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 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)
FRESNO UNIFIED SCHOOL DISTRICT  
DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC) MEETING  

FIRST DELAC MEETING  
SCHOOL YEAR 2020-21  

Thursday, August 20, 2020  
5:00 p.m. – 7:00 p.m.  

Agenda  

<table>
<thead>
<tr>
<th>Time</th>
<th>Item</th>
<th>Presenter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5:00 – 5:05 p.m.</td>
<td>Welcome and Special Message</td>
<td>Virginia Campos, DELAC Chairperson, Sandra Toscano, Assistant Superintendent</td>
</tr>
<tr>
<td>5:05 – 5:15 p.m.</td>
<td>Minutes from Webster Elementary School on January 23, 2020</td>
<td>Virginia Campos, DELAC Chairperson, Rosie Aguilera, DELAC Secretary</td>
</tr>
<tr>
<td>5:15 – 6:05 p.m.</td>
<td>Learning Continuity Attendance Plan</td>
<td>State and Federal Programs &amp; District Staff</td>
</tr>
<tr>
<td>6:05 – 6:15 p.m.</td>
<td>Consolidated Application</td>
<td>Miguel Vega, State &amp; Federal Programs</td>
</tr>
<tr>
<td>6:15 – 6:20 p.m.</td>
<td>Officer Elections, (Special mail vote)</td>
<td>Guillermo Berumen, Community Relations Liaison, Virginia Campos, DELAC Chairperson</td>
</tr>
<tr>
<td>6:20 – 6:25 p.m.</td>
<td>Explanation of the survey for this school year 2020-2021- New process</td>
<td>Virginia Campos, DELAC Chairperson, Guillermo Berumen, Community Relations</td>
</tr>
<tr>
<td>6:25 – 6:35 p.m.</td>
<td>Teacher and Instructional Aide Requirements</td>
<td>Guillermo Berumen, Community Relations Liaison, for Human Resources</td>
</tr>
<tr>
<td>6:35 – 6:50 p.m.</td>
<td>Question and Answers</td>
<td>Sandra Toscano, Assistant Superintendent, Presenters &amp; EL Services Team</td>
</tr>
<tr>
<td>6:50 – 7:00 p.m.</td>
<td>Meeting Adjourn</td>
<td>Virginia Campos, DELAC Chairperson</td>
</tr>
</tbody>
</table>
1. 5:00 – 5:30 p.m.  Registration and Dinner  All Representatives

2. 5:30 – 5:40 p.m.  Welcome  Virginia Campos, DELAC Chairperson
Jennifer Stacy-Alcantara, Principal
Sandra Toscano, Assistant Superintendent
EL Services

Mrs. Virginia Campos welcomed everyone to the 3rd DELAC meeting of the school year. Mrs. Francisca Damaso welcomed everyone and introduced herself as Vice President. Mrs. Rosie Aguilera introduced herself as Secretary and a representative of the Bullard region. Mrs. Salome Romero introduced herself and welcomed everyone. Mrs. Campos counted all voting representative members and announced that a quorum was formed with 55 DELAC members present at the start of the meeting. Mrs. Francisca Damaso made the audience aware of the babysitting services that were provided, and the availability of headsets for translation services in Spanish and Hmong. Mrs. Virginia Campos then introduced Mrs. Jennifer Alcantara, Principal of Webster Elementary School. Mrs. Alcantara welcomed everyone in attendance and provided the following information about Webster: she stated that Webster has approximately 30% English Learners. Mrs. Alcantara also stated that she sees the value in having children learn two languages.

3. 5:40 – 5:50 p.m.  Approval of Minutes  Virginia Campos, DELAC Chairperson

Mrs. Virginia Campos continued with the approval of the minutes from the previous DELAC meeting held at Ahwahnee Middle School on October 17, 2019. Mrs. Virginia Campos asked all in attendance to take a few minutes to review the minutes of the previous meeting and ask any questions or point out any corrections before approval. A vote was taken to approve the DELAC minutes. All members voted in favor of approving the DELAC minutes. No votes opposed. Minutes were approved by the DELAC representatives.

4. 5:50 – 6:15 p.m.  ELPAC and i-Ready Videos  Carmen Rodriguez Ph. D. Equity and Access

Mrs. Virginia Campos introduced Mrs. Carmen Rodriguez. Mrs. Rodriguez shared two videos. The first was an ELPAC video which reviews a child’s ELPAC scores and the second was the iReady video. Mrs. Rodriguez described where the videos can be accessed in ATLAS and the purpose for the videos.

Beatrice Vazquez- Jackson Elementary, What percentage must students achieve on ELPAC? Scores are not given in percentages they receive a proficiency level score. When students reach a Patricia – Wawona Middle, What are the resources that the district is using so that students reach a proficient level score? Teachers have access to this information and parents are encouraged to communicate with their child’s teacher to see what specific instruction is used for their child’s ELPAC development.
Adela Moreno- Ewing, How many English Learners does the district have? Approximately about 14,000 students are English Learners. If you need a specific number of ELs you can contact Guillermo Berumen.
Marcela – Mayfair Elementary, What supports do kids with Special needs get to get redesignated? I recommend you speak to the Teacher during the IEP. There are support for students with special needs and supports for students that are English Learners.
Antonio Martinez- Leavenworth Elementary, What programs are available for students who are in level 4 for iReady. What have the DELAC representatives done for the English Learners? There are currently 20 EL lab schools that get support from the English Learner Department staff in supporting English Learner students, there are after school programs specifically for English Learners, there are summer school opportunities that specifically support English
Leaner students, Hmong language programs, and second language afterschool programs where kids are learning languages such as French, Arabic, Mixteco, and Punjabi.

Francisca- encourages parents to go to schools and observe the programs that are available to ELs. If they see programs are not working, let the Principal know that those programs need to be reviewed. Raquel- Rowell/Yosemite, has seen very few parents involved at ELAC meetings at school sites. Would like to see more parents at ELAC meetings where they have a voice for ELs.

Adela Moreno- Ewing Elementary, does not see very good programs for ELs at the school site with quality instruction.

Parent from Scandinavian, my children cannot access iReady at home, why is that? With these steps provided they should be able to log in. If not, it may be the windows version or a possible technical issue

Roberta Meneses- Greenberg Elementary, Why is iReady not compatible on the district issued tablets this year? I would like to talk to you more about this issue. Lets talk after the presentation.

5. 6:15-6:35 p.m. Intergenerational Trauma Becky Aleman, Social Worker Department of Prevention & Intervention

Mrs. Virginia Campos introduce Mrs. Becky Aleman. Mrs Aleman reviewed and provided information about Intergenerational Trauma. Mrs. Aleman defined what trauma is. When there is trauma there is an interruption in a child's life. Mrs. Aleman reviewed the three different parts of the brain with an illustration and described what happens in each part of the brain. When students experience trauma, the first thing we need to do for them is provide safety for students. The way a person responds to a child's trauma is very important for the child to be able to get over the trauma. Mrs. Aleman was available in the back for questions from the audience.

6. 6:35- 6:55 p.m. LCAP Update Santino Danisi, Executive Director State & Federal

Mrs. Francisca Damaso introduced Mr. Miguel Vega. Mr. Vega reviewed LCAP information and updates. He explained that the LCAP is a 3-year plan. Mr. Vega explained how different funds are allocated and distributed for Fresno Unified based on student population. Mr. Vega showed the district actions that are currently in place. Currently, there are 59 actions in the LCAP plan. Mr. Vega also invited all in attendance to attend the LCAP workshops where they can get more detailed information. He also encouraged everyone to complete the survey that is online.

Alicia Aleman- Leavenworth Elementary, I would like to have an opportunity to complete the survey online at the next meeting. How do we know our suggestions are actually being read? We are employees of the District and have no interest in presenting inaccurate information to the School Board. We encourage as many parents to complete the survey.

7. 6:55-7:15 p.m. Needs Assessment Sandra Toscano, Assistant Superintendent Virginia Campos, DELAC Chairperson

Mrs. Campos introduced Mrs. Toscano who will go over the Needs Assessment. You have a sheet in your information packet that we would like for you to complete. We want your feedback on various topics that you want to have presented at future DELAC meetings. Please think about any topics that you are interested in and record them on the sheet. Depending on responses, we can have various experts from different departments come and present.

Alicia Aleman- Would like blank space to be able to write specific suggestions as oppose to a predetermined questionnaire.

8. Nominations- Vice Chairperson, Secretary, Sergeant at Arms Sandra Toscano, Assistant Superintendent Virginia Campos, DELAC Chairperson

Vice President Nominations-
Patricia Santiago, Wawona - Roberta Meneses, Greenberg - Beatrice Vazquez, Jackson - Agustina Rivas, Tioga, Hoover -
Maribel Gomez, Holland – Adela Moreno, Ewing
Secretary Nominations - Patricia Santiago, Wawona – Maribel Gomez, Holland - Adela Moreno, Ewing – Roberta Meneses,
Greenberg - Freddy Mendes, Mccarle -
Sergeant at Arms Nominations - Maribel Gomez, Holland - Patricia Santiago, Wawona - Adela Moreno, Ewing – Roberta
Meneses, Greenberg – Esmeralda Salcedo - Roosevelt

9. 6:55-7:15 p.m. Open Forum and Closing Virginia Campos, DELAC Chairperson

Mrs. Virginia Campos allowed time for Open Forum questions and comments.

Motions to vote for closing the meeting
1st motion- Patricia Santiago, Wawona Middle
2nd motion- Agustina Rivas, Hoover High School

The DELAC meeting was closed at 7:30 p.m. Next DELAC meeting will take place on March 12, 2020 at Roosevelt High School.
2020/21 Learning Continuity & Attendance Plan

Planning for the 2020/21 School Year

August 20, 2020
Agenda

- eLearn at My School – Instruction through Distance Learning
- Technology – Accessing devices and internet connectivity to support learning
- Supporting Mental/Social Emotional Health and Well Being
- Overcoming barriers for student groups – English Learners, Foster Youth, Homeless and Students with Special Needs
- School Nutrition and Meals
- Questions & Answers
eLearn at My School – Instruction through Distance Learning

**CONNECTIONS**
Building relationships, teachers and leaders connecting with students and families

**HIGH QUALITY INSTRUCTION**
Credentialed teachers from each school site engaging students in quality, live daily instruction from Pre-School through Adult Education

**SUPPORTS FOR EVERY STUDENT**
Academic and social emotional supports for every student.

**ENGAGEMENT & PARTICIPATION**
Students attend and engage in classes daily, work on and turn in assignments, projects, assessments toward their academic goals. Teachers monitor progress, grade and give feedback.
eLearn at My School – Instruction through Distance Learning

Guiding Principles

Site as the Hub
Every Student
Authentic Learning
Types of Online Learning

**Synchronous or Live Instruction**
Learning that involves students engaging in learning with the teacher in real time.

*Example: Teacher presents material in real time over Teams with students who were selected for a small group or entire class.*

**Asynchronous or student learning time away from the teacher**
Learning that involves students engaging in learning through resources, assignments and materials provided by the teacher and completed independently and/or collaboratively with students.

*Example: Teacher provides a playlist that students work through on their own time.*
## Elementary 1-6

### LIVE INSTRUCTION TIME with TEACHER (Synchronous)

1. **8:00 – 9:00**
   - "Setting Up for Success" Time for teachers:
     - **Monday**: Setting up weekly lessons, posting video messages to families
     - **2 days**: Student/family connections (office hours)
     - **2 days**: Professional learning time for teachers (PLC)

2. **9:00 – 9:20**
   - Classroom connection and wellness

3. **9:20 – 9:45**
   - Whole class/small groups

4. **9:45 – 10:15**
   - Break – Nutrition, Fitness and Play

5. **10:15 – 11:00**
   - Whole Class/Small Groups

6. **11:00 – 11:45**
   - Lunch – Nutrition, Fitness and Play

7. **11:45 – 12:30**
   - Whole Class/Small Groups (designated ELD)

8. **12:30 – 12:45**
   - Break – Nutrition, Fitness and Play

9. **12:45 – 1:15**
   - Student/Family Connections

10. **1:15 – 2:00**
    - **ADDITIONAL LIVE SUPPORT** for the students who need it most

11. **2:00 – 3:00**
    - Teacher Planning and Staff Meetings

12. **3:00 – 4:00**
    - Teacher Planning

### INDEPENDENT LEARNING TIME (Asynchronous)

- **Optional learning time for students through our partnership with Valley PBS**
  - For preschool-third grade (7:30 a.m.-9:00 a.m.)
  - PS at 7:30
  - TK at 7:45
  - K at 8:00
  - 1st at 8:15
  - 2nd at 8:30
  - 3rd at 8:45

### HAVE QUESTIONS?
- Call your school site between 8:00 a.m. – 4:00 p.m.

### GRAB-AND-GO SCHOOL MEALS
- Breakfast and lunch available in the morning at various sites prior to instruction (7:00 – 9:00)

### School-Wide Staff Support (MTSS)
- Tier 2/3 interventions from school staff
  - Academic and social emotional
  - Tutorial

### Enrichment (art, music, language, coding, kids invent, etc.)
- Tutorial

### School-Wide Staff Support (MTSS)
- Tier 2/3 interventions from school staff
  - Academic and social emotional
  - Tutorial

### Enrichment (art, music, language, coding, kids invent, clubs, athletics, etc.)
- Student/Family Choice: Optional extended learning projects

### Student/Family Choice:
- Optional extended learning projects
### Middle School & High School

**LIVE INSTRUCTION TIME with TEACHER**
(Synchronous)

**INDEPENDENT LEARNING TIME**
(Asynchronous)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>8:00 – 9:00</td>
<td>‘Setting Up for Success’ Time for teachers: Monday - setting up weekly lessons, posting video messages to families</td>
</tr>
<tr>
<td>9:00 – 10:00</td>
<td>Period 1/2</td>
</tr>
<tr>
<td>10:00 – 10:15</td>
<td>Break – nutrition/fitness</td>
</tr>
<tr>
<td>10:15 – 11:15</td>
<td>Period 3/4</td>
</tr>
<tr>
<td>11:15 – 11:30</td>
<td>Break – nutrition/fitness</td>
</tr>
<tr>
<td>11:30 – 12:30</td>
<td>Period 5/6</td>
</tr>
<tr>
<td>12:30 – 1:15</td>
<td>Lunch – nutrition/fitness</td>
</tr>
<tr>
<td>1:15 – 2:15</td>
<td>Teacher Support Time: Teacher provides students with additional support if needed. Initiated by the teacher or scheduled ahead of time by parents/students.</td>
</tr>
<tr>
<td>2:15 – 3:00</td>
<td>Teacher Planning</td>
</tr>
<tr>
<td>3:00 – 4:00</td>
<td>Teacher Planning</td>
</tr>
</tbody>
</table>

**School-Wide Staff Support (MTSS)**
- Academic and social emotional
- Tier 2/3 Interventions from school staff
  - Academic and social emotional
  - Tutorial

**Enrichment:**
- Art, music, language, coding, kids invent, clubs, athletics, etc.

**Student/Family Choice:** Optional extended learning projects

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**GRAB-AND-GO SCHOOL MEALS**
Breakfast and lunch available in the morning at various sites prior to instruction (7:00 – 9:00)

**HAVE QUESTIONS?**
Call your school site between 8:00 a.m. – 4:00 p.m.

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Fresno Unified School District
How Families Can Partner

- **STAY CONNECTED**
  Connect to teacher and site through Microsoft Teams, text, email, etc.

- **ENCOURAGE MOVEMENT**
  Encourage physical movement, exercise and purposeful play throughout the day.

- **ACCESS RESOURCES**
  Connect with your school website and eLearn at My School Website to stay informed

- **SPACE AND ROUTINE**
  If possible, create a focused space for students to connect with their teacher online

- **SUPPORT PARTICIPATION**
  Review student schedules. Ensure students are engaging live sessions, daily

- **GIVE FEEDBACK**
  Participate in site and district community meetings and provide ongoing feedback
Technology – Accessing devices and internet connectivity to support learning

**Laptops**
Available for students in 4th -12th Grade

**Tablets**
Available for students in Preschool – 3rd Grade, 3rd grade students will also receive a Bluetooth keyboard

**Hot Spots**
Hotspots are available for students that don’t have reliable internet access for distance learning

**Safe Internet Use**
Content Filtering is installed on all FUSD laptops and tablet, which prevents access to inappropriate sites

**Remote Security**
Windows security updates to laptops are done remotely and anti-theft software is installed

**Family Learning And Technology Support (FLATS)**
Device support, password resets, parent & student ATLAS support, replacement of lost or stolen devices

Call 559-457-3939

**70,000 devices have been provided to students in support of 1:1 learning**

Family Learning & Technology Support (FLATS)
559-457-3939 | M-F 8am-4pm
Support in English, Spanish & Hmong

2020/21 Learning Continuity & Attendance Plan

August 20, 2020
Supporting Mental Health and Student Well Being - Multi-Tiered System of Support

**Tier I**
- Classroom Community Building
- Social Emotional Learning
- Bullying Prevention
- Professional Learning for Teachers & Leaders

**Tier II**
- Small Group Support & Skill Building

**Tier III**
- Individual Support
Supporting Mental Health and Social Emotional Well Being - Direct Supports

Clinical School Social Workers

School Psychologists

Restorative Practices Counselors

School Counselors

Behavior Intervention Specialists

Intervention Specialists & Resource Counseling Assistants

Contracted & Community Based Counseling Providers

Care Solace
Overcoming barriers for student groups - Foster Youth and Homeless

Social Emotional Wellbeing

- 12 Social Workers
- Wellness Checks & Assessments
- Telehealth Services: Individual & Group Counseling
- Case Management & Coordination with Community Partners
- Targeted Services: Students in motels, shelters & transitioning from Juvenile Justice Center

Academic Success

- 2 Academic Counselors
- 2 Liaisons
- Close Collaboration with site counselors/Academic Progress Monitoring
- Transcript Analysis to for accuracy of course placement and credit waivers
- Post Secondary Planning & Support
Overcoming barriers for student groups – English Learners

Support to English Learners (ELs)

- All ELs will receive Designated and Integrated ELD Instruction by their teacher daily
- ELPAC Assessment Plan for 2020/21
- Communication to EL Families through
  - Site Response Team
  - Weekly Family Engagement Meetings
  - Technology Tools (i.e. ATLAS Connect, Immersive Reader, Microsoft Translator)
- Expansion of Dual Language Immersion Programs at Balderas, Hidalgo and Winchell
- Teachers on Special Assignment to support instruction at every site
- Long Term ELs Tier 2 & 3 Supports
  - InterAct Fellows/Tutors
  - Rosetta Stone
Overcoming barriers for student groups –
Students with Exceptional Needs

- **IEPs Remain in Effect**
  - Services, Accommodations, Modifications, Supplementary Aids
  - Goal Monitoring and Progress Reporting
  - IEP Team meetings held virtually with families
  - Include Distance Learning Plan

- **Assessments**
  - Assessments will continue within timelines
  - Virtually if feasible
**Meal Distribution**
The goal of our meal program is to ensure students have access to nutritious meals daily

**Expansion of School Sites**
Throughout summer 22 sites were open for meal distribution which will expand to 63 school sites

**USDA Waivers**
Currently operating under several USDA waivers such as; non-congregate meal service, mealtime flexibility, and parent pick up
School Nutrition and Meals – Safety Protocols

- **Physical Distancing**
  Staff and public are reminded to maintain six feet distance

- **Face Coverings**
  Staff are required to wear face coverings, which are provided by the district as needed
  The public is encouraged to wear face coverings when receiving meals

- **Hand Washing and Sanitizing**
  Staff are reminded to wash and sanitize hands frequently, gloves are provided to all staff

- **Drive Thru Sites**
  Staff has been trained to limit contact when providing meals at drive thru sites

- **Walk up Sites**
  Physical distancing indicators are provided for walk up sites as a reminder for staff and families
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

Available Online
https://www.fresnounified.org/dept/stafed/Pages/lcif.aspx
Questions
Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx.

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fresno Unified School District</td>
<td>Santino Danisi, Executive Officer</td>
<td><a href="mailto:Santino.Danisi@fresnounified.org">Santino.Danisi@fresnounified.org</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>559-457-3661</td>
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</tbody>
</table>

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

[Respond here]

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

[Respond here]

[A description of the options provided for remote participation in public meetings and public hearings.]

[Respond here]

[A summary of the feedback provided by specific stakeholder groups.]

[Respond here]

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]
Continuity of Learning

**In-Person Instructional Offerings**

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
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<tbody>
<tr>
<td>[A description of what the action is; may include a description of how the action contributes to increasing or improving services]</td>
<td>[$ 0.00]</td>
<td>[Y/N]</td>
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<td>[$ 0.00]</td>
<td>[Y/N]</td>
</tr>
</tbody>
</table>

**Distance Learning Program**

**Continuity of Instruction**

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA’s plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

The district maintains a commitment to providing high quality instruction online to every student everyday through eLearn at My School. Though participating in a virtual experience through distance learning, students will maintain enrollment at their school site with instruction provided by their teachers.
eLearn Instructional Goals

- Provide high quality instruction in an online environment for every student using district-approved curriculum
- Attend to the social emotional needs of every student
- Build from assets of students, teachers, leaders and all stakeholders for future ready experience
- All teachers will have a foundational level of eLearn instructional practices and technology skills

Effective Instruction

Teachers will work alongside students, families and guardians to develop a positive online culture of learning that fosters student ownership. Teachers use district adopted curriculum to engage students in challenging content and provide just-in-time supports. Teachers engage students interactively online, providing opportunities for student collaboration, problem-solving, and creation.

Teachers engage by:

- Connecting with families and guardians as critical partners in the well-being and online
- Communicating a daily and weekly schedule for learning
- Delivering grade level instruction using district, adopted curriculum and teacher supplemental resources
- Creating opportunities for students to work together, small group supports and one on one time, when needed
- Establishing designated English Language Development (ELD) time and support
- Supporting students with special needs in alignment with an Individualized Education Program (IEP)
- Designing graded assignments/projects for students to showcase their learning
- Providing feedback for student growth that fosters student ownership of learning

District engages in:

- Academic and social emotional supports for students, families and guardians to ensure continuous engagement
- Delivering multiple types of professional learning, supporting a baseline and progression of digital skills and pedagogical practices for effective and interactive online instruction
- Adjusting instructional schedules with emphasis on learning loss resulting from school closure in March 2020
- Highlighting curriculum assignments/projects that inspire learning in online environment
- Establishing instructional minute guidelines that protect core instruction, and daily synchronous time with students, while providing teacher autonomy regarding instructional decisions
- Supporting teachers and staff with the use of Microsoft Teams as a delivery platform and professional learning to develop foundational delivery skills
Supporting school sites by providing supplemental materials to be sent home

**Instructional Continuity**

Instructional continuity is assured through use of the district-adopted curriculum for all courses. Curriculum will remain the same regardless of whether a student will participate in distance learning or in-person instruction (when able to do so).

1. Students will access curriculum and their teacher digitally through Microsoft Teams as the preferred instructional delivery platform. Also, accompanying supplemental materials will be distributed from the sites. All core subject curriculum in secondary grades, and math/ELA for elementary, have digital platforms with standards-aligned content, digital textbooks, lessons, activities, and assignments accessible.

2. Instructional resources include:
   a. Core, standards-aligned digital curriculum
   b. Microsoft Office 365 accounts and digital tools (e.g. One Drive, Word, PowerPoint, Forms, etc.) including Microsoft Teams
   c. Supplemental resources, including companion practice books, notebooks, sheets and sleeves, pens, dry erase markers, etc. (which can be picked up on days designated by the school).
   d. Lenovo tablets for grades Pre-School through 3rd, and HP or Lenovo laptops for grades 4th and higher
   e. Access to wireless hotspots, if needed

3. With use of the district-adopted curriculum, the eLearn curriculum connects directly with what is used with in-person instruction. The quality of the curriculum does not change. Teacher training is provided enabling effective use of digital curriculum and builds off familiarity with resources currently used. Also, the District Curriculum and Instruction team has developed a learning loss supplement, to measure and adjust instructional strategies in order to address loss and make direct ties to new learning. Teachers will use this and revise instructional schedules to guide planning and instruction through “just-in-time supports”.

4. With the continued use of the digital curriculum platform district-wide, students will be able to more easily adapt when in-person instruction resumes or remain in distance learning if desired. Students will be able to transition to and from distance learning if needed (if instances occur where there is an outbreak at school, or a student/teacher falls ill, etc.) and not lose instructional time. Also, teachers will be able to incorporate these digital tools and strategies into in-person instruction.

**Access to Devices and Connectivity**

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]
Access to devices and connectivity for all students is a necessary condition for effective distance learning. Students require grade-appropriate technology, access to rich digital resources, and readily accessible family supports in order to thrive and succeed with online learning.

To date, over 70,000 devices have been provided to students in support of online learning. Following campus closures in March, the district shifted to a 1:1 model, where every student is offered a grade-appropriate district device for use both at home and in the classroom. 50,000 1:1 devices were provided following campus closures. Students in 4th – 12th grades are provided a laptop, and students in Preschool thru 3rd grade are provided a tablet. Third grade students are given keyboards with their tablets, to prepare them for laptop use in the fourth grade. Tools to support distance learning are pre-installed on the devices, to encourage good digital citizenship, safe internet use, and remote security updates.

To bridge the connectivity gap, Fresno Unified partnered with the 1 Million Project Foundation in late 2019 to provide 1,000 hotspots to high school students who did not have reliable internet access. In March, an additional 1,000 hotspots were added. Following the success of getting hotspots directly into the hands of students, the 1 Million Project provide Fresno Unified with an additional 8,300 hotspots for students districtwide. With an average ratio of 2 students per household, these 10,300 hotspots will provide more than 20,000 students with internet access. This is significantly higher than the average range of 4 – 10% of students without internet access in large urban districts. Longer term, the district is planning to provide its own broadband internet, EduNet, in southwest and southeast Fresno neighborhoods to improve connectivity and help close the digital divide.

To ensure families are fully supported with devices and connectivity, Fresno Unified has created a new Family Learning and Technology Support (FLATS) center. FLATS provides assistance to families with devices, password resets, support for the ATLAS Parent and Student portals, and the replacement of lost or damaged device. The center can be reached by phone or via email, and supports English, Spanish, and Hmong languages.

**Pupil Participation and Progress**

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Fresno Unified School District recognizes the importance of preparing for, delivering, and supporting an engaging online student experience that fosters authentic learning; effective use of digital tools for creation, collaboration, and acceleration; and development of future ready skills. The first steps toward high student engagement and participation are building strong connections and relationships with students and families/guardians, co-developing positive online environments with students, and maintaining high quality instruction through authentic learning experiences. To support teachers and leaders in implementation, Fresno Unified will develop processes for both capturing engagement and participation in online learning and responding when students are not engaged or are not participating.
Teachers will take attendance daily to capture student engagement in live sessions (synchronous) using Fresno Unified School District's ATLAS student information system. Elementary teachers will take attendance one time per day while secondary teachers will take attendance during two intervals: morning live sessions by 12:00pm and afternoon live sessions by 3:00pm. This system will allow for quick district and site support and response and family support for students who are not engaging in online learning. Teachers will use assignments from adopted curriculum and/or created assignments to determine the level of asynchronous engagement students need to comprise their total instructional minutes. Through ATLAS gradebooks, teachers will be able to mark student completion or incompletion of assignments. Incomplete assignments will also trigger site and district response and support.

To maximize an effective response and support system, Fresno Unified will continue to explore a system of data analytics that looks at a combination of student participation through digital platforms. For example, Microsoft Teams is the preferred instructional delivery and video conferencing platform while Clever captures the number of times students login to our district adopted curriculum. Also, students will engage i-Ready to support acceleration and mitigate learning loss. Each of these tools provide data indicators to support measuring participation such as time and access. Data analytics could provide a more complete picture of student participation, as Fresno Unified learns and applies best practices to support students and families/guardians.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

[Respond here]

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

[Respond here]

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Supports to English Learners
The district will continue to conduct all instruction, professional learning, monitoring and intervention of English Learner’s (ELs) and Reclassified Fluent English Proficient (RFEP) students, as well as engage with parents through the District English Language Advisory Committee (DELAC), school site English Language Advisory Committee (ELAC), and offer language support in virtual/digital formats (i.e. Live Stream, Microsoft Teams). Instruction will be provided for all programs including dual language immersion and newcomer programs. Annual and initial ELPAC assessments will continue through the options and guidance provided by the California Department of Education (CDE). As students are registered online, via phone or by appointment, ELs are initially identified through the Home Language Survey (electronic or paper form). Initial ELPAC assessments are completed by English Learner Services assessors. Reclassification cycles will be conducted as students meet the local criteria. Designated English Language Development (ELD) and integrated ELD will be incorporated into all available instructional program models. Resources for parents and students are available online in English, Spanish and Hmong, through the district website. All students have been provided with electronic devices and internet access which will continue to be provided as needed. To supplement the content literacy and language needs of ELs, tutoring and mentoring services will be provided by InterAct Fellows and high school mentors. Teacher’s on Special Assignment (TSAs) will provide professional learning, instructional coaching and academic planning support to teachers and leaders to address the needs of ELs.

**Supports to Foster and Homeless Students**

The Fresno Unified Project ACCESS team includes 12 Clinical School Social Workers (CSSW) who will conduct virtual emotional wellness checks and social emotional intake assessments on all foster and homeless students on their caseload via telephone or a HIPPA compliant video platform. Social workers will assess the level of need of service based on the severity of social emotional and mental health concerns. One of the of the 12 CSSW’S is assigned to specifically support all student and families/guardians residing in shelters.

Telehealth services will consist of:

- Individual and Group counseling
- Supportive counseling
- Case Management
- Referral to community resources
- Collaboration with community partners by participating in Foster Care roundtables, collaborating with mental health therapists, County social workers, and probation in removing barriers that impact learning
- Addressing the concerns of and supporting care providers/parents with new attendance regulations
- Completion of affidavits and assist with immediate enrollment for homeless students and school placement changes for students in foster youth

**Supports to students with Exceptional Needs**

The Department of Special Education is committed to providing instruction through robust distance learning, to meet individualized needs throughout the school year. Overall, the delivery of distance learning will be leveled to meet the continuum of needs of all students and
include content that can be individualized to meet each student’s Individualized Education Program (IEP) goals. Related services, including paraprofessional support for asynchronous learning/assignments, will also be provided, and accommodations and modifications applicable to distance learning will be implemented.

All educators throughout the District share the primary goal of high-quality continuity of education for each student. A distance learning option will be available for all students, and distance learning resources for students and families/guardians will be provided by the District on an ongoing basis. It is critical to maintain communication with parents, ensure digital access for all students, and provide students with a Free Appropriate Public Education (FAPE) through distance learning. The District will provide the technology and connectivity required to access distance learning, including any assistive technology required under a student’s IEP. In addition, mental health supports will be provided for all students as needed, may include family/parent/guardian support when appropriate, and will be coordinated by District school psychologists and social workers. Educationally-related mental health services (ERMHS) will also be provided by District mental health providers in conformity with students’ IEPs.

In addition to the District-wide professional learning for all educators, family/guardian trainings and resources, the Department of Special Education will provide specific professional learning related to curriculum and distance learning platforms utilized for the provision of special education and related services. The Department of Special Education will also provide special education specific training for families/guardians and maintain a bank of on-demand trainings accessible 24 hours per day, and resources applicable to distance learning for students with exceptional needs, varied to meet the continuum of placement options offered by the District.

### Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]

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### Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]
i-Ready is an online program previously used throughout the district to determine student needs in the areas of reading and math. The program allows a student’s teacher to monitor progress and personalize learning. For the upcoming school year, i-Ready reporting will be used to monitor pupil progress for English Language Arts, English Language Development, and Mathematics through i-Ready CHECK design of diagnostic participation remotely due to the remote opening of school(s). The CHECK design is a simple, at home guide for families/guardians to get the best and most accurate data from the diagnostic assessment. A diagnostic assessment is conducted to determine a student’s need for support. The assessment is adaptive, meaning that it is individualized and adjusts questions suited to meet a student’s needs. This is deemed i-Ready Diagnostic #1.

Two different reports will be made available after the diagnostic assessment:

> Non-Cohorted Cross Sectional - This report will include different students over time (non-cohorted). Students who completed an i-Ready Diagnostic in any of the testing windows examined are included in this report. Students are included in the 3-year unmatched cross-sectional analyses if they completed a Diagnostic in Fall 2018/19, Fall 2019/20 or Fall 2020/21.

> Cohorted Longitudinal - This report will allow for the average scores for the same cohort of students over different testing windows to be examined. Students who completed an i-Ready Diagnostic in all of the testing windows will be included. Students are included in the 2-year cohort analyses if they completed a Diagnostic in Fall 2019/20, Winter 2019/20 and Fall 2020/21.

The following reports will be prioritized:

> Learning gain / loss over the Spring and Summer
> Learning gain/ loss compared with a student’s i-Ready performance from the 2019/20 school year (when available) as compared to the opening of the 2020/21 school year (Diagnostic #1)
> Learning progressions reporting in order to understand the coherence of skills across previous grade levels to help uncover and address students’ unfinished learning

The following actions will support grade level materials in order to best address learning loss:

> i-Ready “My Path” provides grade level lessons as determined by a student’s most recent diagnostic performance
> Teacher determined and assigned lessons according to the learning progressions reports provide lessons that address gaps in learning in order to access on-grade level materials

To address the learning loss and monitor the progress of English Learners (ELs), Teachers on Special Assignment will provide support to sites for effective use of district reports, electronic progress monitoring and distance learning instructional strategies. The ELPAC assessment will also be administered in the fall to complete assessments that were unfinished due to school closures, using California Department of Education guidelines.
Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

In order to address learning loss and accelerate learning progress for English Learner’s, virtual professional learning will be provided to all teachers, including dual language educators, on how to effectively plan for and deliver designated and integrated ELD, access to core curriculum and development of content literacy, and understand district EL reports to monitor student progress in a distance learning format.

In collaboration with the California State University, Fresno, 50 InterAct Fellows will be assigned to mentor and tutor identified long-term ELs and students at-risk of becoming long-term ELs in order to address learning loss and accelerate learning progress. InterAct Fellows will assist EL students with asynchronous assignments; accessing, understanding, and completing ELPAC practice tests; communicating student progress with families and teachers; and mentoring in other areas of needs. Teachers on Special Assignments will provide ongoing learning opportunities for InterAct Fellows on strategies to effectively support ELs and check in with them on a regular basis. To address learning loss and accelerate learning progress, EL students will have the opportunity to attend summer school and engage in lessons that address language development through the integration of ELD Standards in core content.

In alignment with eLearn Instructional Goals, individuals with exceptional needs will receive high quality instruction using district approved curriculum and interventions. This commitment is supported by training opportunities for Special Education staff to receive and maintain a foundational level of eLearn instructional practices and technology skills. Consistent with general education staff and programs, Special Education teachers will attain effective instruction by working alongside students and collaborating with families to develop a positive online culture of assessment and learning that fosters student ownership. Teachers engage students interactively online daily, providing opportunities for student collaboration, problem-solving, and creation. Additionally, the District will address pupil learning loss and accelerate learning progress for individuals with exceptional needs that results from COVID-19 during the 2019/20 and 2020/21 school years utilizing strategies and actions that may include, but are not limited to:

Based upon assessment and progress monitoring, the Case Manager will discuss options with families to individually address student learning loss due to COVID-19 and accelerate learning progress, including:

- Intervention programs offered outside of regular school hours
- Targeted support sessions with paraeducators during non-instructional time during school hours while District-wide distance learning is in place
- Selective Saturday sessions for additional support and intervention
- Expanded summer options for individuals with exceptional needs, including additional instruction time for students who receive extended school year services
Ongoing Professional Learning opportunities through weekly Professional Learning Communities targeting formative assessment connected to current grade-level standards or alternative standards, when applicable

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Three primary avenues will be employed for measuring the effectiveness of the services and supports to address learning loss: Achievement, Engagement, and Professional Learning.

For achievement, i-Ready reporting will be used to monitor pupil progress for English Language Arts, English Language Development, and Mathematics through i-Ready CHECK design of diagnostic participation remotely due to the remote opening of school(s). The CHECK design is a simple, at home guide for families to get the best and most accurate data from the diagnostic assessment. This is deemed i-Ready Diagnostic #1 (see #3a). Measurement of effectiveness can be determined through growth and analysis from Diagnostic #1 to Diagnostic #2 and #3. Diagnostic #1 is scheduled to take place at the beginning of the school year, Diagnostic #2 is scheduled prior to Winter break, and Diagnostic #3 is scheduled Mid-Spring prior to anticipated SBAC/CAASPP.

To measure the effectiveness of services and supports to address learning loss through engagement, focus will be on student and community (i.e. family/guardian, staff) engagement. District-wide qualitative feedback will be gathered through engagement amongst communities of practice (i.e. teachers meeting with students, teachers meeting with families/guardians, site leaders meeting with teachers, site supervisors meeting with site leaders, etc.) that will be disseminated throughout the system to identify what is working and what may need improvements. Student engagement and participation will also be tracked and monitored through various system analytics, as listed below:

“Signals” of Student Engagement

> Microsoft Clever analytics
> Microsoft Teams analytics
> i-Ready analytics
> ATLAS (student information system) analytics

For professional learning (PL), structures of support will be provided to site leaders and teachers, as outlined below:

Structures of support to help site leaders lead distance learning will include:

> On demand training on a website of how to provide rich PL in the moment
Structures of support to help teachers deliver distance learning instruction will include:

- Content managers and Personalized Learning Initiative (PLI) team and TSAs in office hours
- PLI team and TSAs in virtual coaching
- On demand training on a website of how to provide rich PL in the moment
- i-Ready “My Path” and Teacher Assigned lessons according to individualized diagnostic data

To measure the effectiveness of teacher PL, the number of teachers receiving PL will be tracked and monitored and feedback will be requested from teachers (i.e. teacher reflection and feedback survey).

Other outcome measures may include:

- Perception/qualitative data regarding professional learning
- Student engagement and participation through system analytics

### Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

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### Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Multiple departments within the district will continue to monitor and support the mental health and social emotional wellbeing of pupils and staff as outlined below:

**Student Supports**
Department of Prevention & Intervention (DPI)
A team of 29 Clinical School Social Workers (CSSW) will conduct virtual emotional wellness checks and assessments to determine appropriate mental health interventions by telehealth and/or telephone support, including:

- Individual and Group counseling
- Supportive counseling
- Case Management
- Referral to community resources

Students are prioritized for contact based on safety measures including prior suicidal risk assessments, hospitalizations, previous school year counseling participation, and newly generated referrals. Additional referral opportunities have been created for school site staff to refer students for support including a district email where site staff can send student concerns or submit social emotional referrals online by using a form posted on the district website. The referral can be completed by a student, parent, or staff.

Social workers will collaborate with academic counselors and school psychologists to proactively contact students that had fourth quarter engagement concerns, and will complete emotional well-being checks and provide appropriate social emotional and mental health interventions. For the 2020/21 school year, the district is partnering with CareSolace, to link student and families to community based mental health and substance abuse supports. Care solace also provides case management services, to ensure any barriers to participation are addressed. In addition to staff referrals to CareSolace, parents and students can confidentially self-refer to CareSolace via a link on the district website.

Child Welfare Attendance Specialists (CWAS) - The CWAS Team will focus on providing Tier II virtual supports such as:

- Small skill group interventions for students with social emotional, behavior, and attendance needs
- Conflict mediation, goal setting, mentoring, de-escalation, and Meaningful Work
- Conducting weekly or daily check-ins (i.e. Check In/Check Out) for students at identified school sites

Student supports will be monitored using school metrics such as office discipline referrals, suspensions, and attendance data. The team works closely with teachers for students participating in interventions or supports to determine change in student behavior and acquisition of SEL skills.

Additionally, the Child Welfare & Attendance Specialists will collect and review student self-rating scales to determine change in behavior needs and acquisition of social emotional learning skills.

Behavior Intervention Specialist (BIS) - A team of nine BISs will provide the following services for young learners in grades PK-3, with intensive Tier III behavioral and social emotional needs:

- 1 on 1 Skill Building
- Collaboratively assist administrators and support staff in developing positive behavioral intervention plans
- Model and coach identified behavior techniques and reinforcement strategies with teachers, administrators, and support staff
- Deliver short-term direct supports to students in collaboration with site staff
Consultation with families/guardians and other district staff regarding student needs in efforts to improve learning in the virtual classroom and linkage to outside agencies

In addition to daily communication with sites and families/guardians, monthly Student Success Team meetings with all stakeholders are held to monitor student progress.

School Psychologists - There are School Psychologists assigned to every school site providing a wide-array of social-emotional and academic supports for all students. School Psychologists are uniquely qualified members of school teams that support students’ ability to learn and teachers’ ability to teach. They apply expertise in mental health, learning, and behavior, to help students succeed academically, socially, behaviorally, and emotionally. School Psychologists partner with families/guardians, teachers, school administrators, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community. These services and supports may include:

- Direct services for counseling—Individual or Group counseling with students virtually, via HIPPA compliant video platform or telephone, to promote problem solving, anger management, conflict resolution, coping skills, resiliency, etc.
- Collaborate virtually with other social-emotional staff including school-based mental health clinicians, Counselors, School Social Workers, Restorative Practices Counselors, and Tier 2 Specialists
- Direct service for district crisis intervention using a virtual platform, including suicide risk assessments and threat assessments
- Direct consultation and support to staff at sites regarding academic interventions and behavior supports within the multi-tiered systems of support model in an e-learning environment or classroom-based supports
- Participation in problem-solving teams at school sites, including school-wide positive behavioral supports and identifying at-risk students
- Connect families/guardians and make referrals to community service providers, in addition to coordinating those services with the site-based teams
- Academic supports—consult with staff regarding academic interventions and initial referrals for special education services for general education students
- Assist school sites teams in data collection, monitoring, and analysis of student academic achievement and progress
- Provide professional development training for school site staff regarding mental health needs of students and suicide prevention
- Serve as a special education leader on school site campuses to ensure that general education student with IEPs receive high-quality instruction and supports necessary for success.

Restorative Practices School Counselors
Virtual Supports Provided

- Provide individual and small group social emotional counseling that is culturally responsive, and trauma informed and case management services
- Facilitate pre-conferencing/coaching, Restorative Conferences/Circles, Mediation, Re-entry Circles, and Welcome Circles
Monitoring Supports

> Student social emotional outcome measures (Pre/Post counseling intervention assessments)
> ATLAS Documentation (Responsive Services logged in Counseling Tab/Social-Emotional Domain)

The Department of Health Services provides essential contribution to the mental health services to students, families/guardians and staff within the educational setting. Health Services will provide identification, intervention, referral and follow-up of students, with mental health needs and advocate for mental health services. The Credentialed School Nurse is a valuable resource to help the school staff understand a variety of mental health issues and help reduce the stigma associated with mental illness.

Credentialed School Nurses will conduct video conferencing with students and parents in addressing any health concerns, school personnel and medical and mental health providers to assess mental health needs, to initiate appropriate referrals, and to develop and implement a plan to provide support at school or upon the students return to school. These plans could be the health portion of an Individualized Education Program (IEP), an Individualized School Healthcare Plan (ISHP) or Section 504 Plan. Health virtual office hours will be available as a health resource for school sites, working with school staff on creative ways to connect and promote health with students, and connecting with families via Skype.

**Staff Supports**

District and Joint Health Management Board (Risk Management)

The District and its Joint Health Management Board will continue to support the mental, physical and social and emotional well-being of staff by leveraging resources of current and recently new health plan partners. Recognizing the challenges of accessing health and social/emotional care while community resources are strained responding to the impacts of Covid-19, whether directly or indirectly, staff supports have included but not been limited to the following:

> Elimination of employee co-pay to access tele-health services for all conditions whether COVID-19 related or not
> Introduction and promotion of tele-psyche services
> On-line physical fitness opportunities for employees and retirees
> Increased promotion of Employee Assistance Program benefits and services

Further, the District and the Joint Health Management Board are closely monitoring member and dependent utilization of services to assess impact and need for additional supports. Three measures addressing all telemedicine services are now included in our PPO data dashboard.
These measures include any services provided remotely such as office visits and consultations, telephone office visits, e-visits, remote patient monitoring, and transitional care management.

Additionally, Prevention & Intervention and Special Education will jointly facilitate a professional learning opportunity for teachers in August, entitled “Self Care for Adults”, to support educator wellbeing at the beginning of the new school year.

**Professional Development**

Professional development delivered by our Climate and Culture Specialists will continue to align with Trauma-Informed Practices (TIP). This includes creating safe and predictable classroom environments, developing healthy relationships, building community, and teaching Social Emotional Learning skills (i.e., resilience, empathy, self-awareness and regulation, mindset).

In August, teachers will be provided opportunities to participate in virtual professional development that teaches TIP including:

- Plan for Success! Designing Effective Structures with Health and Safety in Mind
- Creating Environments that Support Students who have Experienced Trauma
- SEL Strategies to Support Student Well-being
- Connecting Through Engaging Class Circles through eLearning

In the Fall, a learning module will be released for teachers and for leaders to ensure a common understanding of what trauma is, the impact, becoming trauma-informed, and how COVID related to trauma.

In support of re-orienting students back to the school environment, teachers will provide lessons to build community and teach SEL skills with greater intensity during the first 3 weeks of school.

Social emotional support personnel (i.e., clinical school social workers, restorative practices counselors, child welfare and attendance specialists, and behavior intervention specialists) have received initial training in TIP. They will continue to receive on-going professional development. They provide evidence-based interventions infused with TIP such as SEL skill development, strengths-based, promote healthy relationships, and brain-based teaching (i.e., learning about the brain and emotional states)

Additionally, to support students’ increased social emotional needs due to the impact of COVID-19, the services provided by restorative practices counselors have been adjusted to include social emotional counseling to address stress, anxiety, grief, and trauma-related to COVID 19.

Services continue to be enhanced and provided by Clinical School Social Workers. Professional development in clinical areas of trauma, grief, and loss is provided. Resources provided to pupils consist of telehealth for individual, group counseling. Case management will be provided to pupils in linking students to community-based mental health and substance abuse supports. Clinical School Social Workers will provide supportive counseling to staff and referral to the District Employee Assistance Program (EAP) as well as referring to Care Solace
who provides linkage to virtual or office based mental health services specific to the staff’s medical insurance and assists in scheduling appointments and alleviating any barriers that might prevent them from accessing services. Professional learning sessions will also be offered to staff on self-care focusing on wellness strategies to reduce burnout, compassion fatigue, and managing stress.

In April, a regional support team was created. The development of Tier II/III Regional Teams allows practitioners to service families as a unit, in a more comprehensive and coordinated way. These teams are utilized to enhance services and ensure students and families are being provided with resources and services due to the impact of trauma.

In partnership with the Fresno County Superintendent of Schools (FCSS), the district is collaborating with All 4 Youth, a program that provides behavioral health services, provided by a clinician that includes individual, family, and group counseling as behavioral coaching. Referrals are generated from multiple sources, including self-referral, school staff, and family members. All school sites may refer to All 4 Youth. However, intentional work is being done with eighteen elementary school sites. These sites will receive 6 hours of professional learning on the areas of trauma and discipline styles, stress resilience, and creating trauma-informed classrooms.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not is not engaging in instruction and is at risk of learning loss.]

[Respond here]

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

The district’s Food Service department will continue the meal distribution model that began on March 16th. The focus is to provide access to breakfast and lunch meals while adhering to physical distancing protocols. Meal distribution models vary by site, based on the design/configuration of the school: parking lot drive-through, sidewalk drive-up, cafeteria walk-up, etc.

Safety protocols at meal distribution sites include the following:

> Staff are required to self-monitor their health status daily before coming to work
> Staff have been instructed to wear face coverings, which are provided by the district if needed
> Staff are reminded to remain six feet apart
> Hand sanitizer and gloves are provided to all staff at meal distribution sites
Meal recipients are encouraged to wear face coverings.
Meals are pre-bagged and placed on tables for pick-up where possible to allow contactless delivery, or placed into open car trunks.
Where meal bags are handed off to vehicle occupants, it is done at arm’s length with staff wearing gloves, staff do not lean into car windows.
For walk-up lines, meal recipients line up at least six feet apart and meal bags are placed on tables with the staff standing at least six feet away.
Social distancing indicators (for example, tape on sidewalks) are provided as a reminder to staff and families.

During summer break, were provided at 22 sites. The number of meal distribution sites is anticipated to be expanded to approximately 75 of the district’s typical 95 serving sites. The timing of meal distribution is currently in discussion, with the intent to align to school instruction timeframes.

Management works closely with our labor partner CSEA to ensure the effectiveness of the meal distribution program.
Fresno Unified will continue this model until school sites are able to open with in-person instruction. At that time meals will be made available to students on campus as well as students participating in distance learning.
Fresno Unified has served over 3.5 million meals (breakfast and lunch) since school site closure on March 16th, 2020. In addition, meal service was provided via refrigerated van in an area of town where it is unsafe for students to walk to a school due to drug and human trafficking through a partnership with Live Again Fresno. Breakfast and lunch for students living in a shelter for victims of domestic violence are provided daily. Also, Fresno Unified is providing meal delivery to students with disabilities whose families are not able to access the meal distribution sites.

The meal distribution program continued over spring break and the entire summer period at an additional cost to the district, as this is not contracted time for our Food Services staff. Extra meals are provided in advance of national holidays since there is no meal distribution on those days.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

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### Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

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#### Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

- [Provide description here]

- [A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

- [Provide description here]
What are Categorical Funds?

- Funds from the Federal government
- Serve specific student populations, including English Learners
Federal Funds

Title III English Learner (EL) Student Program

- Federal Funds to assist EL students to acquire the English language and achieve grade level/graduation standards
- Funds allocated based on number of ELs in the district
- Provide supplementary programs/services to EL students (such as translators, professional development)
Federal Funds
Title III Immigrant Student Program

- Federal funding to assist immigrant students to acquire English and achieve grade level/graduation standards
- Funds allocated based on the enrollment growth of eligible immigrant students in the district
- Provide enhanced instructional opportunities to immigrant students and their families (such as training, outreach, and tutoring)
Summary of Funds for English Learners

2020/21 Budget by Funding Source

- **Title I (Federal)**: $2,890,061
- **Title III (Federal)**: $1,728,976
- **Other (Federal)**: $510,246
- **Local Control Funding Formula (State)**: $11,164,210

Total: $16,544,593
Investments in English Learners

State and Federal Funds Combine to Provide:

- English Learner Services, including
  - Migrant Education
  - Indian Education
- School Site Allocations to support EL students
- Expansion of Dual Language Immersion Programs
- Middle and High School ELD Classes
- Hmong Heritage Courses at seven high schools
What is the Consolidated Application?

- The Consolidated Application-State process for districts to apply and receive categorical funding

- Part I – Spring Collection *(This is why we are meeting now)*
  - Requests funding for 2020/21 programs (includes Title III)
  - Provides assurances that district will comply with all legal requirements for using the funds
  - Expenditure reports

- Part II – Winter Collection
  - Actual entitlements
  - Expenditure reports
  - School Allocations
Consultation Process

- District English Learner Advisory Committee (DELAC) is given the opportunity to advise on the programs for English Learners.
Questions?
Candidates Running for DELAC Position

- Vice Chairperson – Five candidates
- Secretary - Four candidates
- Sergeant at Arms – Three candidates

The election process is being postponed to the Fall DELAC meeting. We’ll follow the process established for the DELAC meeting scheduled at Roosevelt High before schools closed.

It is very important to have this process with parents present to express their vote.

* The DELAC officers decided on August 13 at the Agenda Planning Meeting, to vote remotely and send their ballots by mail or deliver them to schools or our offices.
**Candidates**

**DELAC Officer**

**Vice Chairperson**

---

**Adela Moreno**

Hello, my name is Adela Moreno and I have two children, one 13 years old and one of 9 years in the district and I want to be at the DELAC Board because I want to learn more and help other parents more efficiently. I would like you to vote for me because I am a mother who understands from my own experience the needs and obstacles that our English learners face in our district, I have the best interest to support families with English learners and break down barriers our children are facing such as reading at grade level and succeed in school. I ask for your support to represent and advocate for our community. Our children are the present. Help me to help them.

---

**Agustina Rivas**

I am Agustina Rivas and I want to be a DELAC officer because there are many things we can do to support the schools. FUSD offers different services to support students to succeed. I like to participate with teachers to build a society to better help all our students not only mine. I volunteer at different schools too. I invite parents to do the same. I have also participated in SSC, ELAC, and DELAC for many years and I would like to continue participating. We need to increase parent involvement in all school activities especially School Site Councils and ELAC meetings. Parents need to improve relations with schools which benefits children.

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**Beatriz Vásquez**

Hi, I’m Beatriz and I was born in Guadalajara, Jalisco on November 28, 1974. I am a member of the ELAC of the Jackson Elementary School and of the School Site Council in the same school and I would like to be an DELAC Board officer because I know that it is a great team where the most important issues are chosen and that together we will all achieve that our children have more opportunities to excel as English learners I’m interested in participating in more activities.

I have five children but two have already left home and now they are working. Three go to school. Ana Paola Garcia to Duncan High, Santiago Garcia and Isaac Garcia to Jackson Elementary. I look forward for your support to continue helping other parents of English learners’ students.

---

**Maribel Gómez**

I was born in Zamora, Michoacán Mexico. I immigrate to the United States in 2011. I had the opportunity to work in Mexico as a primary school teacher for 9 years and I look for opportunities here in Fresno to keep me involved in the educational environment. I have the desire to be part of the English Learners Advisory Committee’s Board to continue learning and serving the parents in our District, I also want to be a spokeswoman for what they believe is necessary to improve. I believe that every day is an incredible opportunity to learn and transmit to our daughters and sons. I currently have a Folkloric group in Holland Elementary where I am part of the ELAC and SSC too and I really like to show our children our cultural wealth. I am convinced that the participation we have as parents in schools and in our committees is very important to make our children successful people.
<table>
<thead>
<tr>
<th>Candidates</th>
<th>DELAC Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Vice Chairperson</td>
</tr>
</tbody>
</table>

**Patricia Santiago**

My name is Patricia Santiago, mother of a student in the Dual Immersion program in Wawona and another 8th grade in Middle School at the same school. I am a very active mother in the education of my children, I believe that all students including mine deserve a high-quality education. I like to motivate and support the participation of parents in the schools. I am interested in participating in the DELAC board officers because I believe that our voice must be included in any decision our district makes with regarding the education of our children. I wish I could be the voice of those parents who do not know the educational system of this country, since I was also an English Learner Student myself. I would also like to share my little knowledge with other parents and learn from you.
<table>
<thead>
<tr>
<th>Candidates</th>
<th>DELAC Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adela Moreno</strong></td>
<td>Secretary</td>
</tr>
<tr>
<td><strong>Fredy Méndez</strong></td>
<td>DELAC Officer</td>
</tr>
<tr>
<td><strong>Maribel Gómez</strong></td>
<td>DELAC Officer</td>
</tr>
<tr>
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<td>DELAC Officer</td>
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**Fredy Méndez**
I am a representative of the DELAC for McCardle Elementary School, and I would like to be part of the DELAC committee because I will be able to help other parents and bring new ideas. I have two children, one in 3rd grade at McCardle Elementary and one in 12th grade at Bullard High School. I have participated in the ELAC committees in Williams, Sunset, Wawona and McCardle and have also been part of the School Site Councils in the same schools. I have participated in workshops of Parents University and Hispanic Resident Program of the Police Academy. Both my wife and I value parents' participation in school activities and we always accompany each other to attend opportunities to better support our children in their academic success. It would be an honor for me to be elected and to be part of this committee. I hope you will take me into consideration.

**Maribel Gómez**
I was born in Zamora, Michoacán Mexico. I immigrate to the United States in 2011. I had the opportunity to work in Mexico as a primary school teacher for 9 years and I look for opportunities here in Fresno to keep me involved in the educational environment. I have the desire to be part of the English Learners Advisory Committee’s Board to continue learning and serving the parents in our District, I also want to be a spokeswoman for what they believe is necessary to improve. I believe that every day is an incredible opportunity to learn and transmit to our daughters and sons. I currently have a Folkloric group in Holland Elementary where I am part of the ELAC and SSC too and I really like to show our children our cultural wealth.
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**Patricia Santiago**
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| Candidates  
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| Sergeant at Arms |
| --- | --- |
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| **Antonio Martínez** | Hello, my full name is Juan Antonio Martinez Perez and I am from Irapuato Guanajuato, the reason I want to be part of the DELAC Board is because I am interested in a position in which I will support parents. I would like to help them and seek fairness. I have been involved in my daughters’ schools and I have attended many classes that the school provides as Parents University, Psychology Workshops. I also was part of my school Cross Gard. I always try to help the teachers in my daughters' classes. I also volunteer frequently at school events and help in raising funds for the PTA, Folkloric Group etc. This year, I am also a representative of the ELAC for Leavenworth Elementary School which is my daughters' school. Finally, I attend City College for a year and now I am more involved in my daughters' school. Thank you for your support and hopefully we’ll win. |
| **Maribel Gómez** | I was born in Zamora, Michoacán Mexico. I immigrate to the United States in 2011. I had the opportunity to work in Mexico as a primary school teacher for 9 years and I look for opportunities here in Fresno to keep me involved in the educational environment. I have the desire to be part of the English Learners Advisory Committee’s Board to continue learning and serving the parents in our District, I also want to be a spokeswoman for what they believe is necessary to improve. I believe that every day is an incredible opportunity to learn and transmit to our daughters and sons. I currently have a Folkloric group in Holland Elementary where I am part of the ELAC and SSC too and I really like to show our children our cultural wealth. I am convinced that the participation we have as parents in schools and in our committees is very important to make our children successful people. |
Needs Assessment Survey

- Information is used to assist in planning DELAC meetings for the 2020-2021 school year
- Surveys were collected at Webster’s DELAC meeting
- The results will be presented now and our next DELAC meeting
- Parents were asked to respond to 8 survey questions
- We encouraged DELAC representatives to complete the survey
Survey Questions

1. I identify with the following group
2. My children are in the following grades
3. What are the needs of your school?
4. What are 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 like to receive at future DELAC meetings?
7. What type of training would you like to receive?
8. What do you hope to accomplish in your role as a DELAC
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.*

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I consider myself to belong to the following group:</td>
<td>Asian</td>
</tr>
<tr>
<td>2. My child(ren) is/are in grade(s)</td>
<td>K</td>
</tr>
<tr>
<td>3. What are some of the needs of your School?</td>
<td>a. Bilingual Instruction Aides</td>
</tr>
<tr>
<td></td>
<td>b. Timely Communications</td>
</tr>
<tr>
<td></td>
<td>c. Interpreters and Translators</td>
</tr>
<tr>
<td></td>
<td>d. Training for Teachers (How to teach English Learners)</td>
</tr>
<tr>
<td></td>
<td>e. Other (write your response here)</td>
</tr>
<tr>
<td>4. What are some of the needs of the parents at your school?</td>
<td>a. Help with homework</td>
</tr>
<tr>
<td></td>
<td>b. Information on how to help my child with homework and good study habits</td>
</tr>
<tr>
<td></td>
<td>c. Parenting skills (disciplining my child and/or having high expectations of my child)</td>
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<tr>
<td></td>
<td>d. Information on how to prepare for a successful parent-teacher conference or meeting</td>
</tr>
<tr>
<td></td>
<td>e. Information on my rights and responsibilities as the parent of a public-school student</td>
</tr>
<tr>
<td></td>
<td>f. Information on services provided by my school and school district</td>
</tr>
<tr>
<td></td>
<td>g. Information on identification, reclassification and monitoring of EL students</td>
</tr>
<tr>
<td></td>
<td>h. Other (write your response here)</td>
</tr>
<tr>
<td>5. What are some of the needs of the English Learner students at your school?</td>
<td>a. Encouragement to be successful academically</td>
</tr>
<tr>
<td></td>
<td>b. High expectations from school personnel</td>
</tr>
<tr>
<td></td>
<td>c. Extra-curricular activities (sports, clubs)</td>
</tr>
<tr>
<td></td>
<td>d. Additional opportunities to learn (summer school, tutoring, after school programs)</td>
</tr>
</tbody>
</table>
### District English Learner Advisory Committee (DELAC) Needs Assessment 2020-2021

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<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>6.</td>
<td>What type of information would you most like to receive at the DELAC meetings?</td>
</tr>
<tr>
<td>e.</td>
<td>Counseling and information about college requirements</td>
</tr>
<tr>
<td>f.</td>
<td>Information on graduation requirements and credits</td>
</tr>
<tr>
<td>g.</td>
<td>Differences between elective and required credits for graduation</td>
</tr>
<tr>
<td>h.</td>
<td>Information on school culture, procedures, and expectations</td>
</tr>
<tr>
<td>i.</td>
<td>Other (write your response here)</td>
</tr>
</tbody>
</table>

| 7. | What type of training would you most like to receive? |
| a. | The role and responsibilities of a DELAC representative |
| b. | Roberts Rules of Order |
| c. | California State required responsibilities of the DELAC |
| d. | ELAC training and election procedures |
| e. | How to present information at an ELAC meeting |
| f. | How to conduct and participate in an effective committee meeting |
| f. | Other (write your response here) |

<p>| 8. | What do you most hope to accomplish as a DELAC Representative? (Please list) |
| a. |   |
| b. |   |
| c. |   |
| d. |   |</p>
<table>
<thead>
<tr>
<th>Grade</th>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>G - 2</td>
<td>Pre-Kinder, Kinder/TK</td>
<td>16</td>
</tr>
<tr>
<td>G - 2</td>
<td>Third</td>
<td>16</td>
</tr>
<tr>
<td>G - 2</td>
<td>Eighth</td>
<td>13</td>
</tr>
<tr>
<td>G - 3</td>
<td>Training for Teachers</td>
<td>44</td>
</tr>
<tr>
<td>G - 3</td>
<td>Bilingual Instructional Aides</td>
<td>30</td>
</tr>
<tr>
<td>G - 3</td>
<td>Interpreters and Translators</td>
<td>25</td>
</tr>
<tr>
<td>G - 4</td>
<td>Information Identification, Redesignation y Monitoring</td>
<td>32</td>
</tr>
<tr>
<td>G - 4</td>
<td>Prepare successful meetings</td>
<td>26</td>
</tr>
<tr>
<td>G - 4</td>
<td>Services at sites and district</td>
<td>25</td>
</tr>
<tr>
<td>G - 5</td>
<td>Encouragement for Successful</td>
<td>56</td>
</tr>
<tr>
<td>G - 5</td>
<td>Additional opportunities to learn – Tutoring and Summer</td>
<td>42</td>
</tr>
<tr>
<td>G - 5</td>
<td>High expectations from school personnel</td>
<td>30</td>
</tr>
<tr>
<td>G - 6</td>
<td>How to help our English Learner to be successful</td>
<td>41</td>
</tr>
<tr>
<td>G - 6</td>
<td>Community and School District resources for parents</td>
<td>33</td>
</tr>
<tr>
<td>G - 6</td>
<td>Social Emotional Issues</td>
<td>32</td>
</tr>
<tr>
<td>G - 7</td>
<td>The role and responsibilities of a DELAC representative</td>
<td>31</td>
</tr>
<tr>
<td>G - 7</td>
<td>California State required responsibilities of the DELAC</td>
<td>28</td>
</tr>
<tr>
<td>G - 7</td>
<td>How to conduct and participate in effective meetings</td>
<td>27</td>
</tr>
</tbody>
</table>
Teacher and Instructional Aide Requirements FUSD Human Resources

- **TEACHERS - Permanent Recruitment by the Department Human Resources**
  - Hiring fairs
  - Training and support to obtain credentials needed
  - Transition to Teaching Program

- **BIA – Bilingual Instructional Assistant**
  - Pre-Requisite - Take TABE (NCLB Test Only) Paraprofessional Requirement Certification
  - BIA Exam take at Fresno Adult School CTE and cost $25
  - Interview at English Learner Services
  - Must be 18 years old.
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