



**MINUTES – BOARD OF EDUCATION REGULAR MEETING**  
**Fresno Unified School District**  
**November 18, 2015**

**Fresno, California**  
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Office of the Board of Education, Fresno Unified School District, Patiño High School, 2000 E. Cambridge Avenue, Fresno California, 93703.

At a regular meeting of the Board of Education of Fresno Unified School District, held on November 18, 2015 there were present Members Ashjian, Chavez, Davis, De La Cerda, Mills, Ryan and President Johnson. Student Board Members Quintana and Correa Present. Superintendent Hanson was also present.

Trustee Mills convened the meeting at 3:18 p.m. and ADJOURNED to Closed Session to address items 1 through 7. The Board reconvened in Open Session at 5:30 p.m.

*President Johnson arriving at 3:20 p.m. and Trustee De La Cerda arriving at 3:22 p.m.  
Trustee Chavez departed at 4:30 p.m.*

**Staff Present**

Deputy Superintendent/CFO Quinto, Associate Superintendent Aguilar and Sanchez. Instructional Superintendents: Gomes, Her, Russell and Wall. Assistant Superintendents: Beck, Belanger, Holland and Maldonado. Executive Director Constituent Services Plascencia. Executive Director of Student Services Dorsey. Chief Human Resources/Labor Relations Officer Idsvoog, Chief Information Officer Arias, and Chief of Staff Nelson.

**Reporting Out of Closed Session**

By a vote of 7-0-0, the Board took action in Closed Session to promote/appoint Sandra Auble, Principal III, Cooper Middle School.

**PLEDGE OF ALLEGIANCE**

Mai Vang Lee, a parent that has had a positive impact at Ewing Elementary, led the flag salute.

**APPROVE Minutes**

**APPROVED, as recommended** with minor corrections the draft minutes for the October 26-27, 2015 Special Meeting, October 28, 2015 and November 4, 2015 Regular Meeting.

## **RECOGNITION of Fresno Unified School District's Efforts in Growing U.S. Citizenship**

The Mexican Consulate presented Fresno Unified School District a certificate of appreciation in recognition of Fresno Unified School District's efforts in growing U.S. citizenship. Maria Maldonado was recognized as well.

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

Student Board Representative Marielena Martinez provided comments/reports from the Student Advisory Board Representative meeting hosted by DeWolf High School. Member Davis and De La Cerda attended their meeting.

## **HEAR Report from Superintendent**

- Superintendent Hanson provided a brief report to the Board of Education which included an explanation as to the change in meeting venue – the elevator at the Education Center is under repair and we want to comply with Americans with Disabilities Act. While the repair is made, he shared that the district is taking advantage of the opportunity to host a series of board meetings at Fresno Unified school sites. Once the locations are confirmed they will be broadly communicated to our parents, employees and public. Additionally, with the change in venue, live streaming of meetings will not be available, but will be recorded and on the website.
- Superintendent Hanson provided an update on negotiations with the Fresno Teachers Association stating that the district had declared impasse on November 6 and will utilize a state appointed mediator to assist in moving the process forward, and getting teachers their much deserved salary increase. Superintendent Hanson directed anyone interested in learning more about the District's Last Best and Final offer to visit [www.fresnounified.org](http://www.fresnounified.org).
- He congratulated School Psychologist Tim Conway and Fresno High Teacher Librarian Sue Navarro on recent state accolades. Tim was awarded the Nadine M. Lambert Outstanding School Psychologist Award from California Associate of School Psychologist and Sue won the coveted Presidents' Award from the California School Library Association. Superintendent Hanson praised both Tim Conway and Sue Navarro, sharing a number of initiatives and personal characteristics that helped them earn these honors.
- Superintendent Hanson spoke on the upcoming Computer Science Education week, December 7-13 and encouraged site leaders and teachers to take part in the district-wide, **Hour of Code** with students. Tutorials are available for all grade levels and includes both computer and unplugged exercises.
- Superintendent Hanson finished with a reminder that the deadline for parents and students to complete paperwork for a district transfer is December 1.
- Last, the Superintendent expressed appreciation that the Fresno Teachers Association is gathering input from the community on their ideas for improving our schools. Last year our district obtained similar feedback from more than 6,000 stakeholders that was the basis for the Board's investments in social emotional programing, reducing classroom size in K-3 to 24:1, years before 2020 as recommended by the governor.

On a motion by Member De La Cerda, seconded by Member Davis, the consent agenda, exclusive of agenda items: A-4 and A-5 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, Board Members: Ashjian, Davis, De La Cerda, Mills, Ryan and President Johnson. *Member Chavez 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 November 4, 2015, Regular Board meeting.

### **A-3, ADOPT Resolution Ordering the Date of the Annual Organizational Meeting of the Governing Board**

**ADOPTED, as recommended** a Resolution Ordering the Date of the Annual Organizational Meeting of the Governing Board as December 9, 2015. Pursuant to section 35143 and 72000(c)(2)(A) of the Education Code of the State of California, the governing board of each district shall select an annual organizational meeting date. The date must fall within a 15-day period commencing on the day a new member's term begins or would begin, i.e. the same 15-day period applies to election and non-election years. Pursuant to California Education Code section 5017(a), new member terms begin on the first Friday of December. Therefore, the 2015 annual organizational meeting date must fall between December 4, 2015 and December 18, 2015.

### **A-4, APPROVE Independent Contractor Services Agreement with Shift3 Technologies**

**APPROVED, as recommended** an Independent Contractor Services Agreement with Shift3 Technologies to provide specialized programming support, including Mobile App development. This short-term contract will be completed by June 30, 2016.

**Member Mills** – I wanted to raise an issue with respect to both of these contracts. It does not affect these particular contracts. It is with a paragraph that I believe is in Fresno Unified's standard contract. It is paragraph 27, which is on both of these contracts. Paragraph 27 states, "*for contracts in excess of \$15,000.00, the effectiveness of this Agreement is contingent upon the approval of The Fresno Unified School District Board of Education,*" and that is what the administrative regulation states. I would like the district and legal counsel to take another look at this because education code section 17604 states, "*the power to contract can be delegated to the district superintendent or other persons,*" if the board chooses to do that: and we have that with the \$15,000.00 and under. It also states, "*no contract made pursuant to the delegation and authorization shall be valid or constitute an enforceable obligation against the district unless and until the same shall have been approved or ratified by the governing board, the approval or ratification to be evidenced by a motion of the board duly passed and adopted.*" Our board policy 3312 is taken directly from 17604 and calls for all contracts to be ratified by the board. We need

to revisit this paragraph to ensure we are compliant with ed code section 17604. That is my only comment with respect to agenda item A-4 and A-5. It does not directly affect these two contracts that are coming to the board for approval.

**Superintendent Hanson** – We will do that and send a board communication.

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

**A-5, RATIFY Independent Contractor Services Agreement with Discovia for 2015/16**

**RATIFIED, as recommended** an Independent Contractor Services Agreement with Discovia for 2015/16. Discovia will be providing services to the district, which may include consulting, data collection, forensic analysis, hosting, culling, processing, document review, and production. Included is the Master Services Agreement (MSA) detailing the services and total cost.

**Andy Fabela** – I want to voice my opinion that entering into a contract with Discovia is disappointing after we have already approved a contract with Carl M. Faller, Attorney at Law. It is disheartening that we can't get the job done ourselves. We have to hire someone to do the job for us. That money could be used to tutor kids.

**Barbara Hunt** – Voiced her concern with how the district is spending its money and taking it away from the employee's retirement plan.

**Member Mills** – I understand that there is concern from the community. This is a complicated production for the federal subpoena and I know Mr. Faller has requested assistance from Discovia.

**Member De La Cerda** – I understand that there is significant work that our attorney is trying to achieve with Discovia. I am glad that we are taking another necessary step to fully cooperate with the on-going investigation.

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

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

**UNSCHEDULED ORAL COMMUNICATIONS**

The following individuals spoke about the excellent program of Design Science High School and the concern about where the students will be by the end of the school year.

Laura Yrigollen

Ashley Medina

Oswaldo Martinez

Alexis Yrigollen

Andy Fabela

**Cynthia Azari, Interim President Fresno City College** – Thanked Fresno Unified and the Mexican Consulate on their long standing partnership in providing opportunities for our Latino communities.

**Barbara Hunt** – Voiced her concern on how money is being invested by Fresno Unified School District.

**V. Gaona** - Commended Fresno Unified and the Mexican Consulate on their on-going collaborative effort to improve the education of Latino students.

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

**6:00 P.M.**

**B-6, PRESENT and DISCUSS Updates to the 2015/16 Local Control Accountability Plan PRESENTED and DISCUSSED** an update on the goals, outcomes, actions and expenditures outlined in the Fresno Unified School District Local Control Accountability Plan for the current school year. Fiscal impact: All actions outlined in the Local Control Accountability Plan are funded by state Local Control Funding Formula funds.

Presentation by Executive Officer Tammy Townsend, Executive Director Prevention and Intervention Ambra Dorsey, Assistant Superintendent English Learner Services Maria Maldonado, Assistant Superintendent School Leadership Holland Locker, Leslie Loewen

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

**AndyFabela** – Voiced his proposal to add money for after-school tutoring to the seven high schools.

**Member Mills** – I have a question on slide 14. Why in 5<sup>th</sup> grade, 4<sup>th</sup> grade and 3<sup>rd</sup> grade do we not have participation from all of the schools?

**Holland Locker** – In some cases the students may be absent.

**Member Mills** – I am not saying the number of students. I am saying the number of schools. I am curious why we don't have 100% participation when the district is paying for these trips?

**Holland Locker** – They will participate. We are continuing to work with them via e-mail and phone calls. We assure you that every school will have the opportunity to attend the field trips.

**Member Mills** – I understand if a student is ill on the day of a field trip but it is unacceptable for an entire school not to participate. I also have a question on slide 6 on the supports for foster youth. I understand they face a lot more challenges in getting through school and getting to graduation. When I see that we have hired more social workers for children in 7<sup>th</sup> to 10<sup>th</sup> grades it seems to me we need to expand support for our 11<sup>th</sup> and 12<sup>th</sup> graders as well.

**Ambra Dorsey** – We are actually looking at the outcomes from the 7<sup>th</sup> -10<sup>th</sup> transition. We wanted to start with that movement first, middle school to high school. Our social workers are hearing from the students that they want that continued support. We started our mentoring program for our juniors as a way of extending. There is feedback from our focus groups and roundtables that they would like additional staff to case manage up to graduation.

**Member Mills** – Statistically foster youth have a low graduation rate unless they are provided with the supports. I have a question in regards to the High School Reengagement Center on slide 7. You mentioned that was for short-term support. Which short-term?

**Ambra Dorsey** – These are not students that are being suspended. They are students that may have visited the transition room. It is designed for one to two periods. They will go in there, meet with the teacher and talk about what caused the conflict and what needs to be done to get them back on track and back in class. Ideally it is no more than two periods. They are not in that room for days, which has been the case in prior years.

**Member Mills** – I am questioning whether one to two periods is enough. I would think sitting out a student one to two days to work with the student behavior would be more productive. I can't imagine that they have done something so disruptive in class that it will be resolved in an hour or two.

**Ambra Dorsey** – In some cases it is the student blurting out and/or not engaged in the work. We will be tracking student behavior but we wouldn't want them out of class for more than one day. We know they are missing six periods of instruction. But we will be looking to see what types of behaviors are happening and what it takes to resolve the issue.

**Member Mills** – Are we still doing in-school suspension rooms on the campuses?

**Ambra Dorsey** – In high school we are moving away from on-campus suspension, and moving towards trying to get students back into class when it is safe and possible to do so.

**Member Mills** – Are we taking into account the effect of the disruptive student on everyone else in the classroom?

**Ambra Dorsey** – Absolutely. When students are not able to benefit from a visit to reengagement center they could be suspended to home as well.

**Member Mills** – I would rather have them suspended to in-school suspension and getting some instruction at school rather than at home. It seems to me rather than phase out in-school suspension that it would have to be another step. If the reengagement center is for a lesser behavior I would rather have an in-school suspension than suspension at home.

**Ambra Dorsey** – We haven't stopped it. We are looking at moving to this approach to see if it will address some of the behaviors that are having kids attending in-school suspension for multiple days.

**Member Mills** – I am concerned that we are trying to keep students in the classroom when they should be taken out and their behavior addressed.

**Ambra Dorsey** – Addressing student behavior is our goal.

**Member Ashjian** – In regards to the reengagement center, they are telling me it is like a cooling off period. Is that correct?

**Ambra Dorsey** – It is more than just counting to ten and cooling off. It is looking at the cause of the behavior. What is the root of the conflict? What do we need to do to get the student back on track and in the classroom?

**Member Ashjian** – When I visited Bullard I didn't see what you are explaining to me now. They had a student who would stay for an hour or two and is monitored by a teacher who looked to be a physical education teacher. It didn't look like there was any real tutoring or interaction between the student and teacher. There wasn't a social worker or psychologist who was evaluating the situation. I am concerned with the term reengagement center as opposed to calling it what it actually is. I would hope it would be a reengagement center but that is not what I am seeing.

**Ambra Dorsey** – We are calling it what we intend it to be. We started the training of these teachers right at the beginning of the school year. They are coming together as an accountable community twice per month. They are going to have consultants come to work with them. The teachers that are in there are learning as we are going. Their skill level is growing as they are receiving training.

**Member Ashjian** – Who is doing the training for these teachers?

**Ambra Dorsey** – It is a combination of school climate out of my office and school leadership.

**Member Ashjian** – One of the kids that I saw at the reengagement center had been suspended for fighting and was back after being gone for three weeks. He had been suspended for a couple of days but decided to take a few more days because he was so far behind he didn't feel there was a reason to come back to school. There is no one there as a safety net for this kid to say how we reengage, put him in an appropriate class or get him some tutoring. The other student was a gentleman whose girlfriend was pregnant and felt the priority was getting a job and not being at school. In looking at this I would encourage you to do a couple of things. One, is having a tutor present at the center and two, have the social worker or psychologist present.

**Ambra Dorsey** – In regards to your first example, the reengagement teacher would reach out to the Student Assistance Program (SAP) counselor who would be able address any social and/or emotional issues. They would also partner with the academic counselor if the student was behind in any credits. In both of those situations if the student or a student parent is that far behind, the vice principal could refer that student to the ERC for consideration for an alternative education placement or if the student needs a different type of learning environment.

**Member Ashjian** – Your philosophy and playbook is outstanding. The actual practice on the field could use a little bit of polishing. I think it is really important that we safety net these kids. The next question I have is on slide 3, *Revisiting the Basics*. It states the funding is based on a per student formula. How much per student? How much per English learner? How much per student living in poverty and how much per Foster youth?

**Tammy Townsend** – They are different every year. Funding for students every year is based on proposition 98 and the Governor's budget. The way that it works is in January the Governor will release a proposed budget. We take that budget and estimate what our revenue would be based on that budget. Then in May we get a revised budget and in June we get the actual budget. The budget process is always a moving target.

**Member Ashjian** – Could you send me the numbers in a board communication for last year?

**Tammy Townsend** – It is an unduplicated count of students. When we talk about English learners, students living in poverty and Foster youth. If a student is both an English learner and living in poverty we only get the money for them once. We can provide the Base, Concentration and Supplemental.

**Member Ashjian** – On slide 13 it states seven schools received \$7,700 each for 24 competitive teams. Is that 24 teams at each high school or is that 24 team total?

**Holland Locker** – The \$7,700 was a one-time augmentation to their regular athletic budget which is close to \$100,000.

**Member Ashjian** – For example, Bullard High School got \$7,700 for 24 teams?

**Holland Locker** – It was a site-based decision on how they used the one-time augmentation. As per board direction, we encouraged sites to develop a three-year uniform rotation plan and/or they could use it for specific athletic equipment. To date 60% of the funds have been obligated; 40% to uniforms and 60% to athletic equipment.

**Member Ashjian** – If it was going to be for 24 teams at Bullard High School, that means you would get about \$320.83 per team. My daughter was a cheerleader and for one cheerleader uniform it was over \$1000. While \$7,700 seems like a lot of money, when you break it down it barely buys two sets of cleats.

**Holland Locker** – Understood. We left it up to the sites to distribute depending on their needs, encouraging them to set up the uniform rotation.

**Member Ashjian** – I would ask you to ask for more money. We need a lot more than \$320.83 if I am counting correctly.

**Holland Locker** – The stakeholders have been extremely appreciative of that one-time funding.

**Member Davis** – I remember in 2005 we had a board workshop and we wrote down fantasy things of what we would like to see in our district if we had money. The first thing we put down was trips. This is really exciting for me to see this now. Do high schools still have on-site Cambridge credit recovery?

**Brian Wall** – They have three alternative education teachers at each of our comprehensive school sites that are able to work with students to make up credits at the site. As well as Cambridge and the other programs that we have.

**Member Davis** – If a student was in the reengagement center and they were short credits, would they be able to access supports then and there?

**Brian Wall** – Yes, or as Ms. Dorsey was mentioning, they could also be referred to an alternative education program.

**Member Davis** – On Slide 6 on the group home managers. I know previously we were having difficulty getting cooperation from our group home managers. Are they part of the program?

**Ambra Dorsey** – There has been increased participation as opposed to last year. There is not as many group homes in Fresno as there used to be. They have been coming and giving us good feedback. This has allowed them to develop a relationship with our Foster liaison in DPI. So there is more of an accountability on their side.

**Member Davis** – Where are our Chaplin's?

**Ambra Dorsey** – Fresno Police Department has a Chaplin program in elementary schools.

**Member Davis** – I would like to have a list of the schools in a board communication. On slide 13, our investments in athletics and music. So excited and tickled to see the musical instruments in action over the weekend. The children were clearly excited. I am proud to say over the last ten years we have been marching forward and who knows what we could do with more money in another ten years. Thank you for your hard work and dedication. I look forward to our LCAP meetings and hearing what the communities have to say.

**Member Johnson** – I really appreciate everything that was said this evening. In talking about the reengagement center, when Trustee Ashjian mentioned that when he went to the center it appeared that nothing was really going on. My question is, do we talk to these young people as it relates to what they need? Do we really engage with the students?

**Ambra Dorsey** – I had the pleasure of accompanying our Chief Academic Officer Kim Mecum to four focus groups last year with students and two this year with six more



planned. We are meeting with our SAB students, our Men's Alliance, students that are being mentored and students from a variety of demographics from elementary, middle and high school. Talking about things that they feel are barriers to their education, changes we can implement, what we can change, what makes a strong adult support on campus. That feedback in going to be very informative to our programs and recommendations at the end of the year.

**Member De La Cerda** – I feel very fortunate because of the success that we have had at McLane in introducing some of those programs. The idea with what they are doing was always focused on keeping the students in school, on campus and doing what we can to address the students issues. I was really happy to see how successful they are. They are working very diligently to keep our students in school.

**Ambra Dorsey** – It is nice that you bring up McLane. They are about a year into this work. McLane is fortunate as a Restorative Practices Pilot School. They have a designated counselor that is supporting the teacher at that center. At the other sites we are working with staff that we have. We would love counselors in every Restorative Practices center. We would love tutors at every center. Right now we are two months in at the other schools doing a great job, but these are new teachers that are coming into this project. We are looking at what we are doing at McLane, there is a different feel and they have been very successful in their center.

**Member De La Cerda** – There are a couple of things that occurred when I got on the board. We were approached about utilizing Restorative Practices and we got a little push back from the community so we decided to start small. The reason why is because we felt if we started small, we wanted that investment to be strong. We wanted to make sure we had commitment. We wanted buy-in by all individuals. We are seeing the benefits of what we did. Now we are growing and expanding. We are not at all campuses but that does not mean we are not providing other support services at school.

**Ambra Dorsey** – That is the intent behind the reengagement centers. The reengagement centers at McLane, Edison and Sunnyside will look different because they do have that increased personnel, so the level of support will look a little different. But we didn't want to wait to do something at the other high schools. We realize that in on-school suspensions, kids are learning very important subjects via packets sitting in the on-campus suspension rooms. Whenever possible and whenever safe to do so, we like to get them ready to learn and back into the class so they can learn. It is a lot of lost instruction time.

**Member De La Cerda** – I want to stress the whole idea for investment with these LCAP funds is to keep students in school.

**Ambra Dorsey** – Correct.

**Member De La Cerda** – I was asked about our stakeholders. What is the number of our stakeholders? Just for clarification. What were the numbers from last year?

**Tammy Townsend** – It was over 6000 between our survey and our different engagement activities.

**Member De La Cerda** – Is it a possibility that we can have one of these meetings here at this high school?

**Tammy Townsend** – I will definitely explore that possibility.

**Member De La Cerda** – I am looking at slides 6-9 and I was recently asked what are we doing for our social and emotional students? What are we doing to support our kids? These slides demonstrate our commitment to our kids, high school reengagement centers, drug

counseling prevention, providing mental health services, and six additional restorative counselors.

**Ambra Dorsey** – To my department alone the board has added 40 new positions in the last two years.

**Member De La Cerda** – That is wonderful. We aren't where we need to be, we have a distance to go but we are further then when I was in a classroom teaching. Thank you very much and to all that presented.

**Member Davis** – Would it be possible to show another slide from all the support that we get from services groups? That would be impressive for the board to see that are supporting our kids at no cost to the district.

No action is required for this item.

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

**C-7, RECEIVE Fresno Unified School District's First Quarterly Investment Report for Fiscal Year 2015/16**

**RECEIVED** the first quarter investment report for the period ending September 30, 2015. Board Policy 3430(a) requires the Superintendent, or designee, to supply the Board of Education with quarterly and annual reports on district investments. As of September 30, 2015, Fresno Unified School District is in compliance with Board Policy 3430(a) for investments.

**C-8, RECEIVE Aspen Public School Charter Petition**

**RECEIVED**, Lead Developer, Shelly Lether, has delivered a petition to the district seeking authorization to open a new charter, Aspen Public School, which is a replication of the existing Valley Preparatory Academy, currently authorized by Fresno Unified School District. The charter seeks to serve students in grades K - 8.

The charter petition will be presented to the Board for a public hearing on December 9, 2015, followed by a request for a decision at the January 6, 2016 Board meeting.

**C-9, RECEIVE Constituent Services Quarterly Reporting**

**RECEIVED** the Constituent Services Quarterly Reporting for Constituent Services activities for the time period of August 1, 2015 through October 31, 2015. Also included is the Quarterly Reporting for the Valenzuela/Williams Uniform Complaint Procedures from August 1, 2015 through October 31, 2015 in accordance with Education Code § 35186.

**BOARD/SUPERINTENDENT COMMUNICATIONS**

**Member Mills** – Congratulated both Fresno and Roosevelt High for the Little Big Game. In terms of request for information I would like an update as to where we are with hydration stations for the high schools.

**Member Ashjian** – Would like a board communication on TK math adoption and information on Design Science and what the plan is for them come next year.

**D. ADJOURNMENT**

With no further business to come before the Board of Education at this time, Board President Johnson declared the meeting adjourned at 7:52 p.m.

**NEXT REGULAR MEETING**  
**WEDNESDAY, December 9, 2015 – OPEN SESSION AT 5:30 P.M.**