District English Learner Advisory Committee

DELAC

District English Learner Advisory Committee

DELAC Meeting #2
November 5, 2026

FUTURE READY STARTS HERE

Fresno Unified School District

Fresno Unified School District

ENGLISH LEARNER SERVICES

MULTILINGUAL & MULTICULTURAL EDUCATION







LYNNE AOKI MULTIPLE PATHWAYS TO BILITERACY DISTRICT RECOGNITION AWARD 2025

CALIFORNIANS TOGETHER

DELAC Meeting Norms and Reminders

- **Respect & Collaboration**
- **Stay on Topic**
- **Honor Time**
- **Follow Procedures**
- **Safety**

Thank you for supporting a positive and effective meeting environment!

Agenda

Fresno Unified School District
ENGLISH LEARNER SERVICES
MULTILINGUAL & MULTICULTURAL EDUCATION

DELAC
District English Learner Advisory Committee

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

SECOND DELAC MEETING
2026-2027 SCHOOL YEAR
FARBER PROFESSIONAL LEARNING CENTER
THURSDAY, NOVEMBER 5, 2026
5:00 PM – 7:00 PM

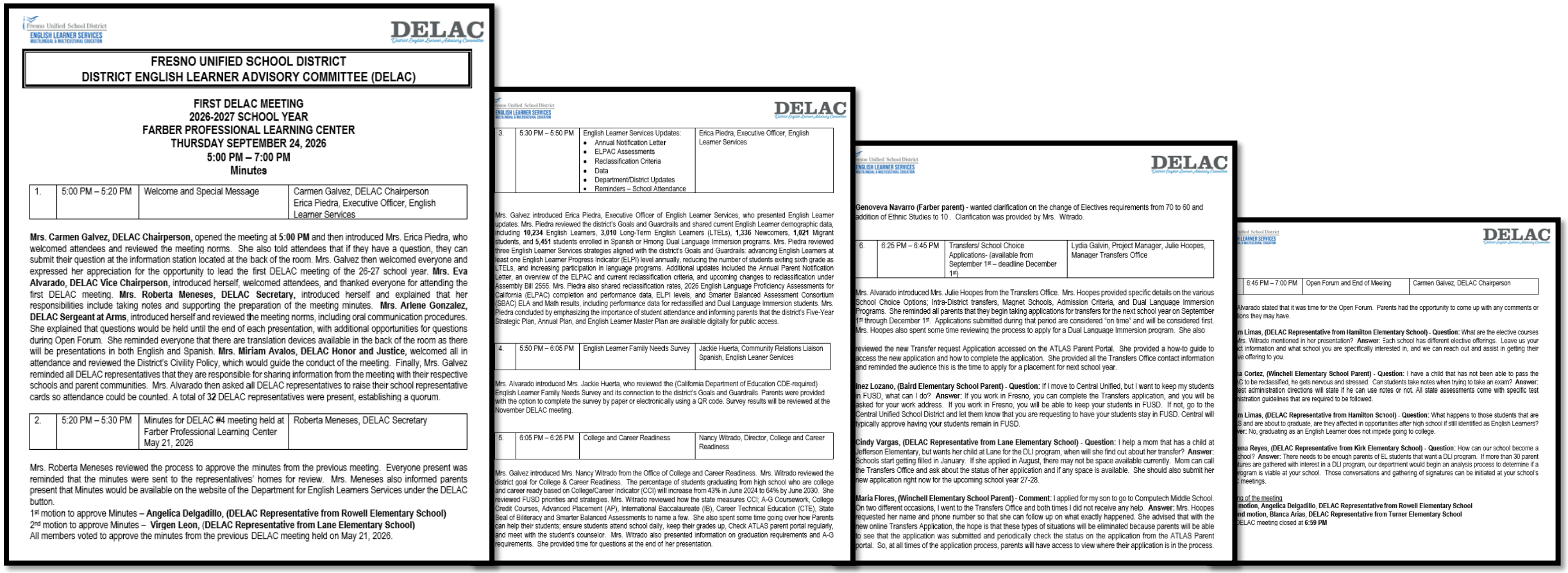
Agenda

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 first DELAC Meeting held at the Farber Professional Learning Center on September 24, 2026	Roberta Meneses, DELAC Secretary
3.	5:30 PM – 5:35 PM	Annual Notification of Uniform Complaint Procedures (UCP)	Elizabeth Gutierrez Toledo, Ombudsman, Constituent Services
4.	5:35 PM – 6:00 PM	Local Control and Accountability Plan (LCAP)	Miguel Vega, Department of State and Federal Programs
5.	6:00 PM – 6:30 PM	English Learner Services Updates: • English Learner Progress Data • ELAC and DELAC Bylaws • Reminder: Deadline to submit transfer/choice schools applications: 12/1/26 • Department/District/Other Updates	Erica Piedra, Executive Officer, English Learner Services
6.	6:30 PM – 6:45 PM	English Learners Family Needs Survey Results	Jackie Huerta, Community Relations Liaison Spanish, English Learner Services
7.	6:45 PM – 7:00 PM	Open Forum and End of the Meeting	Carmen Galvez, DELAC Chairperson

DELAC
District English Learner Advisory Committee

Fresno Unified School District
ENGLISH LEARNER SERVICES
MULTILINGUAL & MULTICULTURAL EDUCATION

Minutes



Fresno Unified School District
ENGLISH LEARNER SERVICES
MULTILINGUAL & MULTICULTURAL EDUCATION

DELAC
District English Learner Advisory Committee

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

FIRST DELAC MEETING
2026-2027 SCHOOL YEAR
FARBER PROFESSIONAL LEARNING CENTER
THURSDAY SEPTEMBER 24, 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

Mrs. Carmen Galvez, DELAC Chairperson, opened the meeting at **5:00 PM** and then introduced Mrs. Erica Piedra, who welcomed attendees and reviewed the meeting norms. She also told attendees that if they have a question, they can submit their question at the information station located at the back of the room. Mrs. Galvez then welcomed everyone and expressed her appreciation for the opportunity to lead the first DELAC meeting of the 26-27 school year. **Mrs. Eva Alvarado, DELAC Vice Chairperson,** introduced herself, welcomed attendees, and thanked everyone for attending the first DELAC meeting. **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, including oral communication procedures. She explained that questions would be held until the end of each presentation, with additional opportunities for questions during Open Forum. She reminded everyone that there are translation devices available in the back of the room as there will be presentations in both English and Spanish. **Mrs. Miriam Avalos, DELAC Honor and Justice,** welcomed all in attendance and 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 **32** DELAC representatives were present, establishing a quorum.

2.	5:20 PM – 5:30 PM	Minutes for DELAC #4 meeting held at Farber Professional Learning Center May 21, 2026	Roberta Meneses, DELAC Secretary

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 button.
1st motion to approve Minutes – **Angelica Delgadillo, (DELAC Representative from Rowell Elementary School)**
2nd motion to approve Minutes – **Virgen Leon, (DELAC Representative from Lane Elementary School)**
All members voted to approve the minutes from the previous DELAC meeting held on May 21, 2026.

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

Mrs. Galvez introduced Erica Piedra, Executive Officer of English Learner Services, who presented English Learner updates. Mrs. Piedra reviewed the district's Goals and Guardrails and shared current English Learner demographic data, including **10,234** English Learners, **3,010** Long-Term English Learners (LTELs), **1,336** Newcomers, **1,021** Migrant students, and **5,451** students enrolled in Spanish or Hmong Dual Language Immersion programs. Mrs. Piedra reviewed three English Learner Services strategies aligned with the district's Goals and Guardrails: advancing English Learners at least one English Learner Progress Indicator (ELPI) level annually, reducing the number of students exiting sixth grade as LTELs, and increasing participation in language programs. Additional updates included the Annual Parent Notification Letter, an overview of the ELPAC and current reclassification criteria, and upcoming changes to reclassification under Assembly Bill 2555. Mrs. Piedra also shared reclassification rates, 2026 English Language Proficiency Assessments for California (ELPAC) completion and performance data, ELPI levels, and Smarter Balanced Assessment Consortium (SBAC) ELA and Math results, including performance data for reclassified and Dual Language Immersion students. Mrs. Piedra concluded by emphasizing the importance of student attendance and informing parents that the district's Five-Year Strategic Plan, Annual Plan, and English Learner Master Plan are available digitally for public access.

4.	5:50 PM – 6:05 PM	English Learner Family Needs Survey	Jackie Huerta, Community Relations Liaison Spanish, English Learner Services

Mrs. Alvarado introduced Mrs. Jackie Huerta, who reviewed the (California Department of Education CDE-required) English Learner Family Needs Survey and its connection to the district's Goals and Guardrails. Parents were provided with the option to complete the survey by paper or electronically using a QR code. Survey results will be reviewed at the November DELAC meeting.

5.	6:05 PM – 6:25 PM	College and Career Readiness	Nancy Witrado, Director, College and Career Readiness

Mrs. Galvez introduced Mrs. Nancy Witrado from the Office of College and Career Readiness. Mrs. Witrado reviewed the district goal for College & Career Readiness. 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. She reviewed FUSD priorities and strategies. Mrs. Witrado reviewed how the state measures CCI; A-G Coursework, College Credit Courses, Advanced Placement (AP), International Baccalaureate (IB), Career Technical Education (CTE), State Seal of Billiteracy and Smarter Balanced Assessments to name a few. She also spent some time going over how Parents can help their students; ensure students attend school daily, keep their grades up, Check ATLAS parent portal regularly, and meet with the student's counselor. Mrs. Witrado also presented information on graduation requirements and A-G requirements. She provided time for questions at the end of her presentation.

Genoveva Navarro (Farber parent) - wanted clarification on the change of Electives requirements from 70 to 60 and addition of Ethnic Studies to 10 . Clarification was provided by Mrs. Witrado.

6.	6:25 PM – 6:45 PM	Transfers/ School Choice Applications- (available from September 1st – deadline December 1st)	Lydia Galvin, Project Manager, Julie Hoopes, Manager Transfers Office

Mrs. Alvarado introduced Mrs. Julie Hoopes from the Transfers Office. Mrs. Hoopes provided specific details on the various School Choice Options; Intra-District transfers, Magnet Schools, Admission Criteria, and Dual Language Immersion Programs. She reminded all parents that they begin taking applications for transfers for the next school year on September 1st through December 1st. Applications submitted during that period are considered "on time" and will be considered first. Mrs. Hoopes also spent some time reviewing the process to apply for a Dual Language Immersion program. She also

reviewed the new Transfer request Application accessed on the ATLAS Parent Portal. She provided a how-to guide to access the new application and how to complete the application. She provided all the Transfers Office contact information and reminded the audience this is the time to apply for a placement for next school year.

inez Lozano, (Baird Elementary School Parent) - Question: If I move to Central Unified, but I want to keep my students in FUSD, what can I do? **Answer:** If you work in Fresno, you can complete the Transfers application, and you will be asked for your work address. If you work in Fresno, you will be able to keep your students in FUSD. If not, go to the Central Unified School District and let them know that you are requesting to have your students stay in FUSD. Central will typically approve having your students remain in FUSD.

Cindy Vargas, (DELAC Representative from Lane Elementary School) - Question: I help a mom that has a child at Jefferson Elementary, but wants her child at Lane for the DLI program, when will she find out about her transfer? **Answer:** Schools start getting filled in January. If she applied in August, there may not be space available currently. Mom can call the Transfers Office and ask about the status of her application and if any space is available. She should also submit her new application right now for the upcoming school year 27-28.

Maria Flores, (Winchell Elementary School Parent) - Comment: I applied for my son to go to Computech Middle School. On two different occasions, I went to the Transfers Office and both times I did not receive any help. **Answer:** Mrs. Hoopes requested her name and phone number so that she can follow up on what exactly happened. She advised that with the new online Transfers Application, the hope is that these types of situations will be eliminated because parents will be able to see that the application was submitted and periodically check the status on the application from the ATLAS Parent portal. So, at all times of the application process, parents will have access to view where their application is in the process.

	6:45 PM – 7:00 PM	Open Forum and End of Meeting	Carmen Galvez, DELAC Chairperson

Alvarado stated that it was time for the Open Forum. Parents had the opportunity to come up with any comments or ions they may have.

m Limas, (DELAC Representative from Hamilton Elementary School) - Question: What are the elective courses Mrs. Witrado mentioned in her presentation? **Answer:** Each school has different elective offerings. Leave us your ct information and what school you are specifically interested in, and we can reach out and assist in getting their ve offering to you.

a Cortez, (Winchell Elementary School Parent) - Question: I have a child that has not been able to pass the C to be reclassified, he gets nervous and stressed. Can students take notes when trying to take an exam? **Answer:** est administration directions will state if he can use notes or not. All state assessments come with specific test nistration guidelines that are required to be followed.

m Limas, (DELAC Representative from Hamilton School) - Question: What happens to those students that are S and are about to graduate, are they affected in opportunities after high school if still identified as English Learners? **ver:** No, graduating as an English Learner does not impede going to college.

ena Reyes, (DELAC Representative from Kirk Elementary School) - Question: How can our school become a chool? **Answer:** There needs to be enough parents of EL students that want a DLI program. If more than 30 parent tures are gathered with interest in a DLI program, our department would begin an analysis process to determine if a rogram is viable at your school. Those conversations and gathering of signatures can be initiated at your school's meetings.

ng of the meeting
motion, Angelica Delgadillo, DELAC Representative from Rowell Elementary School
nd motion, Blanca Arias, DELAC Representative from Turner Elementary School
DELAC meeting closed at **6:59 PM**

Fresno Unified School District
ENGLISH LEARNER SERVICES
MULTILINGUAL & MULTICULTURAL EDUCATION

DELAC
District English Learner Advisory Committee

Review of Minutes from DELAC #1



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

Fresno Unified School District



Annual Notification of the Uniform Complaint Procedures (UCP) 2026-27

Uniform Complaint Procedures (UCP)

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

Examples of UCP Complaints

- Accommodations for Pregnant and Parenting Students
- Adult Education
- After School Education and Safety Programs
- Child Care and Development Programs
- Foster Youth, Homeless Youth, Former Juvenile Court Students, and Military Family Students
- Local Control and Accountability Plan (LCAP)
- Migrant Education
- Physical Education and Instructional Minutes
- Pupil Fees
- School Plans for Student Achievement
- School Safety Plans
- School Site Councils
- Career Technical Education and Training Programs

(Not Covered Under UCP)

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

***These concerns are addressed through other district procedures or departments.**

How to Resolve and File a Complaint

1. **Identify the concern and desired resolution.**
2. **Attempt to resolve the issue at the school level first.**
3. **If unresolved, contact the Constituent Services Office or submit a UCP complaint form (free of charge).**

Constituent Services Office

Fresno Unified School District

2309 Tulare Street, Fresno, CA 93721

Email: constituent.services@fresnounified.org0

Phone: (559) 457-3736

Elizabeth Gutierrez, Ombudsperson

Hector Lopez Jr., VPSA

Teresa Plascencia, Executive Director

Fresno Unified School District

Local Control and Accountability Plan (LCAP)



Fresno Unified School District
FUTURE READY STARTS HERE

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.

FALL 2026

Fresno Unified School District
FUTURE READY STARTS HERE

WHAT WE WILL COVER

- Purpose
- What is the Local Control and Accountability Plan
- What is the Local Control Funding Formula
- LCAP Timeline
- What is the Parent & Educational Partner Guide
- What does FUSD do with your input
- District Investments
- Climate and Culture Survey
- Questions



Fresno Unified School District
FUTURE READY STARTS HERE

PURPOSE

WHY ARE YOU HERE?

Community Partner Input

Objective:

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

Education Code: 52060

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

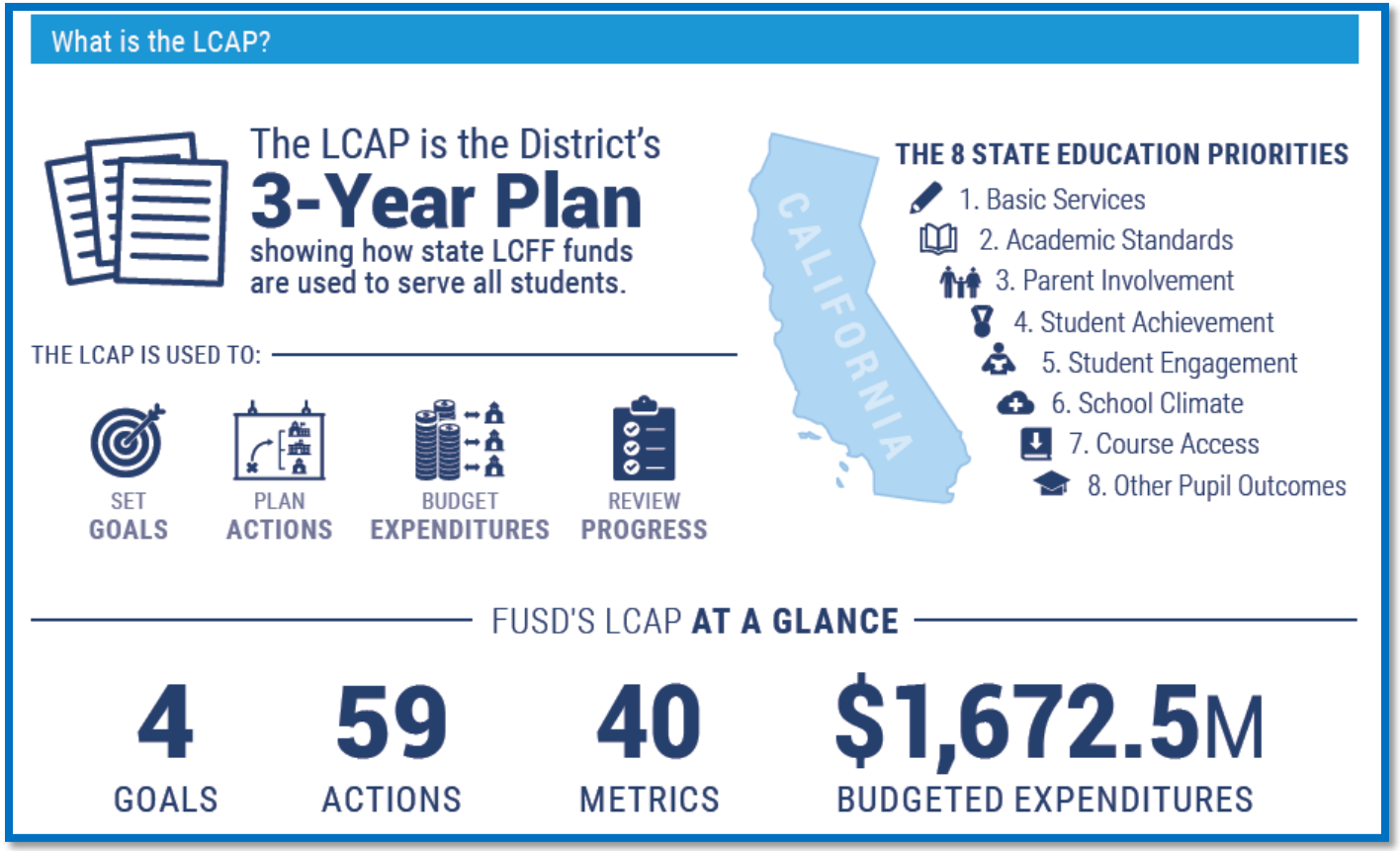


Fresno Unified School District
FUTURE READY STARTS HERE

WHAT IS THE LCAP

Local Control and Accountability Plan (LCAP)

- Three-year plan
- Structure provided by the California Department of Education
- Reflects District's Values
- Outlines Goals, Actions and Expenditures
- Requires the District work with staff, students, families and the community
- Adopted for the upcoming year by the District's Board in June

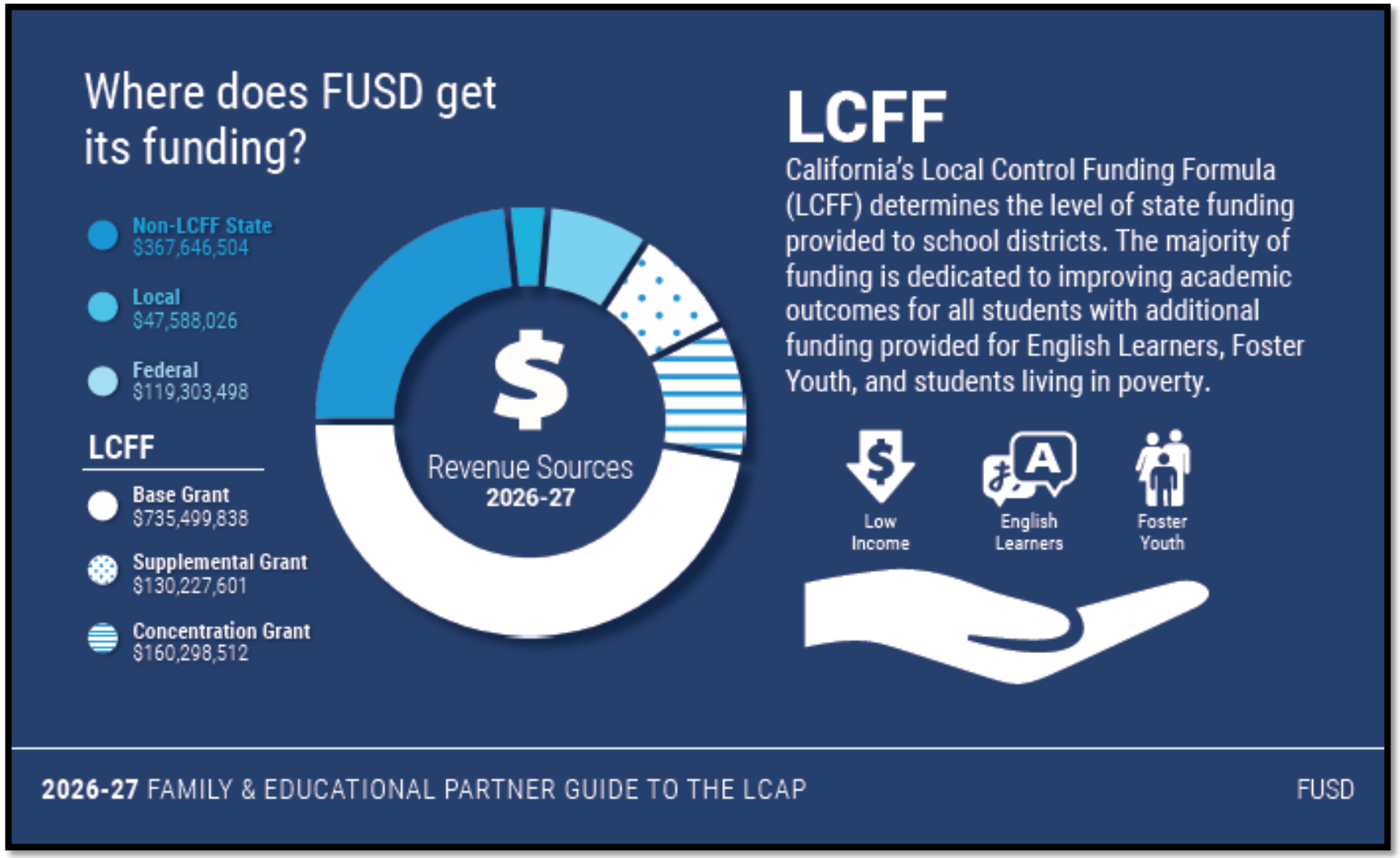


THE DISTRICT'S FULL LCAP PLAN CAN BE FOUND HERE:

HTTPS://WWW.FRESNOUNIFIED.ORG/DEPARTMENTS/STATE-AND-FEDERAL-PROGRAMS/LOCAL-CONTROL-AND-ACCOUNTABILITY-PLAN-LCAP

Fresno Unified School District
FUTURE READY STARTS HERE

WHAT IS THE LOCAL CONTROL FUNDING FORMULA (LCFF)



Fresno Unified School District
FUTURE READY STARTS HERE

LCAP PLANNING AND ENGAGEMENT TIMELINE

Key Point:

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



JULY - AUGUST

- Plan to engage educational partners

SEPTEMBER - JANUARY

- Climate and Culture Survey
- Districtwide Community Meeting

FEBRUARY

- Present mid-year update to Board of Education
- Write the LCAP draft
- Community Schools

MARCH - APRIL

- Receive Input on the Draft
- Update and revise the Draft
- Community Schools

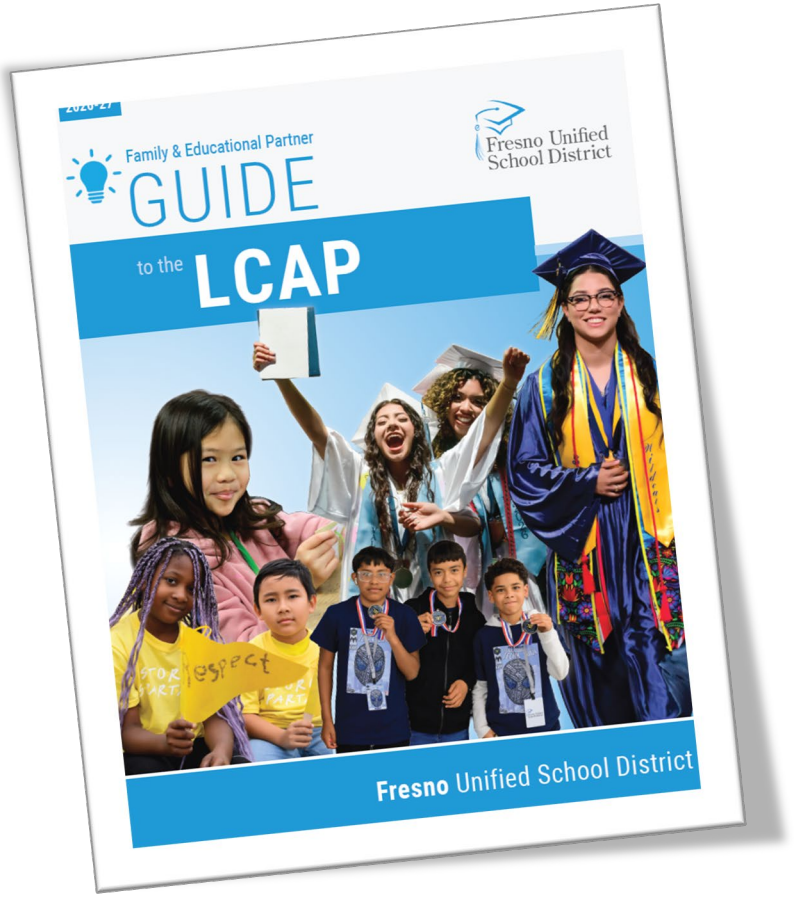
MAY - JUNE

- Feedback from PAC and DELAC
- LCAP Public hearing
- BOE approves LCAP/Budget

Fresno Unified School District
FUTURE READY STARTS HERE

WHAT IS THE FAMILY & EDUCATIONAL PARTNER GUIDE

Because of the length and complexity of the District's LCAP, a short summary was created with key information. This document is called the **LCAP family & Educational Partner Guide**. Copies of this summary can be found in English, Spanish and Hmong at the link provided



Fresno Unified School District
FUTURE READY STARTS HERE

View the LCAP family & Educational Partner Guide
https://www.fresnounified.org/departments/state-and-federal-programs/local-control-and-accountability-plan-lcap

WHAT DOES FUSD DO WITH YOUR INPUT





Inform the Budget Development



Feedback Impacts Program Improvement



Promotes Transparency and Accountability

Fresno Unified School District
FUTURE READY STARTS HERE

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

Fresno Unified School District
FUTURE READY STARTS HERE

CLIMATE AND CULTURE SURVEY

YOUR VOICE MATTERS!

- The **Climate and Culture Survey (CCS)** will be used to collect **Family**, **student,** and **Staff feedback** to develop the **LCAP**.

- CCS window: **October 5th– October 23rd**

- **Survey links** will be sent to families through **ParentSquare**.
  - You will be asked to **complete a survey** for **each student enrolled** in **Fresno Unified**.
  - **Encourage** your **student(s)** to take this **important survey**; their **voices** help **improve** their **school** and the **district**.



Fresno Unified School District
FUTURE READY STARTS HERE

Scan QR Code to access the survey!

Scan the QR code or visit the link below:
https://surveys.panoramaed.com/fresno/family

FALL 2026

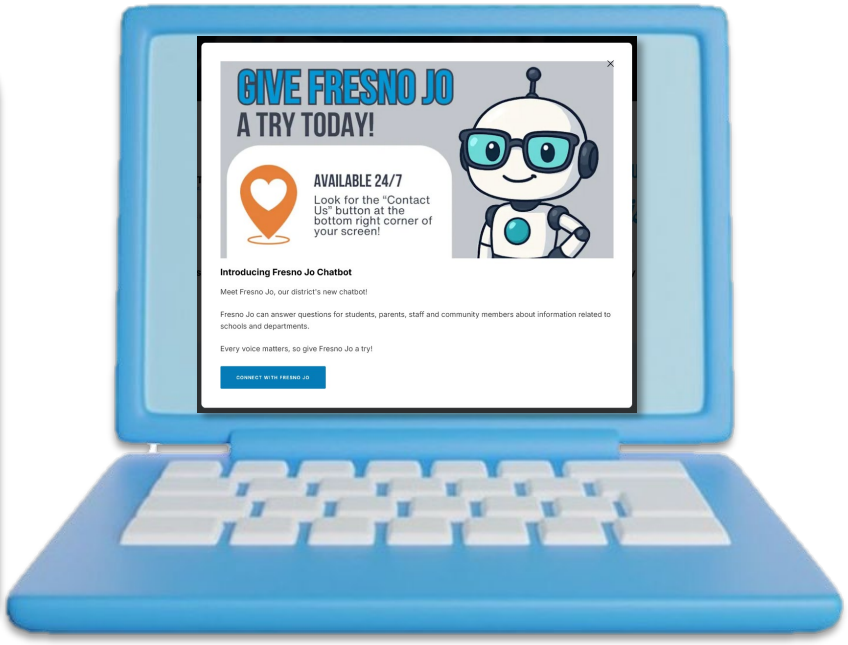
QUESTIONS?

OFFICE OF STATE AND FEDERAL PROGRAMS

Contact:

- Phone: **(559) 457-3934**
- Vicente.Cantu@fresnounified.org
- Miguel.Vega@fresnounified.org







https://www.fresnounified.org/contact

SCAN ME!

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DELAC
District English Learner Advisory Committee

Question & Answer Protocol

Questions regarding this specific presentation:

Local Control and Accountability Plan (LCAP)

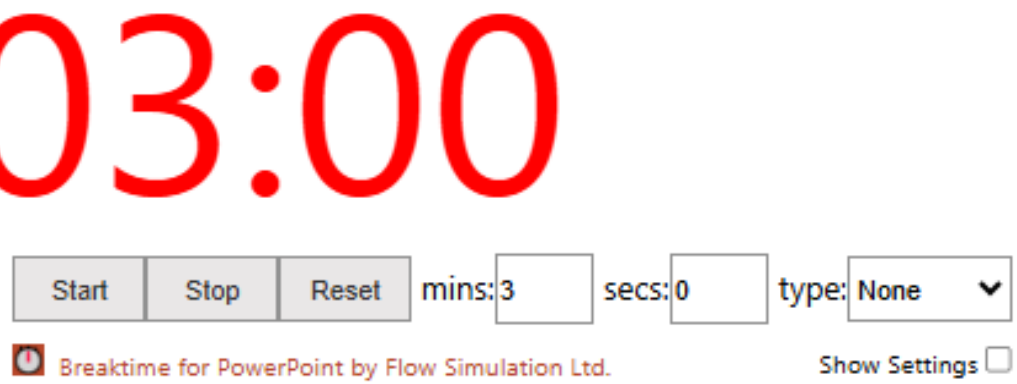
Step 1: Begin by stating your **full name**

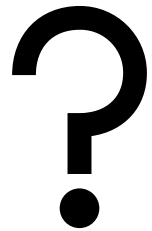
Step 2: Share the **school** you represent or **where you child attends** or **organization**

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

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







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

Fresno Unified School District
ENGLISH LEARNER SERVICES
MULTILINGUAL & MULTICULTURAL EDUCATION

English Learner Services

AWARD WINNING DISTRICT

English Learner Updates
DELAC Meeting

Erica Piedra,
Executive Officer



FUTURE READY STARTS HERE

Fresno Unified School District

November 5, 2026

Fresno Unified School District
ENGLISH LEARNER SERVICES
MULTILINGUAL & MULTICULTURAL EDUCATION

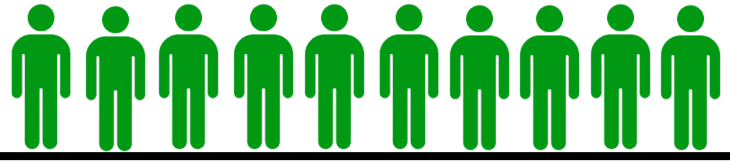
Agenda

- ❑ English Learner Demographics
- ❑ ELPI Data
- ❑ EL Parent Conference Tool
- ❑ AB2555
- ❑ ELAC Bylaws / DELAC Bylaws
- ❑ Transfer Request Reminder
  - ❑ Dual Language Immersion



Fresno Unified School District
ENGLISH LEARNER SERVICES
MULTILINGUAL & MULTICULTURAL EDUCATION

English Learner Services - Demographics

Total Number of English Learners	10,052 	Long Term English Learners	2,906 
Reclassified Fluent English Proficient Students (RFEP)	9,706 	Newcomers	1,104 
Migrant	940 	Dual Language Immersion	5,451 

English Learners with an IEP: 2,141

Ellevation Data 10/30/26

EL Services Department Strategies

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.

Strategy #1

English learners will **increase** one ELPI Level each school year. *(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.

Summative English Language Proficiency Assessment for California (ELPAC)

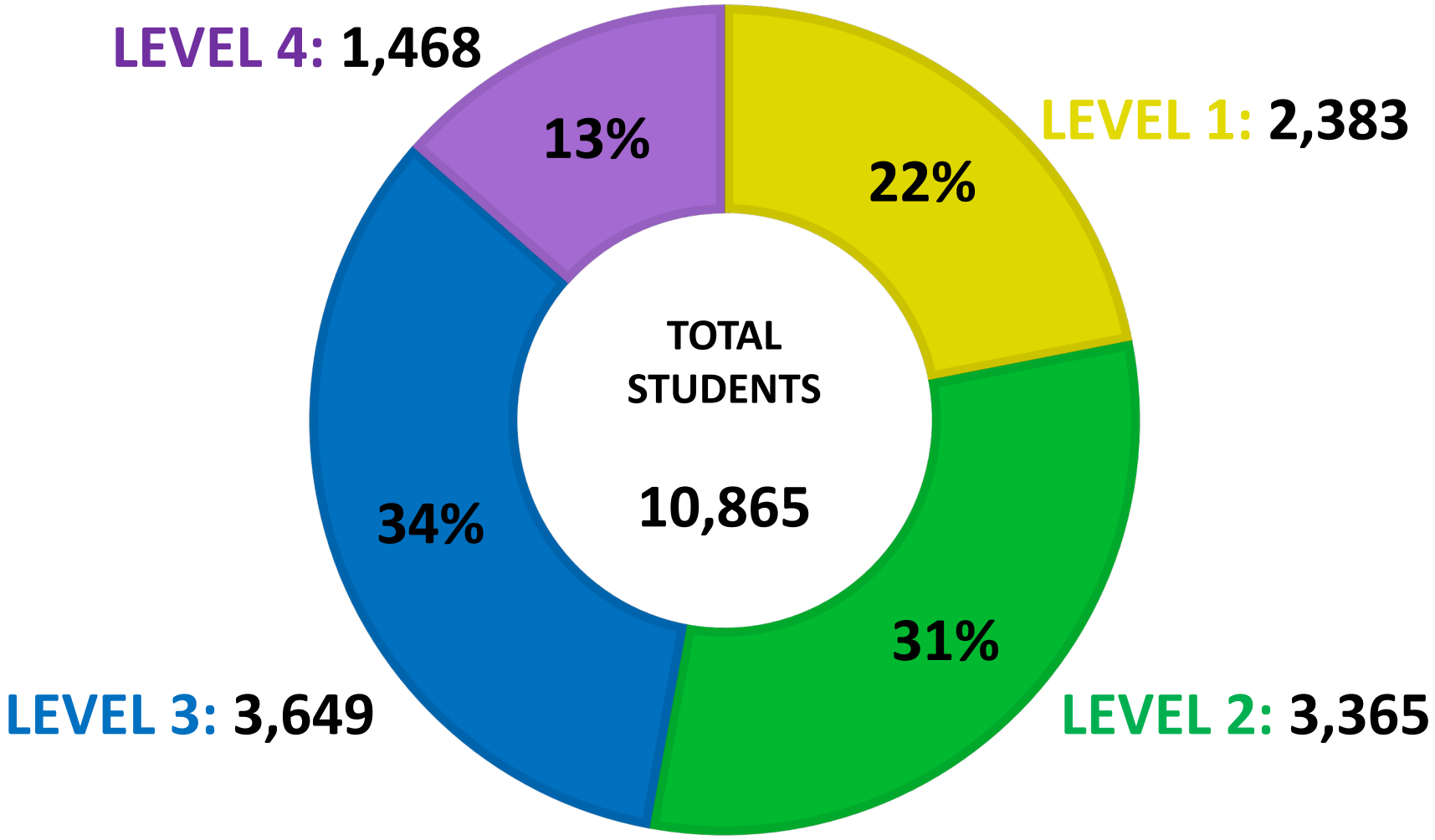
All EL students take the Summative ELPAC or Summative Alternate ELPAC each year.

The Summative ELPAC has four performance levels to measure student performance in their English Language Development (ELD).

The Summative ELPAC includes four domains: Listening, Speaking, Reading, and Writing.

Fresno Unified School District
ENGLISH LEARNER SERVICES
MULTILINGUAL & MULTICULTURAL EDUCATION

2026 Summative ELPAC Results by Level



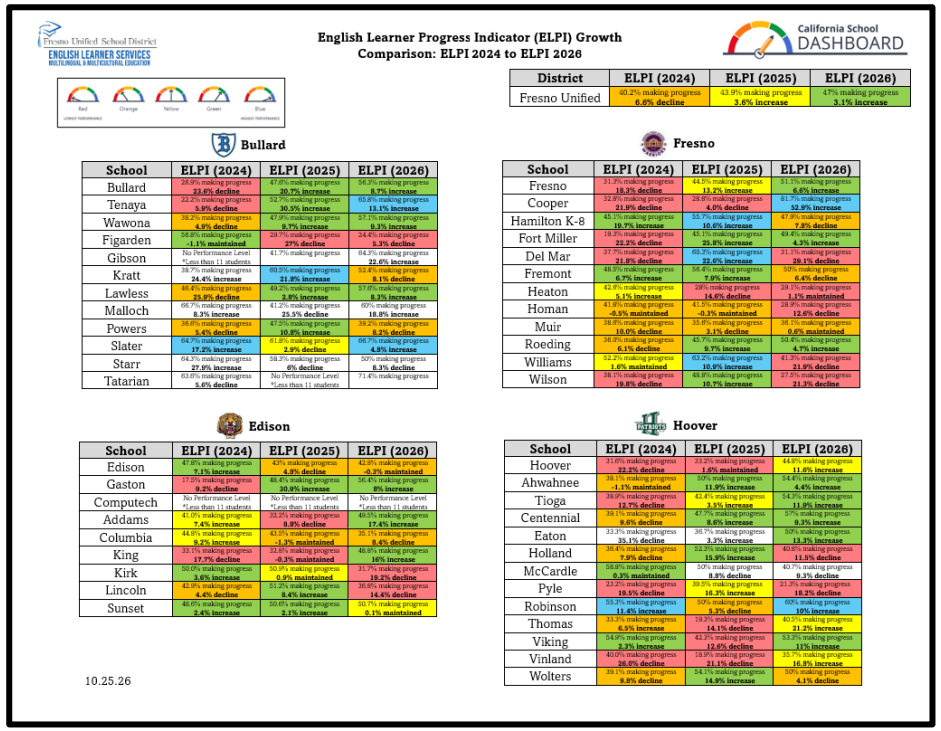
Understanding ELPI LEVELS

- **ELPAC:** Measures a student's English language proficiency in **listening**, **speaking**, **reading**, and **writing**.
- **ELPI:** Tracks a student's progress in developing English language proficiency from one year to the next using **six performance levels**.
- **OUR GOAL:** Students **move up at least one ELPI level** each school year until they reach level 4.

SUMMATIVE ELPAC Performance Levels	**LEVEL 1**	**LEVEL 2**		**LEVEL 3**		**LEVEL 4**
	Beginning	**Somewhat Developed**		**Moderately Developed**		**Well-Developed**
ELPI Performance Levels	**1**	**2 Low**	**2 High**	**3 Low**	**3 High**	**4**

Celebration: ELPI Growth

District	ELPI (2024)	ELPI (2025)	ELPI (2026)
Fresno Unified	40.2% making progress **6.6% decline**	43.9% making progress **3.6% increase**	47% making progress **3.1% increase**



Fresno Unified School District
ENGLISH LEARNER SERVICES
MULTILINGUAL & MULTICULTURAL EDUCATION

English Learner Progress Indicator (ELPI) Growth
Comparison: ELPI 2024 to ELPI 2026

California School DASHBOARD

District	ELPI (2024)	ELPI (2025)	ELPI (2026)
Fresno Unified	40.2% making progress **6.6% decline**	43.9% making progress **3.6% increase**	47% making progress **3.1% increase**

Bullard

School	ELPI (2024)	ELPI (2025)	ELPI (2026)
Bullard	28.9% making progress **23.6% decline**	47.6% making progress **20.7% increase**	56.3% making progress **8.7% increase**
Tenaya	22.2% making progress **5.9% decline**	52.7% making progress **30.5% increase**	65.8% making progress **13.1% increase**
Wawona	38.2% making progress **4.9% decline**	47.9% making progress **9.7% increase**	57.1% making progress **9.3% increase**
Figarden	58.8% making progress **-1.1% maintained**	29.7% making progress **29% decline**	24.4% making progress **5.3% decline**
Gibson	No Performance Level *Less than 11 students	41.7% making progress	64.3% making progress **22.6% increase**
Kratt	38.7% making progress **24.4% increase**	69.3% making progress **21.8% increase**	54.4% making progress **8.1% decline**
Lawless	48.4% making progress **25.6% decline**	51.2% making progress **2.8% increase**	57.8% making progress **8.3% increase**
Malloch	66.7% making progress **8.3% increase**	41.2% making progress **25.5% decline**	60% making progress **18.8% increase**
Powers	36.6% making progress **5.4% decline**	47.5% making progress **10.8% increase**	39.2% making progress **8.2% decline**
Slater	64.7% making progress **17.2% increase**	61.8% making progress **2.9% decline**	66.7% making progress **4.8% increase**
Starr	64.3% making progress **27.9% increase**	58.3% making progress **6% decline**	50% making progress **8.3% decline**
Tatarian	63.8% making progress **5.6% decline**	No Performance Level *Less than 11 students	71.4% making progress

Fresno

School	ELPI (2024)	ELPI (2025)	ELPI (2026)
Fresno	31.3% making progress **18.3% decline**	44.5% making progress **13.2% increase**	51.7% making progress **6.6% increase**
Cooper	32.9% making progress **21.9% decline**	28.8% making progress **4.0% decline**	81.7% making progress **52.9% increase**
Hamilton K-8	45.1% making progress **10.7% increase**	55.7% making progress **10.6% increase**	47.8% making progress **7.9% decline**
Fort Miller	18.3% making progress **22.2% decline**	43.1% making progress **25.8% increase**	49.4% making progress **6.3% increase**
Del Mar	37.7% making progress **21.8% decline**	60.3% making progress **22.6% increase**	31.3% making progress **29.1% decline**
Fremont	48.9% making progress **6.7% increase**	56.4% making progress **7.9% increase**	50% making progress **6.4% decline**
Heaton	42.9% making progress **5.1% increase**	29% making progress **14.6% decline**	29.5% making progress **1.1% maintained**
Homan	41.8% making progress **-0.5% maintained**	41.5% making progress **-0.3% maintained**	28.9% making progress **12.6% decline**
Muir	38.8% making progress **10.6% decline**	35.8% making progress **3.1% decline**	38.1% making progress **0.6% maintained**
Roeding	36.4% making progress **6.1% decline**	43.7% making progress **9.7% increase**	50.4% making progress **6.7% increase**
Williams	52.2% making progress **1.6% maintained**	63.2% making progress **10.9% increase**	41.3% making progress **21.9% decline**
Wilson	38.1% making progress **10.8% decline**	48.8% making progress **10.7% increase**	27.5% making progress **21.3% decline**

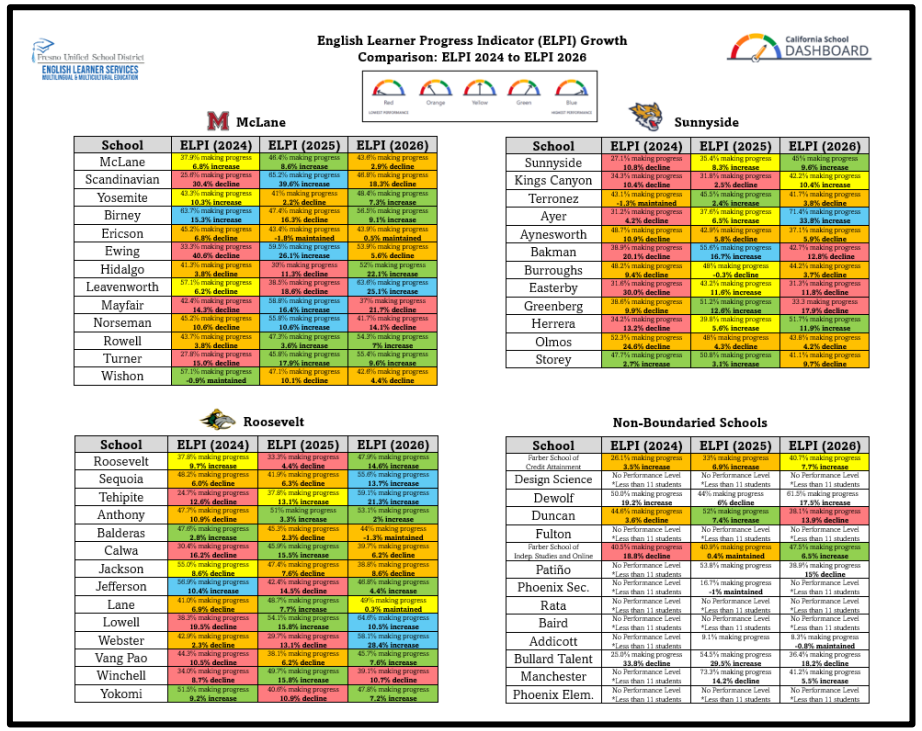
Edison

School	ELPI (2024)	ELPI (2025)	ELPI (2026)
Edison	47.8% making progress **7.1% increase**	43% making progress **4.8% decline**	42.8% making progress **-0.3% maintained**
Gaston	17.3% making progress **9.2% decline**	66.4% making progress **30.9% increase**	58.4% making progress **8% increase**
Computech	No Performance Level *Less than 11 students	No Performance Level *Less than 11 students	No Performance Level *Less than 11 students
Addams	41.0% making progress **7.4% increase**	32.2% making progress **8.8% decline**	49.5% making progress **17.4% increase**
Columbia	44.8% making progress **9.2% increase**	43.5% making progress **-1.3% maintained**	35.1% making progress **8.4% decline**
King	33.1% making progress **17.7% decline**	32.8% making progress **-0.3% maintained**	48.9% making progress **16% increase**
Kirk	50.0% making progress **5.6% increase**	50.9% making progress **0.9% maintained**	31.7% making progress **19.2% decline**
Lincoln	42.9% making progress **4.4% decline**	51.2% making progress **8.4% increase**	36.8% making progress **14.4% decline**
Sunset	48.6% making progress **2.4% increase**	50.6% making progress **2.1% increase**	50.7% making progress **0.1% maintained**

Hoover

School	ELPI (2024)	ELPI (2025)	ELPI (2026)
Hoover	31.6% making progress **23.2% decline**	33.2% making progress **1.6% maintained**	44.8% making progress **11.6% increase**
Ahwahnee	38.1% making progress **-1.1% maintained**	50% making progress **11.9% increase**	54.4% making progress **4.4% increase**
Tioga	38.9% making progress **12.7% decline**	42.4% making progress **3.5% increase**	54.3% making progress **11.8% increase**
Centennial	39.1% making progress **8.6% decline**	47.7% making progress **8.6% increase**	57% making progress **9.3% increase**
Eaton	33.3% making progress **3% decline**	36.7% making progress **3.3% increase**	50% making progress **13.3% increase**
Holland	36.4% making progress **7.9% decline**	52.3% making progress **15.9% increase**	40.8% making progress **11.5% decline**
McCardle	58.8% making progress **0.3% maintained**	50% making progress **8.8% decline**	41.7% making progress **8.3% decline**
Pyle	33.3% making progress **15.5% decline**	39.5% making progress **6.2% increase**	21.3% making progress **18.2% decline**
Robinson	55.3% making progress **11.4% increase**	50% making progress **5.3% decline**	60% making progress **10% increase**
Thomas	33.3% making progress **6.5% increase**	19.3% making progress **14.1% decline**	40.5% making progress **21.2% increase**
Viking	54.9% making progress **2.3% increase**	42.3% making progress **12.6% decline**	53.8% making progress **11% increase**
Vinland	40.0% making progress **28.6% decline**	18.9% making progress **21.1% decline**	35.7% making progress **16.8% increase**
Wolters	39.1% making progress **9.8% decline**	54.1% making progress **14.9% increase**	50% making progress **4.1% decline**

10.25.26



Fresno Unified School District
ENGLISH LEARNER SERVICES
MULTILINGUAL & MULTICULTURAL EDUCATION

English Learner Progress Indicator (ELPI) Growth
Comparison: ELPI 2024 to ELPI 2026

California School DASHBOARD

McLane

School	ELPI (2024)	ELPI (2025)	ELPI (2026)
McLane	37.9% making progress **6.8% increase**	46.4% making progress **8.6% increase**	43.8% making progress **2.6% decline**
Scandinavian	25.8% making progress **30.4% decline**	65.2% making progress **39.6% increase**	46.8% making progress **18.3% decline**
Yosemite	43.9% making progress **10.3% increase**	41% making progress **2.2% decline**	48.4% making progress **7.3% increase**
Birney	63.5% making progress **15.3% increase**	47.4% making progress **16.3% decline**	56.5% making progress **9.1% increase**
Ericson	45.2% making progress **6.8% decline**	43.4% making progress **-1.8% maintained**	42.9% making progress **0.5% maintained**
Ewing	33.3% making progress **40.6% decline**	59.5% making progress **26.1% increase**	53.9% making progress **5.6% decline**
Hidalgo	41.3% making progress **3.8% decline**	30% making progress **11.3% decline**	52% making progress **22.1% increase**
Leavenworth	57.1% making progress **6.2% decline**	38.5% making progress **18.6% decline**	63.6% making progress **25.1% increase**
Mayfair	42.4% making progress **14.3% decline**	58.8% making progress **16.4% increase**	37% making progress **21.7% decline**
Norseman	45.2% making progress **10.6% decline**	55.8% making progress **10.6% increase**	41.7% making progress **14.1% decline**
Rowell	42.7% making progress **3.8% decline**	47.3% making progress **3.6% increase**	54.3% making progress **7% increase**
Turner	27.9% making progress **15.0% decline**	45.8% making progress **17.9% increase**	55.4% making progress **9.6% increase**
Wishon	57.1% making progress **-0.9% maintained**	47.1% making progress **10.1% decline**	62.8% making progress **4.4% decline**

Sunnyside

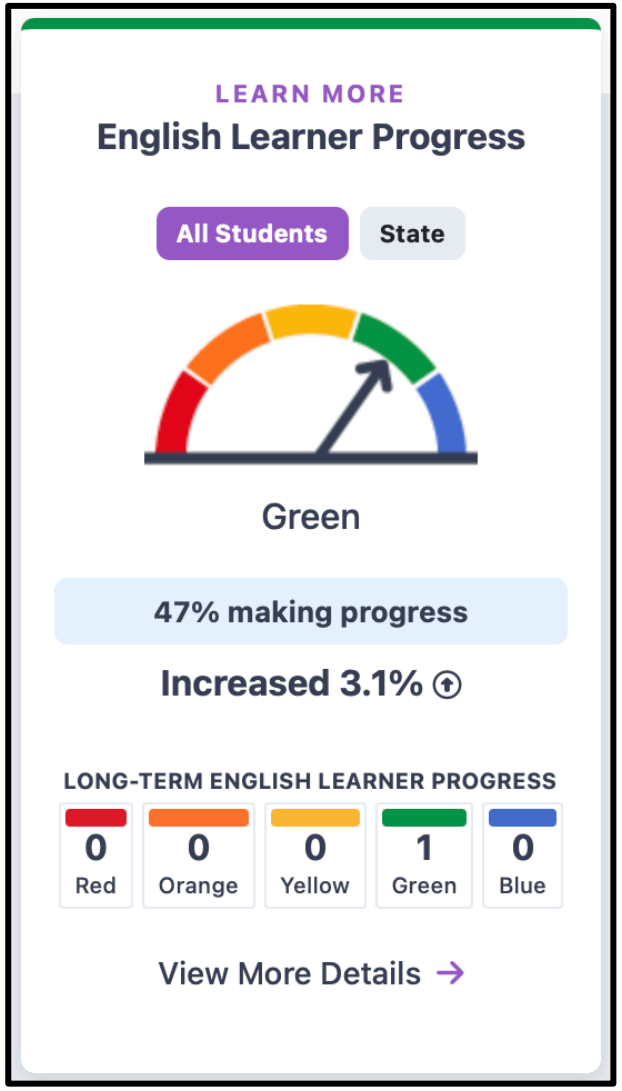
School	ELPI (2024)	ELPI (2025)	ELPI (2026)
Sunnyside	27.1% making progress **10.8% decline**	35.4% making progress **8.3% increase**	45% making progress **9.6% increase**
Kings Canyon	34.3% making progress **10.4% decline**	31.8% making progress **2.5% decline**	42.2% making progress **10.4% increase**
Terronez	43.1% making progress **-1.3% maintained**	45.5% making progress **2.4% increase**	41.7% making progress **3.8% decline**
Ayer	31.2% making progress **4.2% decline**	37.6% making progress **6.5% increase**	71.4% making progress **33.8% increase**
Aynesworth	48.7% making progress **10.9% decline**	42.8% making progress **5.8% decline**	37.1% making progress **5.9% decline**
Bakman	26.8% making progress **20.1% decline**	55.6% making progress **16.7% increase**	42.5% making progress **12.8% decline**
Burroughs	46.2% making progress **9.4% decline**	46% making progress **-0.3% decline**	44.2% making progress **1.7% decline**
Easterby	31.6% making progress **30.0% decline**	43.3% making progress **11.6% increase**	31.3% making progress **11.8% decline**
Greenberg	38.6% making progress **9.9% decline**	51.2% making progress **12.6% increase**	33.3% making progress **17.9% decline**
Herrera	34.2% making progress **13.2% decline**	39.8% making progress **5.6% increase**	51.7% making progress **11.9% increase**
Olmos	52.3% making progress **24.6% decline**	48% making progress **4.3% decline**	42.8% making progress **4.2% decline**
Storey	47.7% making progress **2.7% increase**	50.8% making progress **3.1% increase**	41.1% making progress **9.7% decline**

Roosevelt

School	ELPI (2024)	ELPI (2025)	ELPI (2026)
Roosevelt	37.8% making progress **9.7% increase**	33.3% making progress **4.5% decline**	47.9% making progress **14.6% increase**
Sequoia	48.2% making progress **6.6% decline**	41.9% making progress **6.3% decline**	55.6% making progress **13.7% increase**
Tehipite	24.7% making progress **12.6% decline**	37.8% making progress **13.1% increase**	59.7% making progress **21.3% increase**
Anthony	47.7% making progress **10.9% decline**	51% making progress **3.3% increase**	53.3% making progress **2% increase**
Balderas	47.8% making progress **7.9% decline**	45.3% making progress **2.5% decline**	44% making progress **-1.3% maintained**
Calwa	30.4% making progress **16.2% decline**	45.9% making progress **15.5% increase**	39.7% making progress **6.2% decline**
Jackson	55.5% making progress **8.6% decline**	47.4% making progress **7.6% decline**	38.8% making progress **8.6% decline**
Jefferson	56.8% making progress **10.4% increase**	42.4% making progress **14.5% decline**	46.8% making progress **4.4% increase**
Lane	41.0% making progress **6.5% decline**	48.7% making progress **7.7% increase**	49% making progress **0.3% maintained**
Lowell	38.3% making progress **10.5% decline**	54.1% making progress **15.8% increase**	64.8% making progress **10.5% increase**
Webster	42.9% making progress **2.3% decline**	29.7% making progress **13.1% decline**	58.1% making progress **28.4% increase**
Vang Pao	44.3% making progress **10.5% decline**	38.1% making progress **6.2% decline**	45.7% making progress **7.6% increase**
Winchell	34.0% making progress **8.7% decline**	49.7% making progress **15.8% increase**	39.3% making progress **10.7% decline**
Yokomi	51.5% making progress **9.2% increase**	40.8% making progress **10.9% decline**	47.8% making progress **7.2% increase**

Non-Boundaried Schools

School	ELPI (2024)	ELPI (2025)	ELPI (2026)
Farber School of Credit Attainment	26.1% making progress **3.5% increase**	33% making progress **6.8% increase**	40.1% making progress **7.1% increase**
Design Science	No Performance Level *Less than 11 students	No Performance Level *Less than 11 students	No Performance Level *Less than 11 students
Dewolf	50.8% making progress **19.2% increase**	44% making progress **6% decline**	61.3% making progress **17.3% increase**
Duncan	44.0% making progress **3.6% decline**	50% making progress **7.4% increase**	36.1% making progress **13.9% decline**
Fulton	No Performance Level *Less than 11 students	No Performance Level *Less than 11 students	No Performance Level *Less than 11 students
Farber School of Indep. Studies and Online	40.5% making progress **18.8% decline**	40.9% making progress **0.4% maintained**	47.5% making progress **6.5% increase**
Patiño	No Performance Level *Less than 11 students	53.8% making progress	38.9% making progress **15% decline**
Phoenix Sec.	No Performance Level *Less than 11 students	16.7% making progress **-1% maintained**	No Performance Level *Less than 11 students
Rata	No Performance Level *Less than 11 students	No Performance Level *Less than 11 students	No Performance Level *Less than 11 students
Baird	No Performance Level *Less than 11 students	No Performance Level *Less than 11 students	No Performance Level *Less than 11 students
Addicott	No Performance Level *Less than 11 students	9.1% making progress	8.3% making progress **-0.8% maintained**
Bullard Talent	25.8% making progress **33.8% decline**	54.5% making progress **29.3% increase**	36.4% making progress **18.2% decline**
Manchester	No Performance Level *Less than 11 students	73.3% making progress **14.2% decline**	41.2% making progress **5.5% increase**
Phoenix Elem.	No Performance Level *Less than 11 students	No Performance Level *Less than 11 students	No Performance Level *Less than 11 students



Celebration: ELPI Growth (BLUE and GREEN)

BLUE SCHOOLS

10 SCHOOLS

- Ayer
- Cooper
- Leavenworth
- Lowell
- Robinson
- Sequoia
- Slater
- Tehipite
- Tenaya
- Webster

GREEN SCHOOLS

27 SCHOOLS

- Addams
- Ahwahnee
- Anthony
- Birney
- Bullard
- Centennial
- Eaton
- Farber School of Independent Studies and Online
- Fort Miller
- Fresno High
- Gaston
- Herrera
- Hidalgo
- Jefferson
- King
- Lawless
- Roeding
- Roosevelt
- Rowell
- Sunnyside
- Tioga
- Turner
- Vang Pao
- Viking
- Wawona
- Yokomi
- Yosemite



EL Parent Conference Tool

Family-Led Reclassification Tool
Building the Path to Reclassification

This tool was created by parents, for parents. Use it to understand your child's English language progress, partner with educators, and create a plan to help your child continue building the skills they need to become proficient in English and reclassify. **Your voice is one of the most powerful parts of this process.**

Student name:_____ Grade:_____

Teacher name:_____ Teacher Contact Info: _____

Before the conference

Review your child's most recent **Summative ELPAC** or **Alternate ELPAC** resul
through your district's student information system, such as Aeries or PowerSc

ELPAC	Overall Level:	Speaking: ☐ beginning ☐
An overall level 4 on the ELPAC, or a 3 on the Alternate ELPAC, is required for reclassification.	☐ 1 ☐ 2 ☐ 3 ☐ 4	**Listening:** ☐ beginning ☐ **Reading:** ☐ beginning ☐ **Writing:** ☐ beginning ☐ n

Reflect on what else you know about your child's progress with English. Thin
work, other assessments, conversations with your child, or your own observa

Domain	Strengths	Ar
Speaking Can my child express ideas and participate in conversations in English?		
Listening Can my child understand directions, discussions, and what others are saying in English?		
Reading Can my child understand what they read and use English to learn?		
Writing Can my child communicate their ideas clearly in written English?		

What are your goals for your child this school year?

Questions to Discuss at the Conference

Mark the questions you want to ask. You can add your own questions below.

Understand my child's progress
- ☐ What is my child doing well in English? What should we celebrate?
- ☐ Which ELPAC domain(s) should we focus on most right now? Why?
- ☐ What English language skills should my child focus on next?

Understand support at school
- ☐ What kind of designated ELD is my child receiving? What are they focusing on?
- ☐ What language support does my child receive in their other classes?
- ☐ What additional support does my child need at school?

Understand the path to reclassification
- ☐ What does my child need to be able to do in English to be ready to reclassify?
- ☐ How will we know my child is making progress toward that goal?
- ☐ What can we do at home to support my child's path to reclassification?

Other questions I want to ask:

_____

During the conference

Share your observations about your child's progress, strengths, and areas for growth. Take notes on information shared by the teacher.

Notes

Goals and Next Steps

Work with the teacher to create an action plan and identify specific next steps to take.

English language goal or skill	The school will:	At home we will:	How will we know there is progress?	When will we check in?

Planificación de Conferencia Dirigida por Familias
Construyendo el Camino a la Reclasificación

Esta herramienta fue creada por padres para padres. Úsela para comprender el progreso de su estudiante en el idioma inglés, colaborar con los maestros y elaborar un plan que le ayude a seguir desarrollando las habilidades necesarias para dominar el inglés y lograr la reclasificación. **Su voz juega un papel muy potente en este proceso.**

Nombre del estudiante: _____

Nombre del maestro:_____

Antes de la conferencia

Revise los resultados más recientes del **ELPAC Sum**
general, puede accederlos a través del sistema d
PowerSchool.

ELPAC	Nivel general:	H E L E
Para la reclasificación, se requiere un nivel general de 4 en el ELPAC o un 3 en el ELPAC Alternativo.	☐ 1 ☐ 2 ☐ 3 ☐ 4	

Reflexione sobre qué más sabe acerca del progre
trabajo en clase, otras evaluaciones, conversacio

Dominio	Fortalezas
Hablar ¿Puede expresar ideas y participar en conversaciones en inglés?	
Escuchar ¿Puede entender instrucciones, conversaciones y lo que dicen los demás en inglés?	
Leer ¿Puede comprender lo que lee y utilizar el inglés para aprender?	
Escribir ¿Puede comunicar sus ideas con claridad en inglés escrito?	
¿Cuáles son sus objetivos para su estudiante este	

Cuestiones para tratar en la conferencia

Marque las preguntas que le gustaría hacer. Puede incluir sus propias preguntas abajo.

Entender el progreso de mi estudiante
- ☐ ¿En qué aspectos de inglés se desempeña bien mi estudiante? ¿Qué deberíamos celebrar?
- ☐ ¿En qué área(s) del ELPAC deberíamos enfocarnos más? ¿Por qué?
- ☐ ¿En qué habilidades de hablar el idioma inglés debería enfocarse mi estudiante?

Entender el apoyo escolar
- ☐ ¿Qué tipo de instrucción ELD está recibiendo mi estudiante? ¿En qué se están enfocando?
- ☐ ¿Qué apoyo lingüístico recibe mi estudiante en sus otras clases?
- ☐ ¿Qué apoyo adicional necesita mi estudiante en la escuela?

Entender el camino a la reclasificación
- ☐ ¿Qué necesita saber hacer mi estudiante en inglés para estar listo para la reclasificación?
- ☐ ¿Cómo sabremos que mi estudiante está progresando hacia esa meta?
- ☐ ¿Qué podemos hacer en casa para apoyar el camino a la reclasificación?

Otras preguntas que me gustaría hacer:

_____

Durante la conferencia

Comparta sus observaciones sobre el progreso, fortalezas y áreas de crecimiento de su estudiante. Tome notas sobre la información que comparta el maestro.

Notas

Metas y próximos pasos

Trabaje con el maestro para elaborar un plan de acción e identificar los próximos pasos a seguir.

Objetivo o habilidad del inglés	La escuela:	En casa:	¿Cómo sabremos si hay progreso?	¿Cuándo volveremos a conectarnos?

AB 2555- Changes to Reclassification

Fresno Unified School District | FUTURE READY STARTS HERE

AB 2555 California's New English Learner Reclassification Process

INFORMATION FOR FAMILIES

California Assembly Bill (AB) 2555 updated the criteria for reclassifying English Learner (EL) students. The goal is to create a more consistent and equitable process across the state.

What is Reclassification?

Reclassification is when a student meets state requirements to be reclassified as Reclassified Fluent English Proficient (RFEP). This means the student is no longer an English Learner and will continue in the general education program, with ongoing support as needed.

What Changed Under AB 2555?

Starting September 27, 2026, students will be reclassified based on one criterion instead of four.

BEFORE AB 2555

Students had to meet four criteria:

- English language proficiency (ELPAC)
- Comparison of basic skills (English Language Arts)
- Teacher Recommendation
- Parent consultation

NOW

Students are reclassified based on one statewide assessment criterion:

ELPAC

A Summative ELPAC Performance Level **4** or a Summative Alternate ELPAC Performance Level **3**

What does this Mean for My Child?

If your child scores at level 4 on the Summative ELPAC or level 3 on the Alternate ELPAC, they will be eligible for reclassification using the new process.

What is My Role as a Parent?

Parents continue to be important partners in their child's education. You will be notified of your child's English language progress annually.

What Happens After Reclassification?

Students who are reclassified (RFEP) will continue to be monitored for at least four years to ensure they are academically successful.

ASK YOUR SCHOOL:

"What is my child's latest ELPAC level, and what support is available?"

"What are the exact dates my child is scheduled to take the Summative ELPAC test at school?"

Fresno Unified School District
ENGLISH LEARNER SERVICES
MULTILINGUAL & MULTICULTURAL EDUCATION

Fresno Unified School District | FUTURE READY STARTS HERE

AB 2555: Nuevo proceso de reclasificación de estudiantes aprendices de inglés en California

INFORMACIÓN PARA LAS FAMILIAS

La Ley de la Asamblea de California (AB) 2555 actualizó los criterios para reclasificar a los estudiantes aprendices de inglés (EL). El objetivo es crear un proceso más uniforme y equitativo en todo el estado.

¿Qué es la reclasificación?

La reclasificación ocurre cuando un estudiante cumple los requisitos estatales para ser reclasificado como competente en inglés (RFEP). Esto significa que deja de ser clasificado como aprendiz de inglés y continúa en el programa de educación general, con apoyo continuo según sea necesario.

¿Qué cambió con AB 2555?

A partir del 27 de septiembre de 2026, los estudiantes serán reclasificados según un solo criterio, en lugar de cuatro.

ANTES DE AB 2555

Los estudiantes debían cumplir cuatro criterios:

- Dominio del inglés (ELPAC)
- Comparación de habilidades básicas (Lengua y Literatura en Inglés)
- Recomendación del maestro(a)
- Consulta con los padres

AHORA

La reclasificación se basa en un solo criterio de evaluación estatal:

ELPAC

Nivel de desempeño **4** en la Evaluación Sumativa ELPAC o nivel de desempeño **3** en la Evaluación Sumativa Alternativa ELPAC.

¿Qué significa para mi hijo(a)?

Si su hijo(a) obtiene el nivel 4 en la ELPAC Sumativa o el nivel 3 en la ELPAC Alternativa Sumativa, será elegible para la reclasificación conforme al nuevo proceso.

¿Cuál es mi función como padre o madre?

Los padres siguen siendo colaboradores importantes en la educación de sus hijos. Se les informará anualmente sobre el progreso de su hijo(a) en el aprendizaje del inglés.

¿Qué ocurre después de la reclasificación?

Los estudiantes reclasificados (RFEP) continuarán bajo seguimiento durante al menos cuatro años para asegurar su éxito académico.

PREGUNTE EN SU ESCUELA:

"¿Cuál es el nivel más reciente de mi hijo(a) en el ELPAC y qué apoyo hay disponible?"

"¿Cuáles son las fechas exactas en que mi hijo(a) tiene programado tomar la Evaluación Sumativa ELPAC en su escuela?"

Fresno Unified School District
ENGLISH LEARNER SERVICES
MULTILINGUAL & MULTICULTURAL EDUCATION

MULTILINGUAL RECLASSIFIED MULTICULTURAL EDUCATION

Fresno Unified School District | FUTURE READY STARTS HERE

AB 2555 – California Tsab Cai Tshiab Hais Txog Kev Hloov Cov Menyuam Kawm Lus Askiv (EL) Mus Rau Theem Paub Lus Askiv Tau Zoo (Reclassification Process)

NTAUB NTAWV QHIA RAU COV TSEV NEEG

California Tsab Cai *AB 2555* tau hloov cov cai siv los txiav txim seb cov tub ntxhais kawm uas kawm lus Askiv (EL) puas tsim nyog hloov mus rau pawg paub lus Askiv zoo lawm. Lub hom phiaj yog kom muaj kev ncaj ncees thiab siv tib txoj cai thoob plaws lub xeem *California*.

Kev Hloov Mus Rau Theem Paub Lus Askiv Zoo Yog Dab Tsi?

Kev Hloov Mus Rau Theem Paub Lus Askiv Zoo (Reclassification) yog thaum tus tub ntxhais kawm ua tau raws li lub xeev cov cai hloov mus rau pawg paub lus Askiv zoo (RFEP). Tus me nyuam tsis yog cov tseem xyaum kawm lus Askiv (English Learner) lawm, tab sis tseem tau txais kev pab raws li qhov xav tau.

AB 2555 Tau Hloov Dab Tsi?

Pib lub Cuaj Hlis tim 27, 2026, cov tub ntxhais kawm qhov kev hloov mus rau theem paub lus askiv zoo (reclassification) ntsuas yog muaj ib qho (criteria) lawm xwb, tsis muaj plaub qho li yas tag los lawm.

UA NTEJ *AB 2555*

Menyuam kawm ntawv yuav tsum ua kom tau raws li plaub qho (criteria):

- Kev paub lus Askiv zoo (ELPAC)
- Saib cov kev xeem paub lus Askiv (English Language Arts)
- Tus kws qhia ntawv qhov kev pom zoo
- Kev sab laj nrog niam txiv

TAM SIM NO

Tsuas yog muaj IB QHO (criteria) kev ntsuas thoob plaws lub xeev lawm xwb:

ELPAC

Summative ELPAC: Qib 4 lossis
Summative Alternate ELPAC: Qib 3

Qhov No Txhais Li Cas Rau Kuv Tus Me Nyuam?

Yog koj tus me nyuam xeem tau Theem 4 ntawm Summative ELPAC lossis Qib 3 ntawm Summative Alternate ELPAC, nws yuav tsim nyog raug hloov mus kawm rau theem paub lus Askiv zoo raws li txoj kev tshiab.

Niam thiabTxiv Lub Luag Haujlwm Yog Dab Tsi?

Cov niam txiv tseem yog cov neeg tseem ceeb txhawb lawv cov me nyuam txoj kev kawm. Koj tseem yuav tau txais ntawv qhia txhua xyoo txog koj tus me nyuam txoj kev paub lus Askiv.

Yuav Muaj Dab Tsi Tom Qab hloov mus kawm rau theem paub lus Askiv zoo?

Cov tub ntxhais kawm uas raug hloov mus kawm rau theem paub lus Askiv zoo (RFEP) lawm tseem yuav raug saib xyuas tsawg kawg plaub xyoos kom paub tseeb tias lawv kawm tau ntawv zoo.

NUG KOJ TUS ME NYUAM LUB TSEV KAWM NTAWV:

"Kuv tus me nyuam xeem tau qib dab tsi ntawm qhov kev xeem ELPAC zaum kawg, thiab lub tsev kawm ntawv muaj kev pab dab tsi rau nws?"

"Hnub twg yog hnub uas kuv tus me nyuam yuav xeem Summative ELPAC tom tsev kawm ntawv"

Fresno Unified School District
ENGLISH LEARNER SERVICES

ELAC Bylaws- Updated 2026

FUTURE READY STARTS HERE

ELAC
English Learner Advisory Committee

Fresno Unified School District
ENGLISH LEARNER SERVICES

Fresno Unified School District
English Learner Advisory Committee (ELAC) Bylaws

ARTICLE I – NAME OF THE COMMITTEE

The Fresno Unified School District has established the English Learner Advisory Committee. Hereinafter, this English Learner Advisory Committee may be referred to as the ELAC.

ARTICLE II – ROLE OF THE COMMITTEE

Under state law, the ELAC has responsibility for the following duties:

- Advise the principal, school staff, and school site council of the needs of English Learners, including instructional and support needs.
- Advise the principal, school staff, and school site council on the development of the School Plan for Student Achievement (SPSA) and budget. The school site council, with input from the ELAC, ultimately approves the final school's plan and budget for submission to the Board of Education.
- Review annual results of English Learner demographics/assessment data reports. Advise the principal and staff on any program changes that result from this review.
- Advise and assist the principal in conducting the district/school's needs assessment. Review findings and advise the school principal and staff of any program modifications.
- Advise the principal on ways to make parents aware of the importance of regular school attendance.
- Elect two representatives to the District English Learner Advisory Committee (DELAC). Representatives will attend and receive information from the DELAC meetings about various district and school programs/requirements.

FUTURE READY STARTS HERE
Fresno Unified School District
ENGLISH LEARNER SERVICES

Every two years, an English Learner Advisory Committee may elect to have the school site council serve as the site leadership body for the English learner program. If this occurs, the school site council will assume the responsibilities identified above.

Note: In the Fresno Unified School District, this option is only available for schools with **49** or less English Learners. School sites would be **required** to follow the "Delegating ELAC Authority to SSC" process. To access the guide established for this process please refer the English Learner website ELAC Resource section or the Master Plan for English Learner Succes.

ARTICLE III – MEMBERS

SECTION 1: Size and composition

The ELAC can be composed of parents/guardians of English learners, other parents/guardians from the school, staff members and other community members.

The percentage of parents/guardians of English learners serving as ELAC officers must be at least the same as the percentage of English learners in the school. Therefore, the five ELAC Officers are composed from any of these:

- Parents/Guardians of English learners in the school.
- Parents/Guardians of other students in the school and other community members if elected by parents/guardians of English learners in the school and current ELAC Elected Officers.(For example, parents of Reclassified Fluent English Proficient (RFEP) students).
- Principal, Administrator, or designee and staff members

All English Learner parents/guardians of the school site are automatically considered ELAC members

SECTION 2: Term of Office

All of the ELAC Officers may decide to serve for a term of 1 or 2 years and up to two terms in a position or what the site principal, administrator, or designee determines.

However, in order to achieve staggered ELAC Officers, one-half, or the nearest approximation, of them will be elected each year if possible.

Two Areas to Review in the ELAC Bylaws

ELAC BOARD OFFICER COMPOSITION

5 elected officer positions

Chairperson

Vice Chairperson

Secretary

DELAC Representative #1

DELAC Representative #2

****Chairperson** and **DELAC Rep #1** must be parents/guardians of current EL students.

The percentage of ELAC officers who are parents of English Learners must be equal to or greater than the percentage of English Learner students enrolled at the school.

2 EL Officers out of the 5 = 40% EL Officers

QUORUM: THREE PATHWAYS

3 elected officers

At least three elected ELAC officers present

5 ELAC members (EL Parents)

At least five ELAC members present

5 combined

Officers + EL parents/guardians total at least five

No quorum = no nominations, elections, or other votes.

Officers= the elected ELAC officers
Members= EL parents at the school site

DELAC Bylaws- Updated 2026

FUTURE READY STARTS HERE

DELAC
District English Learner Advisory Committee

Fresno Unified School District
ENGLISH LEARNER SERVICES

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

ARTICLE I – NAME OF THE COMMITTEE

The name of this committee shall be the District English Learner Advisory Committee and referred hereafter in these bylaws as the District English Learner Advisory Committee, DELAC.

ARTICLE II – PURPOSE

The purpose of the committee shall be to help provide and strengthen the programs that will result in academic excellence and educational achievement for children who have education in two languages and, at the same time, be responsive to the various individual cultures and lifestyles. The functions of the committee shall include but not be limited to the following:

Section 1. To advise the members of the Board of Education of the school district and the designated representatives regarding the tasks established in the Education Codes sections 35147, 52062(a)(2), 52063(b), 52069, 62002.5 and 64001(a) or by current law pertaining to the programs for the English Learner students.

a) Development or revision of a district master plan of education programs and services for English learners (EL), taking into consideration the School Plan for Student Achievement (SPSA).
b) Conducting a district-wide needs assessment on a school-
c) Examine and comment on district programs, goals, and ob services for English learners.
d) Development of a plan to ensure compliance with any appl instructional aide requirements.

DELAC Bylaws were updated to reflect alignment with the ELAC Bylaws

FUTURE READY STARTS HERE

Fresno Unified School District
ENGLISH LEARNER SERVICES

e) Annual Review of EL Data / Demographics / Services Provided
f) Review and comment on the reclassification criteria.
g) Review and comment on the written notifications required to be sent to parents and guardians.

ARTICLE III – MEMBERSHIP

Section 1. Total composition of the District English Learner Advisory Committee shall be no less than fifty-one percent of the members shall be parents/guardians of identified English Learners students (EL) residing within the boundaries of Fresno Unified School District and/or attending schools receiving funds. No more than forty-nine percent of the membership shall be representatives of organizations serving the bilingual community such as community action agencies or groups and civic, business, labor, parent-teacher and ethnic or religious organizations.

Section 2. The head administrator of the Department of English Learner Services is always a member of the DELAC. A maximum of 10% of the total membership may be parents/guardians of English Learner students (EL) that are district employees.

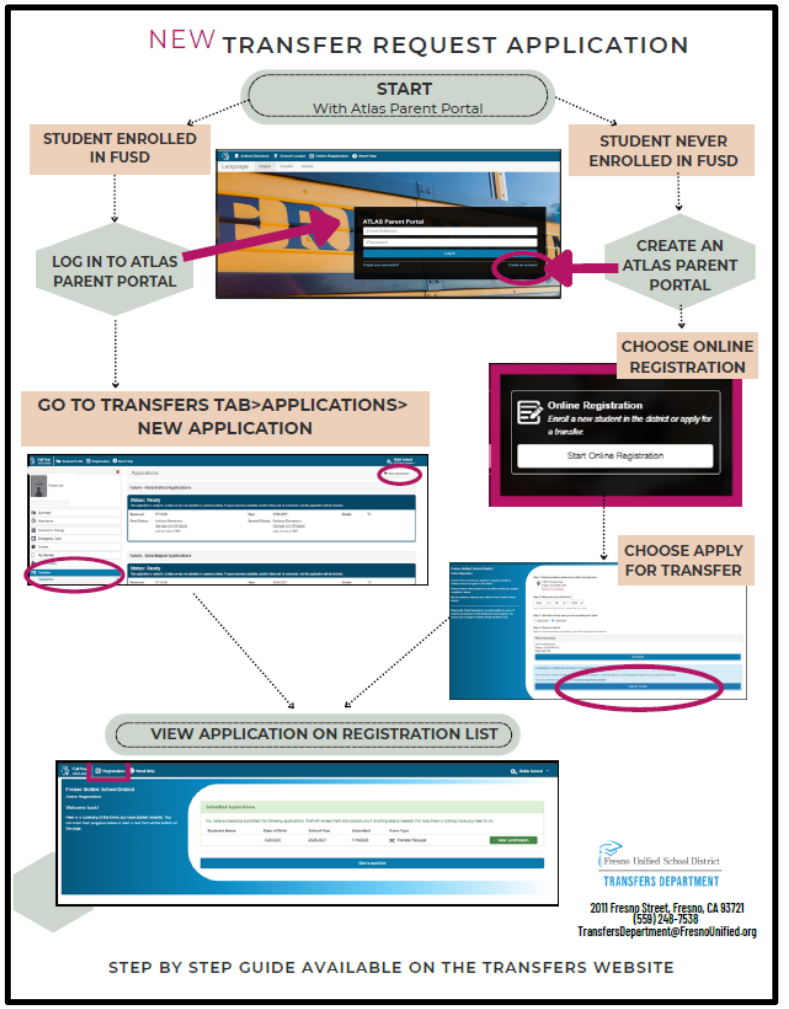
a) Each school with 21 or more English Learner students shall select two (2) DELAC representatives. The DELAC representatives will be elected by a majority of parents of English Learner students (EL) and current ELAC Elected Officers. English Learner parents/guardians will comprise at least fifty-one percent of the District English Learner Advisory Committee.

Section 3. **Voting Rights**

Each member shall be entitled to one vote per school site they represent and may cast that vote
h Learner Advisory Committee. Proxy
ements under which she/he was elected

Reminder - DLI Transfers

	Site Based Programs	Choice Programs
	School	School
Elementary	Balderas (Hmong)	Ewing (PK-6)
	Birney	Leavenworth (PK-6)
	Burroughs	
	Calwa	Sunset (PK-6)
	Centennial	Wawona (PK-6)
	Herrera	
	Hidalgo	
	Jackson	
	Lane	
	Roeding	
	Rowell	
	Vang Pao (Hmong)	
	Winchell	
Middle	Fort Miller	
	Sequoia (Spanish and Hmong)	
	Sequoia	
	Tehipite	
	Terronez	
	Tioga	
	Wawona	
	Yosemite	
High	Bullard	
	McLane	
	Roosevelt	



IMPORTANT REMINDER

- ❑ Submit a Transfer Form before December 1st
- ❑ Step by step guide can be found on the transfers website

Fresno Unified School District
ENGLISH LEARNER SERVICES
MULTILINGUAL & MULTICULTURAL EDUCATION

Support to Sites - TSA Assignments (2026-2027)

Fresno Unified School District
ENGLISH LEARNER SERVICES
MULTILINGUAL & MULTICULTURAL EDUCATION

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

Master Plan for English Learner Success

						
Erica Piedra Executive Officer	Alberto García Spanish DLI Manager	Zer Lee Hmong DLI Manager	Horacio Esparza 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

Fort Miller*	McLane*
Terronez*	Yosemite*
Anthony	Burroughs*
Del Mar	Calwa*
Powers-Ginsburg	Centennial*
Wawona K-8*	Hidalgo*
Slater	Leavenworth*
Yokomi	Roeding*



Jazmin Lujan
(TSA)
559-457-3667

Fresno High	Bullard*
Tehipite*	Robinson
Ewing*	Birney*
Rowell*	Herrera*
Webster	Jackson*
Wishon	Lane*
Fremont	Sunset*
Mayfair	Winchell*



Margarita White
(TSA)
559-457-3761

Addicott	Adult SPED
Bullard Talent	Baird
Gibson	Computech
Malloch	Design Science
Manchester GATE	DeWolf
Phoenix Elementary	Farber K-12
Starr	Fulton
Tatarian	Patiño
	Phoenix Secondary



Thae Xiong
(TSA)
559-457-3621

Roosevelt	Sunnyside
Sequoia*	Cooper
Figarden	Balderas*
Jefferson	Easterby
Lawless	Kratt
Thomas	Lowell
Vinland	Olmos
Wilson	Vang Pao*
McCardle	



Say Yang
(TSA)
559-457-3918

Duncan	Scandinavian
Ahwahnee	Kings Canyon
Addams	Bakman
Aynesworth	Ericson
Eaton	Norseman
Greenberg	Pyle
Holland	Storey
King	Wolters



Shawna Haymond
(TSA)
559-457-3954

Hoover	Edison
Tioga*	Gaston
Columbia	Tenaya
Kirk	Ayer
Heaton	Hamilton K-8
Homan	Muir
Lincoln	Williams
Turner	Viking

Regions: Bullard Edison Fresno Hoover McLane Roosevelt 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

Fresno Unified School District
ENGLISH LEARNER SERVICES
MULTILINGUAL & MULTICULTURAL EDUCATION

Support to Sites - Department Managers (2026-2027)



Zer Lee

General Manager II

Hmong Dual Immersion

559-457-3971

Zer.Lee@fresnounified.org



Horacio Esparza Borja

Manager II - Elementary

English Language Development (ELD)

559-457-3950

Horacio.EsparzaBorja@fresnounified.org



May Siong

Manager II - Secondary

English Language Development (ELD)

559-457-3668

May.Siong@fresnounified.org

WE ARE FUSD

DELAC
District English Learner Advisory Committee

Question & Answer Protocol

Questions regarding this specific presentation:

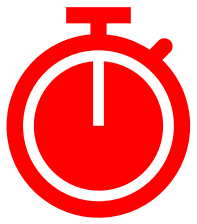
DELAC #2 English Learner Services Updates

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

Step 2: Share the **school** you represent or **where you child attends** or **organization**

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

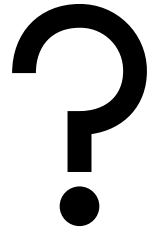
You will be allotted up to **3 MINUTES** to ask your question and receive a response



03:00

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

Breaktime for PowerPoint by Flow Simulation Ltd. Show Settings



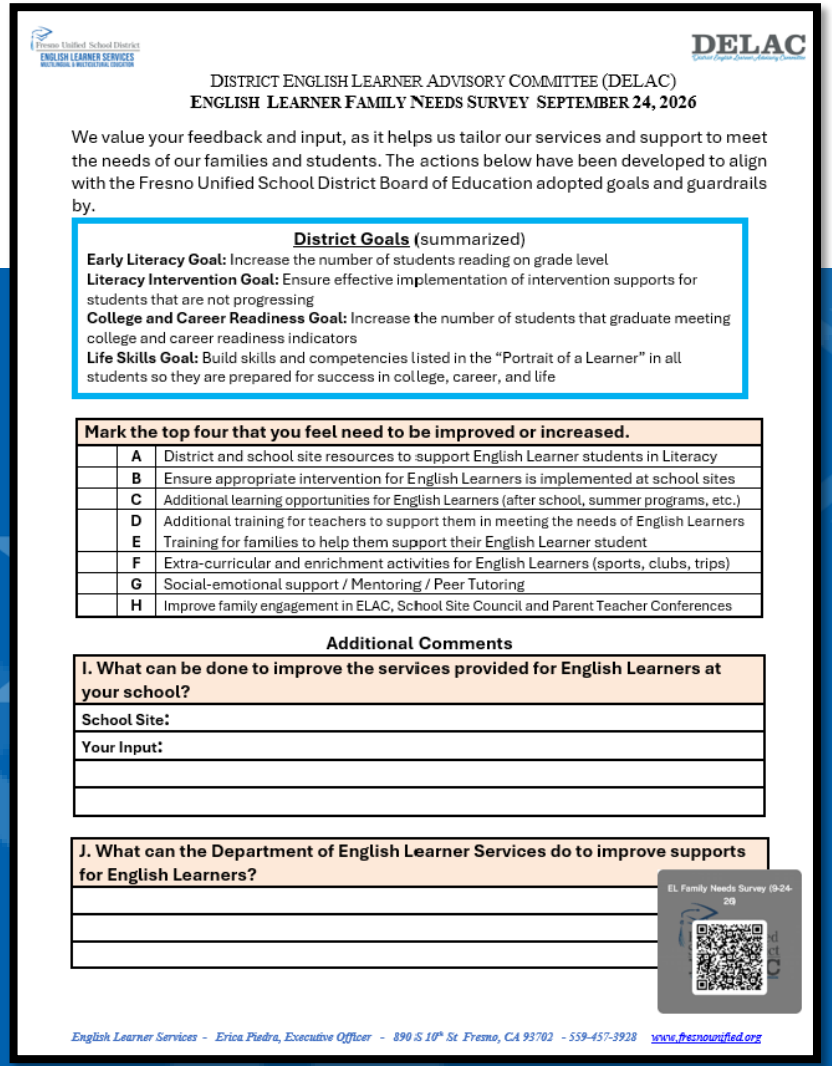
Thank you for your cooperation in keeping this meeting pleasant and productive.

Fresno Unified School District
ENGLISH LEARNER SERVICES
MULTILINGUAL & MULTICULTURAL EDUCATION

English Learner Family Needs Survey Results

- **Survey is required by the CDE (California Department of Education) and our Bylaws**
- **Survey is based on actions to achieve district goals**
- **Review 9/24/26 Survey Results**

DELAC
District English Learner Advisory Committee



Fresno Unified School District
ENGLISH LEARNER SERVICES

DELAC

DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)
ENGLISH LEARNER FAMILY NEEDS SURVEY SEPTEMBER 24, 2026

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.

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

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

Additional Comments

I. What can be done to improve the services provided for English Learners at your school?
School Site:
Your Input:

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

EL Family Needs Survey (9-24-26)

English Learner Services - Erica Piedra, Executive Officer - 890 S 10th St Fresno, CA 93702 - 559-457-3928 www.fresnounified.org

FUTURE READY STARTS HERE

Fresno Unified School District

DELAC Meeting #2
November 5, 2026

DELAC
District English Learner Advisory Committee

Top responses - DELAC #1
EL Family Needs Survey on 09/24/26

28	A	District and school site resources to support English Learner students in Literacy
23	C	Additional learning opportunities for English Learners (after school, summer programs, etc.)
23	D	Additional training for teachers to support them in meeting the needs of English Learners
19	B	Ensure appropriate intervention for English Learners is implemented at school sites
19	E	Training for families to help them support their English Learner student

We received 39 surveys

Summary of Additional Comments for School sites

- **Parent Engagement and Training:** Elementary Schools: Burroughs, Ewing, Herrera, Hidalgo, King, Kirk, and Sunset, Hamilton K-8 and McLane High School
- **Additional Student Support and Tutoring:** Elementary Schools: Hidalgo, Lane, Muir, Norseman, Webster, Yosemite Middle School and McLane High School
- **Teacher Training and Additional Staff:** Elementary Schools: Del Mar, Hidalgo, Rowell, Webster, and Winchell.
- **Spanish-Speaking Staff and Language Support:** Kirk Elementary.

Summary of Additional Comments for School sites (Continued)

- **After-School Programs:** Elementary Schools: Lane and Norseman.
- **Assessment Preparation and Reclassification:** Elementary Schools: Burroughs, Rowell, and Sunnyside High School.
- **Learning Materials and Resources:** Elementary Schools: Hidalgo, Yosemite Middle School, High Schools: McLane and Sunnyside.
- **Support for Long-Term English Learners:** Burroughs Elementary School and Sunnyside High School.
- **Increased Parent Communication and Individualized Support:** Elementary Schools: Herrera, King, Kirk, and Sunset and Hamilton K-8

Summary of Additional Comments for EL Services

- **Tutoring and student support:** More tutors, trained personnel, academic programs, and resources.
- **Teacher and staff training:** Better preparation for teachers and substitute teachers, including assessment preparation.
- **Parent engagement:** More school-based meetings, parent education, communication, and support.
- **English learners and newcomers:** Targeted support, personal encouragement, incentives, and early intervention.
- **Testing improvements:** Making assessments easier for children to navigate and ensuring students are adequately prepared.

Recap and Follow up

DELAC's input highlighted: increased district and school resources to support English Learners in literacy, additional learning opportunities, more teacher training, tutoring, stronger parent engagement, targeted interventions, and improved assessment preparation to help English Learner academic success and reclassification.

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



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

DELAC
District English Learner Advisory Committee

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

Fresno Unified School District
ENGLISH LEARNER SERVICES
MULTILINGUAL & MULTICULTURAL EDUCATION

DELAC
District English Learner Advisory Committee

Question & Answer Protocol

Questions regarding this specific presentation:

OPEN FORUM

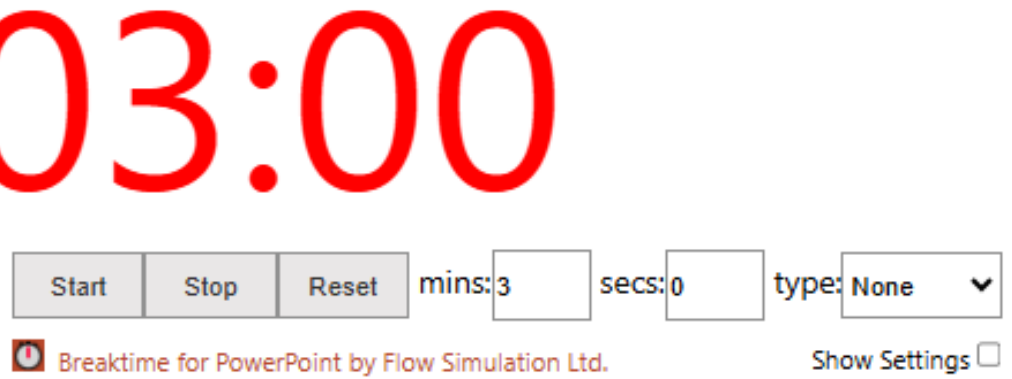
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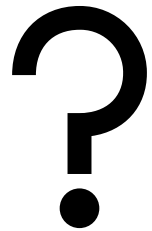
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You will be allotted up to **3 MINUTES** to ask your question and receive a response







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

Fresno Unified School District
ENGLISH LEARNER SERVICES
MULTILINGUAL & MULTICULTURAL EDUCATION