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Robert G. Nelson, Ed.D.

## **BOARD COMMUNICATIONS – JUNE 19, 2020**

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

### **SUPERINTENDENT – Robert G. Nelson, Ed.D.**

S-1 Robert G. Nelson, Ed.D. Superintendent Calendar Highlights

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

AS-1 Kim Kelstrom School Services Weekly Update Report  
for June 11, 2020

AS-2 Kim Kelstrom June Legislative Committee Meeting

### **EQUITY & ACCESS – Lindsay Sanders, Chief Equity & Access Officer**

EA-1 Kristi Imber-Olivares Reopening of Schools Parent, Staff and  
Student Survey Results

### **OPERATIONAL SERVICES – Karin Temple, Chief Operations Officer**

OS-1 Karin Temple Reducing Sugar in Student Meals

OS-2 Karin Temple Hedges Avenue Building – Update on  
Abatement/Demolition

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

SL-1 Jeremy Ward Summer Learning 2020 Student Connectivity  
Centers

SL-2 Sean Virnig Special Education Community Advisory  
Committee Dates

SL-3 Edith Navarro Instructional Broadcasts

SL-4 Brian Beck Special Education Department Information

SL-5 Ryan Coe Professional Learning Update

SL-6 Yolanda Jimenez-Ruiz Update on Urban Design Academy

Fresno Unified School District  
Board Communication

**BC Number S-1**

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

Date: June 19, 2020

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Held principal interviews
- Gave interview with PowerTalk Radio regarding opening of schools
- Held meetings with Executive Cabinet
- Attended CART Board Meeting
- Gave interview with Sontaya Rose, ABC30 regarding parent/student surveys on the reopening of schools
- Met with district staff and Dr. Tameka McGlawn to discuss African American Academic Acceleration Task Force
- Participated in call with the Council of the Great City Schools Superintendents
- Participated in the Fresno County Superintendents Task Force meeting
- Held press conference regarding plan for opening of schools
- Attended Cradle to Career Partnership Table meeting
- Gave interview with Broeske and Musson, KMJ, regarding opening of schools
- Attended CORE Board Meeting
- Initiated discussion regarding opening of schools/health and safety measures with Fresno Teachers Association Leadership

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 06/19/2020

Fresno Unified School District  
Board Communication

**BC Number AS-1**

From the Office of the Superintendent  
To the Members of the Board of Education

Prepared by: Kim Kelstrom, Executive Officer

Cabinet Approval:



Date: June 19, 2020

Phone Number: 457-3907

Regarding: School Services Weekly Update Report for June 11, 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 June 11, 2020 is attached and includes the following articles:

- Legislature to Adopt Budget on Monday Despite No Deal with the Governor – June 11, 2020
- More Explicit Guidance for Distance Learning Sparks Debate in Legislature – June 11, 2020
- Bridge the Digital Divide with Action on Creating Access to Broadband for All – June 11, 2020
- Coronavirus: California Department of Education Releases Guidance for Reopening Schools – June 08, 2020

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

Approved by Superintendent

Robert G. Nelson Ed.D.



Date: 06/19/2020



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www.sscal.com

DATE: June 11, 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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## Legislature to Adopt Budget on Monday Despite No Deal with the Governor

On Wednesday, Senate President pro Tempore Toni Atkins (D-San Diego) and Assembly Speaker Anthony Rendon (D-Lakewood) announced in a [statement](#) that the Legislature will meet the constitutional deadline to approve the 2020–21 State Budget Act by adopting their version of the budget this upcoming Monday, June 15, 2020.

Despite not being able to come to an agreement with the Governor's office, the Legislature must adopt the main budget bill that is in print on Friday, June 12 in order to meet the constitutional 72-hour rule, which mandates that all bills be published in print and online at least that long before the Legislature can vote on it. While Governor Gavin Newsom has the authority to waive the 72-hour rule pursuant to an emergency proclamation, which the state is currently under due to the COVID-19 pandemic, it is unlikely that the Governor will exercise this authority for the State Budget bill as negotiations remain ongoing with the Legislature.

The statement says that negotiations with the Governor continue to be productive and that they will approve any amendments to the Legislature's version of the budget as soon as they are eligible for floor action. This means that the final 2020–21 State Budget Act that Governor Newsom will eventually sign into law will likely look different from the bill that the Legislature is approving on Monday.

Some of the significant differences for education that still need to be worked out between the two parties include:

- If the state should assume additional federal aid will materialize and whether or not to include “trigger on” or “trigger off” reductions in order to balance the budget
  - The Governor's May Revision does not assume additional federal funding and includes steep reductions in spending unless new federal funds come to fruition while the Legislature's version assumes this federal funding and avoids significant cuts

- Whether Proposition 98 and health and human services reductions can be circumvented regardless of if the state receives additional federal funding (additional deferrals vs. cuts)
  - The Governor’s May Revision includes a 10% reduction to the Local Control Funding Formula (LCFF) and upwards of 50% cuts to K–14 state categorical programs unless federal funds materialize, whereas the Legislature’s budget fully funds K–14 education including a 2.31% cost-of-living-adjustment for the LCFF and retains categorical programs at their 2019–20 spending level even if the federal government does not provide additional aid (instead \$5.3 billion in Proposition 98 funding would be deferred)
- How to allocate \$2.9 billion in federal CARES Act funding for learning loss mitigation
  - While all negotiating parties agree to spend \$1.5 billion of CARES Act dollars based on local educational agencies (LEAs) students with disabilities population, the Governor proposes that only LEAs that qualify for concentration grants be eligible for an additional \$2.9 billion in learning loss mitigation, while the Legislature wants to allocate those funds based on the LCFF distributional model to assist with the learning loss

These are some very significant differences between the Governor and Legislature and we are unsure how close the two sides are to making a deal on these key issues as of this writing. It is important to remember that Governor Newsom will have significant leverage in these final negotiations as he has the power to veto the entire budget and send it back to the Legislature or approve the budget with line-item reductions.

### **CDE Releases Guidance on Reopening Schools**

On Monday, Superintendent of Public Instruction Tony Thurmond released the California Department of Education’s [guidance](#) for safely reopening schools.

The 62-page document focuses on eight areas as LEAs begin the discussion of reopening their schools. The document makes it clear that the intent of this information is to be a guide for local discussion and is not intended to be a one-size-fits-all approach.

Many of the recommendations center from the national Centers for Disease Control (CDC) and include some of the following key recommendations:

- Students and staff should wear cloth face coverings or face shields while at school or on a bus and maintain physical distancing
- Schools should plan to meet physical distancing standards (six feet is the minimum current recommendation from CDC), clearly define how staff can honor physical distancing recommendations, and determine how adequate space and facilities will be utilized to maintain health and safety of students and staff
- Engage in symptom screening as students and staff enter campus and buses, consistent with public health guidance, including visual wellness checks, temperature checks with no-touch thermometers, and asking all students about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test

The guidance effectively confirms that in order for schools to safely reopening their doors, LEAs will need additional resources and staff to ensure the health and safety of their students and employees, which emphasizes the importance of these final State Budget negotiations.

*Leilani Aguinaldo*

*Note: The Legislature has indicated that they want to establish instructional minimums, along with tighter rules for distance learning as a part of the 2020–21 State Budget package.*

## **More Explicit Guidance for Distance Learning Sparks Debate in Legislature** *Massive learning loss prompts calls for higher expectations*

By John Fensterwald  
*EdSource*  
June 11, 2020

In March, Gov. Gavin Newsom suspended state laws setting the length of the school year and minimum daily instructional minutes when he signed an executive order to fully fund schools for the rest of the year.

That order will expire July 1, and what will take its place has become embroiled in a debate over the shortcomings of distance learning under local control. The clock is ticking; the Legislature wants to establish instructional minimums, along with tighter rules for distance learning, by the June 15 deadline to pass next year's state budget. Talks between legislative leaders and the Newsom administration are ongoing this week.

Potentially facing further school closures, budget cuts and higher costs because of the pandemic, an organization representing schools boards, school administrators and teachers unions has called for maximum flexibility over the school calendar and at least another year of assured state funding.

“Unprecedented times require innovative responses,” the California School Boards Association wrote in a report, issued Tuesday, on reopening schools. “The proposed scenarios for resuming school will require regulatory relief.”

They're expected to get some of what they want, starting with funding. Current state law permits districts to be funded at the rate of the greater of the past two years. As a result, districts in 2020-21 can claim full funding again based on last year's funding level. The same would then apply to 2021-22.

But in return for calendar flexibility, two dozen civil rights organizations and student advocacy groups, collectively called the Equity Coalition, and parent groups in Los Angeles and the Bay Area are demanding that the Legislature set tighter standards and more oversight over distance learning. They've been critical of poor implementation of remote instruction and big gaps in technology and internet access in many school districts, particularly those serving low-income, black and Latino students.

“The threshold is too low for distance learning,” Aurea Montes-Rodriguez, executive vice president of the nonprofit Community Coalition in South Los Angeles, said Tuesday. She spoke at a news conference on the release of a new report by the Advancement Project, recommending ways to achieve racial equity in the state budget.

### **One parent's frustration**

Too many parents have shared the frustration of Kusema Thomas, the father of a fifth-grader at 232nd Place Elementary School in Carson, part of Los Angeles Unified. His son didn't receive a laptop until the fourth week of instruction. He received live instruction for an hour a day and found it hard to ask questions on Zoom with students forgetting to mute their mics.

“He can’t stand it,” Thomas said. “He says, ‘This is not fun; it’s not real school.’” He said his son is a conscientious student who keeps up with assignments daily, but weeks into distance learning he got an email that his son was behind. That’s because he didn’t get instructions on how to upload work assignments, and the principal didn’t communicate with parents, Thomas said.

Legislative and state leaders appear to be looking for middle ground between prescriptive mandates and Newsom’s March 13 directive that districts should provide “high-quality” educational opportunities “to the extent feasible.”

When Newsom issued his guidance, rates of coronavirus infections were rising; his focus was more on keeping teachers and students safe than on long-term instruction. Three months later, legislators like Assemblyman Phil Ting, D-San Francisco, who chairs the Assembly Budget Committee and is involved in the distance learning discussions, have become critical of some districts’ inconsistent and belated efforts to conduct distance learning effectively.

Newsom has as well. Last week, he defended his plan to direct \$4 billion to low-income districts to address students falling further behind academically by citing new research on learning loss. The consulting company McKinsey & Company found that low-income students were far more likely to receive poor distance learning instruction and would return to school at the end of this year having lost a year of instruction.

During a recent webcast by the Stanford Institute for Economic Policy Research, State Board of Education President Linda Darling-Hammond agreed with the need to suspend instructional minute regulations. The coronavirus has disrupted traditional school patterns and funding based on in-school attendance, and districts need flexibility to create new models, she said.

But she also said that disparities among districts’ distance learning have created a “huge inequality.” Districts’ efforts to reach out to students have varied; as a result, “some kids are going completely uneducated right now,” she said.

Darling-Hammond acknowledged a need to create “parameters” for distance learning around questions like, “What does quality distance learning consist of? What kinds of interactions should be anticipated among adults and kids?” She has participated in the talks on forthcoming guidance that will address these and other questions.

### **Minimum days and minutes of instruction**

California requires 180 days of instruction per year (175 days for charter schools). The minimum number of instructional hours per year varies by grade: 600 for kindergarten, 840 for grades 1 to 3; 900 for grades 4 to 8 and 1060 for high school.

During the last recession, some teachers’ unions agreed to forego scheduled pay raises, but others negotiated pay cuts through furloughs, which had the effect of reducing the school year. Districts want that option available again. Some of the “blended” models for instruction call for elementary students splitting time between school and at home doing distance learning, with Fridays reserved for teacher collaboration and training.

Districts and teachers unions are warning that cycles of closing and re-opening schools in response to surges of coronavirus infections would also create havoc with the calendar.



Measuring time through distance learning is harder than an in-person school schedule, since some teachers and schools upload lesson plans and videos for students to view, and they expect students to work independently off-line. However, since March, some districts have required only a handful of hours of instruction per week, whether live or recorded, and a minimum of interaction with students.

“If you are attempting to deliver the same quality of instruction that you had before the pandemic, it would be wildly irresponsible to offer one hour per day and pretend that would be sufficient,” said Brian Greenberg, CEO of the Silicon Schools Fund, which invests in charter schools and innovative projects in traditional districts.

### **What parents and advocacy groups want**

In a June 3 legislative alert to its members, the Equity Coalition called on the Legislature not to waive instructional minutes and days unless there are “minimum safeguards for all students that exceed what some students have experienced over the last 10 weeks.” Even then, the instructional year should be shortened only in the event of closures due to coronavirus outbreaks.

The coalition says districts should be required to develop “instructional continuity plans” in which districts would commit to:

- Evaluate all students to determine how much learning loss and trauma they experienced during school closures.
- Track students’ attendance and level of engagement daily.
- Provide live or “synchronous” distance learning opportunities between teachers and all students.
- Ensure “a full curriculum of substantially similar quality” regardless of whether in-school or by distance learning, with accommodations for English learners, special education students and students academically behind.
- Help families to support their children in distance learning in the languages that parents speak.

The coalition wants the Legislature to empower the California Department of Education and county offices of education to intervene in those districts where there is “egregious underperformance” in high-quality distance learning.

Working with parent leaders in district and charter schools in Los Angeles and the Bay Area, the nonprofit Innovate Public Schools issued a similar 10-point list. It includes requiring all staff to communicate individually with every student in their class at least once a week by phone or video to discuss academics and social-emotional wellness and to communicate with parents at least once a week.

School districts and the California Teachers Association have opposed state-imposed mandates on instructional methods, which they say should be left to districts to decide or to negotiate with unions under local control.

But in its 30-page school reopening document, published in late May, the Association of California School Administrators included a 10-point “Essential Commitments to Equitable Education” that are broadly compatible with the Equity Coalition’s more specific demands.

“Commitments” require action. “Guidance” implies advice. Education groups are waiting to see how legislators and Newsom frame their document on distance learning, expected within days.

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*Note: Assemblymember Al Muratsuchi (D-Torrance) is looking to place a \$3–4 billion bond proposal before voters this November that would look to invest in broadband infrastructure for rural parts of the state.*

## **Bridge the Digital Divide With Action on Creating Access to Broadband for All**

By Martha M. Escutia, Special to CalMatters  
*CalMatters*  
June 11, 2020

The headlines underscore the massive challenges ahead of us: 1 in 5 California students lack computers and Wi-Fi. Coronavirus exposes L.A.’s economic and racial digital divide. Depression-era jobless rates loom.

None of us could have imagined when the governor laid out his visionary Broadband for All initiative in November how quickly we would be confronted with the stark reality that millions of Californians remain on the wrong side of the Digital Divide. This is the time to act to create a fully digital state capable of educating our children, delivering health care and providing a pathway to economic recovery for all. For broadband access delayed is access denied.

Statewide, 12% of California households have no access to the internet and another 10% only have access with a mobile phone. While mobile phones are helpful, they are inadequate for distance learning, medical diagnoses and work from home. I have worked on digital equity issues for more than two decades, first as a leader in the state Assembly and Senate and now a director of the California Emerging Technology Fund, a nonprofit created by the California Public Utilities Commission to close the digital divide.

Here’s what we need to do to mobilize existing resources immediately, proposals that do not depend on the state’s general fund but can jumpstart long overdue investments and future-proof California for emergencies to come.

Extend Legislative authorization for the California Public Utilities Commission to raise up to an additional \$500 million beginning in 2023 from a surcharge on revenues collected by telecommunications carriers, designated for building and upgrading networks in low-income urban and rural areas. Rules must be revised so the California Advanced Services Fund can be used to connect anchor institutions, including schools, universities, hospitals and assisted living/nursing home facilities, along main transmission lines and include fiber middle-mile and last-mile connections to unserved households. As we’ve learned, anchor institutions are lifelines in crises.

Incorporate broadband infrastructure into transportation projects with a consistent use of “dig once” for all major infrastructure systems. Caltrans oversees 50,000 miles of highway – as large as the entire U.S. Interstate network – and this presents a large opportunity to deploy broadband infrastructure during transportation construction.

Empower public agencies and schools to integrate digital equity strategies into their programs. In a time of financial woe, we must creatively leverage resources to directly address the threats to access and economic recovery. The Legislature should direct the California Department of Education in consultation with County Offices of Education to inventory the needs of computing devices and bandwidth for students and get health care agencies and providers to survey telehealth gaps.

Work for sustainable connections. Students in 900,000 households statewide without internet connectivity are expected to participate in distance learning. There is little awareness of available discount internet services for as low as \$10-\$23 a month for low-income households.

Broadband adoption is most effective when communicated by trustworthy messengers in touch with low-income households. State agencies and school districts should include affordable offer information in their outreach to those who qualify for the National School Lunch Program; CalFresh; Covered California; Complete Count Census; and CARE-ESA (energy-related subsidies).

I applaud the 11 big-city mayors – Los Angeles, San Jose, San Francisco, Sacramento, Fresno, Oakland, Long Beach, Santa Ana, Anaheim, Stockton and Riverside – who sent a letter to California internet service providers requesting that they extend free internet to qualified households until at least July 31, 2020, expand eligibility and remove barriers to involvement.

Important public and private initiatives are underway to make broadband ubiquitous in California. Success requires sustained focus and direction from the state Legislature and our government leaders. COVID-19 shines a harsh spotlight on California’s lack of digital equity – and we need action now.

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*Former state Sen. Martha M. Escutia is vice president of Government Relations at the University of Southern California and a member of the board of the California Emerging Technology Fund, Escutia@usc.edu. She wrote this commentary for CalMatters.*

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*Note: The guidance previews four different models the state has suggests LEAs analyze in preparation for reopening schools in order to provide for physical distancing standards.*

## **Coronavirus: California Department of Education Releases Guidance for Reopening Schools**

*State superintendent of public instruction Tony Thurmond detailed instructional scheduling models schools can adopt this fall*

By Kerry Crowley  
*The Mercury News*  
June 8, 2020

The California Department of Education released a 62-page guidebook Monday that offers local educational agencies detailed instructions for how to safely reopen schools this fall.

The guidebook, titled “Stronger Together,” includes health and safety protocols, instructional schedule models and details on how school buses and school meals services will be advised to operate when schools reopen their doors.

State superintendent of public instruction Tony Thurmond spoke about the guidance during a press briefing Monday and explained that local educational agencies and county health officers, not state officials, will determine when schools will be permitted to reopen.

“School reopening is a matter that is decided locally,” Thurmond said. “With 1,000 school districts in our state, all of our school (districts) will make their own decisions about when they reopen according to their own calendar.”

New protocols call for teachers and students to wear face coverings at all times, for all people entering campus to have their temperature checked and for portable handwashing stations to be placed outside of classrooms.

Thurmond and deputy superintendent Dr. Stephanie Gregson previewed four different models the state has suggested local educational agencies analyze in preparation for safe reopenings that provide for physical distancing in the classroom.

The first is a “two-day rotation blended” learning model in which students report to school on two designated days each week based on their grade level for in-person instruction. In this model, a school could have students from kindergarten through third grade learn at school on Mondays and Wednesdays while students from fourth to sixth grade could come to school on Tuesdays and Thursdays. All students would engage in distance learning on days they aren’t expected to show up at school, including on Friday when teachers would participate in professional learning opportunities.

The second is a “A/B week blended” learning model in which students would rotate learning in-person on a weekly basis. Like the first model, this would limit the student population to 50% and would also include a day each week for teachers to participate in collaborative planning or professional learning.

The third is a looping structure designed for schools that serve kindergarten through eighth grade in which students would stay together in cohorts with teachers for multiple grade levels. Students in a first-grade cohort would have the same teacher in second grade, a practice the department of education says would increase the opportunity for students to meet or exceed their grade level in literacy.

The fourth and final model includes early and late staggered schedules in which grades would have staggered start and dismissal times and the bell schedule would accommodate multiple recess and lunch periods. In this model, students would stay in a homeroom and teachers would rotate in and out to decrease congregation in hallways.

The models referenced in the guidebook could potentially be amended by individual school districts, but as Gregson said, “There is no one-size-fits-all solution.”

Aside from needing to allow school districts to determine which model of instruction is best suited for its students, the California Department of Education is also bracing for the potential that the upcoming academic year is interrupted by a spike in coronavirus cases.

Thurmond acknowledged the possibility all schools will need to close again and indicated the department is better prepared for a worst-case scenario.

“Our success on reopening schools, just like reopening parts of the state, relies on continual monitoring,” Thurmond said. “You’ve heard the governor talk about in his daily press conferences the need for testing and contact tracing, California has achieved the highest rates of testing of any state with 60,000 tests a day, so there’s going to have to be ongoing monitoring to determine if there is any need to determine to any kind of stay-in-place order.”

Thurmond also said he’s encouraged school districts to meet the needs of students who wish to continue distance learning this fall. A task force focused on closing the digital divide for students in the state led by Thurmond has asked school districts to survey parents and see if distance learning on a full-time basis next year is feasible for some students.

Families who volunteer to have students engage in distance learning would ease the burden on schools that are now tasked with determining how everyone will maintain social distance.

“Right now is a critical time for school districts to really begin to analyze the footprints of their campuses and to make determinations about how many students can be safely taught in an in-class instruction way,” Thurmond said.


Thurmond and Gregson are optimistic that by releasing guidance in early June, district leaders will have enough time to prepare for the challenging realities of welcoming students back to campus in a safe and healthy manner.

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: June 19, 2020

Phone Number: 457-3907

Regarding: June Legislative Committee Meeting

The purpose of this communication is to provide the Board information shared at the June 16, 2020 Legislative Committee Meeting.

**Budget Update** – Ms. Leilani Aguinaldo provided an update on status of the State’s 2020/21 Proposed Budget.

The Legislature passed the budget on June 15, 2020 to meet the constitutional deadline, however the Governor has 12 days to pass, veto, or line-item veto the proposal. Although an adopted budget is anticipated to be approved by June 30, 2020, a fall revised budget is anticipated after the July tax receipts are received.

The details of the Legislature budget plan are vastly different than the Governor’s May Revise and essentially does not recognize the reductions proposed by the Governor. The Proposition 98 budget package passed by the legislature includes the following:

- Includes statutory cost-of-living adjustment (COLA) of 2.31% and would eliminate the summer layoff window
- Maintains deferrals proposed in the May Revise, however, includes additional deferrals pending federal funding
- Distribution of the federal CARES funding of \$4.4 billion to support learning loss and opening of school mitigation. Of that, \$1.5 million will be allocated based on enrollment counts of students with disabilities, and \$2.9 million will be allocated on a prorated share to districts based on student enrollment instead of allocating to districts with high concentrations of English learners, foster youth or students living in poverty. The Governor continues to support allocation to high concentration districts
- Maintains the STRS and PERS pension adjustments from the May Revise
- Special Education AB602 funding proposes a reduction of \$100 million to the base rates from \$645 to approximately \$625-\$630 per average daily attendance (ADA). The \$100 million proposes an allocation to low incidence students which includes those who are physically impaired such as deaf and hard of hearing and orthopedically impaired
- Hold ADA harmless for 2020/21 for preschool through 12<sup>th</sup> grade to maintain support for programs. In addition, discussions regarding instructional minutes are ongoing, however no new guidance to change the minimum instructional minute requirements has been provided
- Restores reductions for After School, Strong Workforce, and Career Technical Education Incentive grants
- No changes to the Local Control and Accountability Plan (LCAP) dashboard in 2020

The California Office of Emergency Services has allocated personal protective equipment (PPE) including masks, thermometers, and hand sanitizer to county offices of education based on employee and student count for approximately 60 days. The Fresno County Superintendent of Schools is currently working on the formula to allocate to school districts and charter schools within Fresno County.

**Legislative Update** – Ms. Aguinaldo provided a legislative update. The following legislative bills were discussed:

- AB 2022 (McCarty) Advanced Placement (AP) Fee Reimbursement – (Support) – Reimburses districts for providing the AP tests to low-income students at no cost and was held in the appropriations committee and will no longer be moving forward
- AB 2290 (Garcia, Christina) Charter School Enrichment Activities – (Watch) – Prevents charter schools from providing enrichment trips; and requires the charter enter into an agreement with a vendor that has been properly vetted, approved, provides the educational value, and prohibits materials and supplies that are religious in nature
- AB 2626 (Bauer-Kahan) Sales and Use Tax Exemption – (No Position) – Originally the bill was presented to eliminate sales tax for school districts, however the bill has been amended to conduct a report on closing the digital divide through policies, including tax policies that reduce the upfront cost for technology for school districts
- AB 331 (Medina) Ethnic Studies – (Support) – This bill would have added one semester of an ethnic studies course as a state high school graduation requirement commencing with 2024/25. This bill is on hold as curriculum needs to be developed as reported in the September Legislative Committee Meeting board communication on September 13, 2019

The School Services Legislative Committee June 2020 report is attached. The next Legislative Committee meeting is scheduled for July 01, 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: 06/19/2020

# Fresno Unified School District

**LEGISLATIVE COMMITTEE MEETING  
JUNE 16, 2020**

**2019–20 Legislative Session**

**Prepared By:**

**Leilani Aguinaldo  
Director, Governmental Relations**



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





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# ***Legislative and Economic Update***

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**Legislative and Economic Update Prepared for:**  
**Fresno Unified School District**  
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**June 12, 2020**

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**Legislative and Economic Update**

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

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**Legislature to Adopt Budget on Monday despite  
No Deal with the Governor**

By Kyle Hyland  
June 11, 2020

On Wednesday, June 10, 2020, Senate President pro Tempore Toni Atkins (D-San Diego) and Assembly Speaker Anthony Rendon (D-Lakewood) announced in a joint [statement](#) that the Legislature will meet the constitutional deadline to approve the 2020–21 State Budget Act by adopting their version of the Budget this upcoming Monday, June 15, 2020 (see “[Legislature Reaches Agreement on 2020–21 State Budget](#)” in the June 2020 *Fiscal Report*).

Despite not being able to come to an agreement with Governor Gavin Newsom’s office, the Legislature intends to adopt the main Budget bill that will be in print on Friday, June 12, 2020, in order to meet the constitutional 72-hour in print rule, which mandates that all bills be published in print and online at least 72 hours before the Legislature can vote on them. While the Governor has the authority to waive this requirement pursuant to an emergency proclamation, which the state is currently under due to the COVID-19 pandemic, it is unlikely that the Governor will exercise this authority for the Budget bill as negotiations remain ongoing with the Legislature.

The intent of the 72-hour rule is to give the public time to review and comment on bill language before it is voted on. The main structure and components of the legislative Budget were known last week at the announcement of the deal between the two houses, so few new details emerged with the main Budget bill and the few trailer bills now in print. However, the repayment date of the June–July 2020 deferral is now known: the funding deferred from June 2020 will be paid by July 15, 2020, under the legislative Budget plan.

Legislative leaders announced that negotiations with the Governor continue to be productive and that they will approve any amendments to the Legislature’s version of the Budget as soon as they are eligible for floor action. This means that the final 2020–21 State Budget Act that Governor Newsom will eventually sign into law will likely look different from the bill that the Legislature will be approving on Monday, June 15, 2020.

Some of the significant differences for education that still need to be worked out between the two parties include:

- Budget revenue assumptions and whether or not to include additional federal aid in the adopted budget as well as appropriate “trigger on” or “trigger off” reductions in order to balance the budget

- Whether Proposition 98 and health and human services reductions can be averted, regardless if the state receives additional federal funding, by increasing the amount of payment deferrals to K–12 and community college districts and maximizing the use of state reserve funds
- How to allocate \$2.9 billion in federal Coronavirus Aid, Relief, and Economic Security (CARES) Act funding for learning loss mitigation in that the Governor proposes to distribute funds only to local educational agencies that qualify for concentration grants while the Legislature wants to allocate those funds on the basis of the Local Control Funding Formula to assist with the learning loss for all students (see “[Legislative Budget Deal on CARES Act Funds](#)” in the June 2020 *Fiscal Report*)

These are some very significant differences between the Governor and Legislature (see “[A Conversation with Senator Roth: 2020–21 State Budget—Video](#)” in the June 2020 *Fiscal Report*), and we are unsure how close the two sides are to making a deal on these key issues. It is important to remember that Governor Newsom will have significant leverage in these final negotiations as he has the power to veto the entire budget and send it back to the Legislature or approve the budget with line-item reductions.

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## Legislature Reaches Agreement on 2020–21 State Budget

By Kyle Hyland and Patti F. Herrera, EdD  
June 3, 2020

On Wednesday afternoon, June 3, 2020, Senate President pro Tempore Toni Atkins (D-San Diego); Assembly Speaker Anthony Rendon (D-Lakewood); and Budget Committee Chairs Senator Holly Mitchell (D-Los Angeles) and Assemblymember Phil Ting (D- San Francisco) announced that the Senate and Assembly have reached an agreement on the 2020–21 State Budget.

The Proposition 98 package in the agreed upon framework adopts the approach approved last week by the Senate Budget and Fiscal Review Committee (see [“Senate Rejects Governor’s Education Cuts”](#) in the May 2020 *Fiscal Report*), including the following:

- Fully funding the Local Control Funding Formula (LCFF), including the 2.31% cost-of-living adjustment (COLA)
- Providing an average daily attendance (ADA) hold harmless for local educational agencies (LEAs) in the 2020–21 fiscal year and requiring distance learning in the event of school closures
- Amending Governor Gavin Newsom’s special education proposal to provide \$545 million to increase Assembly Bill 602 base rates and \$100 million for a low incidence disabilities cost pool
- Funding K–12 categorical programs at their 2019–20 levels, including all Career Technical Education programs and the After School Education Safety Program
- Maintaining and applying a COLA to the Standard Reimbursement Rate for the California State Preschool Program and the full-day State Preschool add-on rate
- Eliminating the statutory growth reduction for State Preschool slots

While we await further details on the agreement reached today, we assume that the budget agreement adopts the Senate’s allocation methodology for the \$4.4 billion in federal Coronavirus Aid, Relief, and Economic Security Act funding proposed in the May Revision for learning loss mitigation. The Senate’s version approves the Governor’s proposal to provide \$1.5 billion of this funding to LEAs based on their number of students with disabilities, but allocates the remaining \$2.9 billion to LEAs in proportion to total LCFF funding, effectively rejecting the Governor’s

proposal to limit the \$2.9 billion to LEAs that qualify for concentration grant funding (see “[May Revision Proposal to Mitigate Learning Loss](#)” in the May 2020 *Fiscal Report*).

The Legislature’s budget rejects the \$8.1 billion reductions to Proposition 98 funding proposed in the Governor’s May Revision and over appropriates the minimum guarantee by approximately \$2.7 billion for 2020–21. While the agreement assumes that additional federal funding will materialize, there are trigger cuts built into the budget should the federal government not provide additional aid by September 1. However, even if the federal government does not approve additional funding, the proposed trigger cuts would not be applied to Proposition 98 nor health and human services, including early childhood programs. Instead, the state would convert an additional \$5.3 billion (\$4.63 billion for K–12 and \$674 million for community colleges) of Proposition 98 funding into a deferral, effectively preserving K–14 programmatic funding.

While the Legislature’s version of the budget includes a COLA for the LCFF and provides an ADA hold harmless, there is little additional flexibility included in the plan. We will need to see how the negotiations with the Governor’s office play out considering the May Revision suspends the COLA, imposes additional cuts to the LCFF, and would effectively trigger the August layoff window. Meanwhile, the Legislature’s budget deal would apply the 2.31% statutory COLA and over appropriate the minimum guarantee, implicitly evading that layoff window (see “[The Certificated Second Layoff Window—Video](#)” in the June 2020 *Fiscal Report*).

It’s important to note that both the Assembly and Senate still need to officially adopt the 2020–21 State Budget Act by the June 15 constitutional deadline, and we are still waiting for the release of details related to relevant budget policies included in the legislative budget deal that will further illuminate the full extent of the legislative approach to the State Budget. While the Legislature needs to adopt the main budget bill by June 15, budget trailer bills are not subject to the same deadline and can be approved days or weeks after the State Budget Act.

We remind our readers that the Legislature is poised to adopt a budget that looks significantly different than the Governor’s version, and legislative leadership still needs to negotiate with the Administration before the 2020–21 State Budget is implemented. The Governor also has the power to veto the entire budget and send it back to the Legislature or approve the budget with line-item reductions, giving Governor Newsom a lot of leverage in the upcoming budget negotiations. We remain committed to helping to ensure, depending on the final budget agreement between the Legislature and Governor Newsom, that LEAs are afforded the fullest flexibilities to help address their fiscal and educational programmatic needs.

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## Legislative Budget Deal on CARES Act Funds

By Patti F. Herrera, EdD, Kyle Hyland, and Dave Heckler  
June 4, 2020

On June 3, 2020, we reported that the Senate and the Assembly reached a deal on the Legislature’s State Budget that they must adopt before midnight on June 15 (See “[Legislature Reaches Agreement on 2020–21 State Budget](#)” in the June 2020 *Fiscal Report*).

As part of the deal, the Legislature agreed to how it wants to use federal Coronavirus Aid, Relief, and Economic Security (CARES) Act funds and the methods to distribute them. Specifically, the agreement allocates \$4.65 billion for the following purposes:

- \$2.9 billion to all local educational agencies (LEAs) based on the Local Control Funding Formula distributional model to assist with the learning loss for all students
- \$1.5 billion to all LEAs based on their special education enrollment to address the learning loss for students with disabilities
- \$100 million to all LEAs based on their average daily attendance to defray costs associated with reopening schools
- \$63.2 million for LEA school meal reimbursements during the summer and COVID-related closures

These funds augment the \$1.4 billion in other federal CARES Act dollars that will be distributed to LEAs based on their Title I allocations, which the Department of Education anticipates will be distributed in July.

We know that LEAs are working tirelessly to finalize their budgets for adoption by the end of the fiscal year based on the information coming from Sacramento, so we developed the tool below that enables them to estimate how much of the \$2.9 billion they can anticipate receiving if the Legislature’s approach is adopted in the final budget agreement with Governor Gavin Newsom. In the absence of trailer bill language, the estimation presumes funding will go to all LEAs regardless of community-funded or state-funded status, as one-time funds historically have done.



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## **May Revision Proposal to Mitigate Learning Loss**

By Leilani Aguinaldo  
May 26, 2020

A new proposal unveiled as part of Governor Gavin Newsom’s May Revision is the one-time investment of \$4.4 billion for local educational agencies (LEAs) to address learning loss related to COVID-19 school closures. The Governor uses federal funds available to California through the Coronavirus Aid, Relief, and Economic Security (CARES) Act to compile the \$4.4 billion proposed for this purpose—the complete \$355 million available in the Governor’s Emergency Education Relief Fund and \$4 billion from the Coronavirus Relief Fund (CRF). The state is expected to receive \$9.5 billion in the CRF which can be used for “necessary expenditures incurred due to the public health emergency,” so it is worth noting that the Governor is using a substantial portion of these funds for K–12 education.

The Governor has chosen to target the use of these funds for students “most heavily impacted by school closures, including students with disabilities, low-income students, English learners, youth in foster care, and homeless youth” via two separate streams. Almost one-third of the total—\$1.5 billion—would be available to all LEAs, based on the number of students with disabilities that are enrolled. While official estimates are not available through the Department of Finance or the California Department of Education, School Services of California Inc. (SSC) calculates this would generate approximately \$1,900 per student with a disability. Fall 1 Census special education data for the 2019–20 fiscal year would be used to determine an LEA’s enrollment of students with disabilities. The remaining funds of \$2.855 billion are reserved for LEAs that receive concentration grant funds through the Local Control Funding Formula. Concentration grant LEAs would receive funds for all their students on a per-ADA basis, and SSC estimates this amount to be \$735 per student. The 2019–20 Second Principal Apportionment data would be used for this calculation.

LEAs that receive resources for learning loss mitigation must expend the funds by December 30, 2020, and funds may be used for the following purposes:

- Learning supports that begin prior to the start of the school year, and continuing intensive instruction and supports into the school year.
- Extending the instructional school year, including an earlier start date, by increasing the number of instructional minutes or days.
- Providing additional academic services for pupils, including diagnostic assessments of student learning needs, intensive instruction for addressing gaps in core academic skills, additional

instructional materials or supports, or devices and connectivity for the provision of in-classroom and distance learning.

- Providing integrated student supports to address other barriers to learning, such as the provision of health, counseling or mental health services; professional development opportunities to help teachers and parents support pupils in distance-learning contexts; access to school breakfast and lunch programs; or programs to address student trauma and social-emotional learning.

In addition, LEAs receiving funds shall adopt an instructional continuity plan that describes the following:

- How the funds will be used to mitigate learning loss as a result of COVID-19.
- How the LEA will ensure that all students are provided devices and connectivity.
- How the effectiveness of the services or supports provided will be measured.

This May Revision proposal, focused on learning loss, has garnered considerable attention because of the method of distribution. Because of the concerns raised by legislators and other stakeholders (see [“Legislature Begins to Vet Governor Newsom’s May Revision”](#) in the May 2020 *Fiscal Report*), considerable changes are expected as the Governor and Legislature negotiate the State Budget before the June 15 constitutional deadline for the Legislature to pass the Budget. As a result, SSC discourages LEAs from including any potential funds from this proposal in their 2020–21 LEA budgets.

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

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## **Legislative Budget Deal Makes Changes to LCFF Carryover Funding**

By Kyle Hyland and Patti F. Herrera, EdD  
June 4, 2020

Yesterday afternoon, June 3, 2020, legislative leadership and the budget chairs announced that the Assembly and the Senate had come to an agreement on the 2020–21 State Budget (see [“Legislature Reaches Agreement on 2020–21 State Budget”](#) in the June 2020 *Fiscal Report*).

While we were able to review the budget framework last night, we continue to receive more details about the budget deal, including that the agreement adopts Assembly Bill (AB) 1835 via trailer bill language. AB 1835 is authored by Assemblymember Shirley Weber (D-San Diego), who introduced the bill in direct response to the Local Control Funding Formula (LCFF) audit report released by the State Auditor’s Office last November (see [“State Auditor’s Office Releases Results of LCFF Audit”](#) in the November 6, 2019, *Fiscal Report*).

Specifically, AB 1835 would require local educational agencies (LEAs) to identify their unspent supplemental and concentration funds by annually reconciling and reporting to the California Department of Education their estimated and actual spending of those dollars. LEAs would then be required to use those unspent supplemental and concentration dollars on services for the unduplicated pupils who generate those funds in subsequent years.

We will not know if the language in the trailer bill deviates in any way from the language in AB 1835 until it is in print, but if there are any differences, we expect them to conform to fiscal year timelines rather than substantive changes.

# The FISCAL REPORT an informational update

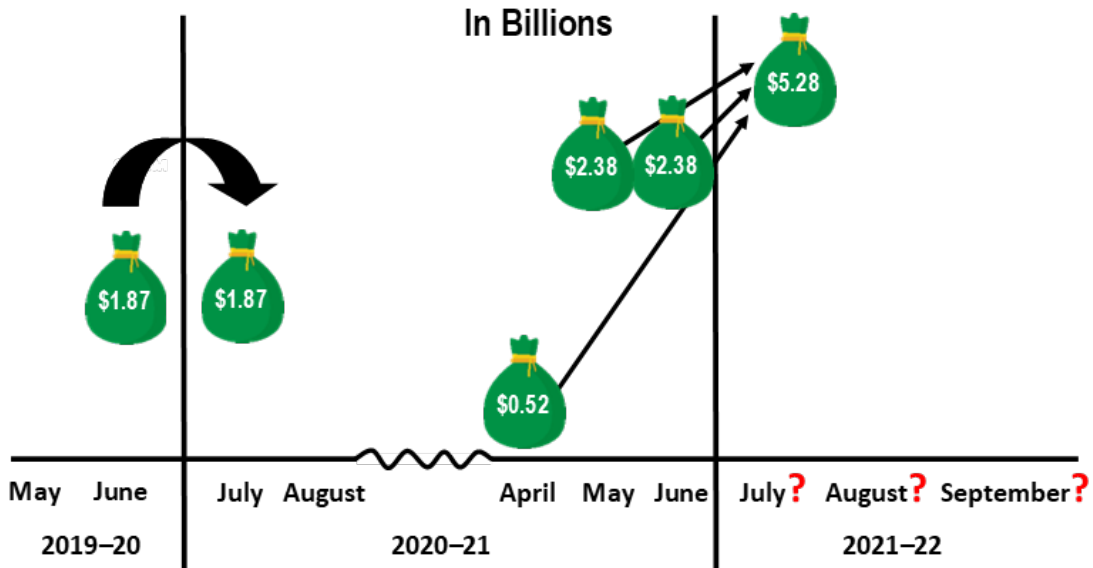
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## More on Cash Deferrals—Important Update: 100% June 2020 Deferral

By Debbie Fry and Sheila G. Vickers  
 May 29, 2020

*[Editor’s note: After our original article, “More on Cash Deferrals”, was posted, the California Department of Education and the Department of Finance (DOF) provided clarification that the amount of the June 2020 cash deferral is not as reported in Governor Gavin Newsom’s 2020–21 May Revision at \$1.87 billion, which we estimated to be 60% of the apportionment. Rather, 100% of the apportionment is proposed to be deferred, so local school agencies should revise their cash projections to reflect this. We have revised this article accordingly, with additional detail.]*

We have received myriad questions related to the proposed cash deferrals in Governor Gavin Newsom’s 2020–21 May Revision. As a reminder, the proposals in the May Revision for deferring cash apportionments from one month and year to a later month and year are as follows:



Note that these are the amounts of the cash deferrals that will be scored by the state as Proposition 98 spending cuts in one year and then Proposition 98 expenditures in the following year. *The actual cash deferrals to be implemented will be higher, as proposed, than the above amounts, as follows:*

- 100% of the June 2020 Principal Apportionment state aid for all programs will be deferred to July 2020

- 100% of the May 2021 Principal Apportionment state aid for all programs will be deferred to an unspecified month, July 2021 or later
- 100% of the June 2021 Principal Apportionment state aid for all programs will be deferred to July 2021

Further detail on the proposed April 2021 deferral is not yet available. Local educational agencies (LEAs) should incorporate this information in cash flow projections in order to be prepared to borrow cash when needed.

### **Exemptions from Deferrals**

Consistent with what was provided for some of the cash deferrals during the Great Recession, the trailer bill language for the cash deferrals includes a proposal that the state set aside funds for charter schools and school districts to apply for an exemption from all or part of the cash deferrals in May and/or June 2021. The county superintendent must certify that the cash deferral(s) would result in the charter school or school district being unable to meet its financial obligations in the applicable month. It should be noted that there is no such language proposed for the most immediate deferral—that of June 2020 to July 2020.

### **Resources Subject to Deferral**

The Principal Apportionment consists of the state aid portion of revenues and the Education Protection Account (EPA) entitlement. Property taxes, as usual, are collected separately through the county tax collector's office and transmitted to LEAs according to predetermined schedules. However, because of the waiver of late penalties and the ability to postpone payments until May 2021 for homeowners financially affected by COVID-19 (see the Governor's [Executive Order N-61-20](#)), county governments may consider adjusting the local payment schedules to LEAs. We recommend that you keep in contact with your county supervisors to monitor any potential changes to the local property tax payment schedule.

The proposed cash deferrals apply only to the state aid portion of the apportionment—EPA payments are separately driven by constitutional provisions enacted by voter approval of Proposition 55 in 2016. However, the EPA cash payments will be affected this year in a different way due to the COVID-19 crisis.

### **Education Protection Account**

Proposition 55, which authorized the extension of the temporary income taxes on higher wage earners through 2030, directs that the amount collected from the income tax increment be deposited in the EPA. This is a separate account that the state cannot use for any other purpose. Proposition 55 further specifies that the EPA must be funded during the last 10 days of each quarter during the fiscal year.

Proposition 55 also requires the DOF to estimate the amount of EPA collections by June 30 each year for the subsequent year. An additional estimate is required to be prepared by the DOF during the last quarter of each fiscal year—for the current year and for the second prior year—to determine any adjustments necessary. These elements of Proposition 55 are particularly significant this year,

as it has been determined that the EPA has been significantly over-appropriated, which is not unexpected given the impact of the COVID-19 crisis, and the delay in the April 15 income tax filing deadline, on state income tax collections that feed the EPA. LEAs that receive the minimum amount of \$200 per unit of average daily attendance, such as community funded districts, would not be affected by this. All other LEAs are subject to a significant drop in the EPA funding for 2019–20, which means that LEAs may have already received, in the first three quarters of this fiscal year, more EPA funds than their estimated entitlements for the year, and may not receive a fourth quarter payment.

The California Department of Education and the DOF are currently investigating the options for recapturing overpayments of EPA funds to LEAs, which may include suspending or reducing future quarterly payments. For this reason we recommend that LEAs plan on receiving no EPA payment in June 2020 until the details and the timing for each LEA’s adjustment are determined.

### **State Aid Portion of Principal Apportionment**

Remember that the Local Control Funding Formula (LCFF) entitlement is funded by three sources:

1. Local property tax collections
2. EPA
3. State aid

When local property tax collections and/or the EPA fall short, the LCFF entitlement must be backfilled by state aid. Therefore, this year there will need to be a state aid infusion to backfill the EPA shortage, as well as a potential local property tax collection shortage, for LEAs. This drain on state cash makes a deferral of the Second Principal Apportionment (P-2) from June to July this year highly probable.

The state aid amount will be adjusted through the P-2 calculation process, especially because of the EPA shortage. Also, the deferral amount could change during the final budget deliberations. However, using a calculation of 100% of P-2 state aid—including the LCFF, Assembly Bill 602 funds, and other state revenue sources in the Principal Apportionment—is recommended as the amount to defer in your LEA’s cash projection for June 2020, as long as your LEA also projects no cash payment of EPA in June as advised earlier in this article.

### **Conclusion**

While the deferrals are currently proposals, and not yet finalized or enacted, we believe that deferrals will be implemented. Therefore, we recommend that LEAs prepare as if the deferral proposals are final and as if there will be no fourth quarter payment of the EPA in June 2020. Additionally, multiyear projections should account for the deferrals by including borrowing costs if needed, or reflecting the deferrals as a set-aside in the fund balance to meet obligations during the year in the absence of apportionments.

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## Ask SSC . . .

### How Would the Proposed Cut to the ASES Program Be Implemented?

By Kyle Hyland  
June 1, 2020

- Q.** How would the proposed May Revision cut to the After School Education and Safety (ASES) program be implemented?
- A.** Governor Gavin Newsom’s May Revision proposes to reduce ASES funding by \$100 million. This is one of a number of cuts that the Governor is proposing for the state’s remaining categorical programs in order to save an estimated \$352.9 million for the 2020–21 State Budget. The State Budget Act of 2018 invested \$50 million of new state resources in the ASES program, leading to an increase in the daily rate from the minimum \$7.50 per student to \$8.19 per student. For fiscal year 2019–20, the ASES program received another \$50 million increase, for a total of \$650 million, raising the daily rate to \$8.88 per student. The May Revision proposal would rescind these prior increases of \$100 million total, reducing the daily rate down to the original \$7.50 per student. This 15.5% reduction is the maximum allowed because Proposition 49 (2002), which created the ASES program, set funding at a minimum of \$7.50 per student, per day and total funding at \$550 million, and thus cannot be set below that rate without another voter approved initiative.

In the State Budget plan adopted by the Senate Budget and Fiscal Review Committee (see “[Senate Rejects Governor’s Education Cuts](#)” in the May 2020 *Fiscal Report*), the Governor’s ASES program reduction is rejected and the program is funded at its 2019–20 rate. However, we are still waiting for the Assembly Budget Committee to adopt the Assembly’s version of the budget and see how they handle the categorical cuts being proposed by the Governor. Legislative leadership will also negotiate with the Governor’s Office on the final State Budget framework before the 2020–21 State Budget Act is adopted.

# ***Bill Update***



**SCHOOL SERVICES OF CALIFORNIA, INC.**

**Legislative Report Prepared for:  
Fresno Unified School District  
Status as of: June 12, 2020**

**Current 2020 Bills**

<b>Bill No./ Author</b>	<b>Title</b>	<b>Position</b>	<b>Current Status</b>	<b>Page</b>
<b>Accountability and Assessments</b>				
AB 2022 McCarty	Advanced Placement Test Fee Reimbursement Program	Support	Assembly Appropriations Committee—Bill Did Not Meet Deadline	15
<b>Charter Schools</b>				
*AB 2990 C. Garcia	Charter Schools: Educational Enrichment Activities		Assembly Floor—Motion to Reconsider	15
<b>Employees</b>				
*AB 3216 Kalra	Employee Leave: Authorization		Assembly Floor—Third Reading	15
*SB 805 Portantino	School Employees: Leaves of Absence: Emergencies and Mandatory Evacuation Orders	No Position	Senate Appropriations Committee—Suspense File	16
*SB 943 Chang	Paid Family Leave: COVID-19	No Position	Senate Appropriations Committee—Suspense File	16
SB 1159 Hill	Workers' Compensation: COVID-19: Critical Workers	Watch	Senate Appropriations Committee—Suspense File	16
SB 1383 Jackson	Employees: Time Off	Watch	Senate Appropriations Committee—Suspense File	16

<b>Facilities</b>				
AB 3308 Gabriel	School Districts: Employee Housing	No Position	Senate Rules Committee	17
<b>State Budget, Education Finance, and LCFF</b>				
AB 1835 Weber	Education Finance: Local Control Funding Formula: Supplemental and Concentration Grants	Oppose	Senate Rules Committee	17
*AB 1837 Smith	School Safety: Emergency Response Team		Senate Rules Committee	17
AB 2052 O'Donnell	Pupil Instruction: Instructional Time Requirements	No Position	Senate Rules Committee	17
*AB 2626 Bauer- Kahan	Distance Learning: California Research Bureau	Support	Senate Rules Committee	18
SB 884 Dodd	Education Finance: Emergencies: Public Safety Power Shutoffs	Support	Senate Appropriations Committee— Suspense File	18
<b>Student Health and Nutrition</b>				
SB 793 Hill	Flavored Tobacco Products	Support	Senate Appropriations Committee— Suspense File	18

## Accountability and Assessments

### [AB 2022 \(McCarty\)](#)

**Amended:** 5/11/2020

**Title:** Advanced Placement Test Fee Reimbursement Program

**Status:** Assembly Appropriations Committee—Suspense File—Bill Did Not Meet Deadline

**Position:** Support

#### **Summary:**

Establishes the Advanced Placement Test Fee Reimbursement Program to reimburse local educational agencies for providing free Advanced Placement tests to low-income students.

## Charter Schools

### [\\*AB 2990 \(Garcia, Cristina\)](#)

**Amended:** 6/4/2020

**Title:** Charter Schools: Educational Enrichment Activities

**Status:** Assembly Floor—Motion to Reconsider

**Position:**

#### **Summary:**

Prohibits a charter school from providing financial incentives to a pupil I for educational enrichment activities; requires a nonclassroom-based charter school to enter into an agreement for the provision of an educational enrichment activity only with a vendor that has been properly vetted and approved; requires the governing body of a nonclassroom-based charter school to establish policies and procedures to ensure educational value, pupil safety and fiscal reasonableness before approving any contract for educational enrichment activities; and prohibits educational enrichment activity funds from being used for tuition at a private school or for activities, materials and programs that are religious in nature.

## Employees

### [\\*AB 3216 \(Kalra\)](#)

**Amended:** 6/4/2020

**Title:** Employee Leave: Authorization: Coronavirus (COVID-19)

**Status:** Assembly Floor—Third Reading

**Position:**

#### **Summary:**

As amended June 4, expands family and medical leave and paid sick leave to include leave to care for a child, parent, or spouse if such family member's school or place of care is unavailable due to a state of emergency. Also expands leave to include an employee's inability to work or telework due to a state of emergency that involves a quarantine order, experiencing symptoms of a disease that is the subject of a state of emergency, being a member of a vulnerable population at high risk from the disease that is the subject of a state of emergency, or living with or being responsible for the care of a family member who is a member of a vulnerable population at high risk from the disease. Requires employers to provide at least seven days of paid sick leave that run concurrently with any paid sick leave available under local or federal law, available immediately, to use related to a state of emergency.

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**\*SB 805 (Portantino)****Amended:** 5/19/2020**Title:** School Employees: Leaves of Absence: Natural Disasters and Evacuation Orders**Status:** Senate Appropriations Committee—Suspense File**Position:** No Position**Summary:**

As amended, prohibits school districts from requiring an employee to use sick, vacation, or other paid leave if the school is forced to close because of a mandatory evacuation order or other designated emergencies, or if the employee is unable to report to work because they reside in an area affected by a mandatory evacuation order or other designated emergencies. Also requires the school district to ensure the employee is provided their regular pay for any days missed.

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**\*SB 943 (Chang)****Amended:** 5/19/2020**Title:** Paid Family Leave: COVID-19**Status:** Senate Appropriations Committee—Suspense File**Position:** No Position**Summary:**

Authorizes Paid Family Leave benefits for specified workers who take time off work to care for a child whose school is closed because of COVID-19. The bill was amended on May 19 to apply only until December 31, 2020.

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**SB 1159 (Hill)****Amended:** 4/22/2020**Title:** Workers' Compensation: COVID-19: Critical Workers**Status:** Senate Appropriations Committee—Suspense File**Position:** Watch**Summary:**

For Workers' Compensation purposes, add illness or death that results from exposure to COVID-19 to the definition of "injury" for a critical worker. A "critical worker" is a public or private sector employee who is employed to combat the spread of COVID-19.

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**SB 1383 (Jackson)****Amended:** 3/25/2020**Title:** Employees: Time Off**Status:** Senate Appropriations Committee—Suspense File**Position:** Watch**Summary:**

Prohibits all employers from discharging or discriminating against an employee for taking time off in the case of a school closure due to an emergency declaration by a federal, state, or local government agency.

## Facilities

### [\\*AB 3308 \(Gabriel\)](#)

**Amended:** 5/22/2020

**Title:** School Districts: Employee Housing

**Status:** Senate Rules Committee

**Position:** No Position

#### **Summary:**

Clarifies that the state policy created by the Teacher Housing Act of 2016 definitely authorizes school districts and developers who are recipients of these credits to open occupancy to school district employees first, if the school district owns the land.

## State Budget, Education Finance, and LCFF

### [AB 1835 \(Weber\)](#)

**Title:** Education Finance: Local Control Funding Formula: Supplemental and Concentration Grants

**Status:** Senate Rules Committee

**Position:** Oppose

#### **Summary:**

Requires local educational agencies to identify unspent supplemental and concentration grant funds and requires those funds to continue to be expended to increase and improve services for unduplicated students.

### [\\*AB 1837 \(Smith\)](#)

**Amended:** 5/4/2020

**Title:** School Safety: Emergency Response Team

**Status:** Senate Rules Committee

**Position:**

#### **Summary:**

As amended May 4, requires the Superintendent of Public Instruction to establish a State Assistance for Emergency Response Team within the California Department of Education to provide guidance and support to local educational agencies experiencing emergencies.

### [\\*AB 2052 \(O'Donnell\)](#)

**Amended:** 6/4/2020

**Title:** Pupil Instruction: Instructional Time Requirements

**Status:** Senate Rules Committee

**Position:** No Position

#### **Summary:**

Authorizes local educational agencies (LEAs) to meet minimum instructional day requirements by adding remaining instructional minutes to remaining instructional days in a school year when the LEA is unable to meet instructional day requirements under specified conditions. June 4 amendments allow for no more than 15 instructional days within the same school year to be added using this authorization.

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**\*AB 2626 (Bauer-Kahan)**

**Amended:** 6/4/2020

**Title:** Sales and Use Taxes: Exemption: Local Educational Agency

**Status:** Senate Rules Committee

**Position:** Support

**Summary:**

As amended June 4, this bill requires the California Research Bureau to conduct research on ways to close the digital divide through policies, including tax policies that reduce the upfront costs of devices and technology purchased by local educational agencies.

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**SB 884 (Dodd)**

**Amended:** 3/16/2020

**Title:** Education Finance: Emergencies: Public Safety Power Shutoffs

**Status:** Senate Appropriations Committee—Suspense File

**Position:** Support

**Summary:**

Adds public safety power shutoffs to the list of emergency conditions for which a local educational agency (LEA) can seek a waiver to offset a loss in average daily attendance. Establishes the Disaster Relief Instructional Recovery Program (Program) to allocate funds to eligible LEAs to make up instructional days lost due to emergency or other extraordinary conditions. If an LEA offers makeup instructional days, participation shall be optional for students and staff, and staff may choose to accept a supplemental contract for the makeup days. Reimbursement to LEAs participating in the Program shall be a rate of \$7 per pupil per hour.

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**Student Health and Nutrition**

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**SB 793 (Hill)**

**Amended:** 5/5/2020

**Title:** Flavored Tobacco Products

**Status:** Senate Appropriations Committee—Suspense File

**Position:** Support

**Summary:**

Prohibits the sale of flavored tobacco products.

**SCHOOL SERVICES OF CALIFORNIA, INC.**

**Legislative Report Prepared for:  
Fresno Unified School District  
Status as of: June 12, 2020**

**Remaining Bills for the 2019–20 Legislative Session**

<b>Bill No./ Author</b>	<b>Title</b>	<b>Position</b>	<b>Current Status</b>	<b>Page</b>
<b>Accountability and Assessments</b>				
AB 1512 Carrillo	Public Postsecondary Education: Community Colleges: Course Credit for Passage of International Baccalaureate Examination	Support	Senate Rules Committee	23
AB 2472 Jones- Sawyer	Public Schools: Accountability: County Superintendents of Schools	Watch	Assembly Education Committee—Bill Did Not Meet Deadline	23
<b>Early Childhood Education</b>				
AB 123 McCarty	Early Childhood Education: State Preschool Program: Access: Standards		Senate Education Committee	23
AB 125 McCarty	Early Childhood Education: Reimbursement Rates		Senate Appropriations Committee	24
SB 174 Leyva	Early Childhood Education: Reimbursement Rates		Assembly Appropriations Committee	24
<b>Employees</b>				
AB 843 Rodriguez	Student Financial Aid: Assumption Program of Loans for Education	Support	Senate Education Committee	24

AB 1623 Rivas, Robert	Teaching Credential: Teacher Recruitment: Golden State Teacher Grant Program	Support	Senate Education Committee	25
AB 2682 Medina	Certificated School Employees: Probationary Employees		Assembly Education Committee—Bill Did Not Meet Deadline	25
SB 796 Leyva	School and Community College Employees: Absences Due to Illness or Accident		Senate Education Committee—Bill Did Not Meet Deadline	25
<b>Facilities</b>				
AB 2184 O'Donnell	School Facilities: Design-Build Contracts		Assembly Education Committee—Bill Did Not Meet Deadline	26
<b>Instruction</b>				
AB 331 Medina	Pupil Instruction: High School Graduation Requirements: Ethnic Studies	Support	Senate Appropriations Committee—Suspense File	26
AB 2709 Weber	Full-Day Kindergarten	Watch	Assembly Education Committee—Bill Did Not Meet Deadline	26
AB 3292 Dahle, Megan	Pupil Attendance: Excused Absences: Cultural Ceremonies or Events	Support	Assembly Education Committee—Bill Did Not Meet Deadline	26
SB 1153 Rubio	Elementary Education: Kindergarten	Support	Senate Education Committee—Bill Did Not Meet Deadline	27
<b>Mental Health</b>				
AB 8 Chu	Pupil Health: Mental Health Professionals	Watch	Senate Health Committee	27
<b>Miscellaneous</b>				
AB 2093 Gloria	Public Records: Writing Transmitted by Electronic Mail: Retention	Support	Assembly Appropriations Committee—Bill Did Not Meet Deadline	27



SB 2 Glazer	Statewide Longitudinal Student Database	Watch	Assembly Education Committee	27
<b>Special Education</b>				
AB 428 Medina	Special Education Funding	Support	Senate Appropriations Committee—Suspense File	28
SB 217 Portantino	Special Education: Individuals with Exceptional Needs	Support	Assembly Education Committee	28
<b>State Budget, Education Finance, and LCFF</b>				
AB 39 Muratsuchi	Education Finance: Local Control Funding Formula: Aspirational Funding Level: Reports	Support	Senate Floor—Inactive File	29
AB 1834 Weber	Education Finance: Local Control Funding Formula: Supplemental and Concentration Grants	No Position	Assembly Education Committee—Bill Did Not Meet Deadline	29
AB 2291 Medina	Special Education Funding	Support	Assembly Education Committee—Bill Did Not Meet Deadline	29
AB 2500 McCarty	Transitional Kindergarten: Average Daily Attendance	Support	Assembly Education Committee—Bill Did Not Meet Deadline	29
AB 2646 Levine	Education Finance: Supplemental Education Funding		Assembly Education Committee—Bill Did Not Meet Deadline	30
AB 2685 Weber	Education Finance: Local Control Funding Formula: Supplemental Grants: Lowest Performing Pupil Subgroup or Subgroups	Support	Assembly Education Committee—Bill Did Not Meet Deadline	30
AB 3179 McCarty	Education Finance: School District Finances: Educational Employment Relations Act	No Position	Assembly Education Committee—Bill Did Not Meet Deadline	30
SB 499 McGuire	School Meals: California-Grown for Healthy Kids Program	Watch	Assembly Education Committee	30
SB 729 Portantino	Local Control Funding Formula: School Districts and Charter Schools	Support	Assembly Education Committee	31

SCA 5 Hill	Taxation: School Districts: Parcel Tax	Support	Senate Floor—Inactive File	31
<b>Student Health and Nutrition</b>				
AB 1937 Rivas, Luz	Homeless Children and Youths and Unaccompanied Youths: Reporting	Support	Assembly Education Committee—Bill Did Not Meet Deadline	31
AB 1995 Rivas, Luz	Pupil Nutrition: Reduced-Price Meals	Support	Assembly Education Committee—Bill Did Not Meet Deadline	31
AB 2116 Levine	Pupil Health: Seizure Disorders		Assembly Education Committee—Bill Did Not Meet Deadline	32
AB 3006 Berman	School Meals: Free or Reduced-price Meals	Support	Assembly Education Committee—Bill Did Not Meet Deadline	32
AB 3218 Quirk-Silva	Homeless Children and Youths: Reporting	Support if Amended	Assembly Education Committee—Bill Did Not Meet Deadline	32

## Accountability and Assessments

### [AB 1512 \(Carrillo\)](#)

**Amended:** 1/6/2020

**Title:** Public Postsecondary Education: Community Colleges: Course Credit for Passage of International Baccalaureate Examination

**Status:** Senate Rules Committee

**Position:** Support

#### **Summary:**

Requires community colleges to award academic credit for students who pass an International Baccalaureate subject exam.

### [AB 2472 \(Jones-Sawyer\)](#)

**Title:** Public Schools: Accountability: County Superintendents of Schools

**Status:** Assembly Education Committee—Bill Did Not Meet Deadline

**Position:** Watch

#### **Summary:**

Certain provisions of the *Williams* settlement legislation, such as annual county superintendent visits and reviews, apply to schools ranked in deciles 1–3 as determined every three years by the base Academic Performance Index (API). Instead of using the API, this bill seeks to identify schools subject to county superintendent monitoring by referring to schools identified for federal comprehensive support and improvement and additional targeted support and improvement.

## Early Childhood Education

### [AB 123 \(McCarty\)](#)

**Amended:** 4/29/2019

**Title:** Early Childhood Education: State Preschool Program: Access: Standards

**Status:** Senate Education Committee

**Position:**

#### **Summary:**

This bill aims to expand access to high-quality state preschool programs and provide additional adult support in transitional kindergarten classrooms by doing the following:

- Expand access to state preschool programs for four years olds that live in designated low-income neighborhoods
- Cap state preschool classrooms at 24 students
- By July 1, 2028, require state preschool teachers to have a bachelor's degree, 24 early childhood education units, and any other alternative certificates determined by the Commission on Teacher Credentialing.
- Establish scholarship program for individuals committed to meeting the new preschool teacher requirements by July 1, 2028

- Increase full day state preschool reimbursement rates to approximately \$14,000 but requires at least 65% of the rate increase to be used to increase wages of preschool classroom staff

---

**AB 125 (McCarty)**

**Amended:** 6/18/2019

**Title:** Early Childhood Education: Reimbursement Rates

**Status:** Senate Appropriations Committee

**Position:**

**Summary:**

This bill reforms the state child care and preschool reimbursement rate system into a single regionalized rate system that adequately compensates the workforce for the cost of providing care and education and improves the system quality by providing improvement incentives to fund continuing education and professional development for teachers along with efforts to improve program standards.

---

**SB 174 (Leyva)**

**Amended:** 6/13/2019

**Title:** Early Childhood Education: Reimbursement Rates

**Status:** Assembly Appropriations Committee

**Position:**

**Summary:**

This bill reforms the state child care and preschool reimbursement rate system into a single regionalized rate system that adequately compensates the workforce for the cost of providing care and education and improves the system quality by providing improvement incentives to fund continuing education and professional development for teachers along with efforts to improve program standards.

---

**Employees**

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**AB 843 (Rodriguez)**

**Amended:** 5/16/2019

**Title:** Student Financial Aid: Assumption Program of Loans for Education

**Status:** Senate Education Committee

**Position:** Support

**Summary:**

As amended, this bill authorizes the California Student Aid Commission (CSAC) to award 7,200 new warrants for the Assumption Program of Loans for Education (APLE). Additional loan assumption benefits of an unspecified amount also would be provided to a person who teaches, mathematics, science, Special Education, bilingual education, or career technical education in a school district that is determined to be in need of differentiated assistance.

---

**AB 1623 (Rivas, Robert )**

**Amended:** 5/16/2019

**Title:** Teaching Credential: Teacher Recruitment: Golden State Teacher Grant Program

**Status:** Senate Education Committee

**Position:** Support

**Summary:**

This bill establishes the Golden State Teacher Grant Program to provide grants to students enrolled in a teacher credentialing program who commit to teaching bilingual education, math, STEM, science, or Special Education.

---

**AB 2682 (Medina)**

**Title:** Certificated School Employees: Probationary Employees

**Status:** Assembly Education Committee—Bill Did Not Meet Deadline

**Position:**

**Summary:**

Changes classification as a permanent employee for certain certificated employees, including:

- A probationary employee employed in an assignment that is less than full time and who, in any one school year, has served for at least 75% of the number of days required of the assignment in which the employee is employed is deemed to have served a complete school year
- A probationary employee of an adult education program is deemed to have served a complete school year if the employee serves for at least 75% of the hours constituting a full-time equivalent position for adult education programs in the school district
- Service by an instructor at regional occupational centers or programs are included in computing the service required for classification as a permanent employee

---

**SB 796 (Leyva)**

**Amended:** 2/19/2020

**Title:** School and Community College Employees: Absences Due to Illness or Accident

**Status:** Senate Education Committee—Bill Did Not Meet Deadline

**Position:**

**Summary:**

This bill would require a certificated or classified school employee who exhausts all available sick leave and continues to be absent from duties on account of illness or accident for an additional period of five months to receive the employee's full salary during those five months.

## Facilities

### [AB 2184 \(O'Donnell\)](#)

**Title:** School Facilities: Design-Build Contracts

**Status:** Assembly Education Committee—Bill Did Not Meet Deadline

**Position:**

**Summary:**

Authorizes a school district, as an alternative to price of the project, to instead weigh as a factor the proposing design-build entity's design cost, general conditions, overhead, and profit as a component of the project price. If this alternative is used, the contract is required to be subject to further negotiations and requirements.

## Instruction

### [AB 331 \(Medina\)](#)

**Amended:** 7/3/2019

**Title:** Pupil Instruction: High School Graduation Requirements: Ethnic Studies

**Status:** Senate Appropriations Committee—Suspense File

**Position:** Support

**Summary:**

This bill adds a one-semester ethnic studies course as a state high school graduation requirement commencing with 2024–25, but authorizes local educational agencies to require a full-year ethnic students course. Students may fulfill the ethnic studies requirement by completing either an ethnic studies course, or an ethnic studies course taught as another subject.

### [AB 2709 \(Weber\)](#)

**Title:** Full-Day Kindergarten

**Status:** Assembly Education Committee—Bill Did Not Meet Deadline

**Position:** Watch

**Summary:**

Requires school districts offering kindergarten to implement at least one full-day kindergarten program, commencing with 2023–23. A minimum schoolday for full-day kindergarten is the same number of minutes per schoolday that is offered to pupils in first grade.

### [AB 3292 \(Dahle, Megan\)](#)

**Title:** Pupil Attendance: Excused Absences: Cultural Ceremonies or Events

**Status:** Assembly Education Committee—Bill Did Not Meet Deadline

**Position:** Support

**Summary:**

Adds participation in a cultural ceremony or event to the list of excused school absences.

---

**[SB 1153 \(Rubio\)](#)**

**Title:** Elementary Education: Kindergarten

**Status:** Senate Education Committee—Bill Did Not Meet Deadline

**Position:** Support

**Summary:**

Requires students to complete kindergarten before starting first grade.

---

**Mental Health**

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**[AB 8 \(Chu\)](#)**

**Amended:** 5/16/2019

**Title:** Pupil Health: Mental Health Professionals

**Status:** Senate Health Committee

**Position:** Watch

**Summary:**

This bill requires schools to have at least one mental health professional for every 600 pupils on or before December 31, 2024.

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**Miscellaneous**

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**[AB 2093 \(Gloria\)](#)**

**Title:** Public Records: Writing Transmitted by Electronic Mail: Retention

**Status:** Assembly Appropriations Committee—Bill Did Not Meet Deadline

**Position:** Support

**Summary:**

Requires all public agencies, for purposes of the California Public Records Act, to retain and preserve for at least two years every public record that is transmitted by electronic mail.

---

**[SB 2 \(Glazer\)](#)**

**Amended:** 5/23/2019

**Title:** Statewide Longitudinal Student Database

**Status:** Assembly Education Committee

**Position:** Watch

**Summary:**

This bill would require the Office of Higher Education Coordination, Accountability, and Performance (Office), as proposed to be established by Senate Bill 3 (Allen), to assume the responsibilities previously assigned to the now defunct California Postsecondary Education Commission and to convene a review committee to advise the Office regarding the creation of a statewide longitudinal student database. The bill would require that every education segment (early childhood education, California Department of Education, California Community Colleges, California State University, and University of California) include a representative on the review committee.

## Special Education

### **[AB 428 \(Medina\)](#)**

**Title:** Special Education Funding

**Status:** Senate Appropriations Committee—Suspense File

**Position:** Support

#### **Summary:**

This bill would implement several of the recommendations from the California Special Education Task Force and provide support to California's students with special needs by:

- Establishing a funding mechanism to support Special Education preschool programs by adding preschoolers to the Assembly Bill (AB) 602 funding formula
- Addressing long-standing inequities by equalizing Special Education funding rates to the 95<sup>th</sup> percentile over a five-year period
- Providing a supplemental grant to support students with greater needs, including students on the autism spectrum, and students who are blind, visually impaired, and intellectually disabled

Amending the current AB 602 calculation to allow the greater of the current or prior school year average daily attendance (ADA) for each district in a multiple district Special Education Local Plan Area (SELPA) to be used in determining total SELPA ADA

### **[SB 217 \(Portantino\)](#)**

**Amended:** 5/17/2019

**Title:** Special Education: Individuals with Exceptional Needs

**Status:** Assembly Education Committee

**Position:** Support

#### **Summary:**

Senate Bill (SB) 217 creates the Special Education Early Intervention Grant Program, which provides school districts with \$4,000 per child to increase inclusive access to early education programs for children with exceptional needs. SB 217 also expands eligibility for transitional kindergarten to include children with exceptional needs turning five years old at any time during the school year.



## State Budget, Education Finance, and LCFF

### [AB 39 \(Muratsuchi\)](#)

**Amended:** 8/30/2019

**Title:** Education Finance: Local Control Funding Formula: Aspirational Funding Level: Reports

**Status:** Senate Floor—Inactive File

**Position:** Support

#### **Summary:**

This bill would specify new, higher Local Control Funding Formula (LCFF) base grant amounts beginning with the 2020–21 fiscal year, which would also increase the supplemental and concentration grant amounts and result in various other changes to funding calculations for purposes of the LCFF.

### [AB 1834 \(Weber\)](#)

**Title:** Education Finance: Local Control Funding Formula: Supplemental and Concentration Grants

**Status:** Assembly Education Committee—Bill Did Not Meet Deadline

**Position:** No Position

#### **Summary:**

Requires the California Department of Education to develop a tracking mechanism for local educational agencies to report the types of services on which they spend their supplemental and concentration grant funds.

### [AB 2291 \(Medina\)](#)

**Title:** Special Education Funding

**Status:** Assembly Education Committee—Bill Did Not Meet Deadline

**Position:** Support

#### **Summary:**

This bill is a reintroduction of Assembly Bill 428 (2019). This bill:

- Establishes a funding mechanism for preschoolers with disabilities
- Equalizes special education funding rates to the 95th percentile
- Provides a supplemental grant to support students with greater needs, including students on the autism spectrum, and students who are blind, visually impaired, and intellectually disabled

### [AB 2500 \(McCarty\)](#)

**Title:** Transitional Kindergarten: Average Daily Attendance

**Status:** Assembly Education Committee—Bill Did Not Meet Deadline

**Position:** Support

#### **Summary:**

Provides for average daily attendance for all TK students who turn five years old during the school year.

---

**[AB 2646 \(Levine\)](#)**

**Title:** Education Finance: Supplemental Education Funding

**Status:** Assembly Education Committee—Bill Did Not Meet Deadline

**Position:**

**Summary:**

Provides supplemental funding for school districts and county offices of education based on the Local Control Funding Formula (LCFF) using enrollment minus what the district received under LCFF using average daily attendance.

---

**[AB 2685 \(Weber\)](#)**

**Title:** Education Finance: Local Control Funding Formula: Supplemental Grants: Lowest Performing Pupil Subgroup or Subgroups

**Status:** Assembly Education Committee—Bill Did Not Meet Deadline

**Position:** Support

**Summary:**

Adds the lowest performing subgroup of students as “unduplicated pupils” under the Local Control Funding Formula. The Superintendent of Public Instruction shall annually identify the lowest performing subgroup using the most recent math and English language arts California Assessment of Student Performance and Progress results.

---

**[AB 3179 \(McCarty\)](#)**

**Title:** Education Finance: School District Finances: Educational Employment Relations Act

**Status:** Assembly Education Committee—Bill Did Not Meet Deadline

**Position:** No Position

**Summary:**

This bill, if a county superintendent of schools disapproves a school district’s budget for a subsequent year, would continue the authority of the county superintendent of schools to stay or rescind any action of the school district governing board that is determined to be inconsistent with the ability of the school district to meet its obligations for the current or subsequent fiscal year, without interruption, until the next subsequent year’s budget is approved by the county superintendent of schools.

---

**[SB 499 \(McGuire\)](#)**

**Amended:** 5/17/2019

**Title:** School Meals: California-Grown for Healthy Kids Program

**Status:** Assembly Education Committee

**Position:** Watch

**Summary:**

Existing law authorizes schools participating in certain federal school meals programs to establish a base year for purposes of calculating the number of pupils at the school who are eligible for free or reduced price meals by determining each pupil’s eligibility status in that base year and using that number to report eligibility for up to each of the following three school years. This bill would additionally allow schools participating in those federal school meals programs to establish a base year by carrying over the number of pupils at the school who were eligible for free or reduced price meals from the school year in which the school applied to use a federal universal school meal provision.

---

**[SB 729 \(Portantino\)](#)****Amended:** 3/27/2019**Title:** Local Control Funding Formula: School Districts and Charter Schools**Status:** Assembly Education Committee**Position:** Support**Summary:**

As amended March 27, 2019, this bill adjusts the LCFF base grant for the 2019-20 fiscal year with a 5.16% cost-of-living-adjustment.

---

**[SCA 5 \(Hill\)](#)****Amended:** 4/22/2019**Title:** Taxation: School Districts: Parcel Tax**Status:** Senate Floor—Inactive File**Position:** Support**Summary:**

This bill would place a proposition on the ballot that would lower the parcel tax threshold for school and community college districts from two-thirds to 55%.

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**Student Health and Nutrition**

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**[AB 1937 \(Rivas, Luz\)](#)****Amended:** 3/9/2020**Title:** Homeless Children and Youths and Unaccompanied Youths: Reporting**Status:** Assembly Education Committee—Bill Did Not Meet Deadline**Position:** Support**Summary:**

Requires schools to identify all homeless students using a housing questionnaire that is provided to all parents or guardians. Requires a local educational agency (LEA) to ensure that personnel who provide services to homeless youth receive annual training about the homeless education program, and an LEA must post on its website a list of liaisons for homeless youth in that school district or county.

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**[AB 1995 \(Rivas, Luz\)](#)****Title:** Pupil Nutrition: Reduced-Price Meals**Status:** Assembly Education Committee—Bill Did Not Meet Deadline**Position:** Support**Summary:**

Requires school districts and county offices of education to provide meals for free to students eligible to receive a reduced-price meal.

---

**AB 2116 (Levine)**

**Title:** Pupil Health: Seizure Disorders

**Status:** Assembly Education Committee—Bill Did Not Meet Deadline

**Position:**

**Summary:**

For schools that have a student enrolled who has a seizure disorder, this bill:

- Requires all schools to have at least one employee who has received training on seizure recognition, treatment, and response
- Requires schools to provide training to school personnel with direct contact and supervision of students on recognizing the signs and symptoms of seizures and the appropriate steps for seizure first aid
- Authorizes a school nurse who has received training on seizures to administer seizure-related medication
- Requires schools to collaborate with a parent of a student diagnosed with a seizure disorder to create a seizure action plan
- Requires schools to provide to all students an age-appropriate seizure education program

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**AB 3006 (Berman)**

**Amended:** 5/4/2020

**Title:** School Meals: Free or Reduced-Price Meals

**Status:** Assembly Education Committee—Bill Did Not Meet Deadline

**Position:** Support

**Summary:**

Allows schools participating in the federal school meals program to establish a base year by carrying over the number of students at the school who were eligible for free or reduced price meals from the school year in which the school applied to use a federal universal school meal provision. Grants a supplemental state reimbursement for local educational agencies that participate in a federal universal school meal program.

---

**AB 3218 (Quirk-Silva)**

**Title:** Homeless Children and Youths: Reporting

**Status:** Assembly Education Committee—Bill Did Not Meet Deadline

**Position:** Support if Amended

**Summary:**

Requires local educational agencies to establish homeless education program policies that are consistent with specified state laws that apply to homeless students, including attending the school of origin. It also requires training for staff who work with students on the homeless education program policies and recognition of signs that a student is homeless or at risk of becoming homeless.

Fresno Unified School District  
Board Communication

**BC Number EA-1**

From the Office of the Superintendent  
To the Members of the Board of Education  
Prepared by: Kristi Imber-Olivares, Director  
Cabinet Approval:

Date: June 19, 2020

Phone Number: 457-3896

Regarding: Reopening of Schools Parent, Staff, and Student Survey Results

The purpose of this communication is to provide the Board information regarding the Reopening of Schools Parent, Staff, and Student survey results. The health and safety of our students and staff are the highest priority, and this survey was designed to gather input to guide Fresno Unified's decisions and resources for the 2020/21 school year. The information obtained from these surveys will inform our district's comprehensive plan for reopening our Fresno Unified schools in alignment with state and health guidelines.

The Reopening of Schools surveys asked about parental, staff, and student preference of how students should return to school in the fall, barriers experienced during school closures, transportation plans for the upcoming school year, technology needs, and satisfaction with our district communication. The survey was shared with all parents or guardians, all staff, and secondary students in grades 7 to 12. In partnership with Communications, the surveys were sent to parents, staff, and students through SchoolMessenger, Rapid Alert, and posted on various social media platforms. In addition, Equity and Access, Curriculum and Instruction, Parent University, and School Sites partnered to make phone calls to parents across our district to complete the survey by phone. 6,539 parent phone calls were made with 1,921 parents completing the survey by phone, while 8,169 parents completed the survey online. In total, 10,090 parents completed the parent survey, 3,749 staff completed the staff survey online, and 5,740 students completed the online student survey, with a total of 18,951 surveys completed.

Survey results demonstrate that approximately three out of four parents, staff, and students prefer a traditional face-to-face school in fall 2020/21. When given the choice between a hybrid model where students attend consecutive days in a row (Monday/Tuesday/Wednesday) or a staggered/rotating schedule (Monday/Wednesday/Friday), more than 50% of staff and students preferred a staggered/rotating schedule, while over 50% of parents preferred a hybrid model where students attend school consecutive days in a row.

Included in this communication is an infographic with the Reopening of Schools Survey results in more detail.

If you have further questions or require additional information, please contact Lindsay Sanders at 457-3471.

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 06/19/2020



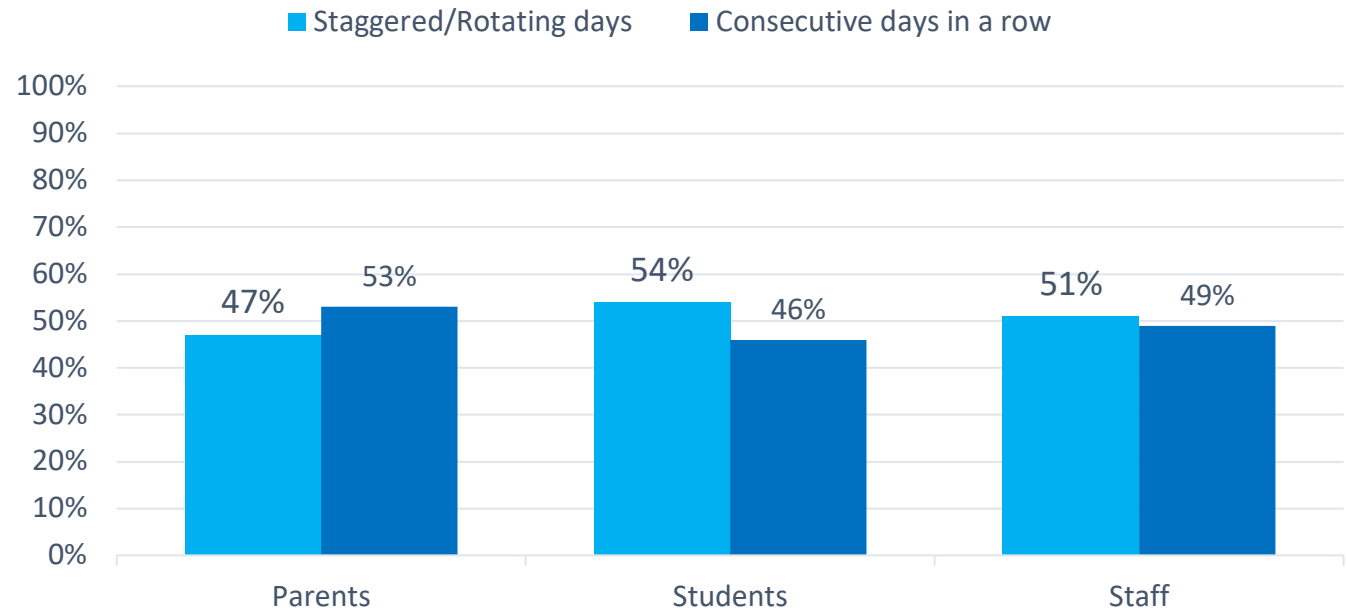
**19,579**  
Surveys Completed



**3** in **4** parents/guardians, students, and staff prefer traditional face-to-face school in fall 2020-21



**Parent, Student, and Staff Preference for a Hybrid Model**



**10,090** parents completed the survey

**20,506** students represented



**9.6%** of students will walk to school independently

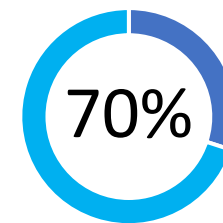
**61.7%** of students will take personal transportation

**8.4%** of students need bus transportation

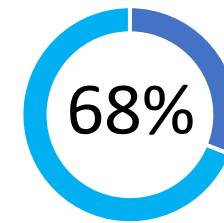
**13.3%** of students do not ride the bus

**2.5%** of students will transfer to a neighborhood school

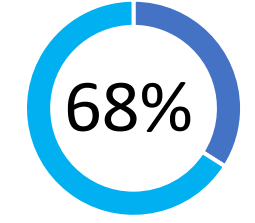
Percent of parents satisfied with communication received since the beginning of COVID-19



Fresno Unified District



School Site

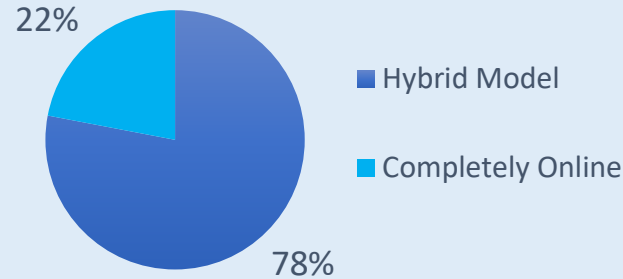


Your child's teacher



**3** in **4** parents/guardians prefer traditional face-to-face school in fall 2020-21

Parents Prefer a Hybrid Model vs. Completely Online

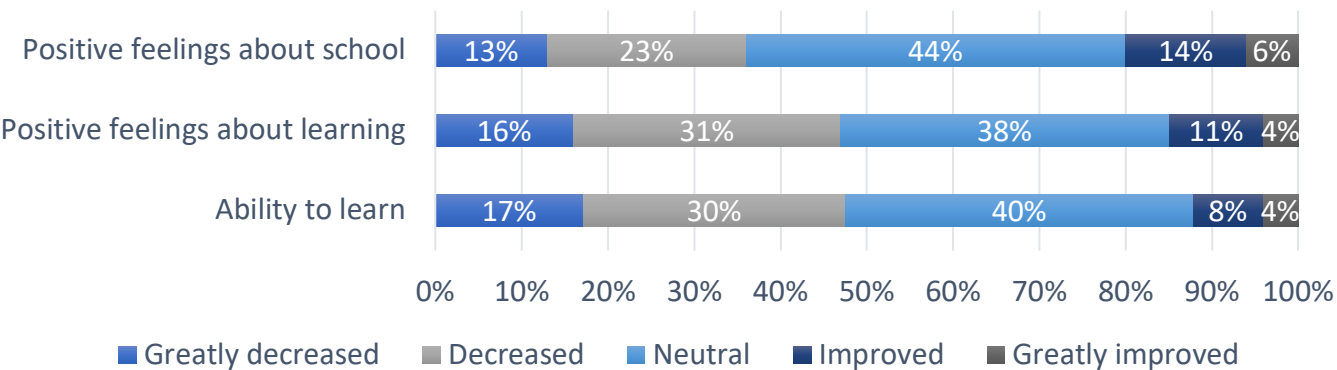


Parental Preference for Hybrid Model

**47%** of parents prefer a staggered/rotating schedule

**53%** of parents prefer students to attend school consecutive days in a row

Parental perception of distance learning effect on students



Top 5 barriers parents experienced continuing their child(ren)'s learning during emergency distance learning\*

**42%** Homework and activities required additional help or supervision

**29%** Education resources required too much supervision

**28%** Use of multiple platforms

**28%** Inconsistency of staff interaction with my child

**24%** Education resources were too difficult for distance learning

\*respondents allowed multiple responses

# 3,749

staff members completed the survey

## Top 5 professional learning priorities for staff upon return

- 15.7%** Closing Gaps left by COVID-19
- 15.1%** Collaborative Learning with Physical Distancing
- 14.8%** Cultural Proficiency
- 11.3%** Distance Learning
- 8.6%** Core textbook online tools and resources (GoMath, Wonders, etc.)



# 49%

of staff members state that they are **“comfortable”** or **“very comfortable”** returning to work



**3** in **4** staff members prefer traditional face-to-face school in fall 2020-21

# 53%

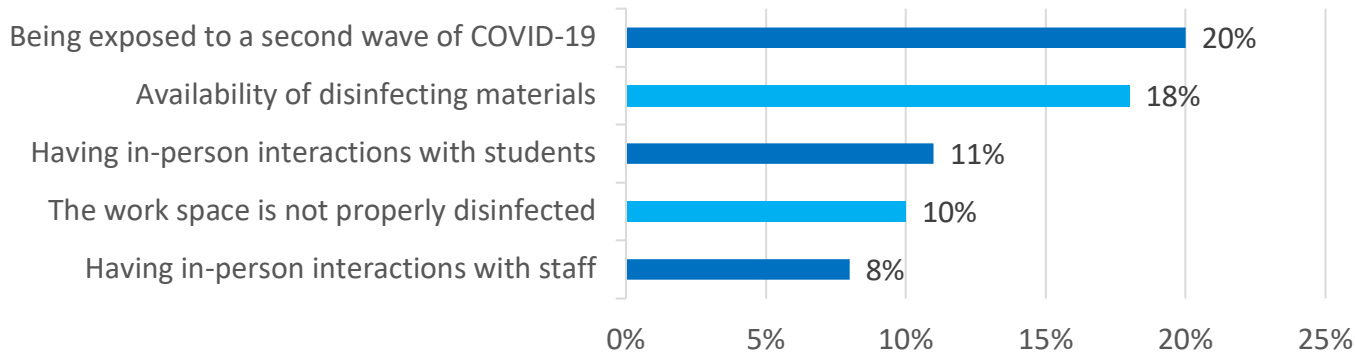
of staff members state that they are **“confident”** or **“very confident”** providing distancing learning in fall

## Staff Preference for Hybrid Model

**51%** of staff prefer a staggered/rotating schedule

**49%** of staff prefer students to attend school consecutive days in a row

## Top 5 Staff Concerns Upon Return\*



## Top 5 barriers staff experienced continuing student learning during emergency distance learning\*

- 18%** Parents had other responsibilities/ couldn't provide assistance
- 15%** My students encountered technological issues
- 11%** My students lacked reliable internet access (Wi-Fi connectivity)
- 9%** My students had other responsibilities at home
- 9%** Remote learning assignments couldn't negatively affect grades

\*respondents allowed multiple responses



## Top 5 Supports Students Need to Increase Their Confidence to Return In-Person in Fall

# 5,740

students completed the survey



17% Face masks available for everyone



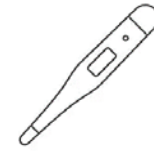
15% Require teachers/staff to wear face masks



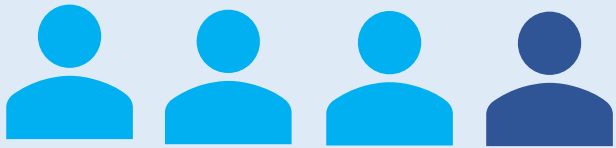
13% Require students to wear face mask



12% Regularly scheduled, adult-supervised hand washing



12% Daily temperature screenings for staff and students



**3** in **4** students prefer traditional face-to-face school in fall 2020-21

# 88%

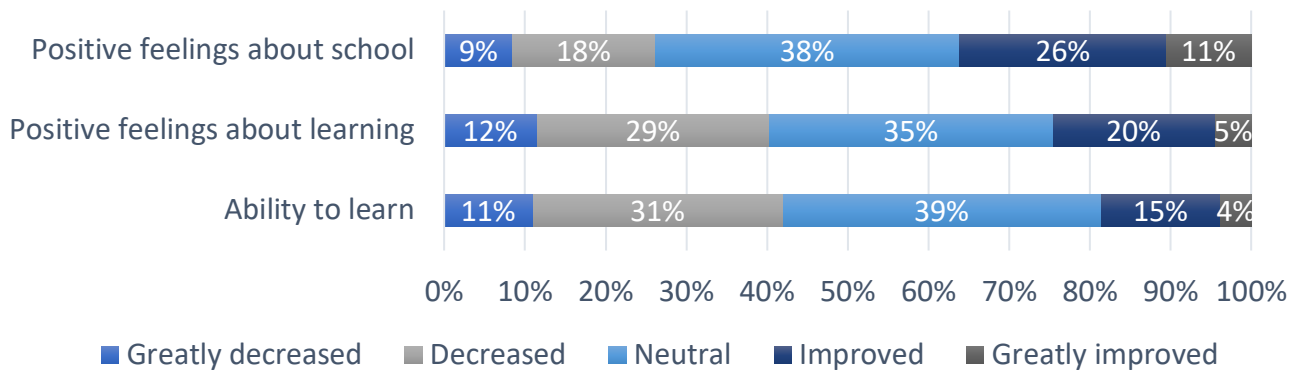
of students describe their **communication with teachers** as “good” or “excellent” during the 2019-2020 closure.

## Student Preference for Hybrid Model

**54%** of students prefer a staggered/rotating schedule

**46%** of students prefer students to attend school consecutive days in a row

## Students’ perception of effects of distance learning on students



## Top 5 barriers students experienced continuing their own learning during emergency distance learning\*

- 15%** Lack of motivation
- 14%** Difficulty understanding assignments
- 11%** Has other commitments (e.g. work/care for siblings/etc.)
- 11%** Time management
- 8%** Lack of teacher support

Fresno Unified School District  
Board Communication

**BC Number OS-1**

From the Office of the Superintendent  
To the Members of the Board of Education  
Prepared by: Karin Temple, Chief Operating Officer  
Cabinet Approval: *KSTemple*

Date: June 19, 2020

Phone Number: 457-3134

Regarding: Reducing Sugar in Student Meals

The purpose of this communication is to provide the Board information regarding reduction of sugar in milk and juice served with school meals. Per Board direction, the district will begin decreasing the amount of chocolate milk purchased. Chocolate milk will cease being provided in summer meals after July 1, and in the upcoming school year will be available only at lunch in elementary schools.

To comply with USDA requirements to offer two types of milk with every meal, when school opens in August students can select from non-fat or 1%-fat plain milk. Additionally, Producers Dairy, the provider of dairy products to the district, is again exploring reformulation of chocolate milk with fewer grams of added sugar.

To further reduce added sugars from school meals, fruit juice will be removed from elementary school menus and replaced with whole fruit two days per week starting in August. As logistical challenges are addressed, the objective is complete removal of fruit juice in favor of whole fruit during the school year.

This is an opportunity for the district to evaluate added sugars throughout our student meal program. Staff will review all menu items to identify other products with added sugars that present opportunities for reduction such as cereal, cereal bars, breakfast items, and condiments.

If you have questions or need further information, please contact Karin Temple at 457-3134 or Amanda Harvey at 457-6277.

Approved by Superintendent  
Robert G. Nelson Ed.D.

*Robert G. Nelson*

Date: 06/19/2020

Fresno Unified School District  
Board Communication

**BC Number OS-2**

From the Office of the Superintendent  
To the Members of the Board of Education  
Prepared by: Karin Temple, Chief Operating Officer  
Cabinet Approval: *K Temple*

Date: June 19, 2020

Phone Number: 457-3134

Regarding: Hedges Avenue Building – Update on Abatement/Demolition

The purpose of this communication is to provide the Board updated information regarding abatement and demolition of the district-owned property at 2526/2540 East Hedges Avenue. On May 20, 2020, the Board approved Resolution 19-42 to provide for immediate remediation of emergency conditions at the site by approving the competitive bid award process in advance with a compressed timeline. The resolution authorized bid award up to \$550,000. A summary of the process is provided below:

- Bid 20-59 was distributed to four approved vendors on May 15, 2020
- Bid walk was conducted with potential bidders on May 20, 2020
- Sealed bids were received in Purchasing on May 27, 2020
- Lowest responsive, responsible bidder was Cencal Services in the amount of \$174,720
- Letter of Intent to award was issued to Cencal Services on May 29, 2020
- Notice to Proceed was issued on June 3, 2020
- Work is proceeding as scheduled

Abatement work is expected to take approximately four weeks, followed by demolition and clearing of the site. The time of completion is 90 calendar days ending August 31, 2020.

If you have questions or need further information, please contact Karin Temple at 457-3134 or Alex Belanger at 457-6126.

Approved by Superintendent  
Robert G. Nelson Ed.D. \_\_\_\_\_

*Robert G. Nelson*

Date: 06/19/2020

Fresno Unified School District  
Board Communication

**BC Number SL-1**

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

Date: June 19, 2020

Phone Number: 248-7465

Regarding: Summer Learning 2020 Student Connectivity Centers

The purpose of this communication is to provide the Board information regarding Student Connectivity Centers operating at high school sites during the Summer Learning 2020 program.

Summer Academies are designed to support students with ongoing learning, for students with credit recovery needs, or to accelerate academic achievement. Learning is led by teachers through virtual instruction in content focused on literacy, math, dual immersion, individualized special education, English Learner instruction, and high school credit recovery. Summer Academies began on Tuesday, June 9, 2020.

High school students participating in Summer Academy are repeating courses to make up credit deficiencies for graduation and/or A-G requirements through the Edgenuity learning platform. To support students who do not have access to internet from home, high school sites will offer Student Connectivity Centers on campus for students to access during the day to connect to the internet and complete coursework in Edgenuity.

The Student Connectivity Centers, taking place in high school cafeterias or libraries, are scheduled to open over a period of three weeks. Duncan, Hoover and Sunnyside High School opened a Student Connectivity Center during the week ending June 12, 2020. Bullard, Fresno, and McLane High School are scheduled to open during the week ending June 19, 2020 with Edison, Roosevelt, Cambridge, DeWolf and JE Young slated to open the week ending June 26, 2020.

Safety measures being enforced at the Student Connectivity Centers include, but are not limited to, requiring staff and students to wear face coverings/masks, the maintaining of six feet social distance markers for waiting in line to enter, physical distancing of at least six feet, and hand hygiene (use of soap and water or alcohol-based hand sanitizer before and after entering). Additionally, each student is screened prior to entering the Student Connectivity Center using the Fresno County Department of Public Health Screening Tool. Student workstations are sanitized after each use and at the conclusion of each day.

Communication to students and parents about Student Connectivity Center availability is provided by summer school site administration, counselors, and teachers.

If you have any questions or require additional information, please contact Jeremy Ward at 248-7465.

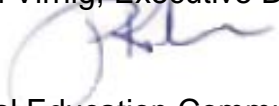
Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 06/19/2020

Fresno Unified School District  
Board Communication

**BC Number SL-2**

From the Office of the Superintendent  
To the Members of the Board of Education  
Prepared by: Sean Virnig, Executive Director  
Cabinet Approval: 

Date: June 19, 2020

Phone Number: 457-3227

Regarding: Special Education Community Advisory Committee Dates

The purpose of this communication is to provide the Board information regarding the Special Education Community Advisory Committee (CAC) meetings for the 2020/21 school year.

The CAC is a group of parents, school personnel, and other community members working together on behalf of Fresno Unified students receiving special education services. Every Special Education Local Plan Area (SELPA) is required to have a CAC which operates formally within local established bylaws. The group advises the district on matters related to special education with the goal of providing a high-quality educational experience aligned to each student's individual needs. The Fresno Unified CAC has established meeting dates for the 2020/21 school year as outlined below:

- August 17, 2020
- September 21, 2020
- October 19, 2020
- November 16, 2020
- January 19, 2021
- February 16, 2021
- March 15, 2021
- April 19, 2021
- May 6, 2021
- May 17, 2021
- June 21, 2021

All meetings are held from 6:00 p.m. - 7:30 p.m. Depending on health and safety conditions throughout the school year, each meeting will either be held at Parent University, 850 N. Blackstone, or may be viewed via live webcast. All parents, staff members, and community members interested in participating are encouraged to attend and join the CAC.

If you have any questions or require additional information, please contact Sean Virnig at 457-3227.

Approved by Superintendent  
Robert G. Nelson Ed.D. 

Date: 06/19/2020

Fresno Unified School District  
Board Communication

**BC Number SL-3**

From the Office of the Superintendent  
To the Members of the Board of Education  
Prepared by: Edith Navarro, Administrator  
Cabinet Approval:

Date: June 19, 2020

Phone Number: 457-3874

Regarding: Instructional Broadcasts

The purpose of this communication is to provide the Board information regarding broadcasting K-3 literacy instruction in partnership with Valley PBS, titled "Local Learning".

The goal is to provide access to literacy instruction through television programming, which can reach students throughout the Central Valley, specifically those with weak or nonexistent internet connectivity.

Broadcasts will air June 22, 2020 through August 14, 2020, with the possibility of broadcasting through the fall. Beginning the week of June 22, 2020, the program will air daily from 8:00 a.m. to 9:00 a.m. Starting the week of June 29, lessons will also be available with Spanish subtitles. Each hour will have four 15-minute lessons addressing each grade level, K-3, created and taught by Fresno Unified teachers. The lessons are based on fourth quarter unfinished learning.

Multiple platforms will be utilized to broadcast programming, including Fresno Unified's Facebook page and the PBS website. Parents will be able to access programming live or on-demand through pre-recordings. All lessons will have closed captioning.

The costs associated with the Local Learning programming include teacher contracts to create and present the lessons, closed captioning for each hour block at the cost of \$100 per hour, and filming costs. For the summer (June 22-August 14) set of broadcasts, Valley PBS is filming the lessons. In the future, district videographers will support the filming of additional lessons for broadcasting.

The Curriculum and Instruction Department will collaborate with the Communications department to advertise these summer televised lessons to our students, families, and employees. Feedback from teachers, students, and parents will be gathered throughout the summer to inform plans for additional instructional broadcasting. Providing subtitles for other languages besides Spanish and English will be also be considered.

If you have any questions or require additional information, please contact Carlos Castillo at 457-3554.

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 06/19/2020

Fresno Unified School District  
Board Communication

**BC Number SL-4**

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

Date: June 19, 2020

Phone Number: 457-3226

Regarding: Special Education Department Information

The purpose of this communication is to provide the Board with information regarding the Special Education Department (SPED). At a recent meeting of the Community Advisory Committee (CAC), the CAC board discussed the importance of communication between department staff and parents, access to contact information for department staff, and customer service in general. As we end the 2019-20 school year and transition to the 2020-21 school year, we are updating department information to reflect changes in staffing, assignments, and responsibilities.

The following information is attached to this communication:

- SPED Department Organizational Chart
- SPED Regional Instructional Managers (RIMs) School Site Assignments
- SPED Regional Program Placement

In addition, the SPED website has been updated to include telephone numbers and email addresses for all members of the SPED leadership team including Regional Instructional Managers (RIMs) and Program Managers. The link to the Contact page of the SPED website is:

<https://www.fresnounified.org/dept/specialeducation/Pages/Special%20Education%20Regional%20Centers.aspx#.XulbpkxFzt4>

More information will be forthcoming as we begin to solidify plans for reopening of schools this Fall. Staff and parents will continue to be updated on the implications for students with disabilities and their families. As we navigate these circumstances due to the spread of COVID-19, our department priority of improving outcomes for students with disabilities remains. However, we also are keenly focused on providing the absolute safest and healthiest learning environment for students and communicating with families as partners to meet student needs.

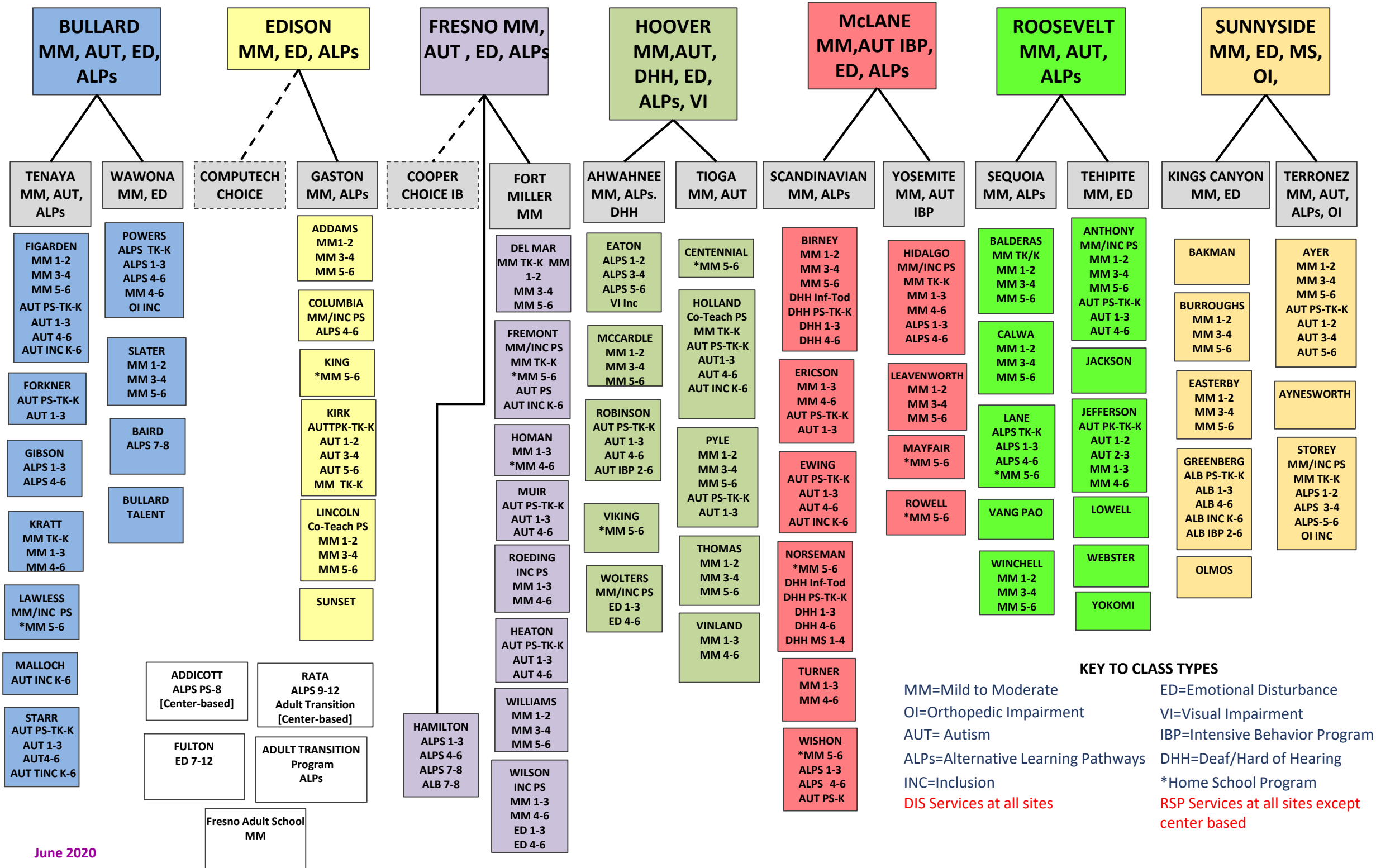
If you have any questions or require additional information, please contact Brian Beck at 559-972-8441.

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 06/19/2020

# 2020-2021 Special Education Regional Program Placement





# FRESNO UNIFIED SCHOOL DISTRICT – DEPARTMENT OF SPECIAL EDUCATION AND HEALTH SERVICES

**Brian Beck**  
*Assistant Superintendent*  
 (559) 457-3226  
 brian.beck@fresnounified.org

**Sean Virnig, PhD**  
*Executive Director*  
*Special Education – SELPA*  
 (559) 457-3227  
 sean.virnig@fresnounified.org

**Jane Banks, RN**  
*Director*  
*Health Services*  
 (559) 457-3301  
 jane.banks@fresnounified.org

**Kate Alvarado**  
*Program Manager III*  
 (559) 457-3289  
 kate.alvarado@fresnounified.org

APE	Workability
VI	Speech
OM	PT
AT	OT

**Jeanne Butler**  
*Program Manager III*  
 (559) 457-3308  
 jeanne.butler@fresnounified.org

Residential	ALT ED
Transportation	NPS/NPA
	Legal

**John Howell**  
*Administrative Assistant*

**Janene Armas**  
*Manager II*  
 (559) 457-3286  
 janene.arnas@fresnounified.org

**Kimberley Rodrigues**  
*Administrative Assistant*

**Susan Kalpakoff**  
*Program Manager III*  
 (559) 457-3220  
 susan.kalpakoff@fresnounified.org

ALPs	Rata
Autism	ATP
Addicott	

**Ebony Hailey, EdD**  
*Program Manager III*  
 (559) 457-3234  
 ebony.hailey@fresnounified.org

TBD

**Shelby Ortiz**  
*School Counselor*

**Joseph Irwin**  
*Manager II*  
 (559) 457-3270  
 joseph.irwin@fresnounified.org

**Katie DiVicarro**  
*Analyst II*

**Julie Wheelock**  
*Lead Program Manager III*  
 (559) 457-3273  
 julie.wheelock@fresnounified.org

CTE	ESY
MM	ED
Co-Teaching	Fulton

**Angela Dryden**  
*Program Manager III*  
 (559) 457-3282  
 angela.dryden@fresnounified.org

Early Learning	LAIP
Co-Teaching	Inclusive Practices

**Valerie Simpson**  
*Compliance Specialist*

**Maria Castro**  
*Administrative Assistant*

**Marilyn Wood**  
*HR Specialist*

**Psychological Services**

**Health Technicians**  
 (2 FTE)

**Mike Stegall**  
*Information Specialist*

**Operations Support**

**Credentialed School Nurses**  
 (65 FTE)

**Roger Kent**  
*Custodian*

**Regional Centers**

**Licensed Vocational Nurse**  
 (44 FTE)

**Health Assistant**  
 (15 FTE)

**Regional Instruction Managers**

<i>Bullard Region</i>	Kim Kuphaldt	Claudina Espudo	
<i>Edison Region</i>	Travis Dyer		
<i>Fresno Region</i>	Brittany Johns	Christie Gunter	
<i>Hoover Region</i>	Nicole Evangelinos	Chad Dias	Soua Thao
<i>McLane Region</i>	Deanna Hoffman	Phil McIlhargey	
<i>Roosevelt Region</i>	Sherry Rudell	Patrick Morrison	
<i>Sunnyside Region</i>	Kelli Flake	Lori Rolff	

2020-2021 Special Education Regional Instructional Managers  
Special Education Department Office (559) 457-3220

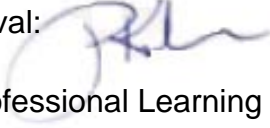
Bullard		McLane		Fresno		Roosevelt	
<b>Claudina Espudo</b> claudina.espudo@fresnounified.org (559) 457-3274	<b>Kim Kuphaldt</b> kim.kuphaldt@fresnounified.org (559) 457-3284	<b>Phil McIlhargey</b> philip.mcilhargey@fresnounified.org (559) 457-3302	<b>Deanna Hoffman</b> deanna.hoffman@fresnounified.org (559) 457-3238	<b>Christie Gunter</b> christie.gunter@fresnounified.org (559) 457-3290	<b>Brittany Johns</b> brittany.johns@fresnounified.org (559) 457-3224	<b>Patrick Morrison</b> patrick.morrison@fresnounified.org (559) 457-3275	<b>Sherry Rudell</b> sherry.rudell@fresnounified.org (559) 457-3283
Bullard T.	Starr	Hidalgo	Birney	Williams	Del Mar	Anthony	Calwa
Gibson	Forkner	Wishon	Ericson	Fremont	Heaton	Patino	Jackson
Tenaya	Kratt	Scan	Ewing	Hamilton	Homan	Sequoia	Jefferson
Wawona	Lawless	Yosemite	Leavenworth	Cooper	Muir	Tehipite	Lane
Figarden	Malloch	McLane	Mayfair	Fresno High	Wilson	Roosevelt	Lowell
Baird	Powers	Duncan	Norseman	JE Young	Fort Miller		Webster
Bullard	Slater		Rowell	Phoenix Elm	Roeding		Winchell
			Turner	Phoenix S			Balderas
				Dewolf			Vang Pao
				Design Science			Yokomi

Hoover			Sunnyside		Edison
<b>Soua Thao</b> soua.thao@fresnounified.org (559) 451-4000	<b>Chad Dias</b> chad.dias@fresnounified.org (559) 457-3230	<b>Nicole Evangelinos</b> nicole.evangelinos@fresnounified.org (559) 457-3250	<b>Lori Rolff</b> lori.rolff@fresnounified.org (559) 457-3248	<b>Kelli Flake</b> kelli.flake@fresnounified.org (559) 457-3271	<b>Travis Dyer</b> travis.dyer@fresnounified.org (559) 457-3244
Hoover	Eaton	Pyle	Aynesworth	Ayer	Addams
	Vinland	McCardle	Kings Canyon	Bakman	Kirk
	Viking	Robinson	Terronez	Greenberg	King
	Centennial	Thomas	Sunnyside	Burroughs	Columbia
	Wolters	Holland	Cambridge	Easterby	Sunset
	Tioga		FAS	Olmos	Lincoln
	Ahwahnee			Storey	Gaston
					Manchester
					Computech
					Edison

Jun-20

Fresno Unified School District  
Board Communication

**BC Number SL-5**

From the Office of the Superintendent  
To the Members of the Board of Education  
Prepared by: Ryan Coe, Director, Curriculum and Instruction  
Cabinet Approval: 

Date: June 19, 2020

Phone Number: 457-3919

Regarding: Professional Learning Update

The purpose of this communication is to provide the Board information regarding professional learning and supports for distance learning provided to educators since March 31 and plans for upcoming learning opportunities in the late summer and early fall. Professional learning to support the distance learning progression continues to be of high interest to our staff, with over 100 attending training on the last day of school and over 340 registrations for webinars during the second week of summer break.

Three types of online learning have been offered: live webinars, recorded webinars, and on-demand progression of distance learning content. Fresno Unified has engaged educators in more than 100 webinar sessions over the course of 11 weeks of distance learning. More than 1,650 teachers and staff have registered for at least one session with over 5,800 total registrations. Recorded webinars have been viewed more than 3,900 times. The on-demand site has nearly 11,000 page views. Designed to support the distance learning model of Teach, Learn and Connect, sessions have provided a combination of teaching practices and effective use of technology tools with real-time feedback and interaction with facilitators.

Based upon a progression of skills and teacher feedback, topics have included connecting with students and families, designing distance learning structures, and supporting inclusive accessibility and English language development. These sessions have been co-developed through the partnership of Curriculum and Instruction and Information Technology Personalized Learning Initiative (PLI) teams as well as in collaboration with English Learner Services, Department of Prevention and Intervention, content managers, and teachers in the field. These models of professional learning and cross-department collaboration will be replicated in preparation for the school year, including development with Teacher Development, Special Education, and College and Career Readiness, among other departments.

Of the over 1650 educators who registered for webinars, 200 completed a detailed survey that shared their distance learning challenges and successes as well as their confidence levels before and after attending webinars. Information shared is used to inform professional learning design. Of the 200 responses, 64% expressed themselves as “Uneasy” or “Not Confident” in supporting students, families, and colleagues through distance learning prior to experiencing at least one webinar. After attending sessions, the percent of uneasiness or no confidence decreased to 5%. The percent of educators who expressed feeling “Confident” or “Very Confident” shifted from 10.5% prior to webinars to 47.5% after attending. This significant shift in teacher confidence speaks to the quality of educator learning opportunities, teacher collaboration, and additional supports provided.

In preparation for the fall, we are working across departments to create meaningful content for students and families that mirrors the distance learning progression for educators. We are also designing webinars to support learning approaches for early August and fall. These may include strategies to engage students in face to face/hybrid/distance learning approaches, how to differentiate to meet the needs of diverse learners, facilitating both synchronous and asynchronous learning opportunities, etc. Session dates will be posted on the Continuity of Learning website by August 1, under the “District Learning Support for Educators” section at <https://www.fresnounified.org/learningguides#educators>. Board members are welcome to engage in sessions alongside the teachers and staff.

As more information regarding school opening is determined, plans will be adjusted based on this guidance.

If you have any questions or require additional information, please contact Carlos Castillo at 457-3554 or Philip Neufeld 457-3164.

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 06/19/2020

Fresno Unified School District  
Board Communication

**BC Number SL-6**

From the Office of the Superintendent  
To the Members of the Board of Education  
Prepared by: Yolanda Jimenez-Ruiz, Administrator  
Cabinet Approval:

Date: June 19, 2020

Phone Number: 457-6139

Regarding: Update on Urban Design Academy

The purpose of this communication is to provide the Board an update regarding the progress at the Urban Design Academy at Ventura Avenue and 10<sup>th</sup> street.

As previously reported in January 2018, the concept of the Urban Design Academy is for students to have an equal opportunity to graduate having the greatest number of postsecondary choices from the widest array of options. The concept of combining programs would provide students flexible scheduling options with increased academic and social emotional supports.

The majority of the focus this year was working with our community and Board to support this project. Now with a bond measure passed, the work has shifted to review of current alternative programs and needs. The following is a summary of the Urban Design Academy efforts:

**Program Vision:**

Providing the district's students with the opportunity to have innovative programs and curriculum that are not only designed to meet graduation requirements, but also aligned to local industry/workforce employment.

**Program Design:**

The Facilities Department has had several steering committee meetings with principals from the following sites: J.E.Young, Cambridge, eLearn, and DeWolf to gather information and assess needed student spaces. At this time, DeWolf High School is not part of the plan to transition to the Urban Design Academy, but the principals are proposing that this be considered since this new site will be offering flexible program options and various Career Technical Education (CTE) opportunities for students. Duplicating programs at DeWolf is not a possibility because the facilities at DeWolf are too small, thus creating inequity for the alternative education students at DeWolf High School.

**Steering Committee:**

Met bi-weekly in the fall and have continued to meet intermittently in the spring regarding facilities, master schedule, and possible CTE programs that could be of support for students on this new campus.

As a reminder, the Urban Design Academy is scheduled to open fall of 2023. We will continue to provide the Board updates as more detailed plans are developed.

If you have any questions or require additional information, please contact Brian Wall at 457-3736.

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 06/19/2020