students identified has gone up. So, the percentage within our district has been increasing, but we are not looking at increasing the budget? Parents in the last several months have come to us in open communication and alleged that students have not received services under their IEP’s. I have heard that from some teachers

at different schools in the district. I know that is not the intent of the district. Do we have adequate staff or do we need to increase?

**Cheryl Hunt** – As we looked into our data we examined the number of students we serve and the number of FTE we have to deploy to meet those service needs by redistributing them in a more efficient and effective way. When we are looking at our students and the total number within the district, we are also looking at the programs in which they are a part of. For example, in our mild-moderate program, when we looked across the board at all of our mild-moderate programs we had courses where we only had two students enrolled. That is not an enriching environment for those students. So we looked at all of our classes across the board not only mild-moderate but moderate-severe, DHH programs, our visually impaired and looked at the total number of students who were in each of those classes and how we could redistribute our FTE more effectively. With that, we were able to repurpose and realign our FTE in such a way as to maximize the potential for our students to be more successful and meet the needs of our diverse students based on their IEPs.

**Member Mills** - I certainly agree that we need to maximize the potential of our students. We also need to have an adequate and appropriate case load for the staff. That is why I have a concern when we talk about the increasing number of students and we are not showing any change in staffing. You mentioned classes only having two students and that not being an appropriate setting. I have also heard that we have classes where we continually add students to the class, we correct this by adding aides to the class instead of bringing in another teacher and having another class when class sizes get large. What kind of staffing are we looking at in Special Ed classes?

**Cheryl Hunt** – Per a board communication that was delivered a few weeks back, I shared with the board the ratio of students to teacher. For example, in a mild-moderate classroom we would have one teacher to 10-15 students depending on the grade level. As we have our students enrolling we are monitoring daily the total number of students who are entering our programs. Our regional instructional managers are responsible for looking at the case loads at each of the sites and ensure those placements are done appropriately to meet the needs of the students who have entered the district or who are shifting from one school to another to ensure those services are provided. It is thoughtfully done as each of our students are entering our programs and shifting in the district to meet their needs.

**Member Mills** – When you say the regional managers are monitoring this, are they monitoring classroom conditions as well?

**Cheryl Hunt** – Absolutely.

**Member Mills** – Are we still in a situation where families who live outside Fresno Unified are transferring their Special Education students to Fresno Unified?

**Cheryl Hunt** – We monitor that very closely working with the transfer’s office. What I can share with you is that we have 39 students who are outside of the district and they are being served in our Deaf and Hard of Hearing (DHH) program. We have a MOU with the Fresno County Office of Education and those are reimbursable. In terms of employees in the district, the number is roughly 23 but I can get you a board communication to give you that specific data.

**Member Ryan** – In regards to the LCAP, getting information from the public and their opinions is important, but what is even more important to board members is data. If a particular act or spending money in a certain way has data behind it to show that it does improve education for children, I would be certainly in favor of that. I would not be voting for a particular budget change just because a certain number of people want it, if there is no data that is going to show me that it is going to help student achievement. I am sorry that Member Ashjian was not here when Howard Watkins addressed this board regarding a book called “Ghosts from the Nursery”. In that book



and in his presentation he talked about the extreme damage that can be, and is, done by children 0-2, even before birth, when mothers don't know the correct things to do, the correct nutrition or they just use alcohol and drugs. Often those children never recover. We are going to get those children eventually. I rather spend the time and the money, especially when it is grant money, to approach those mothers and try to help them learn to be the best mothers they can for the future of their child ahead of time rather than trying to undo things that they did, not realizing what their actions were for their child. I think that is money well spent. As far as the E-Rate is concerned, I am very pleased to hear that we are going to back fill rather than cut technology. We were hoping to get more money from the E-Rate but even though we didn't, I am very pleased to see that we are putting that money into technology. Lastly on slide four, I know the governor uses this one. We use it all the time and people may think it is for dramatic effect but it is for fact. We were here in the middle of that first down turn; Member Davis, Member Mills and myself. We experienced 900 kids to one high school counselor. We experienced the devastation of our music program, having to release librarians, campus safety, just everyone. It was awful and I don't ever want to put some future board in the position of having to go through that again. The second set of red bars was no fault of our own and the reason that first group looked as bad as it did was partly the district. They had given an enormous pay raise that they could not sustain. While things look rosy and fine at the present it is always a great temptation to give a bigger raise than you could afford even though it may look like today you can afford it. We are in the green now but we don't know how many years that green will go on. When we look at the set of those two red bars I just want to remind the board once you spend the money, once you commit it, by law you can't take it back and we don't ever want to face what we had ten years ago again. I am hoping the board will be prudent, spend the money when we have it and when we know we will continue to have it and to be very prudent and very careful in the meantime.

**Member Davis** – According to page seven we have 7,525 IEP's. Is that correct?

**Cheryl Hunt** – That is correct.

**Member Davis** – On page eight that is a list of services offered by Fresno Unified?

**Cheryl Hunt** – We actually offer services in alignment with the IDEA 13 disabilities. These are the specific areas of focus for the 2015/16 school year based on our review of our state, federal and district data.

**Member Davis** – I was also wondering as Trustee Mills previously mentioned was our increasing numbers of students and how many are transfers in from other districts. If there are 13 disability classifications, is it safe to say that our other schools districts in the area carry the same types of services that we provide? Or do they not carry it? What is their obligation to those 39 students that want to come to our district?

**Cheryl Hunt** – The 39 students that I referenced based on Member Mills question was regarding our Deaf and Hard to Hearing (DHH) program where we have a partnership with Fresno County Office of Education. We get reimbursed for servicing those 39 students for DHH services only. Our program is at Norseman, Birney and Hoover High School.

**Member Davis** – The "A" and Fresno that you mentioned earlier. Is that similar to the Lori Ann Infant Center at Powers-Ginsburg?

**Cheryl Hunt** – The Lori Ann Infant Center? Yes, we serve 146 students, 0 - 3 within that capacity.

**Member Davis** – And the "A" and Fresno?

**Cheryl Hunt** – No.

**Member Davis** – What are you doing there?

**Cheryl Hunt** – It is a general education program.

**Member Davis** – With the increase in numbers, you are asking for a \$106.6 million budget and you are not increasing it or decreasing it. I would assume that teachers are happy with their assignments and there is nothing we can add?

**Ruthie Quinto** – I can't speak to that, but I want to be clear that the total budget does provide for the increase in the contribution to the health fund. Also, the set aside for the 2% offer that we have for the teachers that is settled for all the other employees. There is an increase cost that is already accounted for, so it is higher than last year's budget.

**Member Davis** – Is it safe to say with the previous question in regards to our neighboring districts that they provide the same type of services for their students?

**Cheryl Hunt** – Yes. Surrounding districts are obligated as well to provide the services that are deployed per the IEPs of the students within their district.

**Member Davis** – The just don't have the DHH?

**Cheryl Hunt** – I would say that our partnership with Fresno County Office of Ed has been on-going for some time so I can't speak to surrounding districts but that has been a partnership for some time to serve in that capacity.

**Member Davis** – That makes it sound like those 39 students are here primarily for that service.

**Cheryl Hunt** – I will provide a board communication that outlines all of the students that are on transfers in the district. The majority of them are employee transfers. We understand that we do have impacted programs. In working with the transfer office we work directly with them to ensure we are not accepting students from outside unless they are within our district but there are some contingency's around students that do enter. Not only employees but students who are in group homes that we are required to serve.

**Member Davis** – In this budget, does it include the Autism services that we offer in the summer?

**Cheryl Hunt** – Yes it does.

**Member De La Cerda** – I want to echo the sentiments of my fellow board members, Member Mills and Member Davis in regards to the increase in Special Ed students and no increase to staff. I want to ensure we are doing everything we need to do to help our students. I also believe we need to keep upgrading our technology for our students. I have a question in regards to when you mentioned consolidating the programs. Was it consolidating programs or actually classes?

**Cheryl Hunt** – It is consolidating classes within specific programs. For example, for our mild-moderate program, based on pre-enrollment data, we were able to determine that a program may not be fiscally prudent at a particular school if one student was attending or even two students were attending. That is where our consolidation efforts took place.

**Member De La Cerda** – So they were moved to another site?

**Cheryl Hunt** – Correct, but keeping them in that region.

**Member De La Cerda** – You mentioned the 1 to 10 ratio. Did that increase some of those classrooms?

**Cheryl Hunt** – If we have classroom "A" at school "A" and there were only two students enrolled, then we would look at those two students, see in terms geographically and other similar programs within that region then deploy placement to another school.

**Member De La Cerda** – The reason that I am asking is that you are increasing those classrooms you are going to need that classroom support as well.

**Cheryl Hunt** – For every one of our classroom descriptors we have a ratio of our students to teacher as well as para support for each of those and that is taken into account for all of our classes.

**Member De La Cerda** – The repurposing of staff. Did that change the designation of our students as well?

**Cheryl Hunt** – No.

**Member De La Cerda** – You talked about the graduation rates, diploma track and the Fresno City program. Are we looking at to expand that program in the district because I know that there is a class that actually teaches those Special Ed students? It prepares them to enter Fresno City College and I think it is an opportunity for us to get more of our student's on-track and on to the FCC campus. Are we looking at increasing that program?

**Jennifer Gaviola** – Yes. Are you referencing the transition to college courses?

**Member De La Cerda** – Yes.

**Jennifer Gaviola** – We have had some good success with our partnership with Fresno City College specifically related to students who were diagnosed with Autism. As we have been more and more successful graduating our students with that diagnosis, we have had fewer students attending Fresno City College. At this time, our program manager Susan Kalpakoff is working with Fresno City to expand the scope of services that we offer our students. At our high schools we have transition to college courses, our students on IEPs actually register, and we have teachers who work after-school to help our kids register and facilitate that process of going to Fresno City College. Those would be our first group of students going to city college expansion and using their student with disabilities classes.

**Member De La Cerda** – Are we considering expanding that program to other high schools? I am only familiar with the one at Sunnyside High School.

**Jennifer Gaviola** – Yes, we do have that option at our other high schools as well.

*Copy of the PowerPoint is available on the district website.*

### **6:30 P.M.**

#### **B-9, DISCUSS and APPROVE the proposed Board of Education Meeting Dates for the 2015/16 School Year**

DISCUSSED and APPROVED the proposed Board of Education meeting dates for the 2015/16 school year. These dates will not preclude either additions or changes any time throughout the year. The proposed dates were received by the Board of Education on March 25, 2015 and are being returned for discussion and approval.

An opportunity was provided to hear questions/concerns from members of the Board and staff was available to respond.

**Member Mills** – I assume we have coordinated these dates with the CSBA conferences and so forth, so we are not meeting during these functions.

**David Chavez** – Yes we did.

Member Davis moved for approval, seconded by Member Mills and by a vote of 7-0-0, as follows: AYES Member Ashjian, Chavez, Davis, De La Cerda, Mills, Ryan and President Johnson.

### **C. RECEIVE INFORMATION & REPORTS**

There are no items for this portion of the agenda.

## **BOARD/SUPERINTENDENT COMMUNICATIONS**

**Member Chavez** – Wished Member Ashjian a Happy Birthday.

**Member Ryan** – Would like to recommend an article “Lessons from Germany in the Future of Vocational Education.” There are some good ideas in here. The second publication is the American School Board Journal. The latest issue has a good article on Common Core and what trustees should be doing to inform their community. Lastly, The Urban Advocate will no longer be published but there will be eight pages within the School Board Journal publication dedicated to the Urban Advocate.

**Member De La Cerda** – I would like to get a board communication on Special Education that was in the presentation. Some of the detailed information that Member Mills had mentioned.

## **D. ADJOURNMENT**

With no further business to come before the Board of Education at this time, President Johnson declared the meeting adjourned at 8:23 p.m.

**NEXT REGULAR MEETING**  
**WEDNESDAY, April 22, 2015 – OPEN SESSION AT 5:30 P.M.**