DELAC Meeting Information

- DELAC Presentations will be available on the English Learner Services website under the DELAC tab. Link is: https://els.fresnounified.org/

- To access the English DELAC Meeting please use the following number: 1-559-512-2623 ID 431 301 501#

- To access the Spanish DELAC Meeting please use the following number: 1-559-512-2623 ID 175 632 113#

- To access the Hmong DELAC Meeting please use the following number: 1-559-512-2623 ID 206 529 104#
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 third virtual meeting

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)
Good evening DELAC families and the community watching remotely through our Livestream! I want to welcome you to our 3rd meeting of the school year where we have great information planned for you all. Please note that if health and safety measures change, we could be meeting in person for our 4th meeting together.

- If you would like a copy of the DELAC Materials from today, you can request it at your child’s school through the school office. We have sent all documents to the schools EL Site Reps and Principal this week or you can visit our department website at [www.fresnounified.org](http://www.fresnounified.org) and go to English Learner Services under department tab and then DELAC folder.
We are excited to welcome students and staff back to campus beginning April 6th. Students will return to in-person instruction using a phased-in approach. Students in grades pre-kindergarten-2, 7, 9 and 12 return April 6th, with all other grades returning on April 13th: Grades 3-6, 8, 10 and 11.

There are three schedules being provided by FUSD:

- Schedule A is for a Tuesday & Wednesday in-person schedule and the remainder of the week at home
- Schedule B is for Thursday & Friday in-person schedule and home on Monday, Tuesday & Wednesday; and finally
- Schedule C is if you choose to remain 100% in distance learning from home.

Please note, your child will remain with the same teacher/s they have been assigned since the beginning of this school year using a simultaneous teaching model.

As more of our community gets vaccinated, this can also change the structure of our summer programs.

More information to come. Thank you and enjoy the wonderful presentations we have prepared for you today.
Agenda

1. 5:00 – 5:05 p.m. Welcome and Special Message
   Virginia Campos, DELAC Chairperson
   Adela Moreno, DELAC Vice Chairperson
   Sandra Toscano, Assistant Superintendent

2. 5:05 – 5:15 p.m. Minutes from Virtual meeting held on October 15, 2020
   Virginia Campos, DELAC Chairperson
   Maribel Gomez, DELAC Secretary

3. 5:15 – 5:40 p.m. LCAP Update
   Tammy Townsend, Chief Executive, OSFP
   Miguel Vega, Manager, OSFP

4. 5:40 – 6:00 p.m. Social Emotional Support to families during COVID-19 and after
   Noreida Perez, Social Worker
   Department of Prevention & Intervention

5. 6:00 – 6:20 p.m. Food Services in FUSD & how to give parent input
   Amanda Harvey, Director, Food Services

6. 6:20 – 6:40 p.m. ELPAC and Redesignation
   Vrisque Santiago & Alicia Estrada-Correa,
   EL Services TSAs

7. 6:40 – 6:55 p.m. Support Opportunities for Students at Fresno State University
   Art Mota, Central California Education Opportunities at CSUF

8. 6:55 – 7:00 p.m. Open Forum and Meeting Adjourn
   Virginia Campos, DELAC Chairperson
1. 5:00 – 5:05 p.m. Welcome and Special Message  
Virginia Campos, DELAC Chairperson  
Sandra Toscano, Assistant Superintendent English Learner Services

Mrs. Sandra Toscano welcomed everyone to the second virtual DELAC meeting of the 2020/21 school year. 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 introduced Mrs. Francisca Dámaso, she 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. 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 reviewed Microsoft Team Norms. Mrs. Magdalena Gomez introduced herself to all as Sergeant of Arms

2. 5:05 – 5:15 p.m. Minutes from Virtual Meeting held August 20, 2020  
Virginia Campos, DELAC Chairperson  
Rosie Aguilera, DELAC Secretary

Mrs. Dámaso reviewed the process to approve the minutes. Everyone present was reminded that the minutes were sent to the representatives' homes for review. Attendees were 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. Damaso also informed the parents present that the presentation will be available on the website of the Department for English Learners in the DELAC area.

3. 5:15 – 5:30 p.m. How To Microsoft Translator  
Alicia Estrada, TSA EL Services

Mrs. Dámaso introduced Alicia Estrada who led a presentation regarding Microsoft Translator. She presented a sample of how to use the Conversation feature on Microsoft Translator. Mrs. Estrada also provided a video that demonstrated how to download and use Microsoft Translator to assist parents in having conversations with individuals of different languages. This can be a powerful tool in communication with their child’s teacher and school staff.

4. 5:30-5:45 p.m. Tutor.com Tutoring Service  
Carlos Castillo, Superintendent of Instruction and Curriculum

Mrs. Dámaso introduced Mr. Carlos Castillo who let a presentation regarding Tutor.com. Mr. Castillo provided and reviewed some of the various features provided by Tutor.com. Mr. Castillo stated that Tutor.com is a system that can be used 24 hours a day in English and Spanish. Tutor.com has more than 120 available subject areas. Mr. Castillo mentioned to all in attendance that students can log on through Clever. He stated that all students have access to this system to get assistance with homework and other school assignments. He also provided a video that demonstrated how students can log in and access Tutor.com.

Fernando Ortega: Math is taught in various ways, how will the Tutor know the way the Teacher is teaching it? For math, the student can upload the assignment and the Tutor can see how the Teacher is teaching that Math skill
Carmen Mendez- Is Tutor.com for all students? Yes it’s for all students.

Pilar Cervantes- suggest that parents be called to let them know about Tutor.com because many parents are not here in attendance to see this resource. School messenger will be used to make parents aware of this resource.

Elia- Wants hard copies of this information to give to other parents. If you can please mail it to me. Yes we can mail you this information.

Roberta Meneses- This type of information should also be given to Teachers so that Teachers can recommend it to students and parents if they see the student is struggling. This way children receive assistance before they get behind in their grades.

Francisca Damaso- Suggest that text messages be used to communicate with parents as opposed to email.

Adela Moreno- Wants information in paper to be able to provided it to parents from her school

5. 5:45 – 5:50 p.m. Officer Elections Announcement  Vice Chairperson  Secretary and Sergeant at Arms Virginia Campos, DELAC Chairperson  Guillermo Berumen, Community Relations

Mr. Guillermo Berumen from the Department of English Learner Services explained the process that has led up to this point of announcing election results. Mr. Berumen told all in attendance that at the end of this meeting they will play the video that shows all ballots being counted one by one for these results. Parents have the choice to view the video at the end of this meeting or they can access it online at their convenience. Mrs. Guillermo Berumen displayed voting results where all tallied vote results for all candidates were shown. The following individuals were announced as winners to fill the opened DELAC vacancies. Vice Chairperson- Adela Moreno, Secretary- Maribel Gomez, Sergeant at Arms- Antonio Martinez

6. 5:50 – 6:00 p.m. Needs Assessment 2021 Results Virginia Campos, Presidenta del DELAC  Guillermo Berumen Relaciones Comunitarias

Mrs. Berumen reviewed the Needs assessment results. Feedback from all parents was taken for this Needs Assessment. Mr. Berumen went over the results based on needs parents felt they have for their child or school. He also reviewed the questions to be answered by parents from the survey. The feedback from this survey will help lead some of the upcoming topics for future DELAC meetings.

7. 6:00 – 6:15p.m. Support Opportunities for Students at Fresno State University Art Mota, Central California Education Opportunities at CSUF

Mrs. Dámaso introduced Mr. Art Mota to provide information about the Educational Opportunity Center at Fresno State. He stated that these services are all free for students. Students can get assistance in a variety of areas such as; Academic Counseling, Financial Aide application assistance, and help students to know what classes to take. He also mentioned to parents that community colleges in California are now free. Students in community college only pay for their books, but enrolling in course and units are now free. Mr. Mota provided all of the information on how to apply for the TRiO Educational Opportunity Centers program.

Parent- I am a resident and am interested in the GED, what can I do? You can go to the Adult School Cesar Chavez and apply there. You can call them and they can provide you with all the information.

8. 6:15 – 6:30 p.m Learning Continuity and Attendance Plan Miguel Vega, Manager of State and Federal Programs (LCP) Review & LCAP Timeline

Mrs. Dámaso introduced Mr. Vega who provided information on the LCP and LCAP. Mr. Vega reminded all that for this year due to the pandemic, the LCAP was suspended for this year. Instead the LCP was put in place to describe how a continuity of learning will be provided, address the impacts of COVID, and describe how funds and resources are being used to take actions on supporting students. The districts LCP was approved. Now the work will begin to develop the districts LCAP, which Mr. Vega provided the timeline of the LCAP work for the upcoming months. He told parents to keep an eye out in the near future because the LCAP work involves getting much feedback from parents and students and many other stakeholders.

Eva- I got a call that some kids will be returning to school, is this true? Yes, a small group of kids began to go back to school and those parents were notified.
Parent- she would want more clarity with the LCAP information meetings? Yes, that was feedback that we were given last year so we are looking at ways to provide LCAP information in more friendly clearer ways. You can also call me and I can go to your school and provide information to parents there.

9. 6:30-6:45p.m. Choice School and Transfers Process Vicente Cantu, State and Federal Programs Lidia Galvin, Transfer Office

Mrs. Romero introduced Mrs. Lydia Galvin who provided information regarding school choice available to parents. She began by showing parents how student's school is first determined based on their address and neighborhood school for grades K-12. Mrs. Galvin then provided and reviewed information regarding school choice options for district transfer school, Specialty Magnet Schools, Criteria Admission Schools, and Dual Immersion Language Schools. Mrs. Galvin made all parents aware that applications for these various school options are received all year long, but in order to have priority into having the opportunity to admission to one of these school choice options, the application should be returned to the Transfers Office by December 1.

Parent Eva- Would like priority to be given for school choice to parents who attend meetings. Mrs Galvin said the process is based on lottery and when the time the application was received. She stated Baird has many applicants and sometimes spaces in the middle grades of 6-8 are very limited.

Parent Fernando- I submitted an online application and only received an email stating that the application was received, will I be getting another type of confirmation regarding the application submitted? Mrs. Galvin stated that the email received is the confirmation that the application was received and processed in the Transfers Office.

10. 6:45-6:55 p.m. Annual Notification of the Uniform Complaint Procedure Ivan Flores, Obudsman Constituents Services Office

Mr. Guillermo Berumen introduced Mr. Ivan Flores from the Constituents Services Office to review the Annual Uniform Complain Procedure. Mr. Flores provided and reviewed much information including Areas that fall under the Uniform Complaint Procedure. He made parents aware that the UCP forms are available at every school site as well as the Constituents Office and online under the link displayed and provided to parents. These forms are available in English, Spanish, and Hmong. Mr. Flores provided the Constituents Services Office contact information and his contact information as well.

11. 6:55- 7:00 p.m. Open Forum and Meeting Adjourn Virginia Campos, DELAC Chairperson

Adela Moreno- I understand that schools are bringing on 10 students per school and are still using computer based learning at the school. I recommend that a Teacher provide instruction for these students that are attending schools. We will take your suggestion and forward it to the appropriate individuals.

Mr. Berumen thanked the 3 members that completed their DELAC terms tonight and welcomed the 3 new members beginning their DELAC term.

The video regarding the DELAC vacancies vote count and tallies was shown at the conclusion of the meeting.
Outline

- LCAP Timeline
- Summary of Opportunities
- LCAP Town Halls / ThoughtExchange
- LCAP Survey
- Questions
Purpose of Stakeholder Input

Collect input from a diverse group of school and community representatives, to help refine district plans to improve student outcomes.
2020/21 LCP/LCAP Timeline

Learning Accountability and Attendance Plan (LCP)

- September - October:
  - Public Hearing
  - Plan Adoption
  - Plan due to FCSS
  - FCSS deadline to provide recommendations

- November - December:
  - Ongoing Community Engagement
    - Parent University
    - District Advisory Committee (DAC)
    - District English Learner Advisory Committee (DELAC)
  - Community Advisory Committee (CAC)
  - Parent Friendly Budget Overview, First Interim

- November - February:
  - Engage community
  - Collect feedback
  - Compile results
  - Inform LCAP plan as part of our strategic budget development process

- March - April:
  - Present feedback received:
    - District Advisory Committee (DAC)
    - District English Learner Advisory Committee (DELAC)
    - Create draft LCAP

Local Control and Accountability Plan (LCAP)

- May:
  - Present draft for review and comment to:
    - District Advisory Committee (DAC)
    - District English Learner Advisory Committee (DELAC)
    - Respond in writing
    - Invite public comment

- June:
  - 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
Engagement Opportunities

**Local Control and Accountability Plan Stakeholder Input Update**

**3/18/2021**

**LCAP PARTICIPATION**

**SUMMARY OF EFFORTS**

**LABOR PARTNERS**
- FTA, Trades, SEIU, CSEA 143, CSEA 125, FASTA, IAMAW

**STRATEGIC PLAN**
- 17 Student focus groups (grades 4-12)
- 6 Parent townhalls (English, Spanish, and Hmong)
- All school site principals
- All district departments

**THOUGHTEXCHANGE**
- 368 participants
- 250 English, 64 Spanish, 54 Hmong
- 6% teachers, 37% parents 13% students 44% Community

**DAC, DELAC, SAB**
- Information
- Input
- Feedback

**TOWNHALLS**
- 495 participants
- 11 Townhalls
- 7 English, 3 Spanish, 1 Hmong

**LCAP SURVEY**
- 5,452 Participants
- 2,394 Students
- 1,197 Parents
- 1,259 Certificated staff
- 159 Management
- 288 Classified staff
- 71 Student at Fresno Adult
- 84 Community / Other
Process:

SHARE
Submit Thoughts
Let stakeholders provide feedback on issues that matter to them.

STAR
Prioritize Thoughts
Enable stakeholders to consider and communicate which ideas are most important.

DISCOVER
Reveal What Matters
Stakeholders discover what they collectively care about the most.

Outcomes:

Receive candid, unbiased answers
Participants confidentially answer questions and objectively rate other responses and ideas.

Learn what people think in real time
ThoughtExchange provides data-rich reports capturing top themes and thoughts.

Take decisive action that everyone supports
Leaders use ThoughtExchange insights to align groups, prioritize next steps and get ahead.
**LCAP Town Hall**

**Top Themes**

**Question:** What are the most important things to focus on as we continue our work to support all students?

<table>
<thead>
<tr>
<th>Town Hall</th>
<th>Top Theme</th>
<th>Second Highest Theme</th>
<th>Third Highest Theme</th>
<th>Fourth Highest Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hoover</td>
<td>Post Secondary</td>
<td>Academic</td>
<td>Engagement</td>
<td>Mental Health</td>
</tr>
<tr>
<td>Roosevelt</td>
<td>Families</td>
<td>Mental Health</td>
<td>Post Secondary</td>
<td>Technology</td>
</tr>
<tr>
<td>Fresno High</td>
<td>Technology</td>
<td>Mental Health</td>
<td>Back to Campus</td>
<td>Staff Supports</td>
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<tr>
<td>McLane</td>
<td>Academic</td>
<td>Mental Health</td>
<td>Engagement</td>
<td>Families</td>
</tr>
<tr>
<td>Bullard</td>
<td>Mental Health</td>
<td>Technology</td>
<td>Post Secondary</td>
<td>Engagement</td>
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<tr>
<td>Edison</td>
<td>Families</td>
<td>Mental Health</td>
<td>Technology</td>
<td>Academics</td>
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<td>Sunnyside</td>
<td>Technology</td>
<td>Mental Health</td>
<td>Post Secondary</td>
<td>Safety</td>
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<td>Spanish</td>
<td>Families</td>
<td>Academic</td>
<td>Mental Health</td>
<td>Nutrition</td>
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<tr>
<td>Hmong</td>
<td>Dual Immersion</td>
<td>Mental Health</td>
<td>Academic</td>
<td>Engagement</td>
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<tr>
<td>Student Advisory</td>
<td>Engagement</td>
<td>Mental Health</td>
<td>Safety</td>
<td>Post Secondary</td>
</tr>
</tbody>
</table>

Local Control and Accountability Plan Stakeholder Input Update  

3/18/2021
“Programs available to students and families that help close reading and math gaps. With Covid-19 closures many of our students have gaps in foundational skills that may inhibit future growth.”

“Continue to expand social emotional services due to the grief, loss, trauma and isolation our students are experiencing. Teens nationwide are facing an epidemic of mental health concerns and suicidality.”

“Reading fundamentals are needed. The number of children unable to read text and decode words is frightening. Anxiety, stress, and depression are being felt by students with no concrete help on how to deal with those feeling.”

“To offer more opportunities for parents to be more involved in their children’s education. It’s important for students to see that their education is important to their parents and people they look up to.”

“Equitable access to resources. Whether it is for the classroom, school clubs, athletics, arts, or personnel, students deserve equitable access to resources.”

“We need to make sure schools are adequately staffed especially in Sp Ed. We have been understaffed in Sp Ed for the past 10 years”

“Academic and Social Emotional support. Kids needs to be supported and feel safe to be able to learn.”

“Build a sense of community on campus. Many students have felt isolated and distant as a result of being away for so long, rebuilding a sense of community will be beneficial.”

“More help for parents in our language”

“Assist students in the Hmong Dual Language Immersion Program to become proficient, speak Hmong fluently, read and write”

Thoughts
Top Thought - Regions

Question: What are the most important things to focus on as we continue our work to support all students?
## LCAP Survey: Make School More Academically Challenging

*# of Respondents who felt the solution was “Very Helpful”*

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Parent</th>
<th>Students at Fresno Adult</th>
<th>Classified Employees</th>
<th>Certificated Employees</th>
<th>Management or Administrators</th>
<th>Community Member/Partner</th>
<th>Student K-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to technology beyond the classroom</td>
<td>768</td>
<td>25</td>
<td>203</td>
<td>877</td>
<td>117</td>
<td>22</td>
<td>1,340</td>
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<tr>
<td>Library Services for Students</td>
<td>706</td>
<td>30</td>
<td>215</td>
<td>818</td>
<td>95</td>
<td>17</td>
<td>1,161</td>
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<tr>
<td>Classroom Technology (online learning and 1X1 tablets)</td>
<td>711</td>
<td>21</td>
<td>187</td>
<td>904</td>
<td>119</td>
<td>21</td>
<td>1,085</td>
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<tr>
<td>Supports beyond the classroom (study hall, homework support, etc.)</td>
<td>662</td>
<td>27</td>
<td>190</td>
<td>714</td>
<td>76</td>
<td>19</td>
<td>1,080</td>
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<tr>
<td>Reduced student / teacher class size ratios</td>
<td>747</td>
<td>18</td>
<td>192</td>
<td>1,005</td>
<td>93</td>
<td>14</td>
<td>634</td>
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<tr>
<td>After School Tutoring</td>
<td>641</td>
<td>32</td>
<td>194</td>
<td>642</td>
<td>80</td>
<td>17</td>
<td>1,090</td>
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<tr>
<td>Classroom instructional aide support</td>
<td>683</td>
<td>26</td>
<td>209</td>
<td>714</td>
<td>84</td>
<td>16</td>
<td>827</td>
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<tr>
<td>Rigorous academic programs such as Advanced Placement (AP), International Baccalaureate (IB), and Gifted and Talented (GATE) programs</td>
<td>612</td>
<td>16</td>
<td>161</td>
<td>690</td>
<td>87</td>
<td>8</td>
<td>818</td>
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<tr>
<td>Summer / Winter break learning opportunities</td>
<td>573</td>
<td>23</td>
<td>174</td>
<td>585</td>
<td>90</td>
<td>11</td>
<td>787</td>
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<tr>
<td>Dual Language Immersion Programs where students receive instruction in two languages</td>
<td>571</td>
<td>27</td>
<td>146</td>
<td>535</td>
<td>78</td>
<td>12</td>
<td>857</td>
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</table>
## LCAP Survey: Expand Student-Centered and Real-World Learning

### Top Response Foster Youth

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Parent</th>
<th>Students at Fresno Adult</th>
<th>Classified Employees</th>
<th>Certificated Employees</th>
<th>Management or Administrators</th>
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<th>Student K-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help for students to navigate college application requirements ★★★</td>
<td>717</td>
<td>32</td>
<td>184</td>
<td>806</td>
<td>104</td>
<td>21</td>
<td>1,229</td>
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<tr>
<td>Relevant instruction/learning tied to real life job skills ★★</td>
<td>669</td>
<td>32</td>
<td>189</td>
<td>795</td>
<td>110</td>
<td>20</td>
<td>1,218</td>
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<tr>
<td>Project-based or hands on learning opportunities</td>
<td>690</td>
<td>22</td>
<td>190</td>
<td>826</td>
<td>102</td>
<td>17</td>
<td>1,106</td>
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<tr>
<td>Technology related skills and competencies (learning /using digital tools and cyber safety)</td>
<td>710</td>
<td>28</td>
<td>191</td>
<td>840</td>
<td>110</td>
<td>20</td>
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<td>Dual enrollment (allows high school students to take college courses)</td>
<td>675</td>
<td>30</td>
<td>191</td>
<td>762</td>
<td>104</td>
<td>21</td>
<td>1,071</td>
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<tr>
<td>Training of job search skills, including applications, resumes, and interviewing</td>
<td>608</td>
<td>32</td>
<td>181</td>
<td>712</td>
<td>98</td>
<td>23</td>
<td>1,138</td>
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<tr>
<td>Career Technical Education (CTE) course offerings (Finance &amp; Entrepreneurship, Medical Education &amp; Research, Video Production, etc.)</td>
<td>621</td>
<td>31</td>
<td>183</td>
<td>761</td>
<td>86</td>
<td>19</td>
<td>996</td>
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<td>Job Shadowing Experiences</td>
<td>631</td>
<td>24</td>
<td>175</td>
<td>741</td>
<td>91</td>
<td>21</td>
<td>976</td>
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<tr>
<td>Internship and apprenticeship opportunities</td>
<td>631</td>
<td>20</td>
<td>176</td>
<td>773</td>
<td>103</td>
<td>16</td>
<td>930</td>
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<tr>
<td>Cultural sensitivity training to prepare students for diverse workplaces in a global economy</td>
<td>610</td>
<td>24</td>
<td>159</td>
<td>636</td>
<td>90</td>
<td>15</td>
<td>977</td>
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</table>

*# of Respondents who felt the solution was “Very Helpful”*
## LCAP Survey: Student Engagement in School and Community

*# of Respondents who felt the solution was “Very Helpful”*

<table>
<thead>
<tr>
<th>Answer Options</th>
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<th>Student K-12</th>
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<tbody>
<tr>
<td>Campus safety</td>
<td>846</td>
<td>40</td>
<td>210</td>
<td>935</td>
<td>116</td>
<td>23</td>
<td>1,528</td>
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<tr>
<td>Free enrichment/field trips</td>
<td>805</td>
<td>36</td>
<td>190</td>
<td>961</td>
<td>125</td>
<td>26</td>
<td>1,456</td>
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<tr>
<td>College exposure trips</td>
<td>764</td>
<td>32</td>
<td>180</td>
<td>185</td>
<td>126</td>
<td>22</td>
<td>1,529</td>
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<tr>
<td>Athletic opportunities</td>
<td>733</td>
<td>40</td>
<td>186</td>
<td>882</td>
<td>119</td>
<td>23</td>
<td>1,455</td>
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<tr>
<td>Career exposure trips</td>
<td>741</td>
<td>32</td>
<td>182</td>
<td>838</td>
<td>122</td>
<td>22</td>
<td>1,489</td>
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<tr>
<td>Social-emotional supports for students</td>
<td>766</td>
<td>31</td>
<td>203</td>
<td>931</td>
<td>129</td>
<td>20</td>
<td>1,298</td>
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<tr>
<td>Music opportunities</td>
<td>777</td>
<td>34</td>
<td>187</td>
<td>898</td>
<td>117</td>
<td>21</td>
<td>1,266</td>
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<tr>
<td>Visual or Performing Arts opportunities</td>
<td>698</td>
<td>27</td>
<td>172</td>
<td>860</td>
<td>115</td>
<td>21</td>
<td>1,069</td>
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<tr>
<td>Transportation to increase student participation</td>
<td>660</td>
<td>25</td>
<td>173</td>
<td>780</td>
<td>106</td>
<td>21</td>
<td>1,083</td>
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<tr>
<td>Funding for school clubs</td>
<td>631</td>
<td>26</td>
<td>164</td>
<td>779</td>
<td>107</td>
<td>16</td>
<td>1,068</td>
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</tbody>
</table>

*Top Response Foster Youth*  
*Top Response English Learners*  

3/18/2021
<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Parent</th>
<th>Students at Fresno Adult</th>
<th>Classified Employees</th>
<th>Certificated Employees</th>
<th>Management or Administrators</th>
<th>Community Member/Partner</th>
<th>Student K-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunities to communicate with families in languages other than English</td>
<td>760</td>
<td>31</td>
<td>196</td>
<td>915</td>
<td>115</td>
<td>19</td>
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<tr>
<td>Communications translated in native languages</td>
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<td>33</td>
<td>190</td>
<td>882</td>
<td>117</td>
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<td>Student, family, and parent communication</td>
<td>783</td>
<td>25</td>
<td>184</td>
<td>831</td>
<td>111</td>
<td>18</td>
<td>1,069</td>
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<tr>
<td>Parent/student/teacher conferences</td>
<td>824</td>
<td>25</td>
<td>193</td>
<td>801</td>
<td>102</td>
<td>14</td>
<td>887</td>
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<tr>
<td>Investments in school climate and culture</td>
<td>587</td>
<td>26</td>
<td>132</td>
<td>659</td>
<td>102</td>
<td>13</td>
<td>969</td>
</tr>
<tr>
<td>Parent meetings held at sites (FAFSA, Grade level meetings, etc.)</td>
<td>637</td>
<td>19</td>
<td>163</td>
<td>701</td>
<td>88</td>
<td>11</td>
<td>768</td>
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<tr>
<td>Resources prioritized by each school through their School Site Council</td>
<td>575</td>
<td>24</td>
<td>134</td>
<td>588</td>
<td>87</td>
<td>19</td>
<td>825</td>
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<tr>
<td>Parent workshops provided by Parent University</td>
<td>513</td>
<td>22</td>
<td>159</td>
<td>640</td>
<td>72</td>
<td>13</td>
<td>673</td>
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</tbody>
</table>

* # of Respondents who felt the solution was “Very Helpful”
## LCAP Survey: Recruitment / Retention of staff to reflect Community Diversity

*# of Respondents who felt the solution was “Very Helpful”*

<table>
<thead>
<tr>
<th>Answer Options</th>
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<th>Students at Fresno Adult</th>
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<th>Community Member/Partner</th>
<th>Student K-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional learning for educators</td>
<td>675</td>
<td>29</td>
<td>182</td>
<td>699</td>
<td>99</td>
<td>13</td>
<td>1,013</td>
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<tr>
<td>Cultural proficiency professional learning opportunities for staff</td>
<td>580</td>
<td>28</td>
<td>163</td>
<td>596</td>
<td>90</td>
<td>15</td>
<td>893</td>
</tr>
<tr>
<td>Programs to encourage people to become educators</td>
<td>488</td>
<td>20</td>
<td>161</td>
<td>593</td>
<td>89</td>
<td>16</td>
<td>861</td>
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<tr>
<td>Efforts to encourage students to become educators</td>
<td>553</td>
<td>30</td>
<td>147</td>
<td>569</td>
<td>82</td>
<td>30</td>
<td>770</td>
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<tr>
<td>Opportunities for teachers to obtain National Board Certification</td>
<td>583</td>
<td>20</td>
<td>160</td>
<td>475</td>
<td>58</td>
<td>20</td>
<td>774</td>
</tr>
<tr>
<td>Programs to encourage staff to become administrators</td>
<td>488</td>
<td>20</td>
<td>134</td>
<td>424</td>
<td>85</td>
<td>20</td>
<td>793</td>
</tr>
</tbody>
</table>

★ Top Response Foster Youth  ▲ Top Response English Learners

3/18/2021
After reviewing our five newly adopted goals, describe some actions that schools could take to meet these goals.

30% of recommendations focus on improving academics (949 responses)
- More engaging teaching and learning (121 responses)
- More class time (92 responses)
- Less Homework (68 responses)

17% of recommendations focus on making school more engaging (531 responses)
- More community engagement (115 responses)
- More family engagement (55 responses)
- More Field Trips (23 responses)
Given that students have been distance learning for some time, what unique needs do you feel that students will have when they return to campus?

20% of recommendations focus on improving academics (793 responses)
- Give students time to adjust (184 responses)
- Focus on getting students caught up (130 responses)

17% of recommendations focus on supporting student’s mental health (685 responses)
- General social emotional supports (507 responses)
- Help with anxiety (34 responses)
Is there any other information you would like to share with us?

17% focus on improving academics (143 responses)
- Real world teaching and learning (18 responses)
- Less Homework (10 responses)

16% focus getting students back to campus (141 responses)
- Support for in-class instruction (142 responses)
Questions?
DELAC: COVID 19 and Mental Health Resources

Through a Multi-tiered System of Support, we collaborate with stakeholders to create equitable student opportunities and foster the well-being of the entire school community through the implementation of preventative practices and responsive student-centered social emotional supports.
Today's Objectives

- COVID-19 and Mental Health
- FUSD Social Emotional Supports
- Parent Resources
- How to Complete an Online Referral
COVID and Mental Health
FUSD’s Approach to Understanding Student Mental Health Needs

- Culture and Climate Surveys
  - Specific questions regarding Mental Health supports

- Gaggle
  - On-Call Mental Health Team
  - Connection to School Sites
  - Supporting Admin. During Holiday breaks

- SOS Presentations
  - 9,245 students received presentation
  - 592 asked to speak with an adult about themselves
  - 131 asked to speak with an adult about their friend
Clinical School Social Workers
Provide mental health, community referrals, individual/group counseling, crisis interventions, and suicide prevention
- In all Secondary
- Focused Elementary Collaboration
  - All4Youth
  - Fresno County Department of Behavioral Health
- Project ACCESS

School Psychologist
Restorative Practice Counselors (RP)
Tier II Intervention Specialist
Behavior Intervention Specialist (BIS)
Common Warning Signs

- Regression in behaviors
- Excessive clingingness
- Sleep disturbance
- Loss of appetite
- Withdrawn or isolated
- Loss of peer relationships
- Anger or irritability-aggression
- Frequent onset of night terrors
- School avoidance
- Physical complaints or pain
- Substance use
SEÑALES DE ADVERTENCIA SOBRE EL SUICIDIO:
Los comportamientos que se mencionan a continuación pueden ser algunas de las señales de advertencia de que alguien está pensando en suicidarse.

HABLAR SOBRE:
- querer morirse,
- sentir una gran culpa o vergüenza,
- ser una carga para los demás.

SENTIRSE:
- vacío, sin esperanza, atrapado o sin razón para vivir;
- extremadamente triste, ansioso, agitado o lleno de ira;
- con un dolor insoportable, ya sea emocional o físico.

Cambiando de comportamiento, como:
- hacer un plan o investigar formas de morir;
- alejarse de los amigos, decir adiós, regalar artículos importantes o hacer un testamento;
- hacer cosas muy arriesgadas como conducir con una rapidez extrema;
- mostrar cambios de humor extremos;
- comer o dormir demasiado o muy poco;
- consumir drogas o alcohol con más frecuencia.

Si estas señales de advertencia le son pertinente a usted o a alguien que conoce, busque ayuda lo más pronto posible, especialmente si el comportamiento es nuevo o si se ha intensificado recientemente.

Red Nacional de Prevención del Suicidio
1-888-628-9454 (español)/1-800-273-TALK (inglés)

Línea de crisis para mensajes de texto
Envíe la palabra “HELLO” al 741741

www.nimh.nih.gov/prevencionsuicidio
Coping Skills

Coping Strategies

- Plant
- Sun
- Globe
- Head
- Mixed
- Swimming
- Cart
- Cat
- Music
Social Emotional Wellness & Support

https://dpi.fresnounified.org/sews/

Social Emotional Wellness & Support

Overview

Students and Parents/Caretakers: If you are concerned about the social emotional well-being of your child or a peer, please fill out the Online Social Emotional Support Referral above. If this is an emergency, please call 911 immediately or take your child to the nearest hospital. Referrals are confidential and are forwarded by email to the administrative team in the Student Support Services Office.
Fresno Unified School District
The mission of the Nutrition Services Department is to provide the students of Fresno Unified School District with nutritious and appetizing meals to help them do their best in school each day.
Fresno Unified School District
Meal Programs

72,000+ students in Fresno Unified

107 Serving Sites

98,000 meals served daily
  • Breakfast (27,000)
  • Lunch (58,000)
  • Snack (7,500)
  • SuperSnack (5,500)
Fresno Unified School District
Nutrition Programs

Nutrient dense menus for all meal programs:

- School Breakfast Program (SBP)
- National School Lunch Program (NSLP)
- Fresh Fruit and Vegetable Program (FFVP)
- After School Snack Program (ASSP)
- Child and Adult Care (CACFP), including Super Snack
- Summer Food Service Program (SFSP)
Fresno Unified School District
Serving Meals During Distance Learning

57 Serving Sites

10 Million Meals since March 2020
Fresno Unified School District
Food Safety

Sanitizing: Tables, Equipment, Touchpoints
PPE: Masks, gloves, hairnets, hand sanitizer
Physical Distancing
Meal Time Staggering
Disposable Utensils
Meals bagged or boxed
Self-serve eliminated for time being
Fresno Unified School District
Nutrition Center

• 106,000 square feet
• $24 million state-of-the-art facility
• 6 coolers, 5 ovens, 4 freezers, 4 cook tanks, 4 kettles, 3 proofers
• Complete loading dock with 16 bays
• 6 assembly lines
• Automated can opener that washes, opens, unloads, and smashes cans
• Fully equipped Test Kitchen and Canteen
Fresno Unified School District
Nutrition Center

- Cook & Bake: large quantity food production
- Pasteurization: high heat and rapid cooling
- Recipe Development
- Higher quality foods
- Control costs
- Control ingredients
- Standardize menus district-wide
Fresno Unified School District Nutrition Center

Operational Structure

1. Student tested recipes
2. Menu Development
3. Procurement
4. Inventory
5. Cook
6. Bag
7. Chill
8. Delivery
9. Reheat - Serve
10. Students Eat

Students Ready to Learn
Fresno Unified School District
Nutritious School Menus

Average Caloric Ranges

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Lunch</th>
<th>Breakfast</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-8</td>
<td>550-650</td>
<td>400-500</td>
</tr>
<tr>
<td>9-12</td>
<td>750-850</td>
<td>450-600</td>
</tr>
</tbody>
</table>

Less than 35% of calories come from fat
Less than 10% of calories come from saturated fat
All grain products are whole grain rich
All protein products are lean
  ◦ Milk is low-fat white or fat-free chocolate
  ◦ Meats and Meat Alternates are lean and low in sodium
Wide variety of fruits and vegetables
Fresno Unified School District
Fruits and Vegetables on Menu

• Lunch

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Fruit</th>
<th>Vegetable</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-8</td>
<td>½ cup</td>
<td>¾ cup</td>
</tr>
<tr>
<td>9-12</td>
<td>1 cup</td>
<td>1 cup</td>
</tr>
</tbody>
</table>

• Vegetables include nutrient dense sub groups
  • dark green, red orange, beans, and starchy vegetables

• Breakfast
  • All grade levels receive 1 cup of fruit
Fresno Unified School District
Student and Parent Feedback
fresnounified.nutrislice.com

See our school menus at:
fresnounified.nutrislice.com
Fresno Unified School District
Student and Parent Feedback
Fresno Unified School District
Nutrition Information

Lunch | Mar 4th, 2021

Serving Size: 0.5 Cups
Calories: 11
Total Fat: 0g
Saturated Fat: 0g
Cholesterol: 0mg
Sodium: 10mg
Total Carbs: 2g
Dietary Fiber: 1g
Protein: 1g

Vitamin A: 19IU
Calcium: 15mg
Iron: 0.00mg
Vitamin C: 28.30mg

How would you rate this item?

* * * * *

Broccoli Florets

This crisp, crunchy veggie is packed with Vitamin C, Iron and fiber to keep you healthy!
EBT Cards

- California will be mailing pandemic EBT cards to the student address on file in the California Department of Education's (CDE) data system (Cal-Pads) by mid-March.
- The addresses come from the student address field on the demographics page in ATLAS and are updated on a weekly basis to CDE's data system. If the address in ATLAS is not correct, students and families will not receive these cards.
- Since this address field can only be updated by FUSD office staff through proof of residency, please ensure addresses are updated in ATLAS as soon as possible (from emergency cards, etc.).
- If students are identified as homeless, please reach out to the Department of Prevention and Intervention's Project Access team.
Reclassification and ELPAC

March 18, 2021
Today we will learn
What is reclassification?
What is the ELPAC assessment?
What is reclassification?
Write it down in the chat
Reclassification occurs when the student demonstrates that he or she can listen, speak, read, and write in English at a basic level.

When students are reclassified, they are no longer considered English learners.
To reclassify it is necessary to...

1. Meet ELPAC criteria
2. Meet the criteria of a basic skills assessment (iReady/CAASP)
3. Receive a recommendation from the class teacher
4. Parent consultation
Timeline of reclassification

Depending on the initial evaluation of an English learner, they receive up to 6 years to achieve reclassification.

6 - □ = ∗
What is the ELPAC evaluation? Write it down in the chat.
The ELPAC Evaluation

Annual summative evaluation to measure English Learner progress in learning English.

Identifies the level of proficiency of the student's English language.

Administered annually from 1 February to 31 May.

One criteria toward redesignation for English learner students.

It is managed through a computer platform.
Performance Areas:

Oral Language
• Listening
• Speaking

Written Language
• Reading
• Writing
Practice tests

1. Visit elpac.org

- Resources
- Practice and Training Tests
Practice tests

Online Practice and Training Tests

Administration of Practice and Training Tests is optimized in supported versions of Chrome, Firefox, and Safari web browsers. Use of the Microsoft Edge and Internet Explorer web browsers is not recommended.

To access the online Practice and Training Tests, please select one of these buttons.

If you are a test examiner, select this button to access and administer the online Practice and Training Tests.

If you are a student, select this button to access the Practice and Training Tests for the online tests.
Tips for parents

In English stunts can...

- listen to audiobooks on Sora or YouTube
- have conversations with family members
- read books aloud to younger siblings
- draw and tag images or write in a journal
The goal is for 95% of our English learners to complete the evaluation.

It is important for each family to make an effort to coordinate with their school to complete the evaluation.
• **Academic Counseling:** Helps students achieve the academic goals identified as part of their individual plan for academic success.

• **College Admission and Financial Aid Application Assistance:** Help students with online filing and completion of a hard copy.

• **Specialization Selection or Courses:** Help students know what classes to take to ensure a degree is achieved within a reasonable time.

• **Career Assessment and Exploration:** Help the student gain knowledge of their skills, skills and professional interest.

• **Financial Aid Workshops:** Help students learn financial management to better budget for their financial aid.
Who is eligible?

- U.S. citizen or legal resident
- Be at least 18 years old.
- Have a desire to enroll in a postsecondary education program.
- Additionally, we focus serving:
  - First-generation college students (none of the parents graduated with a four-year bachelor's degree)
  - Veterans or Students Connected to Military
  - Ex-Youth in Parenting Homes
  - Teenage Parents
Arturo Mota  
Educational Outreach Specialist  

Central California Educational Opportunity Center  
California State University, Fresno  
Division of Student Affairs and Enrollment Management  
550 E. Shaw Ave., Suite 240-13  
Fresno, CA 93710  

Email: amota@csufresno.edu  
Oficina: 559.278.4018  
Celular: 541.936.4819
CALLING FUSD PARENTS

What We Offer:

- Learn English (ESL)
- Citizenship Test Prep
- Computer Literacy
- HS Equivalency (GED, HiSET)
- HSD (currently closed)

Visit www.fas.edu to register
If you have questions or need additional information regarding this presentation, please call the following offices:

- English Learner Services - 457-3966
- State & Federal Program - 457-3934