



**MINUTES - BOARD OF EDUCATION REGULAR MEETING  
Fresno Unified School District**

**Fresno, California  
June 17, 2020**

In accordance with Executive Order N-29-20 Paragraph 3, the June 17, 2020 Board of Education meeting was held via teleconferencing and available for all members of the public seeking to observe via <http://go.fresnounified.org/ustream/>, or on the Ustream App on your Android or Apple device, Comcast Xfinity Channel 94 and AT&T U-Verse Channel 99, or through the following teleconference line: Teleconference Line – English - Dial in: +1 559-512-2623 Passcode: 141 945 774#. Teleconference Line – Spanish - Dial in: +1 559-512-2623 Passcode: 281 959 252#.

At a Regular Meeting of the Board of Education of Fresno Unified School District, held on June 17, 2020, there were present Board Members Davis, Cazares, Islas, Jonasson Rosas, Mills, Major Slatic, and President Thomas. Superintendent Nelson was also present.

Board President Thomas CONVENED the Regular Board Meeting at 4:30 p.m. and ADJOURNED to Closed Session to address items one through five.

The Board RECONVENED in Open Session at 6:18 p.m.

**Reporting Out of Closed Session**

- On a motion by Board Member Mills, seconded by Board Member Cazares, by a vote of 7-0-0-0 the Board took action in closed session on a Workers' Compensation Claim for Michael Martin, Case No. 2017-0628.
- On a motion by Board Member Thomas, seconded by Board Member Mills, by a vote of 7-0-0-0 the Board took action in closed session to hire Amy Balmanno as Manager II/ Principal I at Rata High School.

**HEAR Report from Superintendent**

- Thanked the entire Fiscal and Budget teams for guiding the District through a very tough budget process this year. The work that had to be done behind the scenes

to bring us to our budget adoption should not be overlooked or understated. The daily work of our budget analysts along with the rest of the teams are of the highest quality. Your dedication and perseverance do not go unnoticed – thank you for all you do!

- Shared last week the A4 Summer Literacy program started with 735 students – a large enrollment jump from the previous two years! This year offers a five-week distance learning model for kindergarten through fourth grade students via Google Classrooms and other virtual platforms. The goal is to accelerate reading for African American and all Fresno Unified students who are below reading level to proficiency and beyond. I want to congratulate the team on the continued success of this program. In its first year our students experienced an average of 4.9 months of reading growth in just 5 weeks. Thank you, Wendy, and the whole A4 team for your great work!
- Stated Summer Academies started on June 9 and Summer Camps started on June 15. I am thrilled to note that we have over 18,000 students participating in our Summer Academies. This enrollment is on par with what we normally have enrolled in summer school and in time where many school districts within our state reduced or eliminated summer programs, it is great to see what we have been able to maintain and even expanded our offerings for our students to help them get ready for the upcoming school year. Our Summer Camps don't require registration, but we know our Summers Camps webpage had over 500 unique visitors on its first day alone! Head over to [fresnounified.org](http://fresnounified.org) and click the main slide that says Virtual Summer Camps for more information.
- Announced our teams have partnered with Valley PBS to provide even more learning opportunities this summer! Starting June 22 through August 14 Valley PBS in partnership with Fresno Unified will present "Local Learning". This program is designed to build literacy skills in students K-3 and support getting our children ready to begin the new school year. The week of June 22 the program "Local Learning" will run from 8:00 am to 9:00 am with hopes to expand in the following weeks. Four Fresno Unified teachers, Joe Dawson, Isabel Mayoral, Lisa Nix and Carlanda Williams will be reaching out to students throughout Fresno County to bring the lesson to them. Thank you to the Instructional teams for making this happen!
- Shared we are grateful to hear from some of our colleagues and community members tonight about the interest and need to have robust ethnic studies courses in all our schools. We are eager to bring you alongside us in the work we have started with supporting sites who are expanding course offering in the upcoming school year. We have had schools add ethnic studies over the past couple of years and have more schools adding for the 2020/21 school year. There has been much work started on our journey to getting all schools to offer ethnic studies and eventually make it a graduation requirement.

- Remind parents our COVID-19 Call Center is available to take your calls regarding your feedback on our District's new vision, mission and goals to be adopted this fall. As you may recall, we had plans to do deep community outreach to ensure student, parent and staff voice in the development of the new vision, mission and goals and we have had to pivot as many of those in-person activities were cancelled due to COVID-19. We've been able to hold virtual staff focus groups, and we are currently holding virtual student focus groups through our summer learning programs and have opened our call center to conduct live one-on-one phone surveys with parents to gain your feedback as well. The survey takes about 5-15 minutes and you can call (559) 457-3395 between 8:00 a.m. and 5:00 p.m. on weekdays to share your feedback. We have live operators available to facilitate your survey in English, Spanish or Hmong.
- Announced we had to switch providers to provide translation for our website as Microsoft recently retired their translation buttons for websites. The buttons to translate are now at the bottom of each webpage on our website - one button says Spanish and one button says Hmong. These translations are hosted by Google Translate and while that is usually quite accurate for Spanish, we know it can be less accurate for Hmong. Our teams are working diligently for a better solution and we will keep you updated as we find even better solutions.

## **BOARD/SUPERINTENDENT COMMUNICATIONS**

**Trustee Islas** – Shared highlights of events taking place in the McLane Region. Birney Elementary School for their service to community and families by consistently giving out meals. Rowell, Mayfair, and Hidalgo Elementary Schools for partnering with the foodbank to distribute meals. There are projects at McLane continually moving forward, such as the second Gym, the Library remodel, the beautiful pool. Stated she is proud of the non-infrastructure things taking place like the planned learning circle and thanked Principal Brian Wulf for his responsiveness to students and community. Shared discontent with negativity that is leading to continued disgruntlement in the community and encouraged everyone to be respectful and avoid language that creates distance between each other which is not useful in creating a healthy and safe environment.

**Trustee Jonasson Rosas** – Referenced a Board Communication regarding the District's contracts for School Neighborhood Resource Officers, and in reference reminded staff of the Community's request to see diversity and culture reflected in those positions. Shared there is a motion before The City of Fresno to fund the positions in their entirety, but if motion does not pass would like the District to work with the City to discuss the idea of reaching out to other school districts in the area to standardize the contracts. Commented on the percentage of teacher outreach entries and stated the need to have 100% of teachers complete an outreach entry. Requested a detailed conversation take place pertaining to Ethnic Studies.

**Trustee Cazares** – Requested clarity on what resources are needed to ensure Ethnic Studies takes place. Thanked staff for data pertaining to teacher outreach entries but would like a deeper dive as to why percentages are low.

**Trustee Major Slatic** – Requested staff to pull ATLAS data pertaining to discipline and interaction between students and The Fresno Police Department, would like information provided in a Board Communication. Referenced a GV Wire article and asked what the district is doing to address concerns raised in article, requested a Board Communication to provide answer and to include the Communication Department’s policy on the First Amendment. Referenced a June 12, 2020 Board Communication, EA-1 and requested further information on students which do not make re-designation, would like the communication to include how the group will be tracked in data and why this particular data was not included in the June 12 communication. Requested information on Goal 2 policy, specifically to chain of command for returning phone calls.

**Trustee Mills** – Referenced *The Fresno Bee’s* Corona Virus update and the spike in number of cases in Fresno County. Expressed appreciation for the number enrolled in Summer Academy and shared the importance of work/life balance.

**Board Clerk Davis** – Congratulated the Afterschool Program and shared that they distributed Art supplies and provided online Art lessons. Congratulated Karin Temple, Jason Duke, Alex Belanger on the great work happening. Looking forward to Ethnic Studies program.

**Board President Thomas** – Looking forward to the Ethnic Studies work the district is entering. Expressed appreciation for employees and respect for their work and do not think our students are failures. Referenced the First Amendment and expressed concern pertaining to racial comments regarding staff or students. All students should be respected regardless of ethnicity or background. Shared information on a Food for Families happening this weekend at the Jesse E. Cooley, Jr. Funeral Home.

## **OPPORTUNITY FOR PUBLIC COMMENT ON CONSENT AGENDA ITEMS**

For the record, there were no public comments for this portion of the agenda.

On a motion by Board Clerk Davis, seconded by Board Member Islas, the Consent Agenda was approved, apart from Agenda Items A7, A9, A15, on a roll call vote of 7-0-0-0 as follows: AYES: Board Members: Davis, Cazares, Islas, Jonasson Rosas, Mills, Major Slatic, and Board President Thomas.

## **A. CONSENT AGENDA**

- A-1, APPROVE Personnel List**  
**APPROVED as recommended**, the Personnel List, Appendix A, as submitted.
- A-2, ADOPT Resolution 19-43 Authorizing Inter-Fund Loans for Cash Flow Purposes**  
**ADOPTED as recommended**, Resolution 19-43 to authorize Fresno Unified School District to transfer funds as needed for cash-flow purposes and to repay those transactions as funds become available for the 2020/21 fiscal year.
- A-3, APPROVE Minutes from Prior Meeting**  
**APPROVED as recommended**, the draft minutes for the May 20, 2020 Regular Board Meeting and the June 04, 2020 Special Board Meeting.
- A-4, APPROVE Annual Agreements for the 2020/21 School Year – Primary Report**  
**APPROVED as recommended**, a matrix detailing agreements to provide services to Fresno Unified School District.
- A-5, APPROVE Annual Agreements for the 2020/21 School Year – Supplemental Report**  
**APPROVED as recommended**, a matrix detailing agreements to provide services to Fresno Unified School District.
- A-6, APPROVE Legal Services Agreements for 2020/21**  
**APPROVED as recommended**, a list of legal firms recommended for approval to provide legal services to Fresno Unified School District during the 2020/21 fiscal year.
- A-7, APPROVE Agreement with CORE for Shared Administrator Services and the accompanying Employment Agreement Between Fresno Unified School District and Michelle Steagall, Associate Superintendent for School Leadership**  
An agreement between Fresno Unified School District and CORE for the shared services of Associate Superintendent for School Leadership, Michelle Steagall.

For the record, Superintendent Nelson read the following statement:  
Pursuant to Government Code section 54953, subdivision (c)(3), the District provides this oral summary of the salary and fringe benefits recommended for the following local agency executive:

- Michelle Steagall, Associate Superintendent of School Leadership
- The term of the new employment contract between the District and Michelle Steagall is July 1, 2020 through June 30, 2021
- CORE to reimburse Fresno Unified School District for all components of

Michelle Steagall's compensation, including, but not limited to:

- Annual salary in the amount of \$172,569.31
- The contribution to health and welfare benefits at \$19,348
- Paid Vacation – 20 days per year
- STRS – 16.15% of salary, as adjusted
- Medicare – 1.45%.
- Unemployment Insurance – 0.05%.
- Liability Insurance – 0.93%.
- Workers' Compensation Insurance – 1.15%; and
- Paid Holidays – Per the District's Administrative Holiday Schedule

For the record, Board Members had comments/questions pertaining to Agenda A-7. A summary is as follows: Expressed concern for this item. Requested clarity on what Michelle Steagall contributes to the District.

On a motion by Board Clerk Davis, seconded by Board Member Mills, Agenda Item A-7 was approved by a roll call vote of 6-1-0-0 as follows: AYES: Board Members Cazares, Islas, Jonasson Rosas, Mills, Davis, and Board President Thomas. NOES: Member Major Slatic.

**A-8, APPROVE Grant Application to the Federal Department of Education - 2020 Teacher Quality Partnership Grant**

**APPROVED as recommended** the grant application to the Federal Department of Education – Teacher Quality Partnership Grant.

**A-9, APPROVE JE Young Application for the Dashboard Alternative School Status**

Approval is requested for the submission of an application by JE Young School to be evaluated using the Dashboard Alternative School Status.

For the record, Board Members had comments/questions pertaining to Agenda A-9. A summary is as follows: Requested clarity as to the percentage of these schools which have changed to this suggested model. Is Fresno Unified the first to do so? How many others? Yolanda Jimenez-Ruiz was available to provide clarity.

On a motion by Board Member Mills, seconded by Board Clerk Davis, Agenda Item A-9 was approved by a roll call vote of 7-0-0-0 as follows: AYES: Cazares, Islas, Jonasson Rosas, Mills, Major Slatic, Davis, and President Thomas.

**A-10, APPROVE Memorandum of Understanding with Endeavor Charter School**

**APPROVED as recommended**, a Memorandum of Understanding with Western Sierra Charter Schools, a California nonprofit public benefit corporation that manages and operates Endeavor Charter School, detailing the relationship between the district, the Charter Corporate Entity, and the charter school regarding operations, oversight and monitoring.

**A-11, APPROVE Memorandum of Understanding with Morris E. Dailey Elementary Charter School**

**APPROVED as recommended**, a Memorandum of Understanding with Fresno Innovative Charter Schools, Inc., a California nonprofit public benefit corporation that manages and operates Morris E. Dailey Elementary Charter School, detailing the relationship between the district, the Charter Corporate Entity, and the charter school regarding operations, oversight and monitoring.

**A-12, APPROVE Modified Salary Placements and Revised Benefits and Risk Management Job Descriptions for the Benefits Eligibility Assistant, Workers' Compensation Technician, and Disability Retirement Technician Positions**

**APPROVED as recommended**, the revised Classified Hourly Salary Schedule with movement in grade for Benefits Eligibility Assistant from G-28 to G-33, Workers' Compensation Technician from G-32 to G-37, and Disability Retirement Technician from G-36 to G-37. Also included are the job descriptions of the Benefits Eligibility Assistant, Disability Retirement Technician, and Workers' Compensation Technician positions.

**A-13, APPROVE Positions and ADOPT Job Descriptions for Mentor Program Facilitator I and Mentor Program Facilitator II**

**APPROVED as recommended**, the job descriptions of Mentor Program Facilitator I and Mentor Program Facilitator II.

**A-14, APPROVE Use of Individual Piggyback Contracts in 2020/21**

**APPROVED as recommended**, a list of piggyback contracts recommended for utilization by the district during 2020/21 for efficient and cost-effective procurement.

**A-15, APPROVE Award of Bid 20-06 Schedule A and B, Fresh Produce**

Included in the Board binders is information on Bid 20-06 Schedule A and B, to establish fixed pricing of fresh produce for the district's breakfast, lunch and supersnack meal programs.

For the record, Board Members had comments/questions pertaining to Agenda Item A-15. A summary is as follows: Commented this is an example of how the District is investing in the good health of students. Shared concern on the collapse of local food sourcing. Applauded staff for good work. Requested continued good quality control and monitoring and the need for variety. Chief Operations Officer Karin Temple was available to provide clarity.

On a motion by Board Member Islas, seconded by Board Member Mills, Agenda Item A-15 was approved by a roll call vote of 7-0-0-0 as follows: AYES: Cazares, Islas, Jonasson Rosas, Mills, Major Slatic, Davis, and Board President Thomas.

**A-16, APPROVE Award of Bid 20-46, Vinland Elementary School Parking Lot Expansion and Site Access Improvements**

APPROVED as recommended, is information on Bid 20-46, to increase parking stalls, improve traffic safety, and create a single-entry point-of-access for Vinland Elementary School.

**A-17, APPROVE Award of Bid 20-50, Hoover High School Interim Modular Classroom Infrastructure**

**APPROVED as recommended**, is information on Bid 20-50, to provide building pads, utility connections, irrigation and related site work for two leased modular buildings to be used as interim classrooms at Hoover High School.

**A-18, APPROVE Award of Bid 20-53, Burroughs, King, and Powers-Ginsburg Elementary Schools HVAC Installation**

**APPROVED as recommended**, is information on Bid 20-53, to install district-provided HVAC units in modular classroom buildings at Burroughs (9), King (16), and Powers-Ginsburg (3) Elementary Schools.

**A-19, APPROVE Award of Request for Qualifications 20-35, Investigation Services**

**APPROVED as recommended**, Request for Qualifications (RFQ) 20-35 qualifying firms to provide various investigation and adjusting services in support of Workers' Compensation, Risk Management, and Human Resources operational needs.

**A-20, APPROVE Proposed Revisions for Board Policies**

**APPROVED as recommended**, proposed revisions for seven Board Policies (BP):

- BP 1250 Visitors/Outsiders
- BP 1312.3 Uniform Complaint Procedures (UCP)
- BP 5141.52 Suicide Prevention
- BP 5144.1 Suspension and Expulsion/Due Process
- (NEW) BP 6120 Multi-Tiered System of Support
- (NEW) BP 6142.91 Reading/Language Arts Instruction
- (NEW) BP 6157 Distance Learning

**A-21, RATIFY Amendment No. 4 to the Agreement with Envision Pharmaceutical Services, LLC**

**RATIFIED as recommended**, Amendment No. 4 to the agreement with Envision Pharmaceutical Services, LLC for prescription benefit services to active employees and pre-65 retirees.

**A-22, RATIFY Purchase Orders from April 1, 2020 through April 30, 2020 – Primary Report**

**RATIFIED as recommended**, information on purchase orders issued from April 1, 2020 through April 30, 2020.

**A-23, RATIFY Purchase Orders from April 1, 2020 through April 30, 2020 – Supplemental Report**

RATIFIED as recommended, information on purchase orders issued from April 1, 2020 through April 30, 2020.

**UNSCHEDULED ORAL COMMUNICATIONS**

**1. Leslie Kelly**

Unscheduled Comments: Hi my name is Leslie Kelly and I am the Restorative Practice Counselor severing at Edison High School. I am writing in regards to SRO's on campus. I am aware of the stigma in our community regarding police however the partnership with the Restorative Practice Counselor and a School Resource (Relationship) Officer is imperative to the commitment of bridging the gap between the fear of policing in our students of color. I have witnessed and supported personally Officer Melody Hughes as she's met with students from issues ranging from fights, weapons on campus to minor infractions like vaping. She has worked each case on an individual basis, sat in re-entry and repair circles, met with parents and has been a calming presence when needed. She according to her role and badge could easily address these situations with brute force but instead uses the power or relationship building to meet the needs of the students she comes in contacts with. I truly believe that the restorative approach and training has been a benefit to how we work together collaboratively to support our Edison students. I can honestly say that she is our front line and our eyes on campus and continues to find ways to better serve our students to make them feel safe and supported on our campus and is not afraid to solicit my support. I appreciate you all for your time and consideration.

**2. Jennifer Reyna**

I believe the district should cut designated sites. The data has shown an average of only 2% growth on SBAC compared to those who aren't DS. Why is FUSD spending 22 million on those sites and there is not an astronomical gain?

**3. Kim Vasquez**

I have been teaching at Ewing for 30 years. My last 4-5 years have been Designated. I was not in favor of going Designated. We didn't get to vote. We were told we had to do it because of our underachieving test scores. After having done it now, I have seen growth in math and reading with my kindergarten students. They reached BAS reading levels that I have not reached with previous classes (F/G) and they have been mastering math standards 100%, even though their baseline test scores were lower. When we added Pre-K and TK, the gap in my classroom got bigger, not smaller. Some Kinder students missed the opportunity to show their biggest growth this year, which is usually in the 4th quarter, due to schools closing. Now would not be a good time to do away with Designated Schools, when some

students may need time to catch up on lost learning. They are going to need the extra 30 minutes a day. Also, with all the unknowns about what school is going to look like when we finally reopen, now is the time for stability and extra help, NOT less! Ewing has figured out a good schedule and it works for students and teachers.

4. **Michael Torres**

Fresno school districts are behind the rest of the curve in California for making the necessary changes in protecting the future generational residents of color from discrimination, bias and danger. Ethnic studies courses have proven to help students of all backgrounds by supporting the initiative to incorporate them into the academic structure, our town would no longer be trailing behind our entire state but rather ahead and at the forefront of change where it belongs.

5. **Samantha Orozco**

Why We Need Ethnic Studies

As a mixed American, I can understand the struggles people of color go through today. I decided to take African American Studies to further my knowledge on the parts of history that weren't told. In a regular history class, the basic curriculum doesn't cover how deeply rooted our government and schools have systematically oppressed many ethnic groups throughout history as well as presently. It is important for all students to learn history from all perspectives in order to understand the hardships people of color still undergo. By studying deeply about racism we can eliminate the common assumptions that can cause issues in our community. Having these classes can eradicate the conundrum of ignorance which we still endure. With including ethnic studies classes in all schools in our district we can enlighten the youth and change the trajectory of our future.

6. **William E. Skuban, Ph.D.**

To Whom It May Concern, My name is Dr. William Skuban, incoming chair (July 1) of the Department of History at Fresno State. I strongly support the initiative to establish Ethnic Studies courses in Fresno Unified School District (FUSD). I have been at Fresno State for over twenty years, and several of my ex-students, now teachers in FUSD, are spearheading this critical effort. By centering the experiences of historically marginalized groups, the proposed courses will examine the systemic racism and oppression that continues to permeate this country's institutions. Included among the many benefits that Ethnic Studies courses would deliver are increased awareness and understanding of the current state of ethnic and race relations in the United States; improved student attendance rates; improved academic performance; and improved preparation for students who will enter Fresno State and Fresno City College, especially those students contemplating majors in the social sciences and humanities.

I sincerely hope that by the next school board meeting a resolution calling for a close examination of the proposals made by the Fresno Ethnic Studies Coalition will be made. I believe that this initiative is not only an important one for FUSD's

students, but also for the Fresno community at large. Thank you in advance for your time and consideration.

**7. Mia Roddy**

Hello, my name is Mia Roddy, and I'm an advocate for an official Ethnic Studies program to

be implemented throughout Fresno Unified School District. As a student of Fresno Unified, I feel that it is imperative that we students possess a safe place to have conversations about race and ethnicity. An official curriculum would expose us to diverse people in world history, current events, and politics, enabling us to better understand the system of power locally and globally. It is important for students to know that their stories and contributions to society matter; and that they can overcome adversity such as their ancestors did. A formal curriculum would also help students of a European background to value diversity and teach them to be culturally sensitive. In her work "The Academic and Social Value of Ethnic Studies," Christine E. Sleeter, Ph.D. discusses how having an ethnic studies curriculum makes a positive impact on students and their scholastic outcome. She notes that this impactful curriculum includes the effects of racism, and allows students to "grapple with multiple perspectives," and "produces higher levels of thinking." This helps prepare students to articulate and challenge institutions that are not inclusive of all people. Schools and their curriculums should not be colorblind. The world was built on the backs' of various people of color, therefore it is an injustice to gloss over that fact. An ethnic studies curriculum would help push towards a more culturally aware society, inside and outside of the classroom.

**8. Sierra Gomez**

My name is Sierra Gomez and I am a concerned community member and teacher. I would like to submit a statement in support of Ethnic Studies in Fresno Unified School District. Within our community we recognize that institutional racism and systemic oppression permeates all of our institutions. Ethnic Studies is explicitly anti-racist. The class centers the experiences of historically racialized groups and provides a safe space for students to examine racism and the institutions that uphold it. I believe Ethnic Studies is necessary because this country is rooted in colonization and has impacted many of our students for generations. By not mandating ethnic studies, we are whitewashing history and lying to our students and community. This curriculum is necessary from every grade from k-12 in order to responsibly educate our children. I expect that by the next school board meeting, there will be a board resolution that discusses the proposals made by the Fresno Ethnic Studies Coalition. Kindly, Sierra Gomez.

**9. Erika Ireland**

My name is Erika Ireland, a master's prepared, credentialed registered dietitian/nutritionist (RDN), certified diabetes care and education specialist (CDCES), former child nutrition director and parent to a FUSD student, below is my

public comment (PC) for Board Meeting 6/17/20 in reference to boarding meeting held 6/10/20 for Agenda item: A-15: APPROVE Award of Bid 20-52, Fresh Juice and Dairy Products - in 249 words

Dear FUSD School Board: Please reconsider the decision made last week to decrease chocolate milk purchases. Let's look at the facts about calcium & 8 ounces of chocolate milk:

- Children need 1000-1300 mg of calcium daily
- 8 oz of chocolate milk provides about 300 mg or nearly 1/3 of the daily requirement
- 12 cups of raw spinach has about 300 mg of calcium Milk is a cost effective source of Vitamin D and Potassium - most children do not get enough of these Calcium and potassium are vital to heart health
- 70% of milk consumed in schools is flavored
- When flavored milk is not offered, milk consumption drops by about 50%
- Most Moms favor flavored milk
- Flavored milk consumption is supported by:
  - The American Academy of Pediatrics
  - The Institute of Medicine
  - The School Nutrition Association

Detroit and Los Angeles school districts reinstated chocolate milk following a prior ban because milk consumption decreased by 50% and as the LA Times noted, "schools were tossing out an " obscene" amount of food, much of which was plain milk."

There are equal, if not more, amounts **(250-word limit reached)**.

#### **10. Jade Chatman – Voice Message (Transcribed)**

Hi my name is Jade Chatman, I am a fourth grade teacher at Powers-Ginsburg Elementary and I'm also one of the educators advocating for ethnic studies curriculum in grades k-12. I will be commenting on that. It would be easy to dismiss the need for this curriculum in kindergarten through sixth grade, but we know the student's investment in their schooling begins in elementary. Critical literacy supports Common Core State Standards, improves reading comprehension, critical thinking and student engagement. We know that when this happens student achievement is directly and significantly impacted. The challenges of distance learning can also be an excuse to delay this kind of innovation, but we would argue this reality makes it even more critical to begin this work. The district's GVCs for ELA and SEL learning provides the framework for inclusion and diversity but we are proposing is an integration that gives teachers and students those skills to leverage tools to address social and political issues more directly resulting in more meaningful and authentic discourse and eliminating more superficial or performative displays of illiteracy or victimization or tokenism of black indigenous people of color. This serves the population more identified needs of our district, our homeless. Foster youth and black indigenous students of color the most. The existing structures of cultural

literacy within the district has provided a great foundation; however, they are largely top down and have failed PLs and failed to allow staff to engage directly in the work or to be held **(250-word limit reached)**.

**11. Alexa Butler**

To whom this may concern: My name is Alexa Butler, I am a senior attending Sunnyside High School. Throughout my years in FUSD there has NEVER been a priority to teach students ethnic studies of any kind. Educators have the difficult job to prepare the next generation for the future: provide tips and resources, install hard work and determination, and create connections. Fresno Unified is the third largest school district in California, yet not all schools provide ethnic studies classes, and it is not a requirement for students. In FUSD there have been several racially motivated attacks amongst students. The topic of race is difficult to discuss, but it's essential if we want to see positive growth. Fresno Unified needs to pass a resolution making Ethnic Studies a graduation requirement, create Ethnic Studies course offerings at primary and middle grades, organize an Ethnic Studies Leadership Committee by FUSD Ethnic Studies teachers, establish a functional Professional Learning Community, and form an Ethnic Studies Advisory Committee. Enacting this shortlist of demands will produce extreme benefits, according to a study conducted by Stanford University's Graduate School of Education there are multiple benefits to students enrolled in Ethnic studies in both academic achievement and student engagement. Increases include gains in student attendance, academic performance and progress towards graduation. The most dramatic increases were shown by young men of color. This is the time for change to occur, I urge FUSD to take the first step towards innovation. Thank you, Alexa Butler.

**12. Tyesha Hendrix**

My name is Tyesha Hendrix and I would like to submit a statement in support of Ethnic Studies in the Fresno Unified School District. Within our community we recognize that institutional racism and systemic oppression permeates all of our institutions. Ethnic Studies is explicitly anti-racist. The class centers the experiences of historically racialized groups and provides a safe space for students to examine racism and the institutions that uphold it. I believe Ethnic Studies is necessary because it will help our students feel empowered and learn to value and appreciate diversity. I expect that by the next school board meeting, there will be a board resolution that discusses the proposals made by the Fresno Ethnic Studies Coalition.

**13. Lauren Beal**

To Whom It May Concern: My name is Lauren Beal and I piloted African American Studies at Edison High School. I have seen the direct impact of African American Studies at Edison and the positive ripple effects throughout the southwest community. In African American studies at Edison High School, students have a safe space to address race & ethnicity. For some students, this is also the first time they have seen

themselves reflected with intention in content, curriculum, and pedagogy. I am here to ask that you support board resolutions for the implementation of robust Ethnic Studies programs. As an educator, I am pleading with you to pass a board resolution making Ethnic Studies a graduation requirement. AB 331 is projected to pass legislation in CA, making Ethnic Studies a graduation requirement. Please, pass a board resolution to affirm your support, both structurally and monetarily, for the development, addition, and integration of Ethnic Studies. Several school districts across the state have board resolutions adopting Ethnic Studies as a graduation requirement. As the third largest school district in California we are behind the curve. Establish Ethnic Studies course offerings at the high school and middle school levels and integration of Ethnic Studies principles into primary grades at piloted schools across the district. Create an Ethnic Studies Leadership Committee by FUSD Ethnic Studies teachers so that Ethnic Studies classes can be vertically aligned, have an established scope and sequence, and guiding principles across the district. As educators, we know that learning never **(250-word limit reached)**.

**14. Josefa Vega**

My name is Josefa Vega and I am an advocate for youth and students and a FUSD alumna I would like to stand in support of Ethnic Studies in Fresno Unified School District. With the discourse surrounding racism and white supremacy currently under review I think it's important to address the erasure that occurs throughout the public education system. The erasure of oppression experienced by the black community, by the indigenous community, by the asian community and by latinx community. It's important to understand these tainted histories and explore them to assure that generations after us aren't brainwashed into believing that Thomas Jefferson or Christopher Columbus were heroes, they are symbols of white supremacy and capitalist greed. The youth are taking notice and this is no longer acceptable. These biased views don't represent the education our students deserve. The time is now to value the experience and histories of those that aren't white or center capitalist values. Prioritize the education and wellbeing of students always.

**15. Dr. Patricia D. López**

My name is Dr. Patricia D. López and I am a concerned educator and community member. I would like to submit a statement in support of Ethnic Studies in Fresno Unified School District. Within our community we recognize that institutional racism and systemic oppression permeates all of our institutions. Ethnic Studies is explicitly anti-racist and must be acknowledged as an instrumental method for preparing youth to coexist in a diverse society by centering the experiences of historically racialized groups and providing a safe space for students and educators to examine real-life phenomena such as racism and the institutions that uphold it. As a person who was systematically marginalized by the K12 system and pushed into an alternative high school, I can candidly say that Ethnic Studies saved my life and is what allowed me to find a network of people who would eventually facilitate my journey to a UC, a Ph.D., and a coveted position as an Assistant Professor at Fresno

State.

I stand with Fresno Unified educators and broader communities across the country who, like me, have been staunch advocates for young people's access to their history, culture, and language by way of Ethnic Studies. The time is now for the school board to support and accept a resolution that responds to the proposal made by the Fresno Ethnic Studies Coalition and set the district on a path for establishing fully funded Ethnic Studies program for all students in the district. I also commit to being a resource to **(250-word limit reached)**.

**16. Amy Sepulveda**

My name is Amy Sepulveda. I am an educator at Fort Miller Middle School who will be teaching Ethnic Studies during the 2020-2021 school year. I am a piloting member of the Fresno Ethnic Studies Coalition. I lead the Chicax Latinx Student Association on campus and provide our Latinx students with equitable curriculum and have witnessed the power of culturally relevant education. I ask that you support a board resolution to implement Ethnic Studies courses at all middle schools in FUSD, as well as at every other site at the primary and secondary level. Our students deserve a safe space to discuss race, ethnicity, and life experiences while engaging in critical dialogue surrounding these issues. As the third largest district with over 90% students of color, FUSD needs to do better. We need to invest in our students and their right to an equitable, anti-racist curriculum that they can see themselves being a part of- a curriculum that does not erase who they are. There is plenty of data that demonstrates the benefits that would uplift the culture of our campuses, the academic performance of our youth, and increase the connection with our community. I ask that you consider adopting the Fresno Ethnic Studies Coalition proposal and integrate Ethnic Studies district wide as well as establish a leadership committee designed to establish curriculum, a functional PLC model, and a qualified ES advisory. The time is now. We must invest in our students and show them that who they are matters.

**17. Summer Breault**

My name is Summer Breault (pronounced "Bro") and I am a resident of Fresno. I urge you to make Ethnic Studies mandatory throughout Fresno Unified School district. Institutional racism exists precisely BECAUSE it is not discussed. On the Fresno Unified School District's web page, in the "About" section, you state that, "Fresno Unified is a place where diversity is valued." It's time to start living up to this statement. Demonstrate your support of anti-racist values by including Ethnic Studies in required curriculum at Fresno Unified at all grade levels. I expect that by the next school board meeting, there will be a board resolution that discusses the proposals made by the Fresno Ethnic Studies Coalition. Empty statements are not enough. You have the power to take action. Show your support for all students and your rejection of the institutional racism and systemic oppression the exists today. I urge you to do it now. Do not let your students or your community down. Thank you for your time.

**18. Kathia Osuna**

My name is Kathia Osuna and I am a concerned community member. I would like to submit a statement in support of Ethnic Studies in Fresno Unified School District. Within our community we recognize that institutional racism and systemic oppression permeates all of our institutions. Ethnic Studies is explicitly anti-racist. The class centers the experiences of historically racialized groups and provides a safe space for students to examine racism and the institutions that uphold it. I believe Ethnic Studies is necessary because a failure to teach students about historical trends of racial injustice in this country is erasure of history that feeds into white supremacy. I believe that the district should be doing more to uphold the expectations set by the Safe Haven Resolution and its commitment to students of color and black students. I expect that by the next school board meeting, there will be a board resolution that discusses the proposals made by the Fresno Ethnic Studies Coalition.

**19. Fernando Santillan**

I am Fernando Santillan. I piloted Chicano Studies at Edison. I have been able to see the direct impact of teaching a curriculum that reflects the population of the students and that gives them the language to speak to and about race. My course has provided a space to think critically about their communities, society and themselves that they, many times, are not able to do elsewhere. I ask that you support and adopt a resolution outlining the adoption and implementation of Ethnic Studies in an effective systematic way that ensures that we as a district are addressing the needs of our students and community. We as teachers of Ethnic Studies find it critical that, in addition to a Leadership Committee led by teachers, there also be a separate advisory committee. The purpose of an advisory committee would be to include academics in the field of Ethnic Studies as well as district management and the community to assist in the implementation of Ethnic Studies across the district. This committee would be tasked with ensuring the fidelity of Ethnic Studies as a program including logistical concerns such as the recruitment, training and development of Ethnic Studies teachers and coordination and alignment of the program across the district. In our discussions with other districts we have found the advisory committee to be critical to the sustainability of Ethnic Studies courses. Please stand with Fresno and make this critical investment in our community and our students, they deserve it.

**20. Vanna Nauk**

Growing up in one of the most impoverished neighborhoods in Fresno, California with limited access to resources, I was unaware of the possibilities outside of the margins of society; subsequently, life in the margins influenced my identity and my academic trajectory. Like most first- and second-generation Cambodian-American children, I worked long hours to support my family while attending school. And as a product of the Fresno Unified School District, most Cambodian, Hmong, and Lao students were pushed through the system without a curriculum that responded to our lived experiences. Self-doubt and self-blame became passively instilled from years of

studying under a colonial institution. This became a habit manifested inside of me, and without the tools or support to confront institutional racism, I learned to normalize and, at times, even rationalize discrimination and racism at a very young age. Moreover, marginalization convinced me that I was incapable of excelling in school and that my scope of agency was little to none, so I should just accept and conform to stereotypes about my communities. By the time I graduated from high school, my grade point average was insufficient to apply to college. Therefore, I focused on avenues that seemed more feasible for a queer Cambodian American person from my neighborhood – trade or beauty school. Alternatively, my only option was beauty school and working odd jobs to support my family and me. While making do with the monotony of beauty school, I was yearning to contest the status quo and, I was **(250-word limit reached)**.

#### **21. Mercedes Martinez**

My name is Mercedes Martinez. I am a piloting member of the Fresno Ethnic Studies Coalition. I am an Ethnic Studies teacher at Gaston Middle School. I began in this position during the last school year, and I have already witnessed the impact that these courses provide to our students and community. Currently, our textbooks and curriculums are oversaturated with Eurocentric viewpoints that are polarizing for non-white students. As a whole, we are failing to recognize that 90% of our students are persons of color. Ethnic Studies provides all students with a safe space to explore the racial and cultural experiences and differences that are especially relevant in our current social climate. Ethnic Studies opens the door for students to see themselves reflected in the curriculum that we teach. I implore the board to adopt a resolution to make Ethnic Studies a graduation requirement. I implore the board to adopt a resolution to affirm Fresno Unified's support, both structurally and monetarily, for the development, addition, and integration of Ethnic Studies. I implore the board to adopt a resolution to mandate Ethnic Studies course offerings at the high school and middle school levels and to integrate Ethnic Studies principles into primary grades. I implore the board to adopt a resolution to establish a functional Ethnic Studies Professional Learning Community in order to provide educators an ongoing and regular opportunity to learn and collaborate. Together, we must work to institute change at home. We must invest in our students and our community.

#### **22. Uziel Jimenez**

MY NAME IS UZIEL JIMENEZ. I AM HAVE THE IMMENSE HONOR OF TEACHING ETHNIC STUDIES AND HISTORY IN FRESNO UNIFIED. I AM ALSO A FOUNDING MEMBER OF THE FRESNO ETHNIC STUDIES COALITION. FIND OURSELVES AT A WATERSHED MOMENT IN OUR HISTORY. IN A VERY SHORT TIME CALIFORNIA WILL LIKELY PASS A LAW REQUIRING ETHNIC STUDIES TO GRADUATE HIGH SCHOOL. BUT IF WE CONTINUE CURRENT TRENDS, WHEN THAT HAPPENS, FRESNO UNIFIED WILL BE COMPLETELY UNPREPARED TO RESPOND. WE NEED WE NEED A PLAN AND WE NEED IT NOW.

- WE HUMBLY BUT PASSIONATELY ASK...FOR A BOARD RESOLUTION MAKING ETHNIC STUDIES A GRADUATION REQUIREMENT
- WE HUMBLY BUT PASSIONATELY ASK...FOR A BOARD RESOLUTION AFFIRMING FRESNO UNIFIED'S--SUPPORT BOTH STRUCTURAL AND FINANCIAL--TO EXPAND, TO INTEGRATE AND TO FULLY DEVELOP ETHNIC STUDIES IN OUR DISTRICT
- WE HUMBLY BUT PASSIONATELY ASK...FOR THE CREATION OF AN ETHNIC STUDIES LEADERSHIP COMMITTEE
- WE HUMBLY BUT PASSIONATELY ASK...FOR ETHNIC STUDIES' UNITS IN THE PRIMARY GRADES AND DEDICATED CLASSES AT ALL MIDDLE SCHOOLS AND ALL HIGH SCHOOLS. HOW EMPOWERING WOULD IT BE IF ALL OUR HIGH SCHOOLS OFFERED CLASSES IN CHICANO LATINO STUDIES, AFRICAN AMERICAN STUDIES, ASIAN AMERICAN STUDIES, AND INDIGENOUS STUDIES? IF OUR DISTRICT CAN'T, WE SHOULD AT LEAST HAVE COMPREHENSIVE ETHNIC STUDIES CLASSES OFFERED IN EVERY HIGH SCHOOL.

FINALLY, OUR HOPE IS THAT BY THE NEXT SCHOOL BOARD MEETING WE CAN VOTE ON A RESOLUTION FOR THE CREATION OF A ROBUST ETHNIC STUDIES PROGRAM AT FRESNO UNIFIED. THANK YOU.

**23. Janelle Bujulian**

Hello, my name is Janelle Bujulian. I am a concerned community member and educator. I would like to submit a statement in support of Ethnic Studies to be taught at Fresno Unified School District. I believe Ethnic Studies is necessary because these students are already experiencing racism in their daily lives, they need support and to feel seen in order for them to become strong, confident citizens and to give them support to rise above the hatred that they experience. Within our community we recognize that institutional racism and systemic oppression permeates all of our institutions. Ethnic Studies is explicitly anti-racist. The class centers the experiences of historically racially profiled groups and provides a safe space for students to examine racism and the institutions that uphold it. I believe Ethnic Studies is necessary because these students are already experiencing racism in their daily lives, they need support and to feel seen in order for them to become strong, confident and rise above the hatred that they experience. I expect that by the next school board meeting, there will be a board resolution that discusses the proposals made by the Fresno Ethnic Studies Coalition. Thank you for your time, Janelle Bujulian.

**24. John Her**

To whom it may concern, attached below is a comment from Hmong Student Association from Fresno State's statement regarding the topic of Ethnic Studies. Thank you.  
June 16th, 2020, Dear Fresno Unified School District Board of Trustees, We are the

Hmong Student Association of Fresno State, and we are contacting you as concerned students and also as members of the community. We are submitting a statement in support of Ethnic Studies in the Fresno Unified School District. We believe that having Ethnic Studies as a mandatory graduation course will help the young and developing adults of our community to recognize institutional racism and systemic oppression. Fresno is a growing community of a diverse population. Mandating the understanding and study of historically racialized and discriminated groups will promote professional growth and anti-racism within Fresno. Not only will students be able to have a safe space to examine racism, they will be provided with the knowledge and skills to identify institutions that uphold racism. Ethnic Studies is necessary in building a strong diverse and humanizing community. We expect that there will be a board resolution that discusses the proposals made by the Fresno Ethnic Studies Coalition by the next school board meeting. Sincerely, Hmong Student Association of Fresno State, 5241 N Maple Ave, Fresno, CA 93740, hmsafresno@yahoo.com.

**25. David Paredes**

My name is David Paredes and I am an alumni of Edison High School. I would like to submit a statement in support of Ethnic Studies in Fresno Unified School District. Within our community we recognize that institutional racism and systemic oppression permeates all of our institutions. Ethnic Studies is explicitly anti-racist. The class centers the experiences of historically racialized groups and provides a safe space for students to examine racism and the institutions that uphold it. I believe Ethnic Studies is necessary because I have been to school with FUSD and have seen firsthand how racism exists on campus and affects our education without this much needed requirement. I expect that by the next school board meeting, there will be a board resolution that discusses the proposals made by the Fresno Ethnic Studies Coalition.

**26. Vianey Vazquez**

My name is Vianey Vazquez and I am a concerned community member. I would like to submit a statement in support of Ethnic Studies in Fresno Unified School District. Within our community we recognize that institutional racism and systemic oppression permeates all of our institutions. Ethnic Studies is explicitly anti-racist. The class centers the experiences of historically racialized groups and provides a safe space for students to examine racism and the institutions that uphold it. I believe Ethnic Studies is necessary because our students need an understanding and sensitivity of the cultures of others. Our students of all backgrounds are deserving of learning about their history. I expect that by the next school board meeting, there will be a board resolution that discusses the proposals made by the Fresno Ethnic Studies Coalition.

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

### **B-24, PRESENT and DISCUSS Reopening of Schools High Level Plan**

Staff presented to the Board information regarding high level options to reopen schools.

### **OPPORTUNITY FOR PUBLIC COMMENT ON AGENDA ITEM B-24**

#### **1. DeAuna Marks**

To the FUSD Board, we have 3 children in FUSD. They are at two different school sites. Ages 8, 8, & 5. I've read some of the projected protocol regarding Covid-19 regulations at California Public schools. Out of all of the projected implementations, the one that we tested with our 3 is the masks/face coverings. We had our 3 wear the mask for as long as they could with a sweet treat incentive to see who could wear theirs the longest. My five year old could wear hers for 10 minutes before it became unbearable and cumbersome. My twin 8 year olds could hold out a bit longer at 15 minutes, at which point they pulled them off and gasped. Let me be clear in that the masks were the very thin Target masks, said to be the most breathable. Please consider this little experiment with 3 of your FUSD elementary kids when considering your protocol for the upcoming school year. Thank you, DeAuna Marks.

For the record Board Members had comments/questions pertaining to Agenda Item B-24. A summary is as follows: Thanked staff for preparing the plan. Expressed appreciation for opportunity to meet prior to presentation. Shared would feel more comfortable if district started off planning for small groups rather than everyone who wants to can. Prioritize the youngest grades first is high priority. Childcare issues for first graders are different than those of eighth graders and also the ability to work on-line. Feel need to have a set number a target, set parameters first. Would rather start off small and work forward methodically. Expressed concern of students in younger and grades and those with tactile and sensory concerns wearing masks. Asked if antigen or antibody testing will be done. Asked if student going to the nurse is the only time temperatures will be taken. Are there rooms with enough capacity for isolating students which are exhibiting symptoms? How will transportation issues be handled for students exhibiting symptoms? Will there be a more detailed plan with training for sites Addicott and Rata? What is the phasing in process for opening and operating weight rooms? What is the plan if Fall sports can't happen in Fall? When will the District know number of teachers that will return to classroom? Shared the ELearn Academy will be much more rigorous in comparison of distance learning that took place in March. Shared the district follows the CDC guidelines pertaining to the requirement of masks. Stated the need for hand sanitizer stations throughout the school campuses. Expressed appreciation for engagement with stakeholders. Shared that being in school is often a safer place for children. Mentioned the language we use is important. Shared the majority of stakeholders need to send

students to school because of livelihood, it's not necessarily that they want to. Requested clarity on the City's ordinance of wearing face masks. Requested heavy engagement with parents, every parent needs to be contacted regarding students returning to school. Expressed appreciation for the Plans A, B, and C. Shared that we need to practice grace with each other and provide parents the opportunity to feel better and ease back. Reiterated the ELearn Academy is very robust. Do the best with what we have information wise, bend don't break. Going to do the best job that can be done. Analyst Patrick Jensen, Head Nurse Jane Banks, Chief of Human Resources and Labor Relations Paul Idsvog, and Superintendent Nelson were available to provide clarity.

For the record no action was required for Agenda Item B-24.

**B-25, CONDUCT Public Hearing and ADOPT Resolution 19-41 Authorizing the Increase of Level I School Facility (Development) Fees on Residential and Commercial/Industrial Construction Projects**

Included in the Board binders and recommended for adoption is Resolution 19-41, to authorize increasing School Facility Fees, also known as Development Fees.

For the record Board President Thomas opened the public hearing.

**OPPORTUNITY FOR PUBLIC COMMENT ON AGENDA ITEM B-25**

For the record there were no public comments for Agenda Item B-25.

For the record Board President Thomas closed the public hearing.

On a motion by Board Clerk Davis, seconded by Board Member Mills, Agenda Item B-25 was adopted by a roll call vote of 6-1-0-0, as follows: AYES: Board Members: Cazares, Islas, Jonasson Rosas, Mills, Davis, and Board President Thomas. NOES: Member Major Slatic.

**C. RECEIVE INFORMATION & REPORTS**

The Board was in receipt of Agenda Items C-26 – C-30.

**ADJOURNMENT**

Board President Thomas declared the meeting adjourned at 9:26 p.m.