



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

MINUTES – BOARD OF EDUCATION WORKSHOP

Fresno, California

March 01, 2023

Fresno Unified School District, 2309 Tulare Street, Fresno, CA 93722.

At a Workshop of the Board of Education of Fresno Unified School District, held on March 01, 2023, there were present Board Members Cazares, Davis, Jonasson Rosas, Levine, Thomas, Wittrup, and Board President Islas. Student Board Members present were Joseph Aquino and Kristen Laus. Superintendent Dr. Nelson was also present.

Board President Islas CONVENED the Board Workshop at 5:15 p.m.

PLEDGE OF ALLEGIANCE

Ambra O'Connor led the Flag Salute.

BOARD WORKSHOP AGENDA ITEM

PRESENT and DISCUSS Utilization of the Superintendent's Dashboard

Trustees engaged with staff and participated in interactive learning regarding instructional minutes and the data on the Superintendent's Public Facing Dashboard.

Superintendent Dr. Nelson offered context for the evening's presentation. Referenced the Superintendent's evaluation process and a discussion regarding a priority of the Board of establishing a public facing Dashboard. Tonight's presentation is Phase II and the purpose is to provide the Board an opportunity to ask questions, gain further insight and utilization of the Dashboard, and to help set and follow up with policy when entering the process of literacy. Superintendent thanked Deputy Superintendent Her and team for their work on the Dashboard.

For the record, Deputy Superintendent Her began the presentation and provided an opportunity for Board members to open and review the Dashboard with staff available to provide support.

Board members were given an opportunity to provide feedback or ask questions. A summary is as follows:

Member Davis: Requested to have Dashboard set as a favorite for easy access.

Member Cazares: Suggested a hover over option be provided for ease of use. Requested if prompts could be added to explain drop-down boxes to help with ease of use.

Clerk Wittrup: Requested if prekindergarten (PreK) and transitional kindergarten (TK) could be added with attendance data.

Member Levine: Expressed appreciation for the option to compare schools. Asked if Dashboard would be translated into other languages. Requested staff to consider adding suspension/expulsion data. Commented on inconsistency of school names, sometimes full name listed, and other times common name used. Requested if multi-year trend for enrollment could be added.

Member Jonasson Rosas: Requested consistent formatting be used and Dashboard be formatted for mobile use.

With no further feedback or questions, Deputy Superintendent Her guided Board members through an activity to build a fourth-grade instructional day working with instructional minutes using iReady data and Dashboard data. The purpose of the activity is to provide insight into time spent on content areas.

Board members were given an opportunity to provide feedback or ask questions. A summary is as follows:

Member Davis: Requested clarity as to the number of students in a fourth-grade class.

As a continuation of the activity, and with no further feedback or questions, Deputy Superintendent paired Board members into teams of two and directed teams to name school and come to consensus on one schedule for the school.

After each team was provided time to name school and come to consensus on the schedule, Deputy Superintendent called teams back to the table and discussed requirements set down by the State of California and Fresno Unified School District Collective Bargaining Agreements, as follows:

- State of California minimum requires 300 instructional minutes per day.
- Non-Designated Schools have 310 minutes per day.
- Designated Schools have 340 minutes per day.
- Fresno Unified School District requires transitional kindergarten and kindergarten to have 90 minutes of English Language Arts per day.
- Fresno Unified School District requires transitional kindergarten and kindergarten to have 60 minutes of Mathematics per day.

- Fresno Unified School District requires first through sixth grade to have 120 minutes of Literacy per day.
- Fresno Unified School District requires first through sixth grade to have 90 minutes of Mathematics per day.
- State of California requires 20 minutes of designated ELD per day.
- State of California requires 200 minutes of physical education every 2 weeks.
- State of California requires 40 minutes of Social Studies/History every 2 weeks.
- State of California requires 40 minutes of science every 2 weeks.

After covering requirements, Deputy Superintendent evaluated each school created by paired groups. Each group was over the allowed instructional minutes and Deputy Superintendent noted schedules needed to be refined not only to meet requirements, but to consider music, library time, interventions, and transition time.

Deputy Superintendent posed a few questions: What does the data say? Where will schools get the most return on investments? What will schools do differently in response to the data? How are instructional days created to meet the needs of students? If huge amounts of investments are made into programs with no positive result, why is the program continued?

Deputy Superintendent shared, the Dashboard will have built in iReady results and will align with Board and Superintendent priorities. Information which in past was provided in Board Communications will be available in the Dashboard. The Dashboard will be a tool readily available for use by Board members when meeting with constituents or staff.

Clerk Wittrup: We are working with logistics right now, but best practices should dictate what we do and how many minutes we spend. There are defined best practices around Tier 2 Reading Interventions which should dictate over logistics.

Member Thomas: When we talk about math interventions or music. If you think about it music is part of math, you are counting, tapping, learning the transitions, it helps with reading, you are reading in a different manner. When principals tell me they do not have time for music, I do not want to hear it, music helps. At what time was handwriting removed?

Member Levine: How do the 310 and 340 instructional minutes compare with neighboring districts. Requested an example.

President Islas: Expressed appreciation for the exercise as it instills how policy decisions play out in the classroom and how if Board members are attuned to the data, it can help drive investments to yield results. Asked how to counter the narrative of Fresno Unified being a failing school district. Would benefit from hearing explanation and provided talking points on limitations of the data.

Superintendent Dr. Nelson provided an overview as follows:

The Fresno County Superintendent of Schools Office provides support for all Comprehensive Support and Improvement (CSI) schools across the county. CSI schools have gaps in educational data. Fresno Unified leadership reviewed pre and post pandemic data. Pre-pandemic, from 2016 through 2020, although behind the state average, the district was making gains in all grades and all content areas. Post-pandemic all grades all content areas saw deltas. The current version of the SBAC assessment now given is not the same as pre-pandemic. Comparing the two is not equal. 2022/23 assessment data is the new pandemic baseline and should be used to hold the district accountable. The prevailing narrative that all is sackcloth and ashes is not accurate. The district would like to focus on a few things and do them well. Due to the Board's direction the district does not do anything without measurable metrics The Dashboard is the tool to put data into the universe. Superintendent's commitment to the community and the Board, is every single person should know what it means for a first grader to read--phonemic awareness, fluency, and comprehension. The Dashboard must be a tool easy for people to use.

Clerk Wittrup: Thrilled to have the Dashboard, to have information at fingertips, and the ability to compare data will be helpful.

Superintendent shared with all due respect, this is a work in progress and at policy level is yours to help us with. Through the process we learn the size of the muscle movement needed to get data on an item. Referenced one of the goals by the Board during the Superintendent's first evaluation was, do not sugar coat the data.

Clerk Wittrup: Schedules instructional walks at elementary schools, specifically looking at reading instruction. Commented it is important to capture TK and prekindergarten PreK students as they may not stay at school where they are attending TK and PreK and predicts students will be ready to read. Commented on the importance of capturing enrollments and tracking students to watch the results. On other hand in some elementary schools a pattern is emerging which needs attention such as engagement, pacing, and rigor in the instruction of reading, there is a lot to improve. There are pockets of perfection but not seen overall. Students need to learn to read because of the system not in spite of the system.

Superintendent Dr. Nelson commented there are rockstar people throughout the system that year after year see progress, these people are outliers on the curve and as a district we must develop systems and strategize how to learn everything we can from positive outliers.

Commented on a prevailing narrative that students are not developmentally ready to read in early learning, that is not the thought to have regarding TK and K we

want students involved in academic pursuits as early as possible. We do not have total trust from the community and part of this transparency is designed to build trust. The district needs families to entrust their four-year old to us all day; not underwriting daycare but providing families an opportunity to thrive economically by teaching their children all day.

Member Davis: Is there data pertaining to closed caption, should we ask families to turn on closed caption when television is on?

Member Cazares: How do we use data in general to make sure everyday teachers are adjusting their teaching to ensure students do not fail but are given the opportunity to learn/relearn and not be left behind.

Deputy Superintendent encouraged the Board to continue to review the Dashboard and provide feedback as staff along with Parsec partners will continue the process of refinement. Phase III of the Dashboard will be brought to the Board for review and discussion at a future date.

OPPORTUNITY FOR UNSCHEDULED ORAL COMMUNICATIONS

For the record, the Board received zero requests to address the Board during Unscheduled Oral Communications.

D. ADJOURNMENT

Clerk Wittrup ADJOURNED the workshop at 6:45 p.m.