DELAC Board Members will be facilitating the meeting (Introductions of Board Members)

Keep your microphone on mute during the meeting until we open for public comments

To place a vote, please put your first & last name and school you represent in the chat (Example: Lisa Sanchez, Yokomi Elementary)

When in favor of the vote or motion, raise your hand (use hand signal)

Type all questions in chat during presentations

Have a positive mindset as we carry out our first virtual meeting ever

If you would like to discuss items that are not on the agenda, you may leave your name and phone number in the chat and our department will reach out to you within 24 hours

If you are watching Live Stream, you can call EL Services to provide feedback during Office Hours (8am - 4pm)
## Agenda

<table>
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<tr>
<th>Time</th>
<th>Session Description</th>
<th>Presenter(s)</th>
</tr>
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<tr>
<td>5:00 – 5:05 p.m.</td>
<td>Welcome and Special Message</td>
<td>Virginia Campos, DELAC Chairperson</td>
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<td>Sandra Toscano, Assistant Superintendent</td>
</tr>
<tr>
<td>5:05 – 5:15 p.m.</td>
<td>Minutes from Virtual meeting held August 20, 2020</td>
<td>Virginia Campos, DELAC Chairperson</td>
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<td>Rosie Aguilera, DELAC Secretary</td>
</tr>
<tr>
<td>5:15 – 5:30 p.m.</td>
<td>How To – Microsoft Translator</td>
<td>Alicia Estrada Correa, TSA EL Services</td>
</tr>
<tr>
<td>5:30 – 5:45 p.m.</td>
<td>Tutor.com Tutoring Service</td>
<td>Carlos Castillo, Superintendent of Instruction and Curriculum</td>
</tr>
<tr>
<td>5:45 – 5:50 p.m.</td>
<td>Officer Elections Announcement Vice-Chairperson, Secretary &amp; Sergeant at Arms</td>
<td>Guillermo Berumen, Community Relations</td>
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<td>Virginia Campos, DELAC Chairperson</td>
</tr>
<tr>
<td>5:50 – 6:00 p.m.</td>
<td>Needs Assessment 2020-2021 Results</td>
<td>Guillermo Berumen, Community Relations</td>
</tr>
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<td>Virginia Campos, DELAC Chairperson</td>
</tr>
<tr>
<td>6:00 – 6:15 p.m.</td>
<td>Support Opportunities for Students at Fresno State University</td>
<td>Art Mota, Central California Education Opportunities at CSUF</td>
</tr>
<tr>
<td>6:15 – 6:30 p.m.</td>
<td>Learning Continuity and Attendance Plan (LCP) Review &amp; LCAP Timeline</td>
<td>Miguel Vega, Manager</td>
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<td>State and Federal Programs</td>
</tr>
<tr>
<td>6:30 – 6:45 p.m.</td>
<td>Choice School and Transfers Process</td>
<td>Vicente Cantú, State and Federal Programs</td>
</tr>
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<td></td>
<td></td>
<td>Lidia Galvin, Transfers Office</td>
</tr>
<tr>
<td>6:45 – 6:55 p.m.</td>
<td>Annual Notification of the Uniform Complaint Procedure</td>
<td>Ivan Flores, Ombudsman</td>
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<td>Constituent Services Office</td>
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<tr>
<td>6:55 – 7:00 p.m.</td>
<td>Open Forum and Meeting Adjourn</td>
<td>Virginia Campos, DELAC Chairperson</td>
</tr>
</tbody>
</table>
Mrs. Sandra Toscano welcomed everyone to the first virtual DELAC meeting of the 2020/21 school year. Mrs. Toscano started this meeting by mentioning how special it is for both parents and district staff to have a virtual DELAC meeting. She then mentioned that the information of this meeting will be available on our website, after that, she read the connectivity guides and rules that will govern this meeting conducted through Microsoft Teams. Mrs. Toscano then asked the DELAC officers to officially start our first meeting.

Mrs. Dámaso welcomed everyone and introduced herself to all attendees. Mrs. Rosie Aguilera introduced herself as Secretary and as a representative from the Bullard region. Mrs. Salome Romero introduced herself and welcomed everyone and finally, she introduced Mrs. Magdalena Gomez who is present through the audio. Mrs. Dámaso shared that the packets from this meeting were sent to the homes of the DELAC representatives and recalled that sharing the information from this meeting is one of the responsibilities as DELAC representatives. She then asked the representatives to write down their first and last name, and school they represent in the chat column to see if we reached a quorum. Mrs. Dámaso gave the floor to Mrs. Toscano who thanked all parents and presenters for their patience and understanding for this being our first virtual DELAC meeting.

Mrs. Dámaso introduced Rosie Aguilera, DELAC Secretary who reported on the process of this meeting to approve the minutes. Everyone present was reminded that the minutes were sent to the representatives' homes for review. On this occasion and due to time constraints, we are going to ask the representatives to write down in the comments area (chat) if there is an amendment or correction, it will be made to the minutes after reviewing the opinions, and the minutes will be approved. Mrs. Rosie Aguilera informed the parents present that the presentation will be available on the website of the Department for English Learners in the DELAC area.

Mr. Miguel Vega, from the Department of State and Federal Programs began by sharing that this year the district will carry out the Learning Continuing and Attendance Plan. Next, Ms. Toscano introduced the first presenter who will serve as panelists, Mr. Carlos Castillo:

- Mr. Carlos Castillo, Superintendent of Instruction and Curriculum who facilitated information about eLearn in My School through distance learning.
- Mr. Ricardo Aguilar, Technological Support Coordinator, explained the access to devices and Internet connectivity to support learning.
- Ms. Marialuisa Rodriguez, as Supervisor of Socio-Emotional Support addressed the supports for mental health, socio-emotional and well-being of students and their families, as well as young people in foster homes, homeless.
- Ms. Sandra Toscano, Assistant Superintendent for English Learners, spoke about how to overcome barriers for groups of English learners through programs and services.
• Mr. Alberto Landeros, Teacher on Special Assignment of the Department of Special Education, also shared about how to face and overcome the barriers of students with special needs
• Mrs. Jennifer Stacy-Alcantar, School Supervision Administrator explained the district’s policy on school nutrition and food distribution.

After the presentations, parents are recommended to write down their questions in the comments section (chat) and the corresponding person would give them an answer to them.

4. 6:05 – 6:15 p.m. Consolidated Application Miguel Vega, State and Federal Programs

Mr. Miguel Vega, of State and Federal Programs, displayed information on the District’s Consolidated Application for English Learners. Often called categorical funds, these are funds from the federal government to serve specific student populations, including English Learners. These funds are intended as supplemental resources that go beyond regular services. Mr. Vega reviewed and described funding sources for English Learners, such as Title I, Title III. Mr. Vega also explained the Consolidated Application and the timelines during the school year where the DELAC group will have the opportunity to advise on programs for English Learners.

5. 6:15 – 6:20 p.m. Elections of Officers (special voting by mail) Vice President, Secretary and Sergeant at Arms Virginia Campos, DELAC Chairperson Guillermo Berumen, Community Relations

Mrs. Francisca Dámaso introduced Guillermo Berumen from the Department of English Learner Services and began a review of the voting process (originally scheduled for the March 12th DELAC meeting at Roosevelt High School) and whose ballots with the candidates for the positions of Vice President, Secretary and Sergeant at Arms who were sent home. It was announced that the results will be revealed at the next DELAC meeting on October 15, 2020.

6. 6:20 – 6:25 p.m. Explicación de la Encuesta y Nuevo Proceso para este Año Escolar 2020-2021 Virginia Campos, Presidenta del DELAC Guillermo Berumen Relaciones Comunitarias

Mrs. Dámaso invited Mr. Guillermo Berumen to present the results of the Survey of Parents’ Needs. First, it was explained about the ethnic groups of the participants and the grades in which the students of the people who completed the survey attend. Then the topics that received the most votes in areas 2 to 7 were presented. It is important to mention that the three areas that received the most votes were as follow; 1. Motivation to Succeed, 2. Teacher Training, and 3. Additional Learning Opportunities.

7. 7:20 – 7:30 p.m. Requirements for Teachers and Instructional Aides Virginia Campos, Presidenta del DELAC Guillermo Berumen Relaciones Comunitarias

Mrs. Dámaso again introduced Mr. Berumen from the English Learner Services Department to discuss the requirements for professionals who want to work as teachers in the district and the professional development opportunities the district offers. Requirements for individuals interested in working as teacher assistants to support English learners in our schools were also addressed.

8. 7:30 – 7:50 p.m Questions and Answers Sandra Toscano, Assistant Superintendent English Learner Services

Mrs. Dámaso gave way for Mrs. Toscano and Mr. Vega to share the questions asked in the comment area (chat) by the attendees.

Martha Villareal - My question, is if the internet hot spots that the district is giving enough to connect 3 devices? Someone told me that the internet was limited and not enough for 3. Thanks for your answer
Ricardo Aguilar replied that although its capacity is for several, it is recommended for 3 or 4 electronic devices. If you need an extra one call us at Family Learning and Technology Support (FLATS) at 559-457-3939 M-F 8 am-4pm Support in English, Spanish and Hmong.
Question - When the DELAC elections will be held. Answer, Ballots were mailed home. Choose the candidate of your choice. Return the ballots by September 11 to your student offices or school.

Question - Where can we get information about the requirements to work in the district. Guillermo Berumen in the Human Resources Department.

Question - Why is the school breakfast not the same and why don't they offer breakfast and lunch together? We will try to have more variety and we are having breakfast and lunch together.

Good afternoon, my name Raquel Yerena. My question is, how will the Kindergarten children be administered the exams? All students will continue to be assessed according to the district calendars.

Francisca Dámaso: The food that is distributed in schools is of very poor quality and on many occasions we have to throw it away because the students do not want to eat it, they are also very limited and the menus should be improved.

Fernando Ortega - In my neighborhood school they give the same breakfast and lunch several days there is no variety.

Salome Romero, asked if food can be picked up at any school. Yes regardless of whether they attend that school or not.

Question - Will the tests be administered for English learners? Reply. We plan to continue administering the ELPAC in September and October for those who missed it after school closings.

Francisca Dámaso - How will the tutoring services be provided? Each school will report on the schedules and available options according to their grade level and data information.

Irma Reyes - We want more help and that there are more people and lines available because when you call for help, they do not answer or there are only people who do not speak Spanish. You need you to improve customer services for parents when we ask for help.

Father - Why not give them cards so that parents can buy food? This way we would buy nutritious food that the students eat.

We thank all parents' opinions. We had 50 DELAC representatives to reach a quorum.

9. 8:00 p.m. Meeting Adjourned Francisca Damaso, DELAC Vice Chairperson
Microsoft Translator Application

DELAC virtual Meeting
October 15 2020
1. Play Activity using Microsoft Translator
2. Video
https://els.fresnounified.org/
24/7 ONLINE ON-DEMAND
Supporting Student Success

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- DIAGNOSTIC & PRACTICE QUIZZES
- SAT®/ACT® ESSENTIALS
- MY ACCOUNT ACCESS
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- Science*
- English & Literature
- Writing
- Social Sciences*
  *Bilingual Spanish-speaking tutors available

- Computer Literacy & Science
- Foreign Languages
- Introductory Business
- AP®, ACT®, PSAT®, and SAT® Content
- 116 subjects in standard program

Optional Add-On Subject Packs
- Dual-Enrollment Courses
- International Baccalaureate
- High School Equivalency
- Allied Health & Nursing**
  **additional cost may apply
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Expert tutors are available in the following subjects - no appointment required!

Science
Expert tutors are available in the following subjects - no appointment required!
CONNECT WITH A TUTOR

- Choose Language
  - English or Spanish

- Choose Topic and Subject

- Choose Grade Level

- Choose voice, if desired

- Enter Question

- Attach file, if desired

- Click Connect Now

- Average wait time <1 min
CONNECTING WITH VOICE

Voice & Audio Option

- Choose computer or phone
- Audio transcript recorded
- Audio transcript transcribed to text
- Currently unlimited storage, but may eventually go to 12 months
Solve each system by graphing.

1) \( y = -\frac{5}{3}x + 3 \)
2) \( y = \frac{1}{3}x - 3 \)
Web Resource Sharing
- Tutors open websites in classroom for shared viewing to supplement the discussion and instruction.
- URLs for all shared resources are provided as links in the session transcripts.

Graphing Calculator
- Available in upper level math and science subjects
- Complex equation editor with resulting graphs.
Graphing calculator built into the classroom for math & science
Collaboration Tools: Shared Web Browsing

You are viewing a desktop application that your tutor is sharing!

Screensharing for tutors to pull resources into the classroom
File Sharing
• Word, Excel, PowerPoint, TXT, HTM, HTLM, PDF, JPG, BMP, PNG (1 MB, max)
• Tutor shares application so students can see software tools.
• Excellent for teaching MS Office.

Two Way Text Editor
• Replaces copy/paste of text on whiteboard.
• Allows both student and tutor to modify the text.
William Shakespeare has always written in such a beautiful way that the reader has no choice but to feel the emotions that he is trying to elicit. In the poem, "My Mistress' Eyes are Nothing like the Sun," the description of his lover is idealistic and conjures an image of a woman of great beauty that even the reader may feel a sense of longing for. The lover details his mistress' attributes explaining that he realizes that "Corals are far more red than her lips' red" (2) and that "But no such roses see I in her cheeks" (6). However, with his idealizing her beauty we are shown a sense of his longing for this woman that he views as perfect, even though she is anything less. Love and longing can make those affected see the world through rose colored glasses. He admits that "In some perfumes there is more delight than in the breath that from my mistress reeks" (8), this again points to love being perhaps blind and with no sense of smell. The sense of longing one feels for another cannot compare and will lead many to loss of reason and common sense.

Continuing with the feeling of longing for another, which is probably the most recognized use of the term we move onto Henry Constable's "My Lady's Presence Makes the Roses Red". This lover's description of the object of his longing is much more bold. He tells the reader that "My Lady's presence makes the roses red, because to see her lips they blush for shame" (1-2) which seems to imply that she is a woman of such great beauty that she can make flowers blush. Together with this he describes how different nothing else is "Nothing else of the Night" (10).
Post Session Survey

• Post Session Survey – results in your reports
• Tutor also completes a review of the session.

• My Account Features
• Session Transcripts in “My Sessions” section.
• Ability to tag and reconnect with favorite tutors
• Virtual Locker for document storage and retrieval
Drop off Resume & Essay Review

- Open 24/7
- Turn-Around: 12 hours or less
- 5,000 character maximum
- Guidance, not editing
Summary Feedback Form

Strengths: Great topic! Good Flow!

Weaknesses: We have some places where we can cut words and phrases to give you more space to answer the questions we didn’t really touch on enough from the prompt.

Recommended Next Steps: After you work through these changes, make sure you read the essay out loud to make sure everything is good to go! 😊 Don’t be discouraged—my application essay took 11-12 drafts to be really ready for submission to a highly competitive school. You’re doing a fabulous job, and you’re really close to being finished! :D You got this!!!
DIAGNOSTIC AND PRACTICE QUizzes

- High School/End of Chapter
- Math Fundamentals
- Algebra I
- Geometry
- Algebra II
- Calculus
- Biology
- Chemistry
- Physics
- English/Language Arts

Find out where you need more help.
Take a practice quiz now to see which concepts you know and which ones you don’t. If you miss a question, don’t worry—you can discuss it with a tutor with one click.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Quiz</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra</td>
<td>Factoring Polynomials</td>
</tr>
</tbody>
</table>

My Quizzes

- **Algebra - Graphing Linear Equations**
  - Score: 50%
  - Date: 06/19/2017
  - Review
  - Retake Quiz

- **Algebra - Slope-intercept form**
  - Score: 75%
  - Date: 06/15/2017
  - Review
  - Retake Quiz

Isotopes and Weighted Averages

Your score: 5%

Looks like you need some help with this material, but that’s OK - our tutors are here for you.
OUTCOMES EVERYONE WILL LOVE

• **24/7 Access to Client Portal**
  - Fast Facts
  - On-Demand Reports
  - Student Account Administration

• **Monthly Reports**
  - Trend Graphs
  - Detailed Usage Data
  - Student Survey Results

• **Predictive Insights & Early Alerts**
  - Topic Drill Down Report
  - Individual Alerts for Intervention
  - Routing to Key Stakeholders
Election Process
Vice Chairperson, Secretary, and Sergeant at Arms

DELAC Virtual Meeting
October 15, 2020
Process Followed – Ballots and Committee

• We asked DELAC reps to cast their vote and return it on a prepaid enveloped to our office or return it to the neighborhood school
• We received a total of 25 ballots
• A Special meeting on Teams was scheduled on October 6, at 1:00 p.m.
• As required by our bylaws, an election committee was formed with DELAC board officers who supported the tally of the ballots
• English Learner Services Department personnel supported the DELAC Chairperson, Secretary, Honor and Justice, and Sergeant at Arms with the process
• The video of the process will be played after the meeting and available online on the DELAC section of the EL website
Needs Assessment Survey

• Information will be used to assist in planning DELAC meetings for the school year 2020-2021
• Presented on our First Virtual DELAC meeting 2020-2021
• The results will be presented at the Second Virtual DELAC meeting
• Parents were asked to return the survey by mail
• A prepaid enveloped was provided
Directions: Indicate your response in the white space provided for each of the 8 survey questions.

Information from this survey will be used to assist in planning DELAC Meetings for the 2020-2021 school year. Thank you for taking time to participate in this important process.

1. I consider myself to belong to the following group:

<table>
<thead>
<tr>
<th>Group</th>
<th>Asian</th>
<th>Latino</th>
<th>African American</th>
<th>Southeast Asian</th>
<th>Hispanic</th>
<th>Anglo</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

2. My child(ren) is/are in grade(s)

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>6</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

3. What are some of the needs of your School?
   a. Bilingual Instructional Aides = 11
   b. Timely Communications = 6
   c. Interpreters and Translators = 6
   d. Training for Teachers (How to teach English Learners) = 11
   e. Other (write your response here)>

4. What are some of the needs of the parents at your school?
   a. Help with homework = 7
   b. Information on how to help my child with homework and good study habits = 9
   c. Parenting skills (disciplining my child and/or having high expectations of my child) = 10
   d. Information on how to prepare for a successful parent-teacher conference or meeting = 7
   e. Information on my rights and responsibilities as the parent of a public school student = 6
   f. Information on services provided by my school and school district = 6
   g. Information on identification, reclassification and monitoring of EL students = 9
   h. Other (write your response here)>

5. What are some of the needs of the English Learner students at your school?
   a. Encouragement to be successful academically = 12
   b. High expectations from school personnel = 7
   c. Extra-curricular activities (sports, clubs) = 10
   d. Additional opportunities to learn (summer school, tutoring, after school programs) = 9
### District English Learner Advisory Committee (DELAC) Needs Assessment 2020-2021

**Page 2**

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>e.</td>
<td>Counseling and information about college requirements = 7</td>
</tr>
<tr>
<td>f.</td>
<td>Information on graduation requirements and credits = 6</td>
</tr>
<tr>
<td>g.</td>
<td>Differences between elective and required credits for graduation = 6</td>
</tr>
<tr>
<td>h.</td>
<td>Information on school culture, procedures, and expectations = 6</td>
</tr>
<tr>
<td>i.</td>
<td>Other (write your response here) &gt;</td>
</tr>
</tbody>
</table>

6. **What type of information would you most like to receive at the DELAC meetings?**

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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>a.</td>
<td>Social Emotional issues = 8</td>
</tr>
<tr>
<td>b.</td>
<td>Academic test score results = 6</td>
</tr>
<tr>
<td>c.</td>
<td>Community and School District resources for parents = 12</td>
</tr>
<tr>
<td>d.</td>
<td>Purpose of state and district assessments = 5</td>
</tr>
<tr>
<td>e.</td>
<td>College requirements and available funding resources (such as grants and loans) = 8</td>
</tr>
<tr>
<td>f.</td>
<td>How to help our English Learner students to be successful = 8</td>
</tr>
<tr>
<td>g.</td>
<td>Other (write your response here) &gt;</td>
</tr>
</tbody>
</table>

7. **What type of training would you most like to receive?**

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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>a.</td>
<td>The role and responsibilities of a DELAC representative = 10</td>
</tr>
<tr>
<td>b.</td>
<td>Roberts Rules of Order = 7</td>
</tr>
<tr>
<td>c.</td>
<td>California State required responsibilities of the DELAC = 8</td>
</tr>
<tr>
<td>d.</td>
<td>ELAC training and election procedures = 5</td>
</tr>
<tr>
<td>e.</td>
<td>How to present information at an ELAC meeting = 7</td>
</tr>
<tr>
<td>f.</td>
<td>How to conduct and participate in an effective committee meeting = 8</td>
</tr>
<tr>
<td>f.</td>
<td>Other (write your response here) &gt;</td>
</tr>
</tbody>
</table>

8. **What do you most hope to accomplish as a DELAC Representative? (Please list)**

<p>| | |</p>
<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>a.</td>
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<tr>
<td>b.</td>
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<tr>
<td>c.</td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td></td>
</tr>
</tbody>
</table>
Survey Questions

1. I consider myself to belong to the following group
2. My children are in these grades
3. What are some of the needs of your school?
4. What are some of the needs of the parents at your school?
5. What are some of the needs of the English Learners at your school?
6. What type of information would you most like to receive at the DELAC meetings?
7. What type of training would you most like to receive?
8. What do you most hope to accomplish as a DELAC Representative?
## Results of the Parent Needs Survey
**First Virtual DELAC Meeting**  
**August 20, 2020**

<table>
<thead>
<tr>
<th>G - 2</th>
<th>Third</th>
<th>6</th>
<th>G - 5</th>
<th>Encouragement for Successful</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>G - 2</td>
<td>Fifth</td>
<td>5</td>
<td>G - 5</td>
<td>Additional opportunities to learn – Tutoring and Summer</td>
<td>10</td>
</tr>
<tr>
<td>G - 2</td>
<td>Eighth</td>
<td>4</td>
<td>G - 5</td>
<td>Extracurricular Activities Sports</td>
<td>9</td>
</tr>
<tr>
<td>G - 3</td>
<td>Bilingual Instructional Aides</td>
<td>11</td>
<td>G - 6</td>
<td>Community and School District resources for parents</td>
<td>12</td>
</tr>
<tr>
<td>G - 3</td>
<td>Training for Teachers</td>
<td>11</td>
<td>G - 6</td>
<td>Resources to Attend College</td>
<td>8</td>
</tr>
<tr>
<td>G - 3</td>
<td>Interpreters and Translators</td>
<td>6</td>
<td>G - 6</td>
<td>Social Emotional Issues</td>
<td>8</td>
</tr>
<tr>
<td>G - 4</td>
<td>Skills on To be a Better Parent</td>
<td>10</td>
<td>G - 7</td>
<td>The role and responsibilities of a DELAC representative</td>
<td>10</td>
</tr>
<tr>
<td>G - 4</td>
<td>Information on Reclassification</td>
<td>9</td>
<td>G - 7</td>
<td>California State required responsibilities of the DELAC</td>
<td>8</td>
</tr>
<tr>
<td>G - 4</td>
<td>How to Support Students</td>
<td>9</td>
<td>G - 7</td>
<td>How to conduct and participate in effective meetings</td>
<td>8</td>
</tr>
</tbody>
</table>
Program services provided to eligible participants:

- Academic Advising
- College Admission & Financial Aid Application Assistance
- Selection of Major or Courses
- Career Assessment & Exploration
- Financial Aid / Literacy Workshops
- Test Taking & Study Skills Techniques
- Entrance & English/Math Placement Exams
- Scholarships & How to Write a Personal Statement
- Information on School Loans, Potential Situations & Default Issues
- Information about Local Vocational Training Programs
- Referrals to GED/HS Diploma Programs and other services
FUSD/Office of English Learner Services

“Education is the most powerful weapon which you can use to change the world.”

Nelson Mandela

Funded by the US Department of Education

- Academic Counseling Services
- College Admission and Assistance with Financial Aid Application
- Help students with the Selection of Specialization or Courses
- Help students know what classes to take
- Career Evaluation and Exploration
- Financial Aid Workshops
HOW to Join TRIO—EOC...

Fill out a TRIO-EOC program application available from our office located in the UC Center Building across from Fresno’s Fashion Fair Mall on Shaw Avenue.

Or online: www.FresnoState.edu/eoc

Or call our office at 559.278.2280 to request an application or schedule an appointment.

All Services are FREE to selected participants.

Central California Educational Opportunity Center

559.278.2280

550 E. Shaw Ave. Suite 240-13 Fresno, CA 93710

www.FresnoState.edu/eoc
Learning Continuity & Attendance Plan (LCP) Review and Local Control and Accountability Plan (LCAP) Timeline

DELAC October 15, 2020
Outline

- LCP Plan Requirements & Timeline
- LCP/LCAP Timeline
- Next Steps
The plan is intended to:

1. Describe how the district will provide a continuity of learning
2. Address the impacts of COVID-19 on pupils, staff and the community
3. Describe specific actions taken, and how budget resources are aligned to support those actions
CDE releases template instructions
Community Engagement
* Virtual Townhalls (English, Spanish, & Hmong)
  * District Advisory Committee (DAC)
  * Community Advisory Committee (CAC)
  * District English Learners Committee (DELAC)

Public Hearing
Plan Adoption
Plan due to FCSS
FCSS deadline to provide recommendations

Ongoing Community Engagement
* Parent University
* District Advisory Committee (DAC)
* Community Advisory Committee (CAC)
* District English Learners Committee (DELAC)
* Parent Friendly Budget Overview, First Interim

Engage Community
Collect Feedback
Compile Results
Inform LCAP plan as part of our strategic budget development process

Present feedback received:
* District Advisory Committee (DAC)
* District English Learners Committee (DELAC)

Create Draft LCAP

Present draft for review and comment to:
* District Advisory Committee (DAC)
* District English Learners Committee (DELAC)

Respond in writing
Invite public comment

Present Local Indicators
Host public hearing
Finalize draft after public comment
Adopt LCAP concurrent with the budget
Submit to FCSS for approval
Post on District website

Fresno Unified School District

2020/21 Learning Continuity & Attendance Plan
October 15, 2020
Next Steps

- October 30th – FCSS Review Deadline
- District Advisory Committee
- District English Learner Advisory Committee
- December 15th – Budget Overview for Parents
- Spring 2021 - Ongoing Opportunities for Stakeholder Input & Feedback on LCAP 2021/22 Planning and Development
THANK YOU!
School Choice

Options in Fresno Unified School District
Neighborhood Schools

My Address

= 

My Neighborhood School
K-12 Student Progression
Fresno Unified is pleased to offer a variety of school choice options that allow for families to attend a school beyond their neighborhood school or based on employment within Fresno Unified School District boundaries (E.C. 48204(b)). Families may request a school option by utilizing the Transfer Request Form. Requests may be made throughout the year; however, requests received on or before December 1, 2020 receive priority. Transfers granted are valid through the highest grade at the school level. New transfers are required when entering the next school level.

There are four transfer options:

- Intra-District Transfers
- Magnet Schools
- Admission Criteria Schools
- Dual Language Immersion Programs
Intra-District Transfers

Any student

Transfers to other neighborhood schools that are outside of the student’s attendance boundary. Transfers are granted based on available space. Transfers are good to the highest grade at the school level.

Any School Within the District
Magnet Schools are schools without an attendance boundary and designed to offer special instruction and programs in order to attract a more diverse student body from throughout the district. There are 12 magnet school options across all grade levels. Themes offered range from performing and visual arts, science, medical, applied technology, and global and international studies. Transportation is provided. Selection is based upon a computerized random lottery selection.
Admission Criteria Schools

Themes range from GATE (Gifted and Talented Education), to STEM (Science/Technology/Engineering/Mathematics). **Transportation is provided.** Admission for GATE programs requires that the student be **GATE Certified.** Admission into Computech Middle requires the review of the academic portfolio of every applicant by a **committee of district educators.**
Dual Language Immersion Programs instruct students to speak, read, and write in two languages. There are two types of Dual Language Programs. Those that do not have a boundary and are listed on the Transfers Request Form. And those that have a boundary and are only available to students attending the neighborhood school. Admittance in grades PreK-K is based upon a computerized random lottery, and admittance in grades 1st – 12th requires the student to pass a language assessment exam.
## Magnet Schools

<table>
<thead>
<tr>
<th>School</th>
<th>Program Type</th>
<th>Selection Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yokomi TK-6</td>
<td>Science Magnet</td>
<td>Lottery, Parent downtown employment</td>
</tr>
<tr>
<td>Hamilton TK-8</td>
<td>Global Studies Magnet</td>
<td>Lottery</td>
</tr>
<tr>
<td>Bullard Talent K-8</td>
<td>Performing Arts Magnet</td>
<td>Lottery</td>
</tr>
<tr>
<td>Baird 5-8</td>
<td>Agri-Business Magnet</td>
<td>Lottery</td>
</tr>
<tr>
<td>Cooper 6-8</td>
<td>International Baccalaureate Magnet</td>
<td>Lottery, FHS feeder pattern students</td>
</tr>
<tr>
<td>Ahwahnee 7-8</td>
<td>Environmental Science Magnet</td>
<td>Lottery</td>
</tr>
<tr>
<td>Design Science 9-12</td>
<td>Early College</td>
<td>Lottery</td>
</tr>
<tr>
<td>Duncan Polytechnical 9-12</td>
<td>Career Pathways Medical &amp; Applied Technology</td>
<td>Lottery</td>
</tr>
<tr>
<td>Fresno High 9-12</td>
<td>International Baccalaureate Magnet</td>
<td>Lottery</td>
</tr>
<tr>
<td>Patiño 9-12</td>
<td>Entrepreneurship Magnet</td>
<td>Lottery</td>
</tr>
<tr>
<td>Roosevelt 9-12</td>
<td>School of the Arts Magnet</td>
<td>Lottery</td>
</tr>
</tbody>
</table>
## Admission Criteria Schools

<table>
<thead>
<tr>
<th>School</th>
<th>Program Type</th>
<th>Selection Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manchester 2-6</td>
<td>GATE Admission Criteria</td>
<td>Certified GATE Lottery</td>
</tr>
<tr>
<td>Yokomi 2-6</td>
<td>GATE Admission Criteria</td>
<td>Certified GATE Lottery</td>
</tr>
<tr>
<td>Computech 7-8</td>
<td>Science/Technology Admission Criteria</td>
<td>Academic criteria ranking</td>
</tr>
<tr>
<td>Computech 9-12</td>
<td>Science/Technology Admission Criteria</td>
<td>Lottery</td>
</tr>
<tr>
<td>Sunnyside 9-12</td>
<td>Science Admission Criteria</td>
<td>Application Packet</td>
</tr>
</tbody>
</table>
## Dual Language Immersion Programs

<table>
<thead>
<tr>
<th>School</th>
<th>Program Type</th>
<th>Selection Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ewing PK-6</td>
<td>Dual Language Immersion Spanish/English</td>
<td>Classes filled 50% English, 50% Spanish Lottery</td>
</tr>
<tr>
<td>Leavenworth PK-6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sunset PK-6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wawona PK-6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yosemite 7-8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>McLane 9-12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Transfer Request Form

2021-2022 Student Transfer Request

STUDENT

(Please Print) First Name

Last Name

FUSD Student ID

Male/Female/Non-Binary

Birth Date

Gender Requested

Home Address (Student)

Zip

2021-2022 School Choice Options

- Magnet Schools
- Neighborhood Schools
- Admissions Criteria Schools
- Dual Language Immersion Programs

Admissions Criteria Schools

- Manchester GATE 3-6
- Yosemite GATE 3-6
- Edison Magnet 2-6
- Schiffman's Park Magnet 2-6
- School of the Arts 9-12
- School of Engineering 9-12
- Polytechnic High School 2-6
- Polytechnic Middle School 2-6

Magnet Schools

- Volta TK-6
- Hamilton TK-6
- Band TK-6
- Cooper 1st Academy 6-12
- Design Science Middle College 9-12
- Duncan Medical 9-12
- Duncan Technology 9-12
- Fresno High 9-12
- Polytechnic Middle School 2-6
- School of Engineering 9-12

Dual Language Immersion Programs

- Dual Language Immersion PK – 5 Leal
- Dual Language Immersion PK – 6 Sunset
- Dual Language Immersion PK – 4 Winn
- Dual Language Immersion 7 – 8 Roseville
- Dual Language Immersion 9 – 12 McLean

Out of District Employment Related Transfer

Out of District Employment Related Transfer

(Please provide employment details)

Business Name

Address

Parent Guardian Print Name

Parent Birth Date

Phone #1

Phone #2

Mail or deliver applications to

Transfers Department

4128 N. First Street, Fresno, CA 93726

Phone: 559-245-7558
Fax: 559-245-9322

Website:

https://www.fresnounified.org/dept/stafed/transfers/#.W7ZU7GhKiUk

Fresno Unified School District School Choice Options
<table>
<thead>
<tr>
<th>DECEMBER</th>
<th>JANUARY</th>
<th>FEBRUARY - MAY</th>
<th>AUGUST - SEPTEMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Transfer Application Deadline</td>
<td>• Finalize Projected Enrollment for upcoming school year</td>
<td>• Student placement for the following school year</td>
<td>• Backfill available seats after enrollment and drops are finalized</td>
</tr>
<tr>
<td>• Application entry to student information system</td>
<td>• Pre-registration of students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Annual Notification of the Uniform Complaint Procedures (UCP) for 2020-2021
The Governing Board is committed to equal opportunity for all individuals in education. The District prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived race, color, religion, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, marital status, medical information, pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics in all District acts related to school activities, programs, practices, or school attendance within a school under the jurisdiction of the Superintendent. (BP 0410)
Fresno Unified School District has the primary responsibility to ensure compliance with applicable federal and state laws and regulations governing educational programs.
The UCP is a consistent format of processing complaints regarding the following areas:

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety Programs
- Agricultural Career Technical Education
- State and Federal Career Technical Education, Career Technical and Training Programs
- Child Care and Developmental Programs
- Compensatory Education
- Course Periods Without Educational Content
- Education of Pupils (Foster Care, Homeless, former Juvenile Court Pupils, and Children of Military Families)
- Federal Every Student Succeeds Act
Local Control and Accountability Plans (LCAP)

Migrant Education

Physical Education Instructional Minutes

Pupil Fees

Reasonable Accommodations to a Lactating Pupil

Regional Occupational Centers and Programs

School Safety Plans

School site Councils

California State Preschool Programs and Health/Safety Issues

School Plans for Student Achievement
Where and how to file a Uniform Complaint

- The UCP forms are available at all schools, the Constituent Services Office (CSO), and on the CSO website in English, Spanish and Hmong
  - [https://board.fresnounified.org/cs/](https://board.fresnounified.org/cs/)

- The UCP complaint can be mailed or faxed to:
  
  Executive Director, Constituent Services Office
  Education Center, Room 218
  2309 Tulare Street, Fresno, CA 93721
  Phone: (559) 457-3736
  FAX: (559) 457-3933
Fresno Unified School District
UNIFORM COMPLAINT PROCEDURES

Please complete all information. If you need help filling out the form, please call 457-3736.

Date: __________ Name of Complainant: _____________________________ School: __________________
Address: ______________________________________________ City: ______________ State: __________ Zip Code: __________
Phone Number: _______________________ Cell: ___________________ E-mail address: ______________________

Name of Parent if Not Complainant

Please check appropriate box and circle specific descriptor in the complaint description of the box you checked:

A. [ ] Any complaint, by a student, employee, or other person participating in a district program or activity, alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), in district programs and activities, including, but not limited to, those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person’s actual or perceived characteristics of race, or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or Government Code 11135 or based on the person’s association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610).

B. [ ] Any complaint alleging the district’s noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the student (Education Code 222)

C. [ ] Any complaint alleging district noncompliance with requirements to provide a pregnant or parenting student the accommodations specified in Education Code 46015, including those related to the provision of parental leave, right of return to the school of previous enrollment or to an alternative education program, if desired, and possible enrollment in school for a fifth year of instruction to enable the student to complete state and Board-imposed graduation requirements (Education Code 46015)

D. [ ] Any complaint by or on behalf of any student who is a foster youth as defined in Education Code 51225.2, alleging district noncompliance with any legal requirement applicable to the student regarding placement decisions; the responsibilities of the district’s educational liaison to the student, the award of credit for coursework satisfactorily completed in another school, district, or country; school or records transfer; or the grant of an exemption from Board-imposed graduation requirements (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)
Steps to Resolve Concerns that may lead to a UCP complaint

- Identify your concern and the remedy (solution) you are seeking. First try to resolve it at the school.

- If your concern is about an employee, go to the employee’s immediate supervisor.

- Try to resolve your complaint informally.

- If your concern is about a school program, ask the school for more information about the program. If you are not satisfied, call the Constituent Services Office to seek additional information.
Constituent Services Office
Education Center, Room 218
2309 Tulare Street, Fresno, CA 93721
Phone: (559) 457- 3736
FAX: (559) 457-3933

Ivan Flores, Ombudsperson
Xee Yang, Manager III
Malati Gopal, Administrative Analyst
Teresa Plascencia, Executive Director
Ivan.Flores@fresnounified.org
Xee.Yang@fresnounified.org
Malati.Gopal@fresnounified.org
Teresa.Plascencia@fresnounified.org
Questions