



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

**MINUTES – BOARD OF EDUCATION REGULAR MEETING
Fresno Unified School District
April 22, 2015**

**Fresno, California
April 22, 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 22, 2015 there were present Members Ashjian, Chavez, Davis, De La Cerda, Mills, Ryan and President Johnson. Superintendent Hanson was also present. Student Board Member Gonzales was present. Student Board Member Romero was absent.

President Johnson convened the meeting at 4:00 p.m. in the Board Room and adjourned to Closed Session. The Board reconvened in Open Session at 6:00 p.m.

Board President Johnson left the board meeting at 6:43 p.m. and returned at 7:35 p.m.

Staff Present

Deputy Superintendent Quinto, Associate Superintendents: Aguilar and Sanchez. Instructional Superintendents: Dutra, Gomes, Her, Russell and Wall. Assistant Superintendents: Belanger, Hunt, Hashimoto, and Maldonado. Chief Academic Officer Mecum, Chief Technology Officer Madden, Chief Operations Officer Temple, Chief Human Resources/Labor Relations Officer Idsvoog, Interim Chief Information 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 Deborah Marquez, Principal III, Hamilton K-8 School.
2. By a vote of 7-0-0, the Board took action in Closed Session to promote/appoint Alice McClintock, Principal II, Rowell Elementary School.
3. By a vote of 7-0-0, the Board took action in Closed Session to promote/appoint Brian Wulf, Principal II, Robinson Elementary School.
4. The Board was informed of the transfer of Annarita Howell, Principal II to Wishon Elementary School.
5. The Board was informed of the transfer of Davinder Sidhu, Principal on Special Assignment to School Leadership.
6. The Board was informed of the transfer of Bryan Wells, Principal on Special Assignment to School Leadership.

PLEDGE OF ALLEGIANCE

Brenda Meek, a parent that has had a positive impact at Calwa Elementary, led the flag salute.

APPROVE Minutes

APPROVED, as recommended, draft minutes for the April 8, 2014 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.

RECOGNIZED Schools to Watch Award - Kings Canyon Middle School

Recognition of the Fresno Unified School District Trustees for providing the support which enabled Kings Canyon Middle School to receive the prestigious Schools to Watch designation. The Board was recognized for effectively working together to ensure success and close the achievement gap for middle grade students.

ADOPT Resolution Proclaiming the week of May 4-8, 2015 as Teacher Appreciation Week

ADOPTED, as recommended, a resolution proclaiming May 4-8, 2015 as *Teacher Appreciation Week*. Fresno Unified teachers work collaboratively with the Board of Education, Superintendent, administrators and staff in support of the district's goals and core beliefs in increasing student achievement and preparing career ready graduates.

Member Mills moved for approval, seconded by Member De La Cerda, which carried a roll call vote of 8-0-0, as follows: AYES: Student Board Member Gonzales, Board Members Ashjian, Chavez, Davis, De La Cerda, Mills, Ryan and President Johnson. Student Board Member Romero absent.

ADOPT Resolution Proclaiming May 6, 2015 as National School Nurse Day

ADOPTED, as recommended, a Proclamation declaring May 6, 2015 as *National School Nurse Day*. National School Nurse Day is a time to celebrate the nursing profession and the specialty of school nursing. On May 6, 2015 the National Association of School Nurses (NASN) will recognize the contributions that school nurses have made over the past year. The Board of Education of Fresno Unified officially declares May 6, 2015 as National School Nurse Day and recognizes the unique contributions of our school nurses to the health and well-being of our children.

Member Davis moved for approval, seconded by Member Mills, which carried a roll call vote of 8-0-0, as follows: AYES: Student Board Member Gonzales, Board Members Ashjian, Chavez, Davis, De La Cerda, Mills, Ryan and President Johnson. Student Board Member Romero absent.

HEAR Reports from Student Board Representatives

Student Board Representatives Celina Chavez and Paola Perez provided comments/reports from the Student Advisory Board Representative meeting hosted by Edison High School. Student Board Representatives Celina Chavez and Paola Perez acknowledged the student ambassadors from Gaston Middle School.

HEAR Report from Superintendent

- Superintendent Hanson spoke about the upcoming Teacher Appreciation Month, praising the commitment and dedication of the district's teaching professionals. He commented on the significant role teachers play in the lives of students which goes beyond lesson plans and grading, and thanked teachers for the countless hours given to our district's youth.
- Superintendent Hanson also recognized the outstanding work from students at Baird Middle School, Computech Middle School and Edison High School as they participated last weekend in the NorCal Science Olympiad State Tournament.
- In addition, Hanson spoke of McLane's ArtVenture Academy who recently unveiled their newest cross-curricular project, called "Mississippi Freedom Summer" depicting key events in the history of the civil rights movement. This student art will be on display as part of an upcoming art show May 15 at the San Joaquin River Consortium.
- Superintendent shared that our student led Human Element campaign had submitted a new kindness video to the Great American No Bull Video Challenge this past weekend. Winners are determined by the number of "views" and "shares" they receive from public voters during the one week voting period (April 24-May 3). He encouraged everyone to go onto the district website and vote for this courageous and powerful video created by our Student Advisory Board (SAB). Superintendent then shared the video. Remember to vote, beginning Friday April 24-May 3.

On a motion by Member Ryan, seconded by Member Davis, the consent agenda, exclusive of agenda items: A-4 and A-7 which were pulled for further discussion, was approved on a roll call vote of 8-0-0 as follows: Student Member Gonzales, Board Members Ashjian, Chavez, Davis, De La Cerda, Mills, Ryan and President Johnson.

A. CONSENT AGENDA

A-1, APPROVE Personnel List

APPROVED, as recommended Included in the Board binders is 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 April 8, 2015, Regular Board meeting.

A-3, APPROVE the Waiver Requests for a Group of Special Education and 504 Students for the California High School Exit Exam

APPROVED, as recommended a group of waiver requests from District administration on the certification for accommodations/modifications for Special Education and 504 students for the California High School Exit Exam as per Board Policy 6162.52.

A-4, ADOPT Resolution 14-12 Providing for the Issuance and Sale of 2015 General Obligation Refunding Bonds

ADOPTED, as recommended Resolution 14-12, providing for the issuance and sale of 2015 General Obligation Refunding Bonds in the maximum principal amount of \$16,000,000, to refinance the following outstanding general obligation bonds:

- General Obligation Bonds, Election 2001, Series D
- 2007 Refunding General Obligation Bonds

Member Ryan – It is great news to hear that we are saving the taxpayers of Fresno \$2 million dollars.

Ruthie Quinto – First let me recognize Bond Council Mr. Chick Adams, Financial Advisor Chet Wang and Analyst Chris Erhart. We will be refunding one bond issuance and a portion of another. This will provide us an opportunity to save the tax payers who reside within the boundaries of Fresno Unified School District approximately \$2 million dollars. There is no cash being generated which is coming to the district, as a result of these actions. All of the savings from these refunds will be realized in the form of a reduction in our debt service payments.

Member Ryan – In other districts around the state, do they capture these all the time or are some of them missed?

Ruthie Quinto – I do think there are opportunities for professionals to remind the CFO's/Superintendents to look at opportunities for refunding. I believe that school districts all over are looking at every single opportunity to take advantage of these historical rates.

Member Ryan – I want to make it clear that this is not \$2 million coming to the district. This is \$2 million that is being saved for the tax payers of Fresno Unified.

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

President Johnson absent.

A-5, APPROVE Employment Agreement for Paul Idsvoog Chief Human Resources/Labor Relations Officer

APPROVED, as recommended the Employment Agreement for the Chief Human Resources/Labor Relations Officer. The term of the Chief Human Resources/Labor Relations Officer's Employment Agreement is effective through June 30, 2018, unless otherwise modified pursuant to law and/or the terms of that Agreement.

A-6, APPROVE Reappointment to Citizens Oversight Committee for Measure K and Measure Q

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

William Clark – nominated by Board Member Chavez

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-7, APPROVE Award of Bid 15-17, Upgrade Electrical Distribution System and Lighting at McLane High School Stadium

APPROVED, as recommended Bid 15-17 to upgrade the failing electrical infrastructure at McLane High School stadium by installing new electrical distribution equipment, panels, conduit and wiring throughout. The project includes replacing the existing stadium lighting (six light poles) with more energy efficient metal halide sports lighting. The request for bid was lawfully advertised on February 25, 2015. Notifications were sent to fifty-eight (58) vendors and four (4) construction trade publications, and the district received three (3) responses.

Staff recommends award to the lowest responsive, responsible bidder:

A-C Electric Company (Fresno, California) \$464,614

Member De La Cerda – What is the timeline for this to occur with the changeover of the lighting?

Jeff Friesen – The project will begin this summer. Preliminary work will start prior to the summer, but the majority of the work will be done over the summer.

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

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

UNSCHEDULED ORAL COMMUNICATIONS

Richard Peralta – Spoke on behalf of a coalition of advocates for English Learners providing suggestions and recommendations to stop the trend of students being classified as “Long Term English Learners”.

B. CONFERENCE/DISCUSSION AGENDA

6:00 P.M.

B-8, PRESENT and DISCUSS the 2015/16 Strategic Budget Development and Local Control Accountability Plan

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 11, 2015
- March 25, 2015
- April 8, 2015

On April 22, 2015, staff and the Board will continue budget development discussions. Fiscal Impact: Not available at this time. Contact person: Ruth F. Quinto, telephone number 457-6226.

Presentation was provided by Associate Superintendent Jorge Aguilar, Equity and Access

Member Mills – I would like to make a couple of points. One point is that the percentage of eighth graders visiting a college is extremely low and I would like to see that increase to 90% if not a 100%. The second point is in regards to students who transfer from a two-year college to a four-year college. There was a time when students who completed two years at a Junior College and wished to transfer to a local four-year college could be turned down, even though they are eligible and lived in their residential territory due to the school being impacted. President Castro spoke at the Trustee dinner in January mentioning that they were going to change that policy. I am interested to know if that policy has been adopted and is being implemented. A final point is you have done a good job in working with the community college system and the CSUF system. I believe that is where the vast majority of our students go, but we do have students who go off to the UC system or other private four year colleges. I would like to see us developing additional support to help them with those initial steps as well.

Jorge Aguilar – You will be happy to know that the former Associate Vice Chancellor for Enrollment Services at UC Merced was just hired by UOP and has reached out to us asking that more students from Fresno Unified School District consider UOP.

Member Ryan – At one time there was talk about the Math and English Arts test, which are given at city college, were different than the ones given at the UC or CSU. I am wondering if there has been any movement to try and consolidate those. If a student does

not know for sure if they are going to a CSU or city college, they shouldn't have to take two separate tests and pay for those.

Jorge Aguilar – There has been movement in our work with them to exempt more students from having to take placement tests at Fresno City College. Our students still do take a placement test for CSU. This is the kind of work that we will continue to focus on and it may be a local context policy that among our leaders of our local institutions of higher education that try to pilot something. At the moment, we are happy to see many of our students are being exempted from having to take a placement test at Fresno City and another test at Fresno State. Eventually, our hope is to see our students only have to take one.

Member Ryan – Of course, if they pass an AP course they won't have to take it at all. If they are exempted, are we testing them to make sure they are ready for college work?

Jorge Aguilar – This year, and for the third year, we have offered a test prep course for students to do well in their placement test for the CSU. In addition, last summer we piloted, through our expanded summer learning program, in partnership with the College Board, a SAT prep course and offered it to interested incoming seniors as well. We expect that will continue to happen so that our students have access to the resources that others do have, such as test prep courses. We are continuing to work with the College Board and they are very willing to partner and support our students here in Fresno.

Member Ryan – What is city college doing to increase the availability of courses? I have heard stories over the years that there is a two-year wait for CTE courses.

Jorge Aguilar – There were three outcomes that we presented to the State Center Community College Board and one of them that Superintendent Hanson offered was the expectation that students would be appropriately placed in courses starting with the 2015/16 school year. In support of that work we have been partnering with them and we are now at a point where we are able to identify students who have only applied to the State Center Community College District. We have taken the multiple measures they use to place students and we are now able to tell them how many students should be placed in English 1A, how many students should be placed in English 125. That gives them, what we believe, to be plenty of time to prepare for those sections, those number of seats in those particular classes. We will receive data in from them in October and compare information to ensure that students that should have been placed in particular courses, were in fact placed in those courses.

Member De La Cerda – The State Center Community Colleges use different tests/assessments for different areas. I heard they were going to possibly standardize that. Has there been any progress in that direction that you are aware of?

Jorge Aguilar – There is a statewide attempt to make sure that each of our over 100 community college campuses are using a standardized placement test. I am not sure where the State Center stands with respect to adopting that, but that is my understanding coming from the State Center Community College Chancellors Office.

Presentation was continued by Executive Director Ambra Dorsey, Student Services, Rick Santos VP-McLane High School, and John Kaup VP-McLane High School

Member Davis – With the round tables, are we finding that our foster parents are more receptive? How are they responding to us?

Ambra Dorsey – It has really opened up the dialogue. When there are concerns with foster parents we have a liaison between CPS and our department. Immediately we can call a meeting and support the high school. We are still working on the challenges of group homes, when it is not necessarily a parent but a staff member.

Member Davis – Are they being responsive to us?

Ambra Dorsey – They are, but when they're not, we now have a liaison with probation to assist us. Group home dialogue happens monthly.

Member Davis – Are they a part of the round table group?

Ambra Dorsey – Yes, they come to the foster youth round table.

Member Ryan – I was speaking to a young man who has been through McLane and he mentioned that the climate is different. The students are more receptive and attentive. The campus has made a 180 degree turn. I can't wait until the Restorative Practices are district wide.

Member Ashjian – Can you explain the process of how Restorative Practice works?

Rick Santos – When there is a student who has trouble in the classroom there is a flowchart that the teacher uses to direct their response. The type of behavior will determine how the situation is resolved. If it is an action that requires the student to be removed from the classroom the student will meet with a Restorative Practice Coordinator. The Restorative Practice Coordinator will then evaluate the situation. Depending on the situation the student may either meet with the Vice Principal and the Restorative Practice Coordinator, or stay with the Restorative Practice Coordinator for counseling. Eventually the student loops back into the classroom after discussions with the teacher and coordinator. There are still consequences that are given but the focus is on getting that relationship reestablished with the student and teacher, and the student back into the classroom.

Member Ashjian – How many times can a student repeat the Restorative Justice process?

Rick Santos – They can repeat it several times, but there can be different circumstances and outcomes to that. There might be some different interventions that we use that weren't used previously. Taking that extra step to meet the needs of our students has reduced the number of repeated negative behaviors.

Member Ashjian – Are you getting feedback from the teachers that this process is working?

Rick Santos – We have a lot of teachers on board. The feedback is that it is working. The shift has been hard. There are teachers who believe that there needs to be hard consequences for actions.

Member De La Cerda – Thank you for your hard work. There is an assumption out there that we allow the students to get away with whatever they want. We need to continue to clarify that is not what Restorative Practice is about. We are seeing positive results as we implement. I am excited as a district to be trailblazers for this type of work and taking risks for all the right reasons.

Member Mills – There are perceptions and perhaps misperceptions on how Restorative Justice is being implemented in the district. One concern that I heard expressed from a lot of teachers is they are afraid that a student who is acting out disrupting the class is not going to be taken out of that class. Can you please explain to me, if you have a student who is disruptive in class, are they taken out of the class until they can behave?

John Kaup – As shown in the flow chart, if it is a first time occurrence we go in one direction. If behavior continues, we take additional steps along the way to where we are

involving more and more parties. We are seeing a lot of success when we start involving parents in the restorative process. Our vision is that this becomes a culture of not only our school, but the community of Fresno.

Member Mills – Is it the parents of the students creating the problem who are asking for this, or the parents of the other students who are not acting out?

John Kaup – A lot of the time it is the parents of the students who are acting out, but we have others and community members wanting to be involved.

Member Mills – How do you handle a teacher who is resistant to the process?

John Kaup – We are working on that and it is an open dialogue. As with anything, we see resistance to change but we are working on a culture shift.

John Santos – One thing we did is put together a group of teachers from different areas to be an advisory team to the Restorative Justice Process. We have regular meetings where they give their perspective and ideas to the process bouncing ideas back and forth. We interviewed each teacher on staff asking them what is working, what is not working, and what can we do to improve? We are trying to get honest feedback and everyone's voice. Allowing everyone to be part of the process has changed those who had previously resisted.

Presentation was continued by Executive Officer Tammy Townsend, State and Federal Programs

Member Chavez – What are we doing for those students who don't have parents show up when we have behavioral issues or disciplinary issues? I think we need to strengthen that so parents, especially those that are receiving public assistance or section eight housing, know that we have some type of leverage to get them involved so they don't neglect their kids. What are we doing along those lines?

Ruth Quinto – The additional resources that were added for the current year, for parent engagement efforts, will continue for the budget year and the other years of the LCAP. We have also done an evaluation of other ways to make sure that we are able to engage parents to come to the school site through translation services with the home school liaisons. We have the first passes of the SPSAs and we have an increase in those translation services from the school sites. In regards to your question, I don't think we have contemplated that particularly other than the SARB process.

Member Chavez – What I am getting at is, first of all is it legal? Do we have the ability to do that as a school district?

Ambra Dorsey – The answer to that is “yes” and “no”. For compulsory attendance “yes” you can sanction their part of the grant and we partner with Department of Social Services on that.

Member Chavez – Are we currently doing that?

Ambra Dorsey – Yes. For discipline hearings when a parent does not show up we cannot sanction, but we have added Child Protective Services to our SARB board. So when there are serious issues and neglect we have a partnership with them as well.

Member Chavez – What you are saying, for those parents that don't show up to those hearings, we can actually contact CPS under child neglect.

Ambra Dorsey – Yes, if there is a significant suspicion of neglect.

Member Chavez – The parent engagement piece is critical for any success that our students are going to have. We have to find some way to make our parents accountable.

Ambra Dorsey – We are working on engagement for discipline, home visits to get them, and we pick them up and bring them to the expulsion hearing. We really do everything we can to get them there.

Member Johnson – What is this funding that the parents receive?

Ambra Dorsey - It is an AFDC grant.

Member Johnson – If the parent does not come to certain meetings that relates to the child, then we have a responsibility as an agency to report them. Correct?

Ambra Dorsey – Yes.

Member Johnson – We need to be telling them that we can have a portion of their grant cut off and parents will show up.

Ambra Dorsey – That is part of the notice that they get from SARB. Once we started partnering with the Department of Social Services we did get a better response. We can't effect their housing at this point.

Member Ashjian – Are we partnering with DSS now?

Ambra Dorsey – Yes, with the employment and temporary assistance part of DSS and the child welfare part.

Member Ashjian – Is Jennifer Smith our partner with SARBS?

Ambra Dorsey – Jennifer Smith has been identified and we have had meetings. The Superintendent is in discussions with the District Attorney's Office about next year and what that process is going to look like.

Member Mills – At the County Trustee Association Dinner last night our speaker for the evening was from the Khan Academy and spoke of the many free services that they provide. They have partnered with the College Board and now have an on-line SAT prep course that is free. I would like to get this information out to our high school counselors and families as this would benefit many of our students.

Jorge Aguilar – We are actively working with the College Board. They are absolutely interested in us helping them and them helping us. They are interested in the work that we have done with counselors and as a member organization they would like to bring our ideas to their members. One of the needs we have identified is how we can make sure our students are doing better on standardized exams that prepare students for entrance into higher education. One of the initiatives that they have been very clear about is supporting us with the Khan Academy.

Member Mills – Ms. Townsend thank you for the draft LCAP that the board received. I am looking to see that the LCAP is focusing our resources on those items that the community and parents came back to us and said were their top priorities. I will be comparing the draft LCAP that we received with the board communication that was sent on April 10, 2015.

Member Ashjian –When and how do we stop the natural progression of transferring students grade to grade because of age? When do we say to parents “your child is not reading at grade level and they are not ready and need to repeat the grade”? Does the parent have the choice to send to the next grade level even though we may suggest that they repeat another year? It seems that the situation starts early then it is a continued process. They then go to college and they can't read or their math skills are very basic.

Jorge Aguilar – Part of our work in looking at how to refine these processes that we have in place is to dig deep and understand what are the most efficient protocols for us to follow for the issue that you have addressed and for other issues that our community has called

out, English Learner Redesignation for example. We are in the process of looking at how we make sure we are bringing together, leveraging all the resources from a professional learning stand point, from a data integration stand point, from an identification stand point to make sure we understand how it is we are going to make sure we are redesignating our students. Making sure our students are at grade level every single year that they are with us.

Member Ashjian – I think we are looking past the mark on moving students through the program that might not be ready. When was the last time we really looked at that? What is the policy on that? Is it out dated? Is it working?

Jorge Aguilar – That is a fair question. The data point that you called out in terms of readiness for CSU is one that we are paying close attention to. If the student does not score CSU ready they are allowed to take a placement test. We have now begun to offer a test prep course for students to understand what is expected in that placement test as well. We are doing everything we can to make sure we increase the number of students to score CSU ready from the get go, but there are other opportunities that we are looking at on top of working with CSU, with the community college faculty looking at how to better partner with them as well.

Member Ashjian – I want to make sure that we are not using politically correct terms and that we are calling out things for what they really are so that we can apply the funds correctly.

Member Ryan – I agree with Member Mills in regards to the LCAP. We want to meet the needs of the community to the best of our ability. I also think we need to be careful that we don't just only use community feedback. That when we do use community feedback that we are using it with proof that it will work. I certainly want to accommodate the community as much as possible. It has been proven that children who go on school field trips do perform better. I would like to suggest to increasing the school site funds to the extent that we can, in the years that we can for field trips. Even though that is not a career-based experience that does something to you. There are experiences that we can provide to these kids that their parents cannot. The next best thing to field trips is computers. Computers open many opportunities to our students. One of the things I am hearing is teachers would like more tablets in the classroom. Not one for each student but we need to make sure we are offering those experiences.

Member Davis – Thank you Ms. Townsend for all your hard work. I can't wait till the May 13, 2015 board meeting to hear about Kids Invent! and the recommendations to expand CTE and our pathways.

Member De La Cerda – I want to echo Member Mills comments in regards to increasing the percent of students who visit a college campus. Giving our students experiences even though it may be locally, opens up a window that they may never had experienced otherwise. It can change that child's life. It is something we should remember as we go through the LCAP.

6:30 P.M.

B-9, DISCUSS and APPROVE: School of Unlimited Learning Waiver Request for Non-classroom-based Funding Determination

DISCUSSED and APPROVED The district is submitting a waiver to the State Board of Education on behalf of the School of Unlimited Learning (SOUL) Charter School to allow the charter to submit an application for Funding Determination of a non-classroom-based educational program. The California Department of Education requires that any application received after February 1, must have a waiver submitted by the authorizing district on the charter's behalf. SOUL's current Funding Determination cycle ends June 30, 2015. Fiscal Impact: SOUL Charter's fiscal impact for 2015/16 is \$342,009. Contact person: Rosario Sanchez, telephone 457-6223.

Presentation was provided by Debra Odom, Charter Schools Office

Member Mills – I move for approval. I think SOUL has done a good job with some challenging students who would otherwise fall through the cracks. Somehow SOUL did not get notified of the February 1 deadline. Is there something we can put in place so we can ensure the Charter Schools are notified of that deadline?

Debra Odom – Those do come from the Department of Education, and yes they are aware of the deadline now.

Member Ryan – I second that motion. SOUL does a phenomenal job. I would like to see a report on what is coming up, high level, maybe a couple of times per year, whatever the Superintendent would deem necessary. I think a lot could be gained by that and that would give this board a lot more information that we need.

Member Ashjian – What does SOUL do?

Mark Wilson – We are the second oldest charter school in the Fresno area. We have been serving primarily at-risk students, students who have fallen out of the traditional programs. We have 220-230 students at any given time. We have a class-based program as well as independent study.

Member Mills moved for approval, seconded by Member Ryan, which carried a vote of 7-0-0, as follows: AYES: 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 Davis – I would like to mention that maybe our Restorative Practice Program at McLane might be a suggestion for the Golden Bell.

D. ADJOURNMENT

With no further business to come before the Board of Education at this time, President Johnson declared the meeting adjourned at 9:15 p.m.

NEXT REGULAR MEETING
WEDNESDAY, May 13, 2015 – OPEN SESSION AT 5:30 P.M.