



BOARD OF EDUCATION
REGULAR MEETING
2309 TULARE STREET
BOARD ROOM, 2nd FLOOR
FRESNO, CA 93721
board.fresnounified.org

MINUTES – BOARD OF EDUCATION BOARD WORKSHOP

Fresno, California
September 07, 2022

Fresno Unified School District, Education Center, 2309 Tulare Street, Fresno, CA 93721.

At a Board Workshop of the Board of Education of Fresno Unified School District, held on September 07, 2022, there were present Board Members Cazares, Davis, Islas, Levine, Major Slatic, Thomas, and Board President Jonasson Rosas. Superintendent Dr. Nelson was also present.

Board President Jonasson Rosas CONVENED the Board Workshop to Closed Session at 4:34 p.m.

OPPORTUNITY for Public Comment on Closed Session Items

For the record, the Board received zero requests to address the Board on Closed Session items.

For the record, Closed Session was extended to 5:15 p.m.

For the record, Closed Session was extended to 5:25 p.m.

Board President Jonasson Rosas RECONVENED the meeting to Open Session at 5:30 p.m.

Reporting Out of Closed Session

For the record there were no items to report.

PLEDGE OF ALLEGIANCE

Ambra O'Connor led the Flag Salute.

OPPORTUNITY for Public Comment on Consent Agenda Items

For the record, the Board received zero requests to address the Board.

BOARD WORKSHOP AGENDA ITEM

1. **Present and Discuss the Academic History and Current Academic Status of the Fresno Unified School District.**

Staff presented the academic history and academic status of the Fresno Unified School District. Discussions included how cohesive services can support all students, school sites, and staff districtwide. Staff discussed the vision and strategies to leverage disaggregated data by individual students for more informed data-driven decisions by staff that assist with driving academic acceleration and midcourse corrections to better meet the differentiated needs of all student groups. The discussion was designed to inform the Board of the necessary systems work being done to improve academic outcomes for students, some of which may require future Board action.

For the record, Board Members had comments/questions pertaining to the presentation. A summary is as follows: Requested data be provided showing Fresno Unified compared to Albuquerque, Tucson, El Paso, and Oklahoma City. Requested to see data showing years a student is behind. Requested to see data showing the number of incomplete Individualized Educational Programs (IEPs) compared to Central, Clovis, Sanger, San Diego, and Long Beach Unified School Districts. Commented, Fresno Unified has a lower number of IEPs than neighboring districts. Asked if Fresno Unified will look to encourage parents to move from 504 Plans to IEPs. Requested clarity as to how graduation statistics will be impacted by Assembly Bill 104 (AB104). Requested clarity as to how many other statistics shared in the presentation could be impacted by AB 104. Commented, Clovis Unified has a robust retention program of second and third grade students which are behind in reading and asked if Fresno Unified will do the same. Superintendent Dr. Nelson, Dr. Baker, Dr. Pinheiro, and Heather Allen were available to provide clarity.

Requested clarity as to when SBAC assessment results will be released. Commented on chronic absenteeism and noted spikes in the system, additionally noted areas of success pertaining to absenteeism and asked what the district is learning from these sites and how to replicate across the system. Commented on a negative outlier represented in EL redesignation data and asked if staff knew the cause. Requested clarity as to why many sites had results of zero point zero. Instructional Superintendents Gomes and Toscano along with Heather Allen were available to provide clarity.

Requested clarity as to what the district is doing to inform parents of A-G requirements. What is the plan to inform parents and recruit students? Requested the projected date of when IEPs will be completed. Requested clarity as to what Long Beach Unified, a district with similar demographics, is doing that Fresno Unified can align to, to do better. Discussion regarding the percentage of students on an IEP compared to other cities. Recognized Fresno has a high level of disadvantaged students. Requested clarity as to how many students in special

education take Career Technical Education classes.

Requested clarity as to what is happening with attendance. Data is good, how can we make it systematic. Referenced the process Sunnyside High School uses to track A-G requirements for students and parents. How best to strategize, that which gets measured gets results. Commented, earnest conversations needed to be held with parents pertaining to what a student needs to succeed.

Commented that great gains were made, and strategies were in place pre-COVID and students are trying hard to get back to where they were before COVID. Commented the district needs to make sure tools in class are being used to reteach students. Commented the district needs to find out how to make data easily accessible for teachers and principals so they can make changes to how they teach. How to make the data accessible to avoid teachers spending valuable time data mining. Commented on the block group structure at Computech and the benefits of the structure. Requested more information on the assessment tools mentioned in the presentation, specifically IDIBLE. Thanked Hoover staff for IEP work they completed. What strategies did Hoover use to address IEP deficit and what strategies can be used moving ahead? Echoed concerns of zero percent of English Learners being reclassified, requested concrete reasons to be provided.

Commented on bright spots within the presentation, specifically, African American graduation at McLane and Roosevelt. Commented on extrapolating what supports, and engagements were in place at those sites to achieve that level of success. Commented that words matter, referenced the district value of positive behavior, and pointed out there are connotations to what positive behavior is and what is valued as positive behavior in some instances in other instances will be discredited. Would like the district to carefully articulate what we want to see is learning, achievement and acceleration, the effort of trying. Commented on absenteeism and being careful on its negative connotation, if elementary students are staying home due to COVID exposure or symptoms then that is a positive behavior. Commented, when referring to equity-- to her it means the right tools to get to the right issues to solve problems, its not about giving everyone a pair of shoes but giving everyone a pair of shoes that fit, the right resources in very dedicated ways. Commented on credentialed teachers and that often the limit to expanding a program that is working is a lack of the right workforce; feels this is an area the district should aggressively address. Commented on accountability and referenced suspension and expulsion and the need to figure out and address, this is about systems that aren't working, why are trends up ticking, the district to be inquisitive on how a student gets on a suspension or expulsion list.

Requested literacy data be provided of students that attended PreK compared to those that did not. Commented on importance of moving supports now to have things in place for students. Requested to see iReady data or SBAC preliminary data to gage if the district is on right trajectory. Requested additional support be provided to help sites get caught up on IEPs, does not want to go into next school

year would like supports to students as soon as possible. Requested that when presented with data on K-8 schools, the elementary be presented with elementary and middle with middle. Requested clarity as to if the district expected to see a jump in reclassification of EL students. Asked if Dual Immersion program effects reclassification. Requested percentages be included in special education data presented. Commented data is erratic, no clear story, has any regression analysis or correlation work been done? Asked how a school with 44% absenteeism is doing better in mathematics. Commented that from a data perspective when looking at the data for the Roosevelt Region all the principals have changed except for one. Asked which one is doing the best and what is the correlation. Relationship between new principals or strong leadership at the sites may be impacting data. Suggested weekly or daily notes home may be helpful to parents. Asked what the district is doing with the data presented today once the story is figured out.

OPPORTUNITY FOR UNSCHEDULED ORAL COMMUNICATIONS

For the record, the Board received three (3) requests to address the Board during Unscheduled Oral Communications. The individual's name along with a summary of topic is listed as follows:

1. Mia Pacheco: Thanked Trustee Thomas for visiting her school. Requested her soccer team be allowed to practice at a school site due to safety concerns. Presented Misty Her with orchids.
2. Marycella Pacheco: Commented on information presented and shared parents need to know and listen. Commented, teachers need to be told its okay to give parents bad news. Asked how parents can review proposed curriculum before it is taught.
3. Monica Harrison Snowden: Shared she wanted to address a few issues: 1) Son did not get a Valley Championship Ring for 2009 Edison Basketball. Student athletes should be compensated for what they bring to the district via Title XI. 2) Equity--students should be compensated via college scholarships for their academic accolades within the district. Asked the district to recruit locally.

D. ADJOURNMENT

Board President Jonasson Rosas ADJOURNED the workshop at 8:00 p.m.