Fresno Unified School District

# District English Learners Advisory Committee Meeting

October 15, 2020

# Microsoft Team Meeting Norms

- 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

SECOND DELAC VIRTUAL MEETING
SCHOOL YEAR 2020-21
Thursday, October 15, 2020
5:00 p.m. – 7:00 p.m.

## Agenda

| | | | |
|---|---|---|---|
| 1. | 5:00 – 5:05 p.m. | Welcome and Special Message | Virginia Campos, DELAC Chairperson<br>Sandra Toscano, Assistant Superintendent |
| 2. | 5:05 – 5:15 p.m. | Minutes from Virtual meeting held August 20, 2020 | Virginia Campos, DELAC Chairperson<br>Rosie Aguilera, DELAC Secretary |
| 3. | 5:15 – 5:30 p.m. | How To – Microsoft Translator | Alicia Estrada Correa, TSA EL Services |
| 4. | 5:30 – 5:45 p.m. | Tutor.com Tutoring Service | Carlos Castillo, Superintendent of Instruction and Curriculum |
| 5. | 5:45 – 5:50 p.m. | Officer Elections Announcement Vice-Chairperson, Secretary & Sergeant at Arms | Guillermo Berumen, Community Relations<br>Virginia Campos, DELAC Chairperson |
| 6. | 5:50 – 6:00 p.m. | Needs Assessment 2020-2021 Results | Guillermo Berumen, Community Relations<br>Virginia Campos, DELAC Chairperson |
| 7. | 6:00 – 6:15 p.m. | Support Opportunities for Students at Fresno State University | Art Mota, Central California Education Opportunities at CSUF |
| 8. | 6:15 – 6:30 p.m. | Learning Continuity and Attendance Plan (LCP) Review & LCAP Timeline | Miguel Vega, Manager<br>State and Federal Programs |
| 9. | 6:30 – 6:45 p.m. | Choice School and Transfers Process | Vicente Cantú, State and Federal Programs<br>Lidia Galvin, Transfers Office |
| 10. | 6:45 – 6:55 p.m. | Annual Notification of the Uniform Complaint Procedure | Ivan Flores, Ombudsman<br>Constituent Services Office |
| 11. | 6:55 – 7:00 p.m. | Open Forum and Meeting Adjourn | Virginia Campos, DELAC Chairperson |

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

## First Virtual DELAC Meeting
## Thursday, August 20, 2020
## 5:00 p.m. – 7:00 p.m.
## Minutes

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|---|---|---|---|
| 1. | 5:00 – 5:05 p.m. | Welcome and Special Message | Virginia Campos, DELAC Chairperson<br>Sandra Toscano, Assistant Superintendent English Learner Services |

Mrs. Sandra Toscano welcomed everyone to the first virtual DELAC meeting of the 2020/21 school year. Mrs. Toscano started this meeting by mentioning how special it is for both parents and district staff to have a virtual DELAC meeting. She then mentioned that the information of this meeting will be available on our website, after that, she read the connectivity guides and rules that will govern this meeting conducted through Microsoft Teams.
Mrs. Toscano then asked the DELAC officers to officially start our first meeting.
Mrs. Dámaso welcomed everyone and introduced herself to all attendees. Mrs. Rosie Aguilera introduced herself as Secretary and as a representative from the Bullard region. Mrs. Salome Romero introduced herself and welcomed everyone and finally, she introduced Mrs. Magdalena Gomez who is present through the audio. Mrs. Dámaso shared that the packets from this meeting were sent to the homes of the DELAC representatives and recalled that sharing the information from this meeting is one of the responsibilities as DELAC representatives. She then asked the representatives to write down their first and last name, and school they represent in the chat column to see if we reached a quorum. Mrs. Dámaso gave the floor to Mrs. Toscano who thanked all parents and presenters for their patience and understanding for this being our first virtual DELAC meeting.

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|---|---|---|---|
| 2. | 5:40 – 5:50 p.m. | Minutes of Webster Elementary Meeting of January 23, 2020 | Rosie Aguilera, DELAC Secretary |

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

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| 3. | 5:15 – 6:05 p.m. | Learning Continuing and Attendance Plan | State and Federal Programs |

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

- Mr. Carlos Castillo, Superintendent of Instruction and Curriculum who facilitated information about eLearn in My School through distance learning.
- Mr. Ricardo Aguilar, Technological Support Coordinator, explained the access to devices and Internet connectivity to support learning.
- Ms. Marialuisa Rodriguez, as Supervisor of Socio-Emotional Support addressed the supports for mental health, socio-emotional and well-being of students and their families, as well as young people in foster homes, homeless.
- Ms. Sandra Toscano, Assistant Superintendent for English Learners, spoke about how to overcome barriers for groups of English learners through programs and services.

- Mr. Alberto Landeros, Teacher on Special Assignment of the Department of Special Education, also shared about how to face and overcome the barriers of students with special needs
- Mrs. Jennifer Stacy-Alcantar, School Supervision Administrator explained the district's policy on school nutrition and food distribution.

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

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

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

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

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

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

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

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

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

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

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

Martha Villareal - My question, is if the internet hot spots that the district is giving enough to connect 3 devices? Someone told me that the internet was limited and not enough for 3. Thanks for your answer
Ricardo Aguilar replied that although its capacity is for several, it is recommended for 3 or 4 electronic devices. If you need an extra one call us at Family Learning and Technology Support (FLATS) at
559-457-3939 M-F 8 am-4pm Support in English, Spanish and Hmong.

Question - When the DELAC elections will be held. Answer, Ballots were mailed home. Choose the candidate of your choice. Return the ballots by September 11 to your student offices or school.

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

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

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

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

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

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

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

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

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

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

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

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|---|---|---|---|
| 9. | 8:00 p.m. | Meeting Adjourned | Francisca Damaso, DELAC Vice Chairperson |

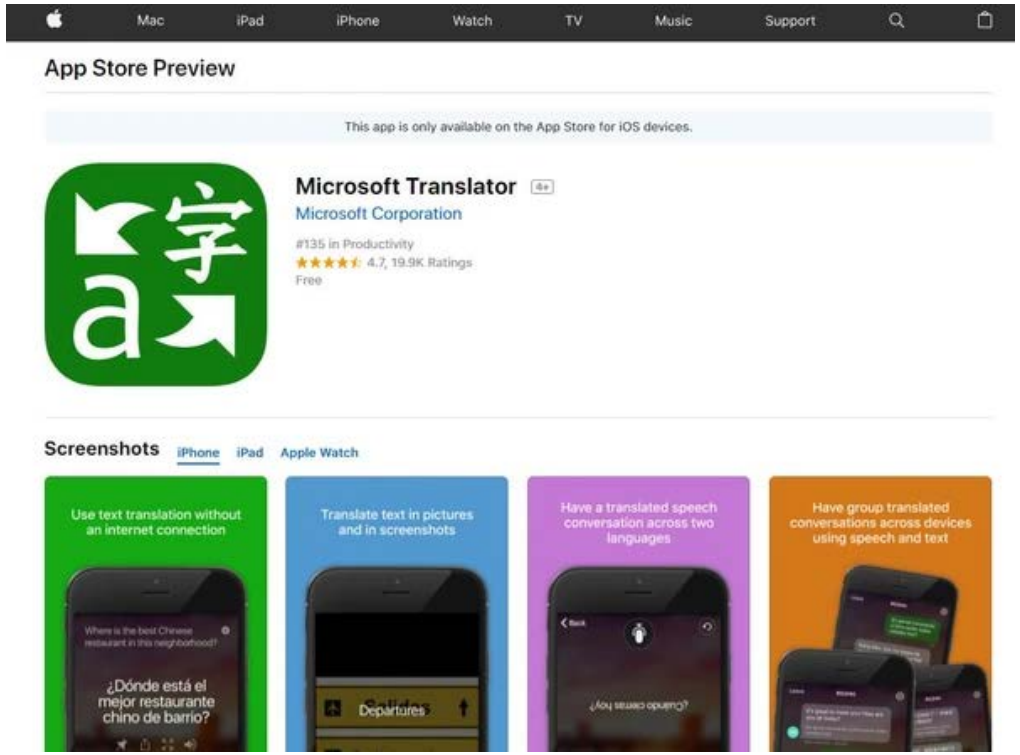
# Microsoft Translator Application

DELAC virtual Meeting

October 15 2020

# Presentation

1. Play Activity using Microsoft Translator
2. Video



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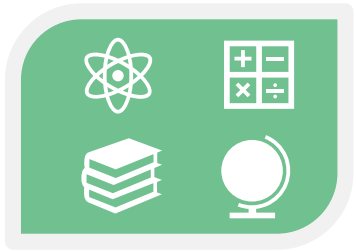

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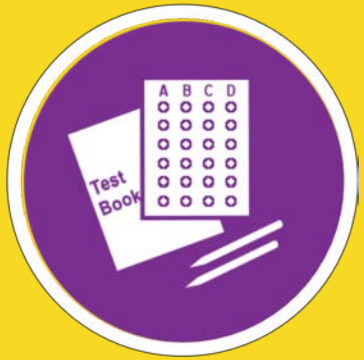


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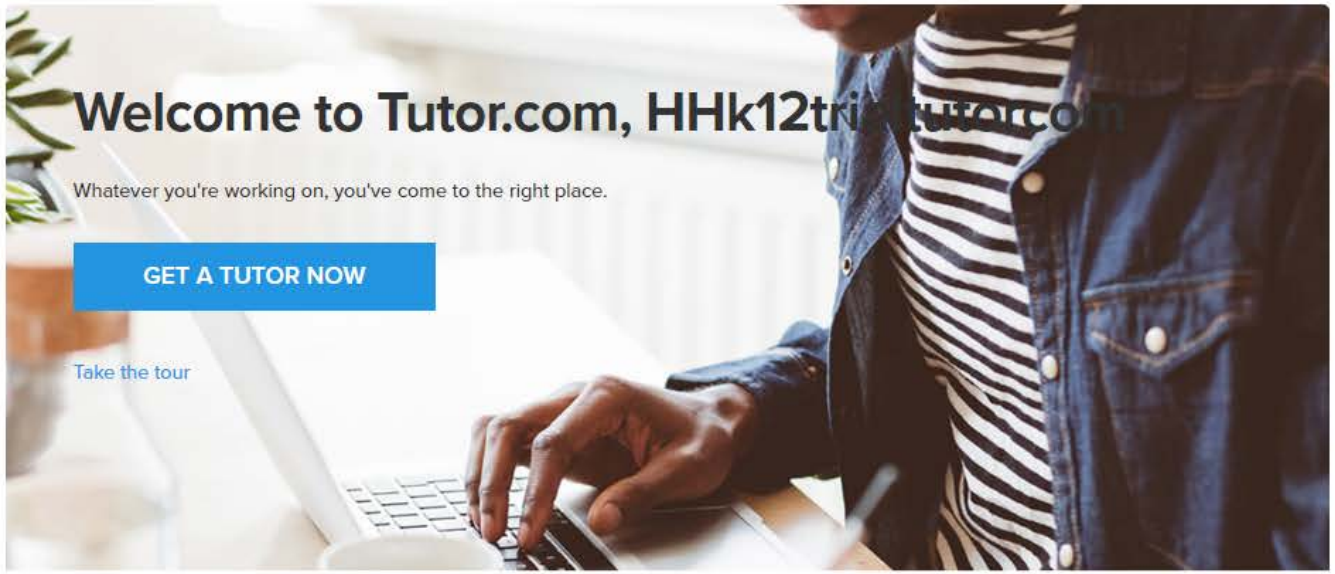


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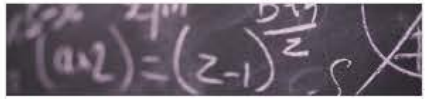


### Math

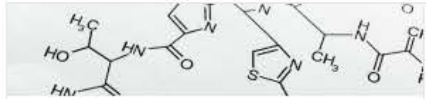
Expert tutors are available in the following subjects - no appointment required!

ALGEBRA I

### English

Expert tutors are available in the following subjects - no appointment required!

LITERATURE



### Science

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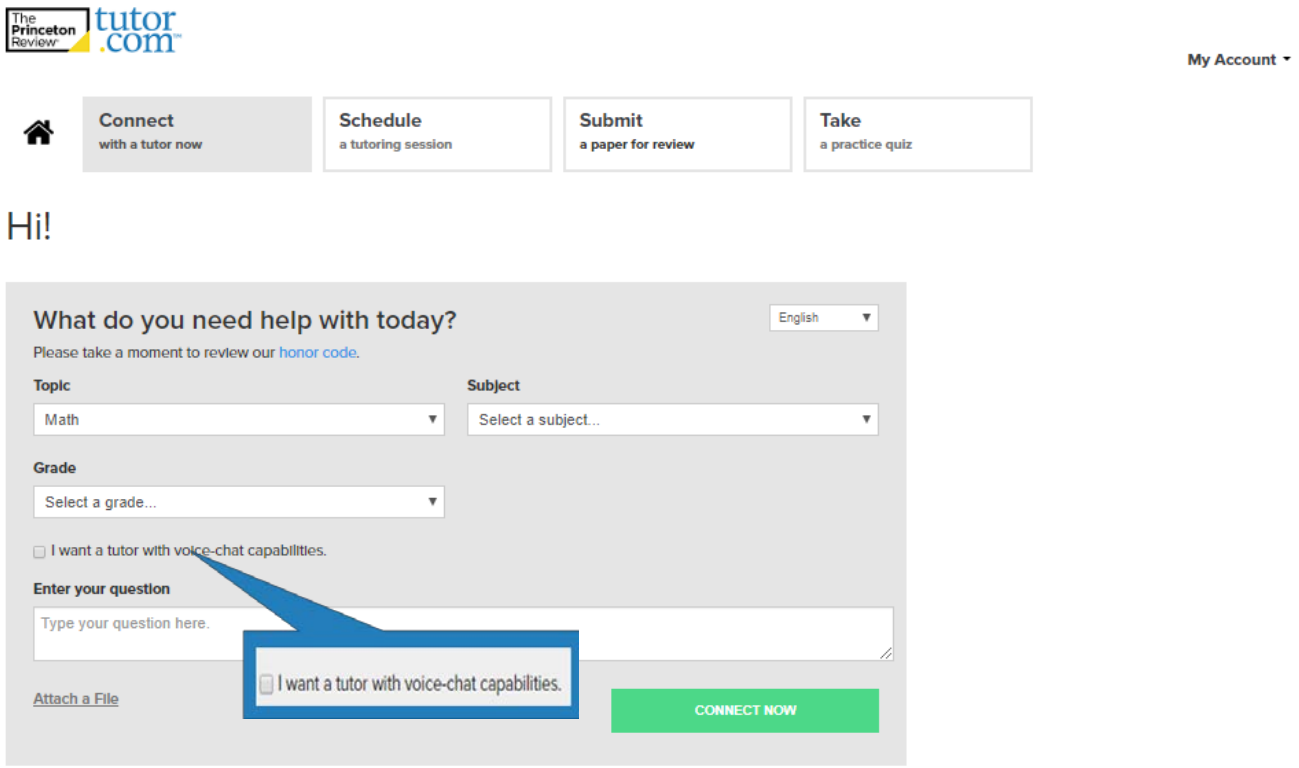
BIOLOGY

# CONNECT WITH A TUTOR

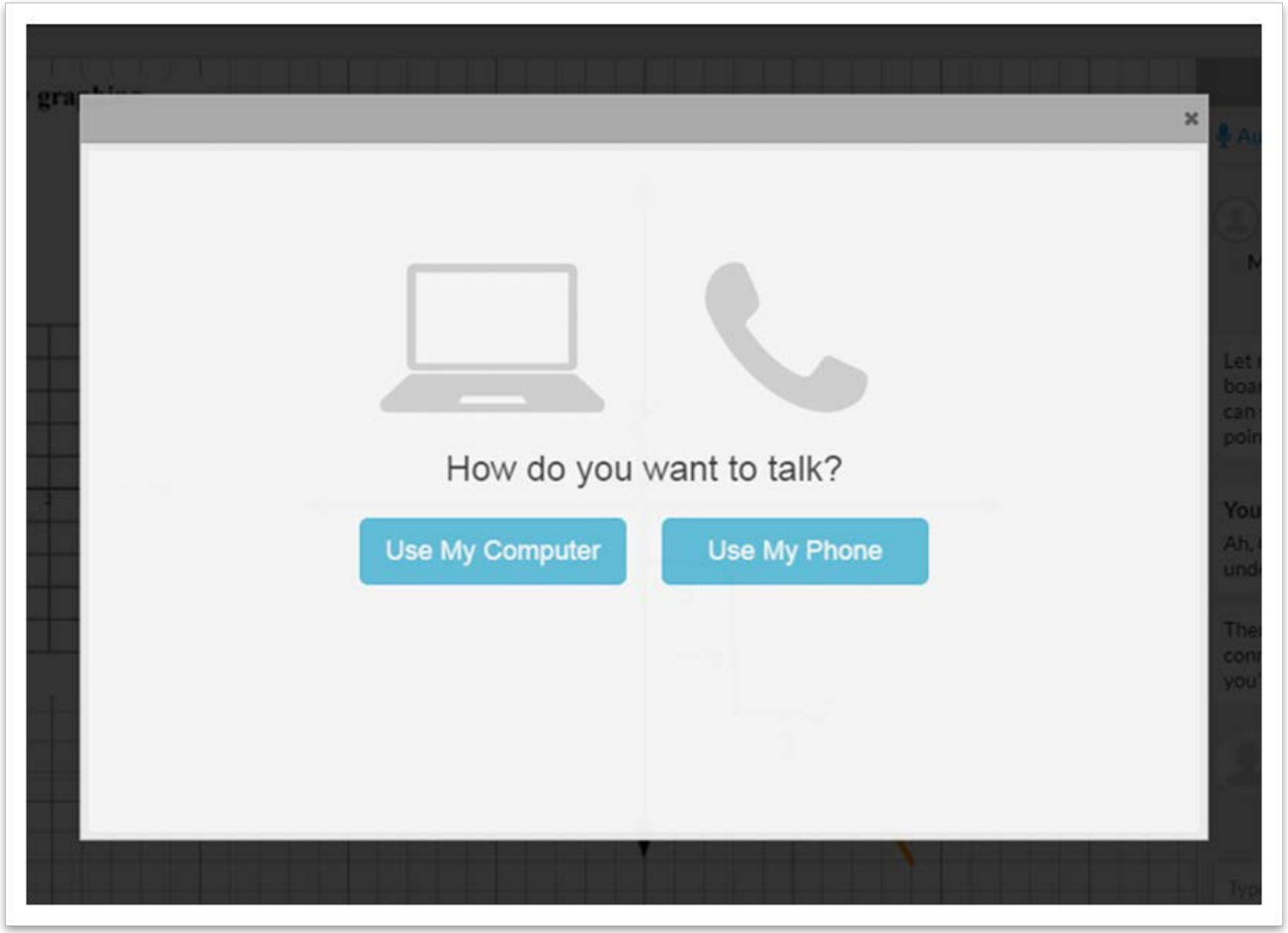
- Choose Language
  - English or Spanish
- Choose Topic and Subject
- Choose Grade Level
- Choose voice, if desired
- Enter Question
- Attach file, if desired
- Click Connect Now
- Average wait time <1 min



# CONNECTING WITH VOICE

**Voice & Audio Option**

- Choose computer or phone
- Audio transcript recorded
- Audio transcript transcribed to text
- Currently unlimited storage, but may eventually go to 12 months



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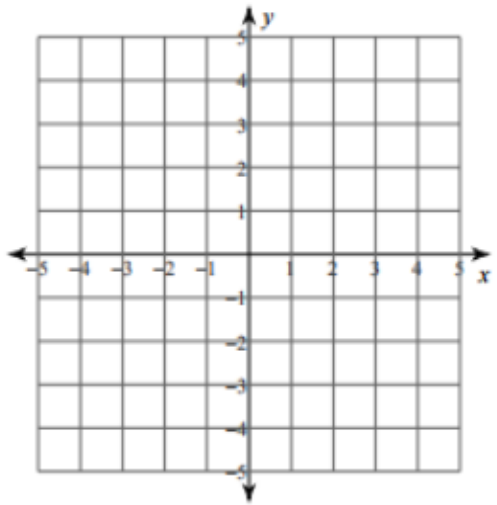
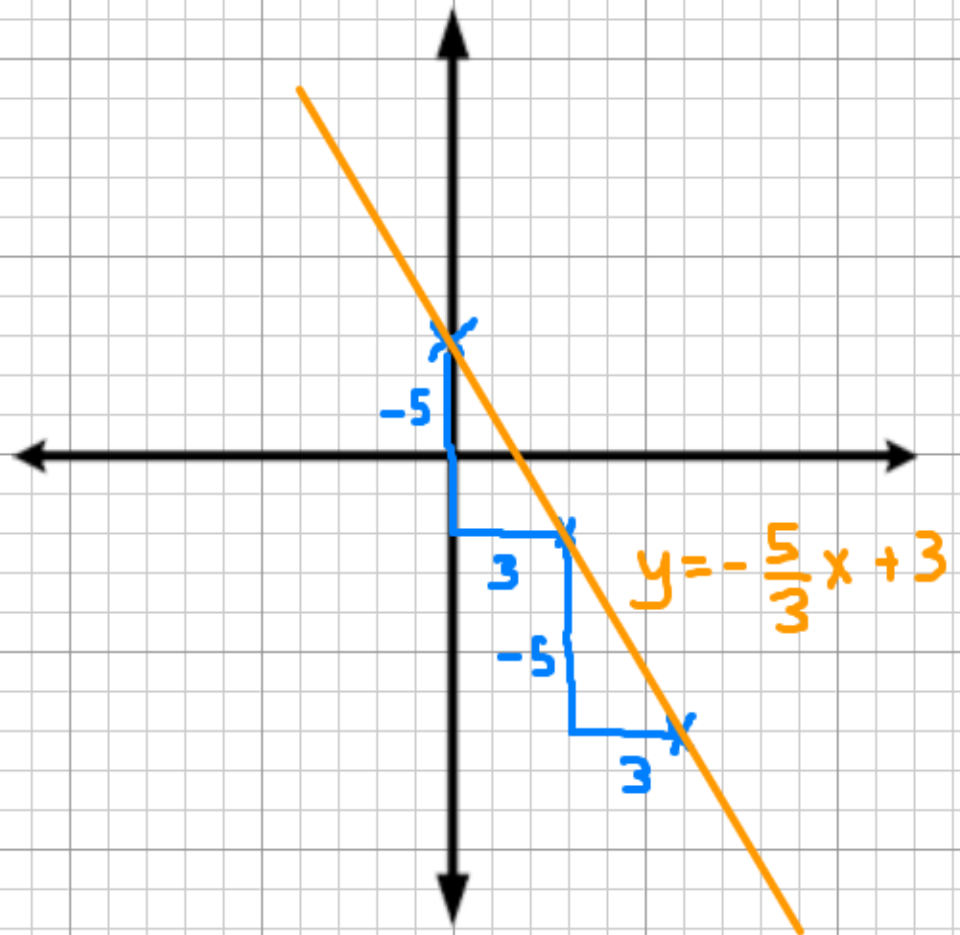
tutor.com | 1 | Whiteboard | Graphing Calculator | Code Editor | Text Editor | Share File | Print | Settings | Add to Favorites | End Session

**Solve each system by graphing.**

1) $y = -\frac{5}{3}x + 3$

$y = \frac{1}{3}x - 3$




Turn On Audio

Margaret A (Tutor) | You

Let me mark that on the board for us, and then we can start connecting our points to draw the line

You
Ah, OK, I think I understand...

Then we would just connect those points you've marked, right?

Margaret A (Tutor)
Exactly right! Great job

Type your text or URL here.

Interactive whiteboard(s) with collaboration tools

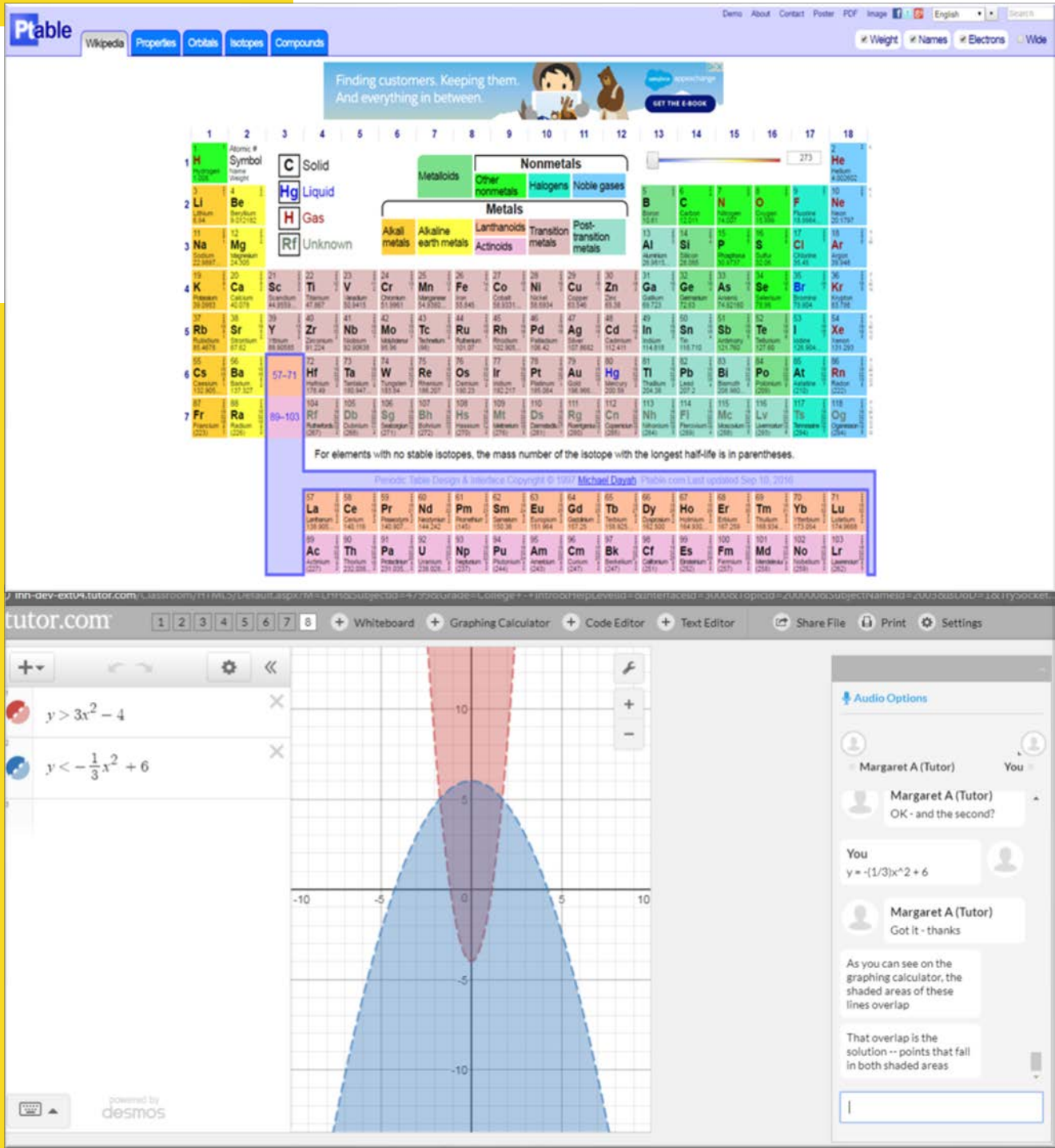
# CLASSROOM CONNECTION

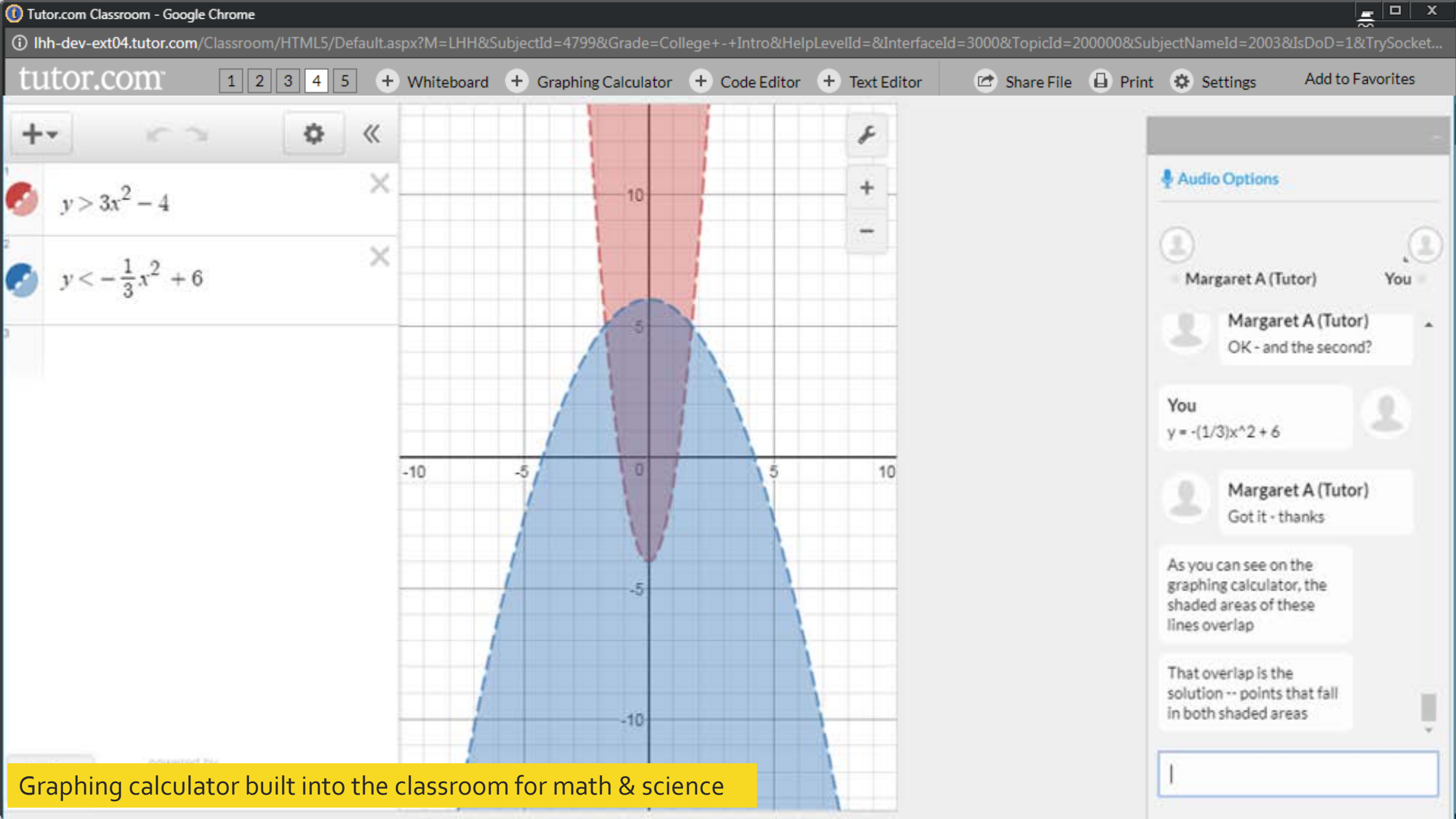
**Web Resource Sharing**

- Tutors open websites in classroom for shared viewing to supplement the discussion and instruction.
- URLs for all shared resources are provided as links in the session transcripts.

**Graphing Calculator**

- Available in upper level math and science subjects
- Complex equation editor with resulting graphs.

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$y > 3x^2 - 4$
$y < -\frac{1}{3}x^2 + 6$
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Audio Options
Margaret A (Tutor)
You
Margaret A (Tutor)
OK - and the second?
You
y = -(1/3)x^2 + 6
Margaret A (Tutor)
Got it - thanks
As you can see on the graphing calculator, the shaded areas of these lines overlap
That overlap is the solution -- points that fall in both shaded areas
Graphing calculator built into the classroom for math & science

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Metals | Metalloids | Nonmetals

Alkali metals | Alkaline earth metals | Lanthanoids | Transition metals | Post-transition metals | Other nonmetals | Noble gases

Actinoids

Pnictogens | Chalcogens | Halogens

C Solid | Hg Liquid | H Gas | Rf Unknown

Atomic Sym

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| 11 Na | 12 Mg | | | | | | | | | | | 13 Al | 14 Si | 15 P | 16 S | 17 Cl | 18 Ar |
| 19 K | 20 Ca | 21 Sc | 22 Ti | 23 V | 24 Cr | 25 Mn | 26 Fe | 27 Co | 28 Ni | 29 Cu | 30 Zn | 31 Ga | 32 Ge | 33 As | 34 Se | 35 Br | 36 Kr |
| 37 Rb | 38 Sr | 39 Y | 40 Zr | 41 Nb | 42 Mo | 43 Tc | 44 Ru | 45 Rh | 46 Pd | 47 Ag | 48 Cd | 49 In | 50 Sn | 51 Sb | 52 Te | 53 I | 54 Xe |
| 55 Cs | 56 Ba | 57–71 | 72 Hf | 73 Ta | 74 W | 75 Re | 76 Os | 77 Ir | 78 Pt | 79 Au | 80 Hg | 81 Tl | 82 Pb | 83 Bi | 84 Po | 85 At | 86 Rn |
| 87 Fr | 88 Ra | 89–103 | 104 Rf | 105 Db | 106 Sg | 107 Bh | 108 Hs | 109 Mt | 110 Ds | 111 Rg | 112 Cn | 113 Nh | 114 Fl | 115 Mc | 116 Lv | 117 Ts | 118 Og |

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Item 2 of 2

ps://www.ptable.com | Institutional User | Demo: Demo - Demo By Appointment | Session length is unlimited

Susan (Tutor) | You

**Susan (Tutor)**
Hello. I can help you find a periodic table.

Give me one minute and I'll pull it up in the classroom.

**You**
Thank you

**Susan (Tutor)**
URL Shared > https://www.ptable.com/

URL Shared > https://www.ptable.com/

URL Shared > http://www.ptable.com

I like this one because it is interactive.

Be sure to bookmark the link for this so you can access the page later.

**You**
okay. Thank you!

Type your text or URL here.

Screensharing for tutors to pull resources into the classroom

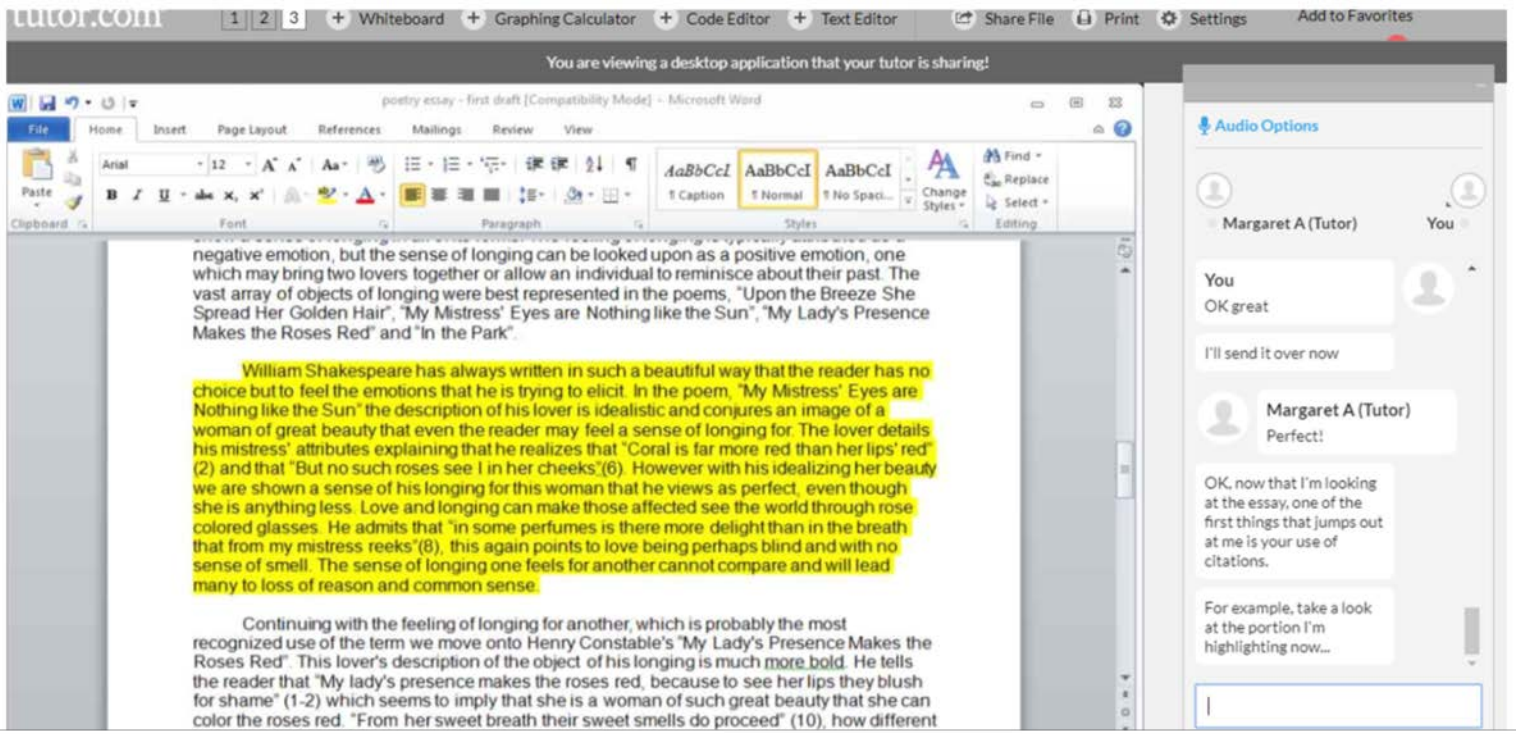
# CLASSROOM CONNECTION

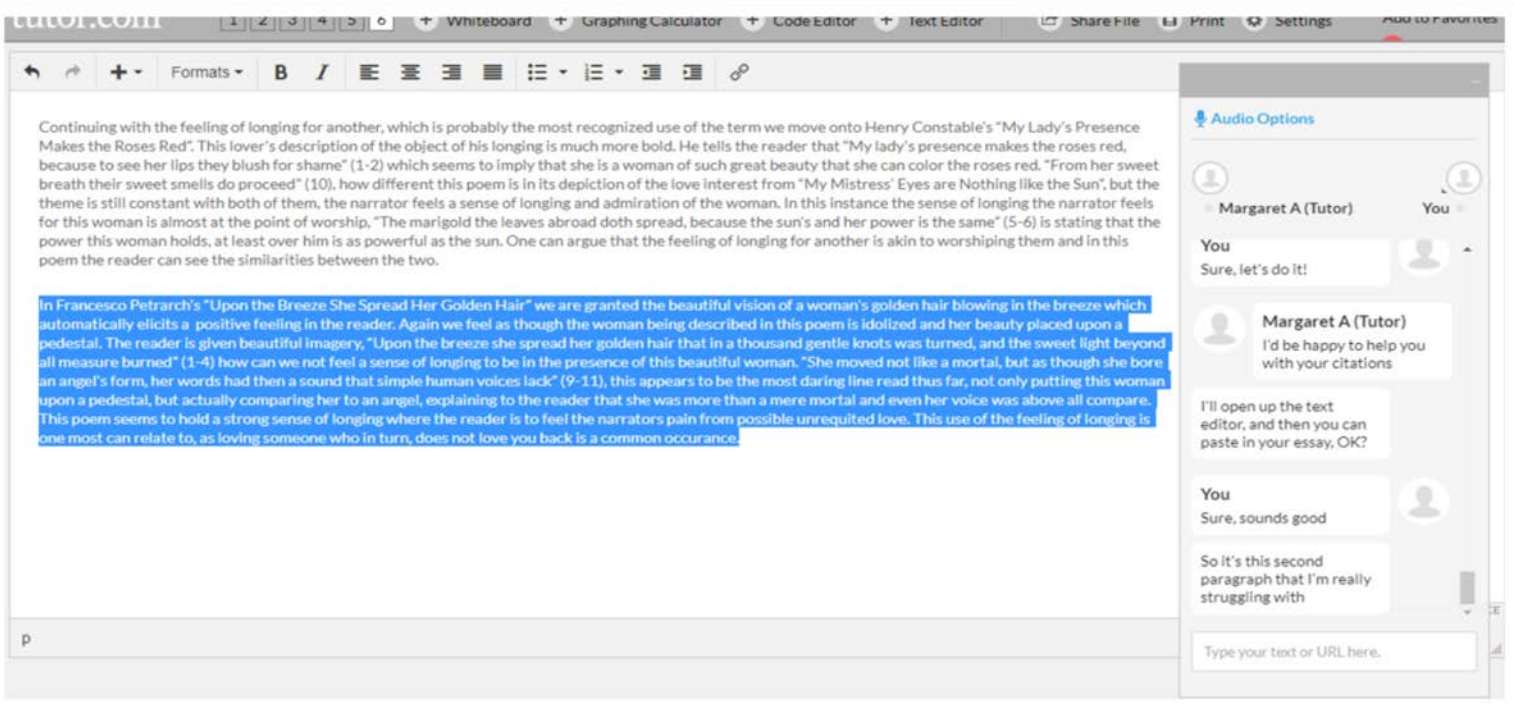
## File Sharing

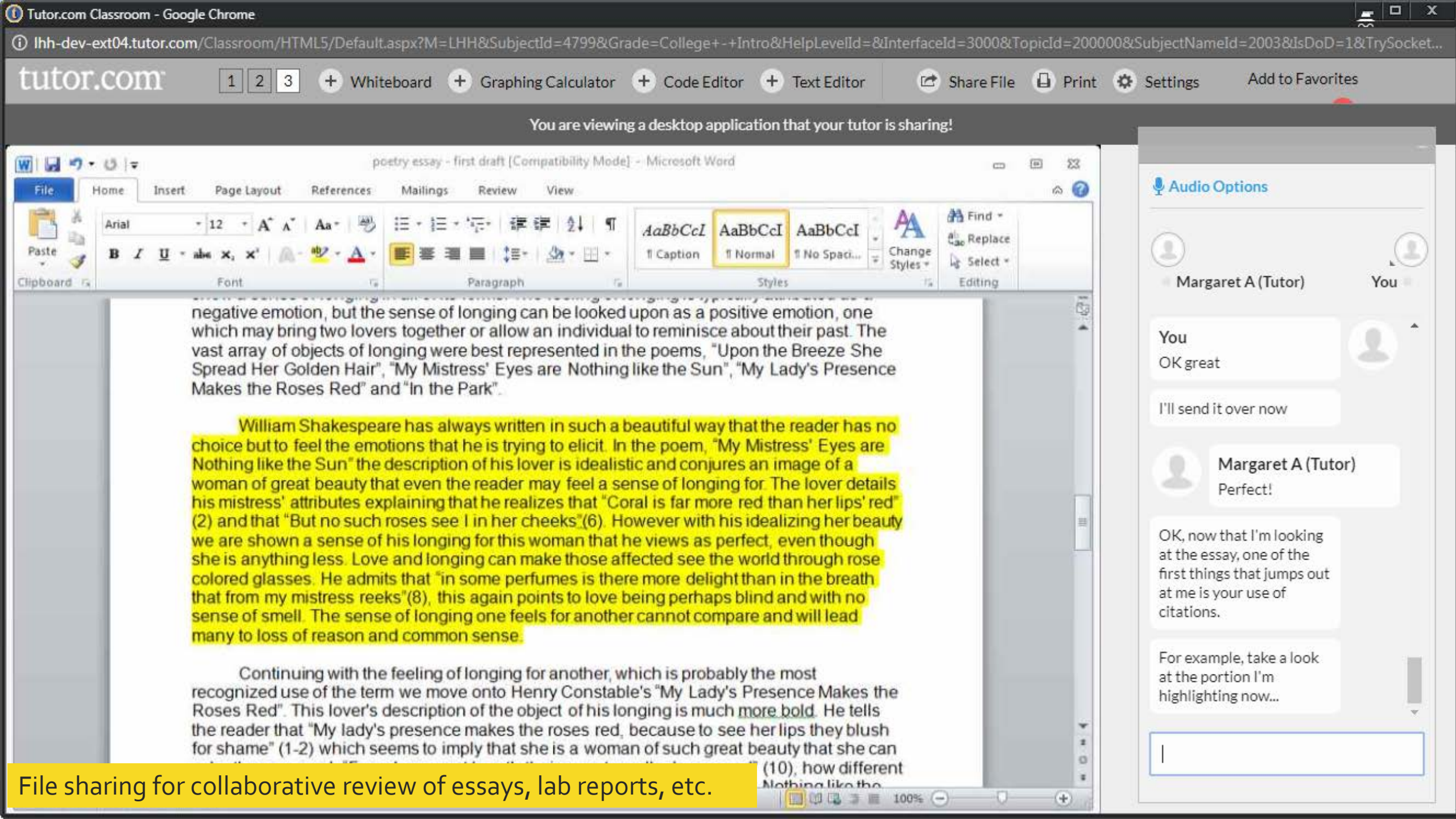
- Word, Excel, PowerPoint, TXT, HTM, HTLM, PDF, JPG, BMP, PNG (1 MB, max)
- Tutor shares application so students can see software tools.
- Excellent for teaching MS Office.

## Two Way Text Editor

- Replaces copy/paste of text on whiteboard.
- Allows both student and tutor to modify the text

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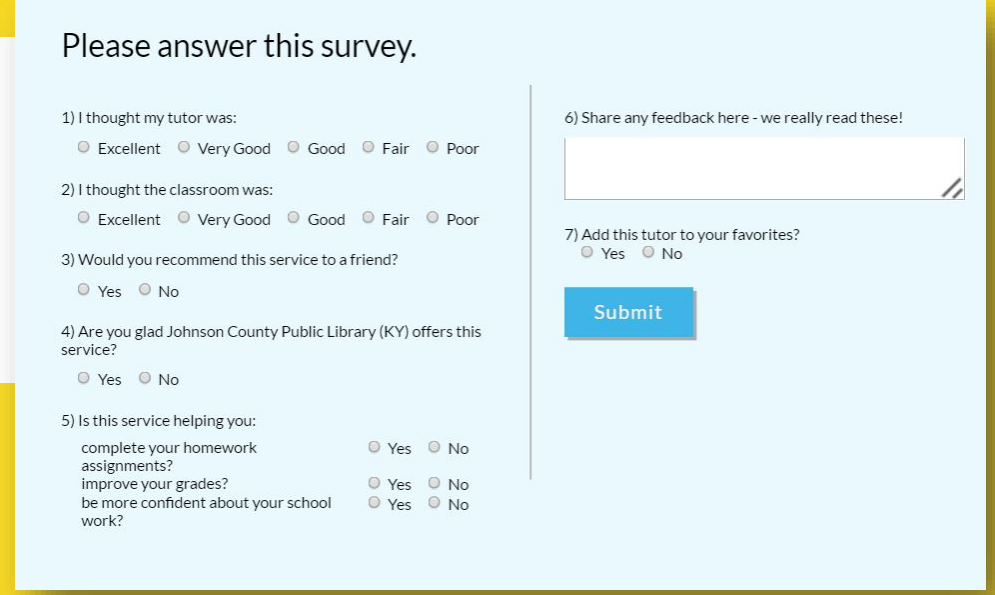
File Home Insert Page Layout References Mailings Review View
negative emotion, but the sense of longing can be looked upon as a positive emotion, one which may bring two lovers together or allow an individual to reminisce about their past. The vast array of objects of longing were best represented in the poems, "Upon the Breeze She Spread Her Golden Hair", "My Mistress' Eyes are Nothing like the Sun", "My Lady's Presence Makes the Roses Red" and "In the Park".
William Shakespeare has always written in such a beautiful way that the reader has no choice but to feel the emotions that he is trying to elicit. In the poem, "My Mistress' Eyes are Nothing like the Sun" the description of his lover is idealistic and conjures an image of a woman of great beauty that even the reader may feel a sense of longing for. The lover details his mistress' attributes explaining that he realizes that "Coral is far more red than her lips' red" (2) and that "But no such roses see I in her cheeks"(6). However with his idealizing her beauty we are shown a sense of his longing for this woman that he views as perfect, even though she is anything less. Love and longing can make those affected see the world through rose colored glasses. He admits that "in some perfumes is there more delight than in the breath that from my mistress reeks"(8), this again points to love being perhaps blind and with no sense of smell. The sense of longing one feels for another cannot compare and will lead many to loss of reason and common sense.
Continuing with the feeling of longing for another, which is probably the most recognized use of the term we move onto Henry Constable's "My Lady's Presence Makes the Roses Red". This lover's description of the object of his longing is much more bold. He tells the reader that "My lady's presence makes the roses red, because to see her lips they blush for shame" (1-2) which seems to imply that she is a woman of such great beauty that she can
(10), how different
Audio Options
Margaret A (Tutor)
You
You
OK great
I'll send it over now
Margaret A (Tutor)
Perfect!
OK, now that I'm looking at the essay, one of the first things that jumps out at me is your use of citations.
For example, take a look at the portion I'm highlighting now...
File sharing for collaborative review of essays, lab reports, etc.

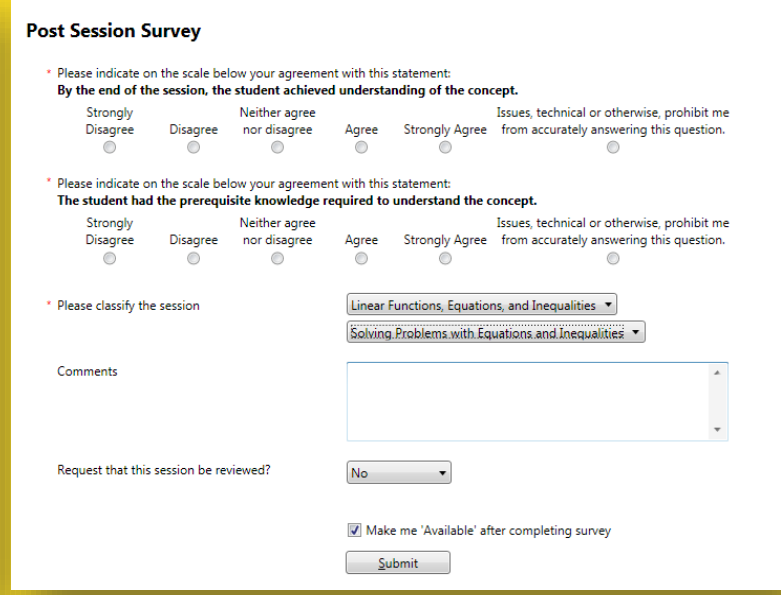
# POST SESSION

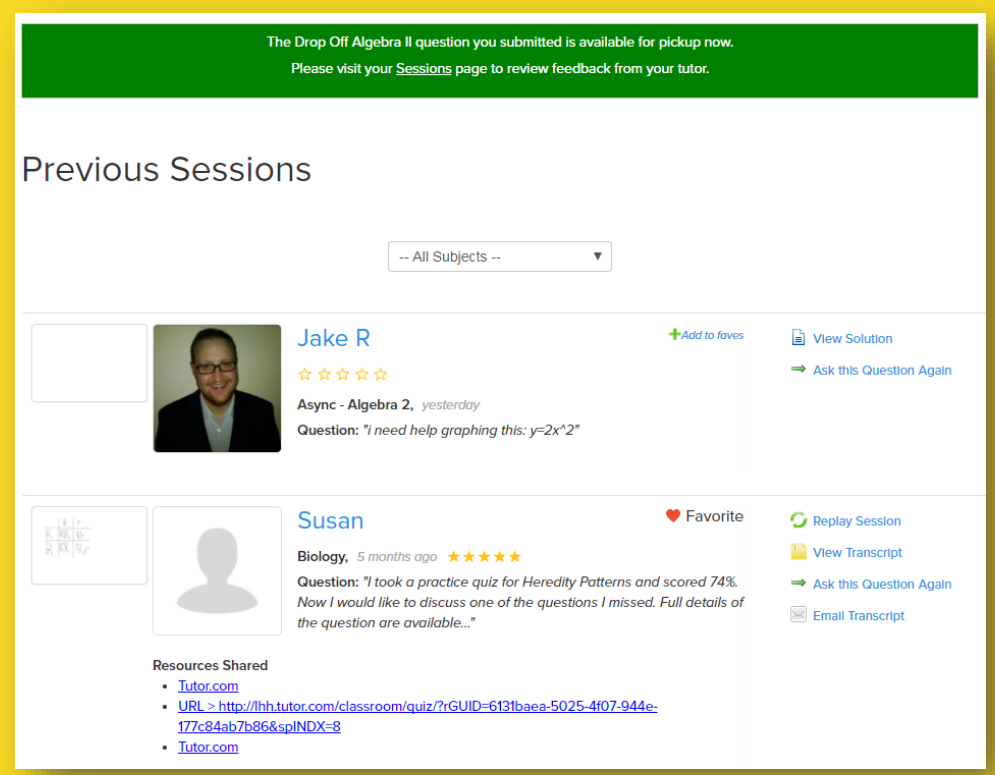
## Post Session Survey

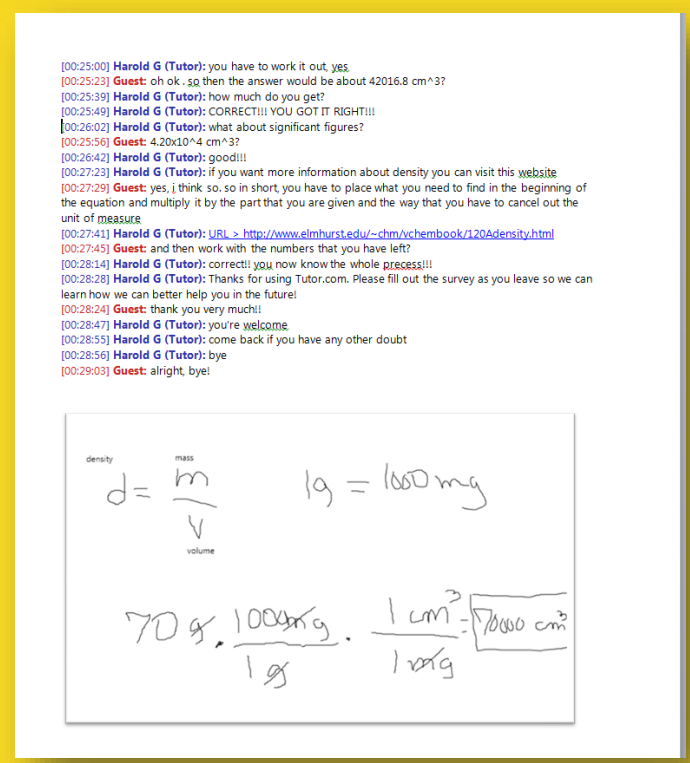
- Post Session Survey – results in your reports
- Tutor also completes a review of the session.

- **My Account Features**
- Session Transcripts in "My Sessions" section.
- Ability to tag and reconnect with favorite tutors
- Virtual Locker for document storage and retrieval



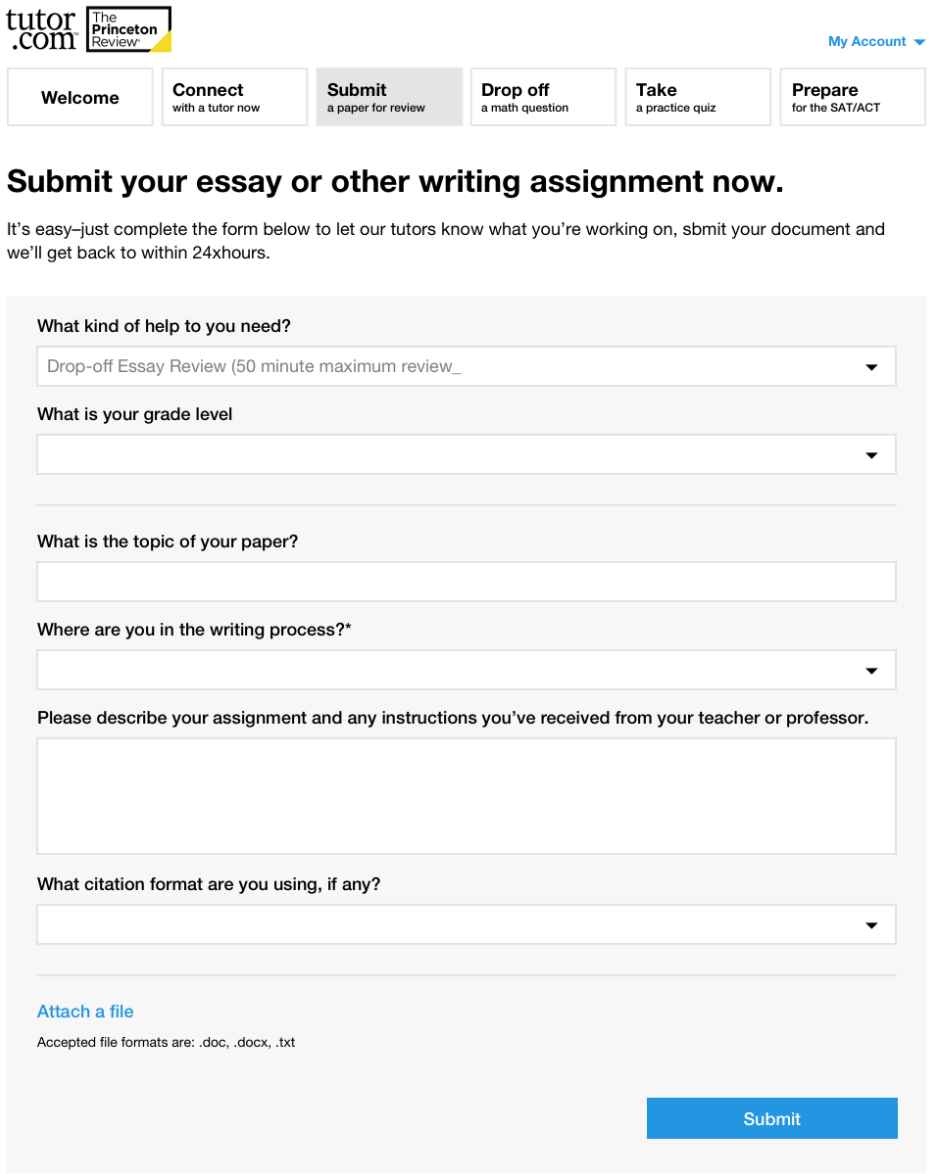



# DROP-OFF WRITING REVIEW

## Drop off Resume & Essay Review

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



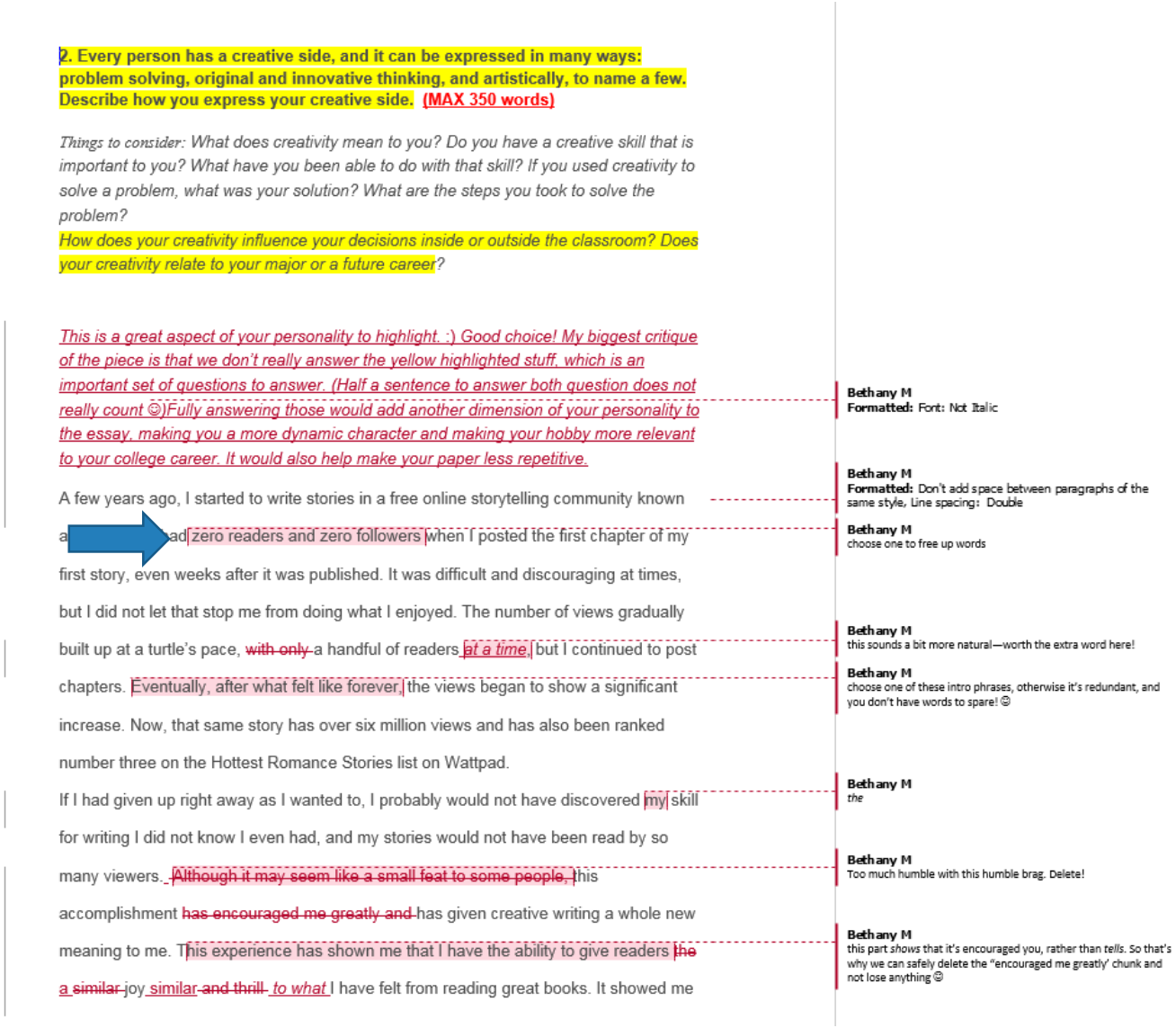
# DROP-OFF WRITING REVIEW

**Summary Feedback Form**

**Strengths:** Great topic! Good Flow!

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

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



**2. Every person has a creative side, and it can be expressed in many ways: problem solving, original and innovative thinking, and artistically, to name a few. Describe how you express your creative side. (MAX 350 words)**

*Things to consider: What does creativity mean to you? Do you have a creative skill that is important to you? What have you been able to do with that skill? If you used creativity to solve a problem, what was your solution? What are the steps you took to solve the problem?*
*How does your creativity influence your decisions inside or outside the classroom? Does your creativity relate to your major or a future career?*

*This is a great aspect of your personality to highlight. :) Good choice! My biggest critique of the piece is that we don't really answer the yellow highlighted stuff, which is an important set of questions to answer. (Half a sentence to answer both question does not really count ☺)Fully answering those would add another dimension of your personality to the essay, making you a more dynamic character and making your hobby more relevant to your college career. It would also help make your paper less repetitive.*

A few years ago, I started to write stories in a free online storytelling community known a ad zero readers and zero followers when I posted the first chapter of my first story, even weeks after it was published. It was difficult and discouraging at times, but I did not let that stop me from doing what I enjoyed. The number of views gradually built up at a turtle's pace, ~~with only~~ a handful of readers *at a time*, but I continued to post chapters. Eventually, after what felt like forever, the views began to show a significant increase. Now, that same story has over six million views and has also been ranked number three on the Hottest Romance Stories list on Wattpad.

If I had given up right away as I wanted to, I probably would not have discovered my skill for writing I did not know I even had, and my stories would not have been read by so many viewers. ~~Although it may seem like a small feat to some people,~~ this accomplishment ~~has encouraged me greatly and~~ has given creative writing a whole new meaning to me. This experience has shown me that I have the ability to give readers ~~the~~ ~~a similar~~ joy similar ~~and thrill~~ *to what* I have felt from reading great books. It showed me

**Bethany M**
**Formatted:** Font: Not Italic

**Bethany M**
**Formatted:** Don't add space between paragraphs of the same style, Line spacing: Double

**Bethany M**
choose one to free up words

**Bethany M**
this sounds a bit more natural—worth the extra word here!

**Bethany M**
choose one of these intro phrases, otherwise it's redundant, and you don't have words to spare! ☺

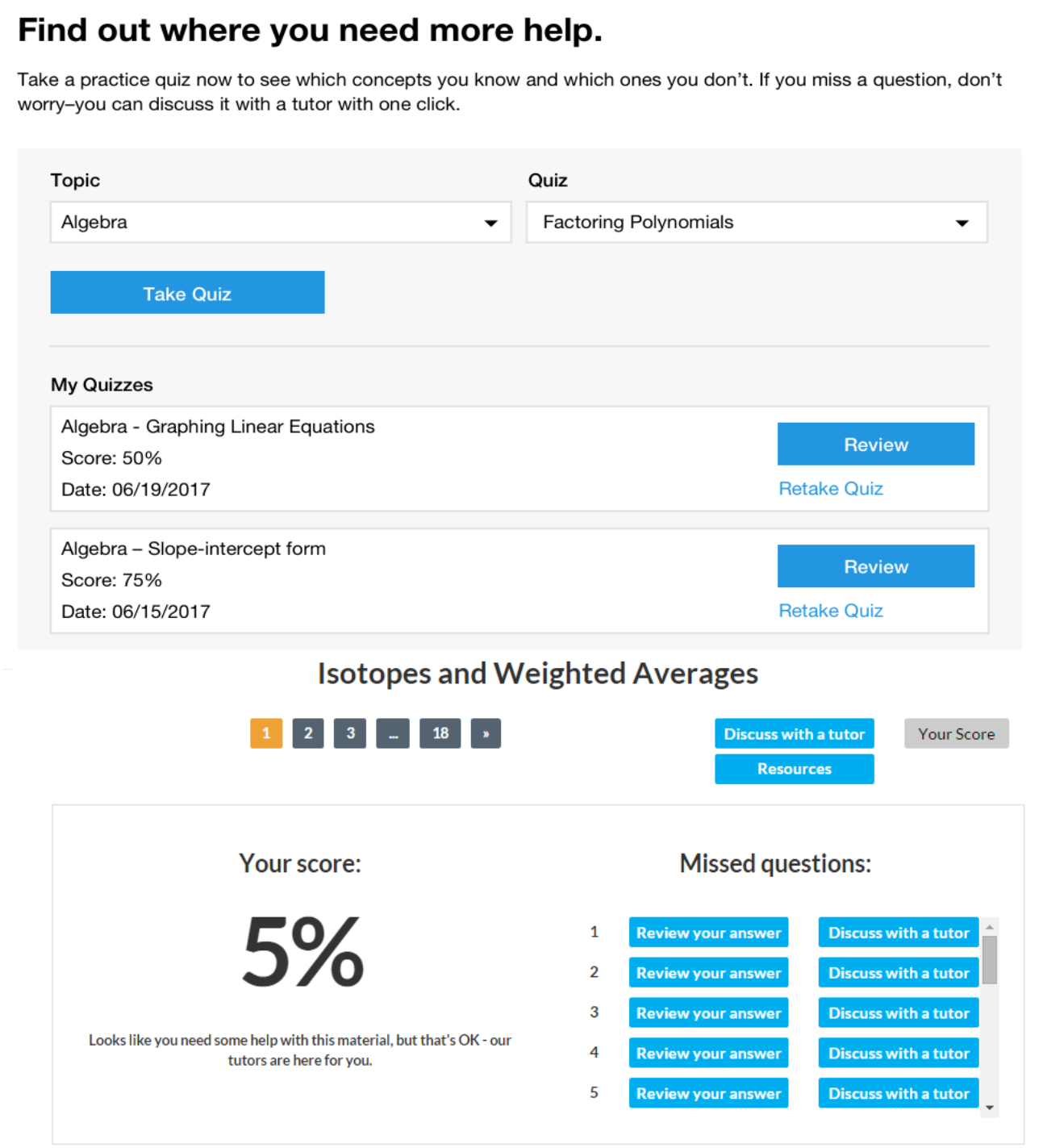
**Bethany M**
*the*

**Bethany M**
Too much humble with this humble brag. Delete!

**Bethany M**
this part *shows* that it's encouraged you, rather than *tells*. So that's why we can safely delete the "encouraged me greatly' chunk and not lose anything ☺

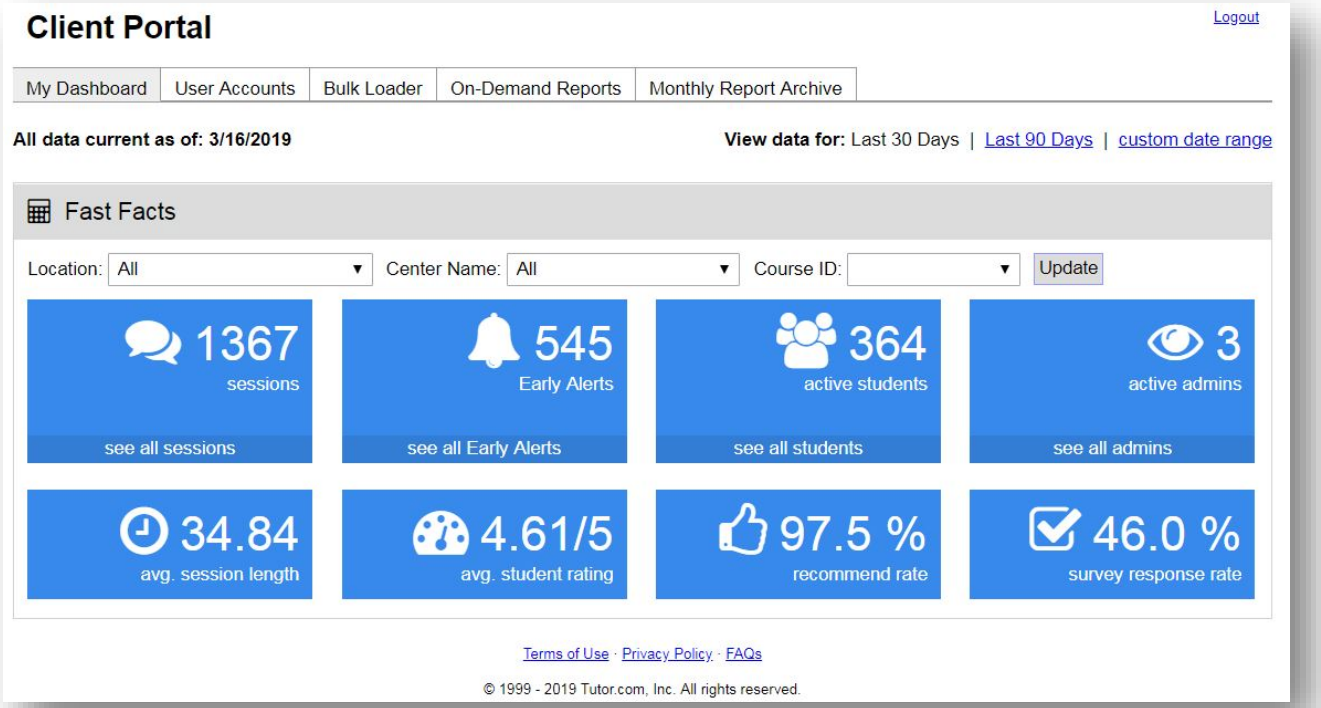
# DIAGNOSTIC AND PRACTICE QUIZZES

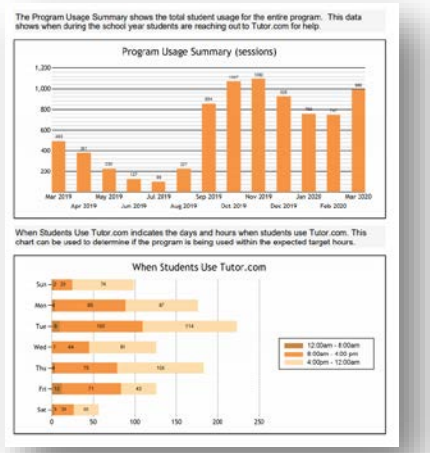
- High School/End of Chapter
- Math Fundamentals
- Algebra I
- Geometry
- Algebra II
- Calculus
- Biology
- Chemistry
- Physics
- English/Language Arts



# OUTCOMES EVERYONE WILL LOVE

- **24/7 Access to Client Portal**
  - Fast Facts
  - On-Demand Reports
  - Student Account Administration
- **Monthly Reports**
  - Trend Graphs
  - Detailed Usage Data
  - Student Survey Results
- **Predictive Insights & Early Alerts**
  - Topic Drill Down Report
  - Individual Alerts for Intervention
  - Routing to Key Stakeholders



# Election Process

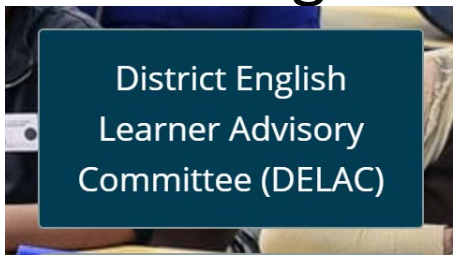
## Vice Chairperson, Secretary, and Sergeant at Arms

**DELAC Virtual Meeting**

**October 15, 2020**

# Process Followed – Ballots and Committee

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



# Parents Needs Survey

**DELAC Virtual Meeting**

**October 15, 2020**

# Needs Assessment Survey

- Information will be used to assist in planning DELAC meetings for the school year 2020-2021
- Presented on our First Virtual DELAC meeting 2020-2021
- The results will be presented at the Second Virtual DELAC meeting
- Parents were asked to return the survey by mail
- A prepaid enveloped was provided

DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE
(DELAC)
NEEDS ASSESSMENT (ENGLISH)
2020-2021

Directions: Indicate your response in the white space provided for each of the 8 survey questions.

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

| 1. | I consider myself to belong to the following group: | Asian | Latino | African American | Southeast Asian | Hispanic | Anglo | Other |
|---|---|---|---|---|---|---|---|---|
| | | | | | | **16** | | |

| 2. | My child(ren) is/are in grade(s) | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | **2** | **2** | **3** | **6** | **2** | **5** | **3** | **2** | **3** | **1** | **1** | | **1** |

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

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

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

| | | |
|---|---|---|
| | e. | Counseling and information about college requirements = **7** |
| | f. | Information on graduation requirements and credits = **6** |
| | g. | Differences between elective and required credits for graduation = **6** |
| | h. | Information on school culture, procedures, and expectations = **6** |
| | i. | Other (write your response here)> |

| | | |
|---|---|---|
| 6. | What type of information would you most like to receive at the DELAC meetings? | |
| | a. | Social Emotional issues = **8** |
| | b. | Academic test score results = **6** |
| | c. | Community and School District resources for parents = **12** |
| | d. | Purpose of state and district assessments = **5** |
| | e. | College requirements and available funding resources (such as grants and loans) = **8** |
| | f. | How to help our English Learner students to be successful = **8** |
| | g. | Other (write your response here)> |

| | | |
|---|---|---|
| 7. | What type of <u>training</u> would you most like to receive? | |
| | a. | The role and responsibilities of a DELAC representative = **10** |
| | b. | Roberts Rules of Order = **7** |
| | c. | California State required responsibilities of the DELAC = **8** |
| | d. | ELAC training and election procedures = **5** |
| | e. | How to present information at an ELAC meeting = **7** |
| | f. | How to conduct and participate in an effective committee meeting = **8** |
| | f. | Other (write your response here)> |

| | | |
|---|---|---|
| 8. | What do you most hope to accomplish as a DELAC Representative? (Please list) | |
| | a. | |
| | b. | |
| | c. | |
| | d. | |

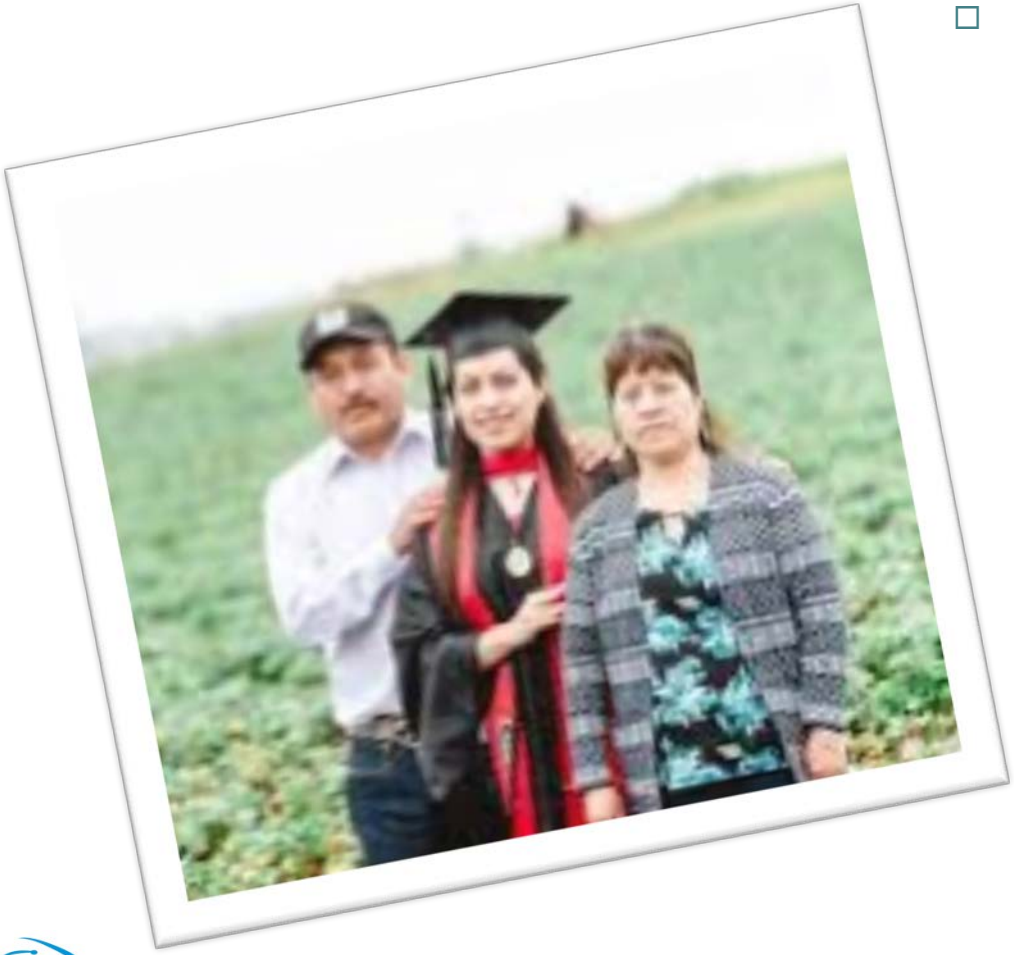
# Survey Questions

1. I consider myself to belong to the following group
2. My children are in these grades
3. What are some of the needs of your school?
4. What are some of the needs of the parents at your school?
5. What are some of the needs of the English Learners at your school?
6. What type of information would you most like to receive at the DELAC meetings?
7. What type of training would you most like to receive?
8. What do you most hope to accomplish as a DELAC Representative?

# Results of the Parent Needs Survey
# First Virtual DELAC Meeting
# August 20, 2020

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

# Educational Opportunity Center - CSUF



- **Program services provided to eligible participants:**

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

"Education is the most powerful weapon which you can use to change the world."
Nelson Mandela

Funded by the US Department of Education

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

# Educational Opportunity Center - CSUF

TRiO
EDUCATIONAL OPPORTUNITY CENTERS

*Serving the Central Valley since 1976*

MAKING COLLEGE POSSIBLE

FRESNO STATE
Central California Educational Opportunity Center

## HOW to Join TRIO—EOC...

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

Or online: www.FresnoState.edu/eoc

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

All Services are FREE to selected participants.

Central California Educational Opportunity Center

559.278.2280

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

www.Fresno State.edu/eoc

Fresno Unified School District

# Learning Continuity & Attendance Plan (LCP) Review and Local Control and Accountability Plan (LCAP) Timeline

DELAC October 15, 2020

# Outline

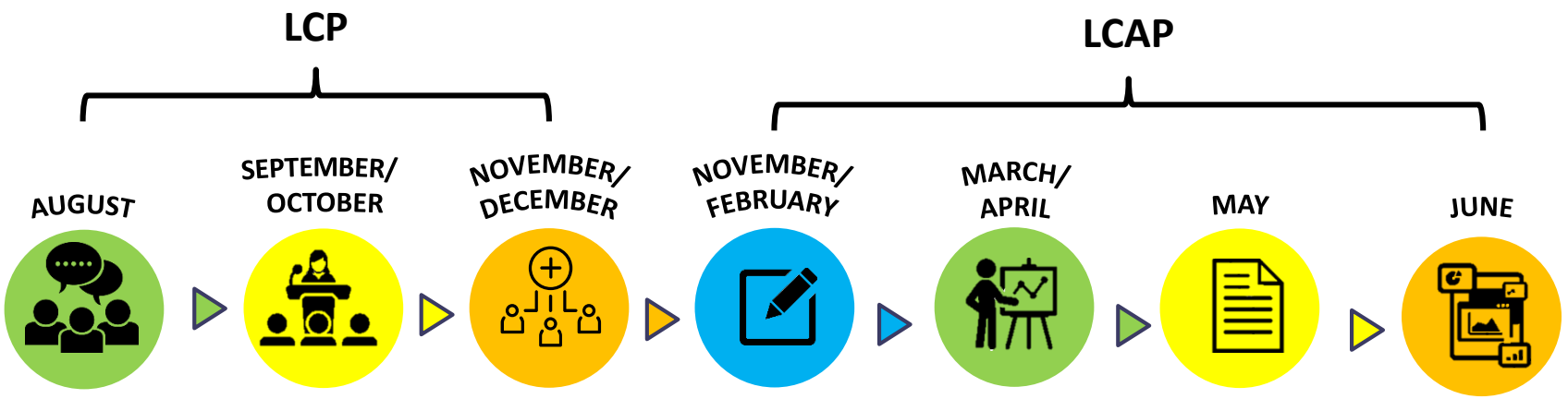
- LCP Plan Requirements & Timeline
- LCP/LCAP Timeline
- Next Steps

# LCP Plan Requirements: Overview

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

# LCP/LCAP Timeline




- CDE releases template instructions
- Community Engagement
  - ** Virtual Townhalls (English, Spanish, & Hmong)*
  - ** District Advisory Committee (DAC)*
  - ** Community Advisory Committee (CAC)*
  - ** District English Learners Committee (DELAC)*

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

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

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

- Present feedback received:
  - ** District Advisory Committee (DAC)*
  - ** District English Learners Committee (DELAC)*
- Create Draft LCAP

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

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

# 5 Next Steps

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

# THANK YOU!

Fresno Unified School District

# School Choice

Options in Fresno Unified School District

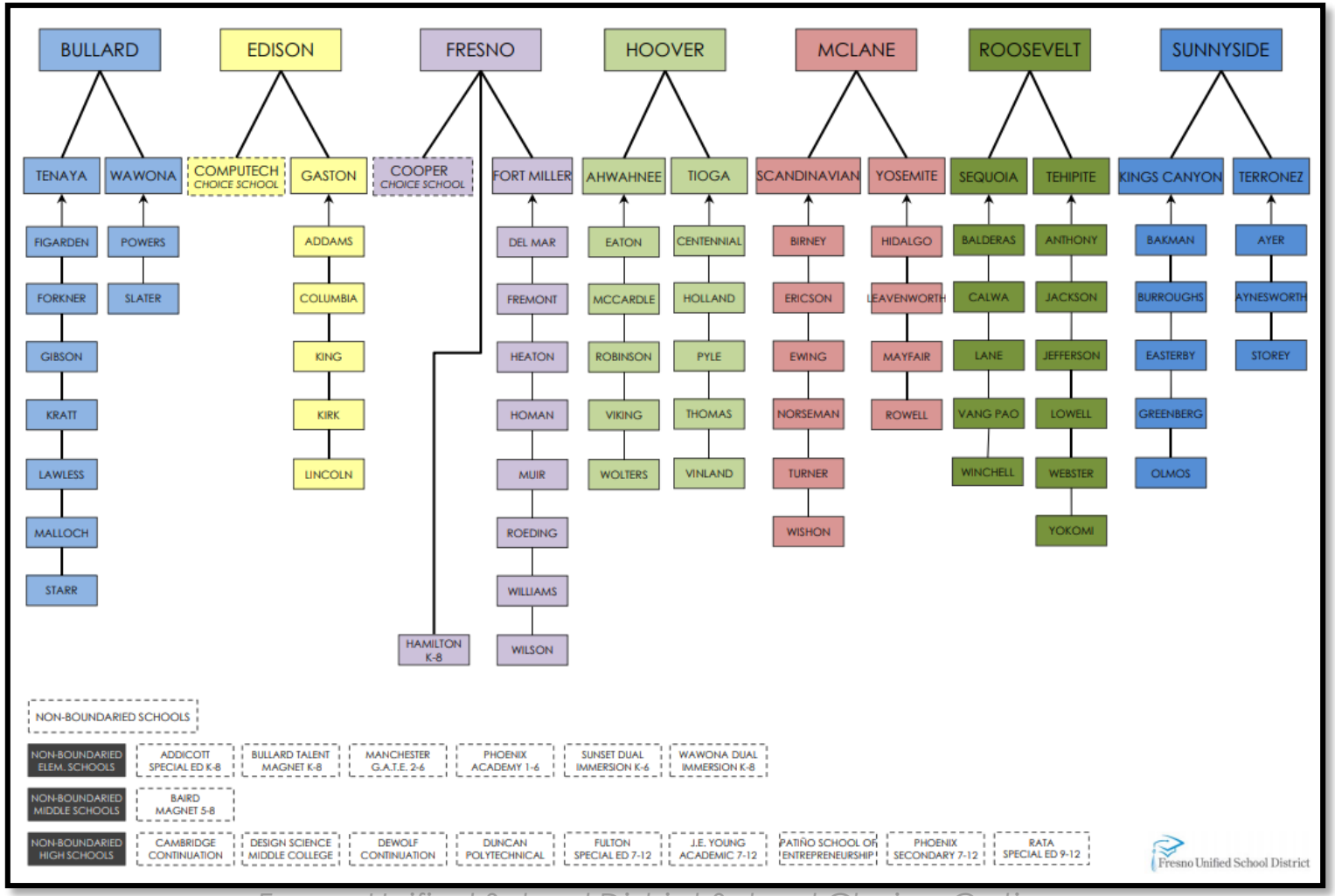
# Neighborhood Schools

My Address

=

My Neighborhood School

# K-12 Student Progression



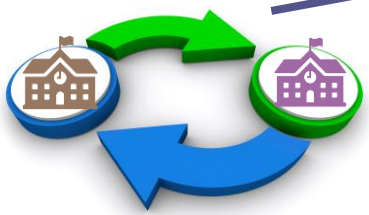



Fresno Unified School District

# School Choice Options

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

**There are four transfer options:**



**Intra-District Transfers**

**Magnet Schools**

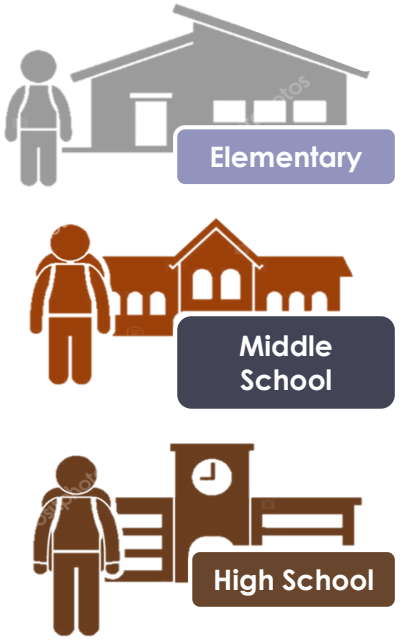
**Admission Criteria Schools**

**Dual Language Immersion Programs**

# Intra-District Transfers

Any student

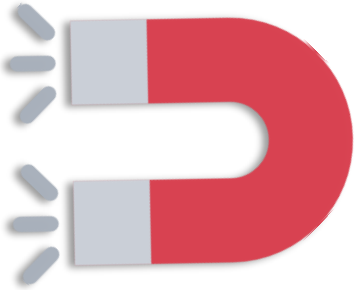
Transfers to **other neighborhood schools** that are outside of the student's attendance boundary. **Transfers are granted based on available space**. Transfers are **good to the highest grade** at the school level.




Any School Within the District

# Magnet School Transfers

Any Student

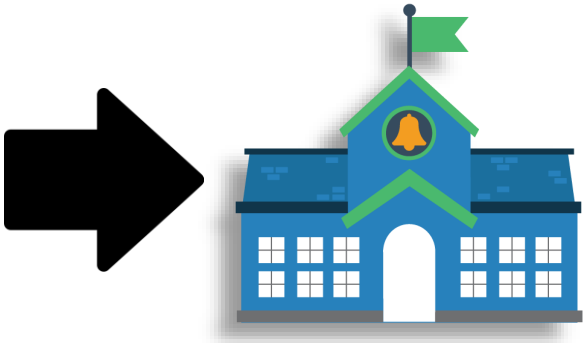


Magnet Programs

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

# Admission Criteria Schools

Students Meeting Criteria



Admission Criteria Schools

Themes range from GATE (Gifted and Talented Education), to STEM ( Science/ Technology/ Engineering / Mathematics). **Transportation is provided**. Admission for GATE programs requires that the student be **GATE Certified**. Admission into Computech Middle requires the review of the academic portfolio of every applicant by a **committee of district educators**.

# Dual Language Immersion Programs

Any Student

Dual Language Immersion Programs

Dual Language Immersion Programs instruct students **to speak, read, and write in two languages**. There are two types of Dual Language Programs. Those that **do not** have a boundary and are listed on the Transfers Request Form. And those that have a boundary and are only available to students attending the neighborhood school. Admittance in grades **PreK-K** is based upon a **computerized random lottery**, and admittance in grades **1st – 12th** requires the student to pass a **language assessment exam**.

# Magnet Schools

| School | Program Type | Selection Criteria |
|---|---|---|
| **Yokomi TK-6** | Science Magnet | Lottery<br>Parent downtown employment |
| **Hamilton TK-8** | Global Studies Magnet | Lottery |
| **Bullard Talent K-8** | Performing Arts Magnet | Lottery |
| **Baird 5-8** | Agri-Business Magnet | Lottery |
| **Cooper 6-8** | International Baccalaureate Magnet | Lottery<br>FHS feeder pattern students |
| **Ahwahnee 7-8** | Environmental Science Magnet | Lottery |
| **Design Science 9-12** | Early College | Lottery |
| **Duncan Polytechnical 9-12** | Career Pathways<br>Medical & Applied Technology | Lottery |
| **Fresno High 9-12** | International Baccalaureate Magnet | Lottery |
| **Patiño 9-12** | Entrepreneurship Magnet | Lottery |
| **Roosevelt 9-12** | School of the Arts Magnet | Lottery |

# Admission Criteria Schools

| School | Program Type | Selection Criteria |
|---|---|---|
| **Manchester 2-6** | GATE Admission Criteria | Certified GATE<br>Lottery |
| **Yokomi 2-6** | GATE Admission Criteria | Certified GATE<br>Lottery |
| **Computech 7-8** | Science/Technology Admission Criteria | Academic criteria ranking |
| **Computech 9-12** | Science/Technology Admission Criteria | Lottery |
| **Sunnyside 9-12** | Science Admission Criteria | Application Packet |

# Dual Language Immersion Programs

| School | Program Type | Selection Criteria |
|---|---|---|
| **Ewing PK-6** | Dual Language Immersion Spanish/English | Classes filled 50% English, 50% Spanish Lottery |
| **Leavenworth PK-6** | | |
| **Sunset PK-6** | | |
| **Wawona PK-6** | | |
| **Yosemite 7-8** | | |
| **McLane 9-12** | | |

# Transfer Request Form

Neighborhood Schools

Admission Criteria Schools

Fresno Unified School District

## 2021-2022 Student Transfer Request

**Mail or deliver applications to:**
Transfers Department
4120 N. First Street Fresno, CA 93726
Phone: 559-248-7538
Fax*: 559-248-7481

STUDENT _____ _____ **Yes/No**
(Please Print) First Name Last Name FUSD Student ID Special Ed?

_____ _____ _____ **Male/Female/Non-Binary**
Birth Date Grade Level Requested Home Address (Student) Zip

*May choose up to two schools in each category. Mark 1 or 2 to indicate first or second choice.*
Application and admission is not limited on the basis of race, color, nati… group identification, or ancestry.

**Other School Transfers**

For any Fresno Unified school not listed on this form, write in the name. Transportation is the responsibility of the parent/guardian.

① _____
② _____

**Admission Criteria Schools**

Admission Criteria schools require students meet specific academic or other criteria in order to be considered for admission. Contact the Transfers Department for additional details.

| | |
|---|---|
| ①② | Manchester GATE 2 – 6 |
| ①② | Yokomi GATE 2 – 6 |
| ①② | Edison Computech 7 – 12 |
| ①② | Sunnyside Doctor's Academy 9 – 12 Additional Application Required, No Transportation |

**Magnet Schools**

| | |
|---|---|
| ①② | Yokomi TK – 6 Parent Employed Downtown: Yes/No Address_____ |
| ①② | Hamilton TK – 8 |
| ①② | Bullard Talent K – 8 |
| ①② | Baird 5 – 8 |
| ①② | Cooper IB Academy 6 – 8 |
| ①② | Ahwahnee 7 – 8 |
| ①② | Design Science Middle College 9 – 12 |
| ①② | Duncan Medical 9 – 12 |
| ①② | Duncan Applied Technology 9 – 12 |
| ①② | Fresno High IB 9 – 12 |
| ①② | Patiño School of Entrepreneurship 9 – 12 |
| ①② | School of the Arts at Roosevelt 9 – 12 Students must be enrolled in two fine arts courses |

**Dual Language Immersion Programs**

**PART A:** *Circle the correct response below:*
Student's Home Language: English/Spanish

**PART B:** *Choose a first or second choice*

| | |
|---|---|
| ①② | Dual Language Immersion PK – 6 Ewing |
| ①② | Dual Language Immersion PK – 6 Leavenworth |
| ①② | Dual Language Immersion PK – 6 Sunset |
| ①② | Dual Language Immersion PK – 4 Wawona |
| ①② | Dual Language Immersion 7 – 8 Yosemite |
| ①② | Dual Language Immersion 9 – 12 McLane |

*Transfers to Dual Language Immersion Programs:*
- Lottery selection by primary language is used when space is available.
- Transportation to attend a dual language immersion program is the responsibility of the parent/guardian.
- Enrollment into dual language immersion classes at **1st grade or above** requires tested proficiency in both languages. If applicable, I agree to have my child tested for the DI program. **Initial** _____
- Site based Dual Language Immersion Programs are also available. Resident students may participate in the program. Discuss participation at the school site.

*Important information regarding all transfers:*
- **On-time applications received on or before December 1st receive priority for selection.**
- Students are selected for most schools using a random lottery when space is available at the requested school and grade level.
- Transfers are good to the highest grade level at the assigned school.
- A new transfer must be completed when entering middle or high school.
- Transfers may be revoked for excessive tardies, absences, or brought to school early or left excessively late. Revocation may occur if student fails to uphold appropriate behavior standards or has poor academic performance.

**I attest all information on this form is accurate. If any court order pertains to this student the other parent may have to sign in agreement. Transfers may be revoked for false information.**

Signature of Parent/Guardian _____ Date _____ Email _____

Parent/Guardian Print Name _____ Parent Birth Date _____ Phone #1 _____ Phone #2 _____

**Out of District Employment-Related Transfer*** (Attach proof of employment, annual verification required): Circle: Renewal New

Business Name Address

*School Districts may exchange student records before processing this request.

*FUSD will not be responsible for faxes not received

Magnet Schools

Dual Language Immersion Programs

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



Fresno Unified School District

# Annual Business Cycle

| DECEMBER | JANUARY | FEBRUARY - MAY | AUGUST - SEPTEMBER |
|---|---|---|---|
| • Transfer Application Deadline<br>• Application entry to student information system | • Finalize Projected Enrollment for upcoming school year<br>• Pre-registration of students | • Student placement for the following school year | • Backfill available seats after enrollment and drops are finalized |

Fresno Unified School District

# Annual Notification of the Uniform Complaint Procedures (UCP) for 2020-2021

Fall 2020

# FUSD's Nondiscrimination Board Policy (BP 0410)

The Governing Board is committed to equal opportunity for all individuals in education. The District prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived race, color, religion, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, marital status, medical information, pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics in all District acts related to school activities, programs, practices, or school attendance within a school under the jurisdiction of the Superintendent.*(BP 0410)*

# District's Uniform Complaint Procedure (UCP)

- Fresno Unified School District has the primary responsibility to ensure compliance with applicable federal and state laws and regulations governing educational programs

# District's Uniform Complaint Procedure (UCP) Areas

The UCP is a consistent format of processing complaints regarding the following areas:

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

# District's Uniform Complaint Procedure (UCP) Areas – cont'd

- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans for Student Achievement
- School Safety Plans
- School site Councils
- California State Preschool Programs and Health/Safety Issues

# Where and how to file a Uniform Complaint

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

- The UCP complaint can be mailed or faxed to:

  Executive Director, Constituent Services Office
  Education Center, Room 218
  2309 Tulare Street, Fresno, CA 93721
  Phone: (559) 457- 3736
  FAX: (559) 457-3933

# UCP Form Is Free

Fresno Unified School District
Fresno USD | 1000 | E 1312.3 Community Relations
Uniform Complaint Procedures

## Fresno Unified School District
## UNIFORM COMPLAINT PROCEDURES

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

Date: _____ Name of Complainant: _____ School: _____

Address: _____ City: _____ State: _____ Zip Code: _____

Phone Number: _____ Cell: _____ E-mail address: _____

_____
Name of Parent if Not Complainant

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

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

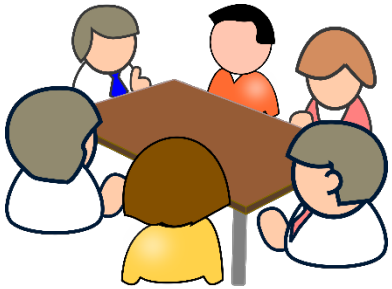
B. [] Any complaint alleging the district's noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the student (Education Code 222)

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

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

# Steps to Resolve Concerns that may lead to a UCP complaint

- Identify your concern and the remedy (solution) you are seeking. First try to resolve it at the school.
- If your concern is about an employee, go to the employee's immediate supervisor.
- ***Try to resolve your complaint informally.***



- If your concern is about a school program, ask the school for more information about the program. If you are not satisfied, call the Constituent Services Office to seek additional information.

# Contact Information

## Constituent Services Office

Education Center, Room 218
2309 Tulare Street, Fresno, CA 93721
Phone: (559) 457- 3736
FAX: (559) 457-3933

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

# Questions