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## **BOARD COMMUNICATIONS – April 09, 2020**

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

### **ADMINISTRATIVE SERVICES – Ruth F. Quinto, Deputy Superintendent/CFO**

AS-1 Kim Kelstrom School Services Weekly Update Report  
for April 03, 2020  
AS-2 Kim Kelstrom April Legislative Committee Meeting  
AS-3 Santino Danisi Local Control and Accountability Plan for the 2020/21  
School Year

### **COMMUNICATIONS – Nikki Henry, Chief Information Officer**

C-1 Nikki Henry COVID-19 Communication Plan

### **HUMAN RESOURCES/LABOR RELATIONS – Paul Idsvoog, Chief HR/LR Officer**

HR-1 Paul Idsvoog Recommendation to Approve Provisional Internship  
Permits

### **SCHOOL LEADERSHIP – Kim Mecum, Chief Academic Office**

SL-1 Brian Beck Special Education Services During COVID-19 School  
Closure

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: April 09, 2020

Phone Number: 457-3907

Regarding: School Services Weekly Update Report for April 03, 2020

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 April 03, 2020 is attached.

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

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 04/09/2020



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DATE: April 3, 2020

TO: Robert G. Nelson  
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

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## **Governor Newsom Announces Education Initiatives at Press Conference**

Governor Gavin Newsom has been holding daily press briefings over the past few weeks to provide the public with COVID-19 updates and unveil various statewide initiatives and directives designed to keep Californians healthy and curb the economic effects that the coronavirus is having on the state.

On Wednesday, April 1, 2020, the Governor's press conference was heavily education focused as he publicly announced that there was an agreed upon framework reached by the state's education labor and management organizations, which is designed to provide basic principles to assist in the collaboration between labor and management during this time.

The document, entitled "[Framework for Labor-Management Collaboration: Serving Local Communities During the COVID-19 Emergency](#)" is not a mandate and instead serves as a framework to help spur collaboration among labor and management as many local educational agencies (LEAs) and labor unions are looking to establish memorandums of understandings (MOUs) related to school closures. It also does not require any LEAs that have already executed an MOU with their labor unions to review and reopen those discussions. However, it is important to note that the California School Employees Association announced that their Field Operations Department will be bringing this framework with them to the bargaining table, so it is recommended that LEAs in negotiations with their labor unions familiarize themselves with the contents of this document.

In addition to this framework, the Governor also announced a state partnership with Google to provide mobile hotspots and Chromebooks to students in rural areas to assist with distance learning. Google will be donating Chromebooks to students and will fund the use of 100,000 mobile hotspots to provide free high-speed Internet connectivity for the remainder of the school year. The California Department of Education will be responsible for distributing these resources and are directed to prioritize rural communities. The Governor's Office put out a [press release](#) that provides more detail on this partnership as well as the labor-management framework previously discussed.

The press briefing also included comments from State Board of Education (SBE) President Linda Darling-Hammond and Superintendent of Public Instruction (SPI) Tony Thurmond. During her remarks, Darling-Hammond mentioned that the state was releasing guidance for LEAs in regards to college admissions, grading, and graduation requirements. That new webpage has since been [released](#) and the FAQs list referenced by the SBE president on grading and graduation requirements can be found [here](#).

Governor Newsom also explained that he has been working with the SPI on putting out new guidelines for childcare that are more prescriptive and regionalized. He said that he will be releasing these guidelines by way of Executive Order (EO) and that the guidelines were crafted based on discussions with childcare stakeholders and advocates throughout the state. The EO will likely be released sometime early next week.

Finally, it is important to note that several times throughout this past week, Governor Newsom and SPI Thurmond have essentially said that schools will not be returning for the rest of the school year. While the Governor has stopped short of issuing an EO stating that schools must remain closed for the rest of the year, it is safe to assume that students will complete the 2019–20 school year through distance learning.

*Leilani Aguinaldo*

*Note: Signers of the labor-management agreement include the major associations representing school administrators, school boards and business administrators, and unions representing teachers and support staff of hourly employees*

## **California School Unions, District Leaders Pledge To Cooperate on Coronavirus Challenges**

*Newsom urged an agreement to reduce potential conflicts on employment issues*

By John Fensterwald  
*EdSource*  
April 2, 2020

At Gov. Gavin Newsom's urging, school labor and management groups agreed Wednesday on principles to guide them as they switch to distance learning and continue providing meals for students in the months ahead.

The 3-page ["framework for labor-management collaboration"](#) is not a mandate. By itself it won't resolve acrimonious disputes over employee expectations, safety issues, hours and benefits that have slowed progress in distance learning in districts like Yuba City Unified and Sacramento City Unified. However, the document's preface says, it could "spur collaboration" so that districts can get on with confronting the havoc created by the coronavirus.

"All districts and exclusive representatives should work together to find the best path for the students, the staff and communities," it states.

Signers include the major associations representing school administrators, school boards and business administrators, and unions representing teachers and support staff of hourly employees (see [agreement for the full list](#)),

Superintendent of Public Instruction Tony Thurmond led the talks over the past month, together with Ben Chida, Newsom's chief deputy cabinet secretary. The talks were difficult, and at one point came close to breaking down, according to some close to the discussions. Meanwhile, on their own, many districts reached either formal agreements or informal understandings on how to deal with safety threats and education challenges from the coronavirus that weren't covered under existing contracts. These include work expectations for distance learning, and issues like supplying protective equipment for school maintenance and paying for internet access for teachers who lack it.

Other districts, particularly small and rural districts, have adopted distance learning plans that assume all teachers will follow them, said Wesley Smith, executive director of the Association of California School Administrators.

"While not legally binding, the spirit of cooperation in the document could help move things along between districts and their labor partners," said Smith.

Reaching a deal was important for Newsom and Thurmond. Both said this week that districts should plan on schools not reopening this academic year and instead turn full attention to creating quality online instruction for all students. The agreement implies that negotiations shouldn't hold up the need to provide "essential service to the public" — whether instruction or meal delivery — "to the extent practicable" while also maintaining employee safety.

Parents who have been waiting for the state to issue uniform requirements for what distance learning should look like won't find that in the document. It's unclear whether the California Department of Education plans to issue guidance on issues such as how long an online school day should be, whether the content offered should be enrichment or completion of courses students had already started, or whether teachers should set aside daily time for student and parent meetings.

Unions and management groups appear to have made concessions, although there are gray areas in the agreement's language.

- Teachers and classified staff “may need to perform functions that are reasonably similar” to what they have been expected to do before the coronavirus crisis. Districts could argue, for example, that virtual instruction is another form of teaching, and all teachers must adapt to it, and for custodians that disinfecting schools is consistent with their previous duties.
- Time off as a result of coronavirus-related health complications should not count toward an employee's medical leave.
- Districts should offer to pay for child care so that teachers and support staff don't have to take personal leaves.
- Districts should consult with unions to determine staff assignments, health issues and workloads. While districts have the authority to determine curriculum, unions argue distance learning affects working conditions and time commitments that are negotiable.

Bargaining and collaboration are critical, California Teachers Association president E. Toby Boyd said in a statement. “The districts and schools that are working most effectively are those in which teachers were part of the discussions and involved in the distance learning planning every step of the way.”

There have been wide variations in the districts' distance learning plans and in requirements of teachers and staff. For example, most districts are not paying teachers and hourly workers more beyond their standard pay, which Newsom guaranteed will be paid under an executive order last month. However, some districts are paying kitchen help and custodians time-and-a-half for hours performed at school.

Some districts are requiring a week of teacher training in distance learning; others are requiring a day or letting teachers determine how much training they wish to participate in. Some are providing four to six hours of virtual instruction per day, while others have set a limit of half that much.

The framework issued Wednesday won't alter past agreements and will leave it up to local districts to interpret the language moving ahead. Smith predicts unions and management groups may read the document differently. “It will depend on who's reading it and how they are using it, because the decisions will be local,” ACSA's Smith said.

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*Note: Governor Newsom has stopped short of issuing an executive order related to school closures, instead acknowledging the reality that schools will not reopen based on the state's predictions of how the virus will spread in the next few months.*

## **Public Schools Expected To Remain Closed for the Rest of the Academic Year, Newsom Says**

By Sonali Kohli  
*Los Angeles Times*  
April 1, 2020

California's public K-12 school campuses are expected to remain closed for the remainder of the academic year in response to the escalating coronavirus pandemic as educators take on the massive challenge of distance learning for about 6.1 million students, state officials announced Wednesday.

Families and educators should operate "with the expectation now that schools will not reopen, but classes are in" for the rest of the school year, Gov. Gavin Newsom said.

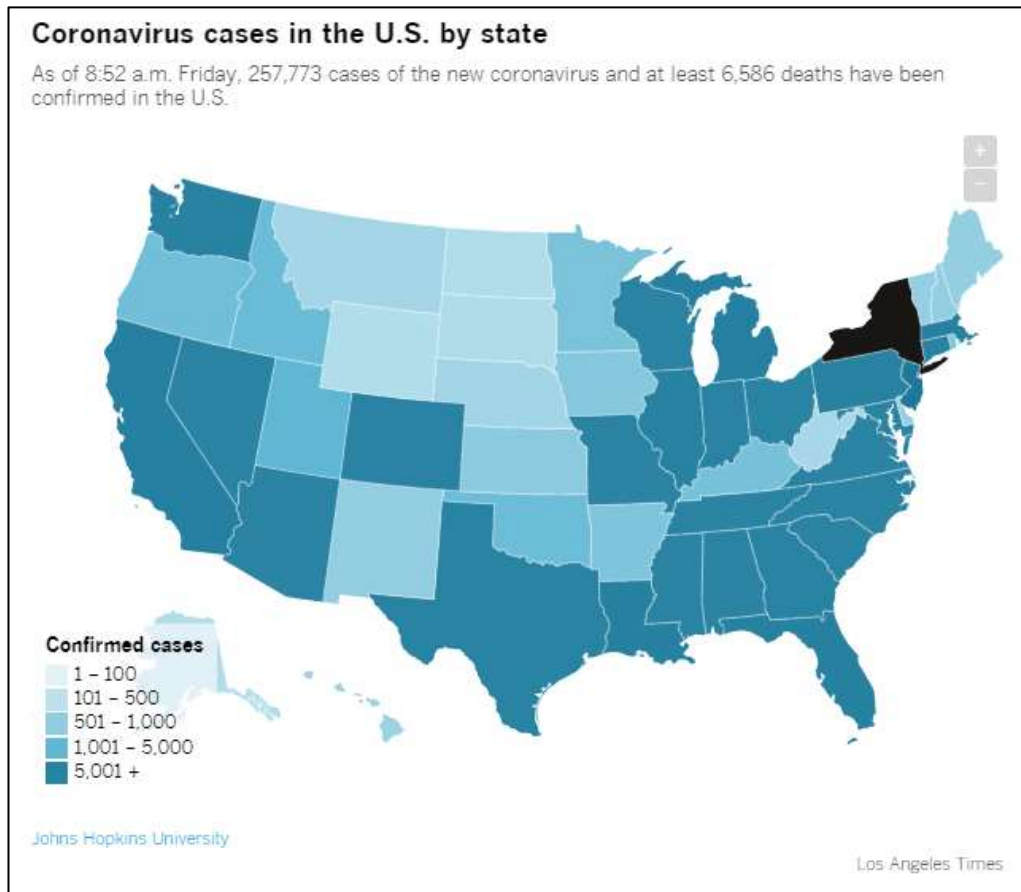
"To all of the moms, all the teachers, all the caregivers, I know how stressful this is, trust me," Newsom said. "I know what we're asking of you over the course of the next few months."

The announcement makes good on comments the governor made during a March 17 briefing, when he said it was unlikely that campuses would reopen during the current school year. Also, State Supt. of Public Instruction Tony Thurmond echoed the same message in a letter Tuesday to school district officials statewide, and on Wednesday during Newsom's news conference.

"We've been in communication with superintendents around the state urging all ... our schools to proceed as if we can only educate our kids through distance learning for the remainder of the school year," Thurmond said Wednesday. "Quite frankly, none of us knows when it's safe enough for students to return to campus."

Newsom stopped short of issuing an executive order related to school closures, instead acknowledging the reality that schools will not reopen based on the state's predictions of how the virus will spread in the next few months, said Nathan Click, a spokesman for the governor.

California is home to 12% of the nation's school-age children. Seven states have already shut down campuses for the remainder of the school year, according to tracking by Education Week. Others appear headed in that direction. New York City's public school system, that largest in the nation with about 1 million students, remains closed indefinitely.



In his letter, Thurmond said the sobering reality should compel school systems to redouble their efforts to keep students learning.

“This is in no way to suggest that school is over for the year, but rather we should put all efforts into strengthening our delivery of education through distance learning,” Thurmond wrote.

For every child to have access to distance learning for the remainder of the school year, many would need better access to internet and devices. Newsom also announced Wednesday a partnership with Google, which is providing free Wi-Fi to 100,000 households in the state — but more help is needed.

“When we went into school closure, about 20% of California students lacked digital connectivity at home,” state Board of Education President Linda Darling-Hammond said. “We’re probably cutting that by more than half at this point. And we’ll continue to ... try to close the gap.”

Los Angeles Unified, the state’s largest school system, was among those that did not wait for the state. L.A. schools Supt. Austin Beutner has authorized spending \$100 million from district reserves for computers and portable Wi-Fi hotspots. About 80% of district students are members of low-income households and, at the time of the closure, district officials estimated that at least one-fourth were unable to continue their studies online.

District efforts to close that gap continue. On Wednesday, Bell High handed out about 200 computers to students and their families, along with instructions for obtaining free broadband service.



In recognition of the new education reality, the governor’s office on Wednesday released a “framework” endorsed by school labor and management groups on how to work together going forward. In California, unions typically negotiate over working conditions district by district, a process that could result in instructional delays and potential conflict in the current crisis.

The framework is not an executive order but officials expect broad, if not universal, compliance.

“Emergency declarations have not suspended obligations to bargain with exclusive representatives,” the framework says in part. “The first priority must be essential service to the public while maintaining employee safety.”

The framework was needed because a few districts did not initially collaborate with unions, said Jeff Freitas, president of the California Federation of Teachers. And some initial working arrangements will need to be revisited with the extension of campus closures, he said.

Some union critics had accused labor of being obstructionist and delaying services to students.

The state will soon offer guidance on grading and graduation requirements, and the education department will host a webinar Thursday with experts on special education through distance learning, officials said. They reiterated that learning should still be happening for all students.

“While right now our campuses are closed to our kids, school is not out for the year. In fact, we are asking everyone to accelerate their efforts to make sure that our students get a great education,” Thurmond said. Seniors will get a break as the University of California and the Cal State system have eased entrance requirements.

“We’re working with our higher education community to make sure that while we can’t provide a graduation ceremony for our students, we can ensure that they graduate and that they move forward,” Thurmond said.

Families are also coming to campuses for meals, Darling-Hammond said — students are getting food from 5,200 sites across the state, she said. That includes more than 60 in L.A. Unified, which is also delivering food to homeless shelters in L.A.

*Times staff writer Taryn Luna contributed to this report.*

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## **New Requirements and Resources for College Admissions and Grading in Response to the COVID-19 Pandemic**

By Kyle Hyland  
School Services of California Inc.’s *Fiscal Report*  
April 3, 2020

On March 31, 2020, the California State University (CSU) and University of California (UC) systems agreed to relax a number of admissions requirements for the 2020 and 2021 applicants due to the COVID-19 pandemic.

As local educational agencies (LEAs) in California grapple with ways to continue delivering high-quality educational opportunities to their students via distance learning, a number of LEAs are struggling with how to assess their students on the traditional A–F grading scale, especially for those high school students who are completing the “a–g” college entrance courses that require a letter grade of C or better to receive credit.

Many LEAs believe that it is unfair to grade students on a letter grading scale while students and teachers transition from classroom-based learning to distance learning. For this reason, a number of LEAs are looking to adopt a “pass/fail” or “credit/no credit” grading system for their distance learning programs, but are unsure of how these modified grading scales would affect high school students taking the a–g courses that are required to be eligible for CSU and UC admission.

After meeting with leaders from the California Department of Education (CDE), the State Board of Education (SBE), and the higher education entities who make up the [Governor’s Council for Postsecondary Education](#), the UC and CSU agreed that this unprecedented time calls for changes in their admissions processes and took steps to ease various requirements, including the following changes to their admissions criteria (you can find the official notice and all of the admissions modifications made by the CSU [here](#) and the UC [here](#)):

- Accepting grades of “credit” or “pass” to satisfy a–g courses that were completed during the winter, spring, or summer 2020 terms
- Awarding college credit for scores of 3, 4, or 5 on the modified Advanced Placement (AP) exams that students will take this spring (see “[The College Board Announces Online Courses and At-Home Exam Options for AP Students](#)“ in the April 2020 *Fiscal Report*)
- Not rescinding admission offers that result from students or schools missing official final transcript deadlines
  - The CSU requests that high schools provide transcripts by July 15, 2020, if they can, but campuses will continue to accept transcripts through the fall 2020 term
  - The UC requests transcripts be submitted by July 1 and requests that high schools that cannot meet that date email [AskUC@ucop.edu](mailto:AskUC@ucop.edu) with the school name, College Board code, and the date transcripts are expected to be available

The UC is also suspending its standardized testing requirement for students applying for fall 2021 freshman admission, meaning they will not require prospective freshman to submit an SAT or ACT score. While the CSU does not require a standardized test to establish admission eligibility for California residents who have a grade point average (GPA) above 3.00 and nonresidents with a GPA of at least 3.61, it is still evaluating its admission process for 2021 first-year students who do not meet this test-optional criteria. A final decision on how the CSU will adapt its admissions process in response to the suspension of standardized testing will be made in the near future.

In an attempt to provide a centralized location to update LEAs on these various changes, the CDE has created a college admissions, grading, and graduation requirements [webpage](#) as a part of its COVID-19 resources. The webpage includes a [joint letter](#) from the SBE, CDE, California Community Colleges, CSU, UC, and Association of Independent California Colleges and Universities, which highlights their partnership and provides a list of assurances being provided by the higher education community during this time. The

webpage also includes a [frequently asked questions list](#) that provides guidance to LEAs for grades, grading, and graduation requirements that will be updated as further information becomes available.

These various changes in admissions requirements and grading are important and necessary steps to ensure that students with college aspirations will not be negatively impacted by LEAs needing to close their doors and transition to distance learning during this unprecedented time. We will continue to keep you apprised of any more changes made by the higher education segments, the SBE, or the CDE that could impact your students and teachers.

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: Kim Kelstrom, Executive Officer  
Cabinet Approval:



Date: April 09, 2020

Phone Number: 457-3907

Regarding: April Legislative Committee Meeting

The purpose of this communication is to provide the Board information shared at the April 02, 2020 Legislative Committee Meeting.

**Budget Update** – Ms. Leilani Aguinaldo provided an update on the impacts to the State budget due to the COVID-19 pandemic. The legislative bills that were discussed prior to the State’s stay at home order will most likely be much different when the legislators are back in session and may focus on dealing with the impacts of the pandemic.

SB 117, an executive order issued by the Governor on March 13, 2020, provides the following relief for school districts to address the state of emergency:

- Provides a condensed Average Daily Attendance (ADA) reporting period
- \$100 million emergency appropriation to provide meals, distance learning, and support deep cleaning efforts
- Allows local agencies to determine the payment to contractors, however no strict requirements mandating payments regardless of services provided except After School Education and Safety. Recommendations include working with vendors to provide modified services

The Department of Finance issued a notice on March 24, 2020 indicating districts should plan for a 2020/21 “workload budget”. A workload budget is maintaining existing programs with consideration for a Cost-of-Living Adjustment (COLA). The new investments proposed by the Governor in January are most likely shelved, and the level of funding anticipated with a 2.29% COLA is at risk with the May Revision.

All revenue projections are pre-pandemic, and with taxes postponed until July, the revenue impact will not be known when the Governor provides the May Revision or with budget adoption in June. A revised budget in early fall is anticipated.

The Federal stimulus package of \$2.2 trillion was approved on March 27, 2020. The package includes: \$31 billion for K-14 education; \$13.5 billion to states based on their level of Title I funding, 90% of these funds are required for school districts; and, \$3.5 billion for governor’s to support distance learning and providing technology.

The School Services Legislative Committee April 2020 report is attached. The next Legislative Committee meeting is scheduled for May 15, 2020.

If you have any questions or require further information, please contact either Kim Kelstrom at 457-3907 or Ruthie Quinto at 457-6226.

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 04/09/2020

# Fresno Unified School District

**LEGISLATIVE COMMITTEE MEETING  
APRIL 2, 2020**

**2020–21 Legislative Session**

**Prepared By:**

**Leilani Aguinaldo  
Director, Governmental Relations**



*Public Education's Point of Reference for Making Educated Decisions*



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The **FISCAL REPORT** *an informational update*

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## **DOF Planning for Workload Budget in 2020–21**

By Leilani Aguinaldo  
March 24, 2020

On March 24, 2020, the Department of Finance (DOF) issued a [memo](#) to all state agencies and departments that Governor Gavin Newsom’s proposed budget for 2020–21 will now be prepared within the context of a workload budget. This drastic change for 2020–21 comes as the state responds to COVID-19, which continues to spread and impact nearly all sectors of California’s economy. The DOF is anticipating an immediate impact on revenues in the 2019–20 fiscal year and beyond.

Government Code Section 13308.05 defines a workload budget as “the budget year cost of currently authorized services, adjusted for changes in enrollment, caseload, or population, or all of these changes,” as well as other considerations including statutory cost-of-living adjustments, chaptered legislation, and costs resulting from constitutional requirements.

The DOF states that “agencies and departments should have no expectation of full funding for either new or existing proposals and adjustments. The only exception to this new evaluation criteria will be proposals or adjustments necessary to support the emergency response to COVID-19.”

The DOF memo seeks to set expectations for the 2020–21 State Budget and makes clear that any proposals for new investments are being reevaluated “within the context of a workload budget, based on the merits of each proposal, and ultimately subject to the availability of funding.”

While a sweeping change from the State Budget proposed in January, this should not be a significant surprise as the DOF incorporates the negative impact of the coronavirus pandemic on California’s economy in its work to prepare the State Budget for 2020–21.

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## What's in Store for the LCFF COLA, Proposition 98 Minimum Guarantee in the Wake of COVID-19?

By Patti F. Herrera, EdD and John Gray  
March 26, 2020

In any given year, it is no easy task to estimate California's minimum guarantee of funding for K–12 and community college districts. This is largely because California's tax system is extremely progressive, leaving the state's General Fund and its overall fiscal health relying heavily on the personal income of the state's top income earners. While this has been the case for quite some time, it became more pronounced with the passage of Proposition 30 (2012) and Proposition 55 (2016), which imposed even higher taxes on California's wealthiest residents. Personal income tax (PIT) is the most volatile of the "Big Three" taxes—raising over two-thirds of General Fund revenue. The state's reliance on PIT makes it even more difficult to estimate the Proposition 98 minimum guarantee when earnings among California's highest earning residents are as volatile as they have been since COVID-19 unleashed its fury.

Since the novel coronavirus began crippling the state in early March, stock markets in the United States and across the globe lost at least a quarter of their value. This sobering news, along with reports of spikes in new unemployment claims and massive reductions in consumer spending, have some economists predicting that U.S. gross domestic product will shrink by nearly one-third in the second quarter of 2020. They warn that the recent uptick on Wall Street—which reflected the collective sigh of relief that Washington D.C. would be setting aside partisan politics for the sake of the nation to pass a \$2 trillion relief package—has occurred during economic hard times like the Great Depression and recently the Great Recession, signaling that the market likely has not yet bottomed out.

While PIT is a strong determinant of the state's General Fund, we acknowledge that it is not the only determinant. Other economic health indicators are also important in forecasting the state's fiscal future. That said, we at School Services of California Inc. felt that it was time to acknowledge the reality of the coming days and months ahead of us.

We have noted that the Director of the Department of Finance (DOF) is positioning the state to adopt a workload budget (see "[DOF Planning for Workload Budget for 2020–21](#)," in the current *Fiscal Report*). We can certainly understand that the current crisis and the economic uncertainty it yields warrants this maneuver, and the notable shift in state planning had us thinking, "should districts be planning likewise?" Our answer is simply, "Yes."

Our sentiment is informed not only by the dizzying news we are all accosted with each day, but also by more nuanced information related to education finance in particular. The Legislative Analyst’s Office (LAO) estimates that for every \$2.5 billion in lost state revenue, the Proposition 98 minimum guarantee will decline by \$1 billion. Losses from capital gains income alone could cause the state to lose billions of dollars in anticipated revenue, as suggested by the LAO in its recent *Fiscal Perspectives* report. Consequently, it is certainly within the realm of possibility that last year’s Budget Act provision authorizing the DOF to “autofit” the Local Control Funding Formula (LCFF) cost-of-living adjustment (COLA) to fit within K–12’s portion of the minimum guarantee could be triggered, forcing districts to revise their budgets for next year and beyond. This comes on the heels that the 2.29% COLA for the LCFF anticipated in Governor Gavin Newsom’s January Budget was nearly three-quarters of a percent shy of the 2019 enacted State Budget estimates. The budget implications are clear and, for some, even grim.

As for the Proposition 98 minimum guarantee for the current and budget years, we went back in time to see what the state has done when estimates are higher than reality. A 2017 LAO report, *A Historical Review of Proposition 98*, notes that in eleven of the twelve occasions that the state over-estimated the guarantee, it took several measures to ensure that the state did not “over-appropriate” the constitutionally-required level of funding for K–14 education. These measures included deferring program payments into the following fiscal year, not forward funding programs, and postponing or cutting planned programs. One-time categorical investments that have been approved by the lawmakers but have not yet been allocated by administering agencies, or proposed one-time investments using Proposition 98 settle-up funds, could be low-hanging fruit for the Legislature and the Newsom Administration in today’s fiscal environment.

As we have mentioned with increasing emphasis, these are rapidly changing times cloaked in uncertainty. Times like these call for prudence and strategic planning.



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## **Governor Issues Executive Order in Response to School Closures Due to the COVID-19 Crisis**

By Leilani Aguinaldo  
March 13, 2020

On March 13, 2020, Governor Gavin Newsom issued [Executive Order N-26-20](#) to assist local educational agencies (LEAs) that close during the COVID-19 crisis. A school district, county office of education, or charter school that closes its schools to address COVID-19 will continue to receive state funding during the period of closure to support the following:

- Continue delivering high-quality education opportunities to students to the extent feasible through options such as distance learning and independent study; and
- Provide school meals;
- Arrange for, to the extent practicable, supervision for students during ordinary school hours; and
- Continue to pay its employees.

LEAs are also allowed a school year shorter than the 175 school days required in law to receive state funding if the school closure is to address COVID-19.

As a follow up to the Executive Order, various agencies are charged with issuing guidance to address several topics. The California Department of Education and the Health and Human Services Agency shall develop and issue guidance by March 17, 2020, regarding:

- The implementation of distance learning strategies and equity and access considerations for Internet connectivity and technology;
- Ensuring students with disabilities receive a free and appropriate public education consistent with their individualized education program; and
- Providing meals in a manner that protects the safety of students and staff.

The Labor and Workforce Development Agency and the Health and Human Services Agency will issue guidance covering how to support parents to care for their children while schools are closed. The Governor's Office of Business and Economic Development will work with the California

business community to encourage employers to exercise flexibility in the event of a school closure to enable parent to care for their children.

The list of school districts around the state that are shuttered in an attempt to slow the spread of COVID-19 has grown by the day and by the hour. The Governor's Executive Order recognizes the massive and cascading effect that school closures have on communities during this crisis.

# The FISCAL REPORT an informational update

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## Legislature Passes Emergency Legislation Related to COVID-19

By Leilani Aguinaldo, Patti F. Herrera, EdD, and Kyle Hyland  
March 16, 2020

On March 16, 2020, the California State Legislature introduced emergency legislation to address the state of emergency that Governor Gavin Newsom declared on March 4, 2020, in connection with the COVID-19 pandemic. [Senate Bill \(SB\) 89](#) appropriates at least \$500 million and up to \$1 billion from the General Fund to be used for any purpose related to the COVID-19 state of emergency. [SB 117](#) institutes necessary changes in law for local educational agencies (LEAs) in line with [Executive Order N-26-20](#) which the Governor issued on March 13.

### Average Daily Attendance

For the purposes of apportionment for the 2019-20 school year, average daily attendance (ADA) reported to the California Department of Education (CDE) “shall only include all full school months from July 1, 2019, to February 29, 2020.” This condensed ADA period applies to LEAs that comply with Executive Order N-26-20, and the bill further states the intent of the Legislature that LEA’s employees and contractors are paid during the period of a school closure due to COVID-19. The bill also waives instructional time penalties that would otherwise accrue, as long as the school district superintendent, county superintendent or charter school administrator certify that the closure due to COVID-19 caused the LEA to fall below applicable instructional time requirements.

### Assessments Timelines

Assessment timelines for all students and English learners are amended by the emergency legislation. The testing window for the California Assessment of Student Performance and Progress (CAASPP), the English Language Proficiency Assessments for California (ELPAC), and the Physical Fitness Test is extended “by the length of time a school is closed due to the coronavirus (COVID-19), or until the end of the testing window, whichever comes first.” Additionally, the timeframe to assess students for English language proficiency is extended by 45 days, or a period otherwise determined by the SPI.

### Uniform Complaint Process and Special Education Timelines

Other statutory timelines are also amended by SB 117. The timelines for the uniform complaint process are extended by the length of time a school is closed. Certain special education timelines related to a proposed assessment plan, a parent’s right to examine school records, and transfer of a student’s special education records from one LEA to another, are waived while a school is closed

due to COVID-19. However, the bill clarifies that it does not waive any federal requirements under the Individual with Disabilities Education Act.

### **ASES and Childcare Programs**

SB 117 also addresses considerations for certain educational programs. Average annual attendance for the After School Education and Safety (ASES) Program will be credited consistent with what the ASES grantee would have received if not for the school closure. And the Superintendent of Public Instruction (SPI) will develop guidance and bulletins to address attendance, contractual, and reporting requirements for childcare and development programs.

### **Emergency Appropriation**

Finally, SB 117 also includes an appropriation of \$100 million to be distributed to LEAs to be used “to purchase personal protective equipment, or to pay for supplies and labor related to cleaning school sites, or both.” These funds will be distributed on the basis of “average daily attendance generated by LEAs that provide a classroom-based educational program to pupils after March 4, 2020, and before June 30, 2020.” LEAs will receive at least \$250 per school site.

To expedite the passage of the emergency legislation, the Governor used his authority to waive the constitutionally required 72-hour period for legislation to be in print before being considered by the Legislature. The emergency measures passed the Legislature unanimously and will take effect immediately upon the Governor’s signature.

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The **FISCAL REPORT** *an informational update*

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## **Additional Flexibility Granted for Use of COVID-19 Response Funds**

By Matt Phillips, CPA  
March 31, 2020

Senate Bill (SB) 117, which was signed into law on March 18, 2020, earmarked \$100 million for appropriation to local educational agencies (LEAs) on the basis of classroom-based average daily attendance as of the 2019–20 First Principal Apportionment. Chapter 9 of SB 117 stated that the funds, “shall be used to purchase personal protective equipment, or to pay for supplies and labor related to cleaning school sites, or both.”

Letter 1-19, released by the California Department of Education on March 30, 2020, expands the allowable uses of the response funds. The letter, which notes that the allowable list is in excess of language in SB 117, highlights that the Department of Finance and the Legislature are in concurrence with the expanded list, and that clean-up legislation will be forthcoming. The entire contents of the letter can be found [here](#).

The expanded list includes, “costs associated with maintaining nutrition services, cleaning and disinfecting facilities, personal protective equipment, and materials necessary to provide students with opportunities for distance learning.”

The funds are expected to be apportioned within approximately one week, and the revenues should be coded to Resource Code 7388, Object Code 8590. To determine how much your LEA will be receiving and to access the apportionment schedule, click [here](#).

# The FISCAL REPORT an informational update

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## **\$2.2 Trillion Federal Stimulus Package for COVID-19 Signed Into Law**

By Leilani Aguinaldo and Kyle Hyland  
March 27, 2020

A federal stimulus package, which seeks to provide some relief during the COVID-19 pandemic was adopted by the federal government this week. The Coronavirus Aid, Relief, and Economic Security Act (CARES Act) is a \$2.2 trillion package that provides billions of dollars to struggling industries, boosts unemployment insurance, and provides cash payments directly to Americans. The stimulus package also earmarks approximately \$31 billion for K–12 and higher education assistance and over \$4 billion for childcare and early education programs.

Some of the biggest items for K–12 education and early education include the following:

- \$13.5 billion in the Education Stabilization Fund, which will be distributed to states based on their state-level Title I allocation. States will pass through 90% of the funds to school districts and charter schools using the Title I formula. Funds can be used for coronavirus-response activities such as purchasing educational technology to support online learning, sanitation supplies, or mental health services, as well as additional activities authorized by federal elementary and secondary education laws (e.g., Elementary and Secondary Education Act [ESEA], Individuals with Disabilities Education Act [IDEA], Carl D. Perkins Career and Technical Education Act, or McKinney-Vento Homeless Assistance Act). Districts that receive money from this fund “shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.”
- \$3 billion for governors to spend on K–12 or higher education in regions that have been hit hardest by the coronavirus. Governors in each state will receive a share of this funding to allocate at their discretion for emergency grants to support the ability of local educational agencies to continue to provide educational services to their students and to support on-going district operations.
- \$8.8 billion for child nutrition programs to help ensure students receive meals while schools are closed.
- \$3.5 billion for Child Care & Development Block Grants, which provide childcare subsidies to low-income families and can be used to augment state and local systems.
- \$750 million for Head Start early education programs.

- \$100 million in Project School Emergency Response to Violence grants to help clean and disinfect schools, and provide support for mental health services and distance learning.
- \$5 million for health departments to provide guidance on cleaning and disinfecting schools and daycare facilities.

To ensure that states are using funding earmarked in the Education Stabilization Fund to supplement and not supplant state funding, states have to agree that funding provided in fiscal years 2021 and 2022 is at least the same as the average spent on education over the prior three fiscal years. However, the CARES Act gives U.S. Secretary of Education Betsy DeVos new authority to waive certain ESEA provisions, including this requirement to maintain a state's funding level.

The CARES Act also allows states to apply for waivers to freeze in place the schools identified as needing additional assistance under the Every Student Succeeds Act (ESSA). Under this waiver, schools identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support in the 2019–20 school year would maintain that designation in the 2020–21 school year and continue to receive supports and interventions.

States also may seek to waive several other funding mandates under ESSA, including increasing the amount of carryover of Title I funds from the current year to the next.

Within 30 days of the stimulus package becoming law, Secretary DeVos is required to report to Congress on any additional waivers that may be necessary from the IDEA, ESSA, the Rehabilitation Act, and the Carl D. Perkins Career and Technical Education Act, in order to provide schools with “limited flexibility.”

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## Collective Bargaining During a Crisis

By Danyel Conolley, Suzanne Speck, and Sheila G. Vickers  
March 25, 2020

Collective bargaining and local agreements between labor and management shape and define a local educational agency at least as much as board and district goals. Collective bargaining agreements prescribe rules relating to compensation and working conditions, which provide a roadmap for employers in employee management. Collective bargaining agreements are living documents—changing and developing over time as the parties react to an ever-changing reality.

Collective bargaining contract management is an ongoing function in local educational agencies (LEAs). On a daily basis there are situations that arise where employees are affected and local board policies, state and federal laws, and local collective bargaining agreements serve as resources for handling each situation as it arises.

Our current reality is one that we could not have predicted and brings uncertainty to our schools/colleges, our employees, and our communities. During this unprecedented time, we must work with our labor partners to consider how to best serve our students and our communities and tend to the needs of our employees. This will inevitably trigger the employer's obligation to negotiate working condition impacts. A careful review of your current collective bargaining agreement is necessary to ensure legal compliance with new laws and legislation enacted in response to the COVID-19 pandemic. Due to the temporary nature of some of these laws, it is important to exercise caution when bargaining the impacts of school/college closures caused by the COVID-19 pandemic. It is our recommendation that LEAs do not make permanent changes to the collective bargaining agreement, but rather codify agreements in a memorandum of understanding (MOU) that clearly articulates the effective and sunset dates of the agreement.

As you negotiate working condition impacts during the COVID-19 crisis, and in light of the considerations above, we recommend that bargaining and the development of MOUs be grounded in the following guiding principles:

- As in all of the LEA's concerns, students must come first
- Negotiate an MOU, to the extent practical, that preserves services to the community's children and college students during the COVID-19 crisis



- Be good stewards of the public's resources by adhering to sound fiscal practices and negotiating an MOU that balances the interests of employees with the needs of the LEA and the students it serves
- Bargain in good faith based upon working condition needs and engage in principled decision-making based on objective data and criteria

If, at this time, your LEA is engaged in successor agreement negotiations at the table, it may make sense for both parties to pause the process so that everyone can give full attention to the most urgent tasks at hand of continuing instruction and services for the children and college students in your community. In addition, our economic environment is changing significantly and that means that we have entered more uncertain financial times. These are all reasons to defer significant decisions on successor agreements until the field around us stabilizes.

# The FISCAL REPORT an informational update

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## **Serving Students with Disabilities and Students on Section 504 Plans Amid A National and State Health Crisis**

By Debbie Fry  
March 24, 2020

Among the myriad challenges faced by local educational agencies (LEAs) is the congruence of federal and state laws for providing a free and appropriate public education (FAPE) to students with disabilities (SWDs). There have been various versions of guidance from both the United States Department of Education (ED) and the California Department of Education (CDE) as the COVID-19 crisis evolves. What we know now is that there is not currently a waiver of federal requirements under the Individuals with Disabilities Education Act (IDEA). The CDE encourages LEAs to “do their best in adhering to IDEA requirements, including federally mandated timelines, to the maximum extent possible.” The CDE is currently working with the ED to determine if waivers or flexibilities may be offered under the federal law. Additionally, LEAs may not have considered the Section 504 requirements for accommodation. Students who are on a Section 504 Plan (504 plan) are also entitled to the same considerations.

If an LEA closes school and does not offer any alternative educational setting for all its students (such as distance learning), then there is not an obligation to provide the SWDs or students on a 504 plan alternative settings; however, when school resumes, the LEA must resume making every effort to provide services in accordance to the Individualized Education Program (IEP), or 504 plan. If a student does not receive services due to a closure, the IEP team (or 504 plan team) must determine whether, and to what extent, services may be needed, consistent with applicable requirements and including how to make up for any lost skills during the closure.

When students are offered a distance learning or independent study option, equitable options must be made available to SWDs, and the requirements of the IEP must be met. That said, the ED emphasized in a [recent communication](#), “To be clear: ensuring compliance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504), and Title II of the Americans with Disabilities Act should not prevent any school from offering educational programs through distance instruction.” Meeting the IEP or Section 504 accommodations requirements can present challenges that were not considered in the initial transfer to online or distance learning environments and may include assistive technology devices not currently used by the student. If services cannot be provided to SWDs due to logistical reasons, an IEP or 504 plan meeting should be convened with parents and providers of services to determine what services will be provided and, upon the return to school, how to mitigate any loss of

educational progress. Under our current environment, the meeting will most likely be a virtual meeting, presenting challenges of its own to secure signatures and obtain quality input. Procedural safeguards for social distancing remain in place and have not been waived.

If an LEA remains open, but students at high risk of severe medical complications are excluded during the outbreak, the exclusion is considered a change in placement, generally for exclusions that are considered to be a long duration (more than ten consecutive school days). LEAs and IEP and/or Section 504 teams must convene to discuss a change in placement. Equitable access is required when alternative settings for education need to be utilized. Although this may not be an issue while school closures are in place, the return to school also may present issues with exclusions for health reasons.

If an SWD is placed in a nonpublic school that closes due to health concerns, the LEA's IEP or 504 team must make a determination for each child as to whether and to what extent services may be needed, as well as how to make up any skills lost.

LEAs can, and might consider, adding a distance learning plan to the IEP or 504 Plan in the event that special circumstances arise. The contingency plans allow the parents and providers an opportunity to determine the appropriate placement in special circumstances.

While there are severe challenges and compliance issues with both the IDEA and Section 504, the CDE has committed to "a reasonable approach to compliance monitoring that accounts for the exceptional circumstances facing the state." Timelines for complaint investigations have been extended by the length of any school site closure.

Like every individual experiencing this uncharted course, the CDE and the ED are working hard to ensure students are not suffering educationally amid this crisis. The CDE has convened a work group of special education practitioners and other experts to help brainstorm best practices. There is a lot of information available, and some of it leaves more questions than answers. Some of the answers may not come for years down the road as we learn from this experience. We appreciate you and all you do for our students. We will bring new information as it comes out. In the meantime, below are several links to articles and guidance that have been published to date.

- [Official Message from the State Director of Special Education—Mar 22, 2020](#)
- ED [Supplemental Fact Sheet](#) for LEAs serving children with disabilities
- [Further Guidance](#) on distance learning, including considerations for SWD-accessible distance technology, instructional phone calls, and other activities ([more information](#))
- Office of Administrative Hearings (OAH) [updated information](#) on special education due process hearings
- ED [Questions and Answers on Providing Services to Children with Disabilities During the Coronavirus Disease 2019 Outbreak](#)

- March 13, 2020, [CDE letter](#) regarding the COVID-19 pandemic
- CDE [COVID-19 response](#)
- ED guidance on [protecting student civil rights](#)
- [Center on Online Learning and Students with Disabilities](#)
- Common Sense Media list of [Best Special Education Apps and Websites](#)
- Council for Exceptional Children COVID-19 [Information for Special Educators Like You](#)
- Council of Administrators of Special Education [resources](#) for special education administrators
- [Supporting Students with IEPs During eLearning Days](#)
- Centers for Disease Control and Prevention [interim guidance](#) for administrators of K–12 schools and childcare programs

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The **FISCAL REPORT** *an informational update*

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## **The College Board Announces Online Courses and At-Home Exam Options for AP Students**

By Kyle Hyland, Leilani Aguinaldo, and Patti F. Herrera, EdD  
March 24, 2020

The College Board, the non-profit organization that develops and administers the Advanced Placement (AP) program, has announced that beginning this Wednesday, March 25, 2020, they will be providing live and on-demand AP review courses to students for free. Additionally, they are developing a new at-home testing option so that AP students can still take their exams and receive college credit.

In light of the recent federal, state, and local health directives that are attempting to flatten the COVID-19 curve, the vast majority of schools in the United States have been forced to close, making it impossible to administer AP exams to students in the traditional setting. To gauge whether AP students wanted to take exams this year, the College Board surveyed over 18,000 students enrolled in AP courses and found that 91% of students still wanted the opportunity to earn the college credit they have been working towards this school year.

On Wednesday, students will be able to virtually attend free AP review courses that will be delivered live by AP teachers from across the country. According to the College Board, these courses will be optional, mobile-friendly, and will be made available on-demand so that students can access them at any time. The courses can be accessed via the [AP YouTube channel](#) and the daily course schedule can be found [here](#).

The College Board is currently developing secure 45-minute online free-response exams for each course, which will focus on the content most schools were able to complete by early March. Students will have the opportunity to take these exams on their computer, tablet, or smart phone and will also have the option to hand write their responses and submit them via photo. The College Board said that they are also working on solutions to help students who do not have access to the Internet or one of these devices.

The College Board confirms that universities that accept AP exams for college credit support these modified exams and are committed to ensuring that students who earn college credit based on their scores receive that credit.

You can find more information about the on-line courses and at-home AP exams [here](#).

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The **FISCAL REPORT** *an informational update*

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## California State Legislature Recesses Until April 13, 2020

By Kyle Hyland  
March 17, 2020

The California State Legislature took unprecedented action on Monday evening by passing emergency legislation in response to the COVID-19 pandemic, as requested by Governor Gavin Newsom (see [“Legislature Passes Emergency Legislation Related to COVID-19”](#) in the current *Fiscal Report*).


After passing the two emergency bills, the Legislature approved Assembly Concurrent Resolution (ACR) 189, which will leave the Legislature in joint recess until Monday, April 13, 2020. However, the ACR does provide flexibility if the Legislature needs to recall itself early from the joint recess or if they need to extend the recess.

Senate President Pro Tempore Toni Atkins (D-San Diego) and Assembly Speaker Anthony Rendon (D-Lakewood) jointly authored this ACR so that the Legislature can follow the state and federal public health directives and ensure that the Assembly and Senate are doing their part in flattening the COVID-19 curve.

The Legislature will now have to adjust their 2020 legislative calendar and will likely need to extend certain legislative deadlines to ensure that they will be able to pass the 2020–21 State Budget by June 15, 2020, and all bills by August 31, 2020—which are both constitutional deadlines that cannot be waived by the Legislature.

Fresno Unified School District  
Board Communication

**BC Number AS-3**

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

Date: April 09, 2020

Phone Number: 457-3661

Regarding: Local Control and Accountability Plan for the 2020/21 School Year

The purpose of this communication is to provide the Board information regarding the potential amendments for the 2020/21 Local Control and Accountability Plan (LCAP) development.

As mentioned during the April 01, 2020 Board meeting, the California Department of Education (CDE) is considering recommendations to amend LCAP requirements for the 2020/21 planning year. Acknowledging that many districts are focused on meeting the basic needs of their students and communities, CDE has solicited input for how the LCAP process might be amended in order to offer flexibility during this unprecedented time.

Providing insight into some of the recommendations being considered are two letters recently received; one from the LCFF Equity Coalition group and another from various management groups throughout the state. Summarized below are highlights of the recommendations provided by each group:

**Equity Coalition Recommendations**

- Remove requirement for revisions to 2019/20 plans, in annual update section describe what new actions were created in order to adjust to new circumstances
- Offered recommendations for investments supporting disadvantaged students
- Delay 2020/21 LCAP submission deadline to September or October
- Develop the 2020/21 LCAP as a one-year plan
- Give districts the option of using either the current LCAP template or moving to the new template
- Encourage districts to move to virtual engagement with communities

**Management Group Recommendations**

- Suspend 2020/21 plan development altogether
- Require Board approved Equity Assurance summarizing how districts will continue to serve the needs of English Learner, Foster Youth and Low-Income students given the current circumstance. The Equity Assurance will also include the Comprehensive Support and Improvement (CSI) prompt responses for schools identified for the 2020/21 school year.
- Delay new 3-year LCAP template for planning with the 2021/22 school year, this would include updates on expenditures for 2019/20 and 2020/21

If available, additional information will be provided during the upcoming Board of Education meeting. If you have any questions or require further information, please contact Santino Danisi at 457-3661.

Approved by Superintendent  
Robert G. Nelson Ed.D. 

Date: 04/09/2020

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: Nikki Henry, Chief Information Officer  
Cabinet Approval:

Date: Month April 09, 2020

Phone Number: 250-1488

Regarding: COVID-19 Communication Plan

The purpose of this communication is to provide the Board information regarding the District's ongoing community engagement during our unprecedented school closures. February 11, the District issued a [letter to parents](#) in multiple languages regarding the 2019 novel coronavirus and listed best practices for preventing the spread of COVID-19. As health concerns grew, so did the depth of the district's communication plan, including implementing the COVID-19 call center with support from Parent University and its bilingual staff. Honoring the current shelter in place directive, the COVID-19 call center, along with the communications team, continue to support community outreach remotely from home.

The purpose of this communication is to provide the Board information regarding the District's ongoing community engagement during our unprecedented school closures. February 11, the District issued a [letter to parents](#) in multiple languages regarding the 2019 novel coronavirus and listed best practices for preventing the spread of COVID-19. As health concerns grew, so did the depth of the district's communication plan, including implementing the COVID-19 call center with support from Parent University and its bilingual staff. Honoring the current shelter in place directive, the COVID-19 call center, along with the communications team, continue to support community outreach remotely from home.

In addition to school site messaging, the Communications Office is messaging almost daily to keep students, parents and staff up to date through various platforms, many of which are also available through our [district website](#), staff portal and social media ([Facebook](#), [Twitter](#) and [Instagram](#)). Outreach includes:

- Superintendent video messages in English, Spanish and Hmong every Monday and Friday
- COVID-19 Health Update video with Health Services Director Jane Banks every Tuesday
- [Exercise Your Brain](#) instructional videos in English, Spanish and Hmong every Wednesday
- [60 Second News updates](#) in English, Spanish and Hmong every Thursday
- Employee Zone, District Update and all-staff emails
- Frequently Asked Questions available in [English](#), [Spanish](#) and [Hmong](#)
- Peachjar parent letters and flyers made available in English, Spanish and Hmong regarding [LCD tablets](#), [internet essentials](#), [hot spot access](#), [meal distribution](#) and [updates from Superintendent Nelson](#)
- Launched Exercise Your Brain [website](#)
- School Messenger and RAPID ALERT text messages in English, Spanish and Hmong providing updates and encouraging parents/staff to visit [Fresnounified.org](#) for the latest updates
- In April, we shifted our television PSA messaging to Census 2020 and school closures on English, Spanish and Hmong stations
- Daily email to site leaders and department heads providing operational updates
- Virtual media interviews in multiple languages



Included for your information are two attachments regarding the April 1 City of Fresno COVID-19 Spanish Town Hall virtual meeting. Public Information Officer Vanessa Ramirez participated in providing district information.

If you have questions or need further information, please call Nikki Henry at 250-1488.

Approved by Superintendent  
Robert G. Nelson Ed.D.

Handwritten signature of Robert G. Nelson in blue ink.

Date: 04/09/2020



**ESMERALDA Z. SORIA**  
**Councilmember, District One**

April 7, 2020

Dear Ms. Ramirez:

Just wanted to take a moment to thank you for your participation in the COVID-19 Spanish Town Hall. We received great feedback from community members about the updates and resources provided. Residents from other cities are even encouraging their representatives to coordinate virtual town halls in their respective areas.

These are very insecure times, but I thank you for taking the time out of your very busy schedule to ensure our Spanish-speaking community receives accurate and up-to-date information.

I have included the link to the Facebook live video below and attached the PowerPoint presentation for you to share with your networks. We will continue to be in touch as more updates and questions develop.

Link to Facebook Video: <https://www.facebook.com/Noticias21/videos/1101761543518709/>

If you have questions or concerns, please do not hesitate to contact me or my office.

Sincerely,

A handwritten signature in black ink that reads "Esmeralda Z. Soria". The signature is fluid and cursive.

Esmeralda Z. Soria  
**Councilmember, District 1**



# Foro Comunitario: Coronavirus

## **Puesto por:**

Miembro del Concilio, Esmeralda Soria

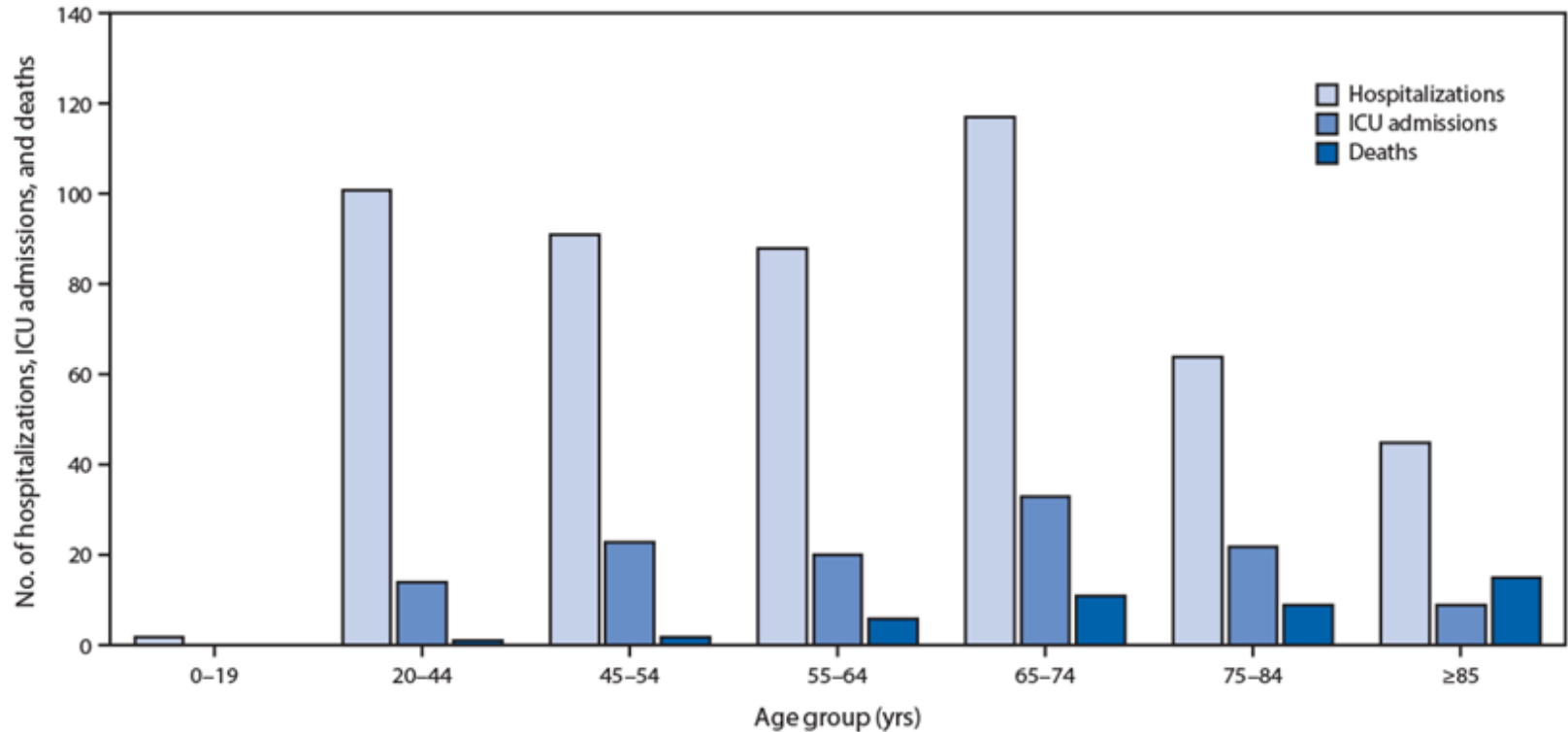
Presidente del Concilio, Miguel Arias

Univision Fresno

The Fresno Bee

# Foro Comunitario – Información General Para El Cliente

Elieth Martinez, MD, UCSF Fresno



# Foro Comunitario – Información General Para El Cliente

## Elieth Martinez, MD, UCSF Fresno

### Precauciones Generales

- Usa una máscara cuando salga
  - Tape la boca y nariz
- No compre vitaminas o medicamentos de hierba sin consultar a su doctor
- Deja de tomar alcohol
- Deja de fumar
- No visite a sus amigos, vecinos o familiares
- Si viene al hospital
  - Mantenga una lista de medicamentos
  - Mantenga un teléfono de emergencia
  - Mantenga nombres de emergencia

# Que es un “Toque de Queda”?

- Refugiarse en su lugar de residencia, excepto para proporcionar o recibir servicios esenciales.
- Toque de Queda extendido hasta la medianoche del Domingo, 12 de abril

Para mas informacion visite  
[www.Fresno.gov/coronavirus/](http://www.Fresno.gov/coronavirus/) o  
llamenos al (559) 621-7817.



## ***Fondo de Ayuda Para Pequeñas Empresas Lo Que Significa***

- Las empresas con 25 empleados o menos serán elegibles para préstamos con 0% de interés. Si el negocio permanece abierto por un año, el préstamo será perdonado.

Para calificar, una empresa debe:

- Ser un negocio localizado en Fresno
- No tener juicios no pagados o gravámenes fiscales
- Tener una licencia comercial válida de la Ciudad de Fresno presentada antes del 4 de marzo de 2020.
- Ser viable, haber estado operando durante más de un año antes del 4 de marzo de 2020, y demostrar una pérdida del 25% o más de los ingresos debido a COVID-19
- El propietario debe garantizar personalmente el préstamo.

**Para mas informacion, contacte a su concejal al (559) 621-8000**



Connecting the Community

Agency on Aging

Serving Fresno & Madera

# Ayuda Para Adultos Mayores

## **Comidas a domicilio**

Si está confinado en su hogar y no tiene a nadie que lo ayude con los alimentos o las comidas, llame al **559-214-0299** para obtener información sobre la entrega de las comidas en su hogar.

## **Nutrición Congregada**

Durante el estado de emergencia COVID-19, los centros para personas mayores y comunitarios en los condados de Fresno y Madera han cerrado, y ya no se sirven comidas de Nutrición Congregada.

Para obtener más información, llame a la Agencia sobre el Envejecimiento al **559-214-0299** o al **800-510-2020**.



# Moratoria De Utilidades, Agua, y Energía

- El servicio de agua, gas, drenaje, y PG&E no se cortará si no puede pagar su factura hasta aviso adicional.
- Notifique al departamento adecuado de su inhabilidad de pago causado por el Coronavirus al:
- Departamento de Utilidades y Agua de Fresno - **(559) 621-6888**
- PG&E - **1-877-704-8470**

# Recursos del Estado de California

Learn more at  
**covid19.ca.gov**



## Translate

Coronavirus COVID-19 Response

 covid19.ca.gov / State of California

## EMPLEADORES Y EMPLEADOS

[HTTPS://WWW.LABOR.CA.GOV/CORONAVIRUS2019/](https://www.labor.ca.gov/coronavirus2019/)

## SEGURO DE DESEMPLEO E INCAPACIDAD

[HTTPS://EDD.CA.GOV/UNEMPLOYMENT/](https://edd.ca.gov/unemployment/)

## DEPARTAMENTO DE SEGUROS

[HTTP://WWW.INSURANCE.CA.GOV/01-CONSUMERS/140-CATASTROPHES/CORONAVIRUS.CFM](http://www.insurance.ca.gov/01-consumers/140-catastrophes/coronavirus.cfm)

## DEPARTAMENTO DE VEHICULOS MOTORIZADOS

[HTTPS://WWW.DMV.CA.GOV/PORTAL/DMV](https://www.dmv.ca.gov/portal/dmv)



ASSEMBLYMEMBER

**Dr. Joaquin Arambula**

DISTRICT 31

**La Oficina del Asambleísta del Dr. Joaquín Arambula esta aquí para asistirle con preguntas acerca de:**

- Seguro de desempleo o discapacidad
- Departamento de Vehículos Motorizados (DMV)
- Preguntas de Medi-Cal o Covered CA
- Referirlos a recursos locales



[Assemblymember.Arambula@Assembly.ca.gov](mailto:Assemblymember.Arambula@Assembly.ca.gov)



Oficina del Distrito: (559) 445-5532  
Oficina en Sacramento: (916) 319-2031

# Oficina del Abogado de la Ciudad – Departamento de Cumplimiento del Código

- **Negocios No Esenciales**

- 265 Quejas de Negocios Abiertos
- 89 Avisos de Cesar Operaciones Emitidos
- 3 (\$1000) Multas Emitidas a Negocios No Esenciales

- **Moratoria de Desalojo**

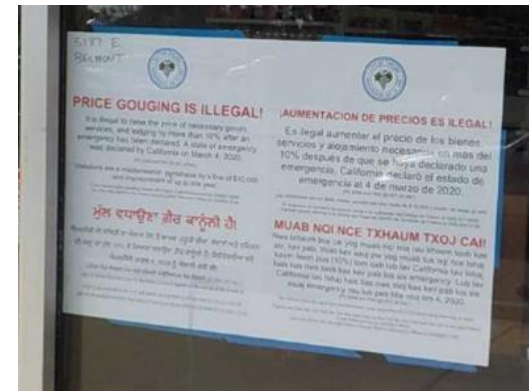
- Se aplica a propiedades residenciales y comerciales
- La Orden del Gobernador Newsom agrega protecciones
- Contacte a un abogado para preguntas adicionales

## CÓMO REPORTAR VIOLACIONES:

- 1. Llame a Cumplimiento de Códigos: 559-621-8400
- 2. Reporte en la aplicacion
- 3. Correo Electrónico:  
[EmergencyFAQs@Fresno.gov](mailto:EmergencyFAQs@Fresno.gov)
- 4. Visite: [www.fresno.gov/coronavirus/](http://www.fresno.gov/coronavirus/)

- **Aumento de Precios**

- 513 Empresas Publicadas
- 246 Quejas de Aumento de Precios
  - 1 (\$10,000) Multa por Aumento de Precios
  - 1 (\$1,000) Multa por no Publicar Avisos



# Departamento de Servicios Sociales del Condado de Fresno

Para hablar con un miembro del personal,  
llame al **1-855-832-8082**

Para reemplazos de EBT, los clientes deben  
llamar a la línea de Servicio al Cliente de  
EBT al **1-877-328-9677**

**OPCIONES EN LÍNEA:** [www.mybenefitscalwin.org](http://www.mybenefitscalwin.org) Esto se  
puede configurar usando una computadora o descargando la aplicación  
móvil mybenefits calwin (disponible para iOS y Android)



Con **mybenefitscalwin.org**, no tiene que visitar la  
oficina. Puede administrar sus beneficios en línea.  
Obtenga respuestas a sus preguntas básicas en  
cualquier momento y en cualquier lugar.

Los servicios prestados son:

- Solicite o vea si es elegible
- Ver el estado actual e histórico de su programa
- Monitoree los montos de los beneficios y verifique los saldos de EBT
- Administre sus informes periódicos y formularios de renovación en línea
- Presentar informes periódicos
- Comunicarse con un trabajador

# Departamento de Servicios Sociales del Condado de Fresno

[DSSPASS.fresnocountyca.gov](https://DSSPASS.fresnocountyca.gov)



Personal  
Access to  
Social  
Services

Los clientes pueden simplemente visitar el sitio, crear una cuenta y acceder cómodamente a opciones de autoservicio como:

- Ver información del caso
- Ver, descargar e imprimir
- Verificación de Subsidio de Beneficios
- Consultar las próximas citas
- Cargar documentos / verificaciones
- Ver recursos de la comunidad

## Lo que necesitará para crear una cuenta:

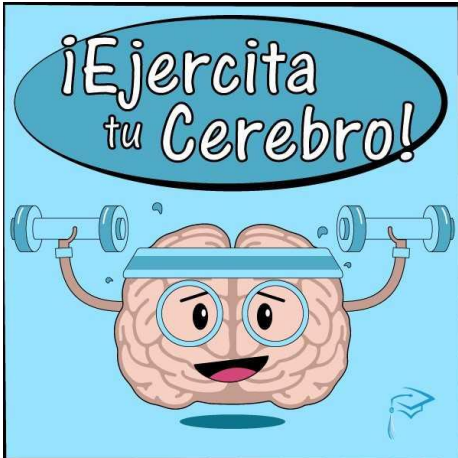
- Número de caso
- Fecha de nacimiento del solicitante principal
- Número de seguro social o número de identificación de su tarjeta de identificación de beneficios
- Dirección de e-mail válida

*Nota: los empleados del DSS del condado de Fresno y sus familiares no podrán crear una cuenta*

**Debido al COVID -19 (Virus Corona), las salas de espera están abiertos solo para autoservicio. No se permite esperar en las salas.**

**Puede usar máquinas de escaneo automático y el buzón de correspondencia**

Para más información  
Centro de llamadas  
COVID-19  
Fresno Unified  
(559) 457-3395  
O visite  
[www.fresnounified.org](http://www.fresnounified.org)



Centro de llamadas  
COVID-19  
457-3395  
Fresno Unified



Fresno Unified School District  
Board Communication

**BC Number HR-1**

From the Office of the Superintendent  
To the Members of the Board of Education  
Prepared by: Paul Idsvoog, Chief of Human Resources  
Cabinet Approval:

Date: April 09, 2020

Phone Number: 457-3548

Regarding: Recommendation to Approve Provisional Internship Permits

The purpose of this communication is to provide the Board information regarding the recommendation to approve the Provisional Internship Permits.

The Provisional Internship Permit (PIP) was created in response to the phasing out of emergency permits. It allows an employing agency to fill immediate staffing needs by rehiring a candidate who is enrolled in a credentialed program. The candidate will receive staff development targeted to the needs of our students and will be required to make progress in becoming fully credentialed.

Requirements for Initial Issuance and Renewals (Title 5 California Code Regulations, Section 20021.1)

- Initial issuance requirements require possession of a baccalaureate degree or higher from a regional accredited college or university, verification of passage of CBEST, and successful completion of course work for the permit type requested
- One-time renewal issuance requirement allows employing agency to request a one-time renewal of the PIP if the holder has taken all appropriate subject matter examinations (CSET) as determined by the college or university

If you have any questions or require additional information, please contact Paul Idsvoog at 457-3548.

Approved by Superintendent  
Robert G. Nelson Ed.D.

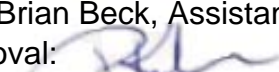


Date: 04/09/2020



Fresno Unified School District  
Board Communication

**BC Number SL1**

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

Date: April 09, 2020

Phone Number: 972-8441

Regarding: Special Education Services During COVID-19 School Closure

The purpose of this communication is to provide the Board information regarding our efforts to provide Special Education (SPED) services to students with Individualized Education Programs (IEPs) during school closures due to the spread of COVID-19. The SPED department has been closely monitoring federal, state, and local agency guidance during the crisis as well as maintaining close collaboration with Special Education leaders in large urban districts, California districts, and Fresno County districts. Documents are attached with further information.

On March 13, 2020, the decision was made to close Fresno Unified campuses through April 13, and on April 1, 2020, the decision was made to close campuses for the remainder of the school year. Based on these decisions, actions included the following:

- Week 1
  - Social/emotional supports and food distribution available for all students and families
  - SPED learning guides and resources available on website by program and grade levels
  - Assess internet and device access
- Week 2 (in addition to continuing week 1 efforts)
  - Technology distribution begins
  - Staff guidelines for all certificated staff agreed upon with FTA – TLC document
  - Agreements with contracted providers to continue IEP services via distance learning
- Week 3 (in addition to continuing previous weeks efforts)
  - Professional learning opportunities available for teachers on utilizing digital tools
  - Social/emotional supports strengthened through personal hotline and email
  - Collaboration with FTA on further guidance for SPED staff – within context of TLC
- Week 4 (in addition to continuing previous weeks efforts)
  - Over Spring Break preparations made for extended school closures
  - SPED learning guides for ALPS (Alternative Learning Pathways) differentiated
  - Message to parents regarding providing IEP services via distance learning model
- Week 5 (in addition to continuing previous weeks efforts)
  - Case Managers collaborate with parents on methods/schedules for distance learning
  - SPED staff supported by department leadership on delivery of IEP services
  - Distance learning model for providing IEP services to the extent feasible begins
  - Begin SPED frequent parent/community communication via video, phone call, etc.

If you have any questions or require additional information, please contact Brian Beck at 972-8441.

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 04/09/2020



*Preparing Career Ready Graduates*

Department of Special Education  
COVID-19 Continuation of Services  
District Plan – April 2020

## **OVERVIEW**

It is the Department of Special Education’s objective to develop robust distance learning options to provide special education and related services to meet the individualized needs of students with disabilities (SWDs) to the extent feasible during the COVID-19 school closure period. The purpose of this plan is to support stakeholders as the District moves toward teaching and learning online for the remainder of the 2019-2020 school year.

All educators share the primary goal of high-quality continuity of education for each student. Learning opportunities and resources will be provided by District special education staff and contractors. The Department of Special Education reviewed and considered the following factors in developing this plan and the additional communication and guidance referenced herein:

- Recommendations from the CDC
- Recommendations and guidance from the CDE
- Recommendations from the DPH
- Guidance provided by the USDOE and OSERS
- Orders from the Fresno County Department of Health
- State and local “shelter-in-place” orders
- All other relevant information available to the Department

At this time, it is critical to maintain communication to parents, ensure digital access for all student, provide SWDs with a FAPE to the extent feasible using distance learning, including special education and related services, and offer additional mental health supports for all students, as needed.

## **COMMUNICATION TO PARENTS**

The first step of communication with parents will be a school messenger notifying parents that more information regarding the District’s provision of FAPE to each child to the extent feasible is forthcoming. The Department will then send prior written notice (PWN) to all parents of students with IEPs their native language regarding the District’s transition to a distance learning model. FAPE will be provided to each student, to the extent feasible, to meet their unique needs while protecting the health and safety of all District students, families, and staff. The PWN will also offer for case managers to support parents in access to technology and convene an IEP team meeting, if requested.

The Department will also provide case managers will guiding questions for their communication with parents to ensure that all needs of our students and families are met.

## **DIGITAL ACCESS FOR ALL**

It is essential that SWDs are provided the technology and connectivity required to provide with a FAPE to the extent feasible using a distance learning model. This includes any assistive technology required under a student's IEP.

## **PROVISION OF FAPE**

A FAPE shall be provided to students with IEPs to the extent feasible. The Department will offer suggestions and guidance by program to support teachers in the delivery of specialized academic instruction (SAI). Related services will also be provided, and accommodations and modifications applicable to distance learning will be implemented.

A variety of alternative delivery models will be available for teachers and service providers to utilize in the provision of special education and related services, including: video conferencing (TEAMS, Zoom, and Google Hangouts), telephone conferencing, and other telehealth platforms.

Additional parent and/or student consultation and support should occur at least one time weekly.

Overall, the delivery of online learning will be leveled to meet the continuum of needs of all students and include content that can be individualized to meet each student's IEP goals considering:

- Students who may have difficulty attending, the service provider will be guiding the caregiver(s) to teach students new skills both during online sessions and throughout the day.
- Students who can attend for short periods of time, the service provider will deliver a combination of direct teaching and caregiver coaching.
- Students who can attend for the entire session, the service provider will provide direct teaching between student and teacher along with independent work.

## **ADDITIONAL MENTAL HEALTH SUPPORTS**

During these uncertain times, the Department expects that students may require social/emotional support beyond their IEPs. Any calls received through the District's COVID-19 Call Center regarding social emotional needs or requests for support are being referred to the Department. The lead school psychologists and clinical social work managers are then communicating with the identified school psychologist or clinical social workers to address the concern. The referrals are being made based on existing relationships.

If the concern is an emergency or the student poses an immediate risk to himself/herself or others, the family is being advised to call 911. School psychologists have also been informed to contact the non-emergency Fresno Police Department's or Fresno County Sherriff's Department's non-emergency line to request a wellness check if the student is self-injuring or having suicidal ideation.

## **SECTION 504 PLANS**

The accommodations, supports, and services outlined in a student's Section 504 Plan that are applicable to distance learning will be available and implemented.

## **IEP TEAM MEETINGS**

It is encouraged that IEP team meetings be held to the extent possible using phone conferences or virtual platforms, such as Zoom. The Department will provide case managers with an IEP checklist with guidance related to how to schedule, facilitate, and complete IEPs during the school closure period.

## **ASSESSMENTS**

The Department will provide school psychologists and service providers with guidance on how to address assessments in progress prior to the school closure, upcoming assessments, and existing requests for assessments.

**BOARD OF EDUCATION**

Keshia Thomas, President  
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Claudia Cazares  
Genoveva Islas  
Elizabeth Jonasson Rosas  
Carol Mills, J.D.  
Major Terry Slatc USMC (Retired)

**SUPERINTENDENT**

Robert G. Nelson, Ed.D.

*Preparing Career Ready Graduates*

April 7, 2020

*School Messenger for Special Education and Related Services during COVID-19 School Closure*

Good evening. This is Assistant Superintendent Brian Beck with a message for parents of students who receive special education and related services.

As you may be aware, on Wednesday, April 1, 2020 the Fresno Unified School District Board of Education extended the COVID-19 school closure through the remainder of the 2019-2020 school year. We know that this has been a time of uncertainty for all of our families, especially families of children with disabilities, and the District remains committed to meeting your child's unique needs during these unprecedented circumstances. To this end, your child's case manager will be contacting you next week after spring break to discuss providing a Free and Appropriate Public Education, or FAPE, to the extent possible via a distance learning model. You will receive a letter in the mail with more information as well.

I also want to remind you that food distribution at 19 school sites across the district will continue during spring break and beyond. In addition, technology needs are continuing to be addressed through distribution of devices at every school site along with expansion of internet access. Lastly, please visit our district website at [fresnounified.org](http://fresnounified.org) for the latest updates and Exercising Your Brain learning resources.

Please continue to monitor all District communications regarding COVID-19 and contact the COVID-19 call center at 559-457-3395 if you have any questions. Enjoy the remainder of Spring Break.



*Preparing Career Ready Graduates*

Department of Special Education  
COVID-19 Continuation of Services

### **Guiding Questions When Contacting Families**

#### Health and Safety

- Do they need assistance or are there resources we can connect them to for basic health and safety?
- Are there any immediate needs?

#### Access to Resources

- Do they know the closest school distributing meals and the meal distribution schedule?
- Do they need a computer or tablet for their child to use? Do they have internet access?
- Provide COVID-19 Call Center number (559-457-3395).

#### Communication

- Provide contact information for the parent/guardian to reach you and request their preferred mode of communication.
- If applicable, inform families that related service providers may also be contacting them and asking similar questions.
- Schedule weekly contact based on the preferred method of the family. *Continue to reassess health/safety and educational needs upon each contact with the family.*
- If the family declines services, it is strongly encouraged to obtain an agreement to make contact on a weekly basis at a scheduled time/day to check-in on the family. Please document and inform your Principal and RIM. We want to make sure our students and families are safe and have their needs met, beyond educational and learning opportunities.

#### Educational Program/IEP Service Delivery

- Discuss the District's online digital resources and daily grade level schedules with sped learning options. Provide information on how to access them via [www.fresnounified.org](http://www.fresnounified.org). If the family would prefer packets, provide information on distribution sites.
- Discuss and establish mode of instruction for distance learning and delivery plan based on the student's unique needs and family's availability.
- Discuss if there are any accommodations or modifications needed in order for the student to access the District's digital resources and online learning opportunities and any other instruction or services that you will be providing.
- Schedule the time(s) and day(s) that are best for the family for service delivery and consultation.
- If families decline services or express that they are not a priority for them at this time, discuss that needs may change during the extended closure period and these services will continue to be available to their child (see communication guidance above).



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## SUPERINTENDENT

Robert G. Nelson, Ed.D.

*Preparing Career Ready Graduates*

April 7, 2020

Re: *Prior Written Notice for Free Appropriate Public Education (FAPE) during Extended COVID-19 School Closure*

Dear Parent(s)/Guardian(s),

Fresno Unified School District (District) is committed to meeting the unique needs of students with IEPs during the COVID-19 school closure period. Under 34 CFR § 300.503(a) and the Individuals with Disabilities Education Act (IDEA), the District is providing you with written notice as it will be providing your child with a FAPE, to the extent feasible, via a distance learning model during the unprecedented circumstances of the COVID-19 school closures. *Please note that this does not change your child's IEP.* When school resumes, your child's effective IEP when schools closed will be implemented, unless an IEP team meeting or amendment is held during the closure period.

### **II. Description of The Action That the District Proposes to Take**

In response to global pandemic and California's and Fresno's "shelter-in-place" orders, District schools remain closed. The District's Board of Education has extended the COVID-19 school closure period through the remainder of the 2019-2020 school year. The District is taking action to ensure the availability of educational opportunities and services for all students. During the COVID-19 school closure period, the District will be providing a FAPE to your child to the extent feasible via a distance learning model. While these services will be provided using alternative delivery methods and may vary from how they are typically provided, they are designed to meet your child's unique needs while protecting the health and safety of all District students, families, and staff.

### **II. Explanation of Why the District Is Proposing to Take That Action**

Based on local, state, and federal orders and public health guidance, it is necessary to provide your child with a FAPE to the extent feasible, via a distance learning model, in order to meet your child's unique needs during the unprecedented circumstances presented by the COVID-19 school closures and ensure the health and safety of all District students, families, and staff.

**III. Description of Each Evaluation Procedure, Assessment, Record, Or Report the District Used in Deciding to Propose the Action**

In order to provide your child with a FAPE to the extent feasible during the COVID-19 school closure period, the District reviewed and considered the following information:

- A. Your child's current IEP;
- B. City of Fresno's City Manager's Emergency Order 2020-02 issued on March 18, 2020;
- C. Governor Gavin Newsom's Executive Order N-33-20 issued on March 19, 2020;
- D. California SB117, effective March 17, 2020;
- E. Guidance from local, state, and federal public health agencies; and,
- F. Guidance from the California Department of Education and the US Department of Education, including the Office for Civil Rights and Office for Special Education and Rehabilitative Services, issued as of the date of this correspondence.

**IV. Description of Any Other Choices That the District Considered and The Reasons Why Those Choices Were Rejected**

The District considered whether it is necessary to offer special education and related services to your child via a distance learning model. As it remains unknown when regular school attendance will resume and the health and safety of all students, families, and staff are a priority, the District is providing your child with a FAPE, to the extent feasible, in order to meet your child's unique needs and an opportunity for your child to participate in his/her education.

**V. Other Factors Relevant to This Action**

- Please contact your child's Case Manager for any of the following:
  - If your child does not have access to technology or Wi-Fi;
  - If your child requires any essential materials or assistive technology;
  - or,
  - If you would like to schedule a virtual or telephonic IEP.
- The District understands that this is a difficult time of uncertainty for families and students. We are making every effort to best serve all students equitably and meet your child's needs while working to "flatten the curve" and ensure the health and safety of all. We ask for your support in these efforts.
- Please review all District communications regarding COVID-19, including meal distributions and other educational resources, that are being provided via school messenger, the District's website ([www.fresnounified.org](http://www.fresnounified.org)), and the District's social media channels. If you have any questions, you may contact the District's COVID-19 call center at (559) 457-3395.



**VI. Procedural Safeguards**

As parents of a child with a disability, you have protections under the procedural safeguards of the IDEA. A copy of the Parent Rights – Notice of Procedural Safeguards is available on the Department of Special Education’s website at: <https://www.fresnounified.org/dept/specialeducation/Pages/Parent-Documents.aspx>.

**VII. Resources for The Parents to Contact for Help in Understanding Part B of the IDEA**

If you need assistance in understanding your procedural rights, you may contact the California Department of Education Special Education Division at (916) 445-4613.

Sincerely,



Sean Virnig, PhD  
Executive Director | District SELPA Director  
Fresno Unified School District – Department of Special Education