

District English Learner Advisory Committee

DELAC

District English Learner Advisory Committee

DELAC Meeting #1
September 24, 2026

FUTURE READY
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Fresno Unified
School District



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School District

ENGLISH LEARNER SERVICES
MULTILINGUAL & MULTICULTURAL EDUCATION



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) MEETING**

**FIRST DELAC MEETING
2026-2027 SCHOOL YEAR
FARBER PROFESSIONAL LEARNING CENTER
THURSDAY, SEPTEMBER 24, 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 fourth DELAC meeting held at the Farber Professional Learning Center on May 21, 2026	Roberta Meneses, DELAC Secretary
3.	5:30 PM – 5:50 PM	English Learner Services Updates: • Annual Notification Letter • ELPAC Assessments • Reclassification Criteria • Data • Department / District Updates • Reminders – School Attendance	Erica Piedra, Executive Officer, English Learner Services
4.	5:50 PM – 6:05 PM	English Learner Family Needs Survey	Jackie Huerta, Community Relations Liaison Spanish, English Learner Services
5.	6:05 PM – 6:25 PM	College and Career Readiness	Nancy Witrado, Director, College and Career Readiness
6.	6:25 PM – 6:45 PM	Transfers / School Choice Applications – (available from September 1st – deadline December 1 st)	Lydia Galvin, Project Manager, Julie Hoopes, Manager Transfer Office
7.	6:45 PM – 7:00 PM	Open Forum and End of Meeting	Carmen Galvez, DELAC Chairperson

Minutes





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

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

1.	5:00 PM – 5:20 PM	Welcome and Special Message	Carmen Galvez, DELAC Chairperson Erica Piedra, Executive Officer, English Learner Services
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Mrs. Carmen Galvez, DELAC Chairperson, called the meeting to order at 5:01 PM and she introduced Mrs. Erica Piedra, who welcomed attendees, informed families about the babysitting services and information center, and reviewed the meeting norms. Mrs. Galvez then welcomed everyone and expressed her appreciation for the opportunity to lead her first DELAC meeting as Chairperson. Mrs. Eva Alvarado, DELAC Vice Chairperson, introduced herself, welcomed attendees, and thanked everyone for participating in her first DELAC meeting as Vice Chairperson. Mrs. Roberta Meneses, DELAC Secretary, introduced herself and explained that her responsibilities include 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 also explained the oral communication procedures, including that questions would be held until the end of each presentation and that anyone unable to ask a question during a presentation would have an opportunity to do so during the Open Forum portion of the meeting. Mrs. Maria Natali Jardon, DELAC Honor and Justice, expressed her appreciation for the DELAC community and shared that this would be her final meeting because her term had ended. She reviewed the District's Civility Policy, which would guide the conduct of the meeting. Finally, Mrs. Galvez reminded all DELAC representatives that they are responsible for sharing information from the meeting with their respective schools and parent communities. Mrs. Alvarado then asked all DELAC representatives to raise their school representative cards so attendance could be counted. A total of 28 DELAC representatives were present, establishing a quorum.

2.	5:20 PM – 5:30 PM	Minutes for DELAC #33 meeting held at Farber Educational Campus February 26, 2026	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. There were no changes made to the minutes.

1st motion to approve Minutes – **Griselda Rojas** (DELAC Representative - **Norseman** Elementary)
2nd motion to approve Minutes – **Arlyn Rivas** (DELAC Representative - **Burroughs** Elementary)
All members voted to approve the minutes from the previous DELAC meeting held on February 26, 2026.





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 Chiantio, Executive Officer, Department of State and Federal Programs
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Mrs. Alvarado introduced Mr. Miguel Vega from the Department of State and Federal Programs. Mr. Vega began by reviewing the Local Control and Accountability Plan (LCAP) Planning and Engagement Timeline. He described the various meetings, activities, and opportunities for community input that took place throughout the school year to help inform the development of the LCAP. Mr. Vega then presented key investments proposed for the 2026–2027 school year. He explained that planned investments focus on school safety, student nutrition, mental and physical health, staff support, and academic achievement. He also reviewed specific actions within each of these focus areas and the funding allocated to support them. Next, Mr. Vega provided an overview of the Local Control Funding Formula (LCFF), including the Base Grant, Supplemental Grant, and Concentration Grant funding sources that support district programs and services. He shared a website link and QR code that families can use to access LCAP documents and resources, including the LCAP Parent Guide. Mr. Vega informed attendees that the LCAP Public Hearing is scheduled for June 3, 2026, and that the FUSD Board of Education is expected to consider adoption of the LCAP and District Budget on June 17, 2023. Mr. Vega concluded by providing his contact information and reminding attendees that his office can always be reached throughout the Let's Talk communication platform.

4.	5:45 PM – 6:00 PM	Consolidated Application 2026/27, Spring Publication	Miguel Vega, Program Manager, Ashlee Chiantio, Executive Officer, Department of State and Federal Programs
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Mr. Vega continued his presentation by providing an overview of the Consolidated Application and its connection to programs and services for English Learners. He reviewed the categorical funds that support English Learners and explained that the Consolidated Application consists of both a Spring and Winter submission process. Mr. Vega then presented a summary of the funds and programs available to support English Learners throughout the District. He explained that these funds help provide services and resources such as English Learner Services, school site allocations to support English Learners, the expansion of Dual Language Immersion programs, and secondary English Language Development (ELD) classes. At the conclusion of the presentation, Mr. Vega provided an opportunity for attendees to ask questions and receive clarification regarding the information presented.

Griselda Rojas (DELAC Representative at Norseman Elementary School) - Would like tutoring for ELs beginning at Kinder as it existed before. Mr. Vega stated that this is exactly the feedback that can be provided and considered in actions for next school year.





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
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Mrs. Galvez introduced Mrs. Erica Piedra, who provided updates from English Learner Services. Mrs. Piedra began her presentation by reviewing the District's Goals and Guardrails. She then shared current English Learner data, including 11,167 English Learners, 3,281 Long-Term English Learners, 1,141 Migrant Education students, and 5,142 students enrolled in Dual Language Immersion (DL) programs. Mrs. Piedra also reviewed current reclassification data. As of the 2025–2026 school year, a total of 1,284 students had been reclassified as Fluent English Proficient, representing nearly a 12% reclassification rate. She noted that additional students may be eligible for reclassification before the end of the school year as new Summative ELFAC results become available, and students meet both the English language proficiency and basic skills criteria. Mrs. Piedra informed attendees about upcoming changes to Online Student Registration and Emergency Card updates for the 2026–2027 school year. Both processes will be completed electronically, and school sites will provide support for families who need assistance with online registration or updating emergency contact information. She also shared information about the K-2 Reading Screener, which is designed to identify reading difficulties early and ensure students receive timely and appropriate support. Mrs. Piedra explained that parents of students in kindergarten through second grade would receive a ParentSquare notification on May 29 regarding the reading screener. In addition, Mrs. Piedra highlighted a multilingual program resource developed by GO Public Schools and encouraged families to review the information to learn more about available language program options. Mrs. Piedra concluded by reminding parents about summer school and summer camp opportunities available to support English Learner students throughout the summer.

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
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Mrs. Alvarado introduced Mrs. Huerta, who facilitated the DELAC Elections process. Quorum was counted again with a total of 38 DELAC Representatives present at the time of elections. Mrs. Huerta began by reviewing the requirements and responsibilities of DELAC members, with a specific focus on the role of Honor and Justice. She then introduced the candidates for the **Honor and Justice** position: Virgen Leon, Miriam Avalos, and Stephania Figueroa. Each candidate was given an opportunity to address the audience and share their interest in serving as the next DELAC Honor and Justice officer. (Note: Candidate Nora Jardon was not present and therefore was forfeited from the elections). Following the candidate presentations, members of the Election Committee were invited to the front of the meeting room to assist with the election process. Election Committee members distributed ballots to eligible voting members. Once voting was completed, the ballots were collected, counted, and tallied in view of all attendees to ensure transparency in the election process.

Honor and Justice Election results
Virgen Leon (DELAC Representative – Lane Elementary) = 10 votes
Miriam Avalos (DELAC Representative – Hidalgo Elementary) = 22 votes
Stephania Figueroa (DELAC Representative – Norseman Elementary) = 6 votes

Miriam Avalos was elected as new DELAC Honor and Justice Officer





7.	6:30 PM – 6:45 PM	DELAC 2025-2026 Recognitions	Erica Piedra, Executive Officer, English Learner Services Jackie Huerta, Community Relations Liaison Spanish, English Learner Services
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Mrs. Galvez introduced Mrs. Erica Piedra and Jackie Huerta from EL Services. Mrs. Piedra took the opportunity to recognize various DELAC members and Representatives. Mrs. Piedra also recognized and thanked various presenters throughout the year that came to present information to the DELAC committee during the 2025–2026 school year. She recognized the entire DELAC Board for their hard work and planning in leading the DELAC meetings. Mrs. Maria Natali Jardon was also recognized for her service as her term ended at this meeting. All DELAC Representatives were also recognized for their dedication and presence at each DELAC meeting this school year.

8.	6:45 PM – 7:00 PM	Open Forum and End of Meeting	Carmen Galvez, DELAC Chairperson
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Mrs. Alvarado stated that it was time for the Open Forum. Parents had the opportunity to come up with any comments or questions they may have.

Cindy Vargas, (DELAC Representative - Lane Elementary) She expressed concern that students are unhappy and uncomfortable eating under staff supervision in the cafeteria due to the way they are treated. She has submitted her concern to the school and wants to know if there was follow up. [A: Mrs. Piedra replied that we can follow up with the school but encouraged her to continue bringing that to their attention.]

Octaviana Gonzalez, (DELAC Representative - Sunset Elementary) - Recommended that all NTAs receive training. Is concerned about field trips being cut. She would like an update. [A: Mrs. Piedra replied that we will forward this recommendation for NTA training.]

Hilda Galaviz - (DELAC Representative - Herrera Elementary) - Gave a recommendation for all present regarding the importance of completing the surveys that Mr. Vega spoke about. If more parents provide feedback and their voice is heard, it will benefit all students.

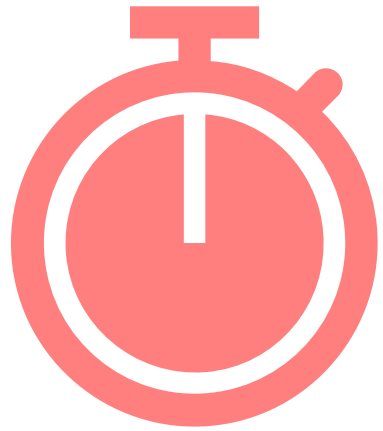
Miriam Avalos - (DELAC Representative - Hidalgo Elementary). Recommends training for both parents and students around E-bikes because of the potential dangers of these bikes.

America Cabrales Garcia - (Parent at Roeding Elementary), Wants more communication for ELAC meetings at Roeding. Does not feel there is sufficient communication from the school site. Also wants more mental health support for students at Roeding.

Closing of the meeting
1st motion, Miriam Avalos, (DELAC Representative - Hidalgo Elementary)
2nd motion, Eileen Jane Giron, (DELAC Representative - Greenberg Elementary),

The DELAC meeting closed at 7:02 PM

Review of Minutes from DELAC #4



0 type: None

 Breaktime for PowerPoint by
Flow Simulation Ltd.

Show Settings ☐

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

English Learner Services

★ AWARD WINNING DISTRICT ★

DELAC

English Learner Services

Erica G. Piedra, Executive Officer

September 24, 2026



**FUTURE READY
STARTS HERE**


Fresno Unified
School District


Fresno Unified School District
ENGLISH LEARNER SERVICES
MULTILINGUAL & MULTICULTURAL EDUCATION

Agenda

- ☐ Annual Notification Letter
- ☐ ELPAC Assessments
- ☐ Reclassification Criteria
- ☐ Data
- ☐ Department/District Updates
- ☐ Reminders – School Attendance



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.

English Learner Services - Demographics

Total Number of English Learners	10,234 	Long Term English Learners	3,010 
Reclassified Fluent English Proficient Students (RFEP)	9,555 	Newcomers	1,336 
Migrant	1,021 	Dual Language Immersion	5,451 

English Learners with an IEP: 2,154

Ellevation Data 9/18/26

EL Services Department Strategies

GOALS



GOAL 1 EARLY LITERACY

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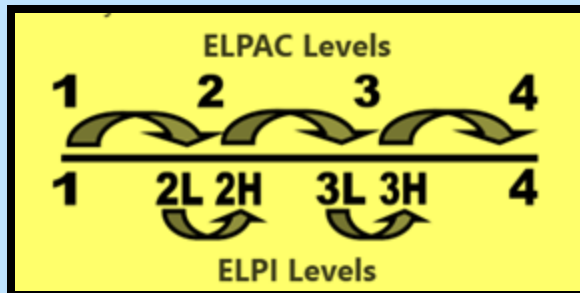


GOAL 4 LIFE SKILLS

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.

Objective #1

English learners (EL) will advance at least one **ELPI Level** each year.



Objective #2

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

Reclassification Criteria

- ELPAC
- Basic Skills
- Teacher Evaluation
- Parent/Guardian Consultation

Objective #3

Increase the number of students participating in **language programs**.



Annual Notification Letter

ANNUAL NOTIFICATION LETTER

Annual Parent Notification Letter
Federal Title I or Title III and State Requirements

Student Information

Student		Grade Level		School	
EL Status:		Student ID #		TK	
Missed Letter		Newcomer		New Arrival	

Dear Parent(s) or Guardian(s):

Your child continues to be identified as an English learner (EL) student. Each year, we are required to assess your child and notify you of your child's English language proficiency level. We must inform you of the language acquisition program options available. From these options you may choose the one that best suits your child (California Education Code [EC] Section 310). This letter also identifies the criteria for a student to exit the EL status (20 United States Code [U.S.C.] Section 6312[e][3][A][vi][vii]).

Language Assessment Results (20 U.S.C. Section 6312[e][3][A][ii])

English Language Proficiency Tests

Test Name & Date	Results
ELPAC Summative 4/3/2024	Overall 1 2 3 4 3 (1525) Listening 1 2 3 3 Speaking 1 2 3 3 Oral Language 1 2 3 4 4 (1538)
	Reading 1 2 3 2 Writing 1 2 3 2 Written Language 1 2 3 4 3 (1512)

A description of how your child's program placement will contribute to meeting the objectives of the IEP, if applicable, is contained in the current IEP (20 U.S.C. Section 6312[e][3][A][vii]).

Exit Criteria

Your child's English language development will be assessed annually until he/she meets specific academic achievement requirements.

ADDITIONAL INFORMATION:

Graduation Rate for English Learners 20 U.S.C. Section 6312[e][3][A][vi])

The expected rate of graduation for students in this program is 78%. The graduation rate displayed on the Graduate Data report, is available on the California Department of Education DataQuest web page at <https://dq.cde.ca.gov/dataquest/>

Parents or guardians may choose a language acquisition program that best suits their child. Schools in which the parents or guardians of 30 students or more per school or the parents or guardians of 20 students or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible (20 U.S.C. Section 6312[e][3][A][viii][III]; EC Section 310[a]).

- The **annual notification letter** is provided to the parents/guardians of English learners.
- It provides the child's proficiency level in English in addition to the language acquisition program options available.
- It is required to be delivered within the first 30 days of school.
- Letters have been delivered through ParentSquare or by mail

The image shows the Fresno Unified School District logo at the top left and the ParentSquare logo at the top right. Below the logos are two QR codes. The left QR code is for the iOS app, with the 'iOS' text below it. The right QR code is for the Android app, with the 'Android' text below it. The entire graphic is enclosed in a green border.

ELPAC Assessments

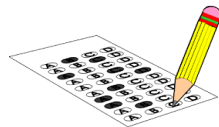


What is it?

The English Language Proficiency Assessments for California (ELPAC) measures students' progress in listening, speaking, reading, and writing in English.

When is it administered?

Once every school year for students identified as English Learners, until they are reclassified as fluent English proficient.



ELPAC Testing Window
Feb. 1, 2027 – May 28, 2027



Reclassification Criteria

Every EL student will reclassify to
Fluent English Proficient **on time**.

Reclassification Criteria

- ELPAC- *Level 4*
- Basic Skills-*iReady, SBAC, BAS, and Interim Assessment in 7-12*
- Teacher Evaluation
- Parent/Guardian Consultation



Note: The Department of English Learner Services will recognize all reclassified students with a recognition certificate and a medal.



AB 2555- Changes to Reclassification

WHAT IT IS

AB 2555 would change how California English Learners are **reclassified as English proficient**, with major changes beginning **July 1, 2027**.

KEY CHANGES

- ☐ Statewide reclassification criteria
- ☐ Requires reclassification when criteria are met
- ☐ Strengthens family communication
- ☐ Updates placement and follow-up monitoring
- ☐ Adds an IEP reclassification pathway
- ☐ New process begins July 1, 2027

WHY IT MATTERS

AB 2555 moves California toward a more standardized, assessment-based approach to EL reclassification while strengthening family communication and post-reclassification monitoring.



Reclassification Updates

Changes in Reclassification reporting from the State of California with passing of AB 2555

- The State of California will now be releasing **reclassification rates** by district every October
- As a result, our department will only report the number of students reclassified when we obtain ELPAC results with the total number of students earning a level 4.
- We will only report the reclassification rate from the state annually.

Year	Number of ELs Reclassified	Reclassification Rate
2026-2027	<i>1213 and counting</i>	
2025-2026	1498	<i>Released in Oct.</i>
2024-2025	1307	11%
2023-2024	1695	13%
2022-2023	1018	7%



2026 ELPAC Completion Rates

Summative ELPAC LEA-Level Student Completion Status Summary Report

Report Run Date:

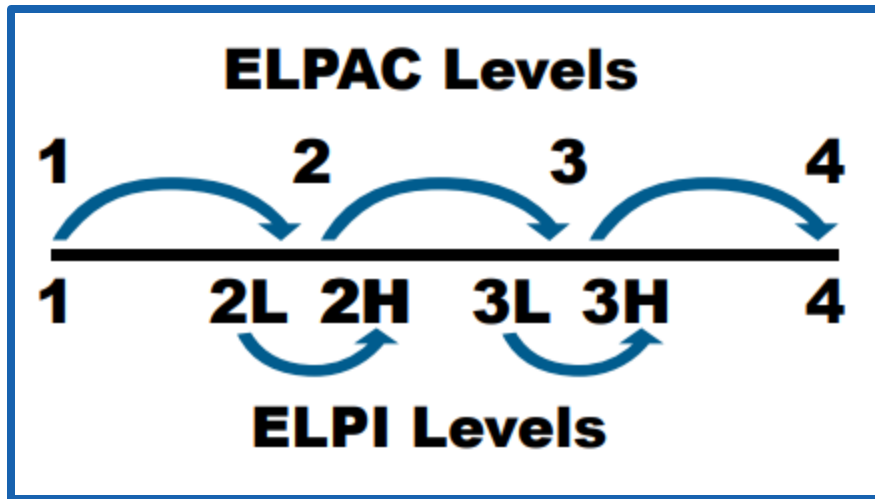
08/12/2026

Completion Status Summary

Numbers by Students	Total Eligible	Total Completed Cumulative	% Completed
At least one domain	10994	10911	99.25
Summative ELPAC Listening (K-12 TDS)	10994	10867	98.84
Summative ELPAC Speaking (K-12 TDS)	10994	10878	98.94
Summative ELPAC Speaking (K-12 Online DEI)	10994	10874	98.91
Summative ELPAC Reading (K-12 TDS)	10994	10861	98.79
Summative ELPAC Writing (K-2 Paper-Pencil)	3099	2994	96.61
Summative ELPAC Writing (3-12 TDS)	7895	7766	98.37
Summative ELPAC All domains	10994	10815	98.37

English Learner Progress Indicator (ELPI)

Every EL student will reclassify to **Fluent English Proficient** on time.



The 2026 ELPI level will be released mid Oct.

English Learner Progress Indicator

Assessment:

- The ELPAC has 4 levels.
- The ELPAC Assessment is facilitated in Grades K-12.

Accountability:

- The 4 ELPAC levels were divided into 6 ELPI levels
- Measure EL progress toward English language proficiency.

English Learner Progress



Yellow



Fresno Unified School District
ENGLISH LEARNER SERVICES
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Summative ELPAC Results K-12 – Spring 2026

FUSD Enrollment: 2026-2027

65,095 students

69,806 (2025-26)

English Learners:

9,872 students

(approx. 21% of total)

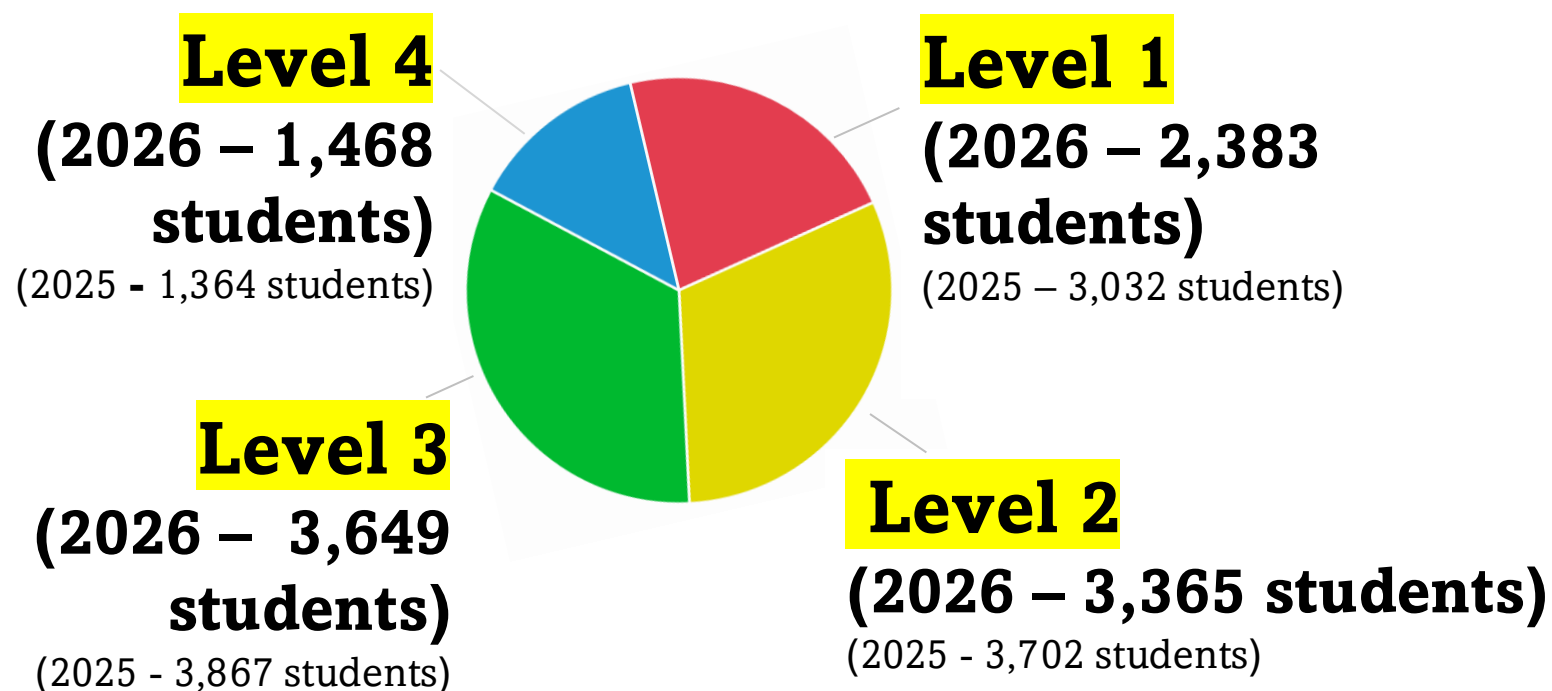
11,035 (2025-26)

Spring 2026 Summative ELPAC:

10,865 students

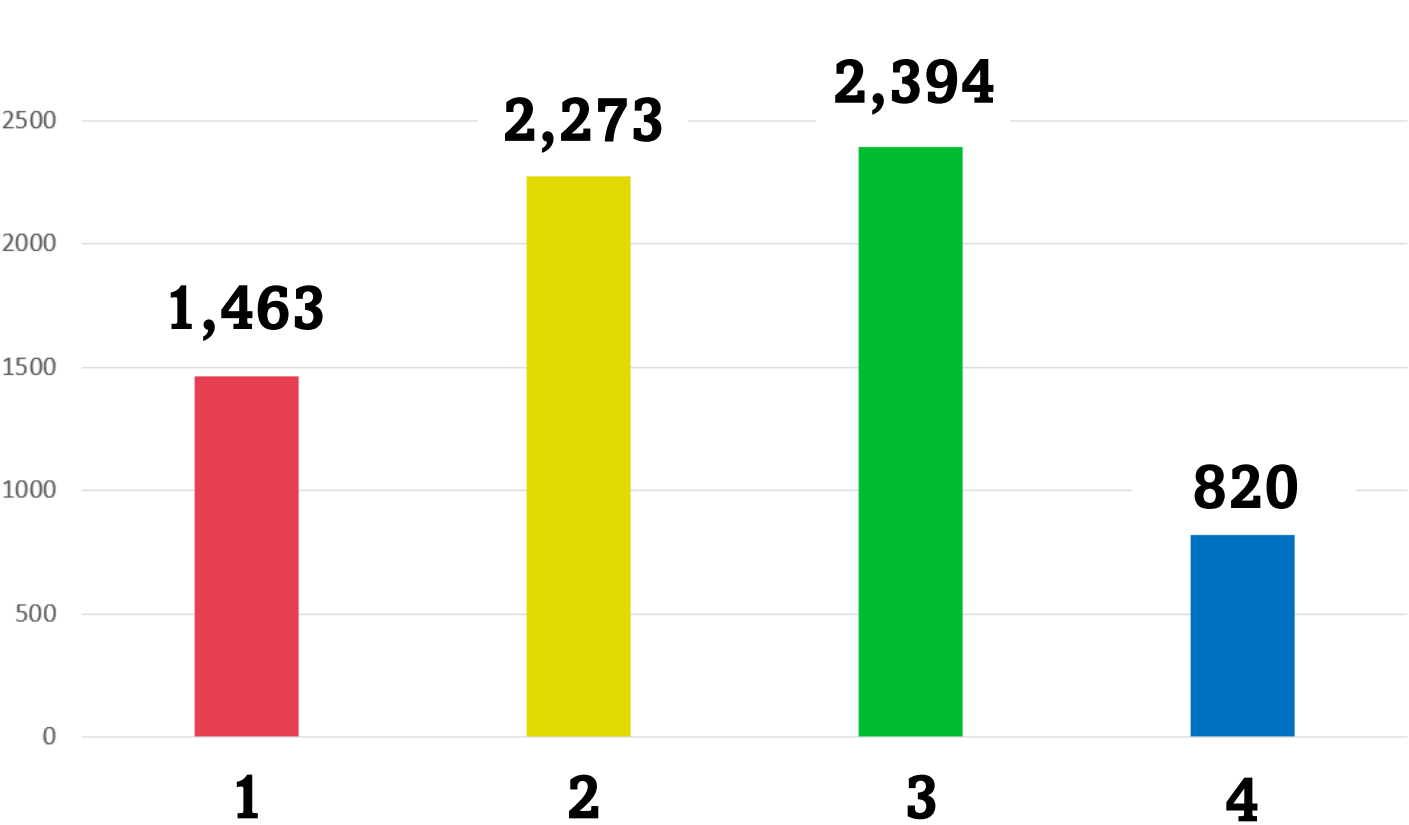
11,965 (2024-25)

Spring 2026 Summative ELPAC Overall Performance Levels



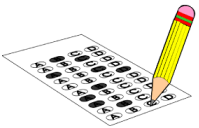
Ellevation Data 7/29/26

Summative ELPAC Overall Performance Levels (K-6)



Reclassification Criteria

1. ELPAC
2. Basic Skills
3. Teacher Evaluation
4. Parent/Guardian Consultation

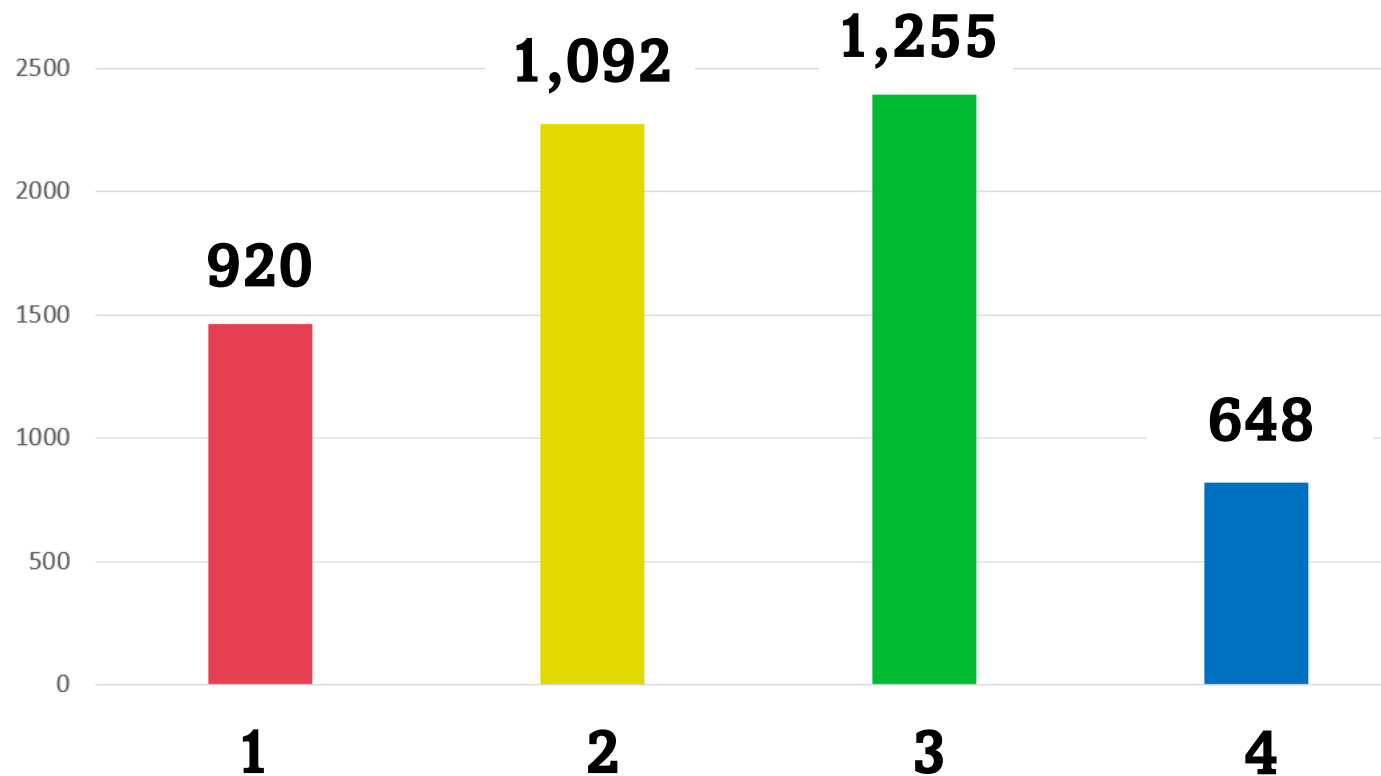


ELPAC Testing Window
Feb. 1, 2027 – May 28, 2027

6,948 Students

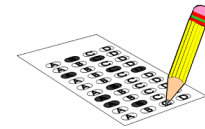
Ellevation Data 7/29/26

Summative ELPAC Overall Performance Levels (7-12)



Reclassification Criteria

1. ELPAC
2. Basic Skills
3. Teacher Evaluation
4. Parent/Guardian Consultation



ELPAC Testing Window
Feb. 1, 2027 – May 28, 2027

3,915 Students

Ellevation Data 7/29/26

Overall Proficient/Advanced by Student Group

ELA

Student Group	SBAC ELA Proficiency					
	2021	2022	2023	2024	2025	2026
All Students	48.4%	32.2%	33.1%	34.6%	37.0%	39.8%
English Learner	7.9%	9.3%	9.3%	10.2%	7.9%	8.8%
Long-Term EL	8.9%	5.5%	5.7%	6.4%	6.0%	6.8%
Reclassified	59.3%	52.5%	55.2%	54.5%	57.9%	60.2%
Dual Language Immersion*		36.9%	35.1%	40.3%	41.6%	44.5%
English Only (Never EL)	49.8%	33.0%	34.3%	35.9%	38.7%	41.8%
Foster Youth	25.0%	19.5%	18.0%	24.8%	20.7%	20.8%
Homeless*		13.9%	13.2%	13.5%	14.0%	17.7%
Socioeconomically Disadvantaged	45.6%	29.2%	29.9%	31.8%	33.2%	36.6%
Students with Disabilities	7.2%	7.6%	7.9%	13.1%	16.0%	10.5%

SBAC testing was suspended in 2020 due to COVID-19, and participation was optional in 2021. As a result, 2021 results reflect a limited testing population, primarily Grade 11 students, and are not directly comparable to subsequent years. Trend analyses should focus on changes from 2022 through 2026.

* Results not shown where group size <11.

Proficient or Advanced Δ Color Key

- >2%
- 2% to 2%
- <-2%

Overall Proficient/Advanced by Student Group

MATH

Student Group	SBAC Math Proficiency					
	2021	2022	2023	2024	2025	2026
All Students	15.9%	20.8%	23.2%	25.0%	27.0%	29.4%
English Learner	3.9%	7.7%	9.2%	10.1%	9.5%	10.9%
Long-Term EL	3.5%	2.3%	2.8%	3.4%	4.7%	5.6%
Reclassified	16.4%	30.4%	32.3%	34.3%	37.5%	41.0%
Dual Language Immersion*		29.6%	33.4%	37.4%	37.8%	40.3%
English Only (Never EL)	18.2%	21.8%	25.0%	26.7%	28.8%	30.7%
Foster Youth	10.0%	11.6%	12.1%	15.1%	12.4%	13.6%
Homeless *		5.8%	9.2%	10.8%	11.1%	10.8%
Socioeconomically Disadvantaged	13.3%	18.3%	20.7%	22.7%	24.1%	26.6%
Students with Disabilities	2.7%	5.9%	7.1%	10.9%	14.0%	9.1%

Proficient or Advanced Δ Color Key

	>2%
	-2% to 2%
	<-2%

SBAC testing was suspended in 2020 due to COVID-19, and participation was optional in 2021. As a result, 2021 results reflect a limited testing population, primarily Grade 11 students, and are not directly comparable to subsequent years. Trend analyses should focus on changes from 2022 through 2026.

* Results not shown where group size <11.

Reminders – School Attendance

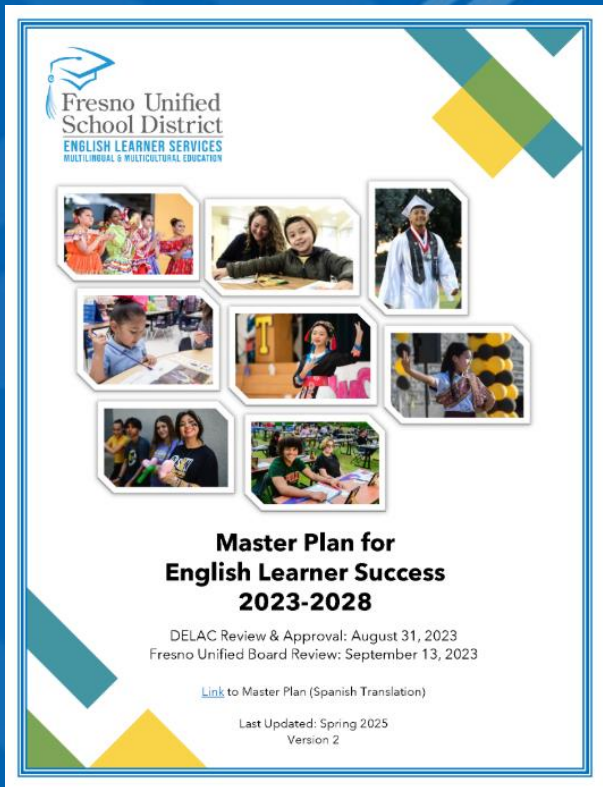
School Attendance is Important!

- Establish a routine with your child that prioritizes getting adequate sleep, so they are rested and ready for learning.
- Limit the number of absences to less than 5 a school year.
- Try to schedule vacations and appointments outside the hours of instructional learning.

FUSD Strategic Plan/Department Annual Plan



Master Plan for English Learner Success (Version 3)



Version 3 Updates:

- Goals/Guardrails
- Portrait of a Learner
- DLI Information
- ELPAC Resources
- Reclassification Guidance
- Strategic Plan for English Learners



EL Services Support to Sites (2026-2027)



English Learner Services/Multilingual Multicultural Education School Site Support 2026-2027

Master Plan for
English Learner Success



 Erica Piedra Executive Officer	 Alberto Garcia Spanish DLI Manager	 Zer Lee Hmong DLI Manager	 Horacio Eparza Elementary EL Manager	 May Siong Secondary EL Manager	 Hector Vidrio Language Assessment Center Manager	 Francisco Fregoso Migrant Counselor
 Amalia Aguilar de Carrillo (TSA) 559-457-3922	 Jazmin Lujan (TSA) 559-457-3687	 Margarita White (TSA) 559-457-3761				
Fort Miller*	McLane*	Fresno High	Bullard*	Addicott	Adult SPED	
Terronez*	Yosemite*	Tehipite*	Robinson	Bullard Talent	Baird	
Anthony	Burroughs*	Ewing*	Birney*	Gibson	Computech	
Del Mar	Calwa*	Rowell*	Herrera*	Malloch	Design Science	
Powers-Ginsburg	Centennial*	Webster	Jackson*	Manchester GATE	DeWolf	
Wawona K-8*	Hidalgo*	Wishon	Lane*	Phoenix Elementary	Farber K-12	
Slater	Leavenworth*	Fremont	Sunset*	Starr	Fulton	
Yokomi	Roeding*	Mayfair	Winchell*	Tatarian	Patino	
			Phoenix Secondary			
 Thae Xiong (TSA) 559-457-3621	 Say Yang (TSA) 559-457-3918	 Shawna Haymond (TSA) 559-457-3954				
Roosevelt	Sunnyside	Duncan	Scandinavian	Hoover	Edison	
Sequoia*	Cooper	Ahwahnee	Kings Canyon	Tioga*	Gaston	
Figarden	Balderas*	Addams	Bakman	Columbia	Tenaya	
Jefferson	Easterby	Aynsworth	Ericson	Kirk	Ayer	
Lawless	Kratt	Eaton	Norseman	Heaton	Hamilton K-8	
Thomas	Lowell	Greenberg	Pyle	Homan	Muir	
Vinland	Olmos	Holland	Storey	Lincoln	Williams	
Wilson	Vang Pao*	King	Wolters	Turner	Viking	
McCardle						

Regions: Bullard Edison Fresno Hoover McLane Rosevelt Sunnyside
*Dual Language Immersion
Updated 8.20.26

English Learner Services/Multilingual Multicultural Education
890 S. 10th Street · Fresno, CA 93702 · (559) 457-3928
<https://www.fresnounified.org/departments/english-learner-services>



ELAC English Learner Advisory Committee

SCHOOL SUPPORT TEAM 2026-2027

PROGRAM MANAGER

Hector Vidrio
(559) 457-3917

 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	



ENGLISH LEARNER SERVICES
MULTILINGUAL & MULTICULTURAL EDUCATION

Thank you!



thank you!

Question & Answer Protocol

Questions regarding this specific presentation:

DELAC #1 English Learner Services Updates

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

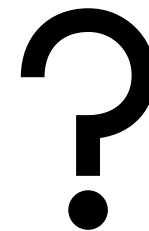
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03:00



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English Learner Family Needs Survey

DELAC Meeting #1
September 24, 2026

- Survey is required by the CDE (California Department of Education) and our Bylaws
- Survey is based on actions to achieve district goals
- The results will be presented at the next DELAC meeting
- Complete the survey and provide additional input

The image shows a survey form titled "EL Family Needs Survey (9-24-26)". At the top, it says "DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC) ENGLISH LEARNER FAMILY NEEDS SURVEY SEPTEMBER 24, 2026". Below this, a paragraph states: "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 Fresno Unified School District Board of Education adopted goals and guardrails by." A box titled "District Goals (summarized)" contains four goals: "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", and "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". Below the goals, there is a section "Mark the" with a table of letters A through H. Further down, there are sections "I. What can your school do?" and "J. What can you do for English learners?". A large QR code is overlaid on the form, and the text "EL Family Needs Survey (9-24-26)" is written over it. The bottom right corner of the form features the Fresno Unified School District logo and the text "ENGLISH LEARNER SERVICES MULTILINGUAL & MULTICULTURAL EDUCATION".

College & Career Readiness

FUSD CCI Goal

Nancy Witrado, Director

FUSD College & Career Readiness Goal

- **The percentage of students graduating from high school who are college and career ready based on College/Career Indicator (CCI) will increase from 43% in June 2024 to 64% by June 2030.**



FUSD CCR Priorities

PRIORITIES & STRATEGIES

- + Priority CCR-P1 Grade 9 Academic and Social-Emotional Support
- + Priority CCR-P2 Dual Enrollment
- + Priority CCR-P3 Intersession Internships
- + Priority CCR-P4 Work-Based Learning for Students with Disabilities
- + Priority CCR-P5 Advanced Coursework
- + Priority CCR-P6 Secondary Math Instruction

How does the state measure CCI?

To be designated as **Prepared**, students must meet specific thresholds in one or more approved categories:

- **A-G Coursework:** Complete University of California (UC) or California State University (CSU) subject requirements with a grade of C– or better.
- **College Credit Courses:** Pass an approved college-level course with a grade of C– or better.
- **Advanced Placement (AP):** Earn a score of 3 or higher on an AP exam, or pass an AP course with a C– or better.
- **International Baccalaureate (IB):** Score 4 or higher on an IB exam, or pass an IB course with a C– or better.

How does the state measure CCI?

- To be designated as **Prepared**, students must meet specific thresholds in one or more approved categories:
- **Career Technical Education (CTE):** Complete a formal CTE pathway with a grade of C– or better in the capstone course.
- **State Seal of Biliteracy:** Earn recognition for proficiency in multiple languages.
- **Leadership/Military Science:** Complete recognized military science or leadership courses.
- **Registered Pre-Apprenticeships / Job Programs:** Finish state- or federal-approved work training programs.
- **Smarter Balanced Assessments:** Meet specific achievement standards on grade 11 statewide tests in English and mathematics. [[1](#), [2](#), [3](#)]

Why these goals?

Prepared

Graduates classified as Prepared must meet at least one of the following criteria:

- **Smarter Balanced Summative Assessments**
Receive a score of Level 3 “Standard Met” or higher on both English language arts/literacy (ELA) and mathematics
- **Advanced Placement (AP)**
 - Complete two AP courses with a grade of C– or better;
 - Receive a score of 3 or higher on two AP exams; or
 - Complete one AP course with a grade of C– or better and receive a score of 3 or higher on an AP exam. The qualifying AP course and qualifying AP exam topics cannot match.
- **International Baccalaureate (IB)**
Receive a score of 4 or higher on two IB exams
- **College Credit Courses**
Complete two semesters, three quarters, or three trimesters of college coursework within high school with a grade of C– or better in academic/Career Technical Education (CTE) subjects where college credits are awarded
- **State Seal of Biliteracy (SSB)**
Receive the SSB and a score of Level 3 or higher in ELA on the Smarter Balanced Summative Assessments

Why these goals?

CCI: Measures of College Readiness, continued

- **Met University of California (UC) and California State University (CSU) Requirements**
Meet all requirements for admission to a UC or CSU school and meet one of the additional criteria below:
 - Smarter Balanced Summative Assessments: receive a score of Level 3 or higher in one subject area (ELA or mathematics) and a score of Level 2 in the other area
 - Complete one semester, two quarters, or two trimesters of College Credit Courses within high school with a grade of C- or better in academic/CTE subjects where college credits are awarded for each course
 - Complete one AP course with a grade of C- or better or receive a score of 3 or higher on one AP exam
 - Receive a score of 4 or higher on one IB exam
 - Complete a CTE Pathway

How can parents help?

- Ensure students attend school daily
- Ensure students keep up their grades
- Check ATLAS regularly
- Sign up for Edutext for daily grade updates
- Meet with your child's counselor
- Look through the district website
- [College and Career Readiness - Fresno Unified School District](#)

How can parents help?

- Take advantage of opportunities available at the school site that will help your student meet CCI (examples, AP, DE, Seal of Biliteracy, SBAC, CTE)
- Find ways to get involved- (coffee hours, school site counsel, attend parent meetings).
- Find ways for your student to get involved at school
- Make sure you and your student knows the Graduation and A-G requirements



Graduation REQUIREMENTS

Fresno Unified School District requires a total of **230 credits** in the following areas to graduate. Typically, students earn five (5) credits for each course in which they receive a semester grade of "D" or better.

English Language Arts	40
American Government	5
U.S. History	10
Modern World History	10
Biological Science	10
Physical Science	10
Biological/Physical Science	10
Algebra I	10
Geometry	10
Mathematics	10
Physical Education	20
World Language/Arts	10
Economics	5
Electives	70
Total	230

*Any courses taken in excess of the minimum required in any subject area will count toward the fulfillment of the Elective requirement.



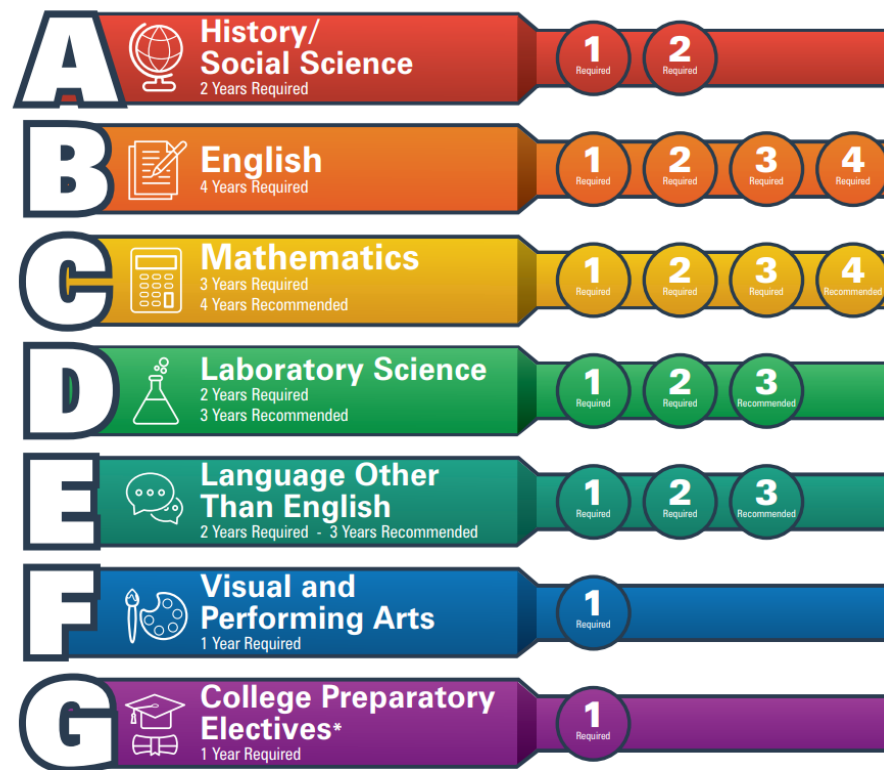
Fresno Unified School District
College and Career Readiness



You can go to college

A-G REQUIREMENTS

The University of California (UC) and California State University (CSU) systems require that students complete at least 15 courses in the areas listed below to be considered for admissions. Courses must be completed with a grade of "C" or better. Additional coursework beyond the minimum requirements is strongly recommended.



*Any courses taken in excess of the minimum required in any subject area may count toward the fulfillment of the College Preparatory Elective requirement

Questions?



Question & Answer Protocol

Questions regarding this specific presentation:

College and Career Readiness

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

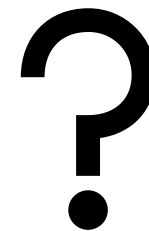
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03:00



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Fresno Unified School District
ENGLISH LEARNER SERVICES
MULTILINGUAL & MULTICULTURAL EDUCATION



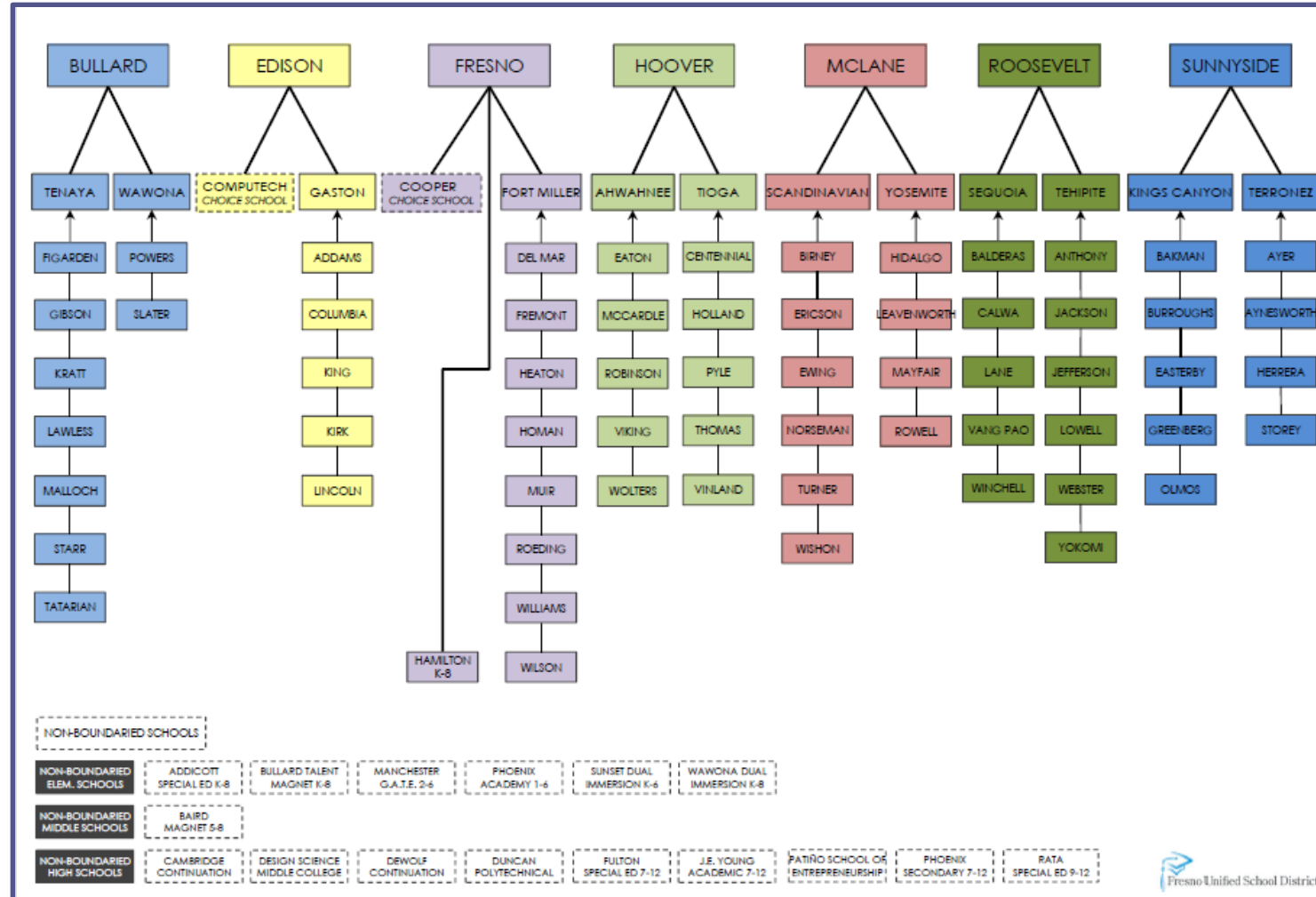
Fresno Unified
School District

School Choice & Transfers Process

Options in Fresno Unified School District



My Address = Neighborhood School K-12 Student Progression



Fresno Unified School District School Choice Options

School Choice Options

Fresno Unified is pleased to offer a variety of school choice options that allow for families to attend a school beyond their neighborhood school or based on employment within Fresno Unified School District boundaries (E.C. 48204(b)). Families may request a school option by utilizing the Transfer Request Form. Requests may be made throughout the year; however, **requests received on or before December 1, 2026 receive priority**. Transfers granted are **valid through the highest grade** at the school level. New transfers are required when entering the next school level.

There are four transfer options:



Intra-District
Transfers



Magnet
Schools

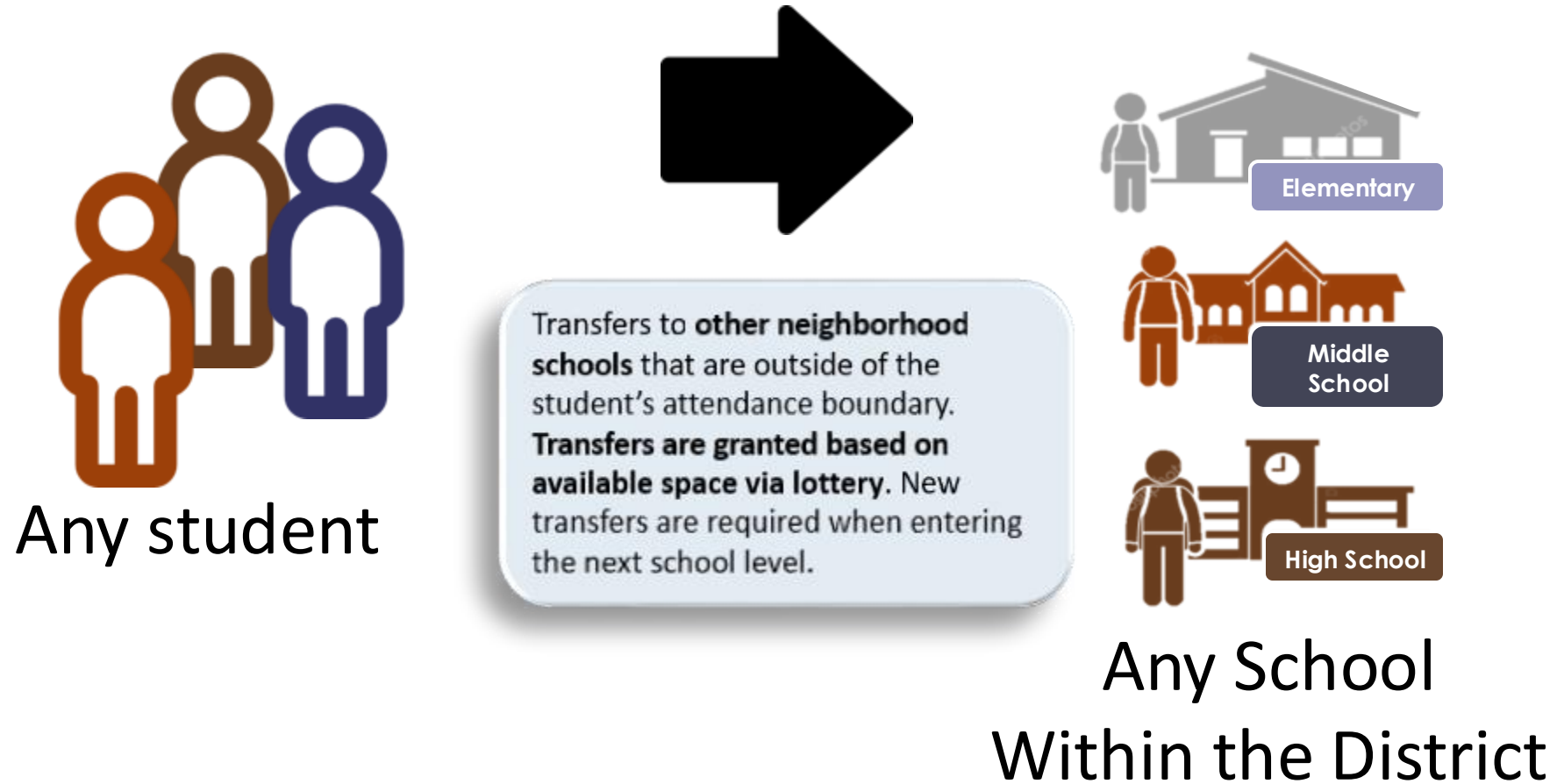


Admission
Criteria Schools



Dual Language
Immersion
Programs

Intra-District Transfers



Magnet Schools

Magnet Schools are schools without an attendance boundary and designed to **offer special instruction and programs** in order to attract a more diverse student body from throughout the district. There are **11 magnet school options across all grade levels**. Themes offered range from performing and visual arts, science, medical, applied technology, and global and international studies. Limited transportation may be available at some magnet schools, but transportation remains the responsibility of the family.

Selection is based upon a computerized random lottery.

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

Admission Criteria Schools

Themes range from GATE (Gifted and Talented Education), to STEM (Science/ Technology/ Engineering / Mathematics). Limited transportation may be available at some magnet schools, but transportation remains the responsibility of the family. Admission for GATE programs requires that the student be **GATE Certified**. Admission into Computech Middle requires the review of the academic portfolio of every applicant by a **committee of district educators**.

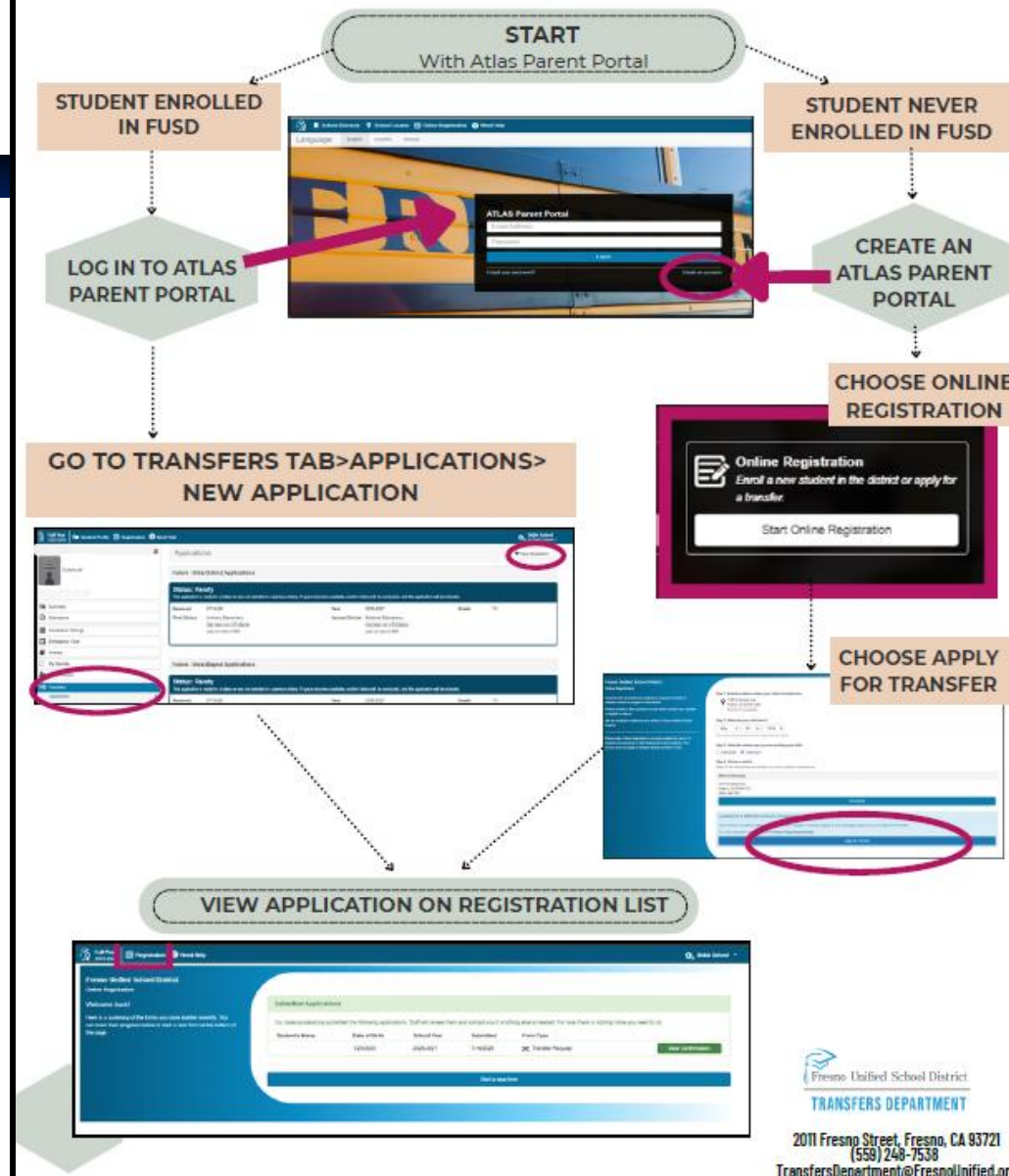
School	Program Type	Selection Criteria
Manchester 2-6	GATE Admission Criteria	Certified GATE Lottery
Yokomi 2-6	GATE Admission Criteria	Certified GATE Lottery
Computech 7-8	Science/Technology Admission Criteria	Academic criteria ranking
Computech 9-12	Science/Technology Admission Criteria	Lottery
Sunnyside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

Dual Language Immersion Programs

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

School	Program Type	Selection Criteria
Ewing PK-6	Dual Language Immersion Spanish/English	Classes filled 50% English, 50% Spanish Lottery
Leavenworth PK-6		
Sunset PK-6		
Wawona PK-7		
Yosemite 7-8		
McLane 9-12		
Site based Dual Language Immersion Programs are also available. Resident students may participate in the program. Discuss participation at the school site.		

NEW TRANSFER REQUEST APPLICATION



STEP BY STEP GUIDE AVAILABLE ON THE TRANSFERS WEBSITE

Transfers Department

Email, Visit, or Call

TransfersDepartment@FresnoUnified.org

2011 Fresno St. Fresno, CA 93721

248-7538

Questions & Answers



Question & Answer Protocol

Questions regarding this specific presentation:

Transfers / School Choice Applications

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

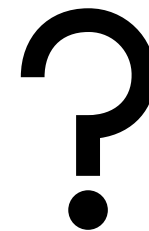
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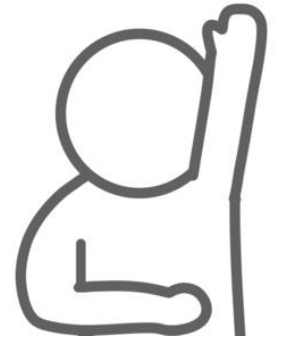
OPEN FORUM AND END OF MEETING

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**

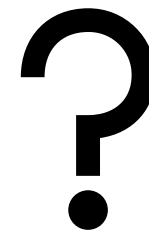
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