



**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
October 14, 2015**

**Fresno, California
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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 October 14, 2015 there were present Members Ashjian, Chavez, Davis, Mills, Ryan and President Johnson. Student Board Members Quintana and Correa Present. Superintendent Hanson was also present. *Member De La Cerda absent.*

Trustee Johnson convened the meeting at 3:30 p.m. and ADJOURNED to Closed Session to address items 1 through 5. The Board reconvened in Open Session at 5:30 p.m.

Trustee Ashjian and Chavez arriving at 3:35 p.m.

Staff Present

Associate Superintendent Aguilar. Instructional Superintendents: Dutra, Gomes, Her, Russell and Wall. Assistant Superintendents: Beck, Holland and Maldonado. Executive Director of Student Services Ambra Dorsey. Deputy Superintendent Quinto, Chief Academic Officer Mecum, Chief Operations Officer Temple, Chief Human Resources/Labor Relations Officer Idsvoog, Chief Information Officer Arias, and Chief of Staff Nelson.

Reporting Out of Closed Session

1. On a motion by Member Mills, seconded by Member Davis, by a vote of 6-0-1, the Board took action in Closed Session to ratify the action on placing a certificated senior high teacher on compulsory unpaid leave of absence pursuant to Education Code 44940-44940.5. *Member De La Cerda Absent.*

PLEDGE OF ALLEGIANCE

Laura Gonzalez, a parent that has had a positive impact at Jefferson Elementary, led the flag salute.

APPROVE Minutes

APPROVED, as recommended the draft minutes for the September 23, 2015 Regular Meeting. Member Mills moved for approval, seconded by Member Davis, which carried a 6-0-1 vote. *Member De La Cerda absent.*

ADOPT Resolution Recognizing the Period of October 23-31 as Red Ribbon Week

ADOPTED as recommended, a resolution recognizing the period of October 23-31 as Red Ribbon Week. Fresno Unified School District is participating to help raise awareness concerning the prevention of tobacco, alcohol, and other drug use among our youth. Our district's employees and students are encouraged to wear red ribbons, buttons, badges, etc. to promote healthy lifestyles choices, as well as participate in anti-drug events and activities at school sites and in the community.

Member Ashjian moved for approval, seconded by Member Mills, which carried a roll call vote of 8-0-1, as follows: AYES: Student Board Members: Quintana and Correa, Board Members: Ashjian, Chavez, Davis, Mills, Ryan and President Johnson. *Member De La Cerda absent.*

HEAR Reports from Student Board Representatives

Student Board Representatives Macie Lawson and Benton Johnson provided comments/reports from the Student Advisory Board Representative meeting hosted by Fresno High School. Member Mills attended their meeting. Student Board Representative Macie Lawson acknowledged the student ambassadors from Hamilton Middle School who shared highlights of various school activities and experiences.

HEAR Report from Superintendent

- Superintendent Hanson provided a brief report to the Board of Education sharing highlights from around the district including the dedication of the Hoover High School Aquatics Complex, the dedication of Phillip J. Patiño School of Entrepreneurship, and the celebration at Manchester GATE, who was recently named a National Blue Ribbon School.
- Reminded everyone the fourth annual State of Education Luncheon will be held on October 26, 2015.
- Superintendent Hanson also provided updates regarding the installation of security cameras at middle and high schools, improved LED lighting in high school parking lots, outdoor camp for all the district's sixth graders, the continuing partnership with the City of Fresno and green space and the City of Fresno's recent award of federal funding to hire 15 more police officers to serve 15 schools and neighborhoods beginning fiscal year 2016/17.
- In recognition of the Week of the School Administrator, Superintendent Hanson and Chief Academic Officer Kim Mecum recognized Gaston Middle School Principal Felicia Quarles-Treadwell, recently honored by Educators of America as *Educator of the Month*, and Executive Director of Prevention and Intervention Ambra Dorsey, who will be formally recognized in November as Classified State Administrator of the Year by the Association of California School Administrators.

- Last, Superintendent Hanson thanked the Farber family for their continued support of Steve's Scholars, a \$1 million commitment that benefits the district's youth.

On a motion by Member Davis, seconded by Member Mills, the consent agenda, exclusive of agenda items: A-3, A-7, and A-8 which were pulled for further discussion, was approved on a roll call vote of 8-0-1 as follows: Student Board Members: Quintana and Correa, Members Ashjian, Chavez, Davis, Mills, Ryan and President Johnson. *Member De La Cerda absent.*

A. CONSENT AGENDA

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 September 23, 2015, Regular Board meeting.

A-3, APPROVE Budget Revision No. 1 for Fiscal Year 2015/16

APPROVED, as recommended Budget Revision No. 1 for fiscal year 2015/16. Periodic updates to the district's budget are presented to the Board of Education for approval. Budget Revision No. 1 includes adjustments for updated information regarding carryover, actual beginning balances, and necessary adjustments to support the acceptance of various grant awards.

Member Mills – This is one of the items that was pulled at the student advisory board meeting yesterday and they were asking for information and an explanation in regards to the fluctuation in district income. Ms. Quinto, if you could briefly give an explanation?

Ruth Quinto – The change that I believe you were referencing is on page two of the memo. There are some adjustments to the state budget. When the Governor assigned the budget this summer there was a change in the gap funding for the local control funding formula. There was a shift in how much of the local control funding formula would be funded in the 2014/15 fiscal year versus how much would be funded in the 2015/16 year. It was smoothed out but the revenues were reduced in 2014/15 and then they were increased in 2015/16.

Member Mills – They also wanted clarification on our agenda under the description for A-3. It talks about the Unrestricted General Fund Reserve for Economic Uncertainties estimated at \$32.6 million. They had asked if that was the increase in reserves or if that was the reserve amount.

Ruth Quinto – That is the estimated amount that would be in that line item at June 30, 2016.

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

A-4, APPROVE Independent Contractor Services Agreement with California Teaching Fellows for 2015/16

APPROVED, as recommended The California Teaching Fellows funding agreement that will provide administration, recruitment, planning, coordination, professional development, field site supervision and general implementation of Teaching Fellows Project (Student Tutors) to support students enrolled in JE Young.

A-5, APPROVE Adult Education Consortium Member Representatives

APPROVED, as recommended The new Adult Education Block Grant (AB104, Article 9, Section 84905.c) requires that all member district's governing boards approve their representative for their consortium:

84905(c) A member of the consortium shall be represented only by an official designated by the governing board of the member.

During the planning phase of the State Center Adult Education Consortium (SCAEC), Andre Pecina, Principal IV, Fresno Adult School, represented Fresno Unified. Sally Fowler, Executive Officer of College and Career Readiness, would sit in as an alternate.

The Superintendent is recommending that the same representation structure remain for the implementation of the SCAEC work and their board meetings. Any revisions to the representation structure would come back to the Board if needed during the duration of this one year. This process will be on an annual basis per AB 104, Article 9.

A-6, APPROVE Independent Contractor Services Agreement with Harvard Strategic Data Project

APPROVED, as recommended Fresno Unified has applied and been accepted into the Harvard Strategic Data Project (SDP) Fellowship program that starts in October 2015. The Harvard SDP Fellowship is an intensive, comprehensive two-year professional development program that provides a unique mix of analytic skill-building and leadership training, while supporting knowledge growth in education reform. Total cost for the two year program is \$57,500.

A-7, APPROVE Independent Contractor Services Agreement with Barrios Unidos

APPROVED, as recommended an Independent Contractor Services Agreement with Fresno Barrios Unidos (FBU). Under this agreement FBU will provide four additional lessons of the proposed Positive Prevention Plus curriculum as required for the implementation of comprehensive sexual health education.

Member Mills – I have a few of questions. First, we are addressing hiring an outside provider to teach some of the Comprehensive Sexual Health Education curriculum before we adopt the curriculum. Secondly, the district has actually worked with Barrios Unidos for a while but we have also worked with Planned Parenthood for a couple of decades. I checked with Planned Parenthood and they were not charging us for the services that they were providing us. Why do we want to change what we had been doing and shift to just one provider? Lastly, does this one provider have the capacity to do all of our high schools?

Rosario Sanchez – Yes, they do have the capacity to do all the sessions that are required for all of our high schools and alternative education schools. Your second question why not Planned Parenthood? We have had a relationship as well, with Barrios Unidos for over 17 years, working with our community’s youth on Comprehensive Sexual Health Education. In addition, they also brought along with them grants with the Hewlett Foundation and with the Central Valley Community Foundation. They are charging us a minimal amount of money which was comparable to Planned Parenthood for the services to provide 191 sessions to our high schools.

Member Mills – The students at the student advisory meeting wanted to know if it was being taught in the high school biology classes and if we would have staff from Barrios Unidos in each of those high school biology classes teaching those units.

Rosario Sanchez – Yes, they will be teaching the additional four lessons.

Member Davis – I have been attending the coffee chats at Sunnyside and learning the sessions in Spanish. Are the coffee chats included in the contract?

Rosario Sanchez – They provide those coffee chats through their own funding.

Member Davis – I appreciate the fact that they are going over the same information that they will be teaching our students. It gives our parents the opportunity asks questions and clear up misconceptions.

Member Ashjian – Barrios Unidos is coming to the table with a grant is that correct?

Rosario Sanchez – They are coming with a grant that will supplement the cost for the additional people that they will need to teach the additional lessons.

Member Ashjian – The difference in the spread between Barrios Unidos and Planned Parenthood is how much? Is it a wash in cost?

Rosario Sanchez – They are bringing forward a \$50,000 grant that will assist in the cost.

Member Ashjian – Member Mills mentioned that Planned Parenthood was free in regards to the services that they could provide. Is that correct?

Rosario Sanchez – When Planned Parenthood gave us their estimate, it was not free.

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

A-8, APPROVE Carl D. Perkins Career Technical Education District Advisory Committee Member List

APPROVED, as recommended Approve Carl D. Perkins Career Technical Education District Advisory Committee List for 2015/16. Members provide input and recommendations for the Career Technical Education programs and serve as a bridge to community organizations, work-based learning opportunities for students and externships for CTE Teachers.

A-9, Member Ashjian – On the agenda it states that economic counselors, representatives of business and industry, labor organizations be involved, is that union labor organizations?

Sally Fowler – Yes.

Member Ashjian – What is *representatives of special populations*?

Sally Fowler – Organizations that might help us with issues of gender, race, or handling students with special needs to make sure we are providing the proper services.

Member Ashjian – The committee that is described in this agenda item that assists in developing recommendations for the program, meets how often?

Sally Fowler – We are required to meet annually. However, many of these individuals are already on various advisory committees for our ROP programs and our various pathways. This pulls together all those entities for one main advisory so we have one consistent voice.

Member Ashjian – Can you provide a description of what is developed at those meetings?

Sally Fowler – The purpose of the committee is to provide the district some advisement. There is a general agenda that talks about the different pathways and how they are measured. We talk about student success and student achievement. We ask for items that they would like to have placed on the agenda as well. Quite often our higher education partners like to talk about the pipeline projects we are working on. We will also begin to cover information about our career pathways trust grant that is for health pathway development.

Member Ashjian – What type of advisement do they give to the district?

Sally Fowler – They will ask questions about technology, capacity, different types of instruction that we can offer our students.

Member Ashjian – You talked about measurement. Is that on our data dashboard? What are they measuring?

Sally Fowler – There are a variety of measures. It could be persistence - do they stay in a pathway, graduation - comparison between students who enroll in CTE and those who don't, A-G attainment, whether or not they actually stay in that pathway when they choose their career path after high school.

Member Ashjian – Does this committee give advisement on all of the pathways from each of the schools?

Sally Fowler – This particular advisory committee is for Perkins funded programs only. We receive about \$1 million in Perkins funding, however we include all of our programs. We measure all programs and all students that are involved in CTE. Whether they are Perkins funded or not.

Member Ashjian – Do you have any idea as to how many jobs have been placed? Is that too big of a question?

Sally Fowler – It is too big of a question. One of the things that becomes difficult is after a student leaves us, how do we gather that information? EDD and Labor market studies use social security numbers and we don't use social security numbers. Our partners in higher education can tell us if they are in college what persistence looks like at our State Center Community College, at Fresno State, and UC Merced. On tracking employment data, we rely on a follow-up study that we do the year after the students leave us. That has to be self-reported and we do a variety of methods to capture that information.

Member Ashjian – I believe the general public view when talking about Career Technical Education that it would be some of the basic things such as plumbing, heating, welding, fire safety, ag and diesel technology. Is there a way in the future to zero in on an approach that when we talk about Career Technical Education we are talking about our students learning a trade? That they learn something that they can build upon once they leave us.

Sally Fowler – The state has 15 industry sectors that we are required to address and some of them cover the occupations that you talked about. A couple that you left off are education and health care. Certain sectors would say that trades would be the area that they would like to focus on but we would like to focus on all of our student's interest as well as

the information that we get from our employers in the valley who tell us where employment needs are.

Member Mills - I wanted to make a comment in regards to a trip that we took to Porterville to observe the Career Technical Education classes they were instituting in their high schools. I remember in the meeting and the conversation at the end of that day where we had the business folks in front of us discussing their participation in the program making them value and vibrant pathways. They said, “keep the committee small and keep the agenda short and focused”. We have a large committee and I would suggest that we follow the recommendation to keep the agendas short and focused.

Sally Fowler – Our pathway advisors are a much smaller group.

Member Mills – With respect to student interests. I know we want to encourage a wide variety of interests but I think we need to look at the economic studies done for the San Joaquin Valley for the last couple of years. Both have concluded that the areas of growth were health care and the construction trades. I would hope we are offering both of those to our students.

Member Johnson – I realize it is important for people to be in a situation where they can do the a-g requirements so they don’t get pigeon-holed. I know when we talk about some demographics they may take a job because it is better than what their parents did or are doing and they might get stuck there. When we have that opportunity to look at all of these areas, we need to continue to have the kinds of programs that you are talking about. When we talk about CTE and the kinds of jobs we need to look at, the kinds of employers that we have in the community, and how accepting they are of the various demographics that we have with in our community without exploiting that demographic.

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

A-10, DENY Claim #15-0903-0240

DENIED, as recommended a Claim for Damages on a minor, case #15-0903-0240. 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.

A-11, RATIFY the Filing of Notices of Completion for the Projects Listed Below

RATIFIED, as recommended Notices of Completion for the following projects, which have been completed according to plans and specifications:

Bid 15-07	Duncan High School HVAC Upgrades
Bid 15-13 C	Hoover and McLane High Schools Installation of Exterior Lighting
Bid 15-17	McLane High School Stadium Power Upgrade

The exterior lighting upgrade project at Bullard High School is also complete. The contractor for this project is completing work at Fresno High School and the Notice of Completion will be presented for ratification at a future Board Meeting. The exterior lighting upgrade project at Roosevelt High School is being accomplished in conjunction

with the Prop 39 (energy efficiency) project on that campus and is targeted for completion at the end of October.

END OF CONSENT AGENDA (ROLL CALL VOTE)

UNSCHEDULED ORAL COMMUNICATIONS

Tish Rice – Spoke about concerns of Fresno Unified using district funds to hire legal counsel for district employees. Money should be spent on the children. Requested that Superintendent Hanson, Deputy Superintendent Quinto and Chief Operations Officer Temple be placed on administrative leave until the conclusion of the investigation is completed and the findings are made public.

Olga Valle – Spoke about concerns with the district engaging into contracts for legal counsel for district employees. The money should be spent on our children. The board is as much responsible as is the superintendent.

Andrew Fabela – Also spoke about concerns with the district spending money for legal counsel on district employees. Money should be spent on the children and maintaining our facilities.

Monica Harrison – Spoke of her children who have attended Fresno Unified and grandchild who is just starting her education in Fresno Unified. Feels Fresno Unified is fleecing funds that could directly benefit our children. Spoke about Prevention and Intervention and feels she is not getting the services that she needs.

B. CONFERENCE/DISCUSSION AGENDA

B-11, PRESENT and DISCUSS Fresno Unified School District's Data Dashboard

PRESENTED and DISCUSSED - The purpose of this agenda item is to provide an opportunity for the Board to review the key indicators outlined in the Board Approved District Data Dashboard. These indicators cover the district's major systems and processes. The review will include a summary of the district's actual annual performance during the 2014/15 school year and an overview of targets for the 2015/16 school year.

Presentation by Superintendent Michael Hanson

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

John Bath – I feel like we are losing our focus as we are looking at this different data. When we talk about data, our CST data did not really tell us anything. It would tell us that these kids missed these types of questions. As a History teacher, I really did not know where I needed to improve. The data did not match. The problem that I see here is data can be used to justify anything. What is missing is the human element. We need to talk to the teachers, we need to be with the teachers, and we need to find out from the teachers what they need to do a better job with the students. Tonight I heard about best practices and core beliefs associated with best efforts. We are off track. There is some good stuff

here and there is some important stuff here. But you have to work with the educators and it is not happening. Superintendent Hanson I respectfully ask you to resign.

Andrew Fabela – In regards to my comments earlier. I see all you folks with this technology and then I go to a school and see multiple classrooms with zero technology. It is very frustrating. I was wondering if we have 47% a-g completion rate, then why do we have 2.36% college ready? The math does not add up. In terms of Algebra I, in order to help those who are going to take Algebra in 9th grade, if they could take pre-algebra in 8th grade to help them? On the Bullard campus when it came time to select activities, the students are the ones who decide if they want to take an activity. If you don't want to participate in an activity then you are not active in the school.

Member Ashjian – We have had the data dashboard since 2009, so for six years. Is the data dashboard on the website?

Superintendent Hanson – No, not yet. When we get the Smarter Balance Assessment information that is usable, then we will definitely do it. We believe it is a model that more people need to follow.

Member Ashjian – If we have had it for six years I don't understand why we haven't had it on the website.

Jorge Aguilar – It is a point well taken and we will look into that.

Member Ashjian – I want parents to be able to go onto the website and say my child is struggling with a-g requirements but I am not the only one. 52% percent are struggling as well. We should be publicizing where the numbers are. In regards to the managing of resources, it is more important to know where to place the resources than management of resources. What does the statement connection to families mean? How are we connecting to families?

Superintendent Hanson – We can follow up on a board communication to show the broad range of activities that are happening because it is done in a multitude of ways.

Jorge Aguilar – From a survey perspective, direct services to parents as well but we can get you a board communication in regards to the overall approach to parent engagement.

Member Ashjian –The intersections of the professional learning and accountability policies. We are saying that professional learning and support of professional learning is extremely important yet we only give \$100 for a Master's Degree. If they have a PHD we give them \$200 a year. This is a mixed message. Something is not right. On slide 10 titled Dashboard Summary, it talks about total indicators and number of indicators populated. What does that mean? Which ones? Where is the backup for this? These are important questions that people want to know. On slide 12 *Areas of Opportunity*, 2.36% of students scored "college ready". That number is very low. This board and this administration have failed these students according to this number. We have to get better. On slide 11 *Areas of Strength*, Improving Graduation, a-g completion, isn't part of that Governor Brown saying we don't want a-g anymore just give them the diploma? Is that in the number?

Superintendent Hanson – It was a very small bump in the number.

Member Ashjian – On Slide 15 *Dashboard Results – Goal 2 & 3*, 62.04% of students are engaged in activities. When we talk about student achievement and we talk about Goal 2 and we pull kids out of school 2-3 hours early to go to a sporting event that is not going to start for 4-5 hours, we have something backwards here. We need to know what 62.04% really means. We need the backup information. On slide 16 *Dashboard Results – Goal 4*, percentage of students (2nd – 12th grade) with a D or F on their report during the school

year 58.10%. Tell me the areas that this is happening? I think if we knew those areas as board members we could send troops into that area to help out. On slide 17 *Dashboard Results – Goal 4*, 47.88% percentage of graduates who completed a-g requirements. What do we do with those other 52.12% of students?

Jorge Aguilar – We track them very closely and we ensure that they have access to information that allows them to make very pointed decisions around their future after high school. For example we track how many apply to community college, how many only apply to a community college, of those how many complete the on-line orientation, how many of them take their placement test, how many of them register for courses. The fact that some students don't complete the a-g course pattern is very disturbing to us, but we do everything that we can to treat them with the utmost respect while they are under our care to make sure they have options after high school as well.

Member Ashjian – Superintendent mentioned that we have summer school for kids who have D's and F's. Where is the summer school for the good kids? Where is the summer school for the smart kids? Have to do better for all kids. After looking at the dashboard results and looking at the graduation numbers there is good and there is bad. There is one thing we have not talked about, social promotion. Where is the social promotion on this data dashboard? We have to do better. We can't be passing kids that can't read, write or do math. We have to stop passing those kids and start helping those kids. Our kids deserve better than this.

Superintendent Hanson – Let me put the 2.36% college ready piece in context. Under the old state testing system we were between 10-15 percent. That is kids designated as college ready and not needing a remedial course in English or Math at the end of their eleventh grade year. That does not say when they graduate high school they are not ready. The reason there is an EAP program or an Early Assessment Program is to give us a chance to do something different in the senior year. The most dramatic example is this, for years we have had a partnership with Fresno State, where if a kid is not at the end of their junior year college ready as identified by their test scores, the student takes a senior English class we have put in place with Fresno State so they will not have to take remedial English at the university. We are working on the same process for math. The 47.88% graduates who completed a-g requirements is as high as it has been. The 52.12% of the remainder, the majority will attend a community college. In regards to cutting corners, what the staff has done is put forth a set of indicators which we hold ourselves accountable.

Member Davis – Our data dashboard is very complex with a lot of indicators. We are cutting edge with measuring our district. You won't find it in Clovis, you won't find it in Sanger or Central. Superintendent, we should have had a workshop on the data dashboard so we can bring everyone up to speed. When we say all students will excel in reading, writing and math it encompasses every classroom and every grade level in this entire district to look at test scores and it is really concentrated. By no means is the dashboard perfect. That which is not measured does not get results. Summer school was developed to help those children who are receiving D's and F's but not all summer school is remediation. Summer school is for original credit as well. I am going to ask that we bring all this back into a more concentrated workshop.

Member Mills – There are positives in the data dashboard as well as negatives in the data dashboard. On page 16 of the presentation it shows the percentage of students with 95% plus attendance has gone down. That concerns me a little bit because the board dedicated

and allocated additional resources to address attendance. I find it troubling that we are seeing a downturn in attendance.

Superintendent Hanson – You are talking about our highest attenders. That number slipped a little bit. The additional resources that you are talking about was going after the chronic attendance kids who in their early years if we didn't start to turn that around would not make it at all.

Member Mills – 95% attendance is not every day. I think that every one of our students should be at 95% or above. I want to make sure we are directing our resources appropriately that we have allocated to that department so we get all of our students to a higher attendance category. Are we tracking Kindergarten through 12th grade?

Dave Calhoun – Yes.

Ambra Dorsey – Our resources that our board graciously provided have been in alignment with the Attorney General recommendations to focus on Elementary Truancy. Our child welfare and attendance specialists are focusing on truancy. Last year we saw an increase in truancy and habitual truancy reduction and we are also looking at chronic absence. We are definitely seeing improvement in both of those areas.

Member Mills – We have talked the academics and a lot of other points on this dashboard. Around the edges of that but not necessarily listed on the dashboard is facilities. Facilities matter. We have three arching goals academic achievement, career readiness, and equity and access and they matter for all three of those. I know the board allocated some additional resources specifically to go to improving and upgrading our science classrooms. I know this was raised at a prior board meeting recently. I don't recall getting the communication showing what updates and upgrades have been done. I would like to get that communication to see if we have equalized the labs and the opportunities at our high schools for our students. Technology addresses all three of those goals as well. Our testing is by computer and technology is what every student is going to need to use in college and in the work place. If we have some with ready available access on a regular basis and other schools who don't have the same access, we are not creating equity for our students across this district. I would like to make sure we are assessing that. Lastly in terms of down turn of employees, we show we have gone down in the retention rate for employees and we have gone down in hard to fill positions on recruiting employees. Fresno Unified in the past has always considered itself to be an employer of choice. We usually have not had trouble recruiting teachers because we have two teaching colleges here in Fresno. If we are struggling in certain positions I think from an HR stand point we need to address what we can do to change the direction of those indicators.

Superintendent Hanson – In regards to the teacher retention, it is a decrease of 12 teachers across our entire district that happened right before school started. There were retirements that were unexpected and/or not publicized and that is the dip that you are seeing. In regards to the hard to fill positions, Math and Special Ed candidates nationally are few available and we are struggling with that right now. Mr. Idsvoog is already recruiting for the 2016/17 school year. Filling our positions by June 1 we delayed the secondary staffing formula waiting for the budget to be adopted with that \$4.3 million so we knew that there were positions to go after. We had a grand total of 297 hires for the 2015/16 year with 21 openings still.

Darius Assemi – I just wanted to make a comment. I recently moved into the area of Bullard and West. I later found out that many people move into that area because of Starr

Elementary School. There have been a lot of challenging issues brought up here tonight that I think you need to hear as trustees, superintendent and staff. In my neighborhood Starr Elementary is a Star.

Member Chavez – We could argue about percentages, but at the end of the day the answer that we are looking for is right there. It says preparing college career graduates. What I am interested in is not having a debate about statistics. What I really want to focus on is results. What I want to know as a district is what kind of plan do we give every one of those students that walks across that graduation stage? Are they going to college? Are they career ready? Within that BC I would like to know that information.

Member Ashjian – I wrote down that we have the largest sub-set of data in America. Is that correct?

Jorge Aguilar – That is for Social Emotional.

Member Ashjian – The percentage of 10th grade students who are on-track to graduate that enrolled in the 8th grade, it states the results for 14/15 are TBD. We have been doing this for six years and we don't have that data?

Jorge Aguilar – That is a new indicator that was adopted during the last iteration of the dashboard. It was fall of last year.

Member Ashjian – When will we have that number?

Jorge Aguilar – We can have it as early as quarter grades. I would encourage us to wait till semester grades for this tenth grade class.

Member Ashjian – I don't want to look at what other districts are doing I want to lead.

Member Ryan – We are leading. The fact that we have a data dashboard is the way that we are leading. I think we are very courageous to measure these things and to publicize them and I thank all the staff was responsible for putting this together.

Monica Harrison – The district needs to hire successful students. Students that have struggled from different demographics. Use them as support. You are not in the classrooms with the kids the teachers are. The teachers need to be more appreciated. Math and Science needs to be provided in the 7th and 8th grade. We need to be competitive globally.

Member Johnson – When I hear people clapping sometimes I don't think they really understand what they are clapping for. What I am saying is that I know for a fact that we have a combination of things that is going to make schools successful. We have to look at the educators. When we talk about violence, violence does not just happen in the streets, violence happens in the class room. There are problems at some schools and it has a damaging impact on our kids.

A copy of the [PowerPoint](#) is available on the district website

At 8:49 p.m. President Johnson adjourned the meeting for a short intermission and reconvened the meeting at 9:00 p.m.

Olga Valle – The staff talking about the data dashboard was great. When Mr. Harris brought us the information on the data dashboard when it was first introduced we felt his hands were tied, that when we got to the hard questions we felt like we were being persecuted. When Miguel Arias came he did all kinds of stuff, to me especially. The parents that were there were asking about their children's state, federal and civil laws that were mandated for children services for special

education were being denied. Feels that parents are not valued and the principals doing only what the Superintendents says.

6:30 P.M.

B-12, DISCUSS and ADOPT Comprehensive Sexual Health Education Curriculum

DISCUSSED and ADOPTED the proposed instruction and implementation of comprehensive sexual health education in Fresno Unified School District. During the week of September 28 Board members had the opportunity to review the proposed curriculum, Positive Prevention Plus. A presentation of the comprehensive sexual health education implementation plan will be made on October 14, 2015. Adoption is being requested for the proposed curriculum materials.

Presentation by Associate Superintendent Rosario Sanchez

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

Darius Assemi – We support this curriculum and hope that you adopt it this evening. Thank you Superintendent Hanson for bringing this back up as promised. We believe this is important as part of the educational curriculum. It will have a huge impact on the health and welfare of our community. We all know when young women become pregnant it changes their trajectory in life forever.

Jennifer Chou – I am an attorney with the ACLU of Northern California’s Fresno Office. We would like to thank the board for recognizing the importance Comprehensive Sexual Health Education. We would also like to take this opportunity to recognize Fresno Barrios Unidos and the students of Fresno Unified for their leadership and hard work in moving us forward in this conversation in making today’s decision a reality. Because ACLU is a sponsor of this new law we would be more than happy to serve as a resource for the district during implementation.

Andrew Fabela – I was wondering, this is going to be happening in high school. Are we doing enough to meet the needs of the women and their physical bodies? I don’t think that we are getting to everyone in time. Unfortunately, children become sexually active at a young age.

Member Ashjian – How long has Barrios Unidos been teaching sexual education in the community?

Socorro Santillan – We have been teaching for the last 17 years.

Member Ashjian – I pulled this off the Fresno County website. It talks about the different venereal diseases. It seems like there was a huge downturn in 2006 to 2007 and stayed there in 2008 but after that it seems to be moving upward. Can you explain the downturn and then the upturn?

Socorro Santillan – If you look at government funding trends you will see in the 90’s we were receiving good money to support programs for teaching sexual education. The trickle effect from education in the 90’s kept venereal diseases down in the early 2000 -2006. When funding became short venereal diseases went up.

Member Ashjian – On this report, if you look by ethnicity it is huge in the African America communities and the Latino communities. How are we going to address that?

Socorro Santillan – You would address it the same that you would with any person. You would need to understand you're geographic area so you could reach the masses and be able to put together outreach materials that really talk to those ethnicities.

Member Ashjian – To confirm your instructors will be following the curriculum and will not be deviating from the curriculum that you have shown us.

Socorro Santillan – We will not deviate.

Member Ashjian – Are we are going to have an opt out policy?

Socorro Santillan – Yes the state of California requires that we have an opt out policy. We will be send forms home and parents who wish to not have their children attend the sessions will complete the form and return it to school.

Member Ashjian – Are you going to have an opt in policy for parents to come in with their kids?

Socorro Santillan – There is a specific law that speaks to that specific question.

Elisa Messing – The Ed Code policy is very specific on opting in versus opting out. Education Code 51938 states a parent or guardian of a pupil has the right to refuse their child from all or parts of the Comprehensive Education Sex Health Act, HIV education and any assessments related. A school district should not require active parental consent for Comprehensive Sexual Education HIV prevention education.

Member Ashjian – What does that last sentence mean?

Elisa Messing – It means we are not allow to do it.

Member Ashjian – We are not allow for parents or guardians to opt in?

Elisa Messing – Yes.

Member Ashjian – I read the manual that you provided me and I have one problem. On this particular page the words *obtain latex condoms* is printed in large print. On another page the words *sexual abstinence* is in small print. If we are going to teach in all forms and fashions, which I believe in from abstinence to birth control, to all the things we are going to do. We can't have abstinence is small font and latex condoms in extra-large print. I would caution you on our curriculum that it should be equal and have equal time.

Elisa Messing – I have two lessons that speak directly to abstinence lesson six and lesson seven. The book that you have in front of you is the teacher manual and is different from what the students will receive.

Member Ashjian – All I am saying is equal time. That is what I am asking for.

Member Chavez – I don't have any questions but I wanted to publicly say thank you to Socorro and Fresno Barrios Unidos for the work that they have done. It has been almost two years since we had our first community meeting. You have been a true working partner. They came to the table with a problem but they also came to the table with a solution. I want to commend you on lesson number eight on media and peer pressure. I have talked to some students and they really enjoyed that lesson. Now days our students are bomb-barded with social media with this perception that their actions don't have consequences and we know that is not true, but you make the lesson relatable. Thank you.

Member Mills - I do appreciate the opportunity to sit down with staff from Fresno Barrio Unidos to go through the curriculum. The curriculum is certainly a step forward in the right direction. I look forward to seeing what recommendations or changes in improvement after we have implemented this for a period of time. I would assume we would find ways to improve upon it and perhaps even increase upon it if that is even possible. It is sort of a variation on Member Ashjian's comment. The age of consent in California is 18, it is not 16, it is not 17 and 11 months. It is 18 years of age. I think we need to make it clear to our students that 18 is the age of consent.

And you need to be not just physically engaged in sexually relations but emotionally and intellectually engaged. There is a lot more to it than just the physical aspect. I know you are going to incorporate that into some of the lessons but I want to emphasize to the students the age is 18 and older.

Member Ryan – Regardless of the age of consent we have young children having children. It is a going problem that is across the country. We have to get across to our young girls that it is difficult to raise a young child. It is more difficult for a young girl without an education to raise a child by herself on welfare. I hope that we can get across to our young women that there are ways that we can prevent that. I know it is not just a prevention thing. Studies have shown that they get pregnant deliberately because they are lonely. Because they want someone to love them. And they believe having a baby is going to make them feel better. What I am saying is that raising a baby on your own with no education is very difficult and this is a community problem. I know there is something in the curriculum that touches on this but I hope we can promote this education for your young girls and boys. We also need to engage the community to see what we can do to reduce this problem.

Member Davis – I also want to thank the Fresno Barrios Unidos group. They are always in the community. I am really proud that we have this partnership and that you are sensitive to the language of our families, home and our cultures. On your lesson titles why are some bolded?

Rosario Sanchez – The four that are bolded are the additional lessons that will be provided by Barrios Unidos. The other lessons are the ones that are already provided by our Biology classes.

Superintendent Hanson – I wanted to make sure the board knows that our Principals and our site leaders are in side-by-side training with the teachers who are going through this. It is a vitally important part of training that they have to understand deeply so they can be in classrooms driving this data and new information in lessons that kids are understanding. This is about program effectiveness and it is ultimately going to be measured in county data. It is probably the smallest curricular thing that we will bring before the board, but arguably one of the most important. The change and the trajectory that it can have on the lives of our young boys and girls

A copy of the PowerPoint is available on the district website

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

C. RECEIVE INFORMATION & REPORTS

There are no items for this portion of the agenda.

BOARD/SUPERINTENDENT COMMUNICATIONS

Member Ryan – Provided all board members and the board secretary a copy of a letter from Member Ashjian's attorney.

Member Ashjian – Requested a board communication on how the Superintendent can direct legal counsel to research an issue that applies to himself or other staff and pay for it with district funds.

D. ADJOURNMENT

With no further business to come before the Board of Education at this time, Board President Johnson declared the meeting adjourned at 9:37 p.m.

NEXT REGULAR MEETING

WEDNESDAY, October 28, 2015 – OPEN SESSION AT 5:30 P.M.