

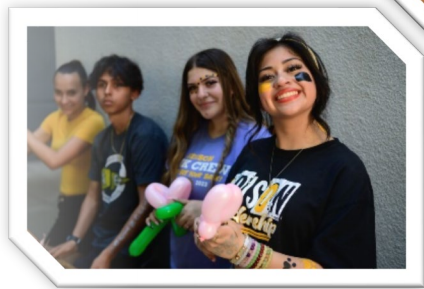


Fresno Unified  
School District

# NEWCOMER SUPPORTS

## 2024-2025

ENGLISH LEARNER SERVICES  
MULTILINGUAL & MULTICULTURAL EDUCATION



ACHIEVING OUR *GREATEST* POTENTIAL

# Newcomer Supports



- Newcomer assigned EL TSA's for Elementary and Secondary and a Home School Liaison for support
- EL TSA's Support Newcomers at Elementary and Secondary sites
- CSU Interact Fellows –Deployed to sites at all 7 High Schools
- Newcomer kits for newly arrived students K-12
- Hanna-Interpreting Services & The Translation and Interpretation Services Department & Propio
- 20 Total Dual Immersion Schools (17 Spanish DLI and 3 Hmong- 14 neighborhood programs and 6 choice programs)

# Newcomer Supports Continued

- M.A.N.Y Peer Mentoring-(Mentorship and Advancement for Newcomer Youth)
- 9<sup>th</sup>-12<sup>th</sup> Newcomer Youth Leadership Council
- Virtual After School Newcomer Program 4<sup>th</sup>-6<sup>th</sup> grade
- EL Afterschool Program
- Summit K-12
- Partnership with K.I.N.D. (Kids in Need of Defense)
- DLI Family Conference May 1, 2025
- Latinx High School Celebración



# Newcomer Supports Continued

- Collaboration with ELA and Math Departments to create an aligned system of supports for our English Learners
- Designated ELD lessons in Summer Academy
- Designated ELD Lessons to support our ELA Programs K-12
- Quarterly DELAC Meetings (District English Learner Advisory Committee)
- Partnership and Collaboration with **Parent University**



# Newcomer Basic Needs Support

- Food-Central CA Food Bank
- Clothing-Randy's Closet
- Housing
- Legal-CVIIC, KIND, The Fresno Center
- Healthcare



CENTRO LA FAMILIA  
ADVOCACY SERVICES  
NEIGHBORHOOD RESOURCE CENTER



THE FRESNO  
CENTER



Randy's Closet  
AN OUTREACH OF CORNERSTONE COMMUNITY CARE



# ELD Standards

Structure of California ELD Standards One Page Overview	
<b>Chapter 1:</b> Purposes, Development, and Structure of the California English Language Development Standards <b>Chapter 2:</b> Proficiency Level Descriptors for the California English Language Development Standards <b>Chapter 3:</b> The Standards: Kindergarten Through Grade 12	
SECTION 1 Overview of the ELD Standards	SECTION 2 Elaboration on Section 1
<ul style="list-style-type: none"> <li>Goal</li> <li>Critical Principles</li> <li>Overview of Standards (Parts I, II, III)</li> </ul>	<b>Elaboration of Critical Principles</b> Unpacks the standards by: 1. <b>Grade level</b> (elementary) or <b>Grade Span</b> (secondary) 2. <b>Proficiency level continuum</b> (Emerging, Expanding, Bridging) 3. <b>Levels of support</b> (Substantial, Moderate, Light)
Overview of Standards: Parts I - III	
<b>Part I</b> <b>Interacting in Meaningful Ways</b> 12 Standards	<b>Texts and Discourse in Contexts:</b> <ul style="list-style-type: none"> <li>Corresponding CCSS ELA/Literacy Standards</li> <li>Purposes for using language</li> <li>Text types</li> <li>Audiences</li> </ul>
<b>Part II</b> <b>Learning About How English Works</b> 7 Standards	<b>ELD Level Continuum (from PLDs)</b> <ul style="list-style-type: none"> <li>Emerging</li> <li>Expanding</li> <li>Bridging</li> </ul>
<b>Part III</b> <b>Using Foundational Literacy Skills</b> (See Ch. 6)	<b>Parts I – III</b> <ul style="list-style-type: none"> <li><b>Part I:</b> Interacting in Meaningful Ways Collaborative, Interpretive, productive</li> <li><b>Part II:</b> Learning about how English works Structuring cohesive texts, Expanding and Enriching Ideas, Connecting and Condensing Ideas</li> <li><b>Part III:</b> Foundational literacy skills Oral skills, Print skills</li> </ul>
<b>Chapter 4:</b> Theoretical Foundations and the Research Base of the CA ELD Standards <b>Chapter 5:</b> Learning About How English Works <b>Chapter 6:</b> Foundational Literacy Skills for English Learners <b>Glossary of Key Terms</b>	

• Grades **K-12**

• **3 Parts:**

- I. Interacting in Meaningful Ways (12 standards)
- II. How English Works (7 standards)
- III. Reading Foundational Skills

• **3 Proficiency Levels**

- Emerging, Expanding, Bridging

• Work in support of **content standards**

• **Part I and Part II** must work in tandem



# Scaffolding Strategy Options

Figure 3.5  
 Scaffolding Strategy Options for Teachers of English Learners K-12

	Emerging	Expanding	Bridging
Listening	<ul style="list-style-type: none"> <li>-Use physical gestures to accompany oral directives</li> <li>-Label visuals and objects with target vocabulary</li> <li>-Introduce cognates to aid comprehension</li> <li>-Model academic language and vocabulary</li> <li>-Ask for Total Physical Responses from students</li> <li>-Restate/Rephrase and use oral language routines</li> <li>-Use wait time</li> <li>-Use visuals to accompany printed text whenever possible</li> </ul>	<ul style="list-style-type: none"> <li>-Give two step contextualized directions</li> <li>-Provide graphics or objects to sequence steps in a process</li> <li>-Check comprehension of all students frequently</li> <li>-Use wait time</li> <li>-Use cognates to aid comprehension</li> <li>-Model academic language and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>-Confirm students' prior knowledge of content topics</li> <li>-Extend content vocabulary with multiple examples and non-examples</li> <li>-Model academic language and vocabulary</li> </ul>
Speaking	<ul style="list-style-type: none"> <li>-Provide wall charts with illustrated academic vocabulary</li> <li>-Ask simple who, what, when, where, yes/no, or either/or questions</li> <li>-Elicit choral responses</li> <li>-Encourage participation in group chants, poems and songs</li> <li>-Assign roles in group work</li> <li>-Provide sentence frames for pair interactions</li> </ul>	<ul style="list-style-type: none"> <li>-Provide graphic organizers or notes to scaffold oral retelling</li> <li>-Prompt for academic language output</li> <li>-Repeat and expand student responses in a collaborative dialogue</li> <li>-Require full sentence responses by asking open ended questions</li> <li>-Use varied presentation formats such as role plays</li> <li>-Scaffold oral reports with note cards and provide time for prior practice</li> </ul>	<ul style="list-style-type: none"> <li>-Structure conversations requiring various points of view with graphic organizers</li> <li>-Require the use of academic language</li> <li>-Require full sentence responses by asking open ended questions</li> <li>-Require oral reporting for summarizing group work</li> <li>-Include oral presentations in the content classroom</li> </ul>
Reading	<ul style="list-style-type: none"> <li>-Preview the text content with pictures, videos, demos, charts, or experiences</li> <li>-Pair students to read one text together</li> <li>-Preview text with a picture walk</li> <li>-Use choral reading or shared reading</li> <li>-Provide additional multi-level texts matched to reading level</li> <li>-Use teacher read alouds or audio texts</li> <li>-Provide a list of important concepts on a graphic organizer</li> <li>-Provide bilingual dictionaries</li> <li>-Highlight key points in a text</li> </ul>	<ul style="list-style-type: none"> <li>-Provide a content vocabulary word bank with non-linguistic representations</li> <li>-Use guided reading</li> <li>-Teach skimming for specific information</li> <li>-Use jigsaw reading to scaffold independent reading</li> <li>-Use note-taking guides</li> </ul>	<ul style="list-style-type: none"> <li>-Ask students to analyze text structure and select an appropriate graphic organizer for summarizing</li> <li>-Use Reciprocal Teaching to scaffold independent reading</li> <li>-Use Cornell Notes</li> <li>-Use focused questions to guide reading</li> </ul>
Writing	<ul style="list-style-type: none"> <li>-Require students to label visuals</li> <li>-Require vocabulary notebooks with non-linguistic representations or L1 translations</li> <li>-Provide sentence frames with word and picture banks</li> <li>-Teach note taking on a graphic organizer</li> <li>-Use Interactive Journals</li> <li>-Provide cloze sentences with a word bank</li> </ul>	<ul style="list-style-type: none"> <li>-Teach signal words (comparison, chronology, cause-effect, listing) for academic writing</li> <li>-Require learning logs for summaries of learning</li> <li>-Provide cloze paragraphs with a word bank</li> <li>-Provide rubrics and exemplars to scaffold writing assignments</li> <li>-Teach and utilize the writing process</li> <li>-Provide writing frames</li> </ul>	<ul style="list-style-type: none"> <li>-Require academic writing and the use of target academic vocabulary</li> <li>-Hold frequent writing conferences with teacher and peers</li> </ul>

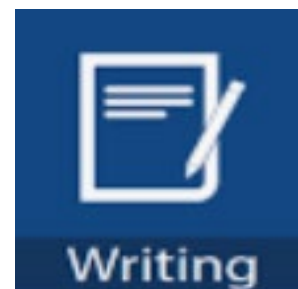
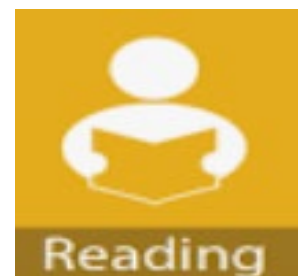
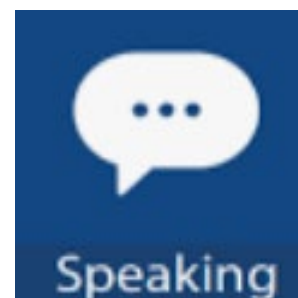
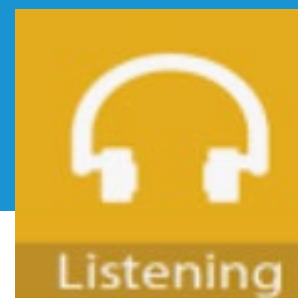
Adapted from Levine, L.N., Lukens, L. & Smallwood, B.A. (2013). *The GO TO strategies: Scaffolding options for teachers of English language learners, K-12*. For Project EXCELL, a partnership between the University of Missouri-Kansas City and North Kansas City Schools funded by the US Department of Education, PR Number T195N070316



# Newcomer Scaffolding Strategies

**1. What are some of the ways in which you are currently supporting your newcomers?**

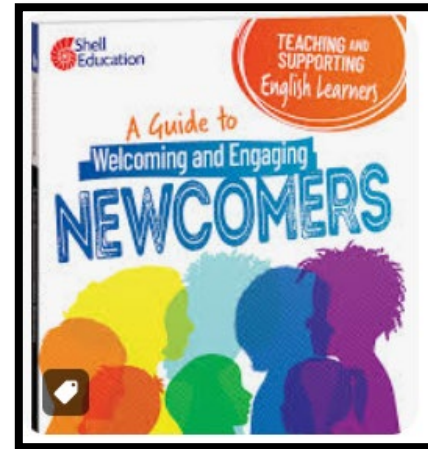
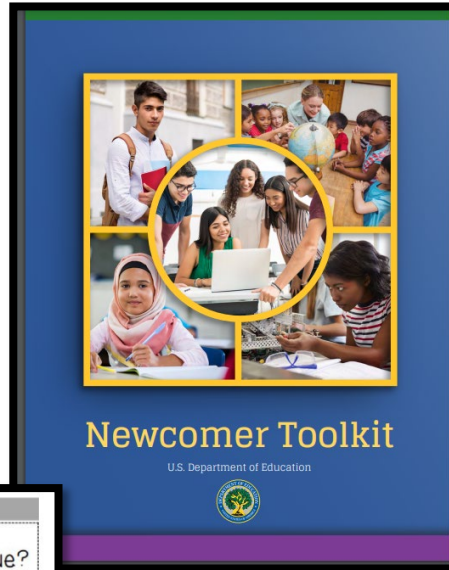
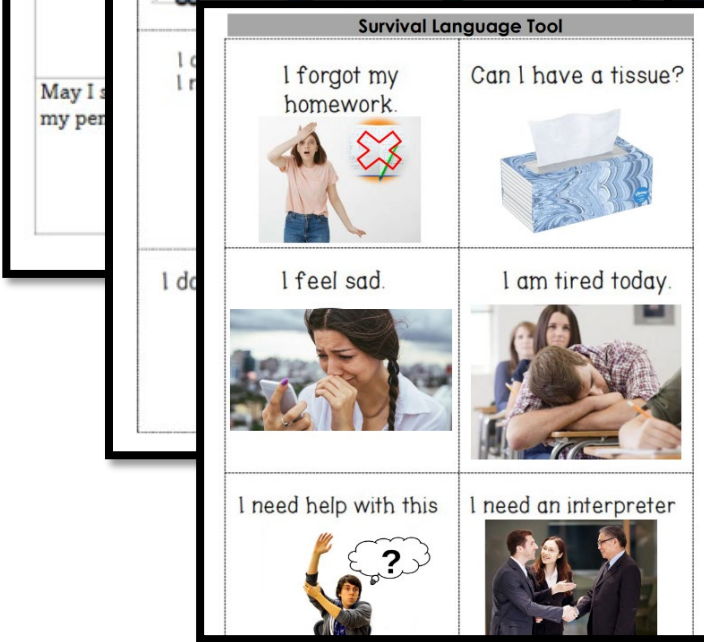
**2. What are some new scaffolding strategies you can implement?**



Emerging	
Listening	<ul style="list-style-type: none"><li>-Use physical gestures to accompany oral directives</li><li>-Label visuals and objects with target vocabulary</li><li>-Introduce cognates to aid comprehension</li><li>-Model academic language and vocabulary</li><li>-Ask for Total Physical Responses from students</li><li>-Restate/Rephrase and use oral language routines</li><li>-Use wait time</li><li>-Use visuals to accompany printed text whenever possible</li></ul>
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Writing	<ul style="list-style-type: none"><li>-Require students to label visuals</li><li>-Require vocabulary notebooks with non-linguistic representations or L1 translations</li><li>-Provide sentence frames with word and picture banks</li><li>-Teach note taking on a graphic organizer</li><li>-Use Interactive Journals</li><li>-Provide cloze sentences with a word bank</li></ul>



# Resource Exploration



Chapter 7 pages 181-201  
 Chapter 8 pages 207-233




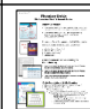

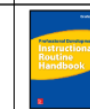






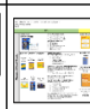



# Resources on Padlet



<https://padlet.com/mariatafolla/english-learner-services-slomyfom7isyjqg>

# Accessing Designated ELD Lessons ELA Scope and Sequence


GRADE 3 –SCOPE & SEQUENCE <i>English Language Arts</i>												
2024-2025												
WHAT do we want our students to learn?	HOW do we teach it? Board Adopted for K-6 ELA and ELD: 2017 Wonders			How will we KNOW when they have learned it?		How will we respond when they HAVE or HAVE NOT learned it? Supporting ALL Students					All English Learners must receive	
In FUSD, reading comprehension is an instructional priority. It is our commitment to ensure that all students can make meaning of a variety of texts at grade level. Students should be reading, discussing, and writing daily.	RESOURCES FOR PLANNING			PROGRESS MONITORING		MTSS RESOURCES <i>Differentiated Instruction</i>					Designated ELD (dELD)	
	<a href="#">3 Core Components</a>	<a href="#">Planning Guide</a>	<a href="#">Wonders Texts by Unit &amp; Week</a>	<a href="#">Instructional Routine Handbook</a>	<a href="#">Placement &amp; Diagnostic Handbook</a>	<a href="#">Wonders Assessment Components and Resources</a>	<a href="#">Wonders Acceleration Documents</a>	Level Up Lessons & Lesson Cards*	Wonders Tier 2 Handbooks*	<a href="#">Wonders to iReady Resources</a>	<a href="#">Workstation Activity Cards Correlation</a>	Designated ELD Toolkit
												
CIP SUGGESTED Sequence of Assessment(s)	QUARTER 1 AUG. 19 to OCT. 11			QUARTER 2 OCT. 14 to DEC. 20		QUARTER 3 JAN. 13 to MARCH 21			QUARTER 4 MARCH 24 to JUNE 12			
	IABs: PLCs assign "Read INFORMATIONAL Text" FIABs: PLCs assign Performance Task-Research: <i>Analyze and Integrate Information</i> or Wonders Benchmark Assessments* Performance Task (choose <u>one</u> per quarter): <i>Narrative, Informational, or Opinion</i>			IABs: PLCs assign "Read LITERARY Text" FIABs: PLCs assign Performance Task-Research: <i>Evaluate Information and Sources</i> or Wonders Benchmark Assessments* Benchmark <u>Test 1</u> & <u>one</u> Performance Task: <i>Narrative, Informational, or Opinion</i>		IABs: PLC assign "Read INFORMATIONAL Text" FIABs: PLCs assign Performance Task-Research: <i>Use Evidence</i> or Wonders Benchmark Assessments* Benchmark <u>Test 2</u> & <u>one</u> Performance Task: <i>Narrative, Informational, or Opinion</i>			IABs: PLCs assign "Read LITERARY Text" FIABs: PLCs assign Performance Task-Research: <i>Listen/Interpret</i> or Wonders Benchmark Assessments* Performance Task: <i>Narrative, Informational, or Opinion</i>			
	*For the full technology-enhanced experience/practice, assign the assessment <u>online</u> from Wonders			Benchmark Test 1 should be given to students <u>after</u> Unit 3					PT from Quarter 1 can be given again to show growth			
***NOTE: ELA skills and standards are recursive across units as they align to SBAC Claims & Targets. Grade-level ELA skills are designed to be mastered upon completion of Unit 6.***												
iReady D1 = August 19 to September 13				iReady D2 = December 2 to December 20				iReady D3 = March 31 to May 23				
Unit 0: Start Smart (Back to School Unit) UNIT 1: Growing and Learning <a href="#">Instructional Planner &amp; Assessment Supports</a>		UNIT 2: Figure It Out <a href="#">Instructional Planner &amp; Assessment Supports</a>		UNIT 3: One of a Kind <a href="#">Instructional Planner &amp; Assessment Supports</a>		UNIT 4: Meet the Challenge <a href="#">Instructional Planner &amp; Assessment Supports</a>		UNIT 5: Take Action <a href="#">Instructional Planner &amp; Assessment Supports</a>		UNIT 6: Think It Over <a href="#">Instructional Planner &amp; Assessment Supports</a>		







All English Learners must receive

Designated ELD (dELD)

Designated ELD Toolkit

NEW!





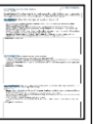

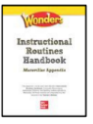

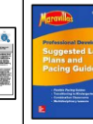





















 Unit 1
 Unit 2
 Unit 3
 Unit 4
 Unit 5
 Unit 6





# Accessing Designated ELD Lessons SLA-ELA Scope and Sequence

Kindergarten: CA Maravillas-Wonders SCOPE & SEQUENCE 2024-2025														
	How do we teach it?						How will we know when they have learned it	How will we respond when they have learned it?	How will we respond when they have <u>not</u> ?	Have questions with <b>Maravillas</b> ? Connect via email with the DLI Team 				
Las <b>destrezas fundamentales de la lectura</b> son un componente necesario e importante de un programa de lectura en español eficaz y completo diseñado para desarrollar lectores competentes que tengan la capacidad de comprender textos de diversos tipos y disciplinas. La conciencia fonológica, fonética, reconocimiento de palabras, acentuación y...	Recursos de planificación hiperenlazados						Control del progreso	Instrucción diferenciada en las páginas DORADAS del guía del maestro			Recursos de apoyo para la enseñanza diferenciada			
	<a href="#">Maravillas 3 Core Components</a>	<a href="#">Maravillas Planning Guide</a>	<a href="#">Instructional Practice Guide</a>	<a href="#">Maravillas/Wonders textos por unidad y semana</a>	<a href="#">Instructional Routines Handbook Maravillas Appendix</a>	<a href="#">Maravillas Recursos de destrezas fundamentales</a>	<a href="#">Maravillas Suggested Lesson Plans and Pacing Guides</a>	<a href="#">Maravillas Evaluación del nivel y prueba de diagnóstico</a>	<a href="#">Maravillas Assessment Components and Resources</a>	<a href="#">Maravillas Acceleration Resources</a>	Un paso más Lecciones en línea*	Maravillas Tier 2 Intervención Guías del maestro*	<a href="#">Istation CCSS Spanish Correlations</a>	<a href="#">Maravillas Workstation Activity Cards Correlation</a>
														
	NEW! Designated ELD (dELD)													
 <b>What do we want our students to learn?</b>  <b>Reading Foundational Skills</b> are an instructional priority during ELA instruction to ensure that all students can decode text. Phonological awareness, phonics, word...	How do we teach it?						How will we know when they have learned it	How will we respond when they have learned it?	How will we respond when they have <u>not</u> ?	Have questions with <b>Wonders</b> ? <a href="#">Connect with an ELA team member here</a> 				
	Click <a href="#">here</a> to learn how to find Classroom Videos in <i>Wonders</i>						Progress Monitoring Along the Way	Differentiated lessons in the GOLD pages of the teacher's edition			Resources from CIPL to support differentiated teaching			
	Hyperlinked Resources for Planning													
	<a href="#">3 Core Components</a>	<a href="#">Planning Guide</a>	<a href="#">Instructional Practice Guide</a>	<a href="#">Wonders Texts by Unit &amp; Week</a>	<a href="#">Instructional Routine Handbook</a>	<a href="#">Foundational Skills Resources</a>	<a href="#">Suggested Lesson Plans &amp; Pacing Guides</a>	<a href="#">Placement &amp; Diagnostic Handbook</a>	<a href="#">Wonders Assessment Components and Resources</a>	<a href="#">Wonders Acceleration Documents</a>	Level Up Lessons and Lesson Cards*	Wonders Tier 2 Handbooks*	<a href="#">Wonders to iReady Resources</a>	<a href="#">Workstation Activity Cards Correlation</a>

-  Unit 1
-  Unit 2
-  Unit 3
-  Unit 4
-  Unit 5
-  Unit 6



# Designated ELD Lessons (K-6)

NEW

Grade 2

Unit 1 Week 2

DESIGNATED ELD WEEK AT A GLANCE



**Concept:** Families Around the World

**Essential Question:**  
How families around the world the same and different?


**Text:** "Big Red Lollipop"

Day #1	Day #2	Day #3	Day #4	Day #5: Culminating Task
<ul style="list-style-type: none"><li>See Think-Wonder</li></ul>	<ul style="list-style-type: none"><li><b>Exploring Text Structure</b> OCR: Orientation, Compilation, Resolution</li></ul>	<ul style="list-style-type: none"><li><b>Exploring Language:</b> Charting saying verbs</li></ul>	<ul style="list-style-type: none"><li>Sentence...</li></ul>	<p><b>ELPAC Alignment</b></p> <p><b>Domain:</b> Writing</p> <p><b>Task type:</b> Write a story together with scaffolding.</p> <p>Jointly construct a narrative piece with dialogue using saying verbs.</p>
<b>Additional Resources</b>				
Genre Cheat Sheets: <a href="#">Narrative Genre Cheat Sheet</a> Pg. 3	Kit of Strategies: Collaborative Retell	Video: <a href="#">Collaborative Text Reconstruction</a>	<b>Criteria for Success:</b> <ul style="list-style-type: none"><li>See attached rubrics</li></ul>	
<b>ELD Standards</b>	<b>ELD Standards</b>	<b>ELD Standards</b>	<b>ELD Standards</b>	<b>ELD Standards</b>
Part I: Interacting in meaningful ways. A. Collaborative ELD.PI.2.1: Exchanging information and ideas	Part I: Interacting in meaningful ways. A. Collaborative ELD.PI.2.1: Exchanging information and ideas	Part I: Interacting in meaningful ways. A. Collaborative ELD.PI.2.1: Exchanging information and ideas	Part I: Interacting in meaningful ways. A. Collaborative ELD.PI.2.1: Exchanging information and ideas	Part I: Interacting in meaningful ways. A. Collaborative ELD.PI.2.2: Interact with others in writing
Part II: learning about how English works. A. Structuring Cohesive Texts ELD.PII.2.3: Using verbs and verb phrases	Part II: learning about how English works. A. Structuring Cohesive Texts ELD.PII.2.1: Understanding text structure	Part II: learning about how English works. A. Structuring Cohesive Texts ELD.PII.2.3: Using verbs and verb phrases	Part II: learning about how English works. A. Structuring Cohesive Texts ELD.PII.2.1: Understanding text structure	Part II: learning about how English works. A. Structuring Cohesive Texts ELD.PII.2.1: Understanding text structure

Unit 1 Week 2

Day #3

DESIGNATED ELD LESSON PLAN



<b>Grade Level:</b> 2	<b>Time Frame:</b> 30 minutes	
<b>What do we want our English Learners to know and be able to do?</b>		
<b>ELD Standards:</b> ELD.PI.2.1: Exchanging information and ideas ELD.PII.2.3: Using verbs and verb phrases	<b>Corresponding Standard(s):</b> RL.2.5: Reading Literature- Text Structure SL.2.6: Produce complete sentences to provide details	<b>Text(s):</b> "Big Red Lollipop" <b>Genre:</b> Story
<b>Tips for Differentiation by Proficiency Level:</b>		
<b>ELD.PI.2.1:</b> <b>Emerging/Newcomer</b> Teachers can use picture prompts with word banks and chart student responses to model the writing process.	<b>ELD.PI.2.1:</b> <b>Expanding</b> Cloze passages can be used, alongside of word banks that teachers can chart student responses to model the writing process.	<b>ELD.PI.2.1:</b> <b>Bridging</b> Cloze passages can be used, alongside of word banks that teachers can chart student responses to model the writing process.
<b>ELD.PII.2.3:</b> <b>Emerging/Newcomer</b> Select saying verbs from the text and place on sentence strips to jointly create verbs phrases.	<b>ELD.PII.2.3:</b> <b>Expanding</b> Select saying verbs from the text and place on sentence strips to jointly create verbs phrases.	<b>ELD.PII.2.3:</b> <b>Bridging</b> Ask students to identify verbs from the text and in pairs-jointly revise the text using various verbs.
<b>Learning Target/Language Objective:</b> I will be able to write a story using different saying verbs from the text.		
<b>3 Lesson Moments:</b> <input type="checkbox"/> Interacting with the Learner <input type="checkbox"/> Interacting with the Text/Concept <input checked="" type="checkbox"/> Extending Understanding		
<b>Task:</b> <b>Exploring Language: Saying verbs</b> <i>Purpose: To support students with identifying saying verbs in a narrative text and applying them in their own writing.</i>	<b>Supporting Resources:</b> <ul style="list-style-type: none"><li>I can statements</li><li>Objective</li><li>Character cards</li><li>Saying verb cards</li><li>Saying verbs poster/chart</li><li>Dialogue mat</li></ul>	<b>Academic Discourse Structure:</b> <b>Option #1:</b> <b>Pass the Stick:</b> Students take turns talking. The one that has the invisible stick shares. The other partner listens and waits their turn.



# Designated ELD Lessons (K-6)

I can take part in class,  
group, and partner  
discussions with multiple  
exchanges.

CA ELD Standard- Exchanging Information

Developed by Fresno Unified School District- English Learner Services

**ELD Standards**

I can understand how  
different text types are  
organized.

CA ELD Standard- Understanding Text Structure

ELD.PII.2.1.Ex.

Developed by Fresno Unified School District- English Learner Services

OCR: Orientation Complication, Resolution



**Orientation**  
beginning

**Characters:** who?

**Setting:** when? where?

**Teaching Charts**

**Objective:**

I will be able to write a  
sentence with dialogue  
using different saying  
verbs from the text.



**Resolution**

**Solution**  
How?

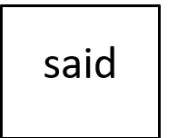
Developed by Fresno Unified School District- English Learner Services



Character Cards



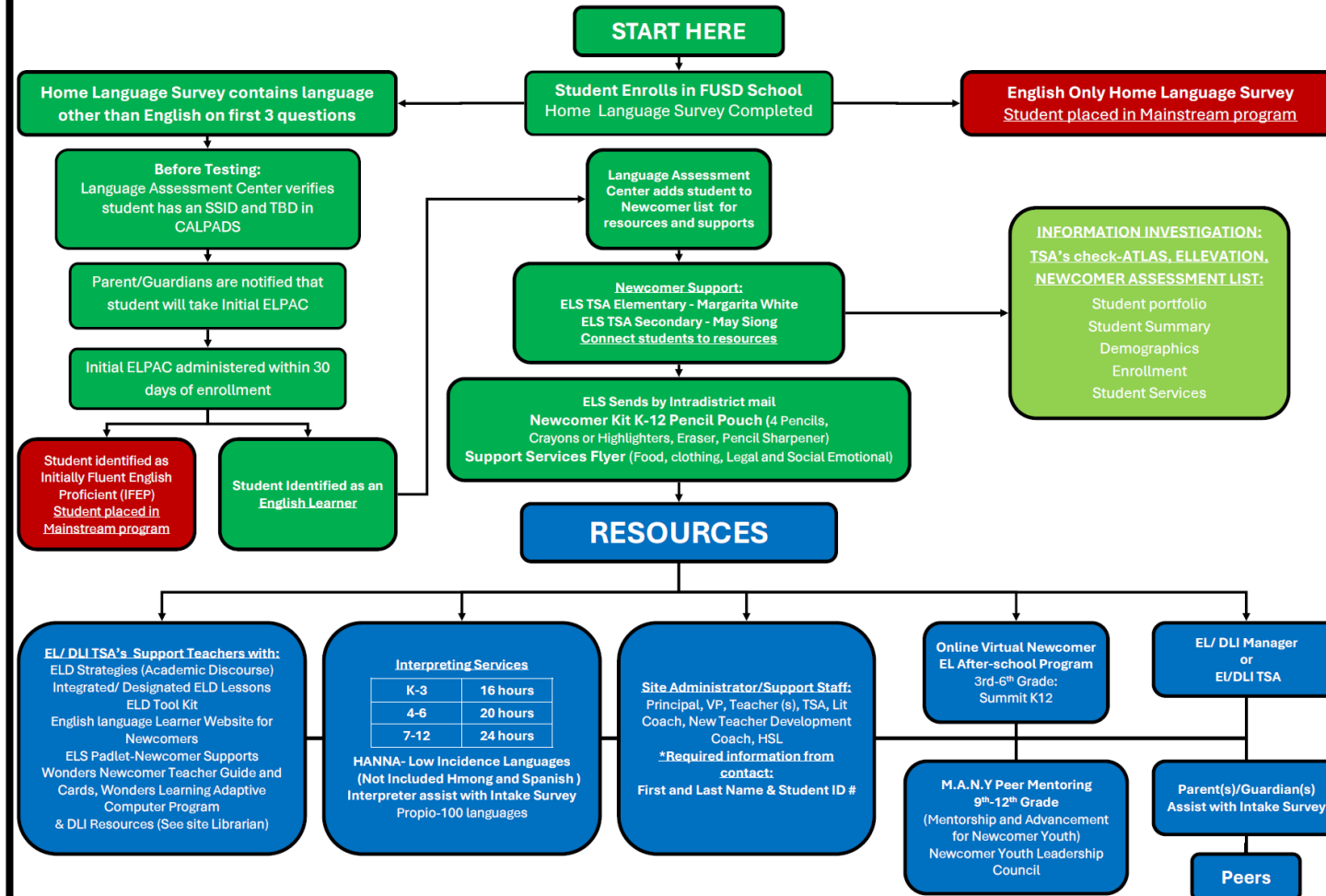
Saying Verb Cards




**Student Resources**

# Contacts

## English Learner Services Newcomer Outreach & Support Process




# EL Services TSA Assignments 2024-2025




English Learner Services/Multilingual Multicultural Education

TSA Assignments 2024-2025




Erica Piedra

Executive Officer




Maryann Lambaren

Elementary Manager




Anne Batard

Secondary Manager



Alberto Garcia


Spanish DLI Manager








Dona Vu

Hmong DLI Manager







Master Plan for English Learner Success



Elementary/Spanish DLI\*

<div>  <div> <div>Amalia Aguilar (TSA)</div> <div>559-457-3922</div> </div> </div> <div> <div>  <div> <div>Brynn Burger (TSA)</div> <div>559-457-3572</div> </div> </div> <div> <div>  <div> <div>Horacio Esparza (TSA)</div> <div>559-457-3631</div> </div> </div> <div> <div>  <div> <div>Jazmin Lujan (TSA)</div> <div>559-457-3667</div> </div> </div> <div> <div>  <div> <div>Margarita White (TSA)</div> <div>559-457-3761</div> </div> </div> </div></div></div></div>
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Burroughs*	Addams	Columbia	Birney*	Addicot
Calwa*	Aynesworth	Easterby	Ewing*	Gibson
Centennial*	Eaton	Herrera*	Fremont	Malloch
Del Mar	Greenberg	Jackson*	Kirk	Manchester Gate
Heaton	Lane*	Sunset*	Norseman	Phoenix Elem.
Hidalgo*	Holland	Viking	Rowell*	Robinson
Leavenworth*	King	Williams	Turner	Slater
Muir	Olmos	Wawona K-8*	Webster	Starr
Roeding*	Powers-Ginsburg	Winchell*	Wishon	Tatarian

<div> <div>Elementary/Hmong DLI*</div> <div> <div>  <div> <div>Zer Lee (TSA)</div> <div>559-457-3971</div> </div> </div> <div> <div>  <div> <div>Thae Xiong (TSA)</div> <div>559-457-3621</div> </div> </div> <div> <div>  <div> <div>Say Yang (TSA)</div> <div>559-457-3918</div> </div> </div> </div> <div> <div> <div>Secondary/Spanish DLI*/Hmong Heritage/DLI*</div> <div> <div>  <div> <div>Shawna Haymond (TSA)</div> <div>559-457-3954</div> </div> </div> <div> <div>  <div> <div>Carol Padilla (TSA)</div> <div>559-457-3955</div> </div> </div> <div> <div>  <div> <div>May Siong (TSA)</div> <div>559-457-3549</div> </div> </div> </div> </div></div></div></div></div></div></div>
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Balderas*	Ayer	Anthony	Ahwahnee	Design Science	Baird 5-8
Kratt	Figarden	Bakman	Cooper 6-8	Duncan	Bullard
Homan	Jefferson	Bullard Talent K-8	Fresno High	Farber K-12	Computech
Lawless	Thomas	Ericson	Hoover	Kings Canyon	Edison
Lowell	Vinland	Pyle	Patino	McLane*	Fort Miller
Lincoln	Wilson	Storey	Phoenix Sec.	Scandinavian	Fulton 7-12
Mayfair	Yokomi	Vang Pao*	Roosevelt	Sunnyside	Gaston
McCardle	Hamilton K-8	Wolters	Sequoia*	Tehipite	Tenaya
	Dewolf		Terronez	Yosemite*	Tioga

Regions:

Bullard

Edison

Fresno

Hoover


McLane

Roosevelt

Sunnyside

English Learner Services/Multilingual Multicultural Education

890 S. 10<sup>th</sup> Street · Fresno, CA 93702 · (559) 457-3928

<https://www.fresnounified.org/departments/english-learner-services>


FARBER EDUCATIONAL CAMPUS INCLUDES CAMBRIDGE CONTINUATION, eLEARN ACADEMY K-12, AND J.E. YOUNG 9-12



## English Learner Services Office of Multilingual/Multicultural Education

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12/4/2024