Fresno Unified School District
Preparing Career Ready Graduates

BOARD OF EDUCATION
REGULAR MEETING
2309 TULARE STREET
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FRESNO, CA 93721-2287
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MINUTES – BOARD OF EDUCATION REGULAR MEETING
Fresno Unified School District
January 21, 2015

Fresno, California
January 21, 2015

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 January 21, 2015 there were present Members Ashjian, Chavez, Davis, De La Cerda, Mills, Ryan and President Johnson. Superintendent Hanson was also present.

President Johnson convened the meeting at 4:00 p.m. in the Board Room and adjourned to Closed Session. The Board reconvened in Open Session at 5:46 p.m.

Staff Present

Deputy Superintendent Quinto, Associate Superintendents: Aguilar, and Sanchez. Instructional Superintendents: Her, Russell and Wall. Assistant Superintendents: Locker, Hunt, Hashimoto, Maldonado, and Severns. Chief Information Officer Golden, Chief Technology Officer Madden, Human Resources/Labor Relations Mecum, Chief Operations Officer Karin Temple and Chief of Staff Chavez

Reporting Out of Session

- By a vote of 7-0-0, the Board took action in Closed Session to settle Worker's Compensation on Stacey Goedhard Gonzalez, case #2014-0034.

PLEDGE OF ALLEGIANCE

Jennifer Day, a parent that has had a positive impact at Yokomi Elementary, led the flag salute.

APPROVE Minutes

Draft minutes for the January 7, 2015 Regular Meeting were approved with minor corrections. Member Mills moved for approval, seconded by Member Davis, and by a vote of 7-0-0, as follows: AYES: Members Ashjian, Chavez, Davis, De La Cerda, Mills, Ryan and President Johnson.

RECOGNIZE The Fresno Unified School District Athletics Fall Sports Section Champions for the 2014/15 School Year

RECOGNIZED The following Fresno Unified fall sports for the 2014/15 school year.

Football

- **Division I Section Champions, Edison High School**

HEAR Reports from Student Board Representatives

Student Board Representative Tisa Vongphomsatry provided comments/reports from the Student Advisory Board Representative meeting hosted by McLane High School with Board Members De La Cerda and Ryan present. Student Board Representative Tisa Vongphomsatry acknowledged the students ambassadors' from Yosemite Middle School.

Member Ryan – Pleased The Californians for Justice and The Fresno Business Council were represented at this meeting to see what you do and how well you do it.

Member De La Cerda – The leadership that the SAB students provide not only on their campus, but on the other campus' can be a daunting task. I am proud because the students are taking the lead. The Human Element will be presented nationally in Nashville at the end of March. The impact that you are having is fantastic.

Member Mills – I wanted to mention that I ran into a recent McLane graduate who had been involved in the Human Element Campaign. I explained the recognition and rewards it had received and how well the Human Element was doing. I was pleased to hear that our graduates are still thinking about the Human Element and taking that out to the community

Member Ashjian – Fantastic job with the Human Element.

HEAR Report from Superintendent

- Would like to take a moment and welcome back staff as this is our first board meeting back from the Winter break. Thank you to our teachers and students and community members who took the time to celebrate Martin Luther King's Life.
- Later this evening our Deputy Superintendent Ruth F. Quinto will outline the Governor's 2015/16 Proposed Budget. Although we will be getting additional resources a large portion will be going to our pension obligations.
- With school starting up I would like to remind our parents the importance of attendance. Research continues to show that attendance is important in student achievement. As parents and guardians there are a few things that we can do to help our students; set a regular bedtime schedule and morning routine, helping layout clothes and preparing backpacks the night before, and making sure to talk to your student about the importance of school.
- Fresno Unified has had the privilege of hosting a nationally recognized expert who shared some of the great work about what we are doing around counseling. Dr. Trish Hatch who joined us from San Diego is at the leading edge of a national effort to focus the work of school counselors. She is currently working with the White House initiative with the First Lady. Not only does she conduct training sessions to help school counselors and administrators understand the changing role when it comes to counseling, she promotes different ways to use data to improve student achievement. Thank you to our counselors who work hard every day.

On a motion by Member De La Cerda, seconded by Member Davis, the Consent Agenda, was approved on a roll call vote of 8-0-0 as follows: AYES: Student Member Santellano, Board Members Ashjian, Chavez, Davis, De La Cerda, Mills, Ryan, and President Johnson.

A. CONSENT AGENDA

A-1, APPROVE Personnel List
APPROVED, as recommended the Personnel List, Appendix A, as submitted.

A-2, ADOPT Findings of Fact and Recommendations of District Administrative Board
ADOPTED, as recommended the Findings of Fact and Recommendations of District Administrative Panels resulting from hearings on expulsion and readmittance cases conducted during the period since the January 07, 2015, Regular Board meeting.

A-3, APPROVE Budget Revision No. 2 for Fiscal Year 2014/15
APPROVED, as recommended Budget Revision No. 2 for fiscal year 2014/15. Periodic updates to the district's budget are presented to the Board of Education for approval. Budget Revision No. 2 includes adjustments for updated information and necessary amendments to support the acceptance of various grant awards.

A-4, APPROVE Award of Bid 15-07, Duncan High School HVAC Upgrades
APPROVED, as recommended information on Bid 15-07 for HVAC upgrades to the multipurpose room (MPR) and classrooms 45, 46, 47, and 48 at Duncan High School. The project includes new air handler/condensing units and packaged air conditioning units. Currently the MPR and these classrooms are cooled with evaporative cooling units. The request for bid was lawfully advertised on November 25, 2014. Notifications were sent to twenty (20) vendors and four (4) construction trade publications, and the district received four (4) responses.

Staff recommends award to the lowest responsive, responsible bidder:

Strategic Mechanical, Inc. (Fresno, California) $572,701

A-5, APPROVE Employment Agreement for Kim Mecum, Chief Academic Officer
APPROVED, as recommended the Employment Agreement for the Chief Academic Officer. The term of the Chief Academic Officer's Employment Agreement is effective through June 30, 2018, unless otherwise modified pursuant to law and/or the terms of that Agreement. Fiscal Impact: Costs will be noted in employment agreement and provided on, or before, January 19, 2015.

A-6, DENY Claim #14-1226-0378
DENIED, as recommended a Claim for Damages on Minor, case #14-1226-0378. 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, ADOPT Resolution 14-08 in Support of a Project Grant Application to the California Department of Education for the Site Level Efficiencies – Water & Energy Project.
ADOPTED, as recommended Resolution 14-08 to finalize Fresno Unified School District's application process for grant funding under the California Department of Water Resources. The purpose of the grant is to fund the implementation of water-efficiency projects that reduce carbon emissions and reduce water and energy consumption.

A-8, RATIFY Agreement with the Fresno County Superintendent of Schools
RATIFIED, as recommended an agreement with the Fresno County Superintendent of Schools (FCSS) to assist the district with the cost for operation of the Doctors Academy at Sunnyside High School. FCSS will contribute $40,000 towards transportation expenses for those students who are not within the district's attendance area but desire to attend the Doctors Academy.

A-9, RATIFY a Master Contract and Individual Services Agreement with New Haven Residential Treatment Center
RATIFIED, as recommended a Master Contract and an Individual Services Agreement with New Haven Residential Treatment Center in Provo, Utah for nonpublic, nonsectarian school/agency services. These services are required as part of a student's Individualized Education Program (IEP). The law requires students to be immediately placed. The term of the Master Contract and the Individual Services Agreement commenced on August 26, 2014 and will end on June 30, 2015.

A-10, RATIFY a Master Contract and Individual Services Agreement with Summitview Child and Family Services
RATIFIED, as recommended a Master Contract and an Individual Services Agreement with Summitview Child and Family Services, Inc. in Placerville, California for nonpublic, nonsectarian school/agency services. These services are required as part of a student's Individualized Education Program (IEP). The law requires students to be immediately placed. The term of the Master Contract and the Individual Services Agreement commenced on December 9, 2014 and will end on June 30, 2015.

A-11, RATIFY the Filing of the Notices of Completion for the Projects Listed Below at Centennial, Easterby, Ewing, Forkner, Lawless, Olmos, Storey, Thomas, and Vang Pao Elementary Schools; and Bullard Talent and Hamilton K-8 Schools; and Sunnyside High School
RATIFIED, as recommended Notices of Completion for the following projects, which have been completed according to the plans and specifications:

1. RFP #12-28, Hamilton K-8 School Modernization
2. Bid #14-26, Sunnyside High School Track and Field Improvements
3. RFP #14-28, Portable Buildings Relocation and Infrastructure at Various Sites

END OF CONSENT AGENDA
(ROLL CALL VOTE)

UNSCHEDULED ORAL COMMUNICATIONS

Xena Wickliffe – Spoke about concerns with Fresno Unified's Speech Language Pathologists, and the recent investigation with the California Department of Education. Mentioned that we need to be more competitive with our salaries and benefits in order to retain our Pathologists.

Jenyfer Butterfield - Spoke about concerns with Fresno Unified's Speech Language Pathologists and the recent investigation with the California Department of Education. Raising the case load limit is not the answer, for most families we are the only place that they will get these services.

Mo Kashmiri - Spoke about concerns with Fresno Unified's Speech Language Pathologists and the recent investigation with the California Department of Education. We are not going to be able to recruit and retain Speech Language Pathologists if we are not competitive. Even with our contracted services we cannot fill all the positions necessary. Raising the case load limit is not the answer.

Raul Montellano – Spoke about LCFF and The Californians for Justice – Student Voice Campaign 2014. Students need to be heard and valued as part of the solution in improving education.

Shydae Garcia - Would like to thank you for including the student voice in the LCAP creation process. We are asking that students have more of a formal process in developing the LCAP. Many believe that the best way is to create a LCFF Youth Committee. We look forward to meeting with you and working on next steps.

B. CONFERENCE/DISCUSSION AGENDA

6:00 P.M.

B-12, PRESENT and DISCUSS Overview of Governor's 2015/16 Proposed State Budget

PRESENTED and DISCUSSED Governor Brown is scheduled to release his proposed 2015/16 State Budget on January 9, 2015. Staff will attend a School Services of California workshop focused on the new budget on January 15, 2015, to receive the most updated information. This information will be presented to the Board at its January 21, 2015 meeting. The presentation and discussion will outline the Governor's 2015/16 Proposed Budget.

Presentation by Deputy Superintendent Ruth F. Quinto

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

Member Chavez – I know the state gives us these eight areas that are designated as priority. I want to hone in on two. One being Student Achievement and the other Course Access. I know we have invested a lot of resources into tracking English Learners. I would like to see what their progress has been as far as them being linked up to either a four-year university, a college, or some type of vocational training program. I know we are in the early stages of Linked Learning so we can't measure that yet, but specifically with the LCAP going forward, I know there is talks of giving school districts a little more flexibility as to what areas they will focus on. I want to say "Thank You" to Tammy. She did an amazing job over at Roosevelt with the LCAP meeting and that was the first step in having

that discussion with the community. There were some youth there as well. I think we need to do a better job reaching out to the community. It was a little bit disappointing to see we only had 35-40 people.

Member Mills – I have several comments and a few questions. First, I guess I am a little disappointed the Governor has not been more specific in what he will support in the way of giving relief to school districts on the reserve fund limit. I think it is the LAO who has suggested that be repealed, am I correct on that?

Ruth F. **Quinto** – The LAO, Yes.

Member Mills – Assuming a worst case scenario and we have to reduce our reserve funds in this district, doesn't that impact our bonding capacity and the interest rate that we will be charged?

Ruth F. **Quinto –** Yes it would depending on what we did with the money. One of the options would be to take the unrestricted reserve and transfer it to the unfunded liability for the OPEB, which is another type of reserve. The credit rating agencies would look more favorably on that than if we were to spend it on capital facilities or to spend it on some other type of investment. However, there are several options on how to do that rather than just send it out the door. At the end of the day less reserves equal a lower credit rating; a lower credit rating means a higher interest rate; a higher interest rate means higher bond payment, and that would be detrimental to our students and our capital program.

Member Mills – It basically means we have a lot less money to spend on our facilities because we are paying it in interest.

Ruth F. **Quinto –** That is exactly right.

Member Mills – So that reduces the amount of available money that we have from bonds that we generate here within Fresno Unified and that leads me into my second comment with the Governor's position of resisting any state funding for school facilities. Frankly, the first thing that pops into my mind is this sounds very similar to the position that used to be taken by the State before Serrano v. Priest when we had school districts funded by local property taxes and it took a lawsuit against a state official, Ivy Baker Priest, to force the State to take over funding in order to equitably fund school districts. We have the same problem if we are expected to fund all our facilities with a local bond. We don't have the same property values here that they have in Beverly Hills. So we can pass a bond and assess ourselves at the same rate as the Beverly Hills School District and we are not going to generate the same money, we are not going to get the same facilities, and we don't have the same capacity because of the property values. So we have the same disparity.

Ruth F. **Quinto –** You are exactly right. In addition to the flexibility to use funds such as routine restricted maintenance for modernization or construction there are also other items in the Governors proposed budget that suggested flexibility, such as more flexible options on parcel taxes and other ways that school districts may be able to tax themselves in order to raise their own funds for the construction of facilities. All of those items might suggest the inequities that you just spoke of as well. I absolutely agree with your perception on that matter.

Member Mills – I know there has been a group that has wanted to get a school facilities bond on the ballot. I would suggest legislative committees considers that we need a state school bond for some equitable funding for facilities. One thing I do like in here is increasing the amount of money that we allocate toward maintenance of our facilities. Superintendent mentioned Fort Miller Day of Service. A lot of what we were doing really

should have been classified as routine maintenance. People were painting and repairing. I view that as routine maintenance. We have 100 schools in this district and we don't have adequate money, in my view, in the maintenance budget to really maintain our schools. If we want good school facilities we need to increase that amount. Maybe three percent is not enough for a district of this size. I don't know, but I think that is a conversation the board has to have because a lot of our schools need some work. We are building new buildings but we need to maintain them as well. One of the items you mentioned was the CTE Incentive Grants. I assume we are going to get more information on that but we've done some initial planning in this district with respect to CTE. I would hope that every single one of our high schools is going to be getting the ability to apply for some grant money to implement CTE. Do we know if that is going to be a possibility?

Ruth F. **Quinto** – I don't know. As I have said, we have multiple "ears on the ground" in Sacramento. As soon as we have more information on how those incentive grants can be applied for, we will provide that information to the board and of course we will be looking for every opportunity to take advantage of those resources.

Member Mills – You mentioned there was one-time funding for Common Core. Does the district have some recommendations on how we will spend that since this is one time? Are we going to do some professional development? Are we buying equipment?

Ruth F. **Quinto –** We will have recommendations for the board as part of our strategic budget development and as part of Curriculum and Instruction and Professional Learning when we bring those recommendations for the board's consideration as part of those department's budgets.

Member Ashjian –Regarding the $10 million and the one time funding for Common Core; one-time funding shouldn't fund a lifetime of expenditures. So we need to be very careful that we are not funding ongoing expenditures with one time money. I am sure you are taking that into consideration. With regards to CTE and prop 98, the $250 million that is going to have some grant money coming, my understanding is that is matching funds money. That anything that comes down the pike is going to have to be tallied up with matching funds. Is that your understanding?

Ruth F. **Quinto** – I actually do not have any detailed information on it. We do understand there needs to be a partnership involved and that it is an incentive grant, which typically does require matching funds. The information that is provided in the Governor's messaging was slightly different from the information that we got from the School Services presentation, so what we did is go directly to the Department of Finance and they said they would be providing clarifying information in a matter of days.

Member Ashjian - If it is by chance real dollars are you prepared to go the maximum?

Ruth F. **Quinto** – We are, and we do have the resources available to do that.

Member Ashjian – With regards to the buildings and the maintenance, could we get a board communication on the depreciation schedule of what assets we are currently depreciating? First, the actual expenditures to know if we are exceeding our depreciation schedule or if we are below it. I think that will give us the answer to what Trustee Mills is asking for where we are at with maintenance. Are we depreciating it at $1 million and spending $3 million? Maybe we need to add more money there or adjust our schedules however that works. Does that make sense?

Ruth F. **Quinto** – It does. It depends on how the state funds our ability to modernize a building. Unfortunately it is not consistent with a depreciation schedule per se. A

modernization grant comes through strictly based on the age and not necessarily on the useful life. I do know the request you are asking for but I think if you are concerned or interested in knowing how we might be eligible for modernization funds that is strictly based on age. I know Ms. Temple has that readily available.

Member Ashjian – For instance, if we were to take Bullard High School's south gym, if we detail that one building out and say here it is on a depreciation schedule. We are going to depreciate it out over 39 years, in all actuality it costs us a lot less than what is on the depreciation schedule. There are some savings that we can use somewhere else, we are on track, or it costs us more. I think those are more of the questions. I don't want you to spend a lot of time but can you kind of give us an idea of depreciation versus expenditures? Lastly, I think it is brilliant that you are thinking along the lines of our excess cash. That we should be reducing debt by putting it into the GASB 45 or the GASB 67, the two different benefit funds that you are talking about. Because ultimately at the end of the day I agree with you that our bond rating does not really get effected, in fact it might even get better if our debt and unfunded liabilities are less. Kudos to you and your staff.

Member Davis – Thank you for the report. However, I am very bothered that our 16-year Governor doesn't take into account that while state unemployment is at 7.1% and national unemployment is at 5.8% and we are in the double digits. This board has had a reserve policy in place since 2008. Why can't we get some type of credit? I don't want a lower credit rating and I don't want our bonding capacity to be altered. Is there any possibility of breaking some moves with the Governor and letting him know that we should have some type of kudos or some type of points for having to realize our $38 million increases? Is there any way we can meet with the Governor or does the LAO drive the forecast?

Ruth F. Quinto – I do believe the Governor is well aware of our discontent with the shifting of this particular liability. School districts in general didn't feel a very big hit between fiscal year 13/14 and 14/15 because the rate didn't go up very much; it only went up the difference between 8.25 and 8.88, so that .6 didn't hit very hard. The difference between 14/15 and 15/16 is pretty significant, almost two percent and it's going to be another two percent and another, and all of a sudden that accumulates to a pretty significant punch. It's a one, two, three, four hit combination year after year. The Governor is very well aware and it is one of the reasons that we decided to join the coalition. I know for sure L.A. Unified is in the coalition. I also know of a few smaller school districts are in the coalition. We are gaining support from districts statewide. We will have a very strong voice statewide and I do believe the Governor will then take notice, but it is a difficult situation. As Superintendent mentioned earlier this evening, the Governor is a wonderful politician. He did advocate for the LCFF and it did a wonderful thing for us with our high disadvantaged populations, but the next year he came back and shifted a significant amount of our resources towards this obligation, which unfortunately takes a significantly amount of resources away from our ability to serve our English Learners, our students living in poverty and homeless students to the tune of $38 million.

Member Davis – Also, as we listen to our community regarding the LCAP we had parents and children who were not in favor of us spending the $38 million towards the pension increases. Tammy tried to explain to them that it was the law, however there should be some type of give to get. We do this, how can we be acknowledged for it? We have a 2008 policy for our reserve. How can we be acknowledged for it? Just frustrated.

Member De La Cerda – I just wanted to make a couple of comments. One was a clarification on the proposed $250 million for CTE. It is a dollar-for-dollar match. We had this conversation this afternoon and it is a dollar-for-dollar match. This board is looking for a faster movement on the CTE, part of that incentive grant would be those programs. Those educational agencies that currently invest in the CTE programs will receive funding priorities when those grants come up. The other comment I would like to make is with Tammy providing this information out to our communities. I wanted to say "Thank You." We all have attended Tammy's presentations and she has done a wonderful job. She has answered concerns that our youth had, which was whether the youth has had an opportunity to have a voice or say in what is happening with the LCAP. We have provided that opportunity. I wanted the young lady, who has already left, to know that we are trying to be transparent and diligent in getting multiple voices heard within our community. That is something that needs to be recognized for those who are working with our schools and district, trying to get as many voices, to reach out to many members in the community so we can get that information gathered as quickly as possible and move forward. I just wanted to say "Thank You."

Member Ryan – Much of what I would have said has already been mentioned so I won't repeat it. I would very much be in favor of putting larger than expected amounts of money into the irrevocable trust for our retiree's health benefits. We are going to have to pay for that eventually anyways and if we have extra money this year I would think that would be a good place to put it. We also have to remember in the coming years we don't know what the changes in the National Health Care System are going to do to us. Isn't it $1.4 million that we have to give now off the top to the exchanges?

Ruth F. **Quinto –** Yes.

Member Ryan – Is that a number that is going to continue or go up?

Ruth F. **Quinto** – For now the Administrative Regulations require that payment for two years. That is just one aspect of the additional cost for the PPACA. There are four or five more that I can go into but won't for sake of time.

Member Ryan – We will have to go into them eventually. We know it is going to cost us more. We just don't know how much. I certainly agree the Governor's proposal or the legislative passage of two percent reserve is ill advised. I would certainly support fighting that and getting it overturned.

A copy of the PowerPoint is available on the district website

6:30 P.M.

B-13, PRESENT and DISCUSS Alternative Education Redesign

PRESENTED and DISCUSSED an update on the progress of the Alternative Education Redesign. Staff will provide an overview of the newly developed selection criteria and business processes involved in ensuring students are appropriately placed.

Presentation by Alternative Education Administrator Yolanda Jimenez-Ruiz

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

Member Mills – When you are talking about a referral process and an assessment process what kind of time are you talking about? Because education seems to take a lot of time to do things and these students don't have the time to waste while we sit around to think about it.
Yolanda Jimenez-Ruiz – The referrals are done within 24 hours. A lot of times overnight.
Member Mills – Good. Thank you.
Member Ashjian – It seems to me that when you get into trouble and you try to straighten yourself out and they ask, "What high school do you go to?" and you say "The Alternative Education Center," it doesn't resonate well with me. Maybe I am just learning the acronyms, the names that we call in the school system. You would think there would be a different type of name for that. The 1536 students, what percent comes back into the main population?
Yolanda Jimenez-Ruiz – We don't have those numbers at this time, but I can say roughly we will have an increase of about seventy students. Last year we had about forty students so we will be close to 150 by the end of this year.
Member Ashjian – Out of 1500 students, 40 come back? Am I understanding that correctly?
Yolanda Jimenez-Ruiz – Yes. That was from one school site.
Member Ashjian – So help me with the math.
Yolanda Jimenez-Ruiz – Correct in our old system it was only one site.
Member Ashjian – You talked about college courses. Can you give me an example of the college courses you are teaching to the students?
Yolanda Jimenez-Ruiz – Yes I can. We actually have three courses right now that we are offering to students. Counseling 48 Career Planning and Development, Counseling 149 and Counseling 53. All of these are college courses in preparation for students to transition. At Cambridge High School we have a technology class and those students are earning college credit for their technology course.
Member Ashjian – What is the counseling? What are those classes?
Yolanda Jimenez-Ruiz – It is College and Life Management, Planning and Development and Job Preparation.
Member Ashjian – Outstanding. What CTE is being offered at these four schools?
Yolanda Jimenez-Ruiz – At Cambridge High School we have a ROP class that is a small business class and at DeWolf we have a construction management class.
Member Ashjian – Outstanding for the construction management class. For the business class give me a 30 second preview of what you talk about.
Yolanda Jimenez-Ruiz – It is actually Cambridge Inks that is at Cambridge. Cambridge Inks is an actual business that is a screen printing business. They will ask you what design you would like and they will make it for you.
Member Ashjian – It's almost like the Home Boy Industries out of Los Angeles, where they have troubled kids and they teach them a job skill, get them a job and they produce a product and they are very successful.
Yolanda Jimenez-Ruiz – I am not necessarily familiar with that, but I will say that these are disadvantaged students. Some/others just need an alternate placement. Sometimes just a smaller setting to be successful.

Member Ashjian – Outstanding and hopefully I can get to see you after the meeting to schedule time to see the great work that is going on at Cambridge.
Member Davis – I am really proud that our district does not believe that one size fits all. That we are trying to build a safety net for all of our children and making this district fit all, not them fitting us. With our 1536 children that are referred through the ERC how many go back to the schools with their credit recovery, or how many graduate? Do we know that yet? Where are we with our data?
Yolanda Jimenez-Ruiz – We don't have those numbers yet, but I will come back to the board with those numbers.
Member Chavez –I know that in the past we talked about credit recovery with those students that had fallen behind at the actual home school. Is that part of this or has that been replaced with this? Walk me through what that looks like.
Yolanda Jimenez-Ruiz – It is part of the setting. There are students that are targeted for the credit recovery centers and those are at all of our comprehensive high schools. So there are students who attend there as well. Those are generally students who require or who just need less than thirty credits.
Member Chavez – Ok, so that is the criteria. Less than thirty they go through the credit recovery at their home school. That would be a semester or so?
Yolanda Jimenez-Ruiz – Correct.
Member Chavez - What is the criteria for sending them to either Cambridge, DeWolf, or JE Young. How is that decision making process carried out?
Yolanda Jimenez-Ruiz – It really is going to be contingent on the students specific needs. If it is an academic need then we look at their academic deficiency at that time. If they are a senior and they are requiring more than a year to graduate then we transition them to DeWolf. Any other student would go to Cambridge unless they needed independent study services.
Member Chavez – So we are really placing a lot of safety nets for our students. I remember visiting Cambridge and some students actually like Cambridge more than their home school and they end up staying there. I think it is because they like Yolanda there. Thank you.
Member Johnson – I would like to say that when we talk about those alternative schools I think that they are very valuable in districts. Many students who go to alternative schools like Cambridge like it because of the size of the school. They don't get lost like Roosevelt High School or Edison where they have three to two thousand students and they are able to identify with the teachers a lot better as opposed to a large comprehensive school. I don't want to go back forty years but I have seen how it has worked for many kids and when you ask them do you want to go back to your school they say "no" I enjoy Cambridge. I think that it really has a place and will help us in terms of our graduation rates because if they go back they may just drop out. I really appreciate the great work that you are doing there.

A copy of the PowerPoint is available on the district website

6:45 P.M.

B-14, PRESENT and DISCUSS Clark Street Progress

PRESENTED and DISCUSSED an update on the progress of the new Clark Street building and program. Staff will provide the Board an overview of:

- Facilities
- Teacher Recruitment and Hiring
- Program Concept
- Student Application Process
- Next Steps

Presentation by Principal Brett Taylor

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

Member Mills – Mr. Taylor this shows just the tenth, eleventh, and twelfth. Is the plan to never have a ninth grade?

Brett Taylor – Because of the numbers of four hundred it is difficult to run a full comprehensive high school ninth through twelfth. The other thing I wanted to do was to give students an option in tenth grade. We talked about options tonight and there are some students who may have tried ninth grade in a comprehensive school and maybe don't feel they fit in, here is another option.

Member Mills – I guess I am curious why we would set up a high school that has essentially one pathway. Let's say we have a ninth grader who decides to shift because they are not happy with that school and they think they want to try entrepreneurship. They show up, and do tenth grade, only to find out this really isn't for them. We've got a student who instead of being able to shift to a different pathway and stay at that school, has to leave that school, go somewhere else which doesn't sound like a good pattern for our students to follow. That is one of my concerns. My other is we have other campuses that are doing this as a pathway. And what is that going to do to those programs?

Brett Taylor – To address the first concern, when you focus an entire school in a program like this and take advantage of all your resources. You are able to go to the next level, which is very difficult to do within a pathway only system. Additionally the opportunity to run through a whole school as opposed to a pathway, entrepreneurship touches everything. So every interest a student has can connect to entrepreneurship. It is one of the least limiting courses of study because it doesn't have a specific focus. The specific focus is born in what the student brings to the table. As far as the other pathways that are similar in the district, this represents a different option for our students. This is built for students who want to put everything into this, who want this to be their entire focus. It is a different option, it's an option that I think is important to our students, to allow them to do things that they would never be able to do. It's a specialized option and an option for a specialized number of students. We couldn't offer it on a larger scale and we couldn't offer it at a comprehensive school.

Member Mills – This does sound to some extent like this would adversely impact pathways that we have at existing high schools and frankly I am not convinced that an entire school should be one pathway.

Member Ryan – I would have to disagree with that. I think we would need to run the entire school like this in order to get the results we are looking for. I have one particular question. How do we staff a school like this? I am not saying teachers don't have the knowledge and ability to do this, but we have such an array of folks out in the community with entrepreneurial skills. People who have done it. People who have experienced all this, who would have tremendous knowledge to share with our kids. Are we going to have an opportunity to bring people in the way we do at Roosevelt School of the Arts? We bring artist in there on a part-time basis who don't need to have a credential. Can we do the same thing with Entrepreneurs and people who can come and teach part-time or a few weeks just to get their knowledge and experiences to the younger generation?

Brett Taylor – One of the key components to the Barrington program is that it is focused into bringing in mentors and coaches from the community. That is part of the whole program in training people. When we take a team of four to five students creating a business each of them will get a mentor that comes from the community. When I started to reach out to the community, most of those people are excited to do this. That is the key component of the Incubator program. Is working with community partners who are in the field who are doing the work and bringing them in to work with our students.

Member Ryan – I know we have many of those but I would also be interested in exploring ways to use people who would come in maybe three hours a week or something like that. I know it has been done in other districts and they really share their skills with the kids on a regular basis, not as a volunteer. I know the pay won't be a lot but I am interested in looking into that because at some point I would like to see this happen with the building trades and I have said this before two million jobs are going to be opening up in the next ten years, those are great paying jobs. I know that is not connected to what you are doing but I would like to start exploring how we can use folks in the community more and this is a great start. I think you are doing a great job here and this is a fine idea.

Member Ashjian – Principal Taylor this is a big task. Sounds like you are up for it, but I can tell you this is a tall order. As I am new to this governing board and coming from the business side I can tell you that almost every person that I talk to asks "why aren't we teaching these skills," "why aren't we teaching this pathway?" To hear you tonight and to see what you are talking about, it is impressive and I can't wait to see the successes come out of it. Quite frankly, I would like to be part of the Shark Tank when your students are getting their start I think that is fantastic. I think it is ingenious. This cutting edge stuff that puts us up close to that line that tell us that we can succeed and I think we are going to see, I hope we are going to see fantastic results. To reiterate what Trustee Ryan said, it is going to be important to hire the right people. You get one shot at a mentor and I have been very fortunate to have good mentors in my life. This is a real turning point for Fresno Unified and I commend you taking on this task and understanding the heavy load you are going to pull so congratulations and thank you.

Brett Taylor – I do need to acknowledge Superintendent Hanson who has been instrumental in a lot of the ideas and thought processes behind this school. I am just the instrument.

Member De La Cerda – One thing I always thought of as an educator is that sometimes we do have to do things outside the box. We can't repeat what we are doing over and over again. I agree with member Ashjian. To do something like this is unique to our district and unique for our students. It is forward thinking for our city. We are using that

multipronged approach in teaching our children. This is very exciting. Could you reiterate what you are going to be doing for our teacher's/educators? I know member Ryan mentioned bringing in other individuals from the community to help with our students, but what will you be doing to support our staff via the Lyles Center?

Brett Taylor – The Lyles Center already runs a lot of the programs that we are talking about at the post-secondary level at Fresno State. They have the opportunity to teach our teachers about how entrepreneurial education works. Additionally, and most importantly we have students who are winning awards at Fresno State that get their own office at the Lyles Center hatchery, a program that most of our students have no idea exist. As they get the taste of entrepreneurship they can see that not only can they start their own business, but there are opportunities in the post-secondary world as well. The Lyles Center is doing this at the next level, it gives us the taste of what entrepreneurship looks like and it allows our teachers to be trained by professionals who have been doing this for years.

Member De La Cerda – That for me that is encouraging because we will be continuing the strengthening for our teachers and staff by giving them that opportunity. Now if I can ask you about Incubator and Geekwise. I know I am asking you to repeat yourself but I am asking for clarification on how Incubator is going to help us.

Brett Taylor – Incubator provides a curriculum that is built on the lean start-up module at today's business schools. So, the curriculum that we will be using in the entrepreneurial classes and initially Incubator provides training for our teachers on how to teach it and more importantly how you work with your industry partners. Incubator Edu provides training not only to our teachers on how to work with community members but it provides training to our community members so some of our people who have already signed up to guide and lead as mentors. People like Jake A. Soberal, CEO at Bitwise. He will be trained by Incubator Edu.

Member De La Cerda – Now with Geekwise Academy and their support factor. How do we see their support for the program?

Brett Taylor – That will be in that foundational skill of computer coding and computer programing. They create curriculum for that and provide instruction. It is one of the areas that we don't have a lot of teachers at the level, which Geekwise can provide instructors who can do those skills that are very specialized.

Member De La Cerda – Thank you Mr. Taylor. I think you are the right man for the job.

Member Davis – I am excited. To get what we never had, we have to do something we've never done. This fits the bill. I know our kids can learn. I know our kids will learn and I know our kids will bust the roof off this new building. I am totally excited. I almost wish I was in tenth grade again. Thank you so much for your work and due diligence. I am looking forward to it. Thank you.

Member Chavez – I was listening and this is really exciting that we are doing really innovated things. We always look at education and it's a rudimentary approach to learning. Not that this is outside the box, but a whole new box. I share in a lot of the praise that you and your team have done. I was thinking back into the skills that you learn when working through college and I worked for a couple of fortune 500 companies and you learn these skills that you later use. So this is pretty universal that transcends in industries, construction, and finance things of that sort and I am really glad we are capturing that here. This model that we will be implementing the entrepreneurship it was encouraging to see. What is it 98 percent of businesses are small businesses.

Brett Taylor – Yes, in the state of California.
Member Chavez – I am really encouraged to see this model. Just had a quick question. How does this program compare to our NFTE program that we have over at Roosevelt?
Brett Taylor – NFTE does some great things and actually they are part of the Lyles Center. NFTE is limited in how far it can go. It takes students through a business plan and a sales pitch and it allows them to do that and there is a big focus on the skills of pitching. NFTE has a national competition that that our students pitch and present at. That builds some great skills but being a small limited pathway it can't go to the next level. The new way of the lean start up plan is less time on the business plan, more time getting a prototype out and testing it. Learn from it instead of planning about it, and then pitch and drive and earn. I love NFTE. At Duncan we had NFTE and we had some great structure and our kids learned a lot but to go to the next level you need a focused specialized school.
Member Chavez – Absolutely. I am really encouraged to see how the technology component develops. We are living in unprecedented times where you have this wealth of information at your fingertips. I am really excited about the potential for this program and the technology component. A lot of times we say we can't train for the jobs of tomorrow because the jobs are not here yet, but when we get them started on that technology track that gives them a big leg up over the competition out there. I will really be keeping an eye on what we do with the technology component. Thank you for the work that you have done.

A copy of the PowerPoint is available on the district website

7:00 P.M.

B-15, DISCUSS and APPROVE the Appointments of Board Members to Committees and Organizations

DISCUSSED and APPROVED a roster of organizations and committees to which board members are appointed each year. The board president has solicited input from members as to their preferences and will take this opportunity to announce the appointments. Any organization or committee appointments that are contested by a board member will be brought to a vote if needed.

Presentation by Board President Lindsay Cal Johnson

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

Member Mills – There is one thing that I think that needs to be corrected. On page one the California School Boards Association Delegate Assembly Representative, the district actually has two representatives by virtue of its size. There is not a representative and an alternate there are two representatives. And actually they are two year terms.
Member Johnson – Which one is that?
Member Davis – I am the other delegate. What Member Mills is referring to. I gave wrong information to the secretary. I should be as a member and not as an alternate.
Member Johnson – Ok. I will make that correction.
Member Ryan – I said I would be available for the Legislative Committee and I see that it is still on Thursday afternoons and that is a time that I am not available. So if someone

else would like to be on the Legislative Committee who can make it on Thursday afternoons or they can change the date because I won't be able to participate at that time.
Member Johnson – There is an opportunity.
Member Ryan – I think it was Member Mill and Member De La Cerda and myself who were appointed to that committee, so if someone else would like to take my spot who could make it on Thursday afternoons that would be better.
Member Mills – It's page three.
Member Davis – I am still on it. Right? The meeting is at noon.
Member Mills – Under this schedule that President Johnson put out, you were not on it. Member Ryan was your replacement.
Member Davis – I am agreeable to continuing.
Member Ryan – I know that was the case. If Member Davis wants to continue on the Legislative Committee instead of myself that will be fine. You can make that change unless someone else wants to. I have three other committee assignments and that will be plenty for me.
Member De La Cerda – Would we need to find an alternate for CSBA Delegate Assembly?
Member Mills – CSBA's bylaws do not allow for an alternate.
Member Davis – I am the other member.
Member Johnson – Would you like to be on the Sustainability Committee?
Member Davis – I can be.
Member Johnson – O.K. you are on that one.
Member Davis – All right. So I am on the Legislative Committee and the Sustainability Committee, Dailey and Chairman of the Audit Committee. Thank you. The Board By-law Sub-committee is looking kind of thin. One person on there. I suppose I could be on that or Member Ashjian.
Member Johnson – Member Ashjian would you like to be on the Board By-law Sub-committee?
Member Ashjian – Board President if you would like me to be there I will be there.
Member Johnson – Thank you.
Member De La Cerda – What days are those?
Member Davis – Those are as needed.
Member De La Cerda – If you need an alternate I can put my name in that hat.
Member Johnson – I need a motion to approve.
Member Mills – As revised?
Member Davis – Maybe the clerk could read the changes.
Member De La Cerda –

Board Bylaw Sub-Committee – Board Members Ashjian, Johnson, De La Cerda.

Board Sustainability/Leadership Sub-Committee – Board Members Davis, Johnson and Ryan.

California School Boards Association Delegate Assembly – Board Members Davis and Mills.

Council of the Great City Schools – Board Member Johnson and alternate Davis.

Dailey Elementary Charter School Board of Directors – Board Members Davis and Ryan.

District Audit Committee – Board Members Davis, Chavez and Ryan.

Facilities Corporation – Board Member De La Cerda.
Fresno County Committee on School District Organization – Board Member Mills, and alternate Chavez.
Fresno Regional Occupational Program – Board Member De La Cerda.
FUSD Legislative Committee Representatives – Board Members Davis, De La Cerda and Mills.
JPA Board of Directors for Center for Advanced Research & Technology – Board Member Ashjian.

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

C. RECEIVE INFORMATION & REPORTS

There are not items for this portion of the agenda

BOARD/SUPERINTENDENT COMMUNICATIONS

Mo Kashmiri – Spoke about Fresno Unified's Budget.
Member Mills – I wanted to thank those board members who attended the County Trustees Association Meeting last night that was held at Fresno High and I encourage you to attend the next general membership meeting in April, which will be held out in Easton. If we had the entire board and Superintendent there, we would have had tickets with parking passes to Fresno State basketball games courtesy of President Castro. We missed out on that but came close. I also wanted to thank a lot of staff in this district who did spend a lot of time and effort to help the Association bring that dinner off at Fresno High including our communications staff. Particularly Jed, and an assist from Micheline. Jeff Friesen and Tim Patterson and staff out in facilities. We had Mark Pineda who is the plant coordinator at Fresno High and all of his staff there, as well as some staff and students from Fresno High. And for those of you who were shuttled in from the parking lot to the gym on the golf carts or got a ride back that was the custodians who were doing extra duty there at Fresno High so the people didn't have to walk.
Member Ryan – I would like to commend Member Mills for suggesting that location and overseeing it all. It was a job well done. I think the whole event was very enjoyable. Congratulations to Member Mills for being elected to Vice President of the organization I assume this means you maybe be in line for Presidency next year?
Member Mills – That is the way it has been going.
Member Ryan – Good. Congratulations.
Member Davis – At the County Trustees Dinner we were acknowledged for our Golden Bells. To mark that I left Golden Bells at all of our spots that say "Men's and Women's Allegiance and Parent University 2014" and I have a little replica for Miguel Arias and Darrin Person. Please enjoy and no pressure Mr. Superintendent, but I would like to see us a Golden Bell every year from now on.

D. ADJOURNMENT

With no further business to come before the Board of Education at this time, President Johnson declared the meeting adjourned at 8:43 p.m.

NEXT REGULAR MEETING
WEDNESDAY, February 11, 2015 – OPEN SESSION AT 5:30 P.M.