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Robert G. Nelson, Ed.D.

BOARD COMMUNICATIONS – JUNE 04, 2021

TO: Members of the Board of Education
FROM: Superintendent, Robert G. Nelson, Ed.D.

SUPERINTENDENT – Robert G. Nelson, Ed.D.

S-1 Robert G. Nelson Superintendent Calendar Highlights

ADMINISTRATIVE SERVICES – Santino Danisi, Chief Financial Officer

AS-1 Kim Kelstrom School Services Weekly Update Report for
May 28, 2021

AS-2 Santino Danisi General Obligation Measure X Bond Sale, General
Obligation Measure M Bond Sale, and Updated Bond
Rating by Moody's Investors Service

COMMUNICATIONS – Nikki Henry, Chief Information Officer

C-1 Amy Idsvoog Fresno High Mascot Renaming Process

SCHOOL LEADERSHIP – Kim Mecum, Chief Academic Officer

SL-1 Ambra O'Connor Triennial Update to the Fresno County Plan for
Expelled Youth

SL-2 Brian Beck Health Services Leadership

Fresno Unified School District
Board Communication

BC Number S-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Robert G. Nelson, Superintendent
Cabinet Approval:

Date: June 04, 2021

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

The purpose of this communication is to inform the Board of notable calendar items:

- Met with Executive Cabinet
- Met with Student Voice Collaborative
- Participated in call with County Superintendents
- Attended graduation ceremonies for the following schools: Cambridge, DeWolf, Duncan, Edison, JE Young, Rata and Patiño
- Gave interview with ABC30, Vanessa Vasconcelos, regarding graduations
- Attended the Fresno K-16 Collaborative Steering Committee Meeting

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 06/04/21

Fresno Unified School District
Board Communication

BC Number AS-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Kim Kelstrom, Executive Officer
Cabinet Approval:

Date: June 04, 2021

Phone Number: 457-3907

Regarding: School Services Weekly Update Report for May 28, 2021

The purpose of this communication is to provide the Board a copy of School Services of California's (SSC) Weekly Update. Each week SSC provides an update and commentary on different educational fiscal issues. In addition, they include different articles related to education issues.

The SSC Weekly Update for May 28, 2021 is attached and includes the following articles:

- ESSER III Funding Allocations Released – May 25, 2021
- Why Summer School in California Will Prioritize Fun and Reconnecting Students – May 26, 2021
- How Will California Schools Spend Gusher of Money? – May 24, 2021

If you have any questions or require further information, please contact Kim Kelstrom at 457-3907.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 06/04/21



1121 L Street

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Suite 1060

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Sacramento

•

California 95814

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TEL: 916 . 446 . 7517

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FAX: 916 . 446 . 2011

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www.sscal.com

DATE: May 28, 2021

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

Education Budget Subcommittees Take Action on State Budget

This week the Senate and Assembly Budget Subcommittees on Education took action on the 2021–22 State Budget education package, including rejecting and reducing a number of Governor Gavin Newsom's May Revision proposals. These actions free up approximately \$6.6 billion to invest in their own priorities.

Both education subcommittees rejected or reduced the following May Revision proposals:

- Rejected the \$2.6 billion Target Intervention Block Grant
- Rejected the \$2 billion In-Person Health and Safety Block Grant
- Reduced the community schools proposal by \$1 billion
- Reduced the Educator Effectiveness Block Grant proposal by \$500 million
- Reduced various other educator workforce investments by a combined \$500 million

Combined with the Legislative Analyst's Office estimate of \$1.1 billion in additional revenues available to spend, the Legislature had about \$7.7 billion to allocate for their own proposals, including the following:

- An additional \$2.6 billion to pay down all remaining K–12 deferrals
- An additional \$1.5 billion in 2021–22 for the Expanded Learning Time proposal
- An additional \$885 million to increase the special education statewide target rate
- \$500 million for the Special Education Learning Recovery Grant

- \$20 million for the Supporting Inclusive Practices project to provide technical assistance and grants to local educational agencies (LEAs) to increase inclusive practices for students with disabilities
- \$500 million for the Inclusive Early Education Expansion Program for the purpose of increasing access to inclusive early care and education programs
- \$150 million to increase the annual Career Technical Education Incentive Grant to \$300 million annually
- \$700 million for the A–G and College Readiness Grant package
- An additional \$300 million to the California State Preschool Program (CSPP) to provide additional full-day, full-year slots
- An additional \$234 million for the CSPP in 2021–22 and \$468 million ongoing
- An additional \$54 million in the 2021–22 fiscal year and \$650 million ongoing beginning in 2022–23, to cover the costs of offering breakfast and lunch for all students

Both subcommittees also made policy changes to a number of the Governor’s proposals. For the \$1.1 billion the Governor proposed to be used to increase the concentration grant factor from 50% to 65% to reduce the student-to-adult ratio in schools; however, the Legislature’s proposal is to use that \$1.1 billion to increase the supplemental grant factor from 20% to 23.3%, thus allowing more LEAs access to those dollars.

Additionally, for the Expanded Learning Time Proposal, the Legislature rejected the Governor’s plan to only allow concentration grant districts (grades K–6) to access these dollars, and instead tweaked the proposal for the allocation to be based on the LEAs counts of unduplicated student enrollment in grades K–6 with the LEAs receiving a minimum amount of \$50,000.

The subcommittees’ actions are nearly identical with the exception of the Assembly proposing \$1.2 billion in one-time Proposition 2 payments to schools in the 2021–22 and 2022–23 budgets to offset future staff pension costs to districts. Additionally, the Legislature is still trying to figure out how to utilize (or perhaps alter) the current independent study statute so that parents who are hesitant about sending their children back to the classroom for in-person instruction can keep their children in a remote setting.

Usually the Assembly and Senate adopt separate budget packages and head to the conference committee to reconcile their differences and pass the State Budget bill before June 15. However, the Legislature is looking to avoid the conference committee this year, meaning they would need to pass an identical State Budget bill in both houses. Even if there is no conference committee, legislative leadership will still need to work with the Newsom Administration in order to finalize the 2021–22 State Budget package before the start of the new fiscal year.

Leilani Aguinaldo

ESSER III Funding Allocations Released

By Matt Phillips, CPA, Dave Heckler, Leilani Aguinaldo
School Services of California Inc.'s *Fiscal Report*
May 25, 2021

The California Department of Education (CDE) published preliminary allocations for the Elementary and Secondary School Emergency Relief (ESSER) III funds, which were authorized by the American Rescue Plan Act. The allocation spreadsheets also include the respective Resource Codes for the funding—3214 for the 20% set aside for learning loss mitigation and 3213 for the remaining balance, not to exceed 80%. The allocation can be found [here](#).

In addition to the allocation schedules, the CDE has created a landing page for the [American Rescue Plan](#) to address other components of the funding, including the application, a list of allowable uses, spending deadlines, and state set asides. The application for the funds is not currently available but is expected to be available between June 1 and June 7.

One significant difference between ESSER III and its two predecessors is the federal requirement for local educational agencies (LEAs) to complete two plans:

1. Safe Return to In-Person Instruction and Continuity of Services Plan (Plan)
2. Expenditure Plan

Although the details and format of the plans are still to be determined, LEAs must seek public comment and take those comments into account in the development of the Plan. Additionally, the LEA must periodically, but no less frequently than every six months, review and, as appropriate, revise the Plan. Public comment must be taken into account in determining whether to revise the Plan. A template for the Plan is scheduled to be released by the CDE between June 1 and June 7.

The ESSER III funds may be used for any allowable expenditure incurred on or after March 13, 2020, and are available for obligation until September 30, 2024. LEAs that apply for the funds before June 25, 2021, may expect to receive their first apportionment in August 2021. In accordance with the federal cash management rules, the first apportionment will equal 10% of an LEA's ESSER III allocation, and subsequent apportionments will be based on quarterly expenditure reporting.

There are still a significant number of details to be reconciled, including the details of the plans, and accounting treatment of the ESSER funds. School Services of California Inc. (SSC) will continue to publish information as it becomes available, but in the interim, SSC has updated its [COVID-19 Revenue Look-Up Tool](#) to incorporate the figures released by the CDE.

Note: Utilizing state and federal funds, many school districts are expanding their summer programs to include all students.

Why Summer School in California Will Prioritize Fun and Reconnecting Students

By Diana Lambert
EdSource
May 26, 2021

Merced County Office of Education students will hike through a wildlife preserve, fish in the Merced River and take sailing lessons from a local yacht club as part of this year's summer school program. Elk Grove Unified students have the option to learn to act, sing or perform slam poetry. San Francisco students can take archery at a local park or classes in a high-rise downtown building that is usually home to tech workers.

Although school districts are still offering academic programs, summer school this year is supposed to be fun. Experts say schools won't be able to combat learning loss until they deal with the social and emotional needs of children who have been away from their peers and teachers for more than a year and may have experienced other trauma during the pandemic.

"Our kids haven't been on campuses," said Erin Sipes, a program specialist with Elk Grove Unified, the state's fifth-largest district. "Our kids don't recognize their teachers in real life. Our kids haven't had authentic experience sharing learning. We still can't share materials, but we can get kids in person and give them the opportunity to have structured social interaction, let kids be kids and have authentic play."

Many districts are expanding their summer programs — often limited to just students who are falling behind — to include all students. To entice them to enroll, they are offering a diverse selection of fun programs that will give students a chance to reconnect with their peers and get acclimated to being back on campus.

Schools should offer as much summer programming this year as they can, said Jennifer Peck, president of Partnership for Children and Youth, an Oakland-based organization that advocates for extended learning programs for students from underserved communities.

"California is dead last in reopening, and there are going to be a lot of kids this summer that need to be in a structured learning environment with other kids and with adults, regardless of whether it's a traditional summer program or not," she said.

School districts have plenty of money to spend to make that happen. The American Rescue Plan Elementary and Secondary School Emergency Relief Fund is providing nearly \$122 billion to states and school districts over three years. It requires that states invest at least \$1.2 billion on summer programs based on strategies proven to improve student outcomes academically and emotionally. School districts also are required to use at least \$21 billion for initiatives to address the impact of lost instructional time.

California is spending \$4.6 billion for summer school and extra learning time to confront the academic setbacks most students, particularly low-income students and those with limited internet access, have faced during the Covid-19 pandemic.

“Too many students have experienced interruptions in learning and negative effects on their social and emotional well-being due to time apart from friends and community,” U.S. Secretary of Education Miguel Cardona said in April. “Summer presents a key opportunity for school districts and community partners to accelerate learning and provide new avenues for students to safely engage with each other in fun activities. Let’s use this moment to re-imagine what fun, engaging summer programs can look like.”

Research shows that the most effective summer learning experiences, academic and social, are full-day programs designed like a camp and staffed by teachers and community-based educators, Peck said. They should be enrichment classes, which are generally designed to be fun, interactive and designed around students’ interests, she said.

“We are encouraging districts to step away from the old summer school frame that feels punitive to children and families,” she said. “They make you feel like you are going to summer school because you have done something wrong.”

In Elk Grove Unified, near Sacramento, that means a combination of academic and enrichment camps, as well as partnerships with community organizations to expand summer programming.

Third- through fifth-grade students who enroll in the arts camps can take part in a theater program, paint, dance or create music. Students in science camps can learn to code, fly drones, work on a robotics project or challenge themselves to build an aircraft that can hover over a wind tunnel. Elementary students also can take part in grade-level appropriate literacy camps.

To encourage socialization, the district also has activated high school clubs this summer and is offering courses like band, slam poetry, music, performing arts and visual arts to its older students in an effort to engage them with their campus and peers, Sipes said.

Sipes said summer school is particularly important this year because being in distance learning has made it difficult for teachers to know which kids may need counseling and other social and emotional support. Elk Grove Unified has increased the number of counselors and support staff to check in with students during summer school.

“The need for recovery is magnified this year,” Sipes said. “School connectivity is not typically a focus. Previously the focus was on intervention and academic support.”

Summer school with small classes of about 10 will give school staff the opportunity to acclimate younger students who haven’t been on a campus and haven’t learned to wear a mask or to social distance, Sipes said.

Summer programs help ease students’ fears

This summer the students in the Merced County Office of Education’s mild to moderate special education program and continuation high school program will learn to sail on Yosemite Lake, fish in the Merced River or take hikes at a nearby wildlife preserve, said County Superintendent of Schools Steve Tietjen. He also is hoping to contract with a local kayaking company.

The outdoor activities are designed to offer life experiences to students at high risk of dropping out of school and special education students, who generally have the highest social-emotional need, Tietjen said.

“That is part of why we are doing the outdoor educational programs — trying to build the social-emotional health of the students, giving them a sense of confidence that many kids have lost,” he said. “Some are concerned about leaving the house if they haven’t been in in-person instruction.”

Los Angeles Unified, the state’s largest school district, also is bulking up its summer programs. It is adding more classes and working with more community partners than in previous years in order to offer enrichment and academic summer classes to any student who wants to attend, said Superintendent Austin Beutner.

Students in L.A. Unified will be able to enroll in programs, such as the Summer Fender Middle School Music program, which will offer over 5,000 students music lessons, as well as free guitars and amplifiers. It will include a class on the voyage of the Titanic, which includes cameos by James Cameron, who directed the movie “Titanic.”

The district, which plans to offer academic courses in the morning and enrichment in the afternoon, plans to add more classes and additional community partners, Beutner said.

Despite the influx of funding, summer school won’t be the same across the state. In rural areas that have had campuses open longer, some even the entire school year, there isn’t the same urgency to increase summer school offerings as in more suburban and urban areas where campuses have only recently reopened and where many students are still in distance learning and have not returned to in-person learning.

Demand for summer programs for kids is high in San Francisco, where schools didn’t start reopening until last month. The city’s annual Summer Together program, a partnership between the city, county, San Francisco Unified and community-based organizations, has always filled up quickly, but this year’s demand is even higher.

The program, which prioritizes registration for students in foster care, special education students, English learners and those from low-income families, will offer multiple summer camps throughout the city, as well as virtual arts and academic classes, learning hubs and free books for every student.

The program will have as many as 25,000 slots for students, including 10,000 through San Francisco Unified that will be taught by certificated teachers. This is a total increase of about 5,000 slots since before the pandemic, despite mitigation measures that limit the number of students inside a camp.

The biggest change this year is that everything is free. In past years, families had to pay for some programs provided by nonprofit or for-profit private camps, although fees were often based on a family’s income.

There also will be an increase in mental health and academic support for students. This means adding tutors to the program and training camp staff to recognize symptoms of depression, anxiety and other mental health issues, said Maria Su, executive director of San Francisco’s Department of Children, Youth and Families. San Francisco Unified officials have reported that students with the highest needs in the district have struggled to do well in distance learning and are behind in reading, language arts and math.

“And so we feel we need to do this,” Su said.

Note: Governor Newsom claims that state aid and local property taxes would push per-pupil spending to \$14,000, and with federal funds, it would top \$20,000 for the first time.

How Will California Schools Spend Gusher of Money?

By Dan Walters
CalMatters
May 24, 2021

During Gov. Gavin Newsom's 90-minute, superlative-saturated monologue on the virtues of his revised 2021-22 budget this month, he boasted of an historic high in public school spending.

State aid and local property taxes would push per-pupil spending to \$14,000, he said, and with federal funds, it would top \$20,000 for the first time. Moreover, Newsom's budget would advance his long-sought goal of offering universal pre-kindergarten programs, and a new notion of making schools centers for community services.

The massive injection of money into schools raises a pungent question: How will they spend it?

It's a new version of a long-burning issue, centered on what educators call the "achievement gap" — a wide disparity in learning between poor and English-learner students and their more privileged classmates that has almost certainly worsened during classroom closures.

Nearly a decade ago, former Gov. Jerry Brown and the Legislature gave schools with large numbers of under-performing students extra money to close the gap. However, he specifically refused to have the state monitor whether it was effective.

Ever since, there's been a running battle in political and legal arenas, pitting an "equity coalition" of civil rights and education reform groups against the education establishment over how Brown's Local Control Funding Formula (LCFF) is working.

One point of conflict has been the "Local Control and Accountability Plans" (LCAPs) that are supposed to guide how LCFF funds are spent, with critics saying they are often vague and filled with dense educational jargon that makes them useless.

After schools were closed last year due to the pandemic, the legal mandate to write LCAPs was suspended and instead, local schools were to adopt "Learning Continuity Plans" (LCPs) as they temporarily shifted to at-home instruction.

Last week, members of the equity coalition [issued a critical report](#) on LCPs' lack of clarity about "how they were investing money and resources to support California's most underserved students — leading us to wonder whether they were investing in these supports at all."

The criticism mirrored the previous clashes over the LCAPs and sets the stage for additional conflict over how schools will spend the gusher of new financing that Newsom is touting.

The equity coalition likes what Newsom says about using the new revenues for a big push to narrow or close the achievement gap.

“This is a once-in-a-generation opportunity to reimagine our schools with transformative investments that can ensure all students will thrive,” Erin Apte, legislative counsel for Public Advocates, one of the authors of the new report, said in a statement.

The report from Public Advocates and like-minded groups offers recommendations to help local schools “meet their equity obligations to students and families, strengthen their engagement of key stakeholders, bolster the services and supports they provide to students with unique needs, and improve transparency around public education funding during and in the aftermath of this public health crisis.”

However, as we have seen with the LCFF and what has happened — or not happened — during the pandemic-induced classroom closures, local school officials will be under tremendous pressure to spend the extra money to shore up the status quo, such as salary increases, rather than concentrating on the achievement gap.

The lingering question is whether while crowing about giving schools billions of extra dollars, Newsom is also willing — unlike Brown — to hold them accountable for spending the money effectively.

There is reason to doubt that he will, given his close ties to the education establishment, particularly the California Teachers Association, and his Brown-like penchant for shifting tough decisions to local officials, often chanting “local is determinative” on dicey issues

Fresno Unified School District
Board Communication

BC Number AS-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Santino, Danisi
Cabinet Approval: 

Date: June 04, 2021

Phone Number: 457-6225

Regarding: General Obligation Measure X Bond Sale, General Obligation Measure M Bond Sale, and Updated Bond Rating by Moody's Investors Service

The purpose of this communication is to inform the Board of the sale of General Obligation Bonds, Election of 2016, Series D; the General Obligation Bonds, Election of 2020, Series A; and finally, the updated bond rating by Moody's Investors Service.

On June 03, 2021, Fresno Unified School District completed successful sales of the General Obligation Bonds, Election of 2016, Series D for \$45 million and General Obligation Bonds, Election of 2020, Series A for \$80 million. The bonds were issued to provide funds for educational facility improvements approved under Measure X and Measure M, respectively. The bonds were sold when interest rates were near all-time lows. On the morning of the bond sale, national economic data was released which exceeded expectations. The data pointed to an improving economy after the decline caused by COVID-19. However, this data was offset by geopolitical news that Russia would be removing the U.S. dollar assets from its national wealth fund. As a result, Treasury yields increased by as much as 0.03% on the morning of the sale. Despite the backdrop of rising Treasury yields, the district was able to produce a great result for taxpayers.

The sale of the bonds produced over \$359 million in total investor orders, which was 2.9x the amount available for sale. At the end of the order period, approximately \$10 million in bonds remained unsold, with the other maturities having received excess orders. As a result of the strong investor demand, the district's underwriters were able to lower the overall borrowing cost for the benefit of local taxpayers and utilized their capital to underwrite the remaining balances. The final all-inclusive interest rate was 1.59% for the Series D bonds and was 2.69% for the Series A bonds, which had a longer term than the Series D bonds. The district received orders from 41 separate investment accounts including Vanguard, First Republic, Blackrock, US Trust, Citigroup, PIMCO, and Bank of the Sierra (a local investor).

As part of the bond sale process, Moody's Investors Service updated its bond credit rating for the district. The report to potential investors dated May 14, 2021 affirmed the district's outstanding bond rating of 'Aa3' with a 'Stable' outlook. Moody's cited the district's sound finances, strong management team with conservative budgeting practices, stable enrollment, and growing Central Valley economy as the rationale for the rating.

If you have any questions or require additional information, please call Santino Danisi at 457-6225.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 06/04/21

Fresno Unified School District
Board Communication

BC Number C-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by Amy Idsvoog, Executive Officer
Cabinet Approval: Lindsay Sanders
Lindsay Sanders (Jun 4, 2021 12:59 PDT)

Date: June 04, 2021

Phone Number: 457-3498

Regarding: Fresno High Mascot Process

The purpose of this communication is to provide the board an overview of the community engagement and process followed in addressing concerns around the Fresno High mascot image.

- June 25, 2020 a petition was started by a community member on Change.org to eliminate the Fresno High mascot imagery.
- June 27, 2020 the district announced once school reopened it would seek input on the matter from students, staff, alumni and the Native American community.
- June 30, 2020 a second petition was started by a community member on Change.org asking to keep the Fresno High mascot.
- School began 100% online on August 17, 2020.
- September 30, 2020 district staff held a small listening session with students, staff, parents, alumni and Native American community.
- October 26, 2020 district staff held a second small listening session with parents, alumni and Native American community.
- November 09, 2020 Fresno High engaged students to gain their feedback and voice during a Student Senate meeting. Students also completed an exit survey to gather additional input.
- November 12, 2020 district staff held a Microsoft Live town hall event. Four speakers represented the voice of petitions, Native American concern and alumni. Nearly 200 were in attendance and over 550 comments shared via chat.
- Prior to the board discussion on December 09, 2020, the board received copies of both petitions, the PowerPoint from the November 12, 2020 town hall meeting, copies of chat comments from all listening sessions, the student exit survey from the November 09 student listening session, emails from constituents and related articles.
- December 09, 2020 the Board of Education voted to retire the Native American imagery related to the warrior mascot but keep the warrior name. The board directed staff to engage students in not only designing a new image but selecting the school's imagery. Staff were directed to have the process complete in order to have a new image in place by the start of the 2021-22 school year.
- In February 2021, the FHS principal engaged students through a video message, providing an update around the fall listening sessions, the board's decision and plans for moving forward to identify a new image. Students and staff were encouraged to submit ideas, concepts and images.
- In March 2021, an advisory group of diverse stakeholders, which included staff, students, alumni and community members, reviewed submissions, provided feedback and identified three final

images. Based on feedback, those images were finetuned prior to sharing with Fresno High students.

- A video was shared on April 12, 2021 during student advisory period introducing the three final images, launching the student voting process. Students voted online from April 12-19.

When voting was over, two images were separated by only two votes. The top vote getter featured the historic Royce Hall; the second image represented the strength of a Warrior shield. Honoring student input, administration identified the opportunity to use both images – the Royce Hall graphic will serve as the site’s primary image, with the shield representing athletics.

May 11, 2021 Fresno Unified attorneys received (via e-service) a lawsuit regarding a potential Brown Act violation related to the December 09, 2020 Board meeting—specifically related to the FHS mascot agenda item. The district does not comment on pending litigation and therefore cannot speak further to the claim.

The student selected images noted above were unveiled to the public during an in-person press conference on May 12 at Fresno High.

In order to meet the Board’s request of having a new image in place by the start of the 2021-22 school year, staff brought a budget augmentation request to the Board on May 19. The agenda item was pulled that evening as trustee’s asked for it to be placed on a future agenda. The board discussed the Brown Act lawsuit in closed session on June 02, 2021. Staff is expected to bring back the budget augmentation request on June 16, 2021.

If you have any questions or require additional information, please contact interim Chief Information Officer Lindsay Sanders at 457-3571.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 06/04/21

Fresno Unified School District
Board Communication

BC Number SL-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Ambra O'Connor, Executive Director
Cabinet Approval: 

Date: June 04, 2021

Phone Number: 457-3340

Regarding: Triennial Update to the Fresno County Plan for Expelled Youth

The purpose of this communication is to provide the Board information related to recent revisions to the Fresno County Plan for Providing Educational Services to Expelled Youth. A part of the triennial revision process, school districts within Fresno County and the Fresno County Superintendent of Schools (FCSS) began a collaborative review process earlier this year to review and revise the existing plan.

The first countywide plan was developed in 1997, and revisions have been adopted in 2000, 2003, 2006, 2009, 2012, 2015, and 2017. In addition to district departmental review, the current revisions have been reviewed by legal counsel and will be adopted by FCSS in late June.

California Education Code Section 48916.1 requires that when a governing board orders that a student is expelled, it must ensure that the student is provided with an educational program during the expulsion period. This countywide plan reflects the programs available to expelled students enrolled in Fresno County school districts. Additionally, the plan includes existing educational alternatives for expelled students, information regarding district level behavioral interventions designed to prevention expulsion and county and statewide expulsion data.

The plan will be included on the June 16, 2021 Fresno Unified board meeting agenda.

If you have any questions or require additional information, please contact Ambra O'Connor at 457-3340.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 06/04/21

Fresno Unified School District
Board Communication

BC Number SL-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Brian Beck, Assistant Superintendent
Cabinet Approval: 

Date: June 04, 2021

Phone Number: 457-3226

Regarding: Health Services Leadership

The purpose of this communication is to provide the Board information related to the transition in leadership for Health Services Department.

Recently, our current Health Services Director, Jane Banks, announced that she will be leaving the district to pursue other opportunities in the private sector. Her last day is June fourth. In addition, one of our current Health Services Managers, Joseph Irwin, requested to leave his position to return to a School Nurse position within the district. Our other current Health Services Manager, Janene Armas, will remain a leader in the department. This leaves vacancies in the Director and Manager positions for the 2021/2022 school year. The positions were posted immediately. However, there were very few applicants. The Director position was reclassified to Executive Director at the most recent board meeting, and the positions will be posted again to fill these important roles as soon as possible with high quality candidates.

In order to include the voice and perspective of the Health Services staff in the hiring process, a survey has been conducted similar to the process implemented when there is a site principal transition. Meetings were held with small advisory groups of credentialed school nurses and classified Health Services staff to share information regarding the hiring process and an interim leadership plan. A meeting was held with all Health Services staff to launch the survey and share further details.

Since there will be a time when the Director position is vacant, the following interim plan will be implemented in order to keep stability in leadership for the department during the hiring process:

- Janene Armas, Interim Director, has served as Health Services Manager II
- Joseph Irwin, Manager II, will remain in his role until his position is backfilled
- Tanya Desmond, Interim Manager II, is currently a School Nurse at McLane High

In order to support the interim team and the new permanent team once established, former Directors Jane Banks and Gail Williams will provide assistance through contracted time for the next few months. In addition, the advisory groups will help collaboratively guide the department alongside the leadership team, and other staff members will voluntarily fulfill leadership roles to implement and manage projects. While change can be difficult, it also presents opportunity to improve collaboration, communication, and services to students and families. We are thankful for Jane's leadership, we wish her well in the future, and we have confidence that our interim team will effectively lead during this transition time.

If you have any questions or require additional information, please contact Brian Beck at 457-3226.

Approved by Superintendent 
Robert G. Nelson Ed.D. _____

Date: 06/04/21