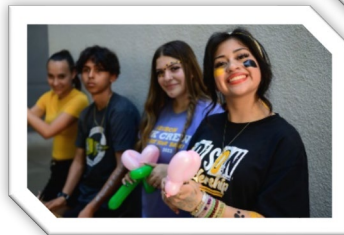
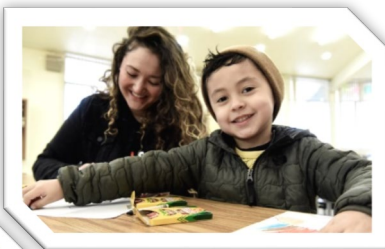




Fresno Unified
School District

ENGLISH LEARNER SERVICES
MULTILINGUAL & MULTICULTURAL EDUCATION

DELAC
District English Learner Advisory Committee



ACHIEVING OUR *GREATEST* POTENTIAL

District English Learner Advisory Committee

DELAC Meeting #4

May 21, 2026

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)

FOURTH DELAC MEETING
SCHOOL YEAR 2025-2026
FARBER PROFESSIONAL LEARNING CENTER
THURSDAY MAY 21, 2026
5:00 PM – 7:00 PM

Agenda

1.	5:00 PM – 5:20 PM	Welcome and special message	Carmen Galvez, DELAC Chairperson Erica Piedra, Executive Officer, English Learner Services
2.	5:20 PM – 5:30 PM	Minutes of the third DELAC meeting held at Farber Professional Learning Center on February 26, 2026	Roberta Meneses, DELAC Secretary
3.	5:30 PM – 5:45 PM	Public Hearing on the Draft Local Control and Accountability Plan (LCAP): 2026/27	Miguel Vega, Program Manager, Ashlee Chiarito, Executive Officer, Department of State and Federal Programs
4.	5:45 PM – 6:00 PM	Consolidated Application 2026/27, Spring Publication	Miguel Vega, Program Manager, Ashlee Chiarito, Executive Officer, Department of State and Federal Programs
5.	6:00 PM – 6:15 PM	English Learner Services Updates: Data and Other Updates • Reclassification data • Department /District Updates • Important Parent Reminders	Erica Piedra, Executive Officer, English Learner Services
6.	6:15 PM – 6:30 PM	DELAC Elections for Honor and Justice	Jackie Huerta, Community Relations Liaison Spanish, English Learner Services Carmen Galvez, DELAC Chairperson
7.	6:30 PM – 6:45 PM	DELAC 2025-2026 Recognitions	Erica Piedra, Executive Officer, and Jackie Huerta, Community Relations Liaison Spanish, English Learner Services
8.	6:45 PM – 7:00 PM	Open Forum and End of Meeting	Carmen Galvez, DELAC Chairperson

Minutes



DELAC

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

THIRD DELAC MEETING
2025-2026 SCHOOL YEAR
FARBER PROFESSIONAL LEARNING CENTER
THURSDAY FEBRUARY 26, 2026
5:00 PM – 7:00 PM
Minutes

1.	5:00 PM – 5:20 PM	Welcome and Special Message	Alicia Crispin, DELAC Chairperson Erica Piedra, Executive Officer, English Learner Services
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Mrs. Claudia Aguilar, DELAC Vice Chairperson, called the meeting to order at 5:02PM and welcomed all attendees. She introduced Mr. Alberto Garcia Spanish Dual Immersion Program Manager, who welcomed all in attendance and made them aware of babysitting, the information station, and reviewed meeting norms. Mrs. Roberta Meneses, DELAC Secretary, introduced herself and stated that her role includes taking notes and supporting the preparation of the meeting minutes. Mrs. Arlene Gonzalez, DELAC Sergeant at Arms, introduced herself and reviewed the meeting norms for the evening. She explained that questions would be held until the end of each presentation, and that anyone unable to ask a question during a presentation would have the opportunity to do so during the Open Forum. Mrs. Maria Natali Jardon, DELAC Honor and Justice, reviewed the District's Civility Policy, which would be followed throughout the meeting. Finally, Mrs. Aguilar reminded all DELAC representatives that it is their responsibility to share the information from this meeting with their respective school sites and parents. Mrs. Claudia Aguilar then asked all DELAC representatives to raise their school representative cards to count members in attendance at the beginning of the meeting. A total of 26 DELAC representative members were counted, forming a quorum. DELAC Chairperson Alicia Crispin arrived a few minutes later.

2.	5:20 PM – 5:30 PM	Minutes for DELAC #2 meeting held at Farber Educational Campus November 20, 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. First motion to approve Minutes – Angelica Delgadillo, (DELAC Representative at Rowell Elementary) Second motion to approve Minutes – Eileen Jane Giron, (DELAC Representative at Greenberg Elementary) All members voted to approve the minutes from the previous November 20, 2025 DELAC meeting.



DELAC

3.	5:30 PM – 6:00 PM	English Learner Services Update: Data and Other Updates • English Learner progress information • Testing Windows for Reclassification • Integrated and Designated ELD (English Language Development)	Erica Piedra, Executive Officer, English Learner Services
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Mrs. Crispin introduced Mr. Horacio Esparza, who provided updates on English Learners. He reviewed Fresno Unified's Goals and Guardrails and three English Learner-focused strategies. Mr. Esparza shared current data, including 11,237 English Learners, 3,357 Long-Term English Learners, and 10,027 Reclassified Fluent English Proficient (RFEP) students. He explained the importance of the Summative ELPAC and outlined FUSD reclassification criteria: a score of 4 on the Summative ELPAC, basic skills criteria, teacher recommendation, and parent consultation. Reclassification data by region for the 2025–26 school year was reviewed, with 1,268 students reclassified to date.

Mr. Esparza also explained Integrated and Designated English Language Development (ELD), highlighting their differences and shared focus on language development. He concluded by announcing a parent training opportunity titled "The Whole Child." A video message from Mrs. Erica Piedra was shown, in which she recognized and thanked DELAC Officer Board Members completing their terms. Mrs. Jackie Huerta recognized Mrs. Alicia Crispin for completing her terms previously as DELAC Vice Chairperson and recently as a DELAC Chairperson for a total of four years of service and presented her with a plaque. Mrs. Claudia Aguilar was also recognized and received a plaque for completing her term as a DELAC Vice Chairperson. Mrs. Roberta Meneses was recognized for completing her first term as DELAC Secretary, and Mrs. Arlene Gonzalez was recognized for completing her first term as DELAC Sergeant at Arms.

4.	6:00 PM – 6:45 PM	Elections for DELAC Chairperson and DELAC Vice Chairperson And Nominations for DELAC Honor and Justice	Jackie Huerta, Community Relations Liaison Spanish, English Learner Services Alicia Crispin, DELAC Chairperson
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Mrs. Aguilar presented Mrs. Crispin and Mrs. Huerta who would lead the Elections and Nominations process. Mrs. Huerta began by reviewing DELAC member requirements and responsibilities for the DELAC Chairperson and DLEAC Vice Chairperson. Both candidates for DELAC Chairperson (Carmen Galvez and Nora Jardon) were introduced and had an opportunity to speak to the audience regarding their desire to become the next DELAC Chairperson. The DELAC Board conducted an updated quorum count of 46 members present. Next the Election Committee members were asked to come to the front and these members passed out the ballots for DELAC Chairperson. Ballots were collected and counted in front of all in attendance. The same process was taken for the election of DELAC Vice Chairperson as well, including opportunities for DELAC Vice Chair candidates Eva Alvarado, Stephanie Figueroa, and Nora Jardon to speak to the audience regarding their desire to become the next DELAC Vice Chairperson.

DELAC Chairperson Election results

Carmen Galvez = 36 votes

Nora Jardon = 10 votes

Carmen Galvez was elected as the new DELAC Chairperson

DELAC Vice Chairperson Election results

Eva Alvarado = 28 votes

Stephanie Figueroa = 8 votes

Nora Jardon = 8 votes

Eva Alvarado was elected as the new DELAC Vice Chairperson

DELAC

District English Learner Advisory Committee



DELAC

Nominations for DELAC Honor and Justice

DELAC Representative making nomination	DELAC Representative that was nominated	Accepted the nomination?
Hilda Galaviz, Herrera Elementary	Stephanie Figueroa - Norseman Elem	Yes
Arlene Gonzalez, Burroughs Elementary	Nora Jardon - Thomas Elementary	Yes
Andrea Ortega, Fresno High & Fort Miller Middle	Virgen Leon, Lane Elementary	Yes
Carmen Galvez, Hidalgo Elem, Tehipite MS, McLane HS	Miriam Avalos, Hidalgo Elementary	Yes

Elections Committee

DELAC Representative making nomination	DELAC Representative that was nominated	Accepted the nomination?
self-nominated	Griselda Rojas, Norseman Elementary	Yes
self-nominated	Annel Cazares, Muir Elementary	Yes
Eileen Jane Giron, Greenberg Elementary	Leticia Cervantes, Ewing Elementary	Yes
Leticia Cervantes, Ewing Elementary	Eileen Jane Giron, Greenberg Elementary	Yes
self-nominated	Lidia Perez, Webster Elementary	Yes

Motion to approve the Elections committee

First motion, Angelica Delgadillo, DELAC Representative from Rowell Elementary

Second motion, Annel Cazares, DELAC Representative from Muir Elementary

5.	6:45 PM - 7:00 PM	Open Forum and End of Meetings	Alicia Crispin, DELAC Chairperson
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Hilda Galaviz, (DELAC Representative from Herrera Elementary) Wants everyone to get involved and she is interested in the Whole Child training. She wants all communication for opportunities like this training to be sent out in multiple ways, so parents are aware of them. [A: Alberto Garcia stated that we are always looking at various ways to improve communications for parent participation opportunities.]

Claudia Aguilar, (DELAC Representative from Ewing Elementary) Asked how can she start the process for Reclassification through the IEP? [A: Alberto Garcia replied that best practice is to start by talking with the Teacher and that she can also ask to speak to the school Administrator. Mrs. Crispin also stated each school has a specialist that can assist with IEPs.]

Miriam Avalos, (DELAC Representative from Hidalgo Elementary), She commented that she would want the link for ELPAC test practice to be compatible with phones not only on a laptop.

End of the meeting

First motion Eileen Jane Giron, DELAC Representative from Greenberg Elementary

Second motion Annel Cazares, DELAC Representative from Muir Elementary

The DELAC meeting closed at 7:11 PM

Review of Minutes from DELAC #3



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 Breaktime for PowerPoint by Flow Simulation Ltd.

Show Settings ☐

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



Local Control and Accountability Plan (LCAP) Public Hearing 2026/27

OUR MISSION

We nurture and cultivate the interests, intellect, and leadership of our students by providing an excellent, equitable education in a culturally proficient environment.



OUR VISION

Where students, families, and staff are valued and empowered to achieve their greatest potential.

GOALS

GOAL 1 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.

GOAL 2 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.

GOAL 3 COLLEGE & CAREER READINESS

The percentage of students graduating from high school who are college and career ready based on CCI will increase from 43% in June 2024 to 64% by June 2030.

GOAL 4 LIFE SKILLS

The percentage of 6th, 8th, and 12th grade students who demonstrate benchmarked competencies in the skills listed in the Portrait of a Learner using age-appropriate assessments will increase by X% in June 2027 to Y% by June 2030.

GUARDRAILS *synthesized version*

COMMUNITY ENGAGEMENT

No major decisions will be proposed to the Board without a community engagement plan.

EQUITABLE ACCESS

Goals will be met without excluding distinct and/ or vulnerable groups such as African American, English Learners, Foster Youth, Homeless or Students with Disabilities.

EFFECTIVE STAFF

Hiring, promotion or lateral movement of staff will only occur with those who are meeting standards.

HEALTH & WELLNESS

Goals will be met without compromising the health and wellness of students and staff.

WHAT WE WILL COVER

- LCAP Planning and Engagement Timeline
- Opportunities for Engagement
- District Investments
- Financial Reporting Timelines
- Proposed Budget - LCFF
- LCAP Outline
- Equity Multiplier
- LCAP Document and Resources
- Next Steps

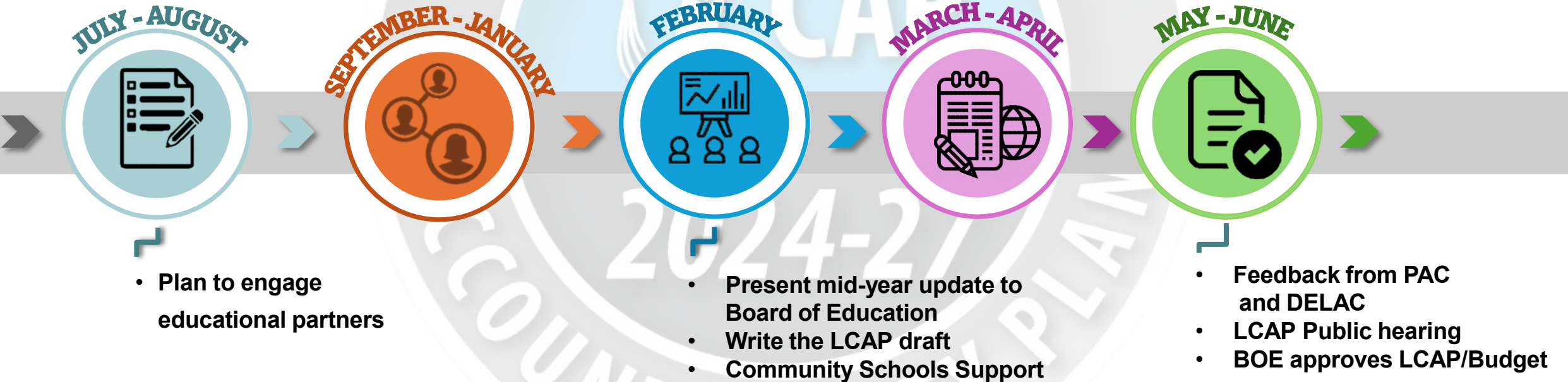


LCAP PLANNING AND ENGAGEMENT TIMELINE

Key Point:

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

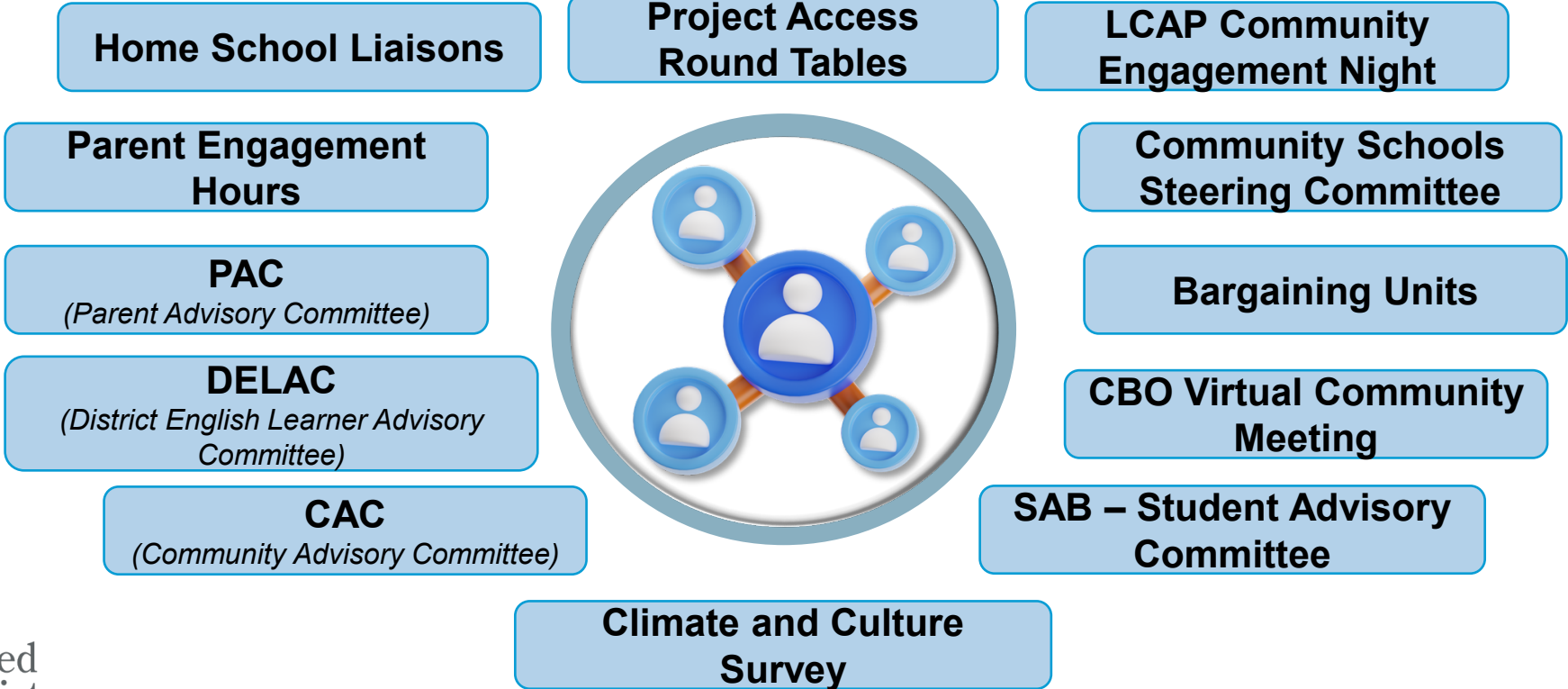
- Collect community feedback
- Begin LCAP Family Focus Groups
- Climate and Culture Survey
- Districtwide Community Meeting
- Receive Input on the Draft
- Update and revise the Draft
- Community Schools Support



OPPORTUNITIES FOR ENGAGEMENT



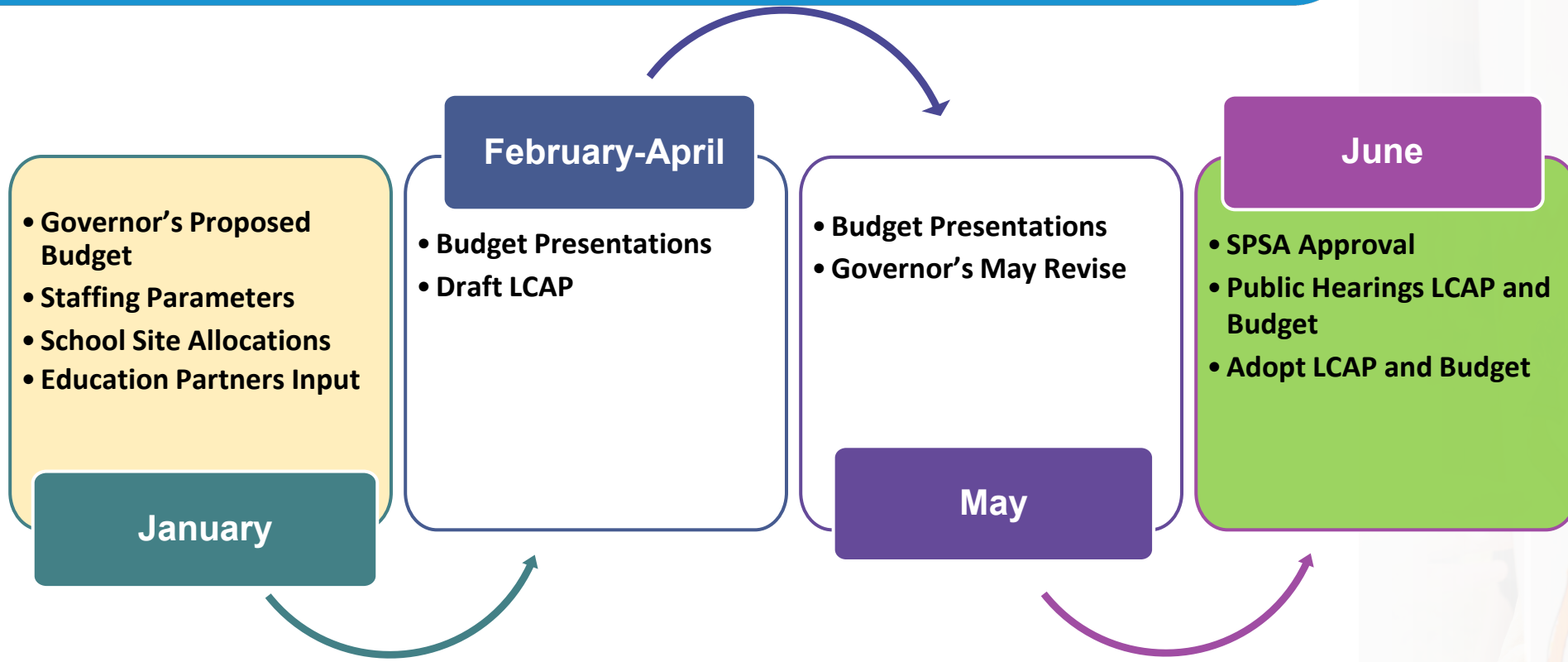
LCAP COMMUNITY ENGAGEMENT



DISTRICT INVESTMENTS

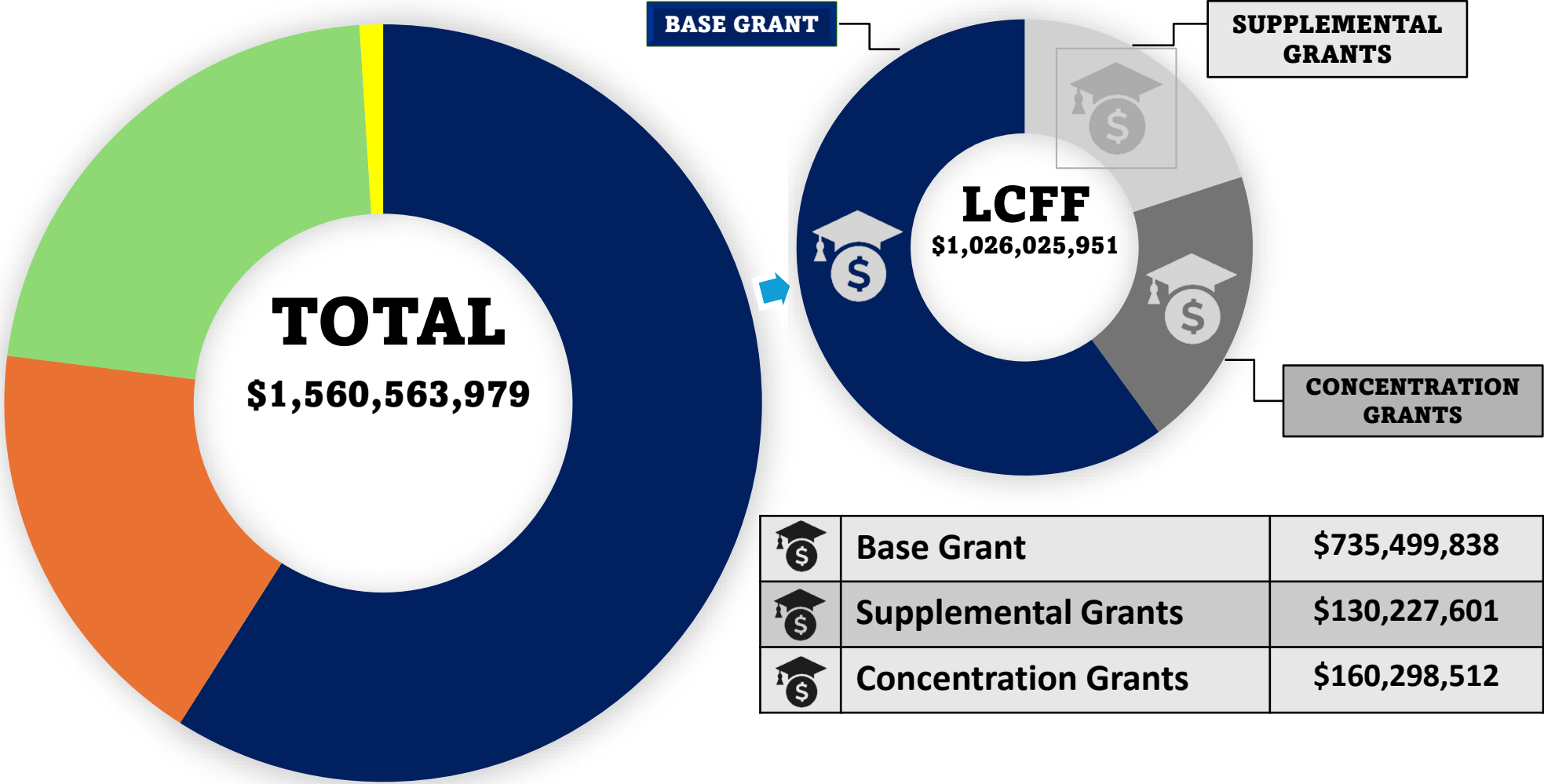
TOP THEMES		INVESTMENTS 2026/27
	SAFETY	• Campus Safety Assistants • Professional Learning • Extra Duty Days to Support PL
	NUTRITION	• 9 Executive Chefs • Increased Scratch Cooking • Multiple Meal Options at Elementary
	MENTAL/PHYSICAL HEALTH	• Mental Health Supports • Student Peer Mentor Program • Restorative Practices / Relationship Centered Schools
	STAFF SUPPORT	• Class Size Reduction • HSL Support at School Sites • School Psychologists
	ACADEMICS	• Literacy Initiative • English Learners Supports • Tutoring Supports for all Students

FINANCIAL REPORTING TIMELINES



PROPOSED BUDGET: LOCAL CONTROL FUNDING FORMULA (LCFF)

Federal	\$119,303,498
State	\$367,646,504
Local	\$47,588,026
LCFF	\$1,026,025,951
TOTAL	\$1,560,563,979



LCAP OUTLINE – ACADEMIC ACHIEVEMENT

ACTION #	ACTION DESCRIPTION	BUDGET
1.01	Learning Recovery Emergency Block Grant	\$18.9M
1.02	Additional Teacher Supply Funds	\$3.9M
1.03	Middle & High School Redesign	\$18.9M
1.04	Eliminate Elementary Combination Classes	\$7.3M
1.05	Instructional Supports and Instructional Coaches	\$42.7M
1.06	Additional Teachers Above Base Staffing	\$37.8M
1.07	Additional School Site Administration above Base	\$16.1M
1.08	Historically Underserved Student Groups	\$6.6M
1.09	Historically Underserved Student Groups - Targeted Support Services	\$0.0M
1.10	Additional Supports for Libraries	\$1.3M
1.11	GATE (Gifted and Talented Education)/AP (Advanced Placement)/IB (International Baccalaureate)	\$4.8M
1.12	Expand Alternative Education	\$1.9M
1.13	Maintain Additional Services for Phoenix Community Day School	\$6.3M
1.14	All teachers are teachers of English learner (EL) students	\$20.6M
1.15	BASE: Extended Learning Programs	\$109.8M
1.16	Expansion of Dual Language Immersion Programs	\$1.4M

LCAP OUTLINE – ACADEMIC ACHIEVEMENT

ACTION #	ACTION DESCRIPTION	BUDGET
1.17	BASE: Instruction	\$502.0M
1.18	BASE: Professional Learning	\$50.7M
1.19	BASE: Technology Access and Support	\$23.7M
1.20	High Quality School Site Health Services	\$20.4M
1.21	Student Technology Access and Annual Refresh	\$14.5M
1.22	Upgrading Access to Technology	\$4.3M
1.23	Program Specialists	\$2.4M
1.24	Early Interventions	\$3.2M
1.25	Supports for Foster Youth / Project Access – Direct Technical Assistance	\$1.8M
1.26	Supports for Homeless Youth	\$2.1M
1.27	BASE: Special Education	\$262.2M
1.28	Linked Learning, ROP, and CTE Pathway Development	\$28.4M
1.29	CTE STEM PK-6 Kids Invent!	\$1.2M
1.30	Men's and Women's Alliance	\$1.1M
1.31	School Counselors & Resource Counseling Assistants	\$18.1M

LCAP OUTLINE – THE WHOLE CHILD

ACTION #	ACTION DESCRIPTION	BUDGET
2.01	Increase School Allocations for Athletics	\$20.5M
2.02	District-Funded Educational Enrichment Trips	\$2.4M
2.03	District Arts Collaborative Project	\$0.1M
2.04	Increased Funding for Music	\$28.0M
2.05	Student Peer Mentor Program	\$0.7M
2.06	School Climate and Culture Expansion	\$7.5M
2.07	Restorative Practices / Relationship Centered Schools	\$3.1M
2.08	BASE: Student and Family Services	\$25.5M
2.09	Campus Climate and Culture Teachers	\$1.8M
2.10	Family Engagement Hour Training	\$3.8M
2.11	Mental Health Supports	\$19.4M
2.12	Transportation Services	\$2.6M
2.13	Campus Safety Assistants	\$10.7M
2.14	Department of Culture and Student Inclusion	\$2.9M

LCAP OUTLINE – OPERATIONAL EXCELLENCE

ACTION #	ACTION DESCRIPTION	BUDGET
3.01	BASE: Recruitment, Selection and Retention of Human Capital	\$16.6M
3.02	Parent Engagement Investments	\$3.4M
3.03	Expanded Student, Parent and Community Communication	\$3.1M
3.04	School Site Allocations to be principally directed toward the needs of Low-income, Foster youth, and/or English learner students	\$23.3M
3.05	BASE: Central Office Administration	\$7.5M
3.06	BASE: Business and Financial Services	\$16.1M
3.07	BASE: Operational Services	\$204.4M
3.08	BASE: Other Expenses	\$22.8M
3.09	School Site Allocations to be Prioritized by each School's Site Council to support the lowest-performing student groups in red on the California School Dashboard	\$7.9M

LCAP EQUITY MULTIPLIER

ACTION #	ACTION DESCRIPTION	BUDGET
4.01	SBAC English Language Arts	\$0.3M
4.02	SBAC Math	\$0.6M
4.03	Chronic Absenteeism	\$1.6M
4.04	Suspension	\$1.3M
4.05	College & Career	\$0.3M

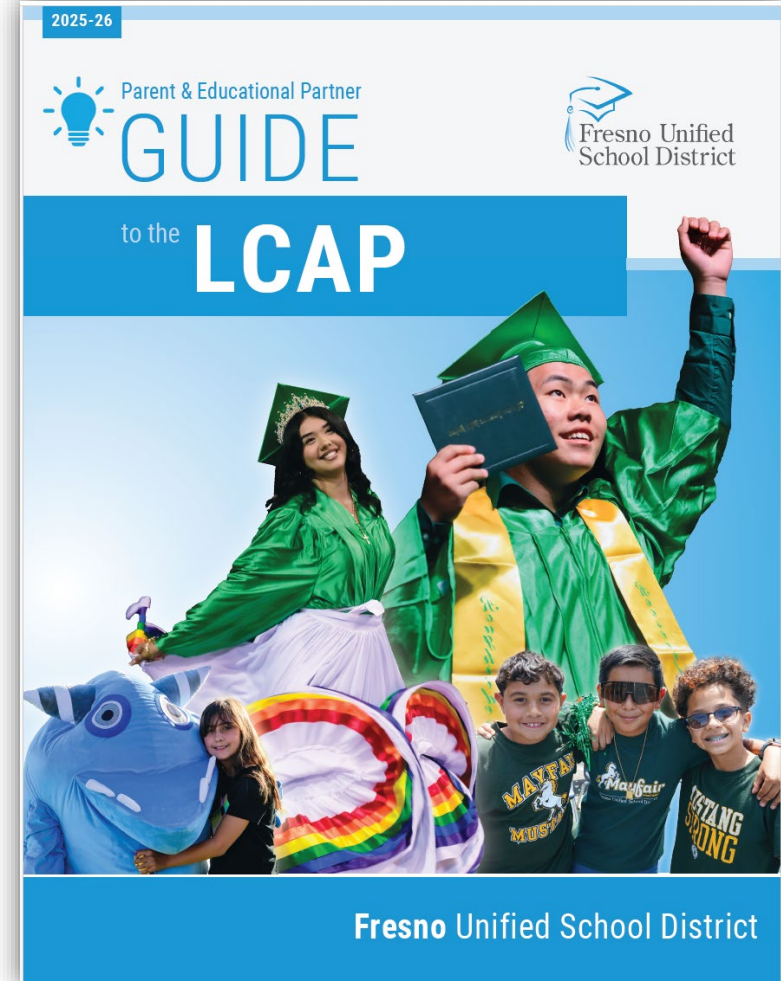
LCAP EQUITY MULTIPLIER SCHOOLS

SCHOOL	INDICATORS	BUDGET
DeWolf Continuation High	Suspension	\$0.3M
Farber Credit Attainment	Suspension	\$0.8M
Farber Online & Independent Studies	ELA, Math, Chronic Absenteeism, College & Career	\$1.7M
Fulton	Suspension	\$0.1M
Lowell Elementary	Chronic Absenteeism	\$0.5M
Muir Elementary	Math, Chronic Absenteeism	\$0.6M
Phoenix Elementary	Chronic Absenteeism	\$0.1M
Phoenix Secondary	Suspension	\$0.2M

LCAP DOCUMENTS AND RESOURCES

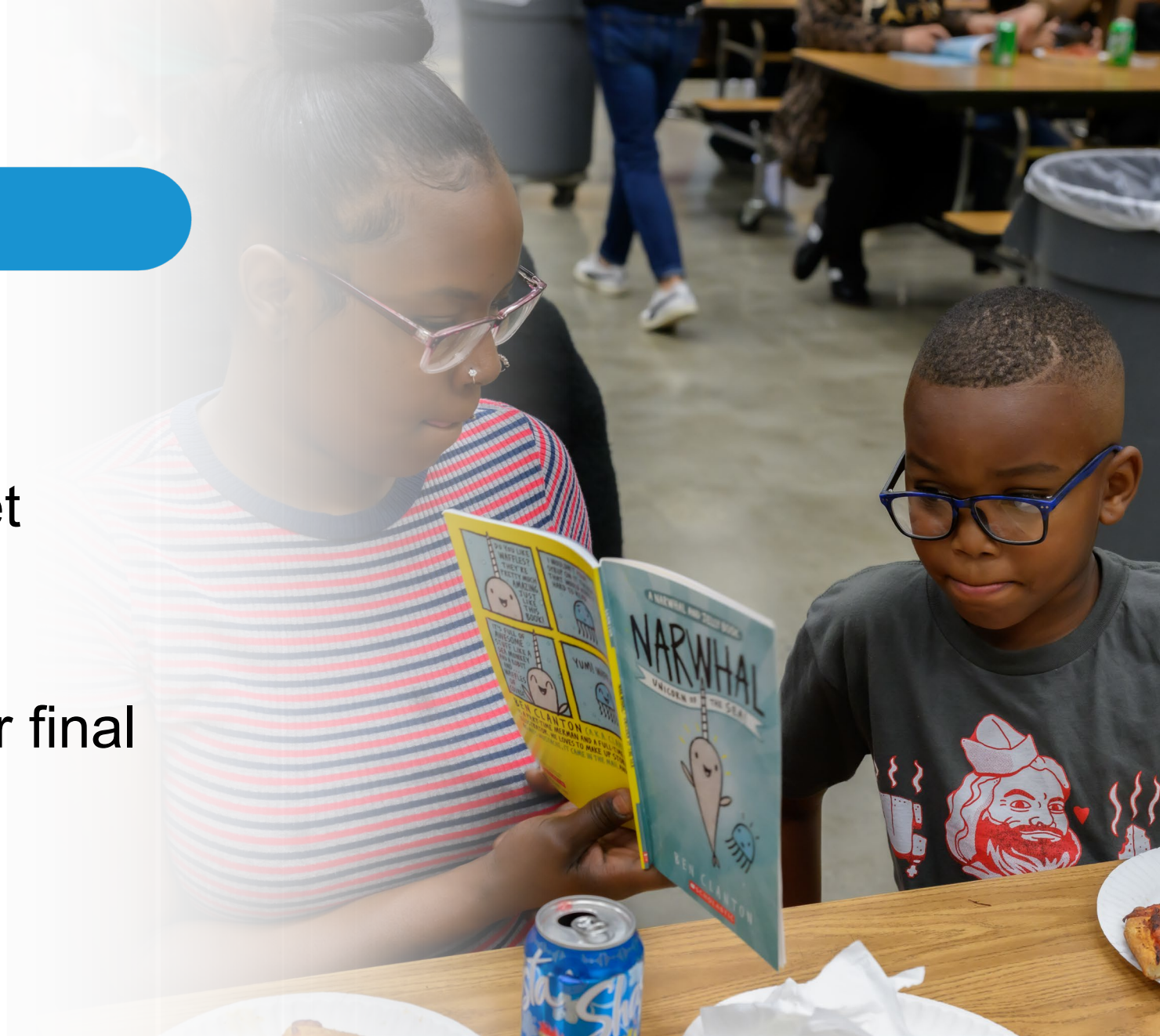
- A complete copy of the draft 2026/27 LCAP
- LCAP Presentations Materials
- 2025/26 LCAP Parent and Educational Partner Guide
- Prior Year's LCAPs

To view all documents, please visit:
<https://stafed.fresnounified.org/lcap/>



NEXT STEPS

- LCAP Public Hearing
 - June 3, 2026
- Adoption of LCAP and Budget
 - June 17, 2026
- Submit to the Fresno County Superintendent of Schools for final review and approval

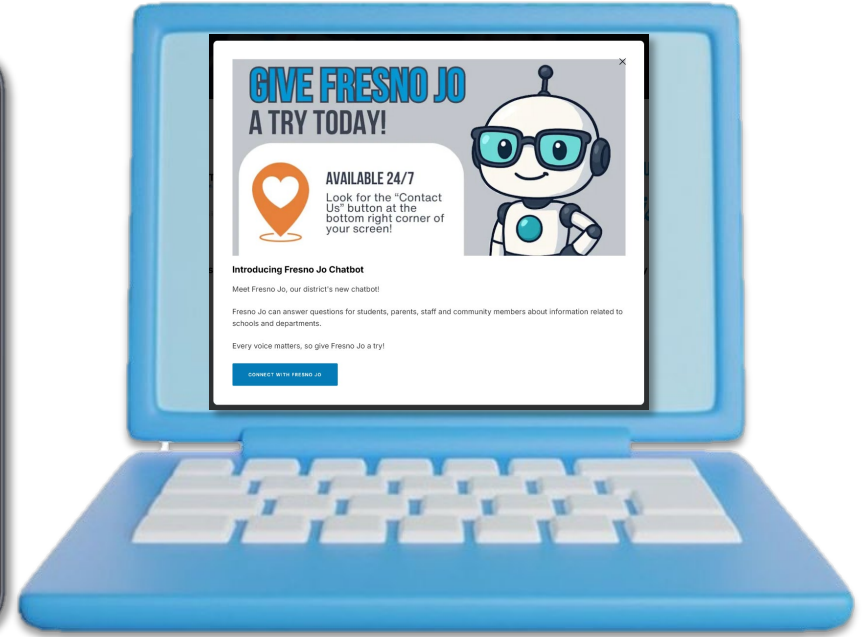


QUESTIONS?

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



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





District English Learners Advisory Committee Consolidated Application

Ashlee Chiarito
Office of State and Federal Programs

Objectives

1. DELAC advisement
2. Understanding categorical funds
3. Overview of the Consolidated Application
4. Summary of federal funds
5. Summary of programs for English Learners



Feedback from Families!

District English Learner Advisory Committee (DELAC) has the opportunity to advise on programs for English Learners

Understanding Categorical Funds

- ❑ Financial support from state and federal governments targeted for specific categories of students, special programs, or special purposes
- ❑ This includes English Learners



Consolidated Application Overview

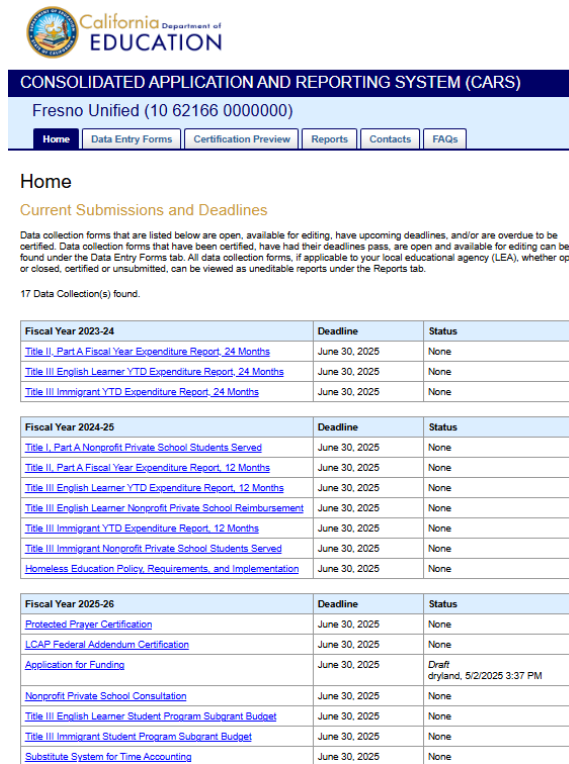
The Consolidated Application – online process for districts to apply and receive categorical funding

Part I – Spring Collection

- Application requesting **2026/27** federal funds – including Title III
- Certifications
- Expenditure Reports

Part II – Winter Collection

- Entitlements – funding amounts
- Expenditure reports
- School Allocations



The screenshot shows the CARS interface for Fresno Unified. It includes a navigation bar with links for Home, Data Entry Forms, Certification Preview, Reports, Contacts, and FAQs. Below the navigation bar, there is a section for 'Current Submissions and Deadlines' with a table listing various data collection forms and their deadlines. The table is organized by fiscal year (2023-24, 2024-25, and 2025-26) and includes columns for Title, Deadline, and Status.

Fiscal Year 2023-24	Deadline	Status
Title II, Part A Fiscal Year Expenditure Report, 24 Months	June 30, 2025	None
Title III English Learner YTD Expenditure Report, 24 Months	June 30, 2025	None
Title III Immigrant YTD Expenditure Report, 24 Months	June 30, 2025	None

Fiscal Year 2024-25	Deadline	Status
Title I, Part A Nonprofit Private School Students Served	June 30, 2025	None
Title II, Part A Fiscal Year Expenditure Report, 12 Months	June 30, 2025	None
Title III English Learner YTD Expenditure Report, 12 Months	June 30, 2025	None
Title III English Learner Nonprofit Private School Reimbursement	June 30, 2025	None
Title III Immigrant YTD Expenditure Report, 12 Months	June 30, 2025	None
Title III Immigrant Nonprofit Private School Students Served	June 30, 2025	None
Homeless Education Policy, Requirements, and Implementation	June 30, 2025	None

Fiscal Year 2025-26	Deadline	Status
Protected Prayer Certification	June 30, 2025	None
LCAP Federal Addendum Certification	June 30, 2025	None
Application for Funding	June 30, 2025	Draft dryland, 5/2/2025 3:37 PM
Nonprofit Private School Consultation	June 30, 2025	None
Title III English Learner Student Program Subgrant Budget	June 30, 2025	None
Title III Immigrant Student Program Subgrant Budget	June 30, 2025	None
Substitute System for Time Accounting	June 30, 2025	None

Summary of Federal Funds

Title III English Learner (EL) Student Program

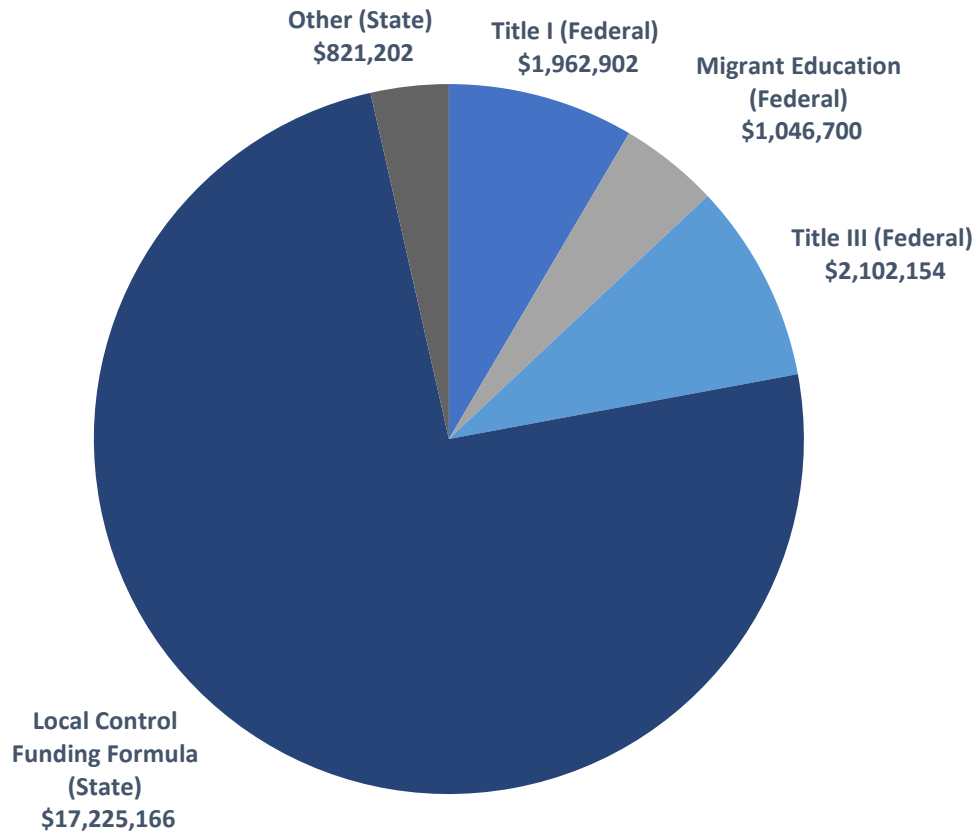
- ❑ English language acquisition and achieve grade level/graduation standards
- ❑ Funds allocated based on number of ELs in the district
- ❑ Supplementary programs/services to EL students

Title III Immigrant Student Program

- ❑ English language acquisition and achieve grade level/graduation standards
- ❑ Funds allocated based on eligible immigrant students enrolled in the district
- ❑ Enhanced instructional opportunities to immigrant students and their families

Summary of Funds and Programs for English Learners

2026/27 Budget by Funding Source



State and federal funds combine to provide:

- ☐ English Learner Services
- ☐ EL Master Plan
- ☐ All teachers are teachers of EL students
- ☐ School site allocations to support EL students
- ☐ Expansion of Dual Language Immersion Programs
- ☐ Middle and high school English Language Development (ELD) classes
- ☐ Tutors and peer mentoring

Questions and Feedback



- Email Ashlee.Chiarito@fresnounified.org
- Attend school site English Learner Advisory Committees or School Site Council Meetings

Question & Answer Protocol

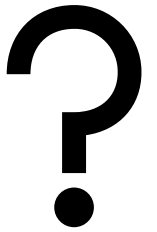
Questions regarding this specific presentation:

Public Hearing on the Draft Local Control and Accountability Plan (LCAP): 2026/27
Consolidated Application 2026/27, Spring Publication

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

Start Stop Reset mins:3 secs:0 type: None ▼

 Breaktime for PowerPoint by Flow Simulation Ltd.

Show Settings ☐

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



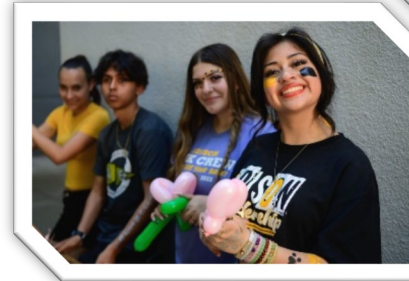
Fresno Unified
School District

ENGLISH LEARNER SERVICES
MULTILINGUAL & MULTICULTURAL EDUCATION

EL Services Presentation

DELAC Meeting #4

Erica Piedra, Executive Officer



ACHIEVING OUR *GREATEST* POTENTIAL

FUSD Goals and Guardrails/ ELS Department 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.

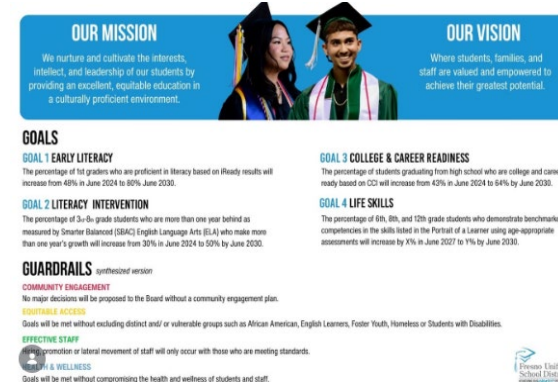
*(English Learner Progress
Indicator)*

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.



Demographics for Programs Supported by EL Services

Total Number of English Learners 11,167
Long Term English Learners (7 years+) 3,281

FUSD Total RFEP Students 9,967
(Reclassified Fluent English Proficient)

Migrant
move for agriculture work
1,141

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

DLI
Dual Language Immersion Spanish/Hmong
5,142

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	73	34	107
Edison	199	98	105	203
Fresno	133	91	46	137
Hoover	100	64	41	105
McLane	260	162	94	256
Roosevelt	251	161	98	259
Sunnyside	183	128	60	188
Alt Ed	25	3	26	29
TOTAL	1256	780	504	1284

Data as of April 7, 2026:

- **2022-23 Reclassification:**
1018 **(7.3%)**
- **2023-24 Reclassification:**
1695 **(13%)**
- **2024-25 Reclassification:**
1307 **(11%)**
- **2025-26 Reclassification:**
1284 **(11.5%)**

Online Registration – Fall 2026

What's Changing?

Online Registration & Enrollment Students **NEW** to FUSD



- Families new to FUSD will complete the full online registration process
- Document uploads are built into the process (with flexibility if families need support onsite)
- eCards are automatically completed

Registration for **CURRENT** FUSD Students



- Students transferring between schools **do not** complete a new online enrollment process
- Schools should:
 - Verify proof of residency
 - Update custody information (*if applicable*)
 - Ensure the emergency card is updated online

Emergency Cards (eCards)



- This is critical for:
- Safety
 - Accurate and timely completion
 - Support the California Youth Behavioral Health Initiative
 - Future implementation of an Annual Information Update

Skip the Line
Register For School
Online

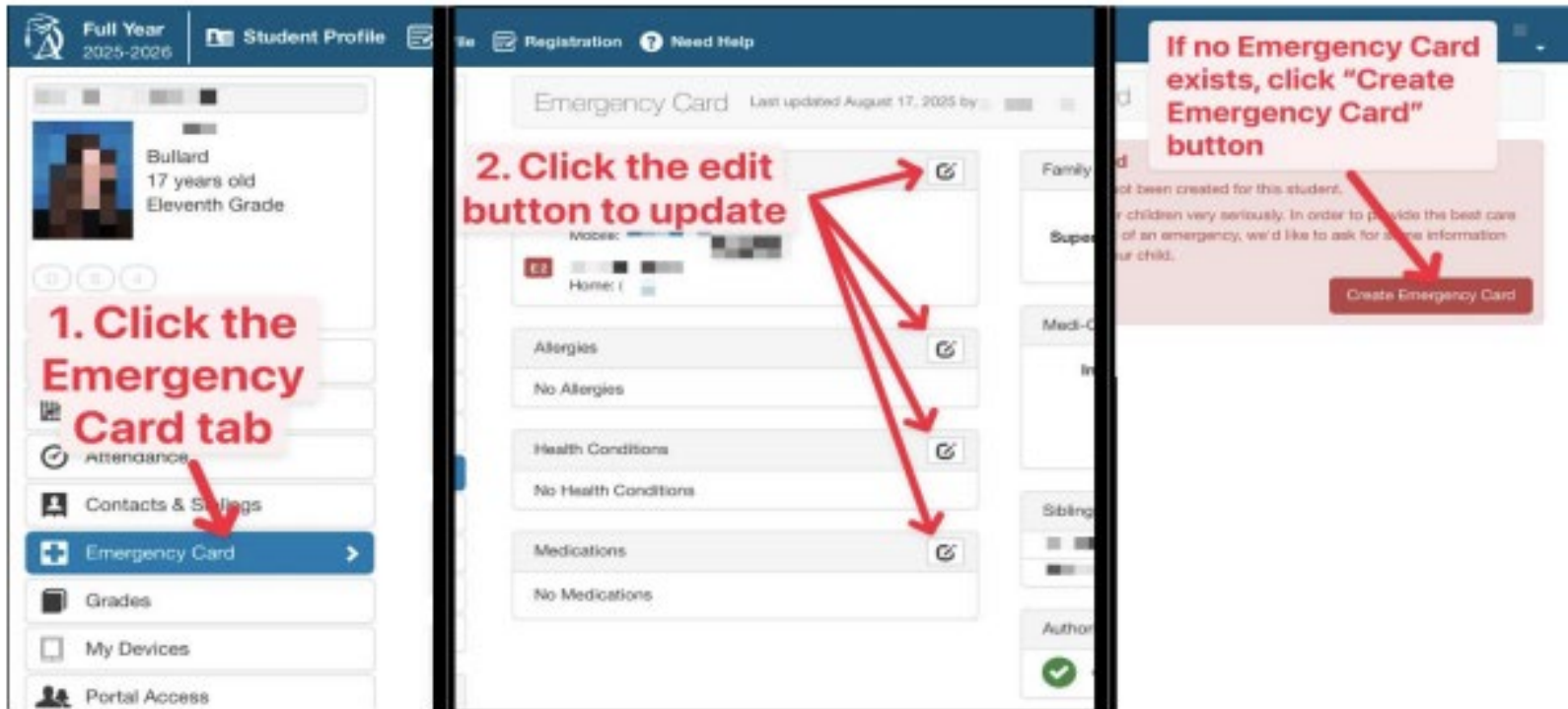


Emergency Card Updates 26/27 School Year



All families are to complete the eCard Electronically

Update Your Emergency Card in the ATLAS Parent Portal



Full Year 2025-2026 Student Profile Registration Need Help

Bullard
17 years old
Eleventh Grade

1. Click the Emergency Card tab

2. Click the edit button to update

If no Emergency Card exists, click "Create Emergency Card" button

Create Emergency Card

Note:

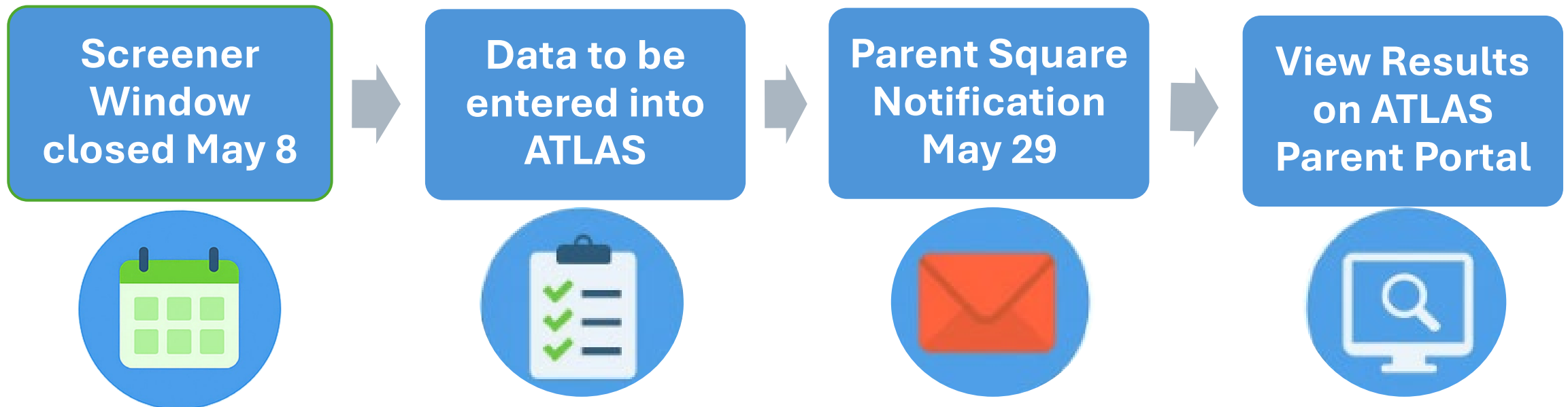
Only **Primary Guardians** can update Emergency Cards

Your school Office Manager, Office Assistant, Registrar, Assistant Registrar, or Attendance / Records Assistant can help you update the eCards

Reading Screener Information

The Reading Screener is a quick reading check to help teachers in K-2 grades understand how students are doing in reading and how best to support them. It is used to:

- Catch reading difficulties early
- Make sure students get the right support at the right time
- Monitor progress and adjust teaching as needed



Reading Screener Information

Parent Square Notification May 29





Fresno Unified School District
ACHIEVING OUR GREATEST POTENTIAL

BOARD OF EDUCATION
Genoveva Islas, President
Andy Levine, Clerk
Claudia Cazares
Valerie F. Davis
Elizabeth Jonasson Rosas
Keshia Thomas
Susan Wittrup

SUPERINTENDENT
Mao Misty Her

May 29, 2026

Dear Families,

As part of a new California law (Education Code Section 53008), all public schools are required to assess students in kindergarten through second grade for early reading skills at least once each year and to notify parents of results within 45 days of administration. These screenings help schools monitor student progress, identify areas where additional support may be needed, and ensure every child is developing strong foundational literacy skills.

It is important to note that this is **not a diagnostic assessment**. Rather, it is a tool educators use to better understand student needs and to plan instruction and support that promote continued reading growth.

Fresno Unified School District recently completed this annual screening, and you can now access your child's results in the Parent Portal. If you need assistance accessing Parent Portal, please contact your school office.

Our district uses **mCLASS with DIBELS**, research validated assessment approved by the California Department of Education. Depending on the grade level, the screener measures several essential early literacy skills, including:

- **Alphabetic Knowledge:** Familiarity with the names, sounds, and common patterns of letters
- **Phonemic Awareness:** Understanding of the individual sounds in spoken language
- **Word/Passage Reading:** Accurate and fluent reading of words and connected text
- **Reading Comprehension:** Ability to understand, interpret, and make meaning from text
- **Rapid Automatized Naming:** Ability to quickly name familiar items, letters, or objects presented repeatedly

Your child's results will indicate whether their current skills are **above benchmark, at benchmark, below benchmark, or well below benchmark**. It is important to note that one screening is not sufficient for determining a child's overall reading abilities. If screening results indicate a potential risk for reading difficulties, schools use this information, together with classroom observations, teacher input, and instructional data, to support learning. Support may include targeted classroom instruction, small-group support, progress monitoring, or additional assessments as appropriate.

Screening results alone **do not lead to diagnosis or placement decisions**. Results are used to inform instruction and support learning and are not used for grades, retention, or special education eligibility.

Each school has support structures designed to meet the unique needs of its students. Your child's teacher is the best first resource for understanding the screening results and what support is available at your child's school.

Early literacy development is a critical foundation for long-term academic success. We value our partnership with families and appreciate your continued support for your child's learning.

Parent Resource from *GO Public Schools*

- **GO Public Schools** has published a Parent Guide explaining the benefits of multilingual programs for ELs
- Aligns with our Dual Language and Biliteracy for all ELs goal
- Copies are available at the information station and through this link:

English:

<https://bit.ly/MultilingualGuide>

Spanish:

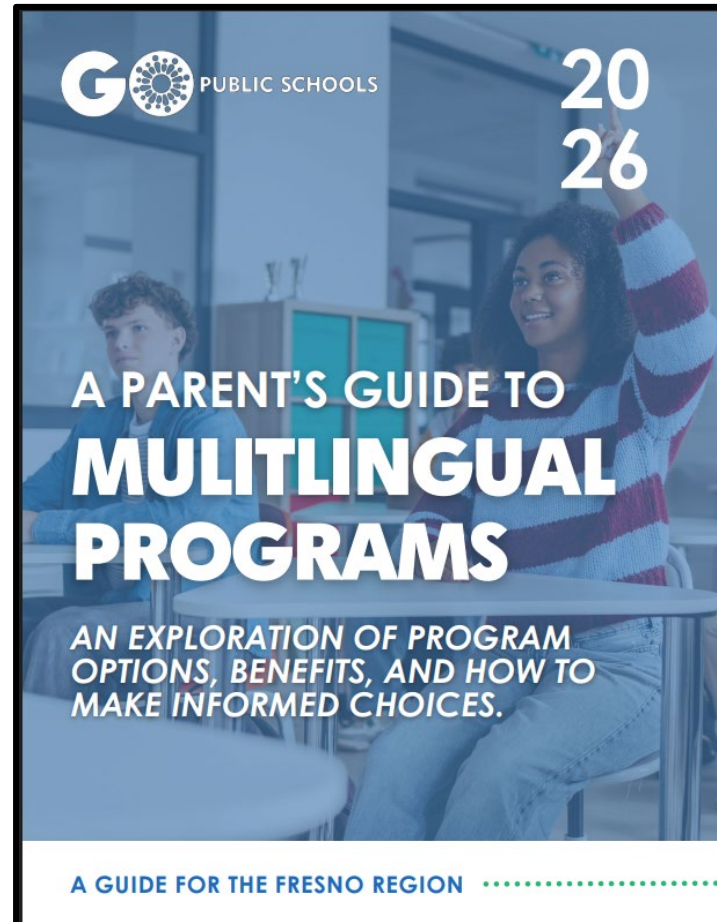
<https://bit.ly/GuiaMultilingues>



English



Español



Understanding Multilingual Program Options

There are numerous ways a student can develop multilingualism in school. Explore different options and choice points. Keep in mind that real-life programs may sometimes be a blend of different models, due to available resources or local enrollment patterns.

Two-Way Dual Language Immersion

These programs include a balanced mix of English speakers and students who speak the partner language. Instruction happens in both languages, with the goal of full biliteracy. Students learn from each other while building language skills and cross-cultural understanding.

One-Way Dual Language Immersion

In these programs, students share the same home language. Instruction is in two languages, with the goal of developing biliteracy. Some programs serve English learners building on their home language ("Developmental Bilingual" programs), while others serve English speakers learning a new language together.

Heritage Language Programs

These programs serve students who have a cultural connection to a language and may already have some experience with it. Instruction focuses on strengthening reading, writing, speaking, and cultural knowledge. Indigenous language programs are one example.

Transitional Bilingual Programs

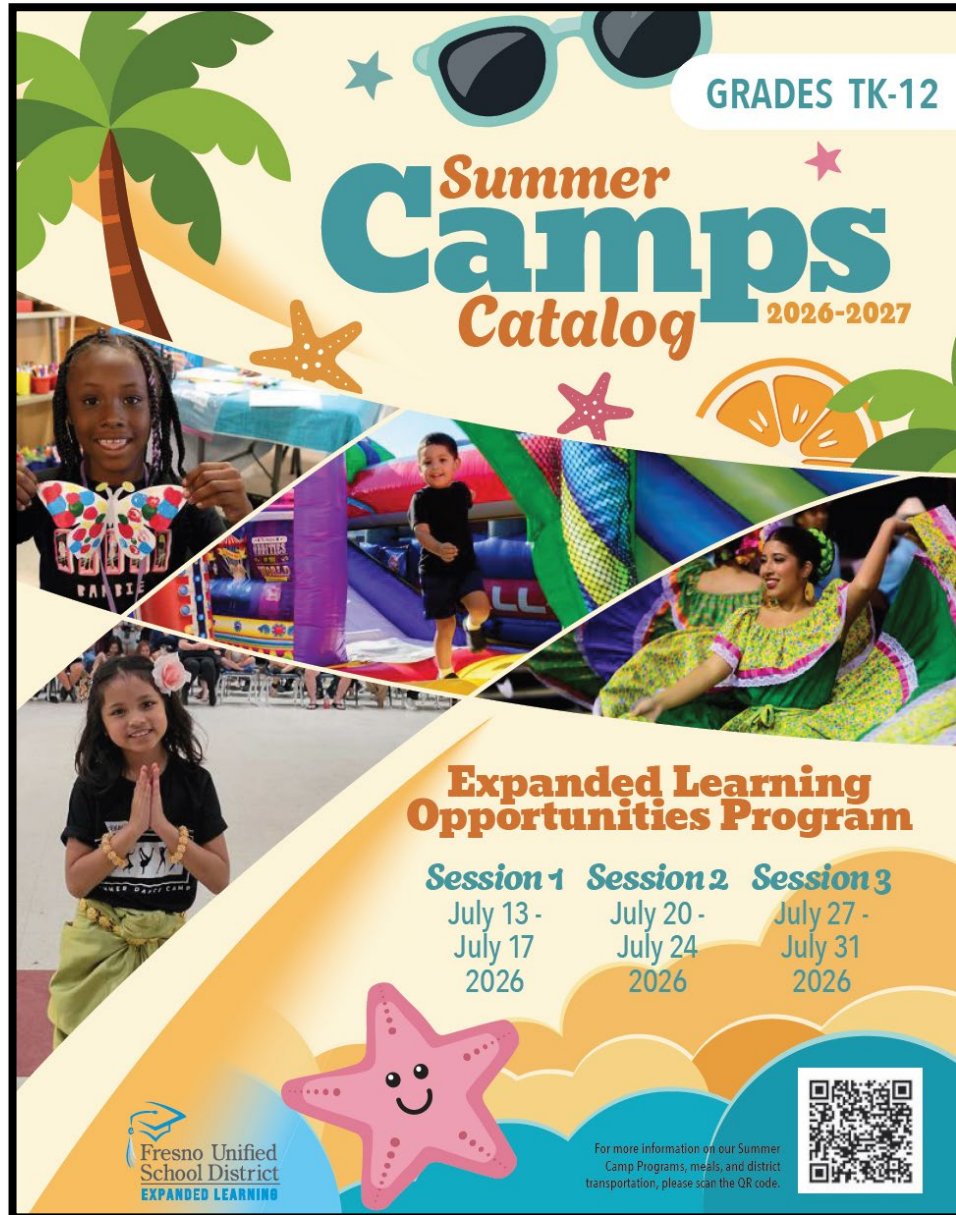
These programs, also called "early exit programs," support English learners and provide instruction in the home language for a limited time (1-3 years). Instruction gradually shifts to English-only. The primary goal is English proficiency, not biliteracy.

World Languages, Community & Enrichment Programs

If dual-language programs are not available locally, students can still build language skills through world-language classes, afterschool enrichment programs, or community-based programs. These programs might not lead to full biliteracy, but can still support language learning as well as cultural connection.

Program Type	Main Goals	Who Is Typically in the Program?	What Does It Look Like?	Something to Consider
Two-Way Dual Immersion	Biliteracy for all students Cultural exchange	Aims to have an even mix of English learners and English-dominant students	Students learn content in one language at a time, with the language of instruction rotating by subject or schedule.	This model requires enough students from both groups to maintain the two-way balance.
One-Way Dual Immersion	Biliteracy while strengthening a shared home language	Students who share the same home language	Students develop literacy in their home language while also learning a second language.	Because students share a home language, there may be fewer natural opportunities to practice the 2nd language with peers.
Heritage Language Programs	Maintain and strengthen a community language	Students with family or cultural connection to the language	Focus on speaking, reading, writing, and cultural knowledge in the heritage language, while also developing English.	These programs can vary widely in structure and intensity; ask specifically about what literacy outcomes students are expected to reach.
Transitional Bilingual (Early Exit)	Using home language as a bridge to English proficiency	English learners	Bilingual instruction for the first few years, and then transitioning to English-only instruction.	Due to the short duration of the program, students will likely not become fully literate in their home language.

Summer Academy and Summer Camps



How to Register for Summer Camps



1. Make sure your primary cellphone number is correct in ATLAS.
2. You will receive a text message with the information to sign up. Click on the unique link to view camps options for your child.
3. Select and register for a camp you like.
4. Done! You will get a text confirmation with your child's camp details.

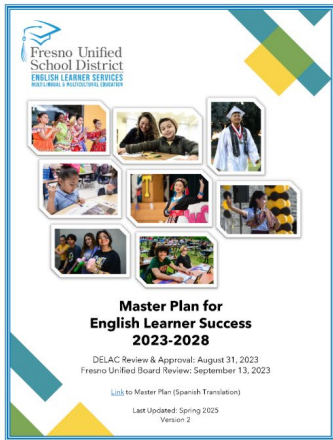
You can also register online by clicking on the camp information of your preferred language.

If you accidentally texted "STOP" to block all text messages from InPlay in the past, you would need to text "START" to (559) 825-2030 to begin receiving text messages from InPlay again.

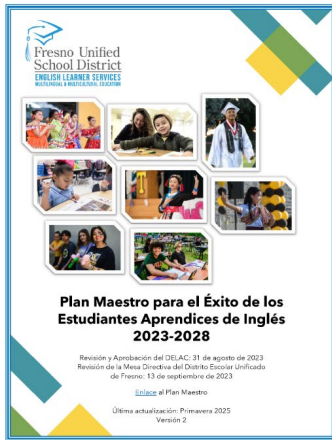


Master Plan for English Learner Success

- Ch. 1 – Initial Assessment and Identification
- Ch. 2 – Program Options and Access
- Ch. 3 – Quality Instruction & Curriculum
- Ch. 4 – Annual Assessment and Monitoring
- Ch. 5 – Reclassification
- Ch. 6 – Family and Student Engagement
- Ch. 7 – Staffing, Professional Learning, and Capacity Building



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



Thank You for Your Years of Service

Maryann Lambaren and Anne Batard are retiring!

With deep gratitude and appreciation, we want to inform our community that these incredible leaders will be retiring at the end of this school year.



They have led with passion, integrity and a heart for our students and families.



Their leadership has positively impacted countless students, staff, and families.



Their legacy of kindness, dedication and service will continue to inspire us for years to come.



Thank you for everything! ♥



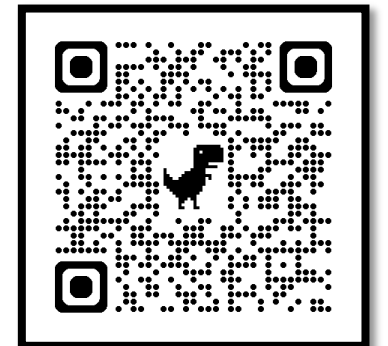
YOU HAVE MADE A DIFFERENCE THAT WILL NOT BE FORGOTTEN

Wishing you joy and health with all the adventures ahead!

Questions



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



Question & Answer Protocol

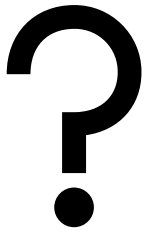
Questions regarding this specific presentation:

DELAC #4 English Learner Services 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



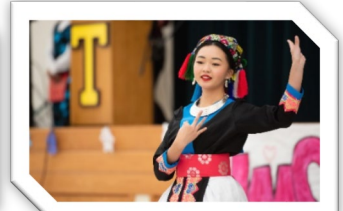
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Show Settings ☐

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



Elections for DELAC Honor and Justice



District English Learner Advisory Committee DELAC #4
May 21, 2026

DELAC Officers Responsibilities

All DELAC Officers have the responsibility to:

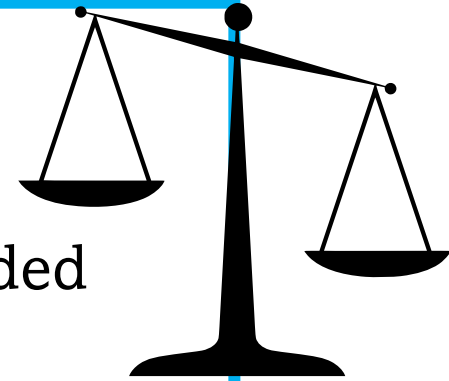
- Attend 8 DELAC meetings, 8 Agenda planning meetings, and any special meetings for a service term of two years.
- Advise our committee, and district on issues regarding English Learners
- Support the Master Plan for English Learners
- Play a neutral and team role
- Collaborate with EL Services staff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



DELAC Honor and Justice Responsibilities and Requirements

The DELAC Honor and Justice:

- Supports ensuring attendees can speak if they wish
- Guides parents to use the information station to find the support needed
- Reminds audience on the District Civility Policy
- Serve for two years
- Attends: DELAC Agenda Planning, Regular and Special Meetings, and ELAC Meetings at their school site



Special Requirement for DELAC Honor and Justice:

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



Virgen Leon
Lane Elementary

Background:

She is a parent of nine children, seven of whom are currently enrolled in Fresno Unified School District. Of those seven, two are identified as English Learners. Her two oldest children are now adults; one is pursuing a master's degree with the goal of becoming an attorney, and the other is serving in the United States Air Force.

Experience:

She is deeply committed to supporting student success and has consistently sought opportunities to better understand effective strategies that help children achieve academic success. She has volunteered in preschool classrooms, assisting teachers in supporting early learning. Additionally, she has contributed her time to the local organization Go Fresno, where she has advocated for students and worked to support improvements within the educational system.

Statement:

My focus will be on supporting parents and clearly communicating the benefits of reclassification for English Language Learners. I am motivated by challenges, and I believe that new opportunities serve as an important avenue for personal and professional growth.

DELAC Honor and Justice Candidate



Miriam Avalos
Hidalgo Elementary

Background:

Mother of three children enrolled in Fresno Unified School District, attending preschool, kindergarten, and first grade. One of her children is identified as an English Learner in kindergarten. All three children attend Hidalgo.

Experience:

She is highly engaged in her school community, consistently attending parent coffee hours and actively participating in school initiatives. She has completed leadership training through Parent University and currently serves as President of the School Site Council. In addition, she manages the Eagle Store at Hidalgo and

volunteers regularly to support student safety by assisting with school crosswalks.

Statement:

Having been an English Learner student myself when I was in school and currently have bilingual children, I will advocate for equality, fairness and justice for all English Learner students.

DELAC Honor and Justice Candidate



Stephania Figueroa
Norseman Elementary

Background:

Mother of twins, both identified as English Learners. They are currently enrolled in first grade at Norseman.

Experience:

She has served as a field trip chaperone for the past two years and regularly attends a variety of school events. She is currently an active DELAC representative and serves on her school's English Learner Advisory Committee (ELAC).

Statement:

I am eager to deepen my understanding of the programs, support services, and resources available to English Learners, including the inner workings of the district. I am committed to advocating for parents and ensuring they are well-informed about important information that benefits both them and their children. If elected, I will faithfully fulfill the responsibilities of DELAC Honor & Justice while supporting student success and family engagement.

DELAC Honor and Justice Candidate



Nora Jardon
Thomas Elementary

Background:

She is a parent of four children, three of whom have been reclassified as fluent English proficient. Her youngest child is currently an English Learner at Thomas Elementary School, where she also serves as a DELAC representative.

Experience:

Has experience serving as a DELAC representative in Tioga and Hoover, participated in school site councils, leadership courses at Parent University, PIQE workshops, attended LCAP meetings, coffee hours, and various school district events over the past eight years

Statement:

I would like to serve on the DELAC Officers Board to support parents of English learners in their efforts to reclassify their children. I am committed to fulfilling my role to the best of my ability on behalf of our English learners and their families. If elected, I would be honored to serve you.

Elections

DELAC Board conducts a count to recheck for quorum count

The Elections Committee will:

- Pass out the ballots to the current DELAC Representatives
- Collect the ballots
- Count the ballots out loud and record tally counts on a poster board
- The DELAC Board will conduct a recount of the ballots
- The Elections Committee will announce the winning candidate

Elections Committee Members

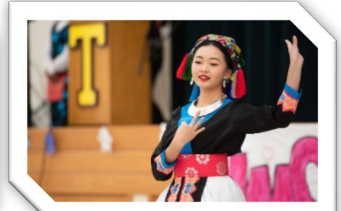
- | | |
|--|---|
| <ul style="list-style-type: none">• Griselda Rojas (Norseman)• Annel Cazarez (Muir) | <ul style="list-style-type: none">• Eileen Jane Giron (Greenberg)• Lidia Perez (Webster) |
|--|---|





Fresno Unified
School District

ENGLISH LEARNER SERVICES
MULTILINGUAL & MULTICULTURAL EDUCATION



DELAC
District English Learner Advisory Committee

DELAC Recognitions for the 2025-2026 School Year



Fresno Unified
School District
ACHIEVING OUR *GREATEST* POTENTIAL

District English Learner Advisory Committee DELAC #4
May 21, 2026

DELAC Recognition for 2025-2026

*The Department of English Learner Services
celebrates and recognizes the valuable dedication
and continued support at our DELAC Meetings from
all our educational partners: families, staff, and
community members!*



DELAC Recognition Categories

- Presenters / Educational Partners
- Current DELAC Board Officers
- Special Recognition – DELAC Honor and Justice
- Other DELAC Board Officers
that finished serving this year
- DELAC Representatives
- Other Guests / Families



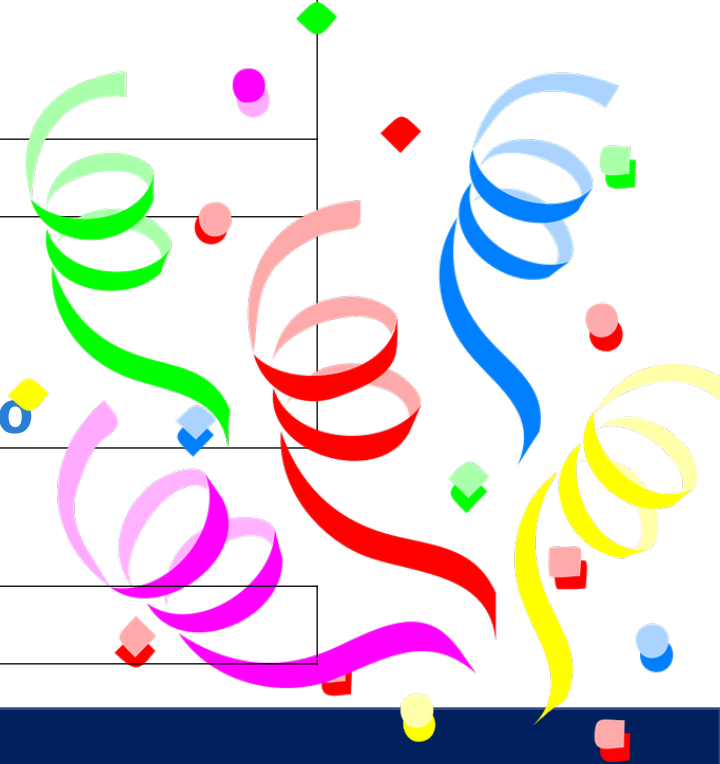
Presenters / Educational Partners

Presenters

LCAP - State & Federal	Miguel	Vega
LCAP - State & Federal	Ashlee	Chiarito
CTE Pathways Program		
College and Carrer Readiness	Yer	Lee
Choice Schools/Transfers		
Applications	Lydia	Galvin
Transfers Office	Julie	Hoopes
Annual Notification of the Uniform Complaint Procedures		
Constituent Services	Elizabeth	Gutierrez Toledo

Educational Partners

Go Public Schools	Sade	Williams
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Current DELAC Board Officers

- Chairperson – *Carmen Galvez*
- Vice Chairperson – *Eva Alvarado*
- Secretary – *Roberta Meneses*
- Sargeant at Arms – *Arlene Gonzalez*
- Honor and Justice – *María Natalí Jardón Pichardo*



Special recognition to our DELAC Honor and Justice Completing Term today

DELAC Honor and Justice

María Natalí Jardón Pícharo

Service dates:

5/22/24 - 5/21/26



Other DELAC Board Officers that finished serving this year

Position	Name	Service Dates
DELAC Chairperson DELAC Vice Chairperson	<i>Alicia Crispin</i>	2/15/24 to 2/26/26 12/02/21 to 2/15/24
DELAC Vice Chairperson	<i>Claudia Aguilar</i>	2/15/24 to 2/26/26

Thank you for your service!



DELAC Representatives

Addams	Guadalupe	Morales
Addams	Paty	Galindo
Anthony	Arabel	Desiderio
Bakman	Norma	Soto
Burroughs	Arlene	Gonzalez
Burroughs	Arlyn	Rivas
Calwa	Alejandra	Flores
Centennial	Nancy	Ceja
Del Mar	Andrea	Ortega
Duncan	Cindy	Vargas
Duncan	Maria	Hernandez
Duncan	Araceli	Sanabria
Easterby	Winifred	Macias
Edison	Leticia	Cervantes
Ericson	Ana	Maciel
Ericson	Karla	Flores
Ewing	Claudia	Aguilar
Ewing	Leticia	Cervantes
Fort Miller	Andrea	Ortega
Fresno	Andrea	Ortega

Fresno	Erika	Castro
Gaston	Brenda	Martinez
Gaston	Rosalba	Mancilla
Greenberg	Eileen Jane	Giron
Greenberg	Nancy	Garcia
Hamilton K-8	Miriam	Limas Zuniga
Heaton	Jennifer	Camarena
Heaton	Maria	Camarena
Herrera	Hilda	Galaviz
Hidalgo	Eva	Vasquez
Hidalgo	Lorena	Ramirez
Hidalgo	Maria	Vazquez
Hidalgo	Miriam	Avalos
Holland	Karen V.	Mojica
Holland	Karina	Pina
Homan	Maria	Martinez
Homan	Perla	Toledo
Hoover	Juana Adriana	Lopez
Hoover	Nora	Jardon
Jackson	Alicia	Crispin
Jackson	Eva	Perez

DELAC Representatives

Kings Canyon	Roberta	Meneses
Lane	Cindy	Vargas
Lane	Virgen	Leon
Leavenworth	Esmeralda	Salcedo
Leavenworth	Martha	Chavez
Lowell	Guillermina	Morales
McLane	Carmen	Galvez
McLane	Eva	Alvarado
Muir	Annel	Cazares
Norseman	Claudia	Pelayo
Norseman	Griselda	Rojas
Norseman	Stephania	Figueroa
Norseman	Stephania	Figueroa
Olmos	Alma	Dodier
Olmos	Luz	Gomez
Roosevelt	Eva	Alvarado
Rowell	Angelica	Delgadillo
Rowell	Yania	Escobar
Sequoia	Fatima	Solis
Slater	Karla	Valencia
Sunnyside	Leonor	Maqueda

Sunnyside	Roberta	Meneses
Sunset	Octaviana	Gonzalez
Tehipite	Alicia	Crispin
Tehipite	Carmen	Galvez
Thomas	Livier	Padilla
Thomas	Nora	Jardon
Tioga	Livier	Padilla Medina
Tioga	Nora	Jardon
Turner	Blanca	Arias
Turner	Flerida	Rivera
Webster	Lidia	Perez
Webster	Ruba	Airthoom
Winchell	Maria	Flores Talavera
Wolters	Deisi	Garcia
Yokomi	Eunice	Ramos
Yokomi	Miryam	Zermeno
Yosemite	Eva	Vasquez



Other Guests / Families

Abigail Maldonado

Adriana Granados

America Cabralas Garcia

Ana Flores

Araceli Sanabria

Arnulfo Amador

Celina Sandoval

Celso Jardon

Efrain Meneses

Esther Lopez S.

Fatima Ibarra

Fernando Ortega

Filogonia Rojas

Francisca Lozano

Francisco Duran

Gary Garabedia

Hector Urena

Hilda Garabedia

Inez Lozano

Irma Cortez

Jaime Hernandez

Javier Navarro

Jayleen Murguia

Joe Campos

Josefa Diaz

Khaled Alkotop

Laura Castillo

Lesly Acosta

Lorenzo Martin

Lucio Maldonado

Luz Estrada

Maria Hernandez

Maria Soto

Mariana Castrejon

Maria Gutierrez

Maricruz Leyva De Jesus

Mariela Rios

Miriam Araujo

Nendy Morales

Orfil Camarena

Rocio Esparza

Yanet Duran





890 S 10th St. Fresno, CA 93702
(559) 457-3928

*Thank
You*



OPEN FORUM AND END OF MEETING

QUESTIONS?

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

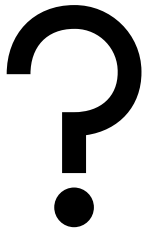
Questions regarding this specific presentation:

OPEN FORUM

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

Start Stop Reset mins:3 secs:0 type: None ▼

 Breaktime for PowerPoint by Flow Simulation Ltd.

Show Settings ☐

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