

**MINUTES – BOARD OF EDUCATION REGULAR MEETING**  
**Fresno Unified School District**  
**May 11, 2016**

**Fresno, California**  
**May 11, 2016**

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 May 11, 2016 there were present Members Ashjian, Davis, De La Cerda, Johnson, Mills, Ryan and President Chavez. Student Board Member Correa and Quintana were present. Superintendent Hanson was also present.

President Chavez convened the meeting at 4:16 p.m.

**Prior to adjourning to Closed Session**

By a vote of 7-0-0, the Board took action to add an agenda item to the Closed Session agenda:

*Conference with Legal Counsel – Pending Litigation*

*Government Code Section 54956.9(d)(1)*

*E.G., a minor, through his Guardian Ad Litem, R.G. v. Fresno Unified School District  
Fresno Superior Court Case No. 13 CE CG 02423*

Board President Chavez and Trustees ADJOURNED at 4:18 p.m. to Closed Session. The Board reconvened in Open Session at 5:38 p.m.

**Staff Present**

Deputy Superintendent/CFO Quinto, Associate Superintendent Aguilar and Sanchez. Executive Director of Student Services Dorsey, Executive Director of Constituent Services Plascencia, Chief Academic Officer Mecum, Chief Human Resources/Labor Relations Officer Idsvoog, Chief Operations Officer Temple, 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 promote/appoint Brian Christensen, Administrator, Human Resources/Labor Relations.
2. By a vote of 7-0-0, the Board took action in Closed Session to promote/appoint Raine Bumatay, Principal IV, Cesar Chavez Adult School.
3. By a vote of 6-1-0, the Board took action in Closed Session to promote/appoint Angelica Espinosa, Principal II, Addams Elementary School.

## **PLEDGE OF ALLEGIANCE**

Maria Vergara, a parent that has had a positive impact at Mayfair Elementary, led the flag salute.

## **APPROVE Minutes**

Approved as recommended, the draft minutes for the April 27, 2016 Regular Meeting. Member Mills moved for approval, seconded by Member Johnson, 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 Proclaiming May 15-19, as Classified School Employees Week**

Adopted as recommended, a resolution proclaiming May 15-19, 2016 as Classified School Employees Week. Classified employees, with their diverse talents and true dedication, support the smooth operation of offices, safety and maintenance of campuses, safe transportation of our students, provide healthy nutrition, enhance the educational experience, and provide our school district with specialized skills that contribute to the educational excellence of our students in our schools. The third week of May spotlights the great work classified employees are responsible for providing in support of the education of students throughout school districts in the state of California.

Member Johnson moved for approval, seconded by Member Mills, which carried a roll call vote of 9-0-0, as follows: AYES: Student Board Members: Quintana and Correa, Board Members: Ashjian, Davis, De La Cerda, Johnson, Mills, Ryan and President Chavez.

## **RECOGNIZE Board of Education and Fresno Unified School District**

The Kings Canyon Middle School Coder Girlz Club recognized the Board of Education and Fresno Unified School District for its support of the coding club. The Board and district have helped grow the club and have provided opportunities for new technology and experiences that would have otherwise been out of reach.

*Trustee Davis exited the board meeting at 5:54 p.m.*

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

Student Board Representatives, Emily Xiong, ASB President, and Mirella Velasco, ASB Vice President, provided comments/reports from the Student Advisory Board Representative meeting hosted by McLane High School. The students thanked Member De La Cerda for attending their meeting. Student Board Representative Emily Xiong acknowledged the student ambassadors from Yosemite Middle School who shared highlights of various school activities and experiences.

## **HEAR Report from Superintendent**

- Superintendent Hanson provided insight on the English Learners Master Plan Redesign that was on the agenda. The redesign is necessary based on changes in legislation, state standards and assessments, but provides the district an opportunity to build upon recent increases in English Learners redesignation (up from 10.3% in 2013/14 to 17.8% last

year). Superintendent Hanson is recommending an investment of \$2.5 million to support implementation while the formal Master Plan is being written. The investment would support community priorities presented by a 43-person English Learners Master Plan committee. Once the formal plan is completed this summer, it will be published and the community is encouraged to comment.

- The draft of the district's Local Control Accountability Plan, or LCAP, is available for public comment now through May 25. The public can view the draft and provide feedback by visiting <https://www.fresnou.org/dept/stafed/pages/lcff.aspx>. The 3-year plan outlines how Fresno Unified will use state funding to serve all students, including English learners, low-income students, and foster youth. Fresno Unified conducted 62 LCAP meetings and workshops and collected 3,000 survey comments which helped formulate the draft.
- Tuesday May 10, 2016 was the district's first Fresno Unified Scholarship Awards Banquet recognizing 45 outstanding and deserving seniors. Fresno Unified had more than 400 in attendance and recognized the many journeys students have taken to get to graduation. Superintendent Hanson thanked community partners, parent volunteers, and Parent University, who made the banquet possible, along with the employees and members of our community who have contributed to the Fresno Unified Scholarship Fund. This year the district received more than 240 applications and awarded \$60,000 to 45 scholarship recipients – including \$100 to each applicant who did not receive a scholarship. The need is great for students and the district wants to be able to grow the scholarship fund, providing more students the opportunity to attend college.

On a motion by Member De La Cerda, seconded by Member Mills, the consent agenda, exclusive of agenda item: A-4, A-5, A-8 and A-9 which were pulled for further discussion, was approved on a roll call vote of 8-0-0-1 as follows: Student Board Members: Correa and Quintana, Members Ashjian, De La Cerda, Johnson, Mills, Ryan and President Chavez. *Member Davis 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**

**APPROVED, as recommended** the Findings of Fact and Recommendations of District Administrative Panels resulting from hearings on expulsion and readmittance cases conducted during the period since the April 27, 2016, Regular Board meeting.

### **A-3, APPROVE Budget Revision No. 4 for Fiscal Year 2015/16**

**APPROVED, as recommended** Budget Revision No. 4 for fiscal year 2015/16. Periodic updates to the District's budget are presented to the Board of Education for approval. Budget Revision No. 4 includes adjustments for the agreement between the District and Fresno Teachers Association on the reopener contract for 2015/16.

**A-4, APPROVE Agreements with City of Fresno for Weekend Community Open Space Program at High Schools and Middle/Elementary Schools**

**APPROVED, as recommended** agreements (one for high schools and one for middle/elementary schools) with the City of Fresno to provide recreation opportunities for City residents at Fresno Unified schools through the Weekend Community Open Space Program. The program will provide structured recreational programming and general public use on weekends and holidays from 9:00am-6:00pm (may be adjusted seasonally). Site supervision/monitoring and programming will be provided by City Parks, After-school, Recreation and Community Service (PARCS) staff. The agreements are for one year with the option to administratively extend for additional one-year terms.

**Member Mills** – I have one question about the contracts. Both the letter agreement and the contract for the middle and elementary schools says that it can be extended purely administratively. My concern about that is I feel we should have a report to the board and the board should have another vote on whether to extend this for two years, three years, or whatever we feel appropriate. In part because the statutes do charge the board for overseeing this, and also the education code section 17604 calls for all contracts to be approved or ratified by the board.

**Karin Temple** – If the board is interested we could change language to the agreements, so rather than it be administrative approval after the first year it would come back to the board either at the end of the initial term and administratively extended thereafter or approved by the board every year.

**Member Mills** – We did have a June 2008 agreement which opened high school tracks to the community. Was that agreement approved by the board?

**Karin Temple** – I am not aware if it was or was not in 2008.

**Member Mills** – My preference would be to adopt the May 6, 2016 revised agreement with the provision that at the end of the first year that they come back to the board for renewal for whichever term the board determines at that time. I would like a report from staff to make sure everything is going smoothly and if that is true the board may want to consider renewing for more than one year.

**Member Ryan** – Can our board attorney please respond to Member Mills? I think that it is a great idea to have the board review once a year, but the City Council has to approve. I am concerned with the Fresno Unified School Board doing one thing and City Council doing something else.

**Mary Beth de Goede** – The agreement as written is consistent with 17604.

**Karin Temple** – It is a good point that the City Council needs to approve the agreement, if our board approves tonight then they expect to bring it to the City Council next week on May 19 so they have not yet had this agreement in front of them. It is appropriate that our board have the opportunity to approve it first given that they are district sites. If there are changes to the agreement it is quite likely that we would reach an agreement before they take it to their City Council.

**Member Ashjian** – Under number 7 g, Terms of City Use it states, “*City shall have access to school based storage facility space where available and upon agreement with Site Principals, or the ability to utilize school grounds to put a portable storage unit on premises.*” How do we go about not having them add portable storage units on school

grounds after we have tried so hard as a district to have portables removed to make our schools presentable?

**Karin Temple** – We have addressed that specifically in the language. If you read further, it states that it has to be approved by the district. We don't want any more c-trains on our sites either. They do have some storage at our sites for our after-school programs, they are small appropriate sized storage units. Our concern is the safety of those storage units. We will make sure that they are in an appropriate place and that they are strong and sturdy, but we will not envision more c-trains on our campuses. We would have to approve where they go and what they are.

**Member Ashjian** – Are you telling me we are not going to add portables?

**Karin Temple** – We are not adding what I describe as c-trains but what you may be describing as portables.

**Community Member Kimberly McCoy with Communities for a New California Education Fund** – Concerned there were no schools in Southwest Fresno that were on the list. Was interested in how the schools were selected.

**Member Chavez** – The rationale with the city was they identified areas that were considered park deserts and those are the areas that got first priority. They are working on a Parks Master Plan that will address that very specific question. To address the areas that need the park space the most.

Member Mills moved for approval with a caveat to the agreement, seconded by Member Ashjian, 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.*

**A-5, APPROVE Bid 16-23, Roosevelt High School Gymnasium New Cooling Addition APPROVED, as recommended** Bid 16-23 to provide cooling to Roosevelt's gym and weight room. Currently there is no cooling in the single gym and evaporative cooling in the weight room. The project will replace gas-fired heaters with refrigerated packaged air conditioning/heating units. Installation of cooling will improve student, staff, and community comfort levels, and increase energy efficiency. The request for bids was lawfully advertised on March 3, 2016. Notifications were sent to ninety-one (91) vendors and four (4) construction trade publications, and the district received four (4) responses. Bids were opened on March 29, 2016.

Staff recommends award to the lowest responsive, responsible bidder:

Strategic Mechanical, Inc. (Fresno, California) \$684,000

Staff also recommends allowing Patton Air Conditioning to be relieved of their bid, in accordance with Public Contract Code 5101, due to a clerical error.

**Member Ashjian** – Is there a schedule for cooling for the other schools in the seven different pyramids and is there a ranking process?

**Karin Temple** – The work at Roosevelt, and with a similar recommendation that we will be bringing forward in the coming weeks to the board for McLane, will complete cooling

for all of our high school primary gyms. In regards to multipurpose rooms, we have approximately 25 schools that have evaporative cooling in their multipurpose rooms. When we have resources those would be the projects to move forward on.

**Member Ashjian** – Is there a priority list?

**Karin Temple** – The priority would be based on the assessments that our maintenance department does on the worst first, which would be those that are oldest and most likely to fail.

**Member Ashjian** – Do you think we could get a board communication on which ones are the worst?

**Karin Temple** – We are actually undertaking an assessment now, that information is not yet available.

**Member Ashjian** – When you have that information can you forward it?

**Karin Temple** – When we get the information I will determine what is appropriate to forward. I don't know if it will be a ranking, as I have not seen the data. That is why I am not able to answer precisely.

**Member Ashjian** – Would you be able to forward by age of unit?

**Karin Temple** – I don't know what the data will be that they will provide to me. I will determine what will be the correct way to provide it to the board.

Member Ashjian moved for approval, seconded by Member De La Cerda, 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.*

**A-6, DENY Claim #16-0405-0090**

**DENIED, as recommend** a Claim for Damages on Minor, case #16-0405-0090. 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-7, DENY Claim #16-0419-0106**

**DENIED, as recommend** a Claim for Damages on Cynthia C. Stills, case #16-0419-0106. 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-8, RATIFY Grant Applications to the Fansler Foundation**

**RATIFIED, as recommended** two grant applications to the Fansler Foundation through the Lori Ann Infant Program. The Lori Ann Infant Program serves children with special needs from birth to three years of age and their families. Applications to the Fansler Foundation request grant funds to build universally accessible playgrounds at Powers-Ginsburg and Storey Elementary Schools to be used year round and to provide play opportunities to all children regardless of their abilities. This would facilitate an increase in all areas of development for the children including motor, social, and communication skills.

**Member De La Cerda** – Can you explain what will be going up at the Lori Ann Infant Center at Powers-Ginsburg Elementary and Storey Elementary?

**Brian Beck** – This particular grant application would provide updated play equipment, shade structures and rubberized surfacing at the Powers-Ginsburg site. At the Storey site, it would be similar but it would be creating a new play area by the classrooms.

Member De La Cerda moved for approval, seconded by Member Mills, 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.*

**A-9, RATIFY Grant Application to the California Department of Rehabilitation for the We Can Work Grant and Adopt Resolution 15-23**

**RATIFIED, as recommended** a grant application to the California Department of Rehabilitation for the We Can Work Grant and Adoption of Resolution 15-23, authorizing Fresno Unified to enter into an agreement with the State of California, Department of Rehabilitation. The agreement provides for paid work training that provides pre-employment transition services to high school and post-secondary students between the ages of 16-21 with active IEP goals and objectives.

**Member De La Cerda** – Can you clarify the numbers that go through this program?

**Brian Beck** – We currently have a workability program across our district for students who are between the ages of 16 and 21. That serves 321 students across our district. This grant would allow us to expand to 100 more students.

**Member De La Cerda** – What is the outreach to our students in order for them to participate in this program?

**Brian Beck** – All of our high schools and adult programs have counselors that advertise this program. We also have workability specialist who are located on our high school campuses and reach out to students who are eligible.

**Member De La Cerda** – Do you normally have the right amount of students who apply to this program or do you have many?

**Brian Beck** – Traditionally we have met our mark and the number does change from year to year. This year it was 311. We know we could get more into the program if we had more slots. This will allow us to expand up to 100 more slots.

Member De La Cerda moved for approval, seconded by Member Mills, which carried a vote of 5-0-0-2, as follows: AYES: Board Members: De La Cerda, Johnson, Mills, Ryan and President Chavez. *Member Ashjian and Davis absent for the vote.*

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

## **UNSCHEDULED ORAL COMMUNICATIONS**

The following individuals spoke about the preliminary recommendations for 2016/17 budget planning for English Learners Services, specifically their support of Hmong services:

Nkias Xyooj  
Maysee Yang  
Nu Vang  
Noah Pou Lor

Mr. Venancio Gaona – Spoke about the preliminary recommendations for English Learners Services. Hopes the community is able to provide their feedback on the presented recommendations and would like to know where the money is being spent.

Juan Arambula – Spoke about the preliminary recommendations for English Learners Services. This problem is not the responsibility of just one department but the district as a whole. We need to reach out to our parents and look into the teaching workforce. Understand what our obstacles are, measure our results and review recommendations often.

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

### **B-10, APPROVE the 2016/17 Single Plans for Student Achievement**

**APPROVED, as recommended** the Single Plans for Student Achievement (SPSA). The development of the SPSA is a collaborative process involving staff, students, parents and community in the analysis of data to identify the needs of students, as well as an analysis of the effectiveness of practices and programs at the school. A copy of each SPSA is available in the Office of State and Federal Programs for review, as well as at each school site office.

Presentation by Executive Officer, Tammy Townsend

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

**Member Chavez** – How does the parent engagement of English Learner students, foster youth or the homeless piece work to ensure the connection is being made so that goes into the plan which would ultimately dictate how these resources are allocated?

**Tammy Townsend** – One of the groups that schools are required to engage with in addition with the school site council is each school sites ELAC. Parents of English language learners get input into the SPSA process. Specifically, that is an additional group that is engaged in the process. In addition, several different indicators from our SQII tied to identifying the needs of our English language learners.

**Member Chavez** – With our school site council and ELAC, how is it weighted out or is it a vote? What is the process?

**Tammy Townsend** – Some groups have the ability to consult in the process of the SPSA. ELAC is an example that must be consulted prior to the development of the SPSA. The voting authority of the SPSA belongs to the school site council which is made up of half of staff and community members.



**Member Chavez** – How do parents get onto the school site council?

**Tammy Townsend** – Parents are nominated and elected by their peers. The same process is followed for our teachers on the committee.

**Member Chavez** – This group could say, “Hey we have this amount of amount of EL students, foster youth or homeless and we want extra support services for them in the classroom etc.” After the plan goes to the principal, does it go to the area superintendent?

**Tammy Townsend** – Yes. The instructional superintendent would provide feedback to the school, who in turn would share with the school site council. Depending on conversations, changes could be made to the SPSA. Then there would be voting on the final document.

**Member Chavez** – How often is the process done? What is the timeframe?

**Tammy Townsend** – The timeframe of the SPSA very closely mirrors our LCAP. We start in the fall by looking at data. The first draft is developed in the early spring, feedback is given, and we go all the way to the point of where we are now for final approval.

**Member Chavez** – I am seeing an opportunity for Parent University, as we develop a component for English Learner students to maybe connect those parents to the school site council to give them more of an input.

**Tammy Townsend** – Great idea. They have been great partners.

**Member Ashjian** – On slide 7 we have *Family Connections/Liaison Positions*. In 2015/16 we had 58 positions and in 2016/17 we had 63 positions. What is that and what do they do?

**Tammy Townsend** – Those positions represent home school liaisons. Their specific role at the school is to connect with families in their school community and provide support for attendance, engagement of parents and things of that nature.

**Member Ashjian** – So some of it can be part-time and some of it can be fulltime? Are they specifically cataloged as a liaison? I am hearing from people in the community that they don’t know who to talk to or who to connect with.

**Tammy Townsend** – These positions are specific to the school site funds and are prioritized and designated by the school site council. These are not district-directed positions.

**Member Ashjian** – Could the district-directed positions and the site-directed positions be merged?

**Tammy Townsend** – They are completely separate by design because these positions that we are talking about on slide 7 are specifically designed to be determined by the school site council.

**Member Ashjian** – Could I get a board communication on which schools will have a liaison?

**Tammy Townsend** – Yes, we can provide that.

**Member Ashjian** – What can we do about the \$50.00 for fingerprinting? For many in our community that is a lot of money.

**Tammy Townsend** – Our district made the decision early in the year as we expanded our Goal 2 activities to put money aside to assist in the cost of finger printing for our community members.

**Member Ashjian** – If we are going to assist, we shouldn’t have to have someone say I am broke to get assistance. Everyone should get assistance. Here are a couple of suggestions: 1) it should be free; and 2) finger printing should be made available earlier in the day.

Right now it is not open until 10:00 a.m. Our hours are very limited. Do we have plans to make things more accommodating for our community members?

**Tammy Townsend** – We have been talking a lot about how to better support our families with finger printing. We have several different ideas. One is the cost, how do we make it more affordable. No one is turned down for their inability to pay. It is about getting the word out.

**Member Ashjian** – We know that with our English Learners, if they don't pick it up within five years, they are 10 times more likely to drop out. Part of that problem is that some of the parents want to help but they don't have that translator on-site. Is there plans with the school site council to put money towards that?

**Tammy Townsend** – These 63 liaison positions are primarily for that purpose, which are at 68 schools. Each individual school site council gets to determine how to use these funds. In addition, one of the changes that came from our English Learners department last year was some really great posters that are at each of our school sites, with a phone number and connections that can used for support is someone is out sick or not available. We have a couple of things in place now to help support translation services.

**Member Ryan** – I want to restate that as a school district we are only required to spend 1% of our Title I funds on parent engagement which equates to about \$430,000, but we are spending approximately \$9 million. We do that because we know that it is good for kids and our families, and we have made that choice. What are we doing to ensure that sites are using the money and not just letting it sit there in excessive amounts?

**Tammy Townsend** – One of the things that we implemented in the office of State and Federal Programs last year in March was to take a look at all of the schools and the different funds that they receive and we send e-mails to school who have not, or look like they have not, spent their funds. We remind them of the process.

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

A copy of the PowerPoint is available on the district website

#### **B-11, PRESENT and DISCUSS the 2016/17 Strategic Budget Development**

**PRESENTED and DISCUSSED.** The Governor released the proposed State budget for 2016/17 on January 7, 2016. The Board of Education has discussed the Governor's proposal and the potential impacts on Fresno Unified, as well as the strategic budget development process, at the following Board of Education meetings:

- January 20, 2016
- February 10, 2016
- February 24, 2016
- March 30, 2016
- April 13, 2016
- April 27, 2016

In addition to the strategic budget development discussions listed above, the 2015/16 Second Interim Financial Report was presented to the Board of Education on March 9, 2016.

Presentation by Deputy Superintendent/CFO, Ruth F. Quinto and staff

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

### **Career Technical Education: Presentation by Sally Fowler**

**Member Ashjian** – How does the CTE at Duncan impact McLane?

**Sally Fowler** – About 40% of the population who attend Duncan come from McLane. The kids who go to Duncan take the Fresno City Bus, students who are outside of that Cedar corridor have to make several transfers or have to walk a mile to get to the Cedar corridor so they don't have to transfer buses.

**Member Ashjian** – How do you plan to fix the Edison students?

**Sally Fowler** – Through the bus route, with one bus to start with.

**Member Ashjian** – Would the bus stay there all day at Duncan?

**Sally Fowler** – It won't stay at Duncan. It will do its bus route because of the activities that we do with work-based learning. It will participate in those routes as well.

**Member Ashjian** – How did we come up with the two CTE trades that we are going to add at Duncan; the welding and manufacturing?

**Sally Fowler** – That came through labor market data, our advisory input, our higher education partners and input from staff.

**Member Ashjian** – Can you send me that information on how we came to decide on manufacturing and welding?

**Sally Fowler** – Yes.

**Member Ashjian** – What does manufacturing mean?

**Sally Fowler** – Manufacturing is fabrication, product designs and CNC.

**Member Ashjian** – The valley is under-utilized in the service industry for CTE. I think welding is important but if we don't combine it with the components of diesel technology for example, so that they can weld and do diesel and braise, stainless etc., we are missing the mark. I don't want to create hobbies. I want to create jobs.

**Sally Fowler** – My first and foremost priority is that our students graduate and provide them with options upon graduation. They also need to know where they need to continue that education. I don't know if I can ever get someone skilled enough, with enough time and practice to do all of the things that you listed. Kids can find their way and their path on what their passion is and we can take them part of the way, and if they need certification, they may need to go to a community college to get that certification. Maybe part of our solution is offering some extension that connects with higher education. Maybe over the summer doing a full wrap around service for our kids. We can use evenings, summer and our breaks so we can extend those skills.

**Member Ashjian** – How do you plan on bridging that gap or forming that partnership with our higher education partners?

**Sally Fowler** – It has already started with some of our dual enrollment classes. We currently have approximately 30 classes. But it is going to take a lot more work.

**Member Ashjian** – What is the capacity at Duncan for enrollment?

**Sally Fowler** – It can probably go up to 1300.

**Member Ashjian** – How many are there now?

**Sally Fowler** – About 1000.

**Member Ashjian** – Is Duncan going to be the CTE mecca? Is that your plan?

**Sally Fowler** – It will be a strong opportunity for those 1300 kids and for our junior and seniors who take ROP courses. It is also looking at what we do at our other campuses and do well. How do we partner with our higher education partners to provide our students opportunities on their campuses?

**Member De La Cerda** – As CTE expands at Duncan are we looking at placing a cap on the number of students that are able to transfer out of each of the high schools?

**Sally Fowler** – We have not actually discussed that but it has come up as we talked about transfers. I think it is worth looking at.

**Member De La Cerda** – When you talked about our kids getting skilled enough to qualify, members of our labor community don't feel our students would be skilled enough to take a job right out of high school.

**Sally Fowler** – The average age of an apprentice is 25 to 27 years of age depending on the trade. Through years of partnership and negotiation, we have one position that they are going to hold for a graduate from Fresno Unified to enter into an apprentice. Historically 18-year-olds are not as successful, but if we prepare our students correctly they will be competitive.

**Member Mills** – I am pleased to see the number of offerings and the number of students increasing in CTE, but it is not enough. You mentioned the Cedar corridor and how students along the Cedar Corridor have had access to CTE programs that we have at Duncan, but students in other areas have not. Adding a bus that just serves Edison and Sunnyside still leaves the Fresno High region out with a lack of adequate access. When I look at the Linked Learning pathways, Fresno High seems to have the least amount of CTE courses available and we also have difficulty getting to Duncan as well as CART. It seems to me if we are going to be doing a bus we need to provide some bus service from Fresno High to Duncan.

**Sally Fowler** – I will take a look at our routing.

**Member Mills** – In terms of CTE pathways Fresno High needs to have IB career technical programs as well as at Fort Miller. I don't think we have done enough in that regard; we need to certainly increase it.

**Sally Fowler** – We will look more closely at working with Fresno High and their career program application.

**Member Ryan** – There is one thing that I kept hearing from our high school Principals is that we need more Science teachers. I would assume that we are going to be hearing the same in regards to CTE teachers. I think that the only thing that is going to hold us back in CTE is having qualified teachers in front of the kids. This is not only us but all over the country. I hope we don't forget as we lunge forward with CTE that we have to be looking at teachers to support us.

**Member Johnson** – We can do all the training and hiring, but some people are not ready to work. I don't care what kind of program you have. There are also some psychological problems with people which causes them to be homeless. We need those kinds of programs to help them overcome those problems.

## **English Learner Services: Presentation by Maria Maldonado**

**Member Chavez** – On slide 11 it states, “*All leaders are responsible for addressing the need of English Learner students.*” Can you provide an overview of how this message will be drilled down to accomplish this statement? Does that conversation take place with our CAO to our Instructional Superintendent to our Principals?

**Maria Maldonado** – Yes that is a great example. When principals and vice principals have clarity around the numbers of where their students are in the continuum of English proficiency, they have an opportunity to respond right then and there. For example, they will know at a certain time of the year how many students met the CELDT criteria, one of the requirements for redesignation. Now they know they have to watch those students to ensure they also meet the local criteria which is the DRP or the BAS, or now the formative assessments that we use. They have four opportunities to reach redesignation. We are continually working with students who have met one criteria but not the other. We are capturing those students and supporting them, making sure they get to that level. What I am talking about is not just redesignation but also proficiency. It is a lot of professional learning with our principals and helping them navigate our tools so they know how to access information that they can react to quickly. Supporting them and understanding what are the practices that are conducive to higher learning and outcome for students. How to supervise instruction, what types of activities should students be doing? There is a lot of logistical information, programmatic information as well as knowledge about instruction.

**Member Chavez** – So will it be your department who will be steering the conversations? We want everyone to buy in and have ownership of redesignation of these students. I will say one more time, this is the first step in the process, not the final.

**Member Mills** – When we are talking about increasing dual immersion programs I have a couple of comments. I hope we are not talking about just Spanish dual immersion. Vang Pao should have a Hmong dual immersion program

**Maria Maldonado** – We are definitely looking at our numbers and interest in our community not just at Vang Pao. We are requesting that TSA conduct some studies in the coming year to find potential places for a Hmong dual immersion program. We are definitely not just looking at Spanish.

**Member Mills** – When looking at the data, have we found if dual immersion programs are doing better than the English language programs in regards to getting an English learner to proficiency?

**Maria Maldonado** – As the numbers stand today for redesignation, if we look at the numbers for all of our English learners, the rate is 14.80%. If you look at the number for the students who are enrolled in dual immersion, their redesignation rate is 17.40%. The redesignation rate for students who are not in a dual immersion program is 14.72%.

**Member Mills** – That is information that we need to know if we want to be a data-driven district. I wanted to ask some questions in regards to adding the eight teachers to increase Hmong courses at all high schools. Do we have enough Hmong students at each of our high schools to support a class?

**Maria Maldonado** – We have enough to support at least one class, at some we have enough for two to three classes.

**Member Mills** – At every high school?

**Maria Maldonado** – Yes.

**Member Mills** – In looking at the requirement that everyone provide services to English Learners and be responsible for that, that needs to be the mentality but it also seems to me that we have to do a lot of professional development with our teachers because that is not what we have been doing. We are asking a lot of them in other areas and this is another huge ask.

**Maria Maldonado** – The requirement that all teachers are teachers of language came about with the adoption of the state standards. The state standards for the first time in history have a set of language standards that has never been present. Learning to utilize language effectively requires a certain type of English that many students are not developing at home. That language requirement encompasses the actual understanding of the different registers of language. That is not required just for English Learners, but for every one of our students. We need to work with our teachers side-by-side to support those efforts.

**Member Mills** – On slide 8 it states, *Bolster HR focus on recruiting and developing bilingual teachers*. I think that should include some of our administrators as well to be bilingual. I would also say as I support that I have some hesitation about recruiting outside this country. I would like to see the efforts focused on recruiting teachers from this country. If we are not getting the number of recruits or applications, then we need to be talking to the teaching colleges. We need to make sure that they are aware that we want bilingual teachers and they need to work on that as well.

**Maria Maldonado** – We do have several efforts in that area, that is something that our HR department is working on with partnership with our higher education institutions.

**Member Mills** – On slide 5 under *Increased Re-designation Rate* the arrow shows an increase from 2014/15 17.8% to 2015/16 14.80% and the arrow is yellow.

**Maria Maldonado** – We have it yellow because we are not at the end of the school year as of yet. We have identified about 300 students who are very close in meeting the local criteria for redesignation and we expect a few more students to be redesignated in the last cycle of early June and to be pretty close to what we had last year.

**Member Ashjian** – On slide 4 under *Policies* you talk about *Accountability*, what measures do you have and how often will that be done?

**Maria Maldonado** – We refer to the SQII and its measurements to capture our progress and outcomes of our students.

**Member Ashjian** – On Slide 9 we talk about partnering with Parent University to create parent engagement modules. This is good, but what are we doing to partner with the school sites and the parents there? The ones that are not at Parent University.

**Maria Maldonado** – We do have a plan but not a solid plan that specifies how you engage parents. That is something that we are beginning to design.

**Member Ashjian** – On slide 10, the four teachers on special assignment for professional learning, would these be for our high schools?

**Maria Maldonado** – These teachers would be on special assignment and working in my department.

**Member Ashjian** – On slide 11 you say site leaders will increase outreach, recruitment and communication with families of English Learner students. The site leaders that I talked to are completely overwhelmed. Again, I hope that we consider site liaisons to help achieve this goal. On slide 12 it lists eight teachers to increase Hmong courses at high schools. I went to the LCAP meetings and I don't recall one Bullard parents stating we need to add

Hmong courses. I don't know where we came up with that. This does not work for Bullard High.

**Maria Maldonado** – We don't know if it will work or not because we have not had that opportunity. There are many positive effects that can come out of adding a course such as this.

**Member Ashjian** – On slide 13, the bullet that talks about increasing “Abriendo Puertas”, is there curriculum that goes along with that?

**Maria Maldonado** – Yes. We have been doing specific training with LAUSD and have been implementing it for the last three years.

**Member Chavez** – Parent University is taught at all sites and in all three languages. I also feel that we should have a conversation about other languages being taught at the school.

**Member De La Cerda** – What are the qualifications or what do you expect from the parents who are involved in the dual immersion program?

**Maria Maldonado** – The significant difference between a bilingual program and a dual immersion program is the makeup of the class. The makeup of the class is half native speakers of one language and half of the other language. In the case of the language that we have, half of the class are English Learners whose primary language is Spanish and the other half are student whose primary language is English. The idea is that they develop literacy in both languages as they go through the years. The goal is to have them fully bi-literate by the time they complete sixth grade.

**Member De La Cerda** – On slide 11 it states, “*All leaders are responsible for addressing the needs of English learner students.*” I hope that our teachers are encouraged to learn a second language, myself included, and maybe we could offer some type of incentive. On another note can you explain what the CELDT chats are?

**Maria Maldonado** – CELDT chats consist of a conference with a student, first acknowledging them as English Learners and what it means to become a proficient language learner. They meet with each students explaining where they are in the continuum of learning English and what benchmarks they must reach. Part of the CELDT chats is helping the students understand the items presented to them on the test to accurately demonstrate what they know in terms of their literacy.

A copy of the PowerPoint is available on the district website

**B-12, DISCUSS and APPROVE the Proposed Board of Education Meeting Dates for the 2016/17 and 2017/18 School Years**

**DISCUSSED and APPROVED** proposed Board of Education meeting dates for the 2016/17 and 2017/18 school years. These dates will not preclude either additions or changes any time throughout the year.

Presentation by Chief of Staff, Bob Nelson

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

**Member Mills** – I appreciate you changing the dates in November for those of us attending the delegate assembly without missing a board meeting. I am curious about feedback from the board about the three meetings in May. I am good with it either way

but I think we need to recognize it will limit some of our involvement in other functions. **Member Chavez** – I think that it is good given the budget is usually developed around that time.

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

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

#### **C-13, Receive Fresno Unified School District’s Third Quarterly Investment Report for Fiscal Year 2015/16**

**RECEIVED**, the second quarter investment report for the period ending March 31, 2016. 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 March 31, 2016, Fresno Unified School District is in compliance with Board Policy 3430(a) for investments.

#### **C-14, Receive Proposed Revisions for Board Bylaws (BB) 9010, 9100, 9130, 9150 (New), 9220, 9250, 9323.2 and 9324**

**RECEIVED**, proposed revisions to the following eight Board Bylaws (BB):

- BB 9010 Public Statements
- BB 9100 Organization
- BB 9130 Board Committees
- BB 9150 Student Board Members (New)
- BB 9220 Governing Board Elections
- BB 9250 Remuneration, Reimbursement and Other Benefits
- BB 9323.2 Actions by the Board
- BB 9324 Minutes and Recordings

These revisions meet the legal mandates recommended by the California School Boards Association (CSBA).

#### **C-15, Receive Proposed Revisions for Board Policies (BP) 1312.3, 5131, 5141.22, 5141.27, 5141.31, 5148, 5148.3, 6142.1, 6158, 6173, 6173.1, and 6184**

**RECEIVED**, proposed revisions to the following twelve Board Policies (BP):

- BP 1312.3 Uniform Complaint Procedures
- BP 5131 Conduct
- BP 5141.22 Infectious Diseases
- BP 5141.27 Food Allergies (New)
- BP 5141.31 Immunizations
- BP 5148 Child Care and Development Programs
- BP 5148.3 Preschool/Early Childhood Education
- BP 6142.1 Sexual Health and HIV/AIDS Prevention Instruction



- BP 6158 Independent Study
- BP 6173 Education for Homeless Children
- BP 6173.1 Education of Foster Youth
- BP 6184 Continuation Education

These revisions meet the legal mandates recommended by the California School Boards Association (CSBA).

### **BOARD/SUPERINTENDENT COMMUNICATIONS**

**Member Mills** – Requested a board communication on the results of the Bond Survey.

**Member Ryan** – Stated that the Special Olympic Swim Meet at Hoover was a success and everyone commented on the new pool. Couldn't be more proud.

### **D. ADJOURNMENT**

With no further business to come before the Board of Education at this time, Board President Chavez declared the meeting adjourned at 9:21 p.m.

**NEXT REGULAR MEETING**  
**WEDNESDAY, May 25, 2016 – OPEN SESSION AT 5:30 P.M.**