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
(Introduction of Board Members)

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

To show attendance and 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)

*The chat shall not be used during the presentation of information. Time will be allotted after every presentation during 3 minute Q & A session.*

If you would like to discuss items that are not on the agenda, please leave your name, phone number or email in the chat and our department will reach out to you within 48 hours. You may also contact our office at 457-3928.

DELAC Meetings follow the Civility Policy (on next slide)
Civility Policy

Recourse Available for Unacceptable Disruptive Conduct by District Employees or Representatives

Any parent/guardian or member of the public who is subjected to unacceptable conduct from any district employee, as defined in the Civility Policy, may complete a complaint form pursuant to EP 1512.1 (Complaints Concerning School Personnel), Exhibit 1312.1 (a) and Exhibit 1265(a).

Any parent/guardian or member of the public who is subjected to unacceptable conduct from any district representative, other than school personnel, may file a written complaint with the Superintendent or designee.

Recourse Available for Unacceptable/Disruptive Conduct by Parents/Guardians and Other Members of the Public

The following are examples of ways by which district employees and school administrators, depending on the circumstances presented, may resolve situations involving parents/guardians or other members of the public who violate the Civility Policy.

1. Provision of Civility Policy:

The district employee may provide to the offending person a written copy of this policy at the time of the occurrence.

2. Request to Cease and Desist Behavior:

District employees may request any parent/guardian or other members of the public who engages in unacceptable and/or disruptive conduct, as described above, to immediately cease his/her conduct and to act and speak civilly; or may report such person and conduct to the appropriate site administrator.

3. Termination of Activity:

If the offending person does not cease his/her inappropriate conduct and/or communication after being requested to do so, the appropriate administrator may verbally notify the offending person that the meeting, conference, telephone conversation, or any other activity is terminated. The district employee or administrator may terminate personal contact with the offending person. In that event, the district employee or site administrator and the offending person may continue to communicate in writing, if appropriate, regarding the subject matter of the conference, telephone conversation, or other activity that was terminated.

4. Request to Leave School Grounds/Report to Law Enforcement:

If the meeting, conference, or other conduct is on district premises, or interfere with, or is disruptive of school or school activities, the appropriate site administrators or their designees may issue a formal warning, notify the offending person to promptly leave the school grounds and not return pursuant to Education Code 33210, 35211, 48410, 48411, 626.7, 626.8 and 653. The forms of the notification and warnings are attached.

The form entitled, "Warning and Directive" (Exhibit b) is to be used when the principal chooses to base his/her decision to direct the individual off of the school campus upon Education Code 33211 or Penal Code sections 626.7, 626.8 or 653g. This form will be used before the corresponding appropriate "Notice" is used for violations of these sections.

If the individual is an adult parent/guardian of a student on that school site, the form entitled, "Notice to Adult Parent/Guardian" (Exhibit c) should be utilized. If Penal Code 626.7 or 653g is checked, the "Warning and Directive" form must have been already given to the individual before this notice is used.

If the individual is not a parent/guardian of a student on that particular school site, and is either a parent/guardian of a student on another school site or an adult non-parent guardian, the form "Notice to Adult Non-Parent/Guardian" (Exhibit d) should be utilized. If Education Code 33211, or Penal Code 626.7, 626.8, or 653g is marked, this form cannot be used until the "Warning and Directive" form is first given to the individual.

5. Handling Violence, Threat, Assault, Battery or Other Illegal Action:

When violence, threat, assault, battery or other illegal action is threatened or directed, district employees may: (1) report the occurrence to their principal or supervisor, (2) complete an on-line incident report and/or (3) report the incident to law enforcement officials.

Regulation FRESNO UNIFIED SCHOOL DISTRICT
approved: December 2002 Fresno, California
revised: July 26, 2005
Good evening DELAC families and the community watching remotely through our Livestream! I want to welcome you to our 4th and last meeting of the school year where we have great information planned for you all. If you would like a copy of the DELAC Materials from today, you can request it at your child’s school through the school office. We have sent all documents to the schools EL Site Reps and Principal this week or you can access copies on our department website at www.fresnounified.org and go to English Learner Services under department tab and then DELAC folder.

• Elections for DELAC Board will start in the fall for President and Sergeant at Arms positions.

• We have wonderful internship opportunities new this year for high school English Learners, that will allow for our students to get summer intern pay as well as academic credit. This information will be shared by Guillermo Berumen at the end of our meeting.

• Summer School Academies and Camps will be available this summer, information will be sent to schools this week. You may contact the Summer School Office at 248-7560 for more information.

• Feedback from parents is always welcome, please visit our website at https://els.fresnounified.org/

Thank you and enjoy the wonderful presentations we have prepared for you today.
FOURTH VIRTUAL DELAC MEETING  
SCHOOL YEAR 2020-21  
Thursday, May 13, 2021  
5:00 p.m. – 7:00 p.m.

**Agenda**

<table>
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<tr>
<th>No.</th>
<th>Time</th>
<th>Item</th>
<th>Presenter(s)</th>
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| 1.  | 5:00 – 5:05 p.m. | Welcome and Special Message | Adela Moreno, DELAC Vice Chairperson
Sandra Toscano, Assistant Superintendent |
| 2.  | 5:05 – 5:15 p.m. | Minutes from Virtual meeting held on March 18, 2021 | Adela Moreno, DELAC Vice Chairperson
Maribel Gómez, DELAC Secretary |
| 3.  | 5:15 – 5:35 p.m. | ELPAC, Reclassification, and SBAC - Update | Sandra Toscano – Assistant Superintendent
EL Services |
| 4.  | 5:35 – 6:00 p.m. | Dream Resource Center
DACA | Eleazar Valdez – FUSD Dream Resource Center |
| 5.  | 6:00 – 6:15 p.m. | Food Services - Update | Amanda Harvey and Food Services Team |
| 6.  | 6:15 – 6:45 p.m. | LCAP Draft and AB86 – Supplemental Instruction Grant | Tammy Townsend – Executive Director, and
Miguel Vega – Manager, State and Federal Programs. |
| 7.  | 6:45 – 7:00 p.m. | Open Forum and Meeting Adjourn | Adela Moreno, DELAC Vice Chairperson |
Mrs. Sandra Toscano welcomed everyone to the third virtual DELAC meeting of the 2020-2021 school year. She stated that if safety guidelines allow, we would hope to possibly gather in person for the final DELAC meeting of the year. Mrs. Toscano reviewed with all parents in attendance the plan and dates for students to come back to in person learning. She then mentioned that the information of this meeting will be available at their school sites and on the EL website. Mrs. Toscano then introduced Mrs. Adela Moreno, she introduced herself and welcomed everyone in attendance. Mr. Antonio Martinez, Sergeant of Arms introduced himself and welcomed all in attendance. Mrs. Salome Romero introduced herself and welcomed everyone in attendance as well. Mrs. Romero reviewed meeting norms with all. Mr. Martinez then asked the members to write down their first and last name on the chat as a way to take attendance.

Mrs. Maribel Gomez reviewed the process to approve the minutes. Everyone present was reminded that the minutes were sent to the representatives’ homes for review. Attendees were to write down in the comments area (chat) if there is an amendment or correction they identified. Mrs. Gomez also informed parents present that the presentation will be available on the website of the Department for English Learners in the DELAC area, and also at their child’s school site. No amendments or corrections were identified after all in attendance were given the opportunity to review the minutes.

Mrs. Moreno introduced Mr. Miguel Vega from the office of State and Federal. Mr. Vega provided all in attendance a review of the LCAP work that has been taking place the last few months. He showed various ways for opportunities to participate and provide feedback (ie. community meetings, LCAP survey, Thought Exchange). Mr. Vega also spent some time reviewing the process and findings of Thought Exchange. This is used as another tool where feedback was provided by the community. Mr. Vega also reviewed some findings from the Write in Responses where the public was able to write in comments not covered in the LCAP survey. At the end of the presentation, Mr. Vega provided his contact information so that all parents can contact him with specific questions regarding LCAP.

Mrs. Gomez introduced Noreida Perez from the Department of Prevention & Intervention. Mrs. Perez discussed the topic of social emotional and mental health during the COVID pandemic. She showed how FUSD gathers data around social emotional areas by using Gaggle, SOS presentations, and culture and climate surveys. Mrs. Perez also reviewed FUSD supports for mental health such as; clinical social workers, psychologist, Tier III Intervention Specialist. Mrs. Perez shared Social and Emotional Support and where one can go to make a referral for a student if they feel social or emotional support is needed. Mrs. Perez provided her contact information for anyone to reach out to her individually.
Mrs. Antonio Martinez introduced Guillermo Berumen who began to share the presentation from Food Services. Mr. Berumen began by sharing FUSD data on Food Services; FUSD provides 98,000 meals served daily to 107 sites, and 72,000 Fresno Unified School District students. During distance learning, meals have continued to be served at 57 school sites, 10 million meals have been served since March 2020. All meals are prepared and provided using all current safety and sanitization protocols. Additional facts were provided regarding the facility of the Nutrition Center where all meals are prepared daily and shipped to sites. Nutrition Facts were provided that describe average caloric numbers for meals that are being consumed by Fresno Unified Students. All meals prepared follow all State and Federal nutritional guidelines.

Parent - Roberta Meneces, when do students have the opportunity to sample meals? Mrs. Meneces doesn’t feel that there have been many opportunities for students to sample meals. The feedback would be forwarded to Amanda Harvey.

Parent - had concern with sugar levels of some of the meals that were available for pick up for her diabetic child. Parent Fernando- also had concern with quality of some of the food that was delivered to children.

Multiple parents- also added their concern over the quality of the food and preparation of the wrapped meals provided. Feedback would be forwarded to Amanda Harvey, Director of Food Services.

Mr. Berumen introduced Mrs. Santiago and Mrs. Estrada-Correa. Information was presented and reviewed regarding ELPAC and redesignation. Mrs. Estrada-Correa reviewed the reclassification process for the Fresno Unified School District. To be reclassified, students should meet ELPAC criteria, meet criteria for basic skills test (CAASP/iready), have a recommendation from the Teacher, and Parent consultation. Portions of the ELPAC exam was also reviewed and described by Mrs. Estrada-Correa. The 4 domains for the ELPAC test (Speaking, Listening, Reading, Writing) were specifically reviewed and described. All in attendance were shown where ELPAC practice test are located for students to use. Step by step instructions were provided so that ELPAC practice test can be accessed. Parent supports to help their child in the 4 ELPAC domains were also provided for parents. The goal for this school year is to have a 95% participation and completion rate for the Summative ELPAC.

Mrs. Romero introduced Mr. Mota from Central California Education Opportunities. Mr. Mota presented and described all the various services provided from his office such as; academic counseling, financial aid application completion, career exploration, and financial aid workshops. He also shared the criteria to be eligible for their services and where to go to complete the application. Mr. Mota highly encouraged everyone to contact him individually and he could support them in any way possible through these services. He encouraged all to begin the application process if they have ever thought of returning or pursuing their education. He mentioned that there are multiple pots of funding to assist individuals with the cost of college. Mr. Antonio Martinez also shared his experience and support that he has received since beginning with the Central California Education Opportunities. Mr. Mota shared his contact information and encouraged all to reach out to him.

Mrs. Adela Moreno informed all in attendance that they would now go into open forum.

Jazmin Rodriguez, Centennial- Do kids have to go back to school even though I chose for distance learning? No, kids can stay in distance learning if you chose that. She also commented that ELPAC support should start at earlier years and not wait until older grades? All students receive English Learner Development from the younger years Kinder until redesignated. The ELPAC currently can be taken virtually.
Alicia Aleman- When will we have a full LCAP session? Mr. Vega reminded all of the various community opportunities and feedback tools that are currently being used so that all voices are heard. Mrs. Aleman also wanted to know how much time was given to LCAP in previous meetings? We are invited to present to DELAC meetings within the time provided to us on the established agenda.

Adela Moreno- resigned position of Vice Chairperson due to her concern of not having a real voice as a parent and DELAC Board member

Merlin Dimas- feels that all parents are their biggest child advocates and feels constructive opinions and suggestions should be made to help all students.

Various Parents- had continued concerns about the quality of meals, and feel the nutritional quality of meals now has decreased from other years where meals were prepared at the school site. Parents want real change in meals that are currently packaged and provided to students.

Alicia Crispin, Jackson Elementary- is concerned that the Principal and VP at Jackson are not Spanish speaking and feels a Spanish speaking Administrator is needed to better support parents at Jackson.

The DELAC meeting was closed at 7:40 p.m.
SBAC, ELPAC and Redesignation Update

- SBAC has been cancelled this year to allow us time to complete ELPAC
- Completion rate for ELPAC is 44.93% District wide currently, window is extended to June 11
- Redesignation for Cycle 4 is pending due to ELPAC completion rate
- 70 Seals of Biliteracy pending ELPAC completion, please call school counselor, EL Site Rep or EL Services at 457-3928 for more information
- iReady Diagnostic 3 is window is open this week, also critical for redesignation
4 Redesignation Cycles

Cycle 1: Oct 19-Nov 2
1.6% (210)

Cycle 2: Dec 7-18
0.6% (76)

Cycle 3: Feb 22-Mar 5
0.3% (42)

Cycle 4: June 2-11
Pending ELPAC & iReady #3

2019/20
Quarter 3 YTD
6.0%
(785)
2019-20

2020/21
Quarter 3 YTD
2.5%
(328)
2020-21
Deferred Action for Childhood Arrivals

Presented by:
Central Valley Immigrant Integration Collaborative

iEleazar Valdez
eleazar.cviic@gmail.com
About Us:

CVIIC

CVIIC is a network of immigration professionals, non-profit organizations, community leaders, and public officials interested in promoting the civic, economic, social, and cultural integration of immigrants residing in California’s Central Valley.

Our mission is to serve as the leading immigrant integration organization in the Central Valley, dedicated to ensuring full participation of immigrants in building strong, vibrant, inclusive communities.
What is Deferred Action for Childhood Arrivals?

DACA

In June 2012, President Obama established the Deferred Action for Childhood Arrivals (DACA) program to provide a protection from deportation and work permits to people who arrived in the U.S. as children and who meet certain other requirements.

DACA is valid for a period of years, and can be renewed for as long as the program is in effect.

DACA is not the same as the DREAM Act and it does not grant legal status or serve as a path to citizenship.
The beginning of DACA

- Immigrant youth from California and other states applied pressure to President Obama
- Civil disobedience
- Visits with Obama’s Political Strategic leaders.
- Hunger strikes, office sit-ins of influential politicians
- Influence of the Hispanic vote
As of December 7, 2020, the United States Citizenship and Immigration Services (USCIS) began accepting initial DACA applications based on the terms of the DACA policy in effect prior to September 5, 2017, and in accordance with the Court’s December 4, 2020, order.

DACA recipients are also now able to submit petitions for Advance Parole.
What are the benefits of DACA?

Protection from deportation
- Protects the youth from being placed into removal proceedings and from being removed

Work legally with a work permit
- Provides an employment authorization document that allows the youth to work

Social Security
- Can obtain a valid Social Security Number

Can be renewed
- DACA can be renewed after two years

Public Benefits
- In California those who have DACA can apply for Medi-Cal as well as a state identification card and a driver's license

Ability to apply for Advance Parole
- DACA recipients are currently allowed to travel abroad if they are approved for Advance Parole
What are the requirements for DACA?

**AGE**

- Must be at least 15 years old at the time of filing your request.
  a. Exception: a youth that is currently in removal proceedings or has a final order of removal, or a voluntary departure order can request DACA under the age of 15.

- Must have been under the age of 31 as of June 15, 2012

- Came to the United States before his or her 16th birthday
  a. However, if the youth has entered and left the United States before age 16, he or she will have to show established residency in the U.S. before age 16.

**RESIDENCE**

- Have continuously resided in the United States since June 15, 2007, up to the present time

- Was physically present in the United States on June 15, 2012, and at the time of making his or her request for DACA

- Entered without inspection before June 15, 2012, or his or her lawful immigration status expired as of June 15, 2012 (i.e. person was undocumented as of June 15, 2012)

**EDUCATION**

- Is currently in school, has graduated or obtained a certificate of completion from high school, has obtained a general education development (GED) certificate

- Is an honorably discharged veteran of the Coast Guard or Armed Forces of the United States

**HISTORY**

- Has not been convicted (as an adult) of a felony, significant misdemeanor, three or more other misdemeanors, and does not otherwise pose a threat to national security or public safety.
What are the requirements for DACA?

PROOF OF CONTINUOUS PRESENCE SINCE JUNE 15, 2007

• You will need to prove that you have lived in the United States since June 15, 2007. The documents you submit should show your name, the date it was produced and an indicator that it was issued in the United States.

PROOF OF PHYSICAL PRESENCE IN UNITED STATES ON JUNE 15, 2012

• show you were physically present on the date the program was announced. This can be shown with the same documentation you submitted to prove continuous residence, like school records, rent receipts, utility bills, hospital records, records from a religious institution.
  ○ If you don’t have a document from that specific date, provide a document from right before and right after June 15, 2012.
Submitting Documentation

What to know about submitting documents as evidence for continuous residence.
Submiting Documentation

DO NOT SEND ORIGINAL DOCUMENTS WITH YOUR APPLICATION

• Make photocopies and keep the originals in a safe space in case USCIS requests them.
• When producing photocopies of your evidence, make sure to make two copies of everything
  ⚫ One to include in the packet and one for your records.
  ⚫ This will help you (and your legal service provider) keep track of what USCIS has in your case file.

SUBMITTING DOCUMENTS IN A FOREIGN LANGUAGE

• Any document you submit to USCIS in a foreign language must have a full English translation.
  ⚫ The translator must certify that the English translation is complete and accurate.
  ⚫ The certification should also include the date, the translator’s name and address, and the translator’s signature.
### What documents will I need?

**What documents will I need?**

- Proof of identity and age
- Proof you came to the U.S. before your 16th birthday
- Evidence of continuous residence
- Education documents
- Military personnel records

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**Requirement**
- Born after June 15, 1981.
- Came to the U.S. before you were 16.
- Graduated from high school or have your GED.
- Are currently enrolled in school (Adult school, ESL, vocational school, elementary school, middle school, or high school, etc.).
- Were honorably discharged from the U.S. Armed Forces.

**How to prove requirement**
- Passport
- Birth certificate
- School ID with photo
- Matricula consular ID card
- Passport with admission stamp to the U.S.
- School records from U.S.
- Travel records
- Hospital or medical records, including immunizations
- Rent or mortgage receipts
- Utility bills
- School records
- Religious records (baptism, communion, tithing, etc.)
- Money order receipts
- Dated bank transactions
- Insurance policies
- Postmarked letters
- Automobile license receipts, title, or registration
- Employment records
- Proof of current student status
- Transcripts
- Report cards
- Class schedules
- Certificate of release or discharge from active duty
- Military personnel records

**Where to get the proof**
- Your country's consulate i.e. Mexican Consulate.
- Your school/school district administration/registrar about obtaining school records.
- Your doctor, dentist, clinic, hospital, urgent care, etc.
- Within your personal records.
- Your school.
- Your priest or religious leader for religious records.
- Your cell phone/home phone company.
- Your utility company.
- The registrar at the high school/GED program that you graduated from.
- Your school administrator, counselor, or registrar.
- Your particular branch of the military.

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Proof for every day is not required, but it is recommended to have at least one piece of evidence for every two or three months.
The application process with CVIIC

In order to begin your application process, CVIIC must complete an evaluation to determine if you are eligible to apply for DACA. Upon determining your eligibility, we will need to review your evidence to ensure that all the required documents will be submitted with your application. Immigration attorneys will review all applications and evidence before being submitted to USCIS to ensure that they are complete and safe to send.
Before we can begin your application process, we need to ensure that you are eligible to apply for DACA. We will need to ask you a series of questions to make sure applicants meet all the requirements.

If eligible, you will be asked to gather documents to submit proof of continuous residence in the U.S. since June 15, 2007 to the actual date. Once documents are gathered, they will need to be reviewed by CVIIC to ensure that you have sufficient evidence.

Once you have gathered all required documents, we will complete the required forms and submit to be reviewed by an attorney before sending to USCIS.
Preparing your Documents

You must submit only copies of all supporting documents, and every document must be in translated to English.

Meeting with CVIIC staff

You can schedule an in-person appointment to bring your documents to be reviewed by CVIIC staff.

Scan and email documents

If you do not live near Fresno, or are unable to meet with us in person, you can scan and email your documents as PDF files.
REVIEWING YOUR APPLICATION

To ensure applications are ready to be submitted to USCIS, immigration attorneys will need to review them along with any submitted evidence.
BE CAREFUL WITH FRAUD

Give truthful information if you seek help with your application and be careful with some notaries who practice fraud.

If you have any doubts about your eligibility, please seek legal help from an immigration attorney or accredited representative from a trusted organization.
Red flags are issues that come up during an evaluation. It is important to identify these issues during your evaluation so we can take the proper steps to ensuring your safety before move any further with your process.

**Red Flag 01**

If you were arrested, charged with a crime, or went to jail, it is very important to seek legal help before you apply for DACA.

**Red Flag 02**

If you were in contact with Immigration authorities from a deportation case, or when crossing the border, it is also important to seek legal help with an Attorney or BIA accredited representative.
What are the risks of applying for DACA?

Although there are many benefits of applying for DACA, for certain applicants there may be some risks to take into consideration.

If you do NOT qualify:

The possibility of deportation is low, but it increases for those who have committed certain crimes.

• Consult with an attorney or BIA accredited representative before you apply.

If you commit fraud:

Committing fraud or giving false information at the time of submitting your application, may result in being referred to ICE and you could be placed in deportation proceedings.
What are the limitations of DACA?

<table>
<thead>
<tr>
<th>DACA is NOT the DREAM Act</th>
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<tbody>
<tr>
<td>The primary difference between DACA and the Dream Act is that unlike the Dream Act, DACA is non-permanent and does not grant legal status.</td>
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<table>
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<tr>
<th>DACA is NOT a path to citizenship</th>
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<tr>
<td>DACA only offers protection from deportation and the ability to work legally in the U.S.</td>
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<th>NOT valid for re-entry into the U.S.</th>
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<tr>
<td>DACA only grants permission to travel abroad if applicants are approved for Advance Parole, and only for reasons such as school, work, or humanitarian situations.</td>
</tr>
</tbody>
</table>
What are the limitations of DACA?

DACA privilege is NOT a right

USCIS has discretionary power to approve or deny your request for DACA. The temporary program can also be terminated at any time.

You CANNOT petition family members

Since DACA does not grant legal status, DACA recipients continue to be undocumented and are unable to file family petitions.

CANNOT appeal denied cases

According to USCIS policy, you generally cannot appeal a denial decision or file a motion for USCIS to reopen or reconsider your DACA application.
Cost to apply for DACA?

The fee to immigration for DACA petitions is $495 this includes the employment authorization and biometric services fee.

USCIS accepts:
Money orders
Cashier's checks
Personal checks
Credit or Debit card payments
CVIIC offers assistance with initial DACA applications at no cost.

Our services are offered remotely including: over the phone, email, or videoconference.

CVIIC provides assistance with DACA applications in coordination with immigration attorneys and non-profit legal service provider agencies.
Call us to make your appointment:

Aracely: (209)683-4698   Norma: (559)492-9795   Eleazar: (559)387-7651
aracely.cviic@gmail.com  norma.cviic@gmail.com  eleazar.cviic@gmail.com

Visit our website for up to date information:
www.vallecentral.org
Subscribe for immigration updates and upcoming immigration events:

Text "VALLE CENTRAL" to 71441

Follow us on social media:

@CVIICFresno
Amanda Harvey is the Nutrition Services Director. A graduate of the Fresno State Food and Nutritional Sciences Program she has worked with Fresno Unified Nutrition Services for the past six years and helped lead the department through the many transitions related to the uncertainties around the COVID-19 pandemic. She is excited to push Fresno Unified Nutrition Services to be a model among school districts, with a focus on nutrition, quality, and variety.
Clint Lara is a graduate from the University of Fresno Dietetics program, Clint grew up in Madera, Ca. and has been in the school nutrition business 11 years. Over the years Clint has worked with school districts to implement the free meal programs, received grant funding in the hundreds of thousands of dollars, and volunteered to help pathway students to further their careers in business and hospitality.
Monica Garcia-Hutchison
District Supervisor II

Monica Garcia-Hutchison has worked in Fresno Unified Food Services for 23 years. Monica started working as a Food Services substitute employee in 1998 and has worked at various job positions in the Food Services department and is now a part of the management team. Her son and daughter also attend FUSD and will tell mom what their favorite or least favorite meals are. Monica enjoys making site visits and working with the FUSD team to lead logistics in feeding our 60,000 students. In her free time she has found a passion in gardening.
Janet Margosian-Hein
Nutritionist

Janet Margosian-Hein is a Registered Dietitian Nutritionist (RDN) with Fresno Unified School District, Nutrition Services. Janet is a seasoned Registered Dietitian Nutritionist and pleased to be a member of the Nutrition Services team. Janet feels fortunate to contribute her passions of recipe development, menus and logistical planning within Nutrition Services. Janet is an active member of valley, state and national associations, including the Academy of Nutrition and Dietetics. Janet is a graduate of Fresno Unified School District, Fresno State, and completed her post baccalaureate Administrative Dietetic internship at UC Berkeley. Janet has also assisted people entering the profession, helping them strive for their goals.
Hannah Lee-
Nutritionist

Hannah Lee is a recent addition to FUSD team as a Nutritionist. An FUSD alum, she returned to Fresno after studying nutrition in Seattle, WA. As part of FUSD Nutrition Services, Hannah will collaborate with No Kid Hungry to increase participation and equity in the school meals program and strengthen relationships with school staff, families, and students. Before joining FUSD, she worked with schools and community partners throughout the Valley to increase nutrition literacy and knowledge for people of all ages, and implemented wellness programming at school sites. She has helped schools implement healthy snack policies, promote school meals, host healthy family events, and plant fruit and veggie gardens. In her free time, Hannah likes to practice yoga, power walk through different neighborhoods, and visit the beach.
Nutrition Services Updates

- Nutrition
- Quality
- Variety
- Local
- Farm to School
Contact

Director: Amanda Harvey
Phone: (559) 457-6250
Fax: (559) 457-6251
Office Hours: 6:30 a.m. – 4:45 p.m.
Address: 4480 N. Brawley Ave, Fresno CA 93722

https://foodservices.fresnounified.org/
https://fresnounified.nutrislice.com/
2021/22 Draft Local Control and Accountability Plan (LCAP)
Outline

- LCAP Overview/Timeline
- LCFF Overview
- Draft LCAP
- Upcoming Budget Discussions
2020/21 LCP/LCAP Timeline

**SEPTEMBER – OCTOBER**
- Ongoing Community Engagement
  - Town halls
  - District Advisory Committee (DAC)
  - District English Learner Advisory Committee (DELAC)
  - Community Advisory Committee (CAC)
  - LCAP survey

**NOVEMBER – DECEMBER**
- Engage community
  - Collect feedback
  - Compile results
  - Inform LCAP plan as part of strategic budget development process

**NOVEMBER – FEBRUARY**
- Present feedback received:
  - District Advisory Committee (DAC)
  - District English Learner Advisory Committee (DELAC)
  - Board of Education
  - Create draft LCAP

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

**MAY**
- Host public hearing
  - Finalize draft
  - Adopt LCAP budget
  - Present Local Indicators
  - Submit to FCSS
  - Post on District website

**JUNE**
- **LCAP Public Hearing**
- **LCP Plan Adoption**
- **LCP Plan due to FCSS**
- **FCSS deadline to provide recommendations**
Engagement Opportunities

**LCAP PARTICIPATION**

**SUMMARY OF EFFORTS**

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

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

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

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

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

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

3/10/2021
Student Goals: Improve academic performance at challenging levels

Action

- 41 Designated Schools
- Student Interventions
- Additional Teacher Supply Funds
- Middle and High School Redesign
- Eliminate Elementary Combination Classes
- National Board Certification
- Instructional Supports

Action

- Additional Teachers Above Base Staffing
- Additional VP’s for Elementary & Middle Schools with High Unduplicated Counts
- African-American Academic Acceleration
- Further Develop Early Childhood Education
- Additional Supports for Libraries
- Equity and Access
- GATE/Advanced Placement/International Baccalaureate/STA/PSAT Fees
- Expand Alternative Education

= Action meets “Increased or Improved Services” requirement

2021/22 Draft Local Control and Accountability Plan (LCAP)
### Student Goals:
Improve academic performance at challenging levels

<table>
<thead>
<tr>
<th>Action</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain Additional Services for Phoenix Community Day School</td>
<td>Technology Access and Support</td>
</tr>
<tr>
<td>After School Tutoring</td>
<td>Early Learning</td>
</tr>
<tr>
<td>Extended Summer Learning</td>
<td>Equity and Access</td>
</tr>
<tr>
<td>All Teachers are Teachers of English Learners (EL) Students</td>
<td>High Quality School Site Health Services</td>
</tr>
<tr>
<td>Expansion of Dual Immersion Programs</td>
<td>Mental Health Support</td>
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<tr>
<td>Base Instruction</td>
<td>Expanded Transportation Services</td>
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<tr>
<td>Special Education</td>
<td>Upgrading Access to Technology</td>
</tr>
<tr>
<td>Professional Learning</td>
<td>Student Technology Access and Annual Refresh</td>
</tr>
</tbody>
</table>

- Action meets “Increased or Improved Services” requirement
- Actions contributing overall

---

2021/22 Draft Local Control and Accountability Plan (LCAP)
Student Goals:
Expand student-centered and real-world learning experiences

- **New/Expanded**
  - **Action**
  - Linked Learning, ROP and CTE Pathway Development
  - Kids Invent!
  - Men’s and Women’s Alliance

= Action meets “Increased or Improved Services” requirement
Student Goals:
Increase student engagement in their school and community

- Supports for Students in Foster Care
- Increased School Allocations for Athletics
- District Funded Educational Enrichment Trips
- District Arts Collaborative Project
- Increased Funding for Music
- Student Peer Mentor Program
- Social Emotional Supports
- School Climate and Culture Expansion
- Restorative Practices / Relationship Centered Schools
- Department of Prevention and Intervention

= Action meets “Increased or Improved Services” requirement
= Actions contributing overall
Staff Goals:
Increase recruitment and retention of staff reflecting the diversity of our community

Action

Recruitment, Selection and Retention of Human Capital
Family Goals:
Increase inclusive opportunities for families to engage in their students’ education

Action

- Parent Engagement Investments
- Expanded Student, Parent and Community Communication

= Actions contributing overall
Contributes to all Fresno Unified School District Goals:

- School Site Allocations to be Prioritized by School Site Council
- Supplemental Student Supports
- Central Office Administration
- Administrative Services
- Operational Services
- Other Expenses

Action meets “Increased or Improved Services” requirement

Actions contributing overall
Full LCAP Draft

Click to access full draft report
Upcoming Budget Discussions

- Governor’s May Revise and Public Hearing – LCAP and Budget
  - May 2021
- Adoption of LCAP and Budget
  - June 2021
Questions?
Senate Bill 86 – Expanded Learning Opportunities Grant
Overview

- Purpose, Requirements
- Grant Timeline
- Stakeholder Input & Engagement
- Proposed Investments
- Questions and Answers
Fresno Unified School District’s projected allocation
- $54.9 million of one-time funds

Requirements:
- Must be expended by August 2022
- Requires a written plan adopted by the Board on or before June 01, 2021.
- 85% must be used to support in-person instruction
- 10% of 85% to support paraprofessionals
Given that students have been distance learning for some time, what unique needs do you feel that students will have when they return to campus?

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

17% of recommendations focus on supporting student’s mental health (685 responses)
• General social emotional supports (507 responses)
• Help with anxiety (34 responses)
<table>
<thead>
<tr>
<th>Category</th>
<th>Item Description</th>
<th>Amount (in millions)</th>
<th>FTE</th>
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<tbody>
<tr>
<td>Expanded Learning Opportunities</td>
<td>Additional Instruction Time (All grade levels)</td>
<td>Up to $12.1</td>
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<td></td>
<td>Expanded Summer &amp; Winter Learning (including Alternative &amp; Special Education)</td>
<td>$9.3</td>
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<td></td>
<td>Expanded After School Programs</td>
<td>$7.1</td>
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<td></td>
<td>MS &amp; HS Enrichment Opportunities</td>
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<td>Targeted Student Supports</td>
<td>Math &amp; Literacy Class Size Supports</td>
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<td>Credit Recovery</td>
<td>$2.1</td>
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<td>School Site Support (to be planned through the SPSA)</td>
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<td>Student Group Support (African American, English Learners, Early Learners)</td>
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<td>Training &amp; Resource Supports</td>
<td>2 Day Voluntary Professional Learning Summit</td>
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<td></td>
<td>Curriculum &amp; Instruction Supports</td>
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<td>Teacher Development Supports</td>
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<td>3 Additional Planning &amp; Student Engagement Days</td>
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<td>Library Services (Student books)</td>
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<td>Health, Social-Emotional &amp; Mental Health Supports</td>
<td>Health Services Support</td>
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<td>Social-Emotional / Mental Health Supports</td>
<td>$1.6</td>
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<td>Facility &amp; Technology Enhancements</td>
<td>Classroom Ventilation Upgrades</td>
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<td>Classroom Telecom Upgrades</td>
<td>$1.5</td>
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<tr>
<td></td>
<td>Student Desk Replacements</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>$86.2</strong></td>
<td><strong>210.5</strong></td>
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Questions
Fresno Summer 2021
Virtual Discovery Internships

**Start Up/Entrepreneurship:** June 21st - 25th
- Learn how to target customers, discover their problems, and create innovative solutions to meet their needs.
- Create a business model around your solution and explore how to create growth loops in your company.

**Cybersecurity:** June 28th - July 2nd
- Become a member of an Elite Cybersecurity Task Force charged with investigating major cyber crimes.
- Get on the cybersecurity fast track by establishing a foundation of knowledge such as the importance of data protection, incident response and digital analysis.

**Video Game Development:** July 12th - 16th
- Explore the different roles in game development, and experience playing those roles in project development.
- Fast track your career in games/entertainment by building a foundation of design, programming, sales, and project management skills.

**Tech Fundamentals:** July 19th - 23rd
- Learn the basics of software development and how the front and backend come together to solve people's problems.
- Understand how software you use everyday is built, updated, and managed.