

**MINUTES – BOARD OF EDUCATION REGULAR MEETING
Fresno Unified School District
February 24, 2016**

**Fresno, California
February 24, 2016**

Office of the Board of Education, Fresno Unified School District, Sunnyside High School, 1019 S. Peach Avenue, Fresno California, 93727.

At a Regular meeting of the Board of Education of Fresno Unified School District, held on February 24, 2016 there were present Members Ashjian, Davis, De La Cerda, Johnson, Mills, Ryan and President Chavez. Student Board Member Correa and Jazlyn Quintana were present. Superintendent Hanson was also present.

President Chavez convened the meeting at 3:31 p.m. and ADJOURNED to Closed Session to address items 1 through 7. The Board reconvened in Open Session at 5:35 p.m.

Staff Present

Deputy Superintendent/CFO Quinto, Associate Superintendents Aguilar and Sanchez. Executive Director of Student Services Dorsey, Executive Director of Constituent Services Plascencia, Chief Academic Officer Mecum, Chief Operations Officer Temple, Chief Human Resources/Labor Relations Officer Idsvoog, Chief Information Officer Arias, Chief Technology Officer Madden and Chief of Staff Nelson.

Reporting Out of Closed Session

1. By a vote of 7-0-0, the Board took action in Closed Session to non-reelect one (1) probationary certificated teacher at the conclusion of the 2015/16 school year.

PLEDGE OF ALLEGIANCE

Karen Lee a parent that has had a positive impact at Ayer Elementary, led the flag salute.

APPROVE Minutes

Approved as recommended, with minor corrections the draft minutes for the February 10, 2016 Regular Meeting. Member Mills moved for approval, seconded by Member Davis, which carried a vote of 7-0-0, as follows: AYES: Board Members: Ashjian, Davis, De La Cerda, Johnson, Mills, Ryan and President Chavez.

ADOPT Resolution Recognizing March 2, 2016 as “Read Across America Day”

Adopted as recommended, a resolution where Fresno Unified School District will proclaim March 2, 2016 as “Read Across America Day” and honors Theodor Geisel (also known as “Dr. Seuss”) for his success in encouraging children to discover the joy of reading

and encourages parents to read with their children for at least 30 minutes on Read Across America Day in honor of the commitment of the Fresno Unified Board of Education to build a country of readers.

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

RECOGNIZE Fresno Unified Site Administrators for Their Partnership with the Fresno Police Department.

RECOGNIZED

- Aynesworth Elementary School, Principal Jane Keeler
- John Burroughs Elementary School, Principal Cha Vang
- Lane Elementary School, Principal Rosemary Baiz
- Sunnyside High School, Principal Tim Liles

HEAR Reports from Student Board Representatives

Student Board Representatives Co-ASB Presidents Ray Correa and Sarina Phim provided comments/reports from the Student Advisory Board Representative meeting hosted by Cambridge Science High School. Members Davis and De La Cerda attended their meeting. Student Board Representative Sarina Phim acknowledged the student ambassadors from Tenaya Middle School who shared highlights of various school activities and experiences.

HEAR Report from Superintendent

- Thanked Sunnyside High School for hosting tonight's meeting and highlighting some of the school's leading programs.
- Reminded us that March is Career Technical Education Month: Superintendent Hanson shared a video segment from this KSEE 24's Education Matters. The video showcases the district's high school CTE and Linked Learning programs.
- Superintendent Hanson provided an update on negotiations with Fresno Teachers Association, sharing that after three sessions with state mediators, the two parties did not come to an agreement last Friday, February 19. Mediators have determined that the next necessary step is fact finding. In the coming weeks, the district will be notified of a meeting date with a fact finding panel who will review each parties' position and prepare a fact finding report for consideration. For more information about Friday's mediation session and Fresno Unified School District's Last Best and Final offer, visit Negotiation News at www.fresnounified.org
- Superintendent Hanson concluded by sharing details of the Excellence in Education Awards, honoring 49 district employees. Superintendent Hanson asked the audience to take time to visit the district website to view pictures and videos from the event, including inspiring stories of our 5 top winners as seen through the eyes of students.

On a motion by Member Davis, seconded by Member De La Cerda, the consent agenda, exclusive of agenda items: A-5, A-7 and A-10 which were pulled for further discussion, was approved on a roll call vote of 9-0-0 as follows: Student Board Members: Correa and Quintana, Members Ashjian, Davis, De La Cerda, Johnson, Mills, Ryan and President Chavez.

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 February 10, 2016, Regular Board meeting.
- A-3, ADOPT Waiver Request for Chona Torre Franca-Belocura to Serve as a Speech Language Pathologist**
ADOPTED, as recommended a waiver request for Chona Torre Franca-Belocura to serve in a hard-to-fill position, Speech Language Pathologist.
- A-4, APPROVE Appointment to Citizens' Bond Oversight Committee**
APPROVED, as recommended nominee Michele Rodriguez for appointment to the Citizens' Bond Oversight Committee. Ms. Rodriguez is on the School Site Council for Bullard TALENT and Fresno High School and the Fresno High Tribal Council and Baseball Boosters. She is involved in the Fresno High Historic Home Tour and Neighborhood Watch. Ms. Rodriguez is a resident of Fresno Unified School District, and is not a vendor, contractor, consultant, employee or official of the district. The Citizens' Bond Oversight Committee was established by the Board *"to inform the public concerning the expenditure of bond proceeds approved by the voters,"* and *"to ensure that bond proceeds are expended only for the purposes set forth in the ballot measures"* (Committee Bylaws).
- A-5, APPROVE Service Agreement with ShotSpotter, Inc. to Support Expansion of ShotSpotter Coverage Area, in Conjunction with Fresno Police Department**
APPROVED, as recommended a three-year service agreement with ShotSpotter, Inc. This agreement will increase the coverage area for the gunshot location system used by the Fresno Police Department. The system will be expanded in regions identified by the district; however, Fresno Unified will not monitor, manage, administer, analyze or otherwise utilize the ShotSpotter system or any data acquired by the system. The ultimate value of the system is enhanced community and school safety. Implementation of the ShotSpotter technology will commence upon Board approval of the service agreement. The total three-year subscription cost is \$500,000.

Member Ashjian – How many do we have and what areas/schools do they cover?

Chief Jerry Dyer – In the three square miles, we have two adult schools, one middle school and eight elementary schools that are covered. With the additional two square miles that Fresno Unified is partnering in, we will be able to include an additional four high schools, three middle schools and six elementary schools, for a total of 24 schools. Not only does it include these schools but the neighborhoods around those schools.

Member Ashjian – With the ShotSpotter technology, you are able to take joint dollars from Fresno Unified and the Fresno Police Department and implement coverage around 24 schools. How does the ShotSpotter technology work in regards to the service area that it covers? Is it a radius or does it go by square mile?

Chief Jerry Dyer – With ShotSpotter you can create your own boundaries around the schools to maximize as many schools as possible.

Member Ashjian – For me personally, I don't know of a more effective program to use school dollars and tax dollars to protect kids and the community around the schools.

Member Davis – What happens after three years? How do we make an on-going investment?

Chief Jerry Dyer – That is up to the school board if you plan to renew beyond the three years. At the end of the three years you can plan to expand, end or renew the subscription. We are looking within our city for an additional two square miles with other partners within Fresno. It is my goal to get up to 12 square miles which is 10 percent of our city.

Member Davis – What is the square miles of our community?

Chief Jerry Dyer – About 120 square miles throughout the city of Fresno.

Member Ashjian – How much would two more cost?

Chief Jerry Dyer – About \$100,000 per year for an additional two square miles. You can calculate out that it is about \$50,000 a year per square mile.

Member Ashjian – If we had some one-time money it may not be a bad idea to put some aside for that.

Superintendent Hanson – Made comments echoing Chief Jerry Dyer's explanation as to the benefits of ShotSpotter and the district's commitment to keeping our students safe.

Member De La Cerda – Thanked Chief Jerry Dyer for the opportunity to partner with the Fresno Police Department to make our schools safer.

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

Trustee Davis exited the board meeting at 6:35 p.m.

A-6, APPROVE Bid E19001, Internet Service Provider

APPROVED, as recommended Bid E19001, Internet Service Provider. This is a three-year contract with two optional one-year extensions.

Staff recommends award to the lowest responsive, responsible bidder:

Fresno County Office of Education (Fresno, California) \$54,000 per year

A-7, APPROVE Award of Request For Proposal E19002, Network Equipment for Internal Connections

APPROVED, as recommended Request for Proposal (RFP) E19002, Network Equipment for Internal Connections. The RFP was lawfully advertised on December 15, 2015, and December 22, 2015. RFP specifications were posted on the E-Rate website for 28 days, and the district received seven (7) responses. RFPs were opened on January 13, 2016 and evaluated for the best value to the district.

The cost is based on availability of E-Rate funding through the Federal Communications Commission (FCC). Based on an extensive review staff recommends award to the best value respondent:

Dimension Data (Charlotte, North Carolina) \$4,679,123.13
Dimension Data has offices in Fresno.

Member Ashjian – Can you please go over the E-Rate Bid Assessment Worksheet and explain why Dimension Data was selected over NWN Corporation?

Kurt Madden – The price is just one of the categories that we take into consideration, part of it is experience. This is not a strict bid, a low bid, it is an RFP. We take several factors into consideration, cost being one.

Member Ashjian – The biggest difference seems to be the total cost of service to the district with an asterisk next to it, but there was nothing to follow it up.

Philip Neufeld – On the actual bidder form there is information that goes along with that. We can follow up with you on that. NWN came in with different equipment than we currently have and the cost to manage that equipment and train our staff is part of what that category is all about.

Member Ashjian – Even though their price was the lowest it was going to cost the district more because they had an entirely different system?

Philip Neufeld – Yes.

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

A-8, APPROVE Award of Request For Proposal E19003, Installation Services for Network Equipment

APPROVED, as recommended Request for Proposal (RFP) E19003, Installation Services for Network Equipment. The RFP was lawfully advertised on December 15, 2015, and December 22, 2015. RFP specifications were posted on the E-Rate website for 28 days, and the district received six (6) responses. RFPs were opened on January 13, 2016 and evaluated for the best value to the district. The cost is based on availability of E-Rate funding through the Federal Communications Commission (FCC). Based on an extensive review staff recommends award to the best value respondent:

Dimension Data (Charlotte, North Carolina) \$156,990
Dimension Data has offices in Fresno.

A-9, DENY Claim #15-0819-0232

DENIED, as recommended a Claim for Damages on a minor, case #15-0819-0232. The Superintendent recommends the Claim be denied and the matter referred to the district's Director of Benefits and Risk Management for further handling.

A-10, RATIFY Submission of Grant Application to the California Department of Education for the California Career Technical Education Incentive Grant Program

RATIFIED, as recommended a grant application to the California Department of Education for the California Career Technical Education Incentive Grant (CTEIG) program. This program is established as a state education, economic and workforce development initiative with the goal of providing pupils in grades K–12 with the knowledge and skills necessary to transition to employment and postsecondary education. The purpose of this program is to encourage the development of new Career Technical Education (CTE) programs and enhance and maintain current CTE programs during implementation of the school district's Local Control Funding Formula (LCFF). Fresno Unified is eligible to receive up to \$4,378,609 in State funds.

Member Ashjian – Can you please explain where the money that we have been putting aside for CTE has been going? I see the money but I don't see the application.

Sally Fowler – I can't speak to the Measure Q dollars as that is not my area, but the \$10 million is set aside and I believe is going to be used to remodel some of the trade areas at Duncan. The money for this item, the \$4 million, is part of the governor's funding that can be used for any pathway. This funding can only be used in pathways that have CTE credentialed teachers.

Member Ashjian – With budget conversations coming up I think we need to, instead of talking about the bulk dollars, start drilling down and talk about the pennies.

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

A-11, RATIFY Submission of Grant Application to the Packard Foundation for the Early Learning - Starting Smart and Strong Collaborative

RATIFIED, as recommended a grant application to the Packard Foundation to fund year two activities under the Starting Strong and Smart initiative and represents what is potentially up to ten years of project funding. Fresno Unified School District was selected by the Packard Foundation to submit a project proposal for the Starting Smart and Strong Initiative. The district was awarded \$500,000 to create system building and collaboration among private and public early learning providers.

A-12, RATIFY the Filing of a Notice of Completion for the Project Listed Below

RATIFIED, as recommended a Notice of Completion for the following project, which has been completed according to plans and specifications:

Bid 15-10 McLane High School Site Improvements (Parking Lot and Main Entrance)

A-13, RATIFY Purchase Orders from December 1, 2016, through December 31, 2016
NO ACTION TAKEN, PULLED FROM AGENDA Included in the Board binders is information on purchase orders issued from December 1, 2016, through December 31, 2016. Purchase orders for \$10,000 or more are presented first, followed by purchase orders for less than \$10,000. A list of purchase orders issued for Associated Student Body (ASB) accounts is also provided. The Superintendent recommends ratification. Fiscal impact: Funding is noted on the attached pages. Contact person: Karin Temple, telephone 457-3134.

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

UNSCHEDULED ORAL COMMUNICATIONS

Esteffani Lemus (Student) – Spoke about how learning has become difficult because of the large class sizes and disruptive students. Asked the board to assist Hanson is making decisions, with the students in mind first. Decisions that support classrooms at all schools starting with the student-teacher ratios.

Sandra Celedon- Castro (Parent) – Spoke about the need for lower class sizes, more social and emotional support, and better family engagement. Year after year on survey's and at meetings the issues that still come up are smaller class sizes, more social and emotional support, campus safety and more nurses. It is time for the board to listen to their constituents.

Tish Rice (FTA President) – Spoke about the need to have a cap on class sizes, full-time registered nurses, full-time social workers, full-time safety assistants and school psychologist to provide much needed social and emotional supports for all students at all school sites

B. CONFERENCE/DISCUSSION AGENDA

B-14, PRESENT and DISCUSS the 2016/17 Strategic Budget Development

PRESENTED and DISCUSSED At the January 20, 2016 and February 10, 2016 Board of Education meetings, the 2016/17 Governor's Proposed Budget and the District's preliminary strategic budget development were discussed. On February 24, 2016, staff and the Board will continue budget development discussions.

Presentation by Deputy Superintendent, Ruth F. Quinto, Tammy Townsend,
Melissa Dutra, and Holland Locker

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

Tammy Townsend conducted an LCAP presentation

Member Mills – One of the students' top three concerns they wanted to address was disruptive students in the classroom. None of these listings has *address disruptive students in the classroom*. How did that get translated into your feedback to us this evening?

Tammy Townsend – One of the options that people could select was a focus on classroom management. Some of our student feedback fell into that arena. There was a big student focus on Restorative Practices and that has been an on-going theme from our students. They love the idea of being able to learn to restore relationships and to handle things in a positive way. Some of the written feedback is different than the oral feedback, but you are correct, students who are serious about their education specifically the group that we had at Fresno High are very concerned.

Member Mills – I find that troublesome and we should not allow that to happen in the classroom. I am struggling on how we encapsulate that so everyone understands that this is a huge issue for our students. In looking at Goal 3 there are two areas that are listed, that seem almost identical, Increase Vocational Education, Internships and Apprenticeship Programs and Develop and Expand Career Technical Education. Some people may not be familiar with the new term, but when you add the total of those two categories it becomes the number one category on this page for both parents and students. I think we need to look at the categories that way because the way that we have parsed them out, I think for the people responding on these surveys saw them the same way. I know we have specifically noted the responses from our Foster Youth and English Learners because those are two of the categories that the LCFF money is designed to target. The other of course is students living in poverty, which unfortunately is the vast majority of our district. I am assuming that is why we didn't separately highlight that as a category. Is there a reason why?

Tammy Townsend – There are two reasons. First, with the district having ninety percent of our students living below the federal poverty level, I was confident that the voice of those individuals was included in the feedback that we received for the entire district. Secondly, I wanted to encourage the feedback and people are sometimes hesitant to identify themselves in that group and I wanted to make sure they felt comfortable filling out the survey. I didn't feel it was necessary to identify that particular group, and wanted to ensure our survey and process was parent friendly.

Melissa Dutra, Katie Russell and Holland Locker continued with budget presentation

Member Ryan – There was a time when we used to test kids for Advance Placement (AP) classes and encourage them to take AP classes. We would test them and if they tested well we would opt them into courses. The parents had the opportunity to opt them out if they wanted. I think we captured a lot of kids in this process who had AP abilities. Do we still test?

Katie Russell – We don't do it at the secondary level. We do have the testing at the elementary level. However, in the secondary level, with our School Quality Improvement Index (SQII) and the multiple measures we have in place, we will use those assessment results, grades, SBAC scores and multitude of assessments to determine whether students are eligible to be placed into an AP course. We also have the PSAT that is now being given to all tenth graders which does an identification of AP potential and then those students have an opportunity to be placed into those courses.

Member Ryan – Do we opt them into the course?

Katie Russell – No, not with a formalized test in secondary.

Superintendent Hanson – That is our partnership with the College Board and that is the PSAT that we have all of our kids take. The tools that the College Board has developed

on the PSAT gives us a very clear indication of AP potential for kids and then we use that as a way to enroll kids in classes. Many who did not see themselves as potential AP class takers have now been given the boost by some documented research that states they actually have a profile to be in the class and be successful.

Member Ryan – One of the complaints that I did hear from students involved in sports, mostly boys, was that they were afraid to take an AP class because it may be hard and they were afraid if they didn't do well, they would end up ineligible for their sport. I know that is a complex issue but now that we are hiring more sports people in the field I am wondering if we could find some way to address this.

Superintendent Hanson – What we are doing to the Athletic department is what we did in Special Education when Assistant Superintendent Brian Beck came on board. We now have two folks at the director level, given the amount of work that there is and wanting to create two athletic managers for the district. We have a lot more tracking, investment, inventory to do. We also have a lot more training that needs to be signed off on. There are a whole lot more things we are looking to do. There is also a very strong thrust of this second position we are going to be able to link academic performance of our athletes to make sure we don't have students who are excelling athletically but have limited opportunities upon graduation because they have not taken care of the academic side of the house like they should.

Member Ryan – Can someone give a brief summary of what the district is doing currently to prevent and minimize concussions?

Superintendent Hanson – There is the heads up movement that trains coaches/players how to block/tackle. We invested \$100,000 into protective equipment. Great coaching and equipment is going to be important, but I think we need to pay more attention to concussion protocols as well. I don't think we are going to get to the place like the NFL. Next year the Board can expect to see a spotter in the box. Their job is to scan the field the entire game and look for a player who may have been blindsided or got caught in a play and is dinged or woozy. We will take more precautions to try and keep ourselves on the cutting edge and keep our players safe. The caveat is that nothing is 100%. Our athletic directors and coaches are working hard to keep our kids strong, competitive, and doing well in the classroom. It should not go unrecognized that we have gone way too long without making the recommendation to have full-time athletic trainers for our high schools.

Member Ryan – The athletic trainers would be the ones to fulfill the concussion protocols?

Superintendent Hanson – Yes, that would be the start.

Member Ryan – Are the teachers required to be at the trainings that we have established for our staff?

Katie Russell – We encourage all teachers during the school year to attend because it is part of the expectation. Then in summer school, we recruit teachers to come and make it worth their time, because it is going to improve their practice and help them with their students. Our administrators will follow through with teachers who are not in attendance when they are expected to be there.

Member Mills – On slide four in regards to the professional training. The new ELA and Math training will that be specifically geared to Common Core?

Melissa Dutra – This year, the differences are that we still provided the 2.5 days, but it was in Math because we had a new Math adoption. We wanted teachers to learn how to use the materials through the state standards and the same thing will occur next year.

Instruction will be through the state standards but it will be through the new ELA materials if the adoption happens this spring.

Member Mills – So the answer is “Yes”? It is going to be geared to common core?

Melissa Dutra – Yes.

Member Mills – In terms of slide six, it lists a PE/Comprehensive Sexual Health Education Manager. I don’t understand why we would need a manager for this area. I know we have increased what is being taught for Comprehensive Sexual Health Education in our schools, but we also entered into an expensive contract with a local organization to do that teaching in our classrooms. We were assured that they were competent to do this and that curriculum was already available. Why do we need a manager?

Melissa Dutra – This manager would hold two sets of responsibilities. One would be the PE side and that would be half of the job. The other half would be in the area of Comprehensive Sexual Health Education. We are looking at forming a long-term sustainable plan. We have great curriculum and we entered into a partnership with an organization that can help us deliver those materials, but we wouldn’t want that to be a long-term plan for our district. We want someone in place who can look at how we can continue to provide these services that our students need but through internal resources so we don’t have to outsource the service in the long-term.

Member Mills – Don’t we already have someone over PE, an Athletic Director and a proposal to have another Athletic Manager? How many do we need to manage this?

Holland Locker – Right now we have one Athletic/PE manager. The proposal is to come forward with a separate PE manager that is under the curriculum piece; the sexual health manager and two athletic managers.

Member Mills – On slide seven under elementary it states, *Increase GATE class sizes*. Is that going to mean we are going to have GATE classes at every elementary school?

Katie Russell – Not necessarily. Currently we have Manchester GATE and a class at Yokomi and we will be building that program to serve those students who are GATE identified. As those increases occur and we get more GATE students certified, we will then look at other elementary schools where we can expand those programs.

Member Mills – If we are going to expand at other elementary schools, I would expect to see that expansion throughout the district so there is an opportunity for students in every region either at their home school or a nearby school.

Superintendent Hanson – It will be more aggressive as you have suggested but we won’t be able to say that it will be at every elementary school.

Member Mills – Under middle schools it states, *All schools offer GATE courses*, and next to Professional Learning it states, *GATE/honors*. I have a problem because we have left out a very important component. We have a middle years International Baccalaureate school; and we have a middle years International Baccalaureate program and the Fresno High region has adopted the International Baccalaureate program as its academic program. I don’t see where we are providing the professional learning and development for the middle years. I question whether GATE dove tails and fits in International Baccalaureate it’s a different style and approach to teaching the concepts.

Katie Russell – The professional learning will be taking those schools and the middle school’s program in connection with the regional approach for Cooper students going into Fresno High.

Member Mills – We also need to have some IB understanding and training for teachers at Fort Miller and Hamilton because every student coming into 9th grade at Fresno High is in the middle years IB program. As we have found out coming from Fort Miller and Hamilton, they are not familiar with the language, the concepts and approach like the students from Cooper. They need some of that to be on an equal footing when they arrive at Fresno High. On slide eight, I am pleased to see a proposal to add a relief bus driver. Maybe this will come at a later proposal but we need more buses and we need more bus drivers.

Ruth Quinto – Operational Services led by Ms. Temple will be providing a presentation at a future board meeting that will address that point.

Member Ashjian – On slide five, under 2016/17 implementation it states, K-8, but does not include TK. Is there a reason for that?

Melissa Dutra – For Mathematics or ELA?

Member Ashjian – Both.

Melissa Dutra – For ELA, the State Board of Education provides a list of curriculum resources for us to use in purchasing curriculum for our standards. Currently, that list is K-12. They do not provide directions for districts for TK at this time. TK is a hybrid where it is the foundational skill standards from preschool mixed with the Kindergarten state standards. There is not a lot of curriculum out there yet. Our Early Learning team currently uses the Houghton Mifflin product called Splash and supplement where needed.

Member Ashjian – I printed this off the California Department of Education; *How are TK programs different from preschool or other child development programs. TK programs are defined in the statute are not preschool classrooms or child development, they are part of a K-12 public school system.* Splash is not even close to the manipulatives that are given in the Go Math. Between Go Math and Splash they are night and day. The Splash product for the manipulatives is 10 less than the Go Math products. The Williams Act says that we are supposed to be the exact same, and there is no differentiation between TK and K. Can you explain the difference in why we are not the same?

Melissa Dutra – The intent of TK is to on-ramp our students for Kindergarten. We wouldn't purchase Kindergarten materials for TK because the purpose is to build foundational skills and prepare them for Kindergarten. We wouldn't want them to repeat the same curriculum two years in a row. We are still hunting for that great curriculum for TK because it still does not exist yet.

Member Ashjian – Some of the feedback that I am getting is that we are taking some of the students from Kindergarten and sending them to TK and giving them Splash. As I understand it, that should not be happening. I would assume that this board would invest in the Go Math as opposed to Splash. I know we are mandating a handwriting program but we are not mandating manipulatives. Can you tell me who is giving us the Early Learning instruction now that Wilma Hashimoto is gone?

Melissa Dutra – It is Deanna Mathies.

Member Ashjian – On slide seven it states, six FTE for On-going Support. We have seven high schools, which one is not getting the support?

Katie Russell – Fresno High School has coordinators to support their IB program, so they are the ones who would not be included.

Member Ashjian – In regards to Manchester GATE, the one complaint I get is why does my child have to ride a bus to Manchester GATE? When evaluating the kids in the

elementary schools for GATE potential, are we going to look at where these kids are coming from? Whether they come from Hoover, Roosevelt or Edison so we are not having ten buses from ten different directions. Is the need going to be based upon how many kids in that area are going into Manchester GATE because you already have a qualification system to get them there? I would assume if you have more kids qualifying in the Fresno High Region that you would have more GATE classes in that region. Is that correct?

Katie Russell – Correct. That would be one of the pieces. Then we would see if facilities could support the program and the number of students at each grade level. We used that formula to start Yokomi in third grade, which will continue through sixth grade.

Member Mills – As a follow-up to some of Trustee Ashjian’s comments, the Board, about a year ago, approved a policy or resolution allowing some of our Kindergarten students to be placed in TK because the state law does allow that to happen. I would like to get a report of which schools, where we have those blended classes, and I would like to know whether the teachers have had Kindergarten students in their class, and if they were provided the Kindergarten materials.

Member Johnson – I think we need to consider having a workshop on this material so we can move along a little faster. I have a lot of questions around GATE, IB and AP programs. I think it would be beneficial for the board to receive the information.

No action is required on this item.

A copy of the PowerPoint is available on the district website

B-15, DISCUSS and APPROVE Attendance Boundary Adjustments/Creation for the 2016/17 School Year

DISCUSSED and NOT APPROVED It is recommended that the Board approve the following attendance boundary adjustments and creation for the 2016/17 school year to better balance student populations, strengthen school communities, and maintain existing feeder progression:

1. Adjust attendance boundary between Ewing and Turner elementary schools.
2. Create attendance boundary for Sunset Elementary School, which includes adjusting the attendance boundaries for Addams and Columbia elementary schools.

Presentation by Chief Operation Officer, Karin Temple

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

Member Chavez – With this proposal, will any dual-immersion student be effected where they will not be able to attend this school?

Karin Temple – There are no plans to effect the dual-immersion program.

Member Chavez – You mentioned that the school would be provided social-emotional support. What does that entail?

Ambra Dorsey – We have provided the principal some options to give to the school site council to review and decide what best meets the needs of the school. There are two tracks. Sunset like other elementary schools will have a part-time restorative practices counselor

two to three days a week to support both students and staff. The school site council will be looking at options, our elementary schools invest in contracted counseling services, the principal and school site council will look at the level in which they would like to invest. They can look at individual or group counseling.

Member Chavez – For certain they will have one part-time counselor?

Ambra Dorsey – Correct. Provided by the district.

Member Chavez – Then the school site council will decide what else is needed?

Ambra Dorsey – Correct, they will be able to invest site funds anywhere from eight to forty hours on campus to support the students.

Member Mills – Of the 243 students at Sunset how many are from outside district boundaries?

Karin Temple – It is over 30 percent. The number I believe is 74 of the 243 are outside Fresno Unified boundaries.

Member Mills – In terms of our elementary schools, do we have any other elementary schools that have fewer than 300 students?

Karin Temple – No, not in our regular educational neighborhood schools. This is an unusually small school.

Member Mills – The flip side of that is we don't normally operate our elementary schools at over 800. 800 is the trigger number to turn the school into a year-round school, and we are not doing year-round schools. We have Addams and Turner who are over 800. Is that correct?

Karin Temple – It is Ewing that is the one that has high enrollment, with the students moving to Turner that would balance the numbers. You are correct. Sunset provides an opportunity to relieve some of the nearby schools and to better balance school populations.

Member Mills – I am fairly familiar with Addams. It has been in my area for quite some time. Families at Addams have had adjustment in the last few years because they used to be a Fresno High feeder, they used to have a different middle school, a different high school, and we completely uprooted that feeder pattern and shifted them to Gaston and Edison. At least with this boundary adjustment I am pleased that we are not doing any further change to that because that is a lot of disruption to families.

Karin Temple – We agree that staying with the feeder progression in an important goal.

Member Mills – My understanding from the community meetings at Addams is that this was explained to the families that this was necessary as Addams is overcrowded.

Karin Temple – The slides that we presented to the Board tonight regarding how we go about our normal projections and those factors that influence these types of recommendations were also provided at all of the schools community meetings.

Member Mills – We have an over-crowded school and one that is under enrolled. Certainly, in other circumstances we have never operated a school like Sunset with that low of an enrollment at one of our regular elementary schools. The district is also committed to maintaining the dual-immersion program.

Karin Temple – Absolutely. In fact, there are initiatives being discussed to increase the program.

Member Mills – With this proposal to reduce the student population at Addams, will we be able to reduce the number of portables at that location?

Karin Temple – That is part of our goal to remove plus or minus five from Addams, and Columbia of course is dependent upon the grade levels and the groupings of students. We believe we will be able to free up some green space.

Member Mills – I understand that we are running dual-immersion programs at Ewing and Leavenworth and we are doing them side-by-side within the school boundary program.

Maria Maldonado – Two years ago we started to better align our programs to ensure that all programs have the similar type of regular minutes for both languages, Spanish and English. They are also receiving professional learning in the area of writing from an expert around dual-immersion programs, supporting them and aligning their ELD instruction. This year Sunset is participating in the I3 grant with our partners from West Ed that are supporting the school in the implementation of the new ELD standards and state standards. That is a service and support that will continue for Sunset and the schools that are participating in that grant.

Member Mills – I am assuming that all of the staff at Sunset will remain as we add students.

Maria Maldonado – Yes, and we will continue to recruit teachers who are bilingual in case the program does increase.

Member Mills – I would assume that some of the students transferring in might be interested in the dual-immersion program as well.

Maria Maldonado – Yes. That is possible and we want to be ready for that scenario.

Member Johnson – In attending the meetings at Sunset and listening to the parents and individuals, I believe that we should not disrupt the culture that has been established. It is important that we engage and bring students to that institution so they can see what exist there at Sunset. I know that there are students who live nearby who are going to Columbia and it would be easier to go to Sunset. If this proposal should pass, how would it impact the learning environment as it relates to the dual-immersion?

Maria Maldonado – I understand that our parents are concerned, and part of that is because they are not familiar with running a dual-immersion program in a parallel way. However, the program is in Ewing and Leavenworth and there are no problems. In fact, it allows the students to interact with each other in a very positive way. It brings in the diversity and the enrichment of the language. The children will still receive the model that they are accustomed to, which is required for a dual-immersion program while the students in the English only class room will receive those minutes as well.

Member Johnson – One of the other things I heard from the parents and community is that we need to build more schools, and I think we all need to work towards that goal. Those of us who live within the Fresno Unified School District, and I know we are not talking about a bond issue right now, need to keep that in our minds. It is incumbent that we meet the needs of all of our students and bilingualism is very important.

Member Ashjian – Who can tell me how effective Sunset is compared to Ewing and Turner?

Maria Maldonado – The school is measured the same as our other elementary schools in terms of SBAC, CELDT for the English Learners as well as the DRP for reading comprehension and BAS for first and Kindergarten. Those measurements are the same that we have in the district. In terms of how they perform, they are comparable. They have a couple of grade levels where they may be a little higher than Ewing and they have others

where they may be a little lower. With Ewing they are comparable. With Leavenworth they are a little higher.

Member Ashjian – With the boundary change you mentioned they would be walking within a mile to their school. Is that correct?

Karin Temple – Yes, that is correct. Transportation is provided for elementary students if they live farther than one mile from their neighborhood school.

Member Ashjian – I have to say, I realize where this is at in Fresno but even in North West Fresno, I don't know if I want my child walking a mile to school, especially in this deal. That bothers me a little bit. *Member Ashjian asked each group of parents from Sunset, Ewing and Turner to stand one group at a time.*

Member Chavez – I love the concept of bilingualism being taught, being bilingual myself. I really like the model where you have one school dedicated to dual-immersion. The major challenge that I see, is I don't feel comfortable with the amount of resources that we are putting at the school with one part-time restorative counselor and then depending on the school site council. I won't be supporting this tonight.

Item 1 – Member Chavez moved to postpone discussion to a later date, seconded by Ryan, which carried a 6-0-0-1 vote, as follows: AYES: Board Members: Ashjian, De La Cerda, Johnson, Mills, Ryan and President Chavez. *Member Davis absent for the vote.*

Item 2 – Member Ashjian moved to not approve, seconded by Johnson, which carried a 4-2-0-1 vote, as follows: AYES: Board Members: Ashjian, De La Cerda, Johnson, and President Chavez. NOES: Member Mills and Ryan. *Member Davis absent for the vote.*

A copy of the PowerPoint is available on the district website

B-16, DISCUSS and RATIFY Fresno Unified School District's Recognition of International Association of Machinists and Aerospace Workers as the Exclusive Representative for the District's Machinist and Carpenter/Locksmith Employees
DISCUSSED and RATIFIED Discuss and Ratify Fresno Unified School District's Recognition of International Association of Machinists and Aerospace Workers as the exclusive representative for the District's Machinist and Carpenter/Locksmith employees.

Presentation by Chief Labor Relations/Human Resource Officer, Paul Idsvoog

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

For the record there were no comments/questions.

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

C. RECEIVE INFORMATION & REPORTS

C-17, Constituent Services Quarterly Reporting

RECEIVED Included in the Board binders is the Constituent Services Quarterly Reporting for Constituent Services activities for the time period of November 1, 2015 through January 31, 2016. Also included is the Quarterly Reporting for the Valenzuela/Williams Uniform Complaint Procedures from November 1, 2015 through January 31, 2016 in accordance with Education Code § 35186. Fiscal impact: There is no fiscal impact to the district. Contact person: Teresa Plascencia, telephone 457-3736.

BOARD/SUPERINTENDENT COMMUNICATIONS

Member Mills – Requested an update as to where we were in regards to the bond survey.

Member Ashjian – Requested a board communication in regards to where we are in the process of selecting an Athletic Director.

D. ADJOURNMENT

With no further business to come before the Board of Education at this time, Board President Chavez declared the meeting adjourned at 8:30 p.m.

NEXT REGULAR MEETING
WEDNESDAY, March 9, 2016 – OPEN SESSION AT 5:30 P.M.