



Fresno Unified
School District

ENGLISH LEARNER SERVICES
MULTILINGUAL & MULTICULTURAL EDUCATION

DELAC
District English Learner Advisory Committee



ACHIEVING OUR *GREATEST* POTENTIAL

District English Learner Advisory Committee

DELAC Meeting #2

November 20, 2025

DELAC Meeting Norms and Reminders

As members of DELAC, our goal is to conduct meetings that are efficient, purposeful, and responsive to the needs of our parents and community to best support our students. I would like to review the following:

- **Respect & Collaboration:** We work as a team and value every voice.
- **Stay on Topic:** We follow the agenda and adhere to times. For questions not related to our department, please use an Information Station form.
- **Honor Time:** We start and end our meeting on time to respect our schedule.
- **Follow Procedures:** During open forum and questions, please stay within the 3 minutes to ask a question. This allows others to ask questions as well. Time allotted for questions will not be extended.

Thank you for supporting a positive and effective meeting environment!

Agenda



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

SECOND DELAC MEETING
2025-2026 SCHOOL YEAR
FARBER EDUCATIONAL CAMPUS
THURSDAY, NOVEMBER 20, 2025
5:00 PM – 7:00 PM

Agenda

1.	5:00 PM – 5:10 PM	Welcome and special message	Alicia Crispin, DELAC Chairperson Erica Piedra, Executive Officer, English Learner Services
2.	5:10 PM – 5:20 PM	Minutes for DELAC #1 meeting held at Greenberg Elementary School on September 25, 2025	Roberta Meneses, DELAC Secretary
3.	5:20 PM – 5:40 PM	Local Control and Accountability Plan (LCAP) - Community Feedback	Miguel Vega, Programs Manager, Ashlee Chiarito, Executive Officer, Department of State and Federal Programs
4.	5:40 PM – 5:55 PM	Annual Notification of Uniform Complaint Procedures	Elizabeth Guterrez Toledo, Ombudsperson, Constituent Services
5.	5:55 PM – 6:05 PM	English Learner Family Needs Survey Results	Jackie Huerta, Community Relations Liaison Spanish, English Learner Services
6.	6:05 PM – 6:20 PM	English Learner Services Updates: Data and Other Updates - English Learner Progress Information - Reminder: Deadline for school choice: December 1, 2025	Erica Piedra, Executive Officer, English Learner Services
7.	6:20 PM – 6:45 PM	Nominations for DELAC Chairperson and DELAC Vice Chairperson (Current term ends on 02/15/26)	Jackie Huerta, Community Relations Liaison Spanish, English Learner Services Alicia Crispin, DELAC Chairperson
8.	6:45 PM – 7:00 PM	Open Forum and End of Meeting	Alicia Crispin, DELAC Chairperson

Minutes

DELAC

ary Committee



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

FIRST DELAC MEETING
2025-2026 SCHOOL YEAR
GREENBERG ELEMENTARY SCHOOL
THURSDAY SEPTEMBER 25, 2025
5:00 PM – 7:00 PM

Minutes

1.	5:00 PM – 5:10 PM	Welcome and Special Message	Alicia Crispín, DELAC Chairperson Erica Piedra, Executive Officer, English Learner Services Linda Ramirez, Principal, Greenberg Elementary School
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Mrs. Claudia Aguilar, DELAC Vice Chairperson, began the first DELAC meeting of the 2025-2026 school year at 5:03 PM and introduced Mrs. Erica Piedra, Executive Officer, English Learner Services. Mrs. Piedra welcomed all in attendance and thanked the DELAC Board for organizing and leading the evening's meeting. Mrs. Piedra introduced Mrs. Linda Ramirez, Principal at Greenberg Elementary School. Mrs. Ramirez welcomed all in attendance at the meeting. She acknowledged all past DELAC representatives from Greenberg that have always brought back important English Learner information throughout the years. Mrs. Alicia Crispin, DELAC Chairperson, introduced herself and welcomed all in attendance. Mrs. Claudia Aguilar, DELAC Vice Chairperson, introduced herself and stated that her role is to support the Chairperson. She also welcomed everyone in attendance. Mrs. Roberta Meneses, DELAC Secretary, also introduced herself, she stated that her role is Secretary of the DELAC Board where she takes notes and supports with the meeting minutes. Mrs. Arlene Gonzalez, DELAC Sergeant at Arms, introduced herself and reviewed the meeting norms for the evening. She stated that questions will be saved for the end of each presentation. Mrs. Claudia Aguilar reviewed the District's Civility Policy, which would be followed throughout the meeting. Mrs. Aguilar reminded all in attendance that there is an information station located at the back of the room for attendees to ask any additional questions. Finally, Mrs. Crispin reminded all DELAC representatives that it is their responsibility to share the information from this meeting with their respective school sites and parents. Mrs. Maria Natali Jardon, DELAC Honor and Justice, was not present at this meeting. Mrs. Claudia Aguilar asked all DELAC representatives to raise their school representative cards to count members in attendance at the beginning of the meeting. 32 DELAC representative members were counted which formed the Quorum.

2.	5:10 PM – 5:20 PM	Minutes of the fourth DELAC meeting held at Olmos Elementary School on May 22, 2025	Roberta Meneses, DELAC Secretary
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Mrs. Roberta Meneses reviewed the process to approve the minutes from the previous meeting. Everyone present was reminded that the minutes were sent to the representatives' homes for review. Mrs. Meneses also informed parents present that Minutes would be available on the website of the Department for English Learners Services under the DELAC link. 1st motion to approve Minutes – Eileen Jane Giron, (DELAC Representative at Greenberg Elementary School) 2nd motion to approve Minutes – Virgen Leon, (DELAC Representative at Lane Elementary School) All members voted to approve the minutes from the previous May 22, 2025 DELAC meeting.



3.	5:20 PM – 5:40 PM	English Learner Services Updates: • Annual Notification • ELPAC Assessments • Reclassification Criteria • Other Updates • Reminders – School Attendance	Erica Piedra, Executive Officer, English Learner Services
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Mrs. Crispin introduced Mrs. Erica Piedra, who began her presentation by sharing district data related to English Learners. She reported that there are currently 11,468 English Learners in the district. She also shared that currently there are 3,524 students who are identified as Long-Term English Learners, 1,252 as Migrant students, and 1,336 as Newcomers. Mrs. Piedra reviewed the district's goals and English Learner objectives. She reminded parents that the Annual Notification Letter was distributed earlier this month (September), providing families with important information about their child's English Learner status and progress. She also gave an update on the district's Reclassification criteria and emphasized the goal of helping every English Learner reclassify to Fluent English Proficient on time. So far, 1,067 students have been reclassified during the 2025-2026 school year (May 16, 2025, to May 15, 2026). She also presented Summative ELPAC data from the Spring 2025 administration window (February-May) and reviewed information on secondary English Language Development (ELD) course placement for English Learners and Newcomer students. Mrs. Piedra provided an update on the DELAC Board, noting that the English Learner students of both the Chairperson and the Honor & Justice positions are currently attending schools outside the district. According to DELAC Bylaws, both board members will be allowed to finish their terms, after which new nominations and elections will take place. She also reminded everyone that the Master Plan for English Learner Success has been updated and is available in English, Spanish, and Hmong. Finally, Mrs. Piedra informed parents that at the end of the meeting, all attendees would be invited to share feedback through the Parsec Real platform.

4.	5:40 PM – 5:55 PM	English Learner Family Needs Survey	Jackie Huerta, Community Relations Liaison Spanish, English Learner Services
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Mrs. Aguilar introduced Jackie Huerta, who shared information about the English Learner Family Needs Survey. Mrs. Huerta explained that the survey is required by the California Department of Education and is designed to support the district's goals. She reviewed how to complete the survey and emphasized that parents could also include additional recommendations or comments in the "write-in" section. Parents received a copy of the survey and were given time to complete it. Mrs. Huerta assured everyone that all responses would be collected and presented to parents at the next DELAC meeting of the school year.

5.	5:55 PM – 6:15 PM	CTE Pathways/Programs – (Career and Technical Education)	Yer Lee, Project Manager, College and Career Readiness
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Mrs. Crispin introduced Yer Lee from Career and Technical Education (CTE). She stated that CTE is not just workforce development, they also provide Real-world skills, various certifications, and hands-on learning that may lead to careers. The school district offers 81 career pathways with a graduation rate of 99.3% for students who complete a CTE program. She also provided information on how CTE programs are available in both Elementary and Middle School, in addition to the High School programs. She provided an overview of the various CTE pathways that are offered at the High School level. Mrs. Lee provided a brief description of Work Based Learning at various grade levels for both Elementary and Secondary schools. Mrs. Lee provided information on the CTE Support & Resources that are available at district high schools along with the contact person at those high schools.

Questions & Answers

Martha Chavez, (DELAC Representative from Leavenworth Elementary School) How do students sign up for a pathway. [A: Krishna Reyes Project Manager at CTE - In middle school or high school, students can work with their school counselor to sign up for a pathway.]

Minutes

DELAC

Committee



Joe Campos, Thomas Elementary School parent - Is concerned that English Learners at the secondary level at ELPAC level 1 and 2 do not have access to CTE pathways because their elective is taken away due to the need to take English Language Development (ELD) as their elective. [A: **Krishna Reyes Project Manager at CTE** - This is correct, under the current secondary course placement, an English Learner Level 1 and 2 must take an ELD elective class.]

6.	6:15 PM – 6:35 PM	Transfer/School Choice Applications - available beginning September 2 and due December 1	Lydia Galvin, Project Manager, Julie Hoopes, Manager Transfers Office
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Mrs. Crispin introduced Julie Hoopes from the Transfers Office. Mrs. Hoopes began by explaining the term "home school" and showed the feeder patterns from Elementary to Middle School to High School. Mrs. Hoopes reviewed the various school choice options available to families, which include Intra-District transfers, Magnet Schools, Admission Criteria Schools, and Dual Language Immersion (DLI) Programs. She reminded everyone that transfer applications are taken from September 1st to December 1st to be considered "on time". Applications received during that time will be pulled first when filling school choice options. She provided a brief description of each option and shared the locations of schools offering these programs. Mrs. Hoopes also explained the Transfer Request Form process, reminding parents once again that the deadline to submit the form for priority consideration is December 1st. Parents can submit the form online or in person at the Transfers Office if they prefer to complete a hard copy. She also mentioned that parents can now go onto their ATLAS Parent Portal and view the status of their Transfers application.

7.	6:35 PM – 6:50 PM	Elections for DELAC Secretary and DELAC Sergeant at Arms	Jackie Huerta, Community Relations Liaison Spanish, English Learner Services Alicia Crispin DELAC Chairperson
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Mr. Alicia Crispin introduced Jackie Huerta who led the election of the two vacant positions (DELAC Secretary and DELAC Sergeant at Arms). Mrs. Huerta asked the elections committee members who were present (Hilda Galaviz from Herrera, Martha Chavez from Leavenworth, Nora Jardon from Tioga, and Claudia Pelayo from Norseman) to step forward and support the ballot and voting process. A recount of the quorum took place to count how many DELAC Reps were now present: 36 DELAC Representative voting cards were counted as present

DELAC SECRETARY ELECTIONS

The candidate was introduced to all in attendance. Roberta Meneses was introduced as the candidate for Secretary. She introduced herself and provided a brief description of herself. Ballots were passed out to all DELAC representatives to vote for the position of Secretary. Ballots were collected and given to the elections committee. The elections committee counted all ballots in the presence of the audience and tallied the votes on chart paper.

Roberta Meneses was voted into the position of **DELAC Secretary** with a majority at 35 "Yes" votes and 1 "No" vote.

DELAC SERGEANT AT ARMS ELECTIONS

Candidates were introduced to all in attendance. Arlene Gonzalez was introduced as one of the candidates for Sergeant at Arms. Eileen Jane Giron was introduced as one of the candidates for Sergeant at Arms. Both were given time to introduce themselves and address the audience. Note: Candidate Nicolas Madrigal Madrigal was forfeited due to his absence. Ballots were passed out to all DELAC representatives to vote for the position of Sergeant at Arms. Ballots were collected and given to the elections committee. The elections committee counted all ballots in the presence of the audience and tallied the votes on chart paper.

Eileen Jane Giron received 17 votes

Arlene Gonzalez was voted in to the position of **DELAC Sergeant at Arms** with 19 votes.



8.	6:50 PM – 7:00 PM	Open Forum and End of the Meeting	Alicia Crispin, DELAC Chairperson
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Claudia Pelayo, DELAC Rep at Norseman Elementary School - Concerned that her daughter has complained about temperatures in the school buses being too hot or too cold. [A: **Erica Piedra** - First, I recommend that you communicate directly with the Transportation department. Also, complete your contact information and question/concern at the information station in the back of the room and we will follow-up.]

Hilda Galaviz DELAC Rep at Herrera Elementary School - When I receive the progress report, EL is not checked off? [A: **Erica Piedra** - Please speak to the school Teacher regarding your specific child's progress report.] Regarding Transfers, who do I communicate with regarding transportation? [A: **Erica Piedra** - You can contact the Transfers Office, and they can provide you with information regarding transportation that is provided and when it's not provided.]

Andrea Ortega DELAC Rep at Del Mar Elementary, Fresno High, and Fort Miller Middle Schools - If my student goes on a Transfer to one school but does not like it, does he have to apply again if he wants to enroll in another program? [A: **Erica Piedra** - Yes, complete another transfers application for the next school year and work with the current school counselor to get support with a possible move to another program.]

Joe Campos, Thomas Elementary School parent - Mr. Campos had several clarifying questions regarding the English Learner data that was presented during Mrs. Erica Piedra's presentation. He asked several questions regarding the numbers of current English Learners, Total RFP students and Reclassified students during the current 25-26 school year. [A: Both Mrs. Erica Piedra and Mrs. Crispin provided explanations of the various English Learner data points to Mr. Campos. Mrs. Piedra also assured Mr. Campos that the data presented was accurate. In the end, Mrs. Piedra offered to schedule a meeting with Mr. Campos to further review the data and explain it in more depth.]

Adriana Granados, Thomas Elementary School parent - How long before students are identified LTEL? [A: Mrs. Piedra - 7 years.] What is the difference between a Newcomer and Migrant student? [A: Mrs. Piedra - A newcomer is a student who has been in a U.S. school 3 years or less. A Migrant student is a student who has move because of Parents migrating for work purpose typically in agriculture.] Mrs. Granados also had several questions regarding the English Learner data points. [A: Mrs. Piedra and some of the DELAC Board members provided explanations of the English Learner data.]

Livier Padilla, DELAC Rep at Thomas Elementary School and Tioga Middle School - How do we request CTE programs in Elementary school? [A: **Krishna Reyes Project Manager at CTE** - The CTE Office provides instructional lessons and activities for Teachers to integrate into core subjects for students. Talk to your school site Administrators if this is something that interests you for your child.]

Maria Flores, DELAC Rep at Winchell Elementary School - What can I do so that my school has a trained teacher that my son is familiar with that can administer the Summative ELPAC test. I want him to test with someone that he knows so that he does not get nervous by testing with an Assessor that comes in and my son does not know? [A: **Erica Piedra** - Complete your contact information on the form provided in the back at the Information station. We will follow up with you individually to support you with your concern.]

The DELAC meeting closed at 7:44 PM

Review of Minutes from DELAC #1



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 Breaktime for PowerPoint by Flow Simulation Ltd.

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Thank you for your cooperation in keeping this meeting pleasant and productive.



Local Control and Accountability Plan (LCAP) - Community Feedback



ACHIEVING OUR *GREATEST* POTENTIAL

WHAT WE WILL COVER

- **PURPOSE**
- **WHAT IS THE LOCAL CONTROL AND ACCOUNTABILITY PLAN?**
- **LCAP PLANNING AND ENGAGEMENT TIMELINE**
- **WHAT IS THE PARENT & EDUCATIONAL PARTNER GUIDE?**
- **WHAT IS THE LOCAL CONTROL FUNDING FORMULA**
- **WHAT DOES FUSD DO WITH YOUR INPUT?**
- **DISTRICT INVESTMENTS**
- **WHAT'S NEW**
- **QUESTIONS**



PURPOSE

WHY ARE YOU HERE?

Community Partner Input

Objective:

Collect input from a diverse group of school and community representatives, to help refine district plans to improve student outcomes

Education Code: 52060

The governing board of a school district shall consult with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing a local control and accountability plan



WHAT IS THE LCAP?

LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

- THREE-YEAR PLAN
- STRUCTURE PROVIDED BY THE CALIFORNIA DEPARTMENT OF EDUCATION
- REFLECTS DISTRICT'S VALUES
- OUTLINES GOALS, ACTIONS AND EXPENDITURES
- REQUIRES THE DISTRICT WORK WITH STAFF, STUDENTS, FAMILIES AND THE COMMUNITY
- ADOPTED FOR THE UPCOMING YEAR BY THE DISTRICT'S BOARD IN JUNE

3 INTRODUCTION TO LCAP & LCFF

What is the LCAP?



The LCAP is the District's
3-Year Plan
showing how state LCFF funds
are used to serve all students.



THE 8 STATE EDUCATION PRIORITIES

-  1. Basic Services
-  2. Academic Standards
-  3. Parent Involvement
-  4. Student Achievement
-  5. Student Engagement
-  6. School Climate
-  7. Course Access
-  8. Other Pupil Outcomes

THE LCAP IS USED TO:



SET
GOALS



PLAN
ACTIONS



BUDGET
EXPENDITURES



REVIEW
PROGRESS

FUSD'S LCAP AT A GLANCE

7

GOALS

66

ACTIONS

258

METRICS

\$1,669.6M

BUDGETED EXPENDITURES

THE DISTRICT'S FULL LCAP PLAN CAN BE FOUND HERE:

[HTTPS://WWW.FRESNOUNIFIED.ORG/DEPARTMENTS/STATE-AND-FEDERAL-PROGRAMS/LOCAL-CONTROL-AND-ACCOUNTABILITY-PLAN-LCAP](https://www.fresnounified.org/departments/state-and-federal-programs/local-control-and-accountability-plan-lcap)

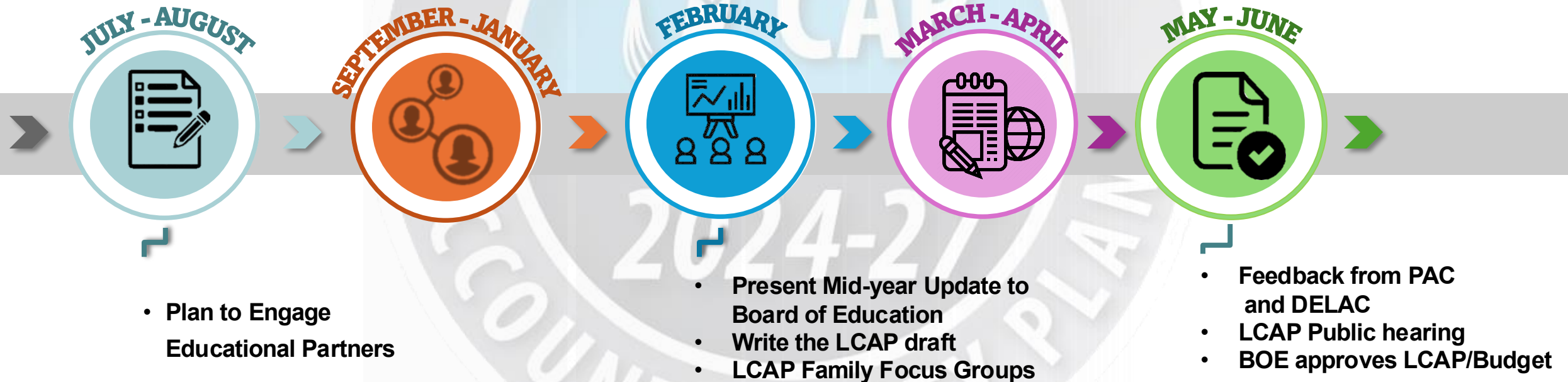
LCAP PLANNING AND ENGAGEMENT TIMELINE

Key Point:

The final authority for all budget decisions at Fresno Unified School District is the Board of Education

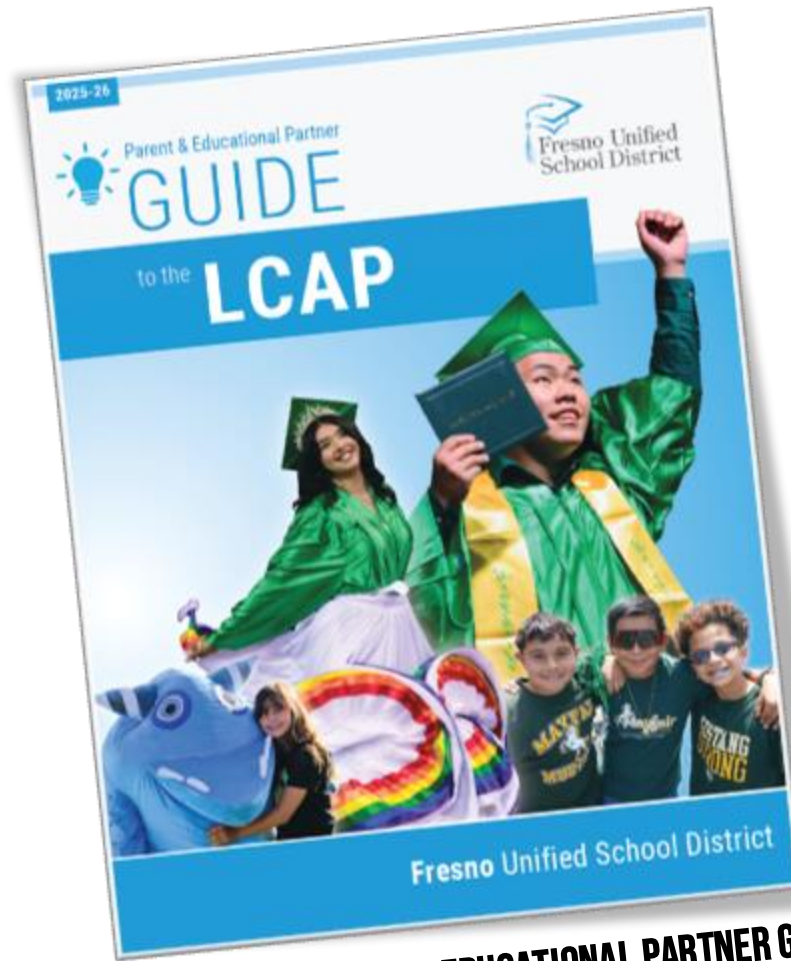
- Collect Community Feedback
- Begin LCAP Family Focus Groups
- Climate and Culture Survey
- Districtwide Community Meeting

- Receive Input on the Draft
- Update and revise the Draft
- LCAP Family Focus Groups



WHAT IS THE PARENT & EDUCATIONAL PARTNER GUIDE?

BECAUSE OF THE LENGTH AND COMPLEXITY OF THE DISTRICT'S LCAP, A SHORT SUMMARY WAS CREATED WITH KEY INFORMATION. THIS DOCUMENT IS CALLED THE **LCAP PARENT & EDUCATIONAL PARTNER GUIDE**. COPIES OF THIS SUMMARY CAN BE FOUND IN ENGLISH, SPANISH AND HMONG BY SCANNING THE **QR CODE** PROVIDED.



VIEW THE LCAP PARENT & EDUCATIONAL PARTNER GUIDE

SCAN ME



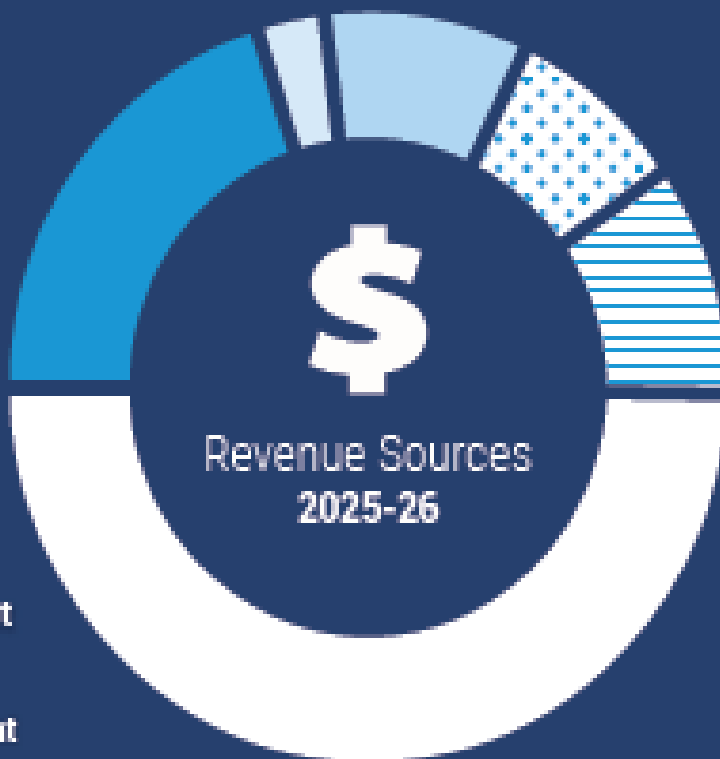
WHAT IS THE LOCAL CONTROL FUNDING FORMULA (LCFF)?

Where does FUSD get its funding?

- Federal
\$128,566,762
- Local
\$49,040,868
- Non-LCFF State
\$299,828,923

LCFF

- Base Grant
\$719,521,196
- Supplemental Grant
\$124,744,498
- Concentration Grant
\$152,750,168



LCFF

California's Local Control Funding Formula (LCFF) determines the level of state funding provided to school districts. The majority of funding is dedicated to improving academic outcomes for all students with additional funding provided for English Learners, Foster Youth, and students living in poverty.



Low
Income



English
Learners



Foster
Youth



WHAT DOES FUSD DO WITH YOUR INPUT?



**INFORM THE BUDGET
DEVELOPMENT**



**FEEDBACK IMPACTS
PROGRAM IMPROVEMENT**



**PROMOTES TRANSPARENCY AND
ACCOUNTABILITY**

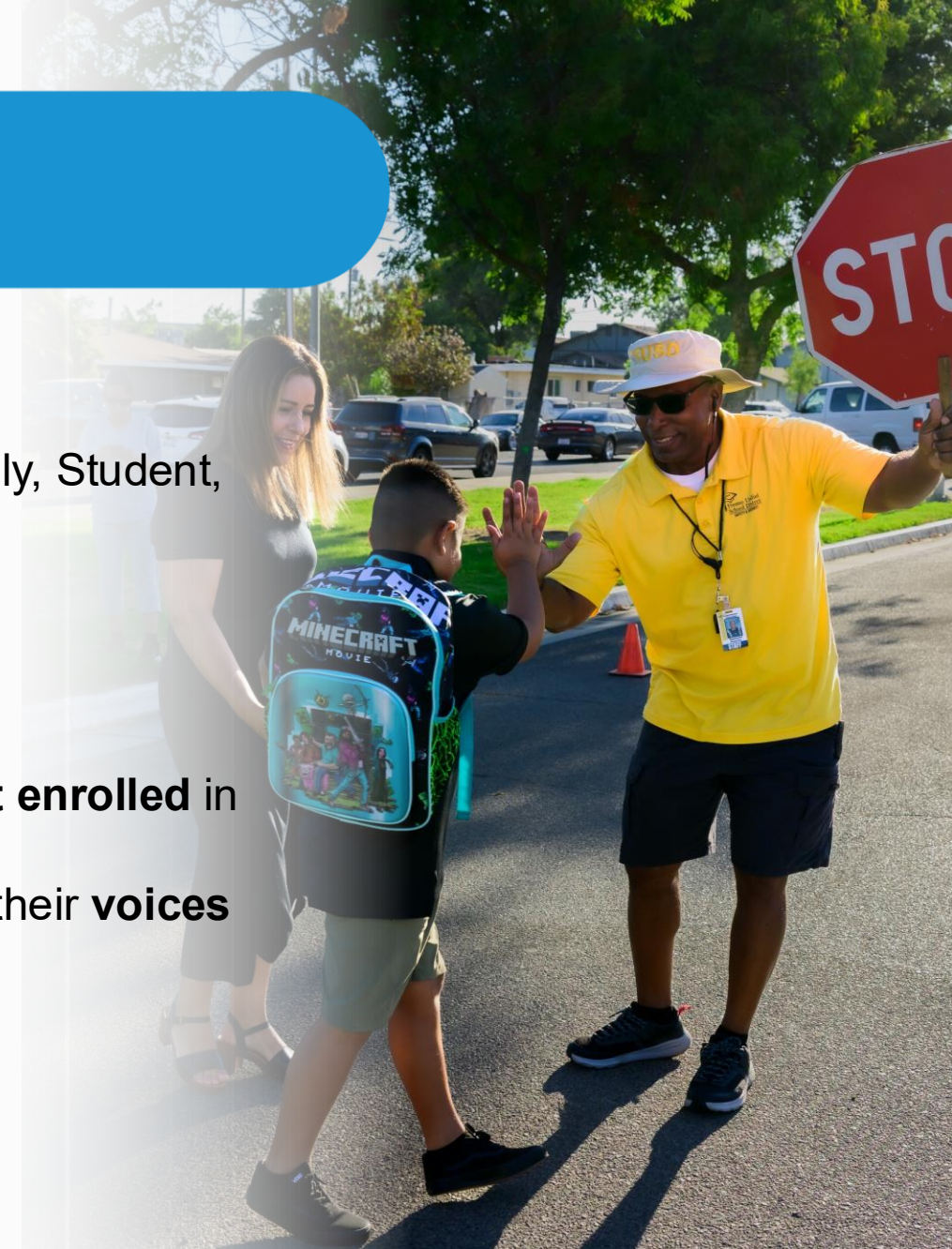
DISTRICT INVESTMENTS

TOP THEMES		INVESTMENTS 2025/26
	ACADEMICS	• Literacy Initiative • Transitional Kindergarten Expansion • Tutoring Supports for all Students
	SAFETY	• 37.5 FTE Campus Safety Assistants • Professional Learning • Extra Duty Days to Support PL
	ENGAGEMENT/SCHOOL CLIMATE	• Arts Expansion • Enrichments Trips • Athletics
	STAFF SUPPORT	• Class Size Reduction • HSL Support at School Sites • School Psychologists
	FOOD	• 9 Executive Chefs • Increased Scratch Cooking • Multiple Meal Options at Elementary

CLIMATE AND CULTURE SURVEY

YOUR VOICE MATTERS!

- The **Climate and Culture Survey (CCS)** was used to collect Family, Student, and **Staff feedback** to develop the **LCAP**.
- CCS window was open from **October 6th – October 24th**.
- **Surveys links** were sent to families through **ParentSquare**.
 - Families were asked to **complete a survey** for **each student enrolled in Fresno Unified**.
 - **Students were encouraged** to take this **important survey**, their **voices** help **improve** their **school** and the **district**.

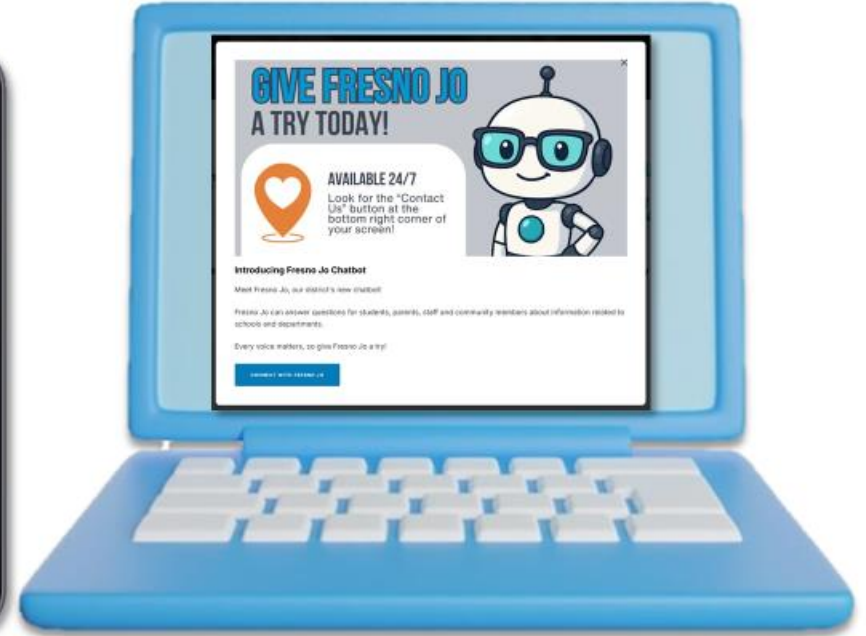


QUESTIONS?

OFFICE OF STATE AND FEDERAL PROGRAMS

Contact:

- Phone: (559) 457-3934
- **Ashlee Chiarito**, Executive Officer
- Ashlee.chiarito@fresnounified.org
- Vicente.Cantu@fresnounified.org
- Miguel.Vega@fresnounified.org



FALL 2025

<https://www.fresnounified.org/contact>



Question & Answer Protocol

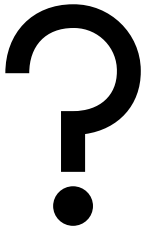
Questions regarding this specific presentation:

Local Control and Accountability Plan (LCAP)

Step 1: Begin by stating your **full name**

Step 2: Share the **school** you represent

Step 3: Ask your **question** clearly and respectfully



You will be allotted up to **3 MINUTES** to ask your question and receive a response



03:00

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 Breaktime for PowerPoint by Flow Simulation Ltd.

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Thank you for your cooperation in keeping this meeting pleasant and productive.



Fresno Unified
School District



ACHIEVING
our GREATEST
Potential!

Annual Notification of the Uniform Complaint Procedures (UCP) 2025-26

Uniform Complaint Procedures (UCP)

Fresno Unified School District has the primary responsibility to ensure compliance with applicable federal and state laws and regulations governing educational programs (BP 1312.3).



UCP Examples of Programs and Areas

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

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety Programs
- Child Care and Developmental Programs
- Education of Pupils (Foster Care, Homeless, former Juvenile Court Pupils, and Children of Military Families)
- Local Control and Accountability Plans (LCAP)

- Migrant Education
- Physical Education and Instructional Minutes
- Pupil Fees
- School Plans for Student Achievement
- School Safety Plans
- School Site Councils
- State and Federal Career Technical Education, Career Technical and Training Programs

Complaints NOT Covered by the UCP

- The following are examples NOT processed as a UCP:

- Personnel Complaints
- Special Education
- Child Nutrition Programs
- Grades
- Graduation
- Student Discipline
- Hiring and Evaluation of Staff
- Student Records



These complaints are handled through other procedures or departments

Steps to Resolve Concerns that may lead to a UCP complaint

- ☐ Identify your concern and the remedy (solution) you are seeking.
- ☐ ***Try to resolve your complaint informally.*** (First try to resolve it at the school)
- ☐ 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.

UCP Form is Free



Fresno Unified
School District

Fresno Unified School District Exhibit (E) 1312.3
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.

Complaints may be filed anonymously. However, if you wish to receive a response to your complaint; you must indicate that a response is required and provide contact information. **Response requested?** ____Yes ____No

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 (including sexual 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, color, ethnicity, national origin, immigration status, ancestry, age (40 and above), religious creed, religion, political belief or affiliation, gender, gender identity, gender expression, genetic information, mental or physical disability, sex, sexual orientation, marital status, pregnancy or parental status, childbirth, breastfeeding/lactation status, medical condition, military and veteran status, or association with a person or a group with one or more of these actual or perceived characteristics or any other basis protected by law or regulation, in its educational program(s) or employment, 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, in any program or activity conducted by an educational institution, as defined in Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance. (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).



Fresno Unified School District

Achieving our Greatest Potential!

Where and how to file a Uniform Complaint

Available at all school sites, Constituent Services Office (CSO), and on the District website in English, Spanish, and Hmong at:

<https://www.fresnounified.org/departments/board-of-education/constituent-services-office>



Constituent Services Office

Fresno Unified School District

2309 Tulare Street, Fresno, CA 93721

Email: Constituent.Services@Fresnounified.org

Phone: (559) 457-3736

Elizabeth Gutierrez, Ombudsperson

Elizabeth Cullers, Manager III

Teresa Plascencia, Executive Director

Questions



Question & Answer Protocol

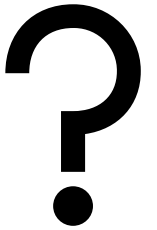
Questions regarding this specific presentation:

Uniform Complaint Procedures (UCP)

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Step 2: Share the **school** you represent

Step 3: Ask your **question** clearly and respectfully



You will be allotted up to **3 MINUTES** to ask your question and receive a response



03:00

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 Breaktime for PowerPoint by Flow Simulation Ltd.

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Thank you for your cooperation in keeping this meeting pleasant and productive.



English Learner Family Needs Survey Results from DELAC #1 on 09/25/25

District English Learner Advisory Committee DELAC #2
November 20, 2025

Top 4 responses on the DELAC #1 EL Family Needs Survey on 09/25/25

37 E - Training for families to help them support their English Learner student

36 C - Additional learning opportunities for English Learners (after school, summer programs, etc.)

36 D - Additional training for teachers to support them in meeting the needs of English Learners

36 H - Improve family engagement in ELAC, School Site Council and Parent Teacher Conferences

 **DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)**
ENGLISH LEARNER FAMILY NEEDS SURVEY SEPTEMBER 25, 2025



We value your feedback and input, as it helps us tailor our services and support to meet the needs of our families and students. The actions below have been developed to align with the Board adopted goals established by the Fresno Unified School District for **Improving Student Outcomes and Achieving Operational Excellence.**

District Goals (summarized)

- Early Literacy Goal:** Increase the number of students reading on grade level
- Literacy Intervention Goal:** Ensure effective implementation of intervention supports for students that are not progressing
- College and Career Readiness Goal:** Increase the number of students that graduate meeting college and career readiness indicators
- Life Skills Goal:** Build skills and competencies listed in the "Portrait of a Learner" in all students so they are prepared for success in college, career, and life

Mark any that you feel need to be improved or increased.

☐	A	District and school site resources to support English Learner students in Literacy
☐	B	Ensure appropriate intervention for English Learners is implemented at school sites
☐	C	Additional learning opportunities for English Learners (after school, summer programs, etc.)
☐	D	Additional training for teachers to support them in meeting the needs of English Learners
☐	E	Training for families to help them support their English Learner student
☐	F	Extra-curricular and enrichment activities for English Learners (sports, clubs, trips)
☐	G	Social-emotional support / Mentoring / Peer Tutoring
☐	H	Improve family engagement in ELAC, School Site Council and Parent Teacher Conferences

Additional Comments

I. What can be done to improve the services provided for English Learners at your school?

School Site: _____

Your Input: _____

J. What can the Department of English Learner Services do to improve supports for English Learners?

We received 53 surveys

English Learner Services | www.fresnounified.org

Summary of Additional Comments for School Sites

Support for English Learners: More tutoring and individualized help, especially near reclassification, motivate students and help them understand the importance of passing tests

Family Engagement & Communication: Clearer updates and increased parent participation (advanced notice for ELAC and other meetings)

Parent Learning Support: Classes and resources to help children learn at home

Teaching & Staff Support: Better teacher preparation and engaging instructional activities

Student Well-Being, School Climate & Equity: Focus on improving safety, bullying prevention, and stress-free learning, fix facility issues; ensure resource equity across schools.

Technology & Resources: Balanced use of technology and access to learning materials

Summary of Additional Comments

Topics by School Sites

Academic Support for English Learners

- **Reclassification Support:**
Burroughs, Duncan, Sunnyside, Fresno High, Fort Miller, Del Mar, Lane, Duncan
- **Tutoring & Intervention Needs:**
Roosevelt, Rowell, Thomas, Lane

School Climate, Safety & Basic Needs

- **Safety and Security Concerns:**
Roosevelt
- **Bullying Prevention for English Learner Students:**
Hoover
- **Transportation Issues (No A/C on Buses):**
Norseman

Parent Engagement & Communication

- **More Communication/Information:**
Yosemite, Thomas, Herrera
- **Increase Parent Participation (ELAC & Other Meetings):**
Ewing, Hidalgo, Hoover, Tehipite, Edison,
- **Guidance on Using Resources:**
Winchell, Herrera
- **Training for Parents to Support Learning:**
Addams, Burroughs, Rowell, Muir
- **English Classes for Parents:**
Addams, Homan

Summary of Additional Comments

Topics by School Sites (continued)

Student Learning Environment & Classroom Experience

- **More Teacher Support/Training:**
Thomas, Holland, Hoover High,
- **More Personalized Attention:**
Ayer, Homan
- **More Engaging & Creative Activities:**
Rowell, Holland
- **Stress-Free, Fun Learning:**
Holland

Programs, Activities & Resources

- **More After-School Programs:**
Rowell
- **Summer Programs for Students/Families:**
Leavenworth
- **EL-Focused English Class:**
Thomas
- **Borrow Library Books/Reading Support:**
Webster
- **Spanish Interventions for Dual Immersion Students:**
Ewing
- **Technology and Personal Support:**
Ayer

Summary of Additional Comments for English Learner Services



Targeted Student Support: Provide extra help for students close to reclassification with tutoring, engaging classes, and recognition.

Teacher Training & Support: Offer professional development and site visits to ensure effective instruction for English Learner students.

Increase Staff & Resources: Hire more English Learner teachers, tutors, and extracurricular staff to meet student needs.

Family Engagement: Strengthen parent participation through ELAC and DELAC, parent programs, and interpreters.

Monitor Progress & Evaluate Programs: Track student learning, survey outcomes, and adjust programs for effectiveness.

Effective Use of Funding: Ensure district resources are used strategically to support English Learner students.

Recap and Follow up

Your comments highlighted the need for increased targeted academic support, enhanced parent engagement and communication, student motivation initiatives, and improved resources and school climate to better support English Learners' success and reclassification.

1. **English Learner Services will share the feedback through out school sites**
2. **Feedback to be integrated / considered as needed**
3. **DELAC Representatives will share the feedback to their ELAC**

**Thank
you !**

English Learner Services Multilingual & Multicultural Education
890 S 10th St Fresno, CA 93702 (559) 457-3928



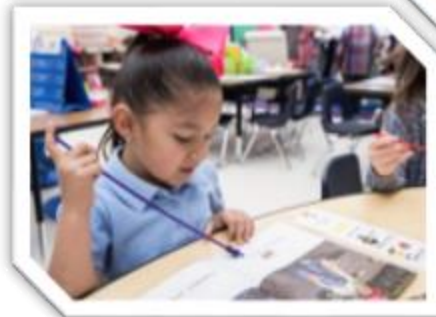
Fresno Unified
School District

ENGLISH LEARNER SERVICES
MULTILINGUAL & MULTICULTURAL EDUCATION

DELAC #2 UPDATES

PRESENTED BY ERICA PIEDRA

NOV. 20, 2025



ACHIEVING OUR *GREATEST* POTENTIAL

Programs Supported by EL Services

FUSD Total Enrollment 69,997

Total Number of English Learners 11,358
Number classified as Long Term ELs (7 years+) 3,448

FUSD Total RFEP Students 9,866
(Reclassified Fluent English Proficient)

Migrant
move for agriculture work
1,252

Newcomers
in U.S. schools 3 years or less
1,336

DLI
Dual Language Instruction
Spanish/Hmong
5,142

EL Services-Goals and Strategies

District Goals

Early Literacy
Literacy Intervention
College & Career Readiness
Life Skills

Guardrails

Community Engagement
Equitable Access
Effective Staff
Health & Wellness

Strategy #1

English learners will
increase one **ELPI**
level.

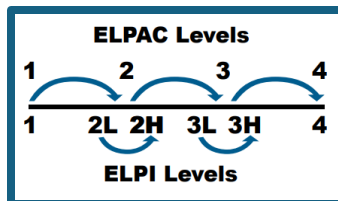
*(English Learner Progress
Indicator)*

Strategy #2

Reduce the number of
English learner students
exiting sixth grade
classified as **Long-Term**
English Learners.

Strategy #3

Increase the number of
students
participating in
language programs.



Early Literacy

*The percentage of **1st graders** who are **proficient in literacy based on iReady** results will increase from **48% in June 2024 to 80% June 2030.***

Progress Towards Goal:

- Currently 51.3% of first grade students are at or above grade level on iReady.
- Board was presented with names of schools that were **on track** and those that were **off track**.
- A root cause analysis was provided for current data.
- Off track schools were provided action and guidance to support their expected growth.

Literacy Intervention

*The percentage of **3rd-8th grade students** who are **more than one year behind** as measured by Smarter Balanced (SBAC) English Language Arts (ELA) **who make more than one year's growth** will increase from **30% in June 2024 to 50% by June 2030.***

Progress Towards Goal:

- Board was informed we are **on track** in this goal as an overall district.
- Report indicated that 46 schools were **on track** with 38 **off track**.
- A root cause analysis was provided for current data.
- Off track schools were provided action and guidance to support their expected growth.
- Every site will need to ensure a robust intervention program is implemented.

Reclassification Criteria

Criterion 1: Assessment of English Language Proficiency-*ELPAC*

(California requirement: Overall Score of 4 on ELPAC)

Criterion 2: Basic Skills Relative to English-Proficient Students

(FUSD determined cut points on SBAC, CAASPP, i-Ready, interim 7-11, or BAS)

Criterion 3: Teacher Recommendation

Criterion 4: Parent Consultation



Reclassification Data (2025-2026)

Region	# of Students who Scored 4 on ELPAC (Spring 2025)	Total Elementary Reclassified Fluent English Proficient Students	Total Secondary Reclassified Fluent English Proficient Students	Total Reclassified Fluent English Proficient Students (RFEP) 2025-2026
Bullard	105	71	32	103
Edison	199	89	92	181
Fresno	133	83	41	124
Hoover	100	62	38	100
McLane	260	161	91	252
Roosevelt	251	157	98	255
Sunnyside	183	126	55	181
Alt Ed	25	3	21	24
TOTAL	1256	752	468	1220

Data as of Nov 5, 2025:

- **2022-23 Reclassification:**
1018 **(7.3%)**
- **2023-24 Reclassification:**
1695 **(13%)**
- **2024-25 Reclassification:**
1307 **(11%)**
- **2025-26 Reclassification:**
1220 **(10.7%)**

Transfers Deadline to Submit

Transfer Request Forms
DEADLINE: Dec 1, 2025

To submit a Transfer Request Form go to
FresnoUnified.org → Families → Transfers

Email, Visit, or Call

TransfersDepartment@FresnoUnified.org

2011 Fresno St. Fresno, CA 93721

248-7538

TRANSFER REQUEST FORM

2026-2027
 Student Transfer Request
 Electronic Application available on the Fresno Unified website

STUDENT (Please Print) First Name _____ Last Name _____ FUSD Student ID _____

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

Special Ed? Yes No

Mail or deliver applications to:
 Transfers Department
 2011 Fresno St. Fresno, CA 93721
 Email: TransferDepartment@fresnounified.org
 Phone: 559-348-7538 Fax: 559-348-7481

Directions: May choose up to two schools in each category. Mark 1 or 2 to indicate first or second choice in each category. Other School Transfers, Admission Criteria, Magnet Schools, Dual Language Immersion. Application and admission is not limited on the basis of race, color, national origin, sex, disability, sexual orientation, gender, ethnic group identification, or ancestry.

Other School Transfers
 For any Fresno Unified school not listed on this form, write in the school's name below:
 Transportation is the responsibility of the parent/guardian.

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.
 Edison Computer 7-12
 Sunnyside Doctor's Academy 9-12
 Additional Application Required (Contact Sunnyside for more information). No Transportation provided.

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

Dual Language Immersion Programs (DLI)
 Step 1: Student's Home Language (Circle One)
 English Spanish
 Students in grades 2-12 will be assessed in Spanish reading, writing, listening, and speaking (or: 1 Listening & Speaking only) and must score a minimum of 3 out of 5 in every domain before being eligible for the lottery into DLI.
 AGREE to have my child tested in Spanish for DLI.
 Step 2: Choose a first or second choice
 Dual Language Immersion PK-6 Evening
 Dual Language Immersion PK-6 Leavenworth
 Dual Language Immersion PK-6 Sunset
 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.
 • Site-based Dual Language Immersion Programs are also available. To view site-based schools go to the Transfers Department website. To request a site-based school, under "Other School Transfers" write "school name (DLI)." Resident students may participate in the program. School participation at the school site.

Important information regarding approved transfers:
 • On-time applications received on or before December 21st 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 be required to sign an 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 is required.)
 Business Name _____ Address _____
 School Districts may exchange student records before processing this request. *FUSD will not be responsible for fees not received.

Neighborhood Schools

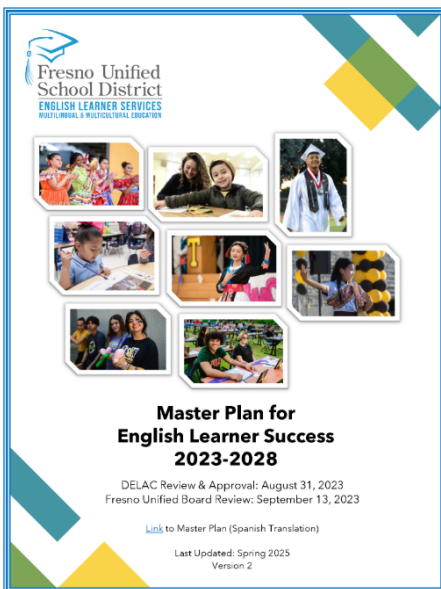
Admission Criteria Schools

Magnet Schools

Dual Language Immersion Programs

Master Plan for English Learner Success

Version 2



Master Plan for
English Learner Success
2023-2028



Plan Maestro para el Éxito de los
Estudiantes Aprendices de Inglés
2023-2028



Npaj Niam Tswv Yim rau
Menyuam Xyaum Kawm Lus Askiv Tau
Zoo 2023-2028



English Learner Services Support to Sites

English Learner Services/Multilingual Multicultural Education School Site Support 2025-2026

[Master Plan for
English Learner Success](#)



 Erica Piedra Executive Officer	 Alberto Garcia Spanish DLI Manager	 Dona Vu Hmong DLI Manager	 Hector Vidrio Language Assessment Center Manager	 Francisco Fregoso Migrant Counselor	
 Maryann Lambarén (EL Manager) 559-457-3950	 Amalia Aguilar (TSA) 559-457-3922	 Brynn Burger (TSA) 559-457-3572	 Horacio Esparza (TSA) 559-457-3631	 Jazmin Lujan (TSA) 559-457-3667	 Margarita White (TSA) 559-457-3761
Addicott	McLane*	Duncan	Bullard	Fresno High	Fort Miller*
Bullard Talent	Yosemite*	Ahwahnee	Wawona K-8*	Tehipite*	Terronez*
Gibson	Burroughs*	Addams	Birney*	Ewing*	Anthony
Malloch	Calwa*	Aynesworth	Herrera*	Fremont	Del Mar
Manchester GATE	Centennial*	Eaton	Jackson*	Mayfair	Powers-Ginsburg
McCardle	Hidalgo*	Greenberg	Lane*	Rowell*	Robinson
Phoenix Elementary	Leavenworth*	Holland	Sunset*	Webster	Slater
Starr	Roeding*	King	Winchell*	Wishon	Yokomi
Tatarian					
 Anne Batard (EL Manager) 559-457-3668	 Zer Lee (TSA) 559-457-3971	 Thae Xiong (TSA) 559-457-3621	 Say Yang (TSA) 559-457-3918	 Shawna Haymond (TSA) 559-457-3954	 May Sieng (TSA) 559-457-3549
Adult SPED	Sunnyside	Roosevelt	Scandinavian	Hoover	Edison
Baird	Cooper	Sequoia*	Kings Canyon	Tioga*	Gaston
Computech	Balderas*	Figarden	Bakman	Columbia	Tenaya
Design Science	Easterby	Jefferson	Ericson	Kirk	Ayer
DeWolf	Kratt	Lawless	Norseman	Heaton	Hamilton K-8
Farber K-12	Lowell	Thomas	Pyle	Homan	Muir
Fulton	Olmos	Vinland	Storey	Lincoln	Williams
Patiño	Vang Pao*	Wilson	Wolters	Turner	Viking
Phoenix Secondary					
Rata					

Regions: Bullard Edison Fresno Hoover McLane Roosevelt Sunnyside

*Dual Language Immersion

Updated 6.11.25

English Learner Services/Multilingual Multicultural Education
890 S. 10th Street · Fresno, CA 93702 · (559) 457-3928

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



PROGRAM MANAGER

Hector Vidrio
(559) 457-3917

ELAC English Learner Advisory Committee SCHOOL SUPPORT TEAM 2025-2026

 JACKIE HUERTA jacqueline.huerta@fresnounified.org (559) 457-3966	 ALFREDO GARCIA-WOODWARD agustin.garcia-woodward@fresnounified.org (559) 457-2500 x70413	 MIKE VANG mike.vang@fresnounified.org (559) 457-2500 x70412	 NOU XIONG nou.xiong1@fresnounified.org (559) 457-3924	 SAIHD VAZQUEZ SANCHEZ saihd.vazquez-sanchez@fresnounified.org (559) 457-3931	 SAUL RUVALCABA saul.ruvalcaba@fresnounified.org (559) 457-2500 x70411
ELAC SCHOOLS SUPPORT	ELAC SCHOOLS SUPPORT	ELAC SCHOOLS SUPPORT	ELAC SCHOOLS SUPPORT	ELAC SCHOOLS SUPPORT	ELAC SCHOOLS SUPPORT
Anthony	Addams	Columbia	Balderas	Ayer	Ahwahnee
Aynsworth	Bullard High	Easterby	DeWolf	Bakman	Burroughs
Birney	Calwa	Eaton	Holland	Del Mar	Centennial
Cooper	Duncan	Scandinavian	Kratt	Ewing	Edison
Farber	Hamilton	Slater	Lowell	Gaston	Ericson
Figarden	Hidalgo	Storey	McCardle	Heaton	Fort Miller
Fresno High	Hoover	Tehipite	Vang Pao	Kirk	Fremont
Greenberg	Jefferson	Turner	Yokomi	Lane	Homan
Herrera	King	Wishon		Lawless	Mayfair
Jackson	Lincoln			Manchester Gate	Muir
Kings Canyon	Malloch			Robinson	Norseman
Leavenworth	Olmos			Roosevelt	Pyle
McLane	Powers			Rowell	Sequoia
Thomas	Roeding			Sunnyside	Sunset
Tioga	Tenaya			Terronez	Viking
Yosemite	Wilson			Webster	Vinland
	Wolters			Williams	Wawona
				Winchell	

Session Feedback

thank you!

Question & Answer Protocol

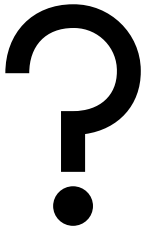
Questions regarding this specific presentation:

DELAC #2 Updates

Step 1: Begin by stating your **full name**

Step 2: Share the **school** you represent

Step 3: Ask your **question** clearly and respectfully



You will be allotted up to **3 MINUTES** to ask your question and receive a response



03:00

mins: secs: type: ▼

 Breaktime for PowerPoint by Flow Simulation Ltd.

Show Settings ☐

Thank you for your cooperation in keeping this meeting pleasant and productive.

FUSID

ACHIEVING OUR *GREATEST* POTENTIAL



Nominations for DELAC Chairperson and DELAC Vice Chairperson

District English Learner Advisory Committee DELAC #2
November 20, 2025

DELAC Officers Responsibilities

All DELAC Officers have the responsibility to:

- Attend 8 DELAC meetings, 8 Agenda planning meetings, and any special meetings for a service term of two years.
- Advise our committee, and district on issues regarding English Learners
- Support the Master Plan for English Learners
- Play a neutral and team role
- Collaborate with EL Services staff and DELAC Officers



DELAC Chairperson and Vice Chairperson Responsibilities and Requirements



The Chairperson:

- Presides the meetings
- Open and close meetings
- Calls for motion
- Supports any of the DELAC Board Members as needed

The Vice Chairperson:

- Shares the same responsibilities with the Chairperson
- Will take over all responsibilities in the absence of the Chairperson

Special Requirement for DELAC Chairperson and Vice Chairperson:

- Must be a **current DELAC Representative** that is a **parent /guardian of an English Learner** at the school site they are representing.



Nominations Process

- Nominations are planned into the Agenda and will take place during a regularly scheduled DELAC Meeting
- Only current DELAC Representatives can self-nominate or nominate another current DELAC Representative
- Nominees must be present and accept publicly
- Names of nominees and names of those that are nominating will be recorded on a poster board and captured in the minutes

Time for nominations



Elections Committee

- **3 to 5** DELAC Representatives needed for the Elections Committee

Duties:

- Will review and verify the eligibility of the candidates
- Will support in counting the ballots during the elections

Time to form the Elections Committee:

- Chairperson asks for nominations
 - Nominees must accept publicly
 - Names of Nominees and names of those that are nominating will be recorded on a poster board
- Chairperson calls for a vote to approve the Elections Committee members



Review of Nominees and Elections Committee Members

- Chairperson reads all names for:
DELAC Chairperson Nominees
DELAC Vice Chairperson Nominees
Elections Committee Members
- The Department of English Learner Services will be in contact with the nominees to support them with their candidate profiles and the Elections Committee members for the next steps before the next DELAC Meeting

Notes:

- Elections will be hosted on the next DELAC meeting
- Elections Committee will supervise the process

Thank you!



OPEN FORUM AND END OF MEETING



QUESTIONS?

Next DELAC Meeting:

Thursday 02/26/26 5:00PM - 7:00PM

Professional Learning Center



DELAC Meeting Feedback
Parsec Survey:



English Learner Services
890 S 10th St.
Fresno, CA 93702
559-457-3928



Access DELAC Meeting documents here:

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

Question & Answer Protocol

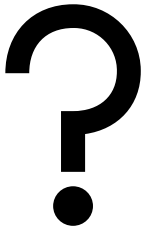
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03:00

mins: secs: type: ▼

 Breaktime for PowerPoint by Flow Simulation Ltd.

Show Settings ☐

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