Fresno Unified School District

ENGLISH LEARNER SERVICES

MULTILINGUAL & MULTICULTURAL EDUCATION



Master Plan for English Learner Success

2023-2030

DELAC Review & Approval: August 31, 2023
Fresno Unified Board Review: September 13, 2023

Link to Master Plan (Spanish Translation)

Last Updated: Fall 2026
Version 3

FRESNO UNIFIED SCHOOL DISTRICT

MASTER PLAN

FOR

ENGLISH LEARNER SUCCESS

Fresno Unified School District

ENGLISH LEARNER SERVICES

MULTILINGUAL & MULTICULTURAL EDUCATION

FRESNO UNIFIED SCHOOL DISTRICT

MASTER PLAN

FOR

ENGLISH LEARNER SUCCESS

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Marie Williams, Ed.D.

Associate Superintendent, School Performance

ENGLISH LEARNER SERVICES DEPARTMENT



Erica G. Piedra

Executive Officer

The entire English Learner Services staff played a critical role in the development and translation of the *Master Plan for English Learner Success*. Their knowledge and expertise contributed to provide a master plan based on continuous input from our Fresno Unified community.

A special thank you to Alberto García for writing, designing, and synthesizing the content of the *Master Plan for English Learner Success*.

OTHER EDUCATIONAL PARTNERS

Students:
- Mia Bulnes-Martínez, Fresno High

Parents:
- Leticia Cervantes, Ewing
- Juana Iris Meza, Hamilton
- Sher Moua, Vang Pao
- Mai Lee, Tehipite
- Jane Vang, Webster
- Andria Sepulveda, Hoover
- Elizabeth Cook, Hoover
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- Maricruz Flores, Sunset
- Fabiola Felix, Fresno High
- Virgin León, Ewing
- Araceli Sanabria, Greenberg
- Karl C. Díaz, Sunnyside
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- Claudia Pelayo, Honor and Justice
- Antonio Martínez, Sergeant at Arms

Community Members:
- José Lomeli, Ed.D., California State University, Fresno
- Lilly Lomeli, Inter-Act Fellows
- Carmen Zamora, GoFresno
- Eden Morrison, GoFresno
- Juana Iris Meza, GoFresno
- Veronica Moreno, GoFresno
- Francisca Dámaso, Las Panchas
- Dra. Esmeralda Días, Las Panchas
- Amalia López, Las Panchas
- Ofelia Ochoa, Las Panchas
- Nancy Xiong, The Fresno Center
- Ka Zoua Xiong, The Fresno Center
- Lilia Becerril, Familias en Acción
- Cindy Vargas, Familias en Acción
- Espi Sandoval, The Children's Movement
- Hope Valdez, Familias en Acción

Teachers:
- Kristin Eslinger, Jackson
- Ivette Jáuregui, Leavenworth
- Jessica Maya, Lane
- Alfredo Jáuregui, McLane

Principals and Vice-Principals:
- Karina Stenfort, Ed.D., Winchell
- Erica Jiménez, Hoover

District Leaders:
- Alison Mosley, Curriculum, Instruction, and Professional Learning
- Carlos Castillo, Ed.D., Equity and Access
- María Ceballos, Early Learning
- Kimberly Collins, Human Resources
- Carmen Rodríguez, Ed.D., Research, Evaluation, and Assessment
- Miguel Vega, State and Federal Programs
- Maiyer Vang, Parent University
- Kimberly Villescaz, Ed.D., Leadership Development
- Traci Taylor, Teacher Development
- Teresa Morales-Young, Teacher Development



Thank you to the Fresno County English Learner Coalition: Go Public Schools Fresno, Familias en Acción, Las Panchas, The Children's Movement, HEFA y PIQE for engaging in over 12 hours of feedback sessions to provide input on the *Master Plan for English Learner Success*!

ACKNOWLEDGMENTS

English Learner Services would like to thank all educational partners. The development and completion of the plan would not have been possible without the commitment and dedication of students, parents, board members, community members, classified staff, teachers, principals, vice-principals, district leaders, and English Learner Services staff. Their gift of time, expertise, commitment, and support is priceless and will play a critical role in how English learner students are educated in the Fresno Unified School District.

Profound gratitude is also expressed to the many educational partners who provided review, input, and feedback through formal gathering, web-based and paper surveys. It is due to the diligence of all these individuals that the completion of the updated *Master Plan for English Learner Success* came to fruition in the spring of 2023.

FRESNO UNIFIED SCHOOL DISTRICT
MISSION, VISION, GOALS, AND GUARDRAILS

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.

EFFECTIVE STAFF

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

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.

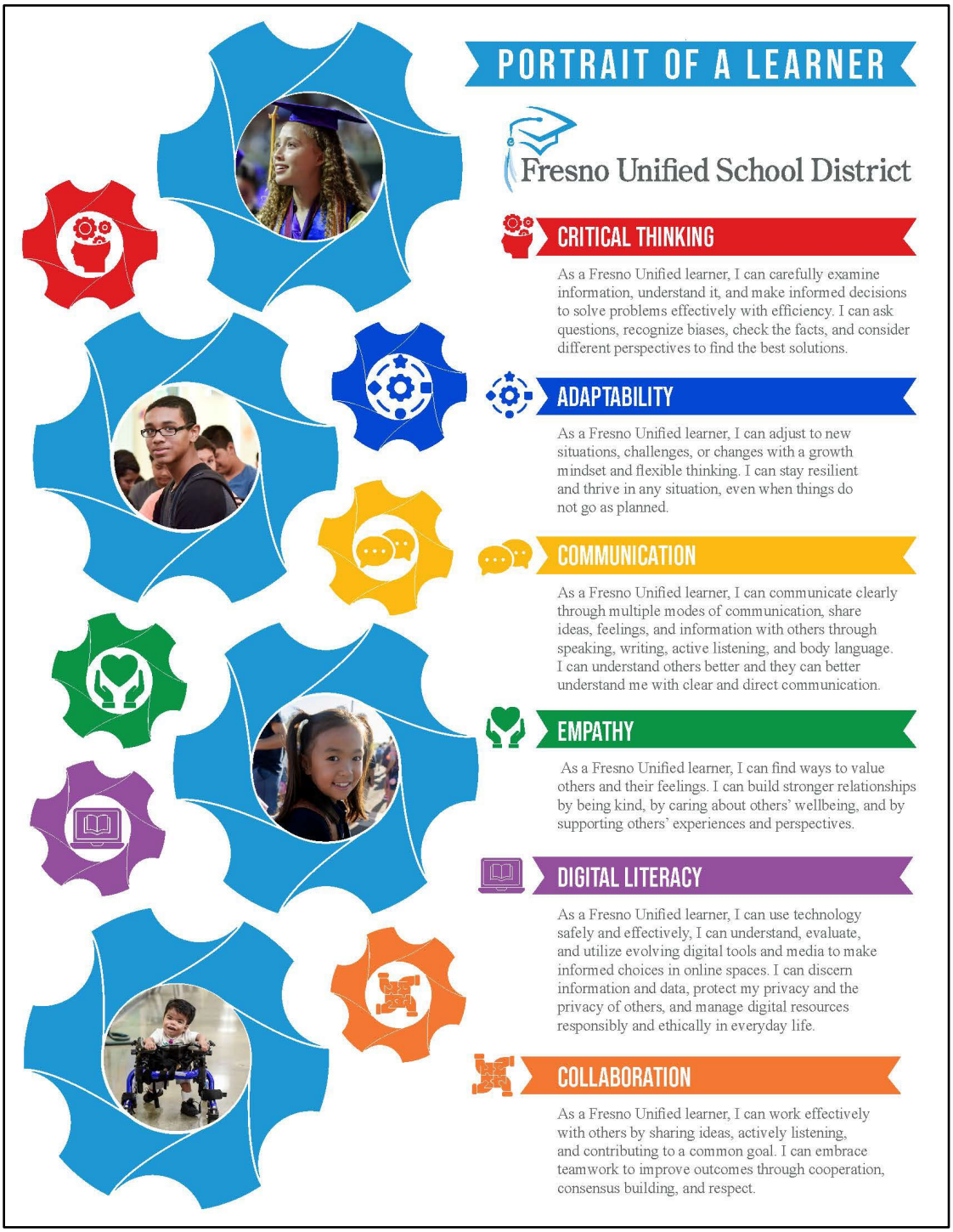
HEALTH & WELLNESS

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

Fresno Unified School District
FUTURE READY STARTS HERE

PORTRAIT OF A LEARNER

The Fresno Unified Portrait of a Learner reflects the knowledge, skills, and dispositions every student should develop to thrive in college, career, and life. For English learners, language development is the foundation that empowers students to think critically, communicate effectively, collaborate with others, and engage confidently across cultures while achieving high levels of academic success.



MISSION STATEMENT FOR ENGLISH LEARNERS

The mission of the Department of English Learner Services is to provide schools with quality instructional support, guidance, and direction to improve instruction for English learners and ensure their academic success. This entails the implementation of proven, research-based instructional strategies that are utilized in conjunction with district adopted resources to meet the academic needs of English learners based on individually assessed needs. In addition to guiding academic instruction, English Learner Services supports the productive engagement and involvement of parents of English learners as critical partners in the success of our students. This support includes the establishment of functioning English Learner Advisory Committees (ELAC) and the creation of a welcoming environment for English learners and their families.

VISION FOR ENGLISH LEARNER SUCCESS

All English learners in Fresno Unified School District receive rigorous, equitable, and engaging instruction in a supportive culture of learning with high expectations. The cultural and linguistic assets of English learners are valued, maintained, and protected to promote bilingualism, bi-literacy, and bi-culturalism. In partnership with the families and community members, Fresno Unified School District graduates all English learners to be college and career ready with the widest array of post-secondary options that prepare them to be productive global-minded citizens.









MESSAGES

MESSAGE FROM MISTY HER, SUPERINTENDENT



The *Master Plan for English Learner Success* provides direction and guidance to district and school leaders, teachers, paraprofessionals, and students regarding the programs and services available for the academic success of English learner students. It also outlines the expectations the district holds for each school and classroom in which English learner students are served. All educators are expected to implement this plan with fidelity, and all will hold each other accountable for doing so while continuously improving services and outcomes for each student.

The plan is aligned to the California English Learner Roadmap Principles, as well as firmly founded on the California ELA/ELD Framework and our district's Instructional Practice Guide (IPG).

While the plan describes procedures and systems that are required by state and federal regulations, the heart of this plan describes what is to occur within the classroom. No plan, no matter how well written, will be successful unless best practices reach students and improve their educational opportunities. The Fresno Unified School District has a uniquely rich and diverse student and community population. The district promotes culturally responsive teaching that acknowledges the strong cultural heritage of all ethnic and linguistic groups that live in Fresno. The district's goal is to build upon that rich heritage and expand upon it to ensure that students have the tools they need to achieve their goals. An action plan is included to provide research-based practices endorsed by the district and used in our classrooms. Professional learning is founded on these proven strategies.

Administrators at each site, supporting departments, and central office leaders are responsible for ensuring that these practices take place, and that support is provided, when required. For this plan to produce the desired results of English learner student achievement, it requires every educator to commit to implementing it with fidelity. Nothing less can ensure the success of students. This collective responsibility is an expectation, as is the district's commitment to providing the necessary professional learning required for implementation of this plan. Upon receiving professional learning, staff have the obligation to put those behaviors and strategies into practice.

It is with the full endorsement of the Fresno Unified School District Board of Education that the district commits to this plan, and dedicates efforts to the English learner students, families, and community members of Fresno.

Sincerely,



Misty Her

MESSAGE FROM DR. CARLOS CASTILLO, CHIEF ACADEMIC OFFICER



The Fresno Unified School District believes that a student's college or career outcomes should not be determined by their race, ethnicity, linguistic background, or socioeconomic status. The mastery of academic standards and English proficiency for English learners are issues of access, equity, and social justice. Therefore, we dedicate resources to ensure that our English learners have meaningful access to robust standards-based instruction with affirming and supporting environments, so they develop English proficiency, bilingualism, and biliteracy.

The Master Plan for English Learner Success is rooted in our district's mission, vision, values, and goals. It endorses research-based teaching practices and strategies that respect, affirm, and build upon the language, identity, and culture each student brings upon entering our classrooms. Our collective commitment is that all educators work to ensure our English learners reclassify on time and move through our system with the support needed to reach their greatest potential.

It is the commitment of Fresno Unified School District to pursue excellent services, opportunities, and programs for students identified as English learners. Our collective commitment to this very important work will lead to our students' academic success and their advancement in a globally diverse and multilingual twenty-first century.

Thank you,

Carlos Castillo, Ed.D.

MESSAGE FROM ERICA G. PIEDRA, EXECUTIVE OFFICER



Fresno Unified School District's vision for English Learners is academic success through positive experiences as they develop the English language. English Learner Services acknowledges the many factors that contribute to the success of English learners in FUSD, but we also recognize that there is much work to be done. We continue to strive for high quality Tier 1 instruction in every classroom, improved services for all English learners and expansion of Dual Language Immersion Programs. Through the Department of English Learner Services and Programs, guidance and support to schools through school leaders, teachers, parents, and staff is our top priority. We understand the impact to students when quality teaching and learning are the focus. In addition, valuing a student's home/heritage language through an asset-based approach and shifting away from traditional bilingual education models and programs to Dual Language Immersion Programs also contributes to the progress of our English learners. Our goal is to increase access in the district so more students can participate in Dual Language Immersion programs in both Spanish and Hmong, so they have the option of being bilingual and biliterate, in addition to having primary language support in all learning environments.

We believe that the higher academic success rates of our reclassified bilingual students support what research suggests; students that learn more than one language have a cognitive advantage that supports their learning while acquiring the new language. The higher success rates we commonly see in reclassified bilingual students in Fresno Unified, further support the advantages of obtaining skills that prepare them for the global economy as we move towards implementing the initiative outlined in *Global California 2030*.

Sincerely,

Erica G. Piedra

Erica G. Piedra

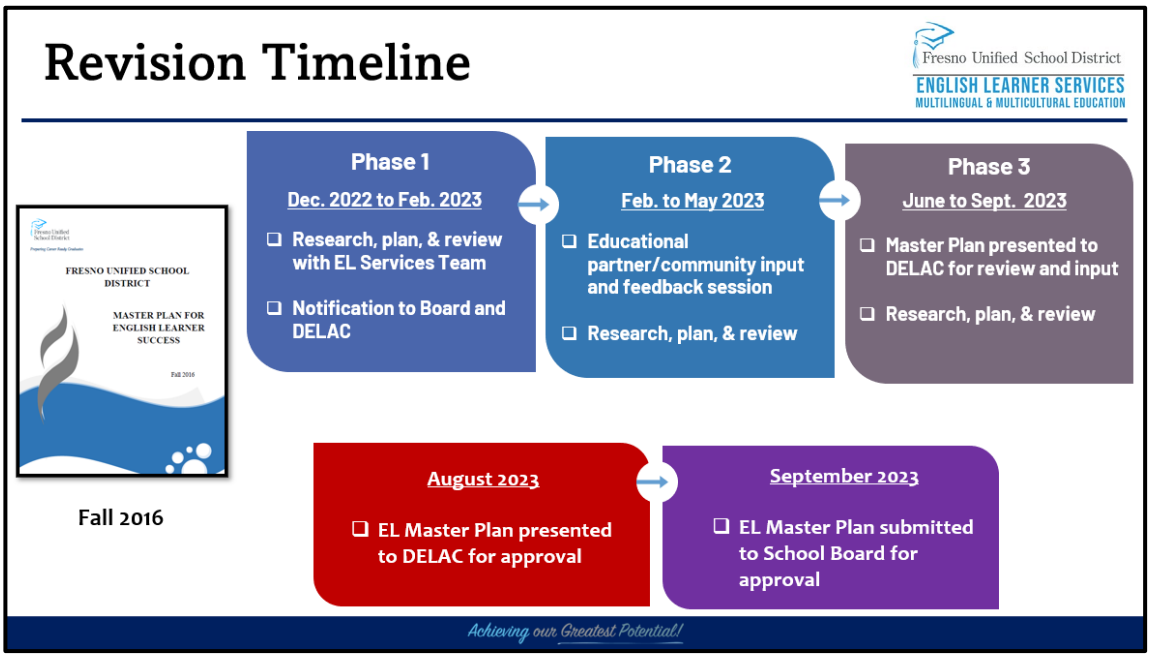
MASTER PLAN PROCESS

ORIGINAL DEVELOPMENT PROCESS

The *Master Plan for English Learner Success* was last updated in the fall of 2016. With the guidance of a 43-member committee representing the district, community partners, and West Ed consultants, the master plan was created to reflect evidence-based Theory of Action that laid out a multiyear course of action. It described key drivers in our system during that time. Since its original development in 2016, there have been several updates in policies for our Multilingual Learners/English learners, the addition of key guiding documents developed by the State of California, changes in assessments, and updated district goals. Additionally, the impacts of the pandemic illustrated a need to revise and capture the current supports and structures in service of our multilingual learners.

2023 UPDATE REVISION PROCESS

As we began the process of the 2023 *Master Plan for English Learner Success* revision, it was important that we reviewed the feedback that had been provided by the families of our English learners. Throughout the past several years, as we have implemented our plan, we have received feedback and guidance from our families and community. The feedback has been used to guide this document. Our goal is that our *Master Plan for English Learner Success* is a document that guides, informs, and is used as a resource in support of students, staff, families, and the community. The master plan was last updated in Fall 2026 to include updated data and resources for our families and community.



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NAVIGATION TIP: Click on the blue hyperlinks above to navigate to each chapter.



Link to Fresno Unified School District's *Master Plan for English Learner Success* Summary Slides

Intended as an overview for site use and training.

OVERVIEW OF CHAPTERS

According to the California Department of Education (CDE), the goal of the English Learner program is to:

- Ensure that English learners acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers in English.
- Ensure that English learners, within a reasonable period of time, achieve the same rigorous grade-level academic standards that are expected of all students [1]

The purpose of the Fresno Unified *Master Plan for English Learner Success* is to provide a clear understanding of policies, programs, and services essential in realizing that goal.

Chapter One: The process for identifying and monitoring English learners is explained.
Chapter Two: Includes the various language programs our district offers. There is also information about additional English learner support we provide, including after-school settings and extended learning experiences through the winter and summer breaks.
Chapter Three: Describes essential elements of English learner instruction. It includes a definition of integrated and designated English language development (ELD), and the curriculum used to teach language during the designated ELD time for both elementary and secondary schools.
Chapter Four: Several images and descriptions of the monitoring and progress of English learner students can be found. Also included in this chapter are graphics, a description, and examples of the English Learner Progress Indicator (ELPI), our new accountability indicator in California. A copy of the Annual Parent Notification letter, which notifies families of their child's English language proficiency and information on parent program options, can also be found.
Chapter Five: Is all about English learners who have met criteria to move from the status of English learner to Reclassified Fluent English Proficient or RFEP status. Here you will read about the four criteria for reclassification, an explanation of the monitoring process of our RFEP students, pathway options for English learners with IEPs, and other important information around reclassification and RFEP students.
Chapter Six: Showcases many of the wonderful family and community engagement events and opportunities taking place in our district; from annual student conferences to student voice platforms. Families and community members celebrate and advocate for multilingual learner students and family success across our district, throughout the school year.
Chapter Seven: A matrix lists multiple professional learning opportunities. Here you will see the district's commitment to providing sufficient professional development to classroom teachers, site and district leaders, administrators and other school or community-based personnel to effectively implement the district's EL program.

[1] California Department of Education (April 2019), Facts about English Learners in California

INTRODUCTION AND OVERVIEW

PURPOSE OF *MASTER PLAN FOR ENGLISH LEARNER SUCCESS*

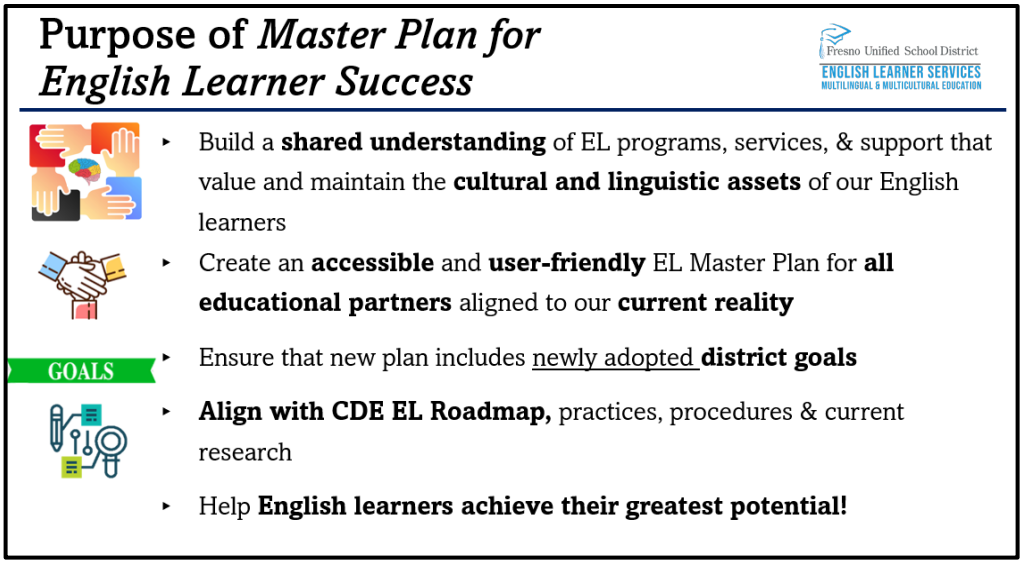
The purpose of Fresno Unified School District's *Master Plan for English Learner Success* is to guide all educational partners towards an aligned set of practices, services, and approaches that support multilingual students and their families.

The master plan specifically identifies a comprehensive vision that embodies the aspirations of our District's parents, students, educators, and community partners. The master plan articulates evidence-based principles of effective English Learner instruction, describes the English language development approach, and enhanced instructional models implemented district-wide.

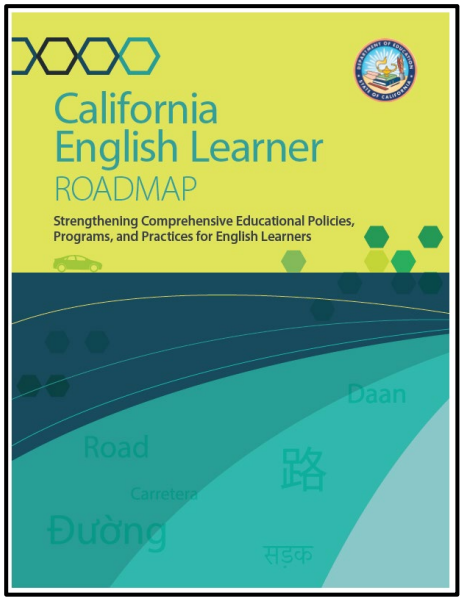
Updating the *Master Plan for English Learner Success* provides a roadmap that will define our vision and approach for improving the academic achievement of our district's English learner students. In addition, this updated master plan is in an accessible, user-friendly format, incudes our newly adopted district goals, and the California English Learner Roadmap Principles.

The plan targets the unique needs of English learner students by:

- Strengthening the instructional and leadership practices that lead to English learner student success
- Reinforcing guidelines and expectations for the implementation of effective instructional programs
- Emphasizing and clarifying approaches and tools for empowering parents to be involved in their child's education
- Aligning English learner student supports and services to the overall district vision and goals



CALIFORNIA ENGLISH LEARNER ROADMAP PRINCIPLES



The principles of the *English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners (CA EL Roadmap)* are intended to guide all levels of the system towards a coherent and aligned set of practices, services, relationships, and approaches to teaching and learning that add up to a powerful, effective, twenty-first century education for all English learners.

Principle One: Assets-Oriented and Needs-Responsive Schools
Pre-schools and schools are responsive to different English learner (EL) strengths, needs, and identities and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

Principle Two: Intellectual Quality of Instruction and Meaningful Access
English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

Principle Three: System Conditions that Support Effectiveness
Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.

Principle Four: Alignment and Articulation Within and Across Systems
English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, and continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first century world.

Source: https://www.cde.ca.gov/sp/el/rm/

FRESNO UNIFIED SCHOOL DISTRICT DEMOGRAPHICS 2026-2027

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1,706 Preschool	**36,373** TK-6
10,080 7-8	**18,767** 9-12

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67 Elementary Schools	**3** Special Education Schools
14 Middle Schools	**6** Alternative Education & Adult Schools
10 High Schools	**10** Charter Schools

STUDENT DIVERSITY	
African American 7.2%	Hispanic 70.2%
American Indian 0.7%	Two or More Races 3.1%
Asian 10.8%	Pacific Islander 0.4%
Filipino 0.3%	White (Not Hispanic) 7.2%

STUDENT ENROLLMENT	
English Learner	15%
Low-income Students	84.01%
Students with Disabilities	14.78%
Foster Youth	1.06%

ENGLISH LEARNERS IN FRESNO UNIFIED SCHOOL DISTRICT

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RECLASSIFIED STUDENTS
(Currently monitored)
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Top Primary Languages of English Learner Students

Spanish 83%	**Hmong** 10%
Punjabi 1%	**Arabic** 1%

ENGLISH LEARNER STUDENTS BY REGION

BULLARD	EDISON	FRESNO	HOOVER	MCLANE	ROOSEVELT	SUNNYSIDE
611	1,362	983	931	1,953	2,052	1,664

TOP 15 SCHOOLS WITH ENGLISH LEARNERS

ELEMENTARY		MIDDLE SCHOOL		HIGH SCHOOL	
Addams	228 (32%)	Gaston	195 (25%)	Roosevelt	394 (19%)
Winchell	223 (31%)	Sequoia	186 (24%)	Sunnyside	373 (13%)
Burroughs	209 (31%)	Yosemite	137 (24%)	McLane	349 (17%)
Hidalgo	206 (38%)	Terronez	125 (19%)	Edison	325 (13%)
Rowell	185 (33%)	Scandinavian	110 (16%)	Fresno	217 (12%)

*Compared to total school site enrollment

Data sources: LCAP, Ellevation and CDE DataQuest

ENGLISH LEARNERS BY SCHOOL SITE (AUGUST 2026-2027)

ELEMENTARY				MIDDLE SCHOOL	
School	English Learners	School	English Learners	School	English Learners
Addams	228	Mayfair	146	Ahwahnee	55
Anthony	55	McCardle	32	Baird	13
Ayer	77	Muir	40	Computech	2
Aynesworth	146	Norseman	83	Cooper	54
Bakman	103	Olmos	138	Fort Miller	81
Balderas	116	Phoenix	7	Gaston	195
Birney	116	Powers-Ginsburg	46	Kings Canyon	108
Bullard Talent	15	Pyle	79	Scandinavian	110
Burroughs	209	Robinson	40	Sequoia	186
Calwa	181	Roeding	139	Tehipite	108
Centennial	146	Rowell	185	Tenaya	41
Columbia	129	Slater	39	Terronez	125
Dailey Charter	28	Starr	12	Tioga	90
Del Mar	50	Storey	74	Yosemite	137
Easterby	72	Sunset	95		
Eaton	30	Tatarian	19	HIGH SCHOOL	
Ericson	96	Thomas	76	School	English Learners
Ewing	135	Turner	85	Bullard	132
Farber Online	10	Vang Pao	184	Design Science	4
Figarden	44	Viking	44	Duncan	88
Fremont	78	Vinland	50	Edison	325
Gibson	8	Wawona K-8	112	Fresno	217
Greenberg	95	Webster	86	Hoover	193
Hamilton (K-6)	74	Williams	54	McLane	329
Heaton	49	Wilson	77	Patino	17
Herrera	126	Winchell	223	Roosevelt	394
Hidalgo	206	Wishon	76	Sunnyside	373
Holland	43	Wolters	37		
Homan	51	Yokomi	91	OTHER SCHOOLS	
Jackson	72			School	English Learners
Jefferson	79			Addicott	14
King	122			Adult SPED	24
Kirk	106			Farber Credit Attainment	107
Kratt	39			DeWolf	18
Lane	159			Farber Online Learning	47
Lawless	79			Fulton	3
Leavenworth	184			Phoenix Sec.	7
Lincoln	126			RATA	4
Lowell	83				
Malloch	20				
Manchester Gate	27			Data as of 8/24/26	

CHAPTER 1:

INITIAL ASSESSMENT AND IDENTIFICATION

ENROLLMENT/HOME LANGUAGE SURVEY

English Learner Assessment and Identification

The Fresno Unified School District must properly identify and assess all newly enrolled students who have a home language other than English.

- In the state of California, a Home Language Survey must be completed at the time of initial enrollment to identify language use in the home. The responses from the Home Language Survey are used to determine which students are eligible to be assessed for English language proficiency to determine adequate instructional program placement.
- Within 30 calendar days of initial enrollment, each student who is identified to have a home language other than English, as determined by the Home Language Survey, must be assessed for English proficiency. The Initial English Language Proficiency Assessment of California (Initial ELPAC) is the state approved instrument that is currently administered to all potential English learner students. Administration of the assessment must follow all publisher's instructions.
- All students with an active Individual Education Plan (IEP) or Section 504 Behavior Plan must be initially assessed for English language proficiency. A student's current Individual Education Plan is reviewed prior to initial ELPAC assessment to identify the appropriate accommodations, modifications, or alternate assessment options (Alternate Initial ELPAC) as specified in the student's Individual Education Plan (IEP).

The Home Language Survey

Per state guidelines, at the time a student first enrolls into a California school, schools are required to determine the language(s) spoken in the home by each student to provide meaningful instruction. All parents are required to complete a Home Language Survey. When a parent or legal guardian enrolls a student in a California school district for the first time, the parent completes the Home Language Survey as part of the district's registration procedure.

The following questions are posed on the Home Language Survey based on state guidelines:

1. Which language did your son or daughter learn when he or she first began to speak?
2. Which language does your son or daughter most frequently use at home?
3. What language do you use most frequently to speak to your son or daughter?
4. Name the language most often spoken by adults at home.

For a sample of the Home Language Survey, see Appendix.

All Kindergarten-12th grade students (including migrant, special education, and continuation school students) with a language other than English on questions 1, 2, or 3 of the Home Language Survey must be assessed in English to determine English language proficiency. This assessment is administered at the Language Assessment Center, located in the Department English Learner Services, within 30 calendar days of initial enrollment. Stating a language other than English on question 4 of the Home Language Survey does not require an assessment.

When the Home Language Survey is completed at time of enrollment, the following procedure is followed:

1. The principal/designee emails the completed Home Language Survey to hls@fresnounified.org where it is then received at the Language Assessment Center.

2. The staff at the Language Assessment Center, will process and verify the home language survey.

3. The Language Assessment Center will contact the parents to provide information on the initial assessment and schedule an assessment appointment.

4. The assessment will take place at the Language Assessment Center or at the child's school site.

5. The initial assessment results are provided to the Parent/Guardian shortly after assessment completion. (See appendix Parent Notification Letter)

Parents who enroll their child in Preschool must complete the Home Language Survey as part of the enrollment process. The first Home Language Survey (e.g., Preschool) on file for a student supersedes all Home Language Survey forms that may be completed at later times. Therefore, the answers provided on the initial Home Language Survey are documented permanently in the district's ATLAS Student Information System. The completed original Home Language Survey must be kept on file in the student's permanent cumulative folder held at their school site.

There are multiple translated versions of the Home Language Survey that can be accessed by school site staff on the Fresno Unified English Learner Services staff website under the Language Assessment Center button.

Timeline for Initial Assessment

State and federal regulations require that if the student's Home Language Survey indicates a language other than English is used at home, the student's English language proficiency level must be assessed within 30 calendar days from time of enrollment. In addition, parents must be notified of the assessment results and program placement within 30 calendar days of initial enrollment.

LANGUAGE PROFICIENCY ASSESSMENTS

Initial English Language Proficiency Assessment

The Language Assessment Center staff administers the initial English proficiency assessment to all new students enrolling in Fresno Unified with a response of a language other than English on questions 1, 2, or 3 of the Home Language Survey, as prescribed by law. The purpose of the English language proficiency assessment is to officially determine a student's English language proficiency level. The English Language Proficiency Assessment includes listening, speaking, reading, and writing components in grades K-12. The district maintains staff year-round at the Language Assessment Center to assess all newly enrolled students coming into FUSD. The Language Assessment Center staff goes through an annual Initial ELPAC scoring calibration and certification process by receiving yearly Initial ELPAC administration training. Each student is assessed on a one-to-one basis in English. A student's initial language classification or status is determined by their overall performance on the Initial English Language Proficiency Assessment.

Based on the initial assessment results, a student may be identified as an **English Learner (EL)** with an overall performance level of **Novice** or **Intermediate**. Or, based on the initial assessment results, a student may be identified as **Initial Fluent English Proficient (IFEP)** if a student's overall performance level is well-developed.

Initial ELPAC assessment results will determine the student's language status

Initial Fluent English Proficient (IFEP)	Students at this level have well developed oral & written English skills. They can use English to learn and communicate in meaningful ways. They may occasionally need help using English. Students scoring at this level will not be identified as an English Learner.
Intermediate English Learner (EL)	Students at this level have somewhat to moderately developed oral & written English skills. They may sometimes be able to use English to learn and communicate in meaningful ways. They may need some help to communicate about familiar topics in English and more help on less familiar topics.
Novice English Learner (EL)	Students at this level are beginning to develop oral & written English skills. They may be able to use known words and phrases to communicate meaning at a basic level. They may need substantial help using English.

After Initial ELPAC Assessment

Upon completion of the assessment process, the Language Assessment Center will enter language data on the District's ATLAS Student Information System and copies of the following documents are placed in the district's archives: Home Language Survey, Student Information Scoring Sheet, and Parent Notification Letter.

After testing is completed, the following documents are sent to the school:

- EL Cumulative INSERT (yellow folder)
- Copy of the Home Language Survey
- Student Information Sheet (SIS) with assessment results, signature of assessor, and date of assessment
- Original primary language assessment (applicable only for Spanish speaking English learner students)
- Parent Notification Letter form (Ed Code, CCR, NCLB)

Parents receive notification of their child's Initial ELPAC results in the following manner:

- Official results are mailed to parents within 30 calendar days after an assessment was taken
- Official results are uploaded to the ATLAS assessment tab so that Parents can access them through the Parent ATLAS Portal

Using this information, the school principal/designee places the student in the most appropriate instructional setting. An additional copy of the test results is provided to the classroom teacher within three days after the assessment has been completed.

Ongoing Monitoring of Students Needing Assessment

The Language Assessment Center along with the District's State/National Assessment office continue to monitor the Initial ELPAC Student Eligibility Report throughout the school year. This report is accessed daily/weekly to identify recently enrolled students who need an Initial ELPAC assessment. The report also provides days of enrollment, to ensure that students are assessed within the 30 calendar days of enrollment. This Eligibility Report is used from July 1st to June 30th of every school year.



TRANSFER STUDENTS

Students transferring into Fresno Unified from another public school district within California will be verified on the California Longitudinal Pupil Achievement Data System (CALPADS) for the most recent English Language Acquisition Status, either English Only (EO), Initial Fluent English Proficient (IFEP), English Learner (EL), or Reclassified Fluent English Proficient (RFEP). District staff at the Language Assessment Center will request and/or print the most recent ELPAC test results from the Test Operations Management System (TOMS) or request the information from the student's previous school district, update the Student Services tab in the ATLAS district portal and send official copies to the school site. School site staff will meet with the parents to discuss instructional program placement options. All English learner student information from a previous district should be sent to the FUSD's Language Assessment Center. According to state guidelines, the first Language Status designation identified in any California public school will be the student's official Language designation. This designation will follow the child to any California public school they may transfer to.



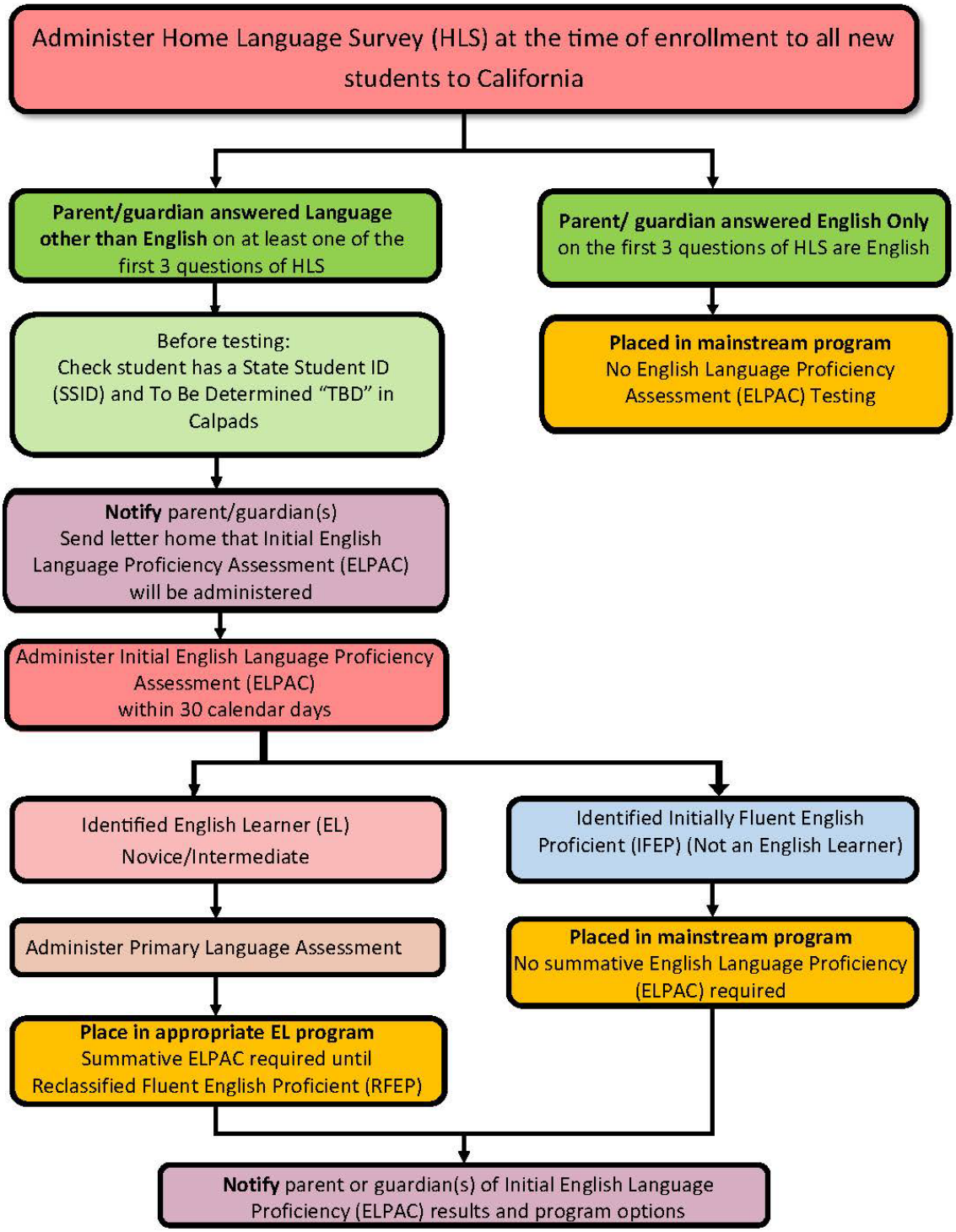


FEDERAL PROGRAM MONITORING DESCRIPTIONS

School districts, direct-funded charter schools, and county offices that receive funding for certain programs may be chosen for a review by the state. The purpose of the review is to ensure that they are spending the funding as required by law. At the end of each review, the state will complete a report that details any findings of non-compliance and informs the school, district, or county office how to correct the findings.

The California Department of Education (CDE) works to provide a coordinated and transparent monitoring process. Within the California Department of Education, the Federal Program Monitoring (FPM) office has been designated to supervise the Federal Program Monitoring reviews, which take place either in person or online.

FRESNO UNIFIED SCHOOL DISTRICT
ENGLISH LEARNER IDENTIFICATION PROCESS



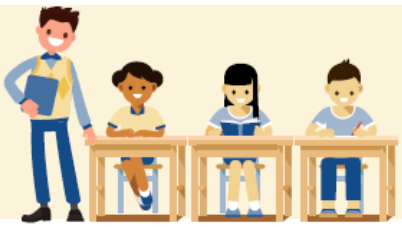
A Parent Guide To Understanding

The Initial English Language Proficiency Assessments for California (ELPAC)

We know that your child brings many strengths with them to school, and also may need extra support in the classroom.

Who Takes This Test?

When you registered your child for school, you listed a primary language other than English. Your child will take the Initial ELPAC to determine if they need additional support in the classroom while learning English.



Why Do Students Take This Test?

The Initial ELPAC will help identify if your child needs help learning English. Students are tested on their skills in listening, speaking, reading, and writing, which will give information to your child's teacher about the areas where your child needs extra support.

When Do Students Take This Test?

Students are given the Initial ELPAC within 30 days of when they first enroll in a California school. You will receive additional information from your child's school about when the test will be given.

How Do Students Take This Test?

This is an untimed test taken on a computer, but help is available for students who cannot use the computer on their own. The test is given to students in grades 3–12 in small groups except speaking, which is given one-on-one. Students in kindergarten through grade 2 are tested one-on-one for the whole test, although writing may be administered in small groups to grade 2 students.

What Resources Are Available?

Your child will have access to resources they need when taking the test, like a highlighter, notepad, or scratch paper. These resources help students access the test and do not affect the students' scores in any way. You can talk to your child's teacher about other available resources that may help your child, and about your child's listening, speaking, reading, and writing skills to support their learning.

How Can I Help My Child?

- Remind your child that you and their teacher want them to try their best and that you are there to help them every step of the way.
- Visit the Starting Smarter website to better understand Student Score Reports, review sample questions, and access resources to support your child's learning.
- Take a practice test with your child from the CAASPP and ELPAC Practice and Training Tests web page.

For more information about your child's scores, contact your child's teacher and/or the school office.

March 2025

California Department of Education
CALIFORNIA ELEMENTARY SCHOOL
CALIFORNIA UNIFIED

SSID: 9999990001
Test Date: 09/02/2026
Grade: Kindergarten

FOR THE FAMILY OF:
MARIA M. SURNAME
123 MAIN ST APT 100
CALIFORNIA CITY, CA 99999-1234

What is the Initial ELPAC, and why is it administered?

The 2026–27 Initial English Language Proficiency Assessments for California (ELPAC) is used to measure a student's English language proficiency. The Initial ELPAC helps identify how well students can listen, read, write, and speak in English. This information helps educators provide students the resources they need to be successful.

Upon enrolling in a California public school for the first time, students in kindergarten through grade twelve complete a Home Language Survey. Students who have a primary language other than English on the Home Language Survey will take the Initial ELPAC. The Initial ELPAC determines whether they need English language support or are fluent in English.

What do the scores mean?

Students receive an overall score and a performance level. There are three different performance levels:



Level 3: Initial Fluent English Proficient

Level 2: Intermediate English Learner

Level 1: Novice English Learner

The overall score is a combination of the two performance areas. Students who receive an overall level of 1 or 2 are identified as an English learner, or EL, and will need support learning English. Students who receive an overall level of 3, initial fluent English proficient, will not need to take the Summative ELPAC.

If you have any questions about the assessment or your child's results, you may contact your child's teacher for more information.

For more information about these tests, including resources you can use to support your child's learning at home, visit https://ELPAC.StartingSmarter.org/.

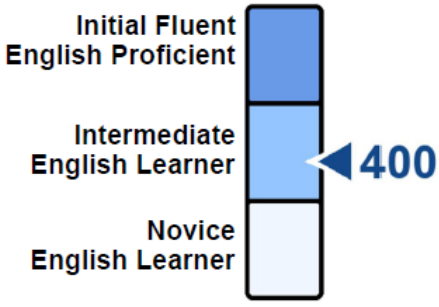
English Language Proficiency Assessments for California

Kindergarten

Initial ELPAC

Maria's Overall Initial ELPAC Score

Level 2



Maria has **intermediate** English skills and may sometimes use English to learn and communicate in meaningful ways. Maria may need some help to communicate about familiar topics in English and more help on less-familiar topics.

The score range for kindergarten is 150–600. A score of 450 or higher is considered initial fluent English proficient for kindergarten. Your child will take the Summative ELPAC until they are reclassified as fluent English proficient.

Maria's Performance Areas

Maria's overall score consists of 90 percent from the oral language (Listening and Speaking domains) score and 10 percent from the written language (Reading and Writing domains) score.

Oral Language Skills

Listening + Speaking

How well did your child understand conversations, presentations, and stories; speak about an illustration or scene; and summarize an academic presentation?



Written Language Skills

Reading + Writing

How well did your child read a variety of materials; answer questions about what your child read; and write letters, words, or sentences that describe a picture?



CHAPTER 2:

PROGRAM OPTIONS AND ACCESS

STRUCTURED ENGLISH IMMERSION

Fresno Unified School District provides English learners with a baseline Structured English Immersion (SEI) program. SEI programs provide nearly all classroom instruction in English, with a curriculum and a presentation designed for students who are learning English. Students are offered both Integrated and Designated ELD, providing them access to grade level content standards until they reclassify.

Conditions for ELD Leading to Grade Level Academic Proficiency and Academic Language

- **Focus on CCSS ELA & Literacy Standards, state content standards, and the ELD standards** nested to support language & literacy development, and academic proficiency.
- ELD standards used as a guide to support ELs at **different language proficiency levels**
- **Academic language needs are woven throughout the day** in all content and courses**.**
- Appropriate **scaffolding and differentiation** allow for **flexible grouping** of students in heterogeneous and homogenous content settings.
- EL students receive designated and integrated ELD until they are **reclassified**.
- **Explicit forms of English are taught, dictated by the demands of each discipline** (how authors modify to add detail, how ideas are condensed, how authors create cohesion, vocabulary, etc. as outlined in the ELD Standards).
- **Integration of meaning-making, discussion, and collaboration** to develop content knowledge and disciplinary skills.
- Students' **awareness about how English works is developed within each discipline** along with the appropriate language resources.
- **Carefully planned and sequenced instruction and purposeful tasks** that are interactive, engaging, relevant and intellectually challenging.
- **Scaffolding** is planned both in advance and provided "just in time".
- **Judicious corrective feedback** that is transparent and meaningful to students is provided.
- Develop both content knowledge and academic English value and build on primary language and culture and other forms of prior knowledge.

Sources: CA ELD standards and the CA ELA /ELD Framework

GLOBAL CALIFORNIA 2030

The mission of Global California 2030 is to equip students with world language skills to better appreciate and more fully engage with the rich and diverse mixture of cultures, heritages, and languages found in California and the world, while also preparing them to succeed in the global economy.

Current language programs that students can participate in to acquire a second language include dual language immersion programs in Spanish and Hmong, world language courses at the secondary level, and after-school language experiences at selected sites. These are discussed further in this chapter in the next sections.

Goals:

By 2030, half of all K-12th grade students will participate in programs leading to proficiency in two or more languages.

By 2040, three out of four students will be proficient in two or more languages and earn a State Seal of Biliteracy.



SEAL OF BILITERACY

Why does Fresno Unified award the California State Seal of Biliteracy?



The California Seal of Biliteracy (SSB), recognizes high school graduates (12th grade) who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English. High school graduates who can function in two or more languages are equipped with the knowledge and skills to participate successfully in college, careers, and our diverse 21st century society. The SSB is awarded by the State Superintendent of Public Instruction in accordance with specified criteria set forth in the legislation. Every year, students attaining the SSB are recognized with a medallion, a certificate signed by the Fresno Unified Superintendent and Board of Education President, and an insignia from the California Department of Education affixed on their high school diploma. While all students can obtain the Seal of Biliteracy by meeting the criteria, students that participate in Dual Language Immersion programs begin to develop readiness towards earning the Seal of Biliteracy as early as the elementary level. Parents of high school students wanting more information, should contact their child's academic counselor.

The purpose of the Seal of Biliteracy is to:

- Recognize the value of language learning in public schools
- Encourage students to attain high proficiency levels in one or more languages in addition to English.
- Provide employers with employees who have strong language and biliteracy skills.
- Prepare students with the critical skills necessary to function in a global society.
- Strengthen cross-cultural communication, affirm the value of diversity and honor the multiple cultures and languages in our community

Award Components:

- Gold embossed seal from the California State Superintendent of School affixed to the graduation diploma
- Fresno Unified School District's Certificate of Biliteracy
- Medallion awarded at senior banquets to be worn during graduation ceremony
- Insignia to designate award on graduation program

How Proficiency is Demonstrated:

Proficiency in English			Proficiency in a Second Language (LOTE)		
+	+	& Identified English Learner	OR	OR	
3.0 or above GPA in 9th -12th Grade English Language Arts (ELA courses)	**"Standard Met" level or above** in grade 11 on the ELA California Assessment of Student Performance and Progress (CAASPP)	**Overall Score of 4** on the English Language Proficiency Assessment for California (ELPAC)	**Score of 3 or higher** on a world language Advanced Placement (AP) examination OR **Score of 4 or higher** on an International Baccalaureate (IB) examination	**Overall GPA of 3.0 or higher** in a four-year high school course of study in a world language **&** **Oral proficiency** comparable to an AP or IB examination	**Score of "Proficient" or higher** on a district language test (ALTA/ALIRA) when the home language of the student is not offered as a four-year course of study in high school by the school district

Source: https://www.cde.ca.gov/sp/ml/sealofbiliteracy.asp

California Department of EDUCATION

• MULTILINGUAL SUPPORT DIVISION •

THE CALIFORNIA STATE SEAL OF BILITERACY

What is the State Seal of Biliteracy?

The State Seal of Biliteracy is a recognition by the State Superintendent of Public Instruction for graduating high school students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. The State Seal of Biliteracy is marked by a gold seal affixed to the diploma or transcript.

Where can I find more information about the State Seal of Biliteracy?

More information about the State Seal of Biliteracy is available on the California Department of Education (CDE) State Seal of Biliteracy web page at https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp or scan the QR code at the bottom of this poster.

Follow us on Twitter: @MultilingualCA

What are the requirements?

English proficiency, demonstrated by: + **Second-language proficiency, demonstrated by:** = CALIFORNIA STATE SEAL OF BILITERACY

English proficiency, demonstrated by:

Coursework

Completing all English language arts (ELA) graduation requirements with a 3.0 grade point average (GPA) or above.

or

Assessment (choose one)

Passing the ELA California Assessment of Student Performance and Progress (CAASPP) at the "standard met" level or above.

Passing an English Advanced Placement (AP) exam with a three or above.

Passing an International Baccalaureate (IB) exam with a four or above.

Passing the Evidence-Based Reading and Writing section of the SAT with a 480 or above.

If the student is currently designated as an English learner, also:

Demonstrating oral proficiency in English by obtaining an oral language composite score of level 4 on the English Language Proficiency Assessments for California (ELPAC).

Second-language proficiency, demonstrated by:

Assessment (choose one)

Passing world language AP exam with a three or above.

Passing an International Baccalaureate (IB) exam with a four or above.

Passing an ACTFL Wiriting Proficiency Test (WPT) and Oral Proficency Interview (OPI) with scores of intermediate mid or higher.

Or passing a locally approved assessment that meets the rigor of an AP exam and tests all modalities of communication in the language.

or

Coursework

Completing a four-year high school course of study in the language with a 3.0 GPA or above. This could include coursework completed through dual enrollment at a college if approved by the school or district.

and

Demonstrating oral proficiency in the language comparable to what is required to pass the oral portion of an AP or IB exam.

Scan for more information:

Questions? Talk to your counselor or email the CDE Multilingual Support Division at SEAL@cde.ca.gov.

DUAL LANGUAGE IMMERSION PROGRAM (DLI)

Mission

The Fresno Unified School District Dual Language Immersion Program ensures that all students attain high levels of biliteracy and academic proficiency in two languages, while simultaneously developing cross-cultural competence. We are committed to cultivating and maintaining students' cultural identities by creating a learning environment that equally values and respects both languages and all cultures. We develop confident, continual learners who promote with linguistic abilities and positive cross-cultural attitudes to better appreciate and more fully engage with the rich diversity of multicultural communities.

Vision

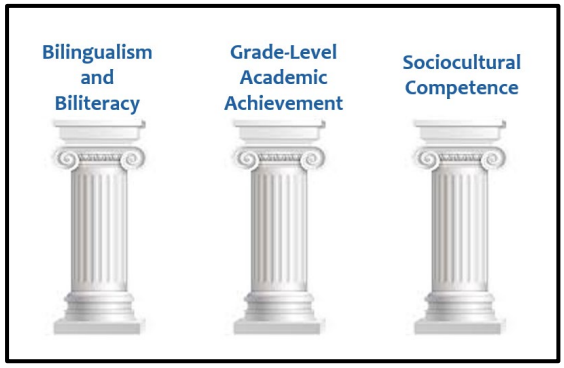
The Fresno Unified School District Dual Language Immersion Program is dedicated to preparing career and college ready graduates who are bilingual, biliterate and culturally competent.

Goals

Bilingualism and Biliteracy
Proficiency in reading, writing, speaking, and listening in Spanish or Hmong and English

Grade-Level Academic Achievement
High levels of cognitive development in both languages; Spanish or Hmong and English

Sociocultural Competence
Positive cultural and linguistic pride and self-esteem, and understanding of the cultures and traditions of others



Instructional Pedagogy

FUSD dual language immersion programs are comprehensive instructional programs that cover the same standards-based core curriculum taught to all students in the district. At the elementary level, instructional practices involve clear language allocation aligned to the program model and the strategic use of English and the target language to support learning in and through both languages. Development of the target language is integrated with content knowledge to build cross-language connections, transfer, and metalinguistic understanding. The following figure shows the instructional practices expected for dual language immersion educators.

Effective Instructional Practice Aligned to the Instructional Practice Guide (IPG)

Every lesson includes opportunities for students to engage in Reading, Writing, Speaking, Listening, and Language Development.

Aligned to the Rigor of Grade Level Standards

- **Reading complex text –IPG: Tenet 2a**
  - Close Reading using Culturally Relevant Complex Text
- **Student discourse grounded in complex text – IPG: Tenet 3**
  - Students using academic vocabulary
  - Talk norms, collaborative structures, and expectations that foster using academic language
- **Writing tasks grounded in complex text – IPG: Tenet 2b**
  - Responding to text through a variety of writing tasks
  - Opportunities for students to respond to text by varied genres
    - narratives, informational/expository, and opinion/argumentative
- **High leverage instructional strategies –IPG: All Tenets**
  - Graphic Organizers, Language Development Strategies, Variety of Question Stems, Thinking Maps, Making Thinking Visible, Learning/Anchor Charts, Sentence Frames/Stems, Modeling, Visuals, Total Physical Response (TPR), Collaborative/Cooperative Learning, and Teaching and Learning Cycle pedagogies
- **Print-rich classroom environment- IPG: Tenet 1**
  - **Displayed Learning charts**, visuals, student work displayed illustrates progression of learning from Text to Task

Response to Intervention in the Dual Language Immersion Program

English Learner Services recommends that all students in need of academic support, including those enrolled in a DLI Program, are provided strategic, targeted intervention instruction **in addition to** the high-quality first teaching they receive during core instruction. To maximize all students' academic potential, implementation of the Response to Intervention (RTI) Model should be data-driven, developed by school site staff, and designed to meet school-wide and individual student academic goals. The RTI Model should focus on supporting students with achieving high levels of biliteracy and bilingualism. In grades K-3 intervention should be provided in Spanish or Hmong.

Students receiving special education services are accepted into dual language programs and are not moved from the dual language program because of their learning needs. Students enrolled in dual language immersion who qualify for special education services, such as RSP, may receive their services in English.

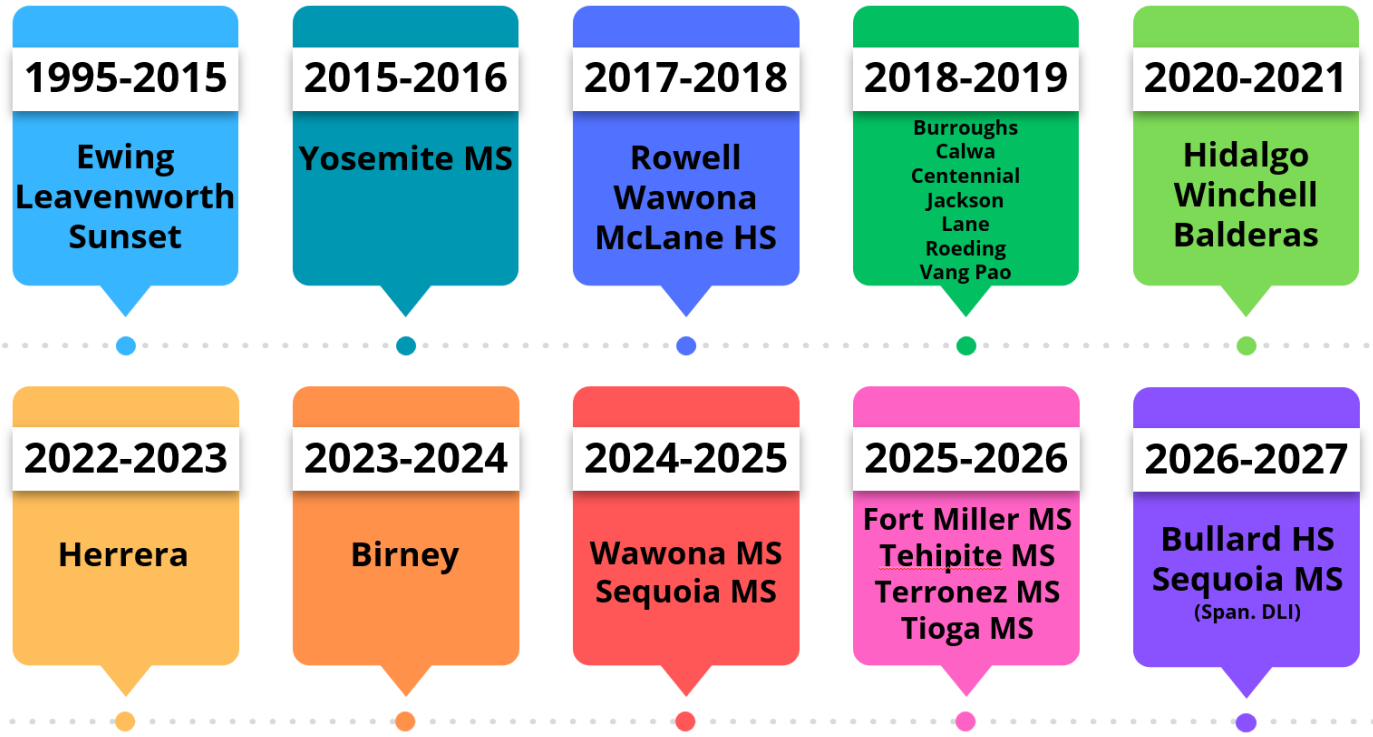


School Sites

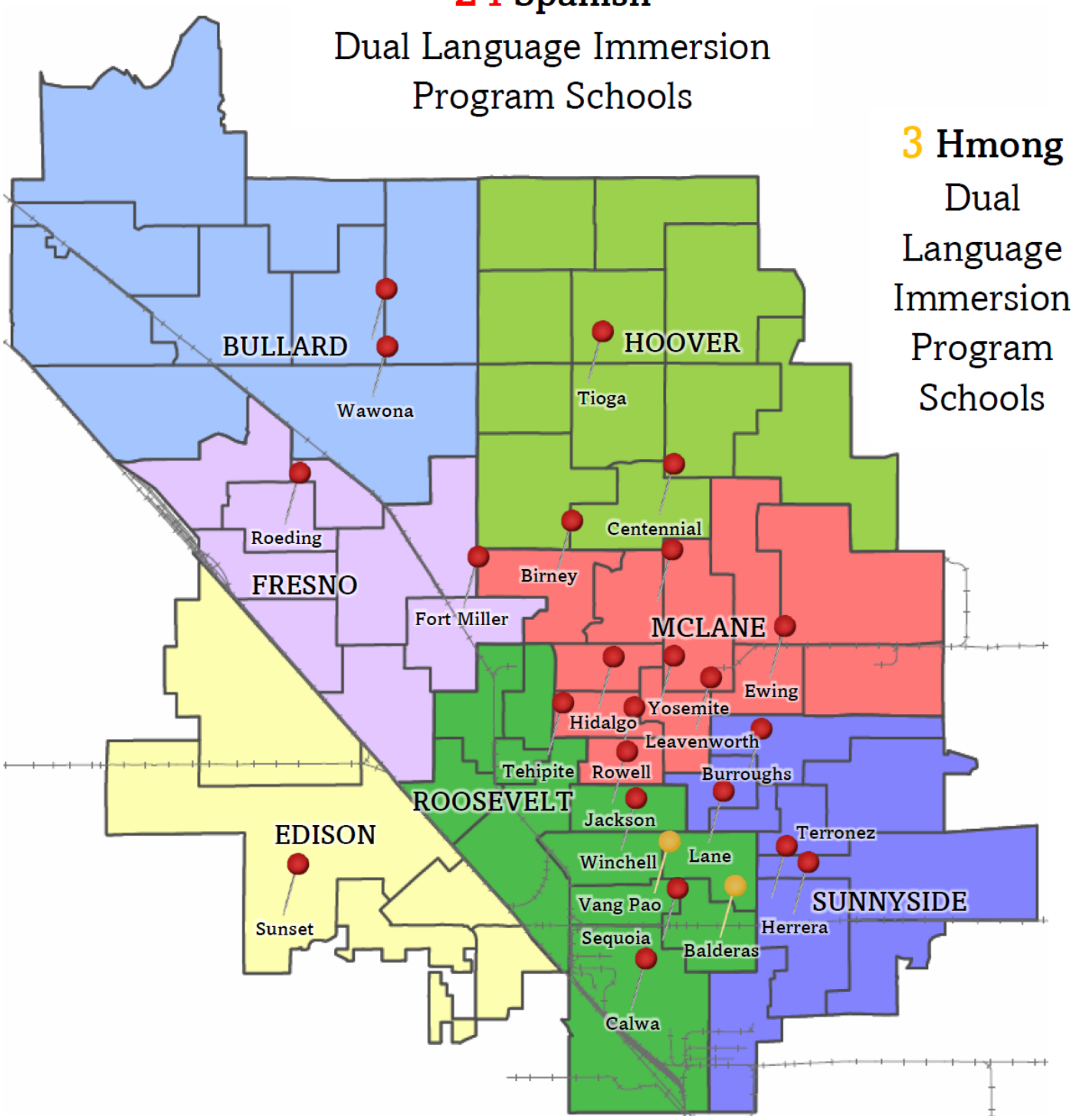
As of 2026-2027, Fresno Unified School District dual language programs are offered at 24 school sites district-wide: 15 elementary schools, 6 middle schools and 2 high schools with a Spanish/English DLI Program, and 2 elementary schools/1 middle school with a Hmong/English DLI Program.

When students enter our dual language immersion programs speaking a language other than the target language in that program, they have the opportunity to learn more than two languages.

FUSD DLI Program Expansion Timeline



Dual Language Immersion Program
Schools in Fresno Unified School District



English Learner Services/Multilingual Multicultural Education
Dual Language Immersion School List

Dual Immersion Schools	School Address and Phone #
Leavenworth Elementary (T)	4420 E. Thomas Ave, Fresno, CA 93702, (253-6490)
Sunset Elementary (T)	1755 S. Crystal Ave, Fresno, CA 93706, (457-3310)
Ewing Elementary (T)	4873 E. Olive Ave, Fresno, CA 93727, (253-6460)
Wawona Middle School (T)	4524 N. Thorne Ave, Fresno, CA 93704, (248-7310)
Rowell Elementary	3460 E. McKenzie Ave, Fresno, CA 93702, (457-3200)
Jackson Elementary	3750 E. Platt Ave, Fresno, CA 93702, (457-2950)
Calwa Elementary	4303 E. Jensen Ave, Fresno, CA 93704, (457-2610)
Lane Elementary	4730 E. Lowe Ave, Fresno, CA 93702, (253-6480)
Roeding Elementary	1225 W. Dakota Ave., Fresno, CA 93705, (248-7250)
Centennial Elementary	3830 E. Saginaw Way, Fresno, CA 93726, (248-7040)
Burroughs Elementary	166 N. Sierra Vista, Fresno, CA 93702, (253-6430)
Hidalgo Elementary	3550 E. Thomas, Fresno, CA 93702, (457-2930)
Winchell Elementary	3722 E. Lowe Ave., Fresno, CA 93702, (457-3440)
Juan Felipe Herrera Elementary	5090 E. Church Ave., Fresno CA 93725 (248-7130)
Birney Elementary	3034 E. Cornell Ave., Fresno, CA 93703, (248-7000)
Yosemite Middle School	1292 N. 9th St, Fresno, CA 93703, (457-3450)
Fort Miller Middle School	1302 E. Dakota Ave, Fresno, CA 93704, (248-7100)
Tehipite Middle School	630 N. Augusta St, Fresno, CA 93701, (457-3420)
Terronez Middle School	2300 S. Willow Ave, Fresno, CA 93725, (253-6570)
Tioga Middle School	3232 E. Fairmont, Fresno, CA 93726, (248-7280)
McLane High School	2727 N. Cedar Ave, Fresno, CA 93703, (248-5100)
Bullard High School	5445 N. Palm Ave, Fresno, CA 93704, (451-4320)
Vang Pao Elementary (Hmong DLI)	4100 E. Heaton Ave, Fresno, CA 93702, (457-3380)
Balderas Elementary (Hmong DLI)	4625 E. Florence Ave., Fresno, CA 93725, (253-6420)
Sequoia Middle School (Hmong DLI)	4050 E. Hamilton Ave., Fresno, CA 93702, (559) 457-3210

Notes:

(T) Denotes that the school is a choice school that requires a Transfer request. Parents and guardians may apply through the Transfers Office, 248-7538, for possible placement of their child at one of these DLI schools. For other DLI schools, parents request the program at the school site. If you live outside the attendance area, call the Transfers Office to ask about availability.

* This list reflects the DLI sites currently offered. For an updated list, please contact the English Learner/Multilingual Education at (559) 457-3928 or visit the website at Spanish Dual Language Immersion - Fresno Unified School District

Parent Requests for New Language Programs

When a DLI program is not currently offered at their child's school, parents and guardians may request that the school establish a new program. The request must be submitted in writing to the school or English Learner Services, and it must meet the minimum threshold in order for the district to respond and conduct a cost and resource analysis to determine whether it is possible to implement the requested DLI program.

Reaching a Threshold

- When the parents and guardians of 30 or more students enrolled in a school request the same language program
- When the parents and guardians of 20 or more students in the same grade level, enrolled in a school request the same language program

Process for District Response to New Program Requests

1. **Communication**
   Within 10 school days of reaching the threshold described above, FUSD notifies the following people in writing of the parents' request for a language program: parents of students attending the school, the school's teachers, administrators, and the English Learner Parent Advisory Committee

2. **Cost and Resource Analysis**
   FUSD then identifies costs and resources necessary to implement any new language program, including but not limited to:
   - Certificated teachers with the appropriate authorizations
   - Necessary instructional materials
   - Pertinent professional development for the proposed program
   - Opportunities for parent and community engagement to support the proposed program goals

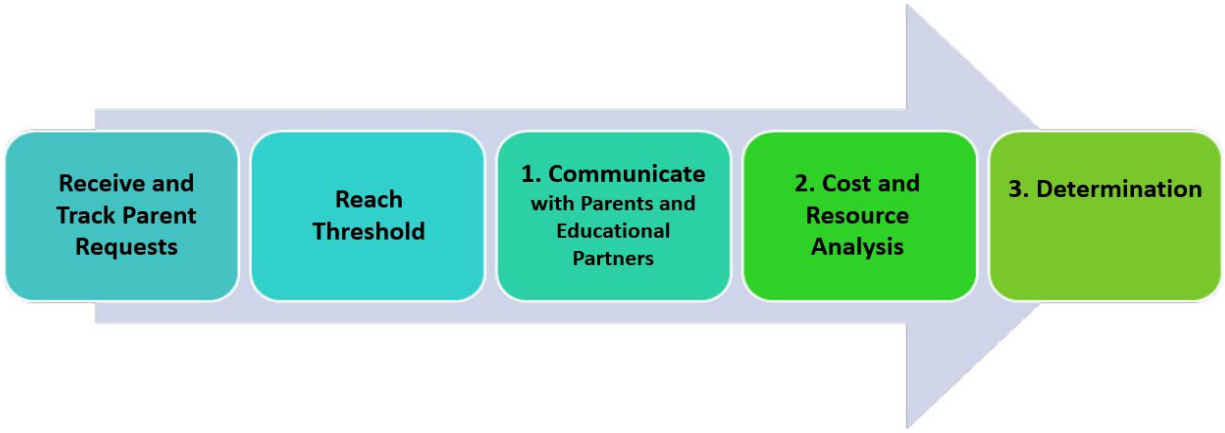
3. **Determination**
   Having completed the costs and resource analysis, FUSD determines within sixty calendar days of reaching the threshold described above, whether it is possible to implement the requested language program. At that time, FUSD provides notice, in writing, to parents of students attending the school, the school's teachers, and administrators of its determination.

   - **Determination to implement a program at the school:**
     In the case that FUSD determines it can implement the requested program, FUSD creates and publishes a reasonable timeline of actions necessary to implement the program. As part of the implementation, FUSD confers with school personnel, including administrators, and teachers with the authorizations required to provide or oversee programs and services for English learners, regarding the design and content of the language program.

- **Determination not to implement a program at the school:**
  In the case that FUSD determines it is not possible to implement the program requested by parents, FUSD provides a written explanation of the reason(s) why the program cannot be provided. Further, FUSD may offer an alternate option that can be implemented at the school.

CA Ed.G.E. Initiative Implementation Handbook for School Districts and County Offices of Education (California Department of Education)

FUSD Process for District Response to New Language Program Requests





SPANISH/ENGLISH DUAL LANGUAGE IMMERSION PROGRAM

Fresno Unified School District

SPANISH DUAL LANGUAGE IMMERSION

Two-Way Immersion

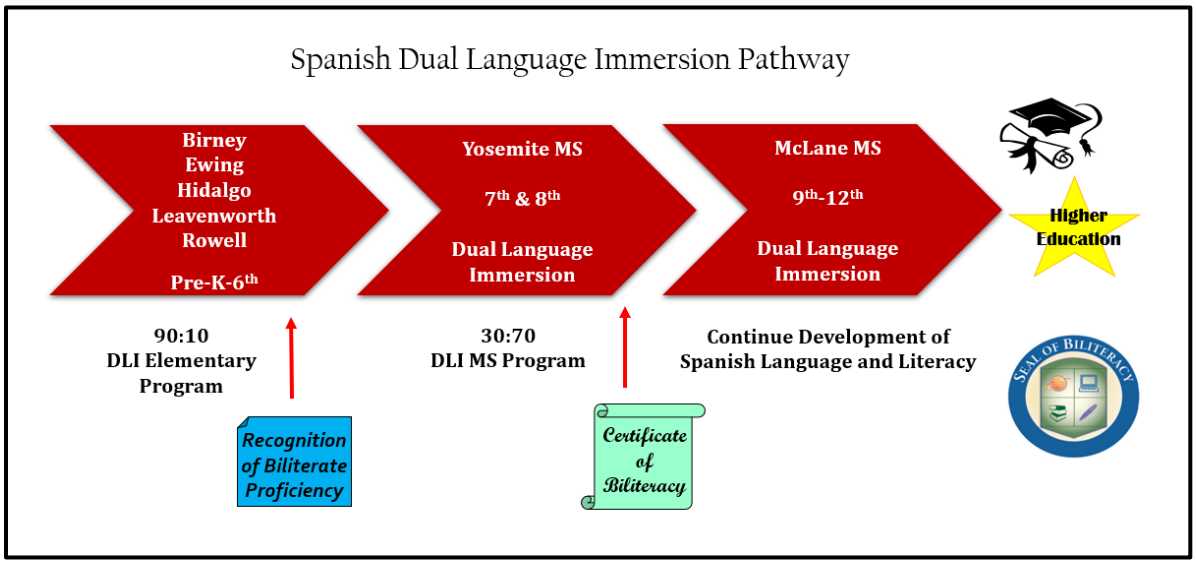
Fresno Unified School District's two-way Spanish/English immersion program includes fairly equal numbers of two groups of students: native Spanish speakers and native English speakers. Spanish/English two-way immersion programs are designed to maintain and sustain the home language of native Spanish speakers while they simultaneously acquire and develop high levels of oral and written proficiency in English. Similarly, native English speakers will develop high levels of oral and written proficiency in Spanish. This additive approach benefits both groups of students but is especially beneficial for native Spanish speakers. (The Two-Way Immersion Toolkit)

90:10 Model

In the Spanish/English 90:10 model, the amount of instructional time allocated to specially designed Spanish instruction gradually decreases as English instruction increases and reaches a 50:50 balance of the languages. In Pre-K through 1st grade, 90% of instruction is delivered in Spanish with 10% of the instruction delivered in English. Once students reach 4th grade, 50% of the day is spent in each language. At the secondary level, students matriculate in Spanish Language Arts in grades 7th and 8th with a content area also in Spanish. In grades 9th through 12th, students participate in Advanced Placement Spanish language and literature, and other content area courses also in Spanish, with the end goal of graduating fully biliterate and receiving the State Seal of Biliteracy.

Grades	Language Percentage	Spanish	English
Preschool	90:10	135 minutes	15 minutes
TK, Kinder, & First	90:10	225 minutes	25 minutes
Second	80:20	250 minutes	60 minutes
Third	65:35	210 minutes	100 minutes
Fourth, Fifth, & Sixth	50:50	155 minutes	155 minutes
Seventh-Twelfth	30:70	2 courses	4 courses

Spanish DLI Pathway



Link to the Spanish Language Arts Staff website

For additional information, contact:
Alberto García, Spanish DLI Manager
Phone: (559) 457-3961
Email: Alberto.Garcia@fresnounified.org



HMONG/ENGLISH DUAL LANGUAGE IMMERSION PROGRAM

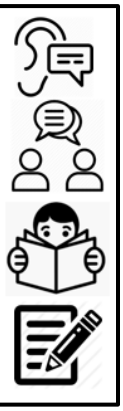
Fresno Unified School District

HMONG DUAL LANGUAGE IMMERSION

Hmong Dual Language Immersion (DLI) Program integrates English proficient and English learner students for the purpose of developing language proficiency and academic achievement in students' first and second languages and cross-cultural understanding. The elementary Hmong DLI program follows a 50:50 model with a simultaneous integrated literacy approach, where students learn to read, write, and speak in both Hmong and English. Science, History/Social Science (HSS), and Physical Education (P.E.) and Art are delivered in Hmong, whereas English Language Arts (ELA) and Math are delivered in English in Pre-school to 3rd grade. Beginning in grade 4, Science is taught in English while Hmong Language Arts is added to the Hmong instructional block. Hmong culture as well as other cultures are integrated into all content subjects. Below is a general overview of the Hmong DLI instructional block.

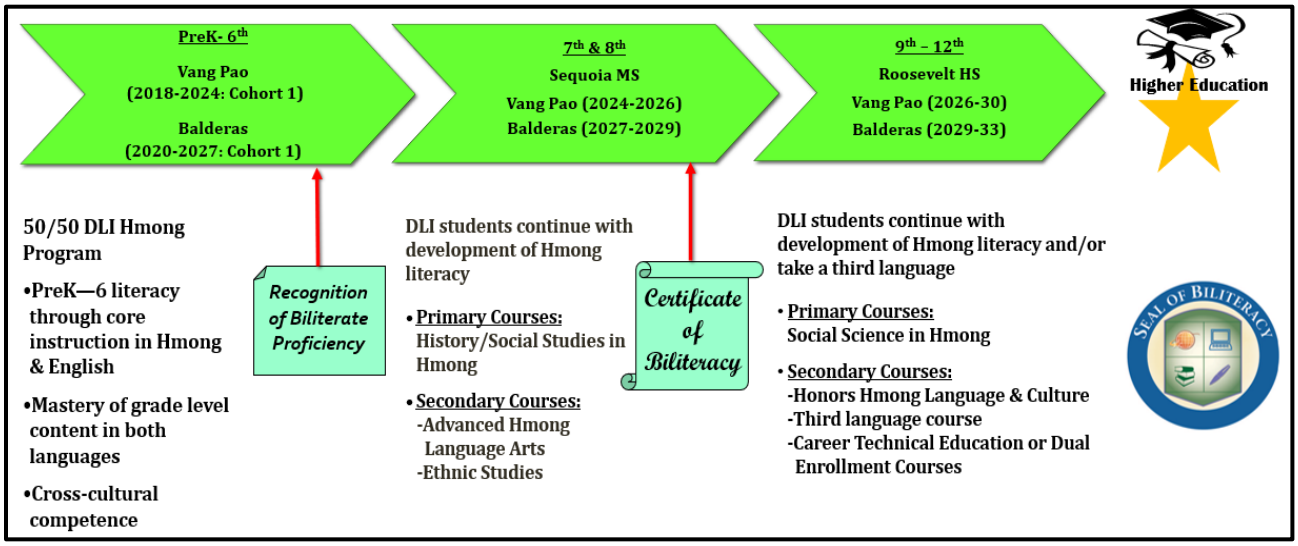
Hmong DLI Instructional Block

Language of Instruction	Preschool Hmong: 90 min English: 90 min	TK-Kinder Hmong 140 min English 140 min	Grades 1-3 Hmong 170 min English 170 min	Grades 4-6 Hmong 170 min English 170 min
	8:00 am - 9:30 am	8:00 am – 10:30 am	8:30 am – 11:05 am	8:30 am – 11:05 am
HMONG	Students learn **Science, History/Social Science, P.E. & Art** through an integrated culturally relevant curriculum in Hmong with a focus on oral language production, vocabulary, reading, and writing skills			**Hmong Language Arts,** Social Studies, P.E. & Art
	9:30 am -11:00 am	10:30 am -1:30 pm	11:00 am - 2:30 pm	11:00 am -2:30 pm
ENGLISH	**ELA/ELD and Math**	**ELA/ELD and Math**	**ELA/ELD and Math**	**ELA/ELD, Math, and Science**



The Hmong DLI Program is currently implemented at two elementary schools (PK-6): Vang Pao and Balderas. The goal for participating students is to be fully bilingual and biliterate in both Hmong and English upon completion of grade 12 and earn the Seal of Biliteracy. The graphic below shows the preschool-12 pathway for the Hmong DLI program.

Hmong DLI Pathway



For additional information, contact:
Zer Lee
Phone: (559) 457-3971
Email: Zer.Lee@fresnounified.org



Dual Language Immersion Enrollment Process
Neighborhood/Site-Based vs. Choice Schools

NEIGHBORHOOD/SITE-BASED DLI SCHOOLS:
Priority enrollment for students living within the school attendance boundary.
Open to transfers when space is available.

Schools: Birney, Burroughs, Calwa, Centennial, Herrera, Hidalgo, Jackson, Lane, Roeding, Rowell, Winchell, Fort Miller, Tehipite, Terronez, Tioga, Bullard HS, McLane HS, Balderas (Hmong DLI), Vang Pao (Hmong DLI), Sequoia MS, Wawona MS

Request DLI program placement at neighborhood school site if residing within attendance boundary.

Apply for DLI Program through the Transfers Office if residing outside school attendance boundary.
No Transfer Request Application deadline.

Entry is recommended at Preschool, TK and Kindergarten grades. Students are enrolled on a first-come, first-served basis when space is available at the requested neighborhood school and grade while maintaining a linguistic balance.

CHOICE DLI SCHOOLS:
Open enrollment for all students.
Priority enrollment for students living within FUSD attendance boundaries.

Schools: Ewing, Leavenworth, Sunset, Wawona PS-6

Apply for DLI Program placement at a choice school through the Transfers Office.
Transfer Request Application must be submitted between September 1st and December 1st for the following school year to receive priority for selection.

Entry is recommended at Preschool, TK and Kindergarten grades. Students are selected using a random lottery when space is available at the requested choice school and grade while maintaining a linguistic balance.

Students in grades 1st-12th must meet minimum proficiency in *Speaking*, *Listening*, *Reading*, and *Writing* skills* in the Spanish or Hmong language to be eligible for enrollment in a DLI Program.
***Required assessment administered by Language Assessment**

For additional information on Site-Based Enrollment, contact the neighborhood school office.

DUAL LANGUAGE IMMERSION SCHOOLS

For additional information on Choice School Enrollment, contact the Transfers Office at 559-248-7538.

TRANSFERS DEPARTMENT WEBSITE

HMONG HERITAGE SPEAKER COURSES

To meet the needs of current Hmong students who no longer speak their native language yet may have family members speaking Hmong in the home, Fresno Unified School District launched the Hmong Heritage Speakers I course in the fall of 2016 and the Hmong Heritage Speakers II course in 2017 in all seven comprehensive high schools, one specialized high school and a middle school. These courses teach Hmong literacy through a thematic approach grounded in reading, writing, listening, speaking, thinking, and language development around authentic Hmong topics. Hmong Heritage III focuses on using language and literacy skills through critical reading, writing, speaking, listening, and thinking to engage students in a study of social issues, Youth-led Participatory Action Research, and project-based/service learning.

Students taking these classes receive two years of "e" credit, under A-G requirements, toward college eligibility in one year. Upon successful completion of the courses and meeting other state criteria, students earn the State Seal of Biliteracy on their high school diploma, as well as a medallion from the district, giving them a competitive edge for entrance to college and in the competitive global market.









SPANISH FOR NATIVE SPEAKER COURSES

Although these courses are managed in the department of Curriculum, Instruction, and Professional Learning (CIPL), we would like our parents of English learners to be advised that at the secondary level, the following courses are offered for students to continue developing their home language of Spanish and meet a-g requirements.

Course	Description
Spanish for Native Speakers I	The course is designed for students whose home language is either exclusively Spanish or bilingual Spanish/English. Emphasis is on acquisition of academic Spanish as well as advancement in reading comprehension and writing ability. Other goals include appreciation of Latino history and cultures as well as improved communication between parent and child. Course is conducted in Spanish.
Spanish for Native Speakers II	This course is a continuation of Native Speakers Level I, with greater emphasis on informational text, literary analysis, and essay writing. Students who are successful in this course will be encouraged to enroll the following year in Advanced Placement Spanish Language. Course is conducted in Spanish.
Advanced Spanish for Dual Immersion	Advanced Spanish for Dual Immersion offers native speakers of Spanish and students continuing the Dual Immersion Program in FUSD the opportunity to further study the language formally in an academic setting. Students will acquire the basic skills to succeed in AP Spanish Language and Culture and AP Spanish Literature and Culture coursework. Course is conducted in Spanish.
Medical Spanish	This course provides training for bilingual individuals to develop awareness, knowledge, and skills necessary for effective language interpretation in health care settings. The roles and responsibilities of a healthcare interpreter will require basic knowledge of common medical conditions, treatments and procedures, and a need for insight in language and cultural nuances for specific communities. Course is conducted in Spanish. Prerequisite: Native Speaker 1.
AP Spanish Language	This college-level course emphasizes the use of spoken language, written language, and reading and listening comprehension. Students will prepare for the AP Spanish Language Examination through discussion, debates, dramatizations, taped exercises, poetry, plays, and novels. To review specific AP course credit, visit www.collegeboard.org; see counselor for information. Students who are successful in this course will be encouraged to enroll in AP Spanish Literature. Prerequisites: Spanish IV, Spanish for Native Speakers II or instructor recommendation.
IB Spanish	This standard-level course is intended for students of the IB Program at Fresno High. Students complete their oral and written assessment for IB. The exam given at the end of the course, if passed, grants a student college credit. To review specific IB course information, visit www.ibo.org; see counselor for information. Prerequisites: Spanish III, Spanish for Native Speakers, AP Spanish Language.
AP Spanish Literature	AP Spanish Literature is a college-level course with in-depth instruction and practice in written composition and literature. To review specific AP course credit, visit www.collegeboard.org; see counselor for information. Prerequisites: AP Spanish Language or instructor recommendation.

Link to the Fresno Unified High School Course Guide: High School Course Guide - Fresno Unified School District




VANS
OFF THE WALL

NEWCOMERS

The California Department of Education uses the term "newcomers" to identify foreign-born students who have recently arrived in the United States. While most of our newcomer students are born abroad, in Fresno Unified, we have students who are United States citizens, but who received schooling in another country. For this reason, they are also identified as newcomers. In Fresno Unified, students are considered newcomers for up to three years to ensure they have access to the supportive services they need to successfully integrate within our schools.

Newcomers must register at their school site and complete the entire registration process to determine if they need to take the initial English Language Proficiency Assessment for California (ELPAC) to evaluate their proficiency in English. It is essential to take this step to ensure a seamless transition and integration into our educational system.

Our students come from different countries, have diverse cultural backgrounds, and have varied educational experiences. Some of our newly arrived students have strong prior academic backgrounds and strong literacy in their home language, while others have little foundational literacy in their home language and interrupted or minimal previous schooling. We support staff in getting to know who their multilingual learners are and their educational backgrounds to support students' academic, linguistic, and socioemotional needs.

Elementary Schools

Newcomers at the elementary level are placed in a program that will best address their academic, linguistic, and social emotional needs. This may include one of our DLI programs or they may be mainstreamed with their peers. It's imperative for teachers to support their students' content and linguistic understandings and that they address these during integrated and designated ELD. In addition, students in grades 4th-6th receive after-school support. To read more about this program, see "Newcomer After-School Program" under the English Learner After-School Programs section in this same chapter.

Secondary Schools

Newcomers at the secondary level receive differentiated and comprehensive services that address their language, literacy, and academic needs. Short & Boyson (2012) state, "Middle and high school newcomer students exhibit a variety of characteristics, and thus programs must be carefully designed to meet their needs". For this reason, our newcomer students are eligible to be enrolled in consecutive English Language Development courses (Beginner, Intermediate, and Early Advanced) for up to three years. This process provides newcomers with designated ELD instruction thereby ensuring specialized language support.

Resources

Soft Landing for Newcomers in Elementary.pdf

Soft Landing for Newcomers in Secondary Schools.pdf

Newcomer Toolkit.pdf

Support for Newcomers in Secondary Schools

Inter-Act Fellows (Secondary)

The Secondary Inter-Act Fellows is a group of students who currently attend Fresno State and provide direct instructional tutorial services to students in grades K-12. This partnership with the Education & Leadership Foundation and the Department of English Learner Services has provided the Secondary Inter-Act Fellows with hands-on experience working with students, as many of them will be pursuing a teaching career. The main role of the Secondary Inter-Act Fellows is to provide instructional services to 7th-12th grade English learner students enrolled in the Beginning or Intermediate ELD class. These instructional services consist of one-to-one or small group language support, preferably in core content classes for English learners. The Inter-Act Fellows' schedules vary depending on the number of English learners enrolled in the Beginning or Intermediate ELD class at each secondary school site.

The language support allowing for comprehensible input offered by the Inter-Act Fellows is provided during content classes. Some of the supports consist of utilizing a variety of language development activities such as previewing or reviewing the content, chunking assignments, making connections with the vocabulary words for the lessons, non-verbal communication, or tools such as meaningful repetition that involve oral language practice in English, and many others. All these supports are intentionally provided in collaboration with the content core teachers to ensure that the instructional support matches the needs of the English Learner students. As a result, this support will aid English learners to bridge the language barrier in core content classes and make meaning of the lesson being taught. In addition to language support, the Inter-Act Fellows also support English learner students with making connections to school and providing social/emotional support, as many of these English learners are newcomers.

In order to support the professional development of the Inter-Act Fellows, they receive training opportunities from the Department of English Learner Services. Some of the training consists of presenting the description of their position, modeling ELD strategies and activities, and general information about what to expect when working with the 7th-12th grade English learner students.

Partnerships

We routinely collaborate with other district departments, and we work closely with local, community-based organizations to provide culturally and linguistically responsive services. Our team supports our newcomer students and their families by connecting them with resources and services to address critical basic needs, such as food, clothing, and health care, to support family stability and well-being. We integrate parents into the school community and equip them with resources, information, and capacity to partner with schools in supporting their children's education, as well as support the academic, linguistic, and socioemotional growth of students.


A NARWHAL AND JELLY BOOK
NARWHAL
UNICORN OF THE SEA!



Interpreting Services for Qualifying Newcomers

Recently arrived newcomers (< 6 months) in grades K-12th, who score as NOVICE on the Initial ELPAC benefit from primary language support in the first few weeks of schooling. Our department created the following guidelines to ensure our qualifying students receive the appropriate language assistance services during this critical period.

Preparing for the Interpreting Support	Interpreting Support
• It is helpful if the student is seated in class somewhere that will be conducive to support provider being alongside student – not in front of class, not isolated in back. As inconspicuous as possible – side row, midway back with extra desk/chair for support provider. **Understand that the interpreter <u>will not</u> be doing simultaneous interpreting,** but they will be speaking to the student multiple times throughout the lesson. • Please be prepared to provide topics, key vocabulary, and resources that might be helpful to the interpreter. 	**The interpreter will:** • Ask teacher to identify students with same primary language as interpreter (like-language students should be seated near each other to facilitate work of the interpreter; new students may arrive over the course of time the interpreter is assigned to support) • Check in with the teacher to find out topic/tasks/essential vocabulary for the day • Check in with student in primary language to find out his/her background knowledge. (What do you know about_____?) • Ask student comprehension questions periodically during class (10/2 model: For every 10 minutes of teacher talk, 2 minutes should be dedicated to providing students with processing time), summarize learning at the end of the lesson • Clarify key learning, homework assignment • Help student recognize/pronounce key vocabulary • Be able to contact parents (<u>ONLY</u> allowed to do this during contracted support time).

MIGRANT EDUCATION

Migrant Education is a national program that provides supplemental education and support services to eligible migrant children in the Fresno Unified School District. These services help children of migrant workers overcome the disadvantages they face, one of which is disruption to their education due to mobility. Migrant children may have limited English language skills and/or little experience succeeding in school. These problems, combined with irregular school attendance, often lead to general frustration and poor academic performance, causing many migrant children to drop out of school in their teens. Through the Migrant Education program, students can get an education, strengthen their primary skills, and obtain better opportunities for the future. In addition, the program helps them develop self-confidence, increase their self-esteem, and overcome their difficulties.

To qualify for the Migrant Education Program, a migrant child must have moved within the past three years across state or school district boundaries with a migrant parent, guardian, or self, to enable the child, the child's guardian, or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural, fishing, or food processing activity. The child may be in any grade between preschool and the 12th grade, must not be older than twenty-two years old and not a high school graduate.

Support Services:

- Extended Day School Programs, ELA/Math support, Homework Assistance
- Academic Guidance Counseling, Financial Aid Guidance, College/Career Exploration
- Summer School/Intersession Programs, Continuous Learning Packets
- Supportive Health Services in cooperation with other agencies
- Parent Advisory Councils (PAC), Parent Trainings, Family-School-Community Partnerships
- Alternative Programs of Out-of-School Youth
- Work Study/Experience program for high school students
- Environmental/Outdoor Education Programs, Educational Field trips, Leadership Academies
- Early Literacy Programs

For additional information, contact:
Francisco Fregoso
Migrant Education Counselor
Phone: (559) 457-3984
Email: Francisco.Fregoso@fresnounified.org



ENGLISH LEARNER AFTER-SCHOOL PROGRAMS

Elementary English Learner After-School Program

The English Learner After-School Program supports site efforts in the prevention of long-term English learners by providing academic and enrichment opportunities for English learner students in Fresno Unified schools with the highest numbers of English learner students. The program works with the schools' existing after-school programs to include additional tutorial opportunities using the program Summit K12 for students not yet reading on grade level or yet to reach the language proficiency criteria for reclassification.

Target Students	Primary Grade English Learners	Long Term English Learners (LTELs) and Students At-Risk of becoming (LTELs)
Purpose	To provide additional opportunities to gain English Reading Foundational Literacy Skills and language development.	To provide additional language and content support to English Learner students who are LTELs or At-Risk of becoming a LTEL.

Newcomer After-School Program

The Newcomer After-School Program provides small group instruction in support of English language development to 3rd-6th grade English learner newcomers. Qualifying students must meet the following criteria: enrolled in 3rd-6thgrade, newly arrived in the U.S. (0-2 years), and have an ELPI score of 1, 2L, or 2H. The virtual after-school support provides opportunities for newcomers to connect and learn alongside other peers who are new to our country. A trained Inter-Act Fellow encourages, supports, and guides students as they build their listening, speaking, reading, and writing skills in English. The students will use Summit K12, a high quality, computer adaptive program specifically designed and aligned to the ELPAC.

Heritage Language After-School Program

In addition to the dual language immersion (DLI) programs in Spanish and Hmong that are being offered during the day at 20 of our school sites (see Chapter 2 for a list of the DLI schools), Fresno Unified School District currently offers heritage language classes at several sites in an after-school setting from Monday to Friday. The purpose of this program is to meet the Global California 2030 goal of developing bilingual and biliterate graduates to fully engage in our diverse communities and the global economy.

The goals of the program ~~is~~ are for students to:

1. Learn to speak, read, and write in the heritage language
2. Read and learn about the history and culture of the people
3. Engage in cultural music, cooking, recreational activities, performing arts, etc.
4. Receive homework support as needed

After-School Heritage Language Programs

The following school sites offer heritage language programs.

- Lawless Elementary (Punjabi)
- Olmos Elementary (Spanish)
- Balderas Elementary (Hmong)
- Vang Pao Elementary (Hmong)

Mentorship and Advancement for Newcomer Youth (MANY) Program in Secondary Schools

PROGRAM OVERVIEW

The M.A.N.Y. (Mentoring and Advancement for Newcomer Youth) Program is designed to support newcomer students during their first one to three years in U.S. schools. The program focuses on fostering growth in four key areas: **English language development, academic achievement, social-emotional well-being, and leadership skills**. Through meaningful relationships, targeted academic support, and leadership opportunities, students are empowered to build confidence, strengthen their sense of belonging, and successfully navigate their educational journey.

The M.A.N.Y. Program is currently offered at seven comprehensive high schools: Bullard High School, Edison High School, Fresno High School, Hoover High School, McLane High School, Roosevelt High School, and Sunnyside High School.

To address these areas, the M.A.N.Y. Program consists of two key components: **Peer Mentoring** and the **Youth Leadership Council**.

PEER MENTORING

The Peer Mentoring component pairs newcomer students with trained RFEP student mentors who provide guidance, encouragement, and support throughout the school year. Mentors help newcomers navigate a new school environment, build positive relationships, practice English in authentic settings, and connect with available school resources. Through regular interactions, peer mentoring fosters a welcoming and inclusive environment that promotes student success, confidence, and school connectedness.

Program Benefits

- ☐ Provides opportunities for oral language practice and meaningful interaction with high-achieving peer mentors who are Reclassified Fluent English Proficient (RFEP) students.
- ☐ Fosters a supportive environment focused on social-emotional well-being, helping students feel connected to their peers, school, and broader community.
- ☐ Provides help with homework and class assignments to support academic success

Program Structure

The Peer Mentoring Program is facilitated by a site-based teacher facilitator and typically meets for one hour each week. Sessions are designed to provide students with targeted support in the following areas:

ELD Reinforcement	Survival/Basic English Practice
▪ Reinforce language skills currently being taught in students' ELD classes. ▪ Provide opportunities to practice listening, speaking, reading, and writing in English.	▪ Develop practical English language skills needed for everyday interactions. ▪ Expand language development through lessons and activities from the Inside the USA curriculum.
Social Interaction	**Homework Support/Reading Hub**
▪ Participate in collaborative activities that encourage communication and relationship-building. ▪ Strengthen connections with peers and mentors.	▪ Receive assistance with homework and classroom assignments. ▪ Engage in independent and guided reading to support literacy development.

NEWCOMER YOUTH LEADERSHIP COUNCIL (N.Y.L.C.)

The Youth Leadership Council (YLC) component provides newcomer students with opportunities to develop their leadership skills while serving as advocates and role models within their school communities. Through collaborative projects, community service, and school engagement activities, students build confidence, strengthen communication and teamwork skills, and develop their ability to lead with purpose. The Youth Leadership Council empowers students to use their voices, contribute to school initiatives, and promote a welcoming and inclusive environment where all students can thrive.

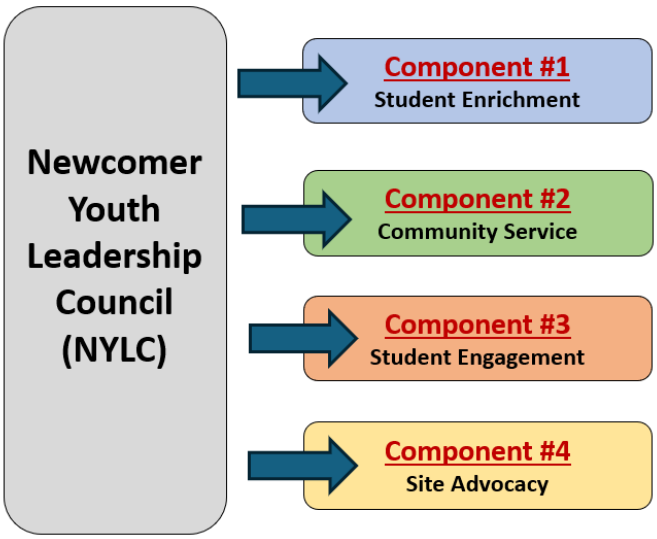
Program Benefits

- ☐ Builds student leadership through enrichment opportunities that focus on personal development and responsibility.
- ☐ Encourages participation in community service initiatives, helping students give back and build character.

- ☐ Promotes student involvement through projects and activities designed to increase engagement on campus.
- ☐ Empowers students to be voices for their peers by participating in site-based discussions and advocacy efforts that support newcomer needs.

Program Structure

The Newcomer Youth Leadership Council is facilitated by a site-based teacher advisor. Students meet throughout the year to participate in leadership development activities, plan and implement projects, and engage in service and advocacy efforts.



STUDENT STIPEND OPPORTUNITY

Students who actively participate in the program may be eligible to receive a stipend each semester for participation in Peer Mentoring and annually for participation in the Youth Leadership Council. To qualify, students must meet eligibility requirements and complete the necessary application process.

For additional information, contact:
May Siong
English Learner Services
Phone: (559) 457-3549



SUMMER PROGRAMS

Elementary Summer Academy

The purpose of Summer Academy is to provide academic and enrichment opportunities with a focus on literacy and math. The programs provide ample opportunities for English learners to receive instruction tailored to their needs, to make the content accessible and engaging. While students are enrolled in the programs, English learners will:

- Acquire academic English
- Engage in high quality lessons
- Engage in lessons that incorporate listening, speaking, reading, writing
- Acquire language to interact meaningfully
- Acquire language to participate in academic conversations
- Learn to work collaboratively

Participation in these programs allows students to own their learning, set goals, brainstorm next steps, and have a clear path as they continue their educational career. These programs directly align with ensuring that English learners meet our district goal, "*Every EL student will reclassify to Fluent English Proficient on time.*"





Spanish Dual Language Immersion Summer Academy

This program is designed to support students enrolled in the Spanish Dual Language Immersion Program with Spanish literacy instruction aligned to the CCSS en Español grade level standards and DLI program goals. Daily instruction provides opportunities for students to engage in language rich learning grounded in culturally diverse complex texts, academic discourse, and writing tasks. Students also participate in daily social emotional learning, art, music, and movement activities.

Hmong Dual Language Immersion Summer Academy

The summer Hmong Dual Language Immersion (DLI) Literacy Summer Academy provides extended Hmong language learning opportunities for students in the yearlong DLI program. The program is designed to strengthen students' language and literacy in reading, writing and communicative skills simultaneously. Kindergarten through second grade focuses on foundational skills and oral language development, while third through fifth grade focuses on reading comprehension, writing, and academic conversations grounded in grade-level appropriate texts. Additionally, students continue to engage in cultural activities such as cooking, poetry, music, games, and arts.

Heritage Language Summer Programs

The summer Heritage Language Program is a three-week educational program offered in multiple heritage languages. The district currently has programs in Hmong, Lao, and Khmer for students in grades K-5th and plans to expand to other languages, similar to the after-school language programs (e.g., Arabic, Punjabi, etc.). The program is designed to immerse students in the target language and culture (as well as its rich history) through fun and engaging activities such as music, poetry, games, arts, and cooking. Students develop basic language and literacy skills in each respective language (e.g., Hmong, Lao, and or Khmer) through reading, writing, speaking, and listening as they engage in authentic texts of the target language.



For information on how to enroll your student in after school and/or summer program offerings, feel free to contact your child's school.

For additional information, contact:
English Learner Services
Phone: (559) 457-3928

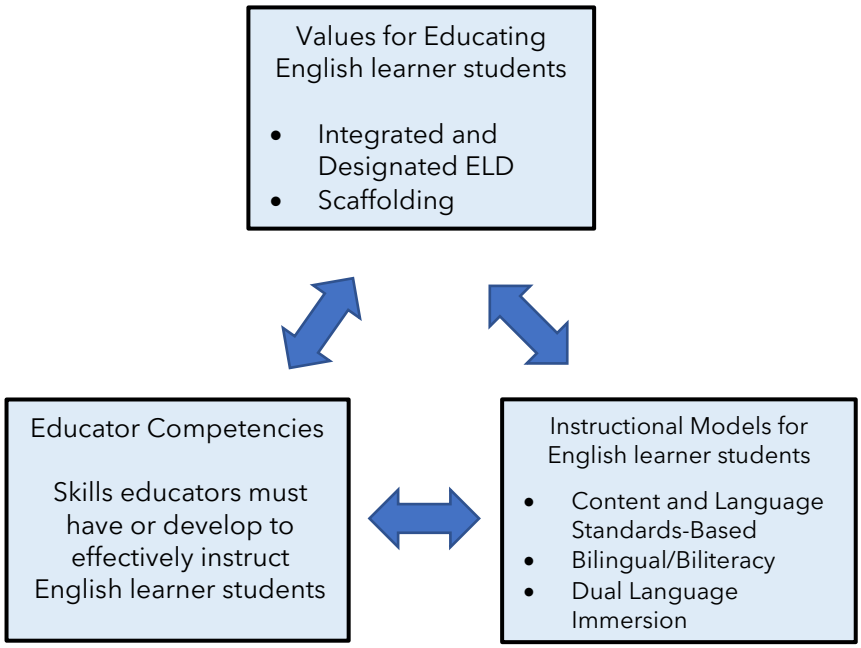
CHAPTER 3:

QUALITY INSTRUCTION AND CURRICULUM

ENGLISH LANGUAGE DEVELOPMENT (ELD)

Essential Elements of English Learner Instruction

Students experience educational opportunities that afford them a coherent and rich trajectory to success. Instruction in all content areas create multiple, well-scaffolded (see page # 56) opportunities for English learner students to simultaneously develop conceptual understandings of core concepts, engage in key analytical practices, and develop the language needed for these practices. The Fresno Unified School District Language Development Approach recognizes the need to fundamentally shift our approach to how English learner students are educated. English learner students have the challenge of learning content while also learning English. Our essential elements for EL instruction are represented below.



Values for Educating English Learner Students

Our instructional approach for English learner students is grounded in the California English Language Development Standards and the California ELA/ELD Literacy Framework. These important documents guide our work and embody eight key values. Of particular significance are building content knowledge and language in tandem. "Integrated ELD" and "Designated ELD"

provide a foundation for the principles of effective language, literacy and content instruction needed to realize our vision, with clear implications for *all* Fresno Unified teachers and leaders. Underpinning our approach to English language development is the notion of providing appropriate *scaffolding*, a special kind of support that assists learners to develop autonomy with rigorous new understandings or skills. This approach in turn leads to our targeted educator competencies, the foundation of the knowledge, skills, and abilities that *all* FUSD teachers and leaders need to effectively instruct English learner students.

Figure I.2. Values for Educating English Learners

Value Language and Culture as Assets: English learners receive instruction that values their home cultures and primary languages as assets and builds upon them for new learning.

Ensuring Equity in Intellectual Richness: English learners benefit from the same high expectations of learning established for all students and routinely engage in intellectually rich tasks and texts across the disciplines.

Building Content Knowledge and Language in Tandem: English learners engage in instruction that promotes content and language learning in *tandem* in all disciplines, including ELA, mathematics, social studies, science, fine arts, and other subjects. Further, ELs have full access to multi-disciplinary curriculum, including those subjects listed here.

Access to Specific Language and Learning Needs: English learners' content and language learning is fostered when targeted language instruction builds *into* and *from* content learning and attends specifically to English language proficiency levels and prior educational experiences in the primary language and English.

Integrating Domains of Communication: English learners develop full proficiency in English in the integrated domains of listening, speaking, reading, and writing, consistent with expectations for all students.

Providing Appropriate Scaffolding: English learners thrive in instructional environments where teachers intentionally support them to fully engage with intellectually challenging content using strategic scaffolding. Scaffolding is tailored to student needs with the ultimate goal of student autonomy.

Evaluating Progress Appropriately: English learners' progress in developing content knowledge and academic English are best evaluated with intentional, appropriate, and valid assessment tools that take into account English language proficiency levels, primary language literacy, and cultural backgrounds. Formative assessment as a pedagogical practice allows teachers to adjust instruction and provide feedback in a timely manner.

Sharing the Responsibility: English learners' positive educational experiences and academic success is a responsibility shared by all educators, the family, and the community.

Source: ELA/ELD Framework P.11

CALIFORNIA ELA/ELD FRAMEWORK

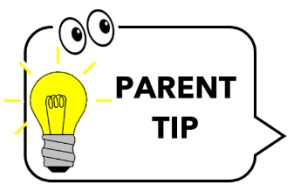
Fresno Unified' s goal is to provide effective instruction to all students. This goal ensures that every English learner reclassifies to English fluent proficiency on time. With this goal in mind, our department expects the use of the California ELA/ELD framework and the implementation of the Teaching and Learning Cycle (TLC) to support instruction in the classroom. The CA ELA/ELD framework provides guidance to teachers, administrators, and other educators for implementing the CA CCSS for ELA/Literacy and the CA ELD Standards. The CA ELA/ELD framework and the TLC help make content accessible to all English learners, ensuring they receive an equitable education.

The ELA/ELD Framework provides guidance for supporting all students to meet challenges that may arise with the common core state standards' demands. "The ELA/ELD Framework is like a "roadmap" for curriculum and instruction, assessment, and professional learning and leadership."



ELA/ELD Framework
Circles of Implementation
2014

Distinctive Features of the ELA/ELD Framework
The ELA/ELD Framework: • provides guidance for implementation of two sets of standards: CA CCSS for ELA/Literacy and CA ELD Standards • discusses literacy and language instruction in five themes: Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills • advocates for a range of reading in school and through organized independent reading • positions cultural diversity, multilingualism, and biliteracy as valuable resources • applies to all content areas • provides guidance for teaching the range of California's learners, highlighting issues of access and equity Source: ELA/ELD Framework

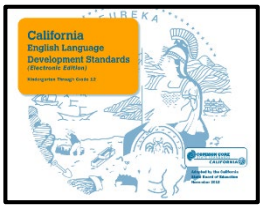


For information on ELD instruction for your student, contact your school's principal.

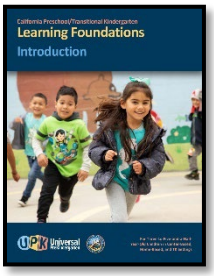
CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT (ELD) STANDARDS

The California English Language Development (ELD) standards, when used in tandem with state content standards, assist English learner students to build English proficiency, refine the academic use of English, and access grade level content.

Download the California ELD Standards (adopted in 2012) from the CDE website



Download the California Preschool Learning Foundations from the CDE website



California ELD Standards Overview

Chapter 1: Purposes, Development, and Structure of the California English Language Development Standards
Chapter 2: Proficiency Level Descriptors for the California English Language Development Standards
Chapter 3: The Standards: Kindergarten Through Grade 12

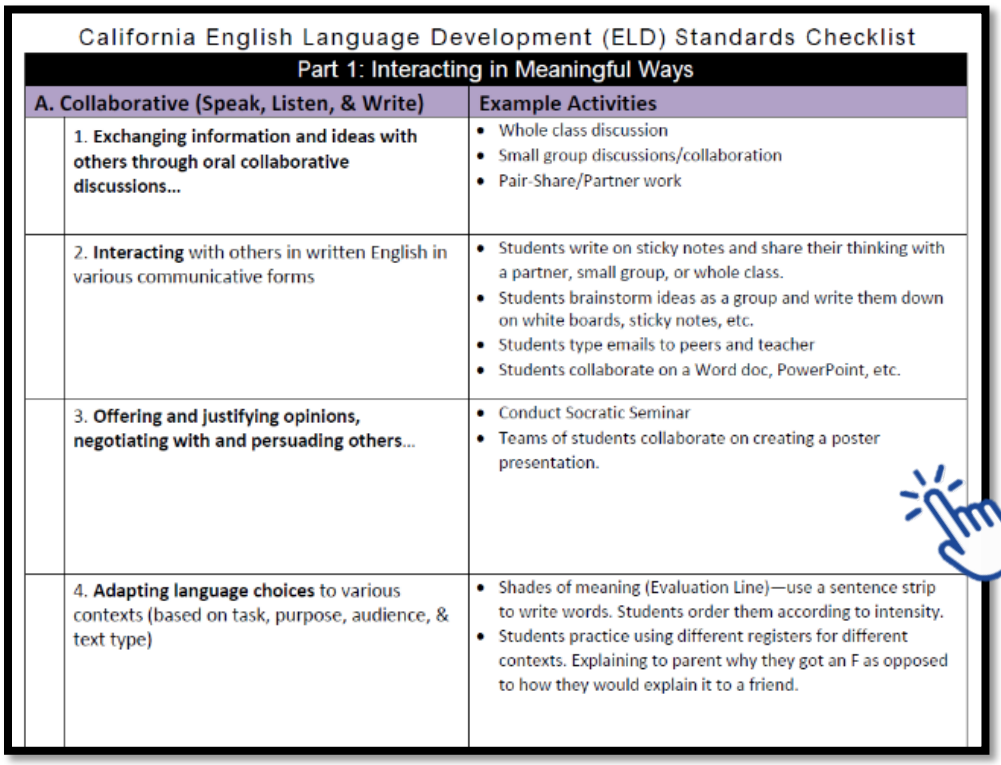
SECTION 1 *Overview of the ELD Standards*		SECTION 2 *Elaboration on Section 1*
• **Goal** • **Critical Principles** • **Overview of Standards (Parts I, II, III)**		**Elaboration of Critical Principles** Unpacks the standards by: 1. **Grade level** (elementary) or **Grade Span** (secondary) 2. **Proficiency level continuum** (Emerging, Expanding, Bridging) 3. **Levels of support** (Substantial, Moderate, Light)
Overview of Standards: Parts I - III		
Part I **Interacting in Meaningful Ways** 12 Standards	**A. Collaborative** (4 standards) 1. Exchange info/ideas (orally) 2. Interact with others (in writing) 3. Offer/support opinions 4. Adapt language choices	**Texts and Discourse in Contexts:** • Corresponding CCSS ELA/Literacy Standards • Purposes for using language • Text types • Audiences
	B. Interpretive (4 standards) 5. Listen actively 6. Read closely 7. Evaluate language use (to support) 8. Analyze vocabulary use (specific purposes)	
	C. Productive (4 standards) 9. Express ideas in presentations 10. Write lit/info texts (technology emphasis) 11. Support/evaluate opinions 12. Select/apply precise vocabulary/language	
Part II **Learning About How English Works** 7 Standards	**A. Structuring Cohesive Texts** (2 standards) 1. Understand text structure 2. Understand cohesion	**ELD Level Continuum (from PLDs)** • Emerging • Expanding • Bridging
	B. Expanding and Enriching Ideas (3 standards) 3. Use verbs and verb phrases 4. Use nouns and noun phrases 5. Modify to add details	
	C. Connecting and Condensing Ideas (2 standards) 6. Connect ideas 7. Condense ideas	
Part III **Using Foundational Literacy Skills** (See Ch. 6)	**Oral Skills** Phonological Awareness	**Parts I – III** • **Part I**: Interacting in Meaningful Ways Collaborative, Interpretive, productive • **Part II**: Learning about how English works Structuring cohesive texts, Expanding and Enriching Ideas, Connecting and Condensing Ideas • **Part III**: Foundational literacy skills Oral skills, Print skills
	Print Skills Print concepts Phonics & word recognition Fluency	

Professional Learning for Successful Implementation of the CA ELD Standards

Chapter 4: Theoretical Foundations and the Research Base of the CA ELD Standards
Chapter 5: Learning About How English Works
Chapter 6: Foundational Literacy Skills for English Learners
Glossary of Key Terms

English Learner Services supports school sites and site leaders to ensure that the ELD standards are being implemented through Integrated and Designated ELD.

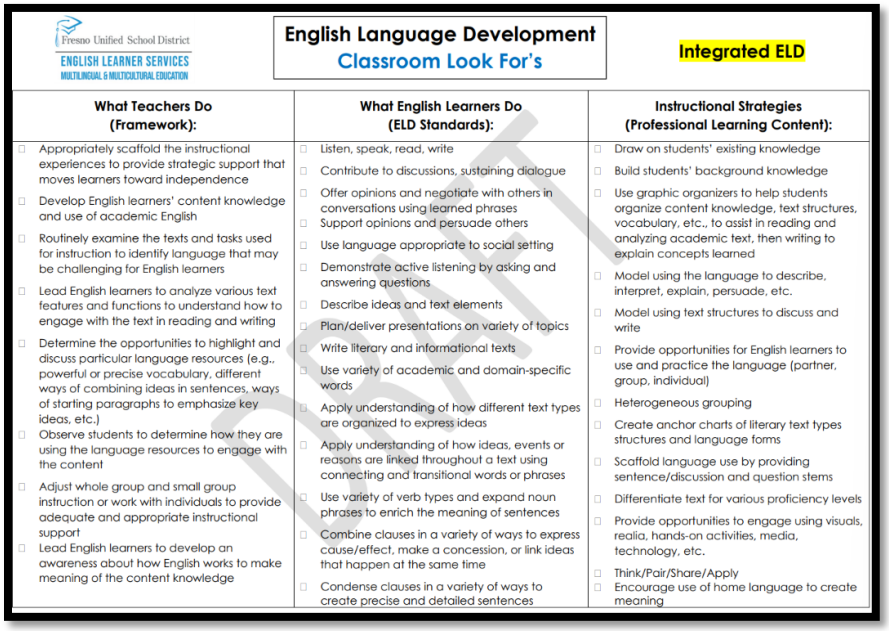
CALIFORNIA ELD STANDARDS CHECKLIST



California English Language Development (ELD) Standards Checklist

Part 1: Interacting in Meaningful Ways	
A. Collaborative (Speak, Listen, & Write)	**Example Activities**
1. **Exchanging information and ideas with others through oral collaborative discussions...**	• Whole class discussion • Small group discussions/collaboration • Pair-Share/Partner work
2. **Interacting** with others in written English in various communicative forms	• Students write on sticky notes and share their thinking with a partner, small group, or whole class. • Students brainstorm ideas as a group and write them down on white boards, sticky notes, etc. • Students type emails to peers and teacher • Students collaborate on a Word doc, PowerPoint, etc.
3. **Offering and justifying opinions, negotiating with and persuading others**...	• Conduct Socratic Seminar • Teams of students collaborate on creating a poster presentation.
4. **Adapting language choices** to various contexts (based on task, purpose, audience, & text type)	• Shades of meaning (Evaluation Line)—use a sentence strip to write words. Students order them according to intensity. • Students practice using different registers for different contexts. Explaining to parent why they got an F as opposed to how they would explain it to a friend.

BEST PRACTICES IN ELD CLASSROOMS



Fresno Unified School District
ENGLISH LEARNER SERVICES
MULTILINGUAL & MULTICULTURAL EDUCATION

English Language Development
Classroom Look For's

Integrated ELD

What Teachers Do (Framework):	What English Learners Do (ELD Standards):	Instructional Strategies (Professional Learning Content):
☐ Appropriately scaffold the instructional experiences to provide strategic support that moves learners toward independence	☐ Listen, speak, read, write	☐ Draw on students' existing knowledge
☐ Develop English learners' content knowledge and use of academic English	☐ Contribute to discussions, sustaining dialogue	☐ Build students' background knowledge
☐ Routinely examine the texts and tasks used for instruction to identify language that may be challenging for English learners	☐ Offer opinions and negotiate with others in conversations using learned phrases ☐ Support opinions and persuade others	☐ Use graphic organizers to help students organize content knowledge, text structures, vocabulary, etc., to assist in reading and analyzing academic text, then writing to explain concepts learned
☐ Lead English learners to analyze various text features and functions to understand how to engage with the text in reading and writing	☐ Use language appropriate to social setting ☐ Demonstrate active listening by asking and answering questions	☐ Model using the language to describe, interpret, explain, persuade, etc.
☐ Determine the opportunities to highlight and discuss particular language resources (e.g., powerful or precise vocabulary, different ways of combining ideas in sentences, ways of starting paragraphs to emphasize key ideas, etc.)	☐ Describe ideas and text elements ☐ Plan/deliver presentations on variety of topics ☐ Write literary and informational texts ☐ Use variety of academic and domain-specific words	☐ Model using text structures to discuss and write ☐ Provide opportunities for English learners to use and practice the language (partner, group, individual)
☐ Observe students to determine how they are using the language resources to engage with the content	☐ Apply understanding of how different text types are organized to express ideas ☐ Apply understanding of how ideas, events or reasons are linked throughout a text using connecting and transitional words or phrases	☐ Heterogeneous grouping ☐ Create anchor charts of literary text types structures and language forms ☐ Scaffold language use by providing sentence/discussion and question stems
☐ Adjust whole group and small group instruction or work with individuals to provide adequate and appropriate instructional support	☐ Use variety of verb types and expand noun phrases to enrich the meaning of sentences	☐ Differentiate text for various proficiency levels
☐ Lead English learners to develop an awareness about how English works to make meaning of the content knowledge	☐ Combine clauses in a variety of ways to express cause/effect, make a concession, or link ideas that happen at the same time ☐ Condense clauses in a variety of ways to create precise and detailed sentences	☐ Provide opportunities to engage using visuals, realia, hands-on activities, media, technology, etc. ☐ Think/Pair/Share/Apply ☐ Encourage use of home language to create meaning

DRAFT

Source: CA ELD Standards

English Language Development

As part of the core program provided through general funds, each English learner must receive a program of English language acquisition to develop proficiency in English as rapidly and effectively as possible, consistent with state priorities.

Access to the Standard Instructional Program

Academic instruction for English learner students must be designed and implemented to ensure that English learner students meet the district's content and performance standards for their respective grade level within a reasonable amount of time.

- The district must have a means to assist English learner students to achieve at high level in the core academic subjects to ensure that they meet the same challenging state content standards and achievement goals all children are expected to meet.
- The district shall continue to monitor student academic progress, and school sites will provide additional and appropriate educational services to English learner students in kindergarten through grade12 for the purposes of overcoming language barriers (see Appendix p. #110 for more information). Actions to overcome academic barriers must be taken before the deficits become irreparable.

INTEGRATED AND DESIGNATED ENGLISH LANGUAGE DEVELOPMENT (ELD)

According to the ELA/ELD Framework, "ELs at all English proficiency levels and at all ages require both integrated ELD and specialized attention to their particular language learning needs, or designated ELD." (Ch. 2, p. 97)

Instructional Differences	Integrated ELD	Designated ELD
TIME	Within regular classes in all content areas	Specific protected time during the school day
FOCUS	Content of lesson with language support	Language skills, using content from regular curriculum
STANDARDS	State content standards in tandem with ELD Standards	ELD Standards

Integrated ELD

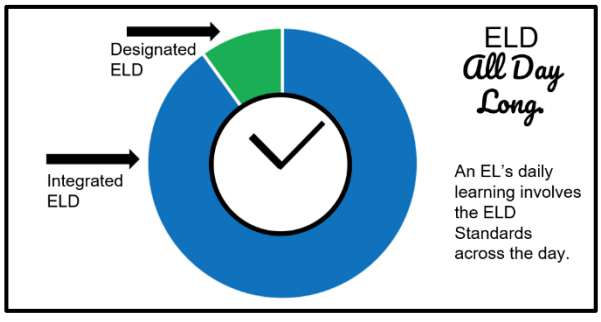
The California ELA/ELD framework uses the term integrated ELD to refer to ELD taught throughout the day and across the disciplines. All teachers with ELs in their classrooms should use the CA ELD Standards in addition to their focal CA CCSS for ELA/Literacy and other content standards to support their EL's linguistic and academic progress. The goal statement for each set of grade-level and grade-span CA ELD Standards indicates that all ELs in California schools should read, analyze, interpret, discuss, and create a variety of literary and informational text types. Through these experiences, ELs develop an understanding of language as a complex and dynamic resource for making meaning. They also develop language awareness, including an appreciation for their primary language as a valuable resource in its own right and for learning English. ELs demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia, and they develop proficiency in shifting language use based on task, purpose, audience, and text type. (2014 ELA/ELD Framework, Chapter 2-Curriculum Frameworks (CA Dept of Education).

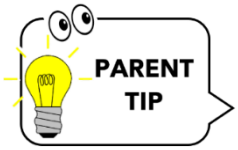
Designated ELD

Designated ELD is a protected time during the regular school day when teachers use the CA ELD standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English. Designated ELD is not separate and isolated from ELA, science, social studies, mathematics, and other disciplines, but rather an opportunity during the regular school day to support ELs in developing the discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks in all content areas. During this protected time, ELs are actively engaged in collaborative discussions in which they build their awareness of language and develop their skills and abilities to use language. (2014 ELA/ELD Framework, Chapter 2-Curriculum Frameworks (CA Dept of Education).

At the high school level, the Designated ELD model used in our district is grounded in ensuring we provide all English learners with the greatest access to content learning, while also allowing them to fully participate in electives, A-G requirements, CTE Pathway options, Dual Enrollment, and State Seal of Biliteracy.

Integrated and Designated ELD





For information on how the ELD standards are being implemented, or for information about Integrated and Designated ELD, contact your school administrator.

Fresno Unified School District Instructional Practice Guide (IPG)

2.B. Challenging Content: Does this lesson employ questions and tasks, both oral and written, which integrate the standards and build students' comprehension of the text(s) and its meaning?
Questions and tasks:

- **integrate** reading, writing, speaking and listening, and/or language **standards** to support students in building their understanding of the text and topics under consideration.
- focus on the most critical elements of the text(s)' **concepts, ideas, structure, events and/or details**.
- require students to use **evidence from text** to demonstrate understanding and to support their ideas about the text. These ideas are expressed through both written and oral responses.
- attend to the most critical **words, phrases and sentences** within the text.
- are intentionally selected and sequenced to build knowledge and deepen students' comprehension of text through academic discourse and/or writing
- Provide daily **Designated ELD instruction** to English Learners focused on increasing language proficiency based on the state adopted ELD Standards.

Options for Providing Designated ELD in Elementary (3 Models)

Homeroom	Regrouping (Deployment)	Pull-Out (Rare)
Teachers schedule a block of time daily to provide Designated ELD to English learners in their homeroom class.	Schools schedule a block of time daily to provide designated ELD by regrouping students by English proficiency level within grade level spans.	In very rare exceptions (schools with low number of English learners), ELs may be pulled out regularly (not during core instruction) from homeroom classes to receive designated ELD from an EL specialist.
Other: Teachers have the option to explore other structures that have proven effective for Designated ELD instruction.		

Providing Designated ELD in Secondary

Vision:

We are committed to providing all English Learners equitable access to all available secondary programs, while ensuring they receive designated ELD. We believe it is imperative for Secondary EL students to graduate college and career ready based on California's College and Career Indicator (CCI) at the same rate as their non-EL peers.

Program Structure:

All FUSD teachers are language teachers and plan integrated and designated English Language Development (ELD) instruction to support the needs of English Learners in their classes. While all teachers are required to provide their EL students with language support, designated ELD is guaranteed in secondary English Language Arts (ELA) classrooms.

- All secondary (7-12) English Learners overall ELPAC Levels 2H and 3 will receive their Designated ELD (dELD) in specialized, grade-level specific A-G approved English Language Intensive Focus (LIF) course.
- All secondary non-newcomer EL students who are ELPAC Level 1 and 2L will receive their dELD via an elective course (ELD Advanced).
- All Newcomers (years 1-3) receive their designated ELD via specialized course titled Newcomer ELD Elective.
- Grade 12 students receive EL services in Expository Reading and Writing Curriculum courses (ERWC).

SCAFFOLDING

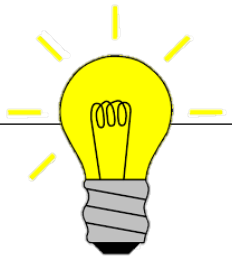


Figure 12: (Modified from Scaffolding, a Special Kind of Support)

Toward a Common Definition of Scaffolding

Fresno Unified School District

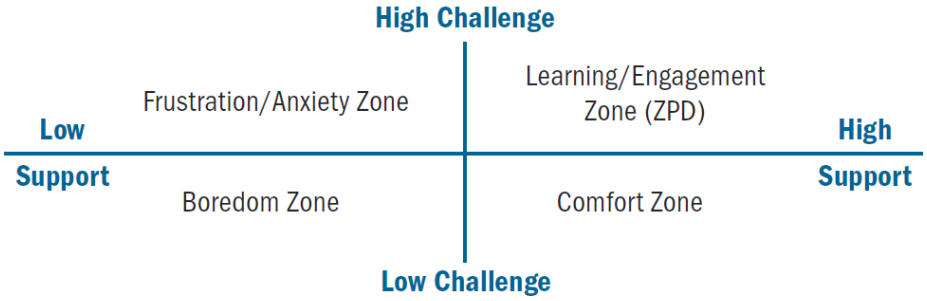
What is scaffolding?

Scaffolding is intentional and temporary support designed to help students understand or be able to do something that currently is too difficult for them to do independently. Scaffolding sustains students' engagement so that as they persevere, they understand that the tasks are worthy of their attention-- it helps them dig in and move toward autonomy instead of giving up. As English learner students and all academic language learners move from elementary to secondary and post-secondary settings, mastering the content becomes more challenging. The rigor of the content, texts, and related tasks increases. Because of this, the gap between the content and the personal, cognitive, and linguistic experiences of students grows. Simultaneously, as students move through the grade spans, the inter-relatedness of skills between various disciplines decreases, increasing the necessity for scaffolding the disciplinary language and literacy development within each content area. Scaffolding is a skillful, deliberate way to facilitate ever more rigorous disciplinary understanding and literacy with English Learner students, academic language learners, and all students. It fosters and sustains an ongoing cycle that buoys students' sense of accomplishment and efficacy.

Our Recommendation

We recommend that teachers monitor student proficiency levels to continuously plan for appropriate scaffolds. This will prevent the practice of over-scaffolding for students, which can hinder student growth.

Figure 4.1 Optimizing Scaffolding for English Learners Engaged in Academic Tasks



Source: Gibbons 2009, adapted from Mariani 1997

Skilled Scaffolding is:

- **Future-oriented assistance** that looks towards independence, autonomy, and success.
- **Light, moderate, or substantial support** related to a student's developmental needs, and linguistic and academic background.
- **Deliberately constructed instruction** designed according to lesson goals and tasks, determined by what is eventually expected independently.
- **Strategic and collaborative disciplinary discourse,** structured for building language and disciplinary knowledge together.
- **Systematic and strategic teaching**, intentionally designed, with the goal of removing scaffolding.
- **Temporary, contingent support** to students, adjusted to their learning needs.
- **A bridge** between partial dependence (cannot do without assistance) and independence (can do alone).
- **A means to ensure a high level of rigor** across all disciplines.
- The **deliberate integration of language** in all contexts.
- **Tasks** mediated by a more knowledgeable teacher and/or students.

Examples of Scaffolding are:

- **Collaborative structures** in which students build language and knowledge and fill in gaps together.
- **Explicit, strategic unveiling of language** that provides language models and targets skills at the text type, sentence, clause, phrase, and word level (vocabulary), and registers of specific disciplines, e.g. text deconstruction/reconstruction, sentence unpacking, strategic linguistic frames, etc..
- **Strategic questions**, such as open-ended Text-Dependent Questions that require students to think deeply and strategically about the text and content.
- **Information systems** that capitalize on various modalities such as graphic organizers, diagrams, photographs, videos, and interactive technology to provide meaningful ways to access content.
- **Macro-scaffolding**, pre-planned support, and **micro-scaffolding**, in-the-moment support (can also provide formative assessment information).
- **Strategies** such as think-alouds, demonstrations, modeling, questioning, etc.
- **Connecting to prior knowledge** that originates from educational, cultural, family, and personal experiences.
- **Background building** to bridge the distance between student background and experience and the information of text and content.
- **Skilled, strategic use of primary language** including preview-view-review strategy, cognates/false cognates, root words, student L1 peer support, vocabulary development, etc.

Scaffolding is not:

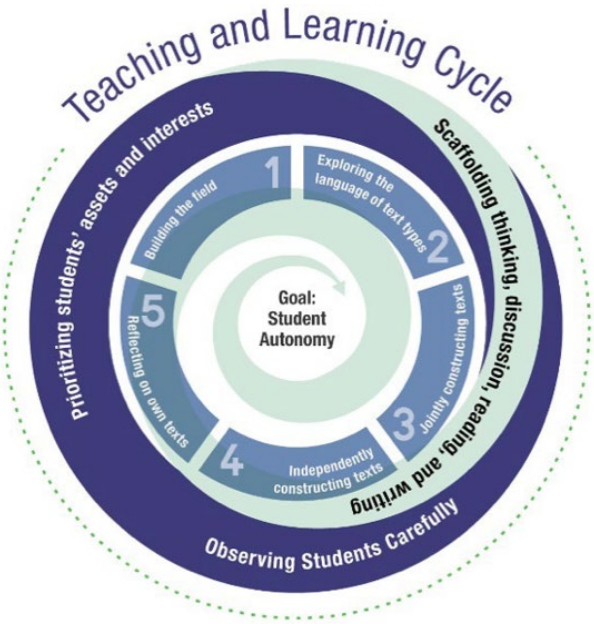
- **Generalized, overly simplified assistance** that helps students complete tasks and does not promote independent learning.
- **Permanent, overused practices** that make students dependent on teachers and other learners when they are capable of performing tasks alone.
- **Watered-down content** including over-reliance on low-level text and/or overly-simplified tasks that diminish student engagement in productive, fulfilling struggle.
- **Permanent segregation structures** where students are grouped according to perceived deficiencies, with no clear identification, monitoring, or exit criteria and held indefinitely in intervention courses, class groupings, and deployment models.
- **Concurrent, word-for-word translation** that distracts from the teaching and language learning opportunities.

Sources: Ch. 1, *Guided Instruction*, Fisher and Frey, 2010; "Scaffolding", Ch. 4, CA ELD Standards, 2012; Ch. 2, "Scaffolding", CA ELA/ELD Framework, 2014; Ch. 1, *Reading in the Secondary Content Areas*, Schleppegrell, 2008; *Scaffolding Language, Scaffolding Learning*, Pauline Gibbons, 2015.

THE TEACHING AND LEARNING CYCLE

The Teaching and Learning Cycle (TLC) is a pedagogical framework for scaffolding academic writing through deep content learning, critical thinking tasks, academic discussions, interactive reading, and language development. The goal of the TLC is to foster independent readers and writers in specific genres.

Five Stages of the TLC



Stage 1: Building the Field
This first stage of the TLC focuses on building deep content knowledge through language-rich experiences.

Stage 2: Exploring the Language of the Text Types
This stage provides teachers and students an opportunity to have discussions about language itself and how it works.

Stage 3: Jointly Constructing Texts
This stage focuses on engaging students in teacher-facilitated writing tasks in which they collectively write a text (or part of it).

Stage 4: Independently Constructing Texts
This stage's goal is not to formally assess students, but to continue to support them in becoming independent writers.

Stage 5: Reflecting on Own Texts
This stage provides an opportunity for students to reflect on their own writing and to receive feedback on it, as well as to provide feedback to other writers, as this is how all writers grow.

Keystone Pedagogies

"Keystone Pedagogies" are high-level pedagogical practices that integrate deep content learning with language and literacy development. The Keystone Pedagogies address the four strands of the CCSS for ELA/Literacy (Reading, Writing, Listening & Speaking, and Language) and both parts of the CA ELD Standards (Interacting in Meaningful Ways and Learning About How English Works). They are intended to scaffold analytical thinking and academic speaking, reading, and writing about complex texts, topics, and tasks. These intentional practices support English learners with ample opportunities to thrive academically.

Sources: Developed by author, based on Derewianka and Jones (2012), Gibbons (2015), Rothery and Stenglin (1995), Spycher and Linn-Nieves (2014), and Spycher and Spycher (2016).

ADOPTED CURRICULUM

SUBJECT	PUBLISHERS/PROGRAMS & INSTRUCTIONAL MATERIALS

DESIGNATED ELD	• The Creative Curriculum (Preschool – TK)
	• Visual Arts (Preschool-TK)
	• McGraw Hill: California Wonders ELD (K-6)
	• National Geographic Learning (7-8)
	  ○ Inside the U.S.A.(Beg.)
	  ○ Inside Fundamentals 1&2 (Beg.)
	  ○ Inside Level A (Int.) and level B (Early Adv.)
	• National Geographic Learning (9-12)
	  ○ Inside the U.S.A. (Beg.)
	  ○ EDGE Fundamentals, EDGE Level A (Int.)
	• INSIDE the USA, Consumable (ELD Beginning 7-12)
	• INSIDE Fundamentals Level 1 and 2 (ELD Beginning 7-8)
	• INSIDE Level A (ELD Intermediate 7-8)
	• INSIDE Level B (ELD Early Advanced 7-8)
	• EDGE Fundamentals (ELD Beginning 9-12)
	• EDGE Level A (ELD Intermediate 9-12)
	• EDGE Level B (ELD Intermediate 9-12)
	• College Board: SpringBoard ELD Grade 9 (ELD Early Advanced 9-12)

ENGLISH LANGUAGE ARTS (ELA)	• The Creative Curriculum (Preschool-TK) • McGraw Hill: California Wonders ELA (K-6) • i-Ready (K-12) digital licenses • College Board: SpringBoard (7-12)
SPANISH LANGUAGE ARTS (SLA)	• McGraw Hill: Maravillas (K-6) • Estrellita • Visual Arts (Preschool -TK) • The Creative Curriculum (Preschool – TK)
HMONG (HCG)	• Hmong DLI Curriculum Guides • Hmong Heritage Curriculum Guides
MATHEMATICS	• The Creative Curriculum (Preschool – TK) • Houghton Mifflin Harcourt: GO Math! (K-6) • Houghton Mifflin Harcourt: ¡Vivan las Matemáticas! (K-6) • i-Ready (K-12) digital licenses • Reflex Math (1-6) digital licenses
SCIENCE	• HMH: Science Dimensions (K-6)
SOCIAL STUDIES	• Savvas: My World (K-6)

CHAPTER 4:

ANNUAL ASSESSMENT AND MONITORING

ANNUAL ELPAC

What is the Summative ELPAC?

The English Language Proficiency Assessments for California (ELPAC) is California's assessment system that is used to determine the English language proficiency of students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: Listening, Speaking, Reading, and Writing. The Summative ELPAC is given only to students who have previously been identified as English learner (EL) students based upon their initial assessment results. The Summative ELPAC measures how well they are progressing with English language development in each of the four domains.



When is the Summative ELPAC given?

The Summative ELPAC administration window is open from February 1st through May 31st. Schools may administer the assessment within this time frame.

Why is the Summative ELPAC given?

The purpose of the Summative ELPAC is to measure progress toward English proficiency, to help inform proper educational placements, and to help determine if a student is ready to be reclassified. This is important when ensuring that students continue to receive the support they need to do well in school.

Who takes the Summative ELPAC?

The Summative ELPAC is given only to students in kindergarten through grade 12 who have been identified as EL students. These students will take the assessment every year until they are reclassified as fluent English proficient. Students with disabilities who cannot take one or more domains of the ELPAC with allowed universal tools, designated supports, or accommodations will take an alternate assessment(s), as noted in their Individualized Education Program.

How is the Summative ELPAC given?

The Summative ELPAC is a computer-based test in grades K–12. However, the K-2nd grade writing portion is a paper-pencil test. In kindergarten and grade 1, an assessor individually administers all domains. In grades 2–12, the test is administered in groups. The speaking domain is assessed one-on-one in grades K-12. Testing times will vary depending upon the grade level, domain, and individual student. Estimated testing times will be made available on the ELPAC website at https://www.elpac.org.

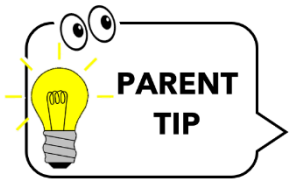
ELPAC Performance Level Descriptors & ELD Standards Proficiency Levels:

Level	Description
4	English learners at this level have **well developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).
3	English learners at this level have **moderately developed** oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Expanding" proficiency level through the lower range of the "Bridging" proficiency level as described in the CA ELD Standards.
2	English learners at this level have **somewhat developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the "Expanding" proficiency level as described in the CA ELD Standards.
1	English learners at this level have **minimally developed** oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the "Emerging" proficiency level as described in the CA ELD Standards.

While California's English Language Development Standards (2012) designate three proficiency levels (Emerging, Expanding, and Bridging), the Summative ELPAC Assessment measures the four levels as listed above. Students will receive an overall score identifying their English proficiency level once they take the Summative Assessment. Students will also receive sub-scores listing the proficiency levels for each of the test components: speaking, listening, reading, and writing.

English Learner Student Data Chats

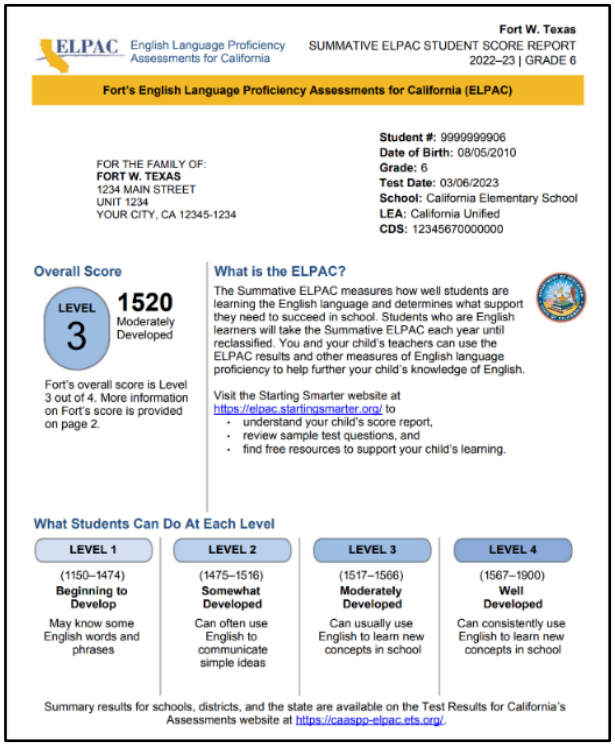
Teachers can access English Learner Student Data Chat reports in Ellevation. Each report includes test results for each student in addition to opportunities to set goals for reclassification.



If your child has not scored an overall 4 on the Summative ELPAC, resources on how to support your child at home can be found here.

- For more information about the Summative ELPAC, please visit https://www.caaspp-elpac.org
- Sample score reports & other parent resources: https://elpac.startingsmarter.org/
- For access to the online practice tests, please visit Practice and Training Tests (elpac.org)
- For additional information, visit the California Department of Education ELPAC web page at https://www.cde.ca.gov/ta/tg/ep/
- For additional information, visit the California Dashboard https://www.caschooldashboard.org/

Summative ELPAC Student Score Report


Fort W. Texas

ELPAC English Language Proficiency Assessments for California

SUMMATIVE ELPAC STUDENT SCORE REPORT
2022–23 | GRADE 6

Fort's English Language Proficiency Assessments for California (ELPAC)

FOR THE FAMILY OF:
FORT W. TEXAS
1234 MAIN STREET
UNIT 1234
YOUR CITY, CA 12345-1234

Student #: 9999999906
Date of Birth: 08/05/2010
Grade: 6
Test Date: 03/06/2023
School: California Elementary School
LEA: California Unified
CDS: 12345670000000

Overall Score

LEVEL 3 — 1520 Moderately Developed

Fort's overall score is Level 3 out of 4. More information on Fort's score is provided on page 2.

What is the ELPAC?

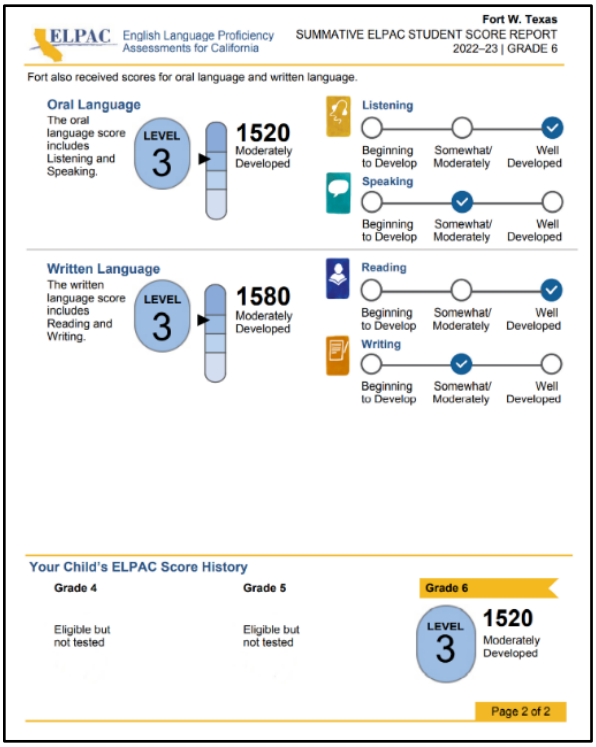
The Summative ELPAC measures how well students are learning the English language and determines what support they need to succeed in school. Students who are English learners will take the Summative ELPAC each year until reclassified. You and your child's teachers can use the ELPAC results and other measures of English language proficiency to help further your child's knowledge of English.

Visit the Starting Smarter website at https://elpac.startingsmarter.org/ to
- understand your child's score report,
- review sample test questions, and
- find free resources to support your child's learning.

What Students Can Do At Each Level

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
(1150–1474) Beginning to Develop	(1475–1516) Somewhat Developed	(1517–1566) Moderately Developed	(1567–1900) Well Developed
May know some English words and phrases	Can often use English to communicate simple ideas	Can usually use English to learn new concepts in school	Can consistently use English to learn new concepts in school

Summary results for schools, districts, and the state are available on the Test Results for California's Assessments website at https://caaspp-elpac.ets.org/.


Fort W. Texas

ELPAC English Language Proficiency Assessments for California

SUMMATIVE ELPAC STUDENT SCORE REPORT
2022–23 | GRADE 6

Fort also received scores for oral language and written language.

Oral Language
The oral language score includes Listening and Speaking.
LEVEL 3 — 1520 Moderately Developed

Listening: Beginning to Develop | Somewhat/ Moderately | Well Developed
Speaking: Beginning to Develop | Somewhat/ Moderately | Well Developed

Written Language
The written language score includes Reading and Writing.
LEVEL 3 — 1580 Moderately Developed

Reading: Beginning to Develop | Somewhat/ Moderately | Well Developed
Writing: Beginning to Develop | Somewhat/ Moderately | Well Developed

Your Child's ELPAC Score History

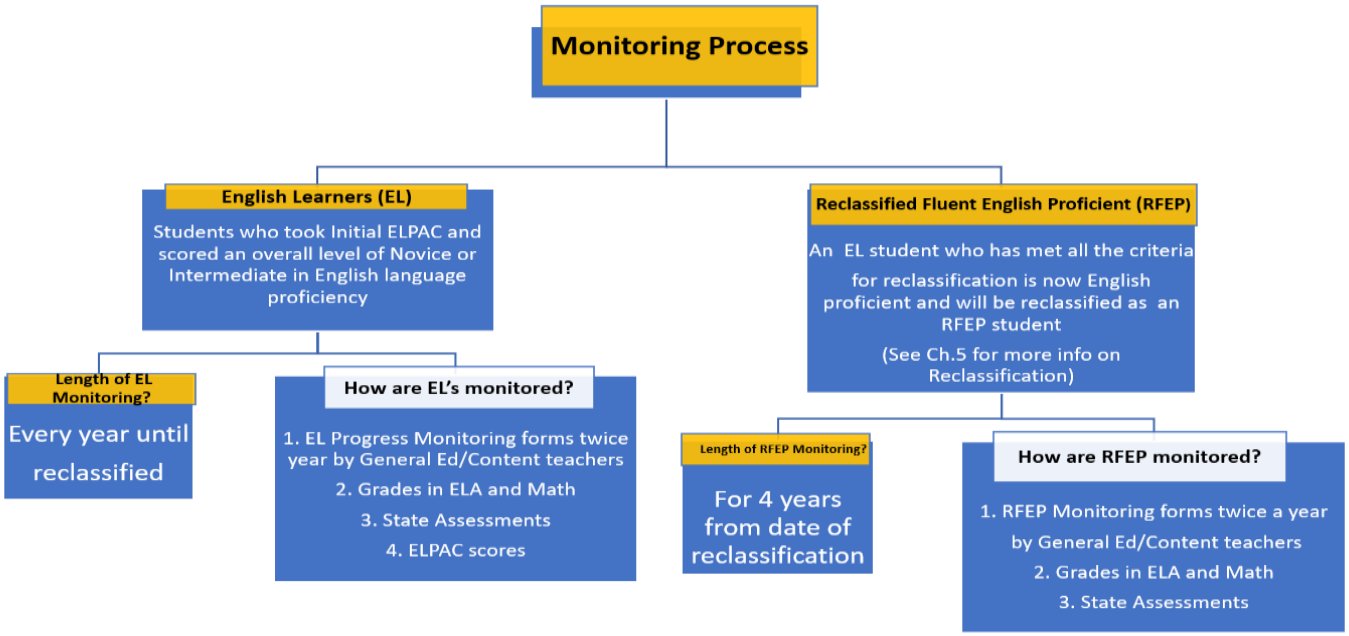
Grade 4	Grade 5	Grade 6
Eligible but not tested	Eligible but not tested	LEVEL 3 — 1520 Moderately Developed

Page 2 of 2

MONITORING PROCESS

English learner (EL) students must be monitored for academic progress and be provided additional educational services for the purpose of overcoming language barriers in each subject matter when not making adequate progress on the English language proficiency continuum or not meeting the academic content standards. Action to overcome content academic barriers must be taken before the deficits become irreparable. Teachers of English learners use multiple data sets including English language proficiency and basic skills data, to monitor the academic progress of their EL students until they have been reclassified (see chapter 5 for more information about reclassification criteria).

Fresno Unified teachers monitor and regularly assess the progress of all English learners through observation, anecdotal records, checking for understanding, and summative assessments in both English language proficiency and content knowledge based on grade level standards. This monitoring is documented in Ellevation (see Glossary) at least once per semester (2 times per year) as shown on the Fresno Unified School District Academic Calendar. At the end of the first and third quarters of the school year, teachers are automatically assigned EL Progress Monitoring forms through the Ellevation platform. To document the monitoring of their English learner students' progress, teachers log into the Ellevation platform, complete each English learner's EL Progress Monitoring form, and then submit it. When it is determined, through regular monitoring and assessment, that a student is not making adequate progress, teachers provide additional supports to students to enable them to meet grade-level content knowledge and English language proficiency in a timely manner. Parents concerned with their child's progress can reach out to their child's teacher, home school liaison, counselor, or school administrator to request a parent conference or student study team.



***All FUSD students academic progress is monitored based on district's guidelines.**

ANNUAL NOTIFICATION LETTER

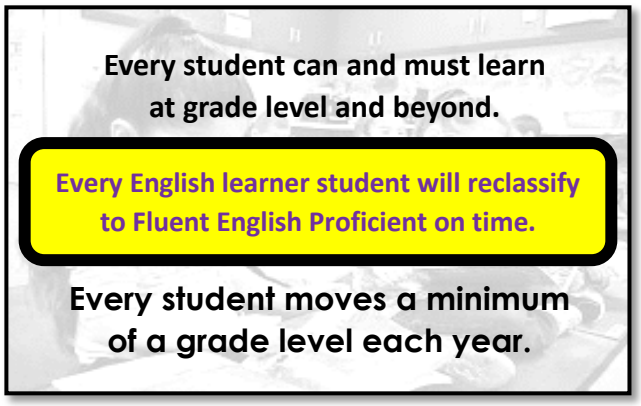
The annual notification letter is provided to the parents/guardians of English learners. The letter provides the child's proficiency level in English in addition to the language acquisition program options available. It is required to be delivered within the first 30 days of school. Letters are delivered through ParentSquare. In cases where letters are not delivered through ParentSquare, parents will receive the Annual Notification Letter through the mail. If you have any questions, please contact English Learner Services. See appendix for a sample annual notification letter.

ENGLISH LEARNER PROGRESS INDICATOR (ELPI) LEVELS

The English Learner Progress Indicator (ELPI) shows the percentage of current English learners making progress towards English language proficiency or maintaining the highest performance level on the end-of-year English Language Proficiency Assessments for California (ELPAC). The ELPI can be located on the California Dashboard.

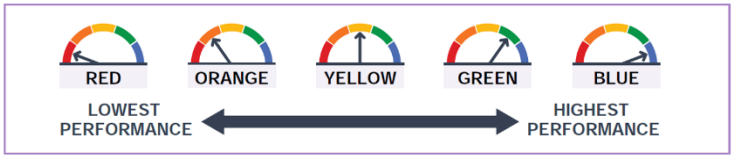
When a child is enrolled in either preschool, transitional kindergarten, or kindergarten, we will ensure that every student receives academic support and monitoring. This will support our goal of reducing the number of students that enter middle school as English learners. In addition, our goal as a district is that every English learner grows at least one English Learner Progress Indicator (ELPI) level every year they are enrolled as an English learner. If we commit to supporting our students academically and monitoring their progress, every English learner will reclassify to fluent English proficient on time.



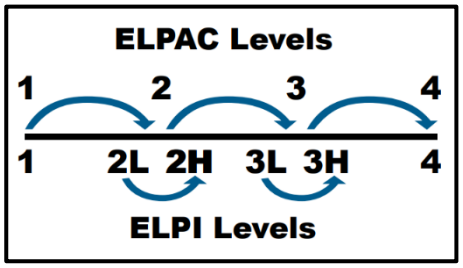


Using ELPAC results to Measure Progress

English Learners take the ELPAC to measure progress towards English language proficiency. Each student receives one of four ELPAC performance levels. The four ELPAC performance levels are then divided into six ELPI levels to allow students enough time to demonstrate progress toward English language proficiency in the ELPI.



The four ELPAC performance levels are then divided into six ELPI levels to allow students enough time to demonstrate progress toward English language proficiency in the ELPI.



Determining Individual Student Progress

To show progress toward English language proficiency, English learners must increase at least one ELPI level from the previous year or maintain a level 4 from one year to the next if they did not meet all other reclassification criteria.

Examples: A student in 2018 scored a Level 2 High (2H). In 2019, the same student scored a Level 3 Low (3L). This student advanced one ELPI level. A student in 2018 scored a Level 2 High (2H). In 2019, the same student scored a Level 2 High (2H). This student did not advance one ELPI level.

Determining Overall Progress towards English Proficiency

Example: A school has 434 EL students. Of these students, 180 EL students have advanced at least one ELPI level between 2018 and 2019, and 72 EL students maintained a level 4. 58.1% of EL students are making progress towards English language proficiency.





Number of EL Students Who Advanced at Least One ELPI Level Between 2021 and 2022 PLUS Number of EL Students Who Maintained a Level 4	DIVIDED BY	Total Number of EL Students	EQUALS	ELPI Rate*

Examples:

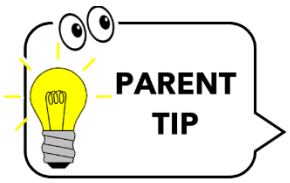
A school has 434 EL students. Of these students, 180 EL students have advanced at least one ELPI level between 2021 and 2022, and 72 EL students maintained at Level 4.

$$\frac{180 + 72}{434} = \frac{252}{434} = 58.1\,\%$$

In this example, 58.1 percent of EL students are making progress towards English language proficiency.

For more information, please visit the CDE Accountability Model & School Dashboard web page at https://www.cde.ca.gov/ta/ac/cm

English learner students who score an overall level 1 on the Summative ELPAC for three consecutive years before middle school take an additional English course in middle school.



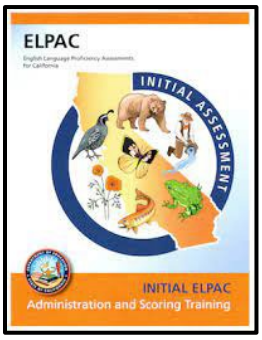
- Access assessment information on the Assessment tab of the ATLAS portal.
- Speak to your child's teacher about their current ELPI levels or if they are not making progress based on ELPI levels.

CHAPTER 5:

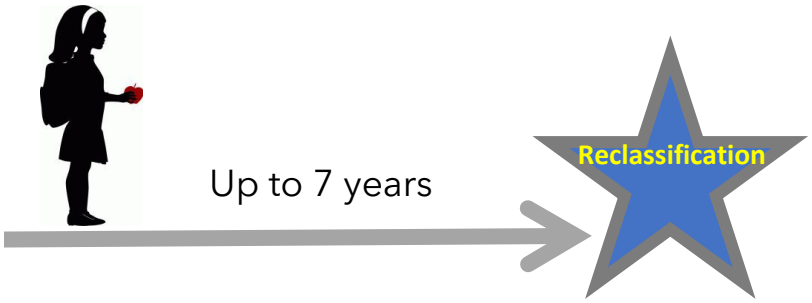
RECLASSIFICATION

STUDENT PROGRESSING FROM ENGLISH LEARNER (EL) TO RECLASSIFIED FLUENT ENGLISH PROFICIENT (RFEP)

Once a student enrolls in a California school and is identified as an English learner student based on their initial ELPAC assessment results, they receive up to 7 years to attain reclassification before becoming a Long-Term English Learner at the start of their eighth year.



Initial ELPAC Levels	
3	**Initial Fluent English Proficient**
2	**Intermediate** English Learner
1	**Novice** English Learner



GOAL TO RECLASSIFY ON TIME

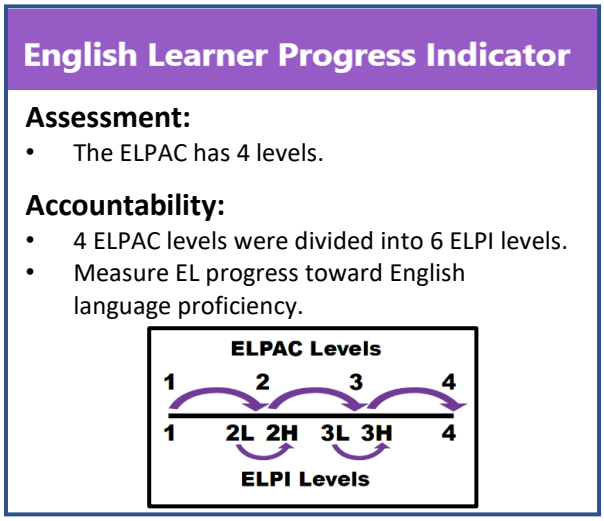
English learners in the Fresno Unified School District, as in the entire State of California, are expected to advance one English Learner Progress Indicator (ELPI) level each year (see chapter 4 for more information on the ELPI) as currently measured by the English Language Proficiency Assessments for California (ELPAC). As English learners are acquiring language, schools and teachers utilize assessment and data tools to measure and monitor English learner student progress. The ongoing monitoring of student progress works towards meeting the goal of students reclassifying to fluent English proficient on time. At the end of the fifth year from initial identification, English learners are expected to attain reclassification to fluent English proficiency status. After reclassification, students are monitored for a minimum of four years, as required by state and federal guidelines to ensure they maintain academic growth and experience continued academic success.

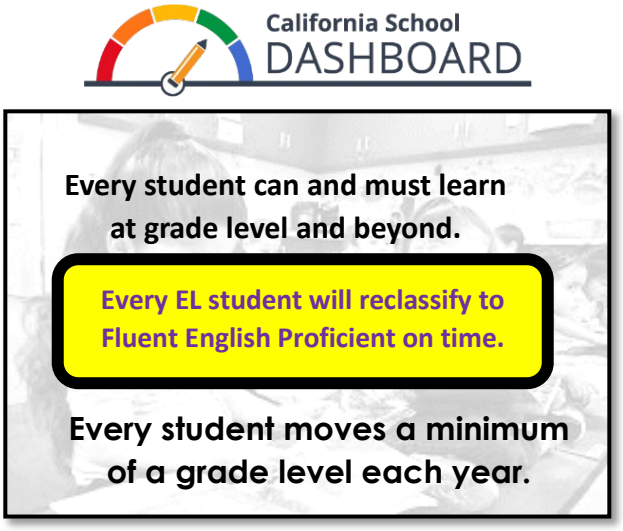
Every English learner student will Reclassify to Fluent English Proficient on time.

ENGLISH LEARNER PROGRESS INDICATOR (ELPI) DATA

English Learner Progress by Year	State of California	Fresno Unified
2025-26	47.4%	47.0%

English Learner Progress Indicator (ELPI) Target of 57.0% (Spring 2027)





RECLASSIFIED FLUENT ENGLISH PROFICIENT (RFEP) DATA

With the changes to reclassification criteria under AB 2555, the State of California will publish statewide reclassification percentages each October.

Year	FUSD % of Reclassified Students
2027-2028	TBD
2026-2027	TBD
2025-2026	12.8%
2024-2025	16.4%
2023-2024	13.0%
2022-2023	7.59%

RECLASSIFICATION

Reclassification

Reclassification is the process where a student is reclassified from English Learner (EL) status to Reclassified Fluent English Proficient (RFEP) status. Reclassification can take place at any time during the academic year, immediately upon the student meeting the criteria.

What is the Purpose of Reclassification?

Reclassification indicates that students have basic skills in English that are similar to their English Only (EO) peers. ELPAC is the key state measure of English Language proficiency for EL students and only students who score an Overall Level 4 – Well Developed – on the Summative ELPAC or Overall Level 3 on the Alternate ELPAC are eligible for Reclassification.

Impacts of Not Reclassifying ELs with English Basic Skills Similar to English Only Peers

Being a reclassified 'English Learner' is a status students and families are eager to attain. In addition, by the time students enter middle school, separate periods of coursework may be required for Designated ELD depending on the EL students' overall ELPAC Score. This coursework has the potential to reduce the following: student elective choice, access to Career Technical Education (CTE) pathways and other experiences, student probability of completing the A-G requirements, and students' access to college.



RECLASSIFICATION CRITERIA

Criteria for Reclassification

English learner students are reclassified to fluent English proficient based on the following criteria that is identified in the California Education Code and recommended by the State Board of Education (SBE). The criteria to be considered for reclassification is:

Previous Requirements (no longer applicable)	New Requirement under AB 2555 (as of September 27, 2026)
1. English Language Proficiency -Overall Level 4 on Summative ELPAC or -Overall Level 3 on Summative Alternative ELPAC) **2. Basic Skills (1 of the 4)** -SBAC ELA: grades 4–9 and 12 -i-Ready Reading: grades K–12 -BAS: grades K–6 -Edcite ELA Interim: grades 7–11 **3. Teacher Evaluation** -Teacher indicated Agree or Disagree with reclassification. **4. Parent Consultation** -Consultation with parent/guardian informing about student'sreclassification	**1. English Language Proficiency** -Overall Level 4 on Summative ELPAC or -Overall Level 3 on Summative Alternative ELPAC)
Students were required to meet all four criteria.	Reclassification is based solely on the qualifying ELPAC and Alternate ELPAC score.

Best Practices:

- K-12 Teachers will receive a Reclassification Notice to Teacher Form in Ellevation to be notified that a student has met reclassification criteria.

- Connect via phone, virtual school platforms, or other technology that is available to parents to celebrate the important milestone of a student meeting the reclassification criteria.



RECLASSIFIED FLUENT ENGLISH PROFICIENT (RFEP) MONITORING PROCESS

The English Learner (EL) Site Representative coordinates the monitoring of reclassified students. All Reclassified Fluent English Proficient (RFEP) students must receive follow-up monitoring each semester, from site personnel for four (4) years following reclassification to ensure correct classification, placement, and academic support.

The reviewing teacher(s) are to review the student's academic progress in the core content area they teach. Forms are assigned to teachers on the Ellevation platform for RFEP students who are required to be monitored. If there is evidence the student is progressing well, the teacher notes it on the RFEP Monitoring Form as ***Adequate progress*** *-student shows adequate progress in classroom.* If there is evidence the student is NOT progressing well, the teacher must make recommendations for interventions as indicated on the bottom portion of the RFEP Monitoring Form as ***Needs Intervention*** - *Student is recommended for intervention*, followed by recommendations and any comments.
If a student is not making adequate progress after reclassification, the EL Site Representative must meet with the classroom teacher(s) to develop an intervention instructional plan with specialized supports. Each school site will determine the most appropriate intervention plan for each reclassified student.

Appropriate intervention measures may include, but are not limited to, any of the following:

- Student/Teacher/Parent Conference
- After-School Tutoring
- Specialized Reading, Writing, or Math Instruction.
- Content-Based Language Development Support Classes
- Primary Language Support
- Placement in Reading, Writing, or Math Support Class
- After-School Academic Support
- Intervention/Intersession Classes
- Extended Day and Year Opportunities



Reclassification Criteria and Process for Dually Identified English Learners with an IEP

Purpose of Reclassification:

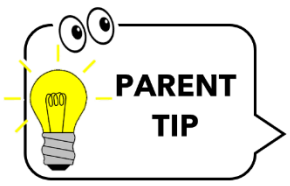
Reclassification indicates that students have basic skills in English that are similar to their English Only peers. ELPAC is the key state measure of English Language proficiency for EL students and only students who score an Overall Level 4 – Well Developed – on the Summative ELPAC or Overall Level 3 on the Alternate ELPAC are eligible for Reclassification.

Criteria for Reclassification:

Under California Education Code Sections 313(f) and 52164.6 and Section 11303 of Title 5 of the California Code of Regulations, the following criteria is required for reclassification:

Previous Requirements (no longer applicable)	New Requirement under AB 2555 (as of September 27, 2026)
5. English Language Proficiency -Overall Level 4 on Summative ELPAC or -Overall Level 3 on Summative Alternative ELPAC) **6. Basic Skills (1 of the 4)** -SBAC ELA: grades 4–9 and 12 -i-Ready Reading: grades K–12 -BAS: grades K–6 -Edcite ELA Interim: grades 7–11 **7. Teacher Evaluation** -Teacher indicated Agree or Disagree with reclassification. **8. Parent Consultation** -Consultation with parent/guardian informing about student'sreclassification	**1. English Language Proficiency** -Overall Level 4 on Summative ELPAC or -Overall Level 3 on Summative Alternative ELPAC)
Students were required to meet all four criteria.	Reclassification is based solely on the qualifying ELPAC and Alternate ELPAC score.

*Future guidance from the California Department of Education will be provided in 2027-2028.



You can request a meeting with your child's teacher to discuss the various reclassification pathway options for students with an IEP.


EWING
ELEMENTARY
HOME OF THE
EAGLES




Prevention First
EXIT


EXIT

CHAPTER 6:

FAMILY AND STUDENT ENGAGEMENT

Parents, guardians, and families are an integral part of the educational partnership that includes students, staff, and community members. The Fresno Unified School District values and strives to build strong partnerships with all educational partners.

It is highly important that parents of English learners stay informed of all school site and district activities that directly impact their children. We strive to help parents understand the educational program options and opportunities for our students. Parents are encouraged to participate in parent committees and attend school functions that advise services for English learners.

ENGLISH LEARNER PARENT ADVISORY COMMITTEES:

ELAC AND DELAC

At the School Level:

ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)

A school-level committee comprised of parents, staff, and community members designated to advise school officials on English learner programs and services.

Requirement

Each California public school with 21 or more English learners must form an English Learner Advisory Committee (ELAC).

Note: For those schools that do not reach the threshold of 21 or more English learners, communications that are pertinent to English learner Parents are channeled through the assigned site staff EL Representative (School Administrators such as Principal or VP), postings on school web sites, English Learner Services Website, District Website, School Messenger and Parent Square Apps etc., printed copies of presentations, flyers, etc. and other outreach tools and sources as needed and implemented by the school site.

Responsibilities

The ELAC shall be responsible for the following tasks:

- Advising the principal and staff in the development of a school site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement.
- Assisting in the development and completion of the schoolwide needs assessment survey.
- Ways to make parents aware of the importance of regular school attendance.

- Each ELAC shall have the opportunity to elect at least one or preferably two member(s) to the District English Learner Advisory Committee (DELAC). Districts with 31 or more ELACs may use a system of proportional or regional representation.

In Fresno Unified School District, only those school sites with fewer than 50 English Learner students are eligible to delegate ELAC authority to the SSC. Sites with more than 50 English Learners cannot delegate ELAC Authority to SSC. For steps see the document Delegating Authority from the English Learner Advisory Committee (ELAC) to the School Site Council (SSC). See *Delegating Authority from the English Learner Advisory Committee (ELAC) to the School Site Council (SSC).*

Composition Requirements

Parents or guardians of English learners shall constitute at least the same percentage of the ELAC membership as their children represent of the student body.

Elections

The parents or guardians of English learners shall elect the parent members of ELAC. Parents or guardians of English learners shall be provided the opportunity to vote in the election. Nominations and Elections must be on the agenda, conducted in person and publicly at an official ELAC Meeting, with a quorum of at least 5 English Learner parents. The five ELAC Officer positions are Chairperson, Vice Chairperson, Secretary, DELAC Representative #1 and DELAC Representative #2. Three out of the five positions (51%) must be filled with parents of English learner students attending the school site they are representing, including the Chairperson and at least one of the DELAC Representatives. Only the parents/guardians of English Learners can self-nominate, nominate another English learner parent/guardian, or a member of the community (when there is already compliance with the 51% EL parent/guardian majority.) Nominees must be present to accept the nomination and to accept a position if they win an election. Term of service can be one or two years. See the sample ELAC Elected Officers Roster document.

Training

ELAC members shall receive training materials and training which will assist them in carrying out their required advisory responsibilities. Training shall be planned in full consultation with committee members, and funds from appropriate resources may be used to meet the costs of providing the training including costs associated with the attendance of members at the training sessions. Additional materials such as PowerPoint presentations and videos to support self-guided training are also available to anyone at our website at English Learner Advisory Committee (ELAC) - Fresno Unified School District

Legal References

- California *Education Code,* sections 35147, 52176(b) and (c), 62002.5, and 64001(a)
- *California Code of Regulations*, Title 5, Section 11308

Bylaws

ELAC bylaws will be adopted by each school site ELAC. The bylaws provide guidelines established on the different articles. ELAC sample bylaws are available upon request.

Meetings / Compliance Topics

A minimum of four ELAC meetings should take place throughout the school year, one each quarter. The ELAC meetings must be calendared in the school calendar at the beginning of the school year. Meetings are publicly posted and distributed to all English learner parents at that school site, at least 72 hours prior to meeting.

The items that need to be covered in each of the meetings are as follows:

Meeting # 1 – ELAC Training, Nominations and Elections, Parent Needs Survey

Meeting # 2 – Attendance, Parent input on how to support student attendance Survey

Meeting # 3 – School Plan for Student Achievement, also known as School Site Action Plan (SPSA), Actions for ELs based on the district goals and Parent Input Survey

Meeting # 4 - Review English Learner Data and Services Provided, Parent Input

Records

ELAC meeting records are kept and uploaded by authorized staff to the internal SPSA Tool of the Office of State and Federal Programs (OSFP), including but not limited to the Notification Letters, Invitation Flyers, Agendas, Sign-in sheets, Minutes, Presentations, Completed Surveys, and Elected Officers Roster (for ELAC Meeting #1 and whenever an election takes place), and all documents shared at the meetings. These records are kept internally for audit and compliance purposes.



Delegating Authority from the English Learner Advisory Committee (ELAC) to the School Site Council (SSC)

Fresno Unified School District
ENGLISH LEARNER SERVICES

In Fresno Unified School District, only those school sites with fewer than 50 English Learner students are eligible to delegate ELAC authority to the SSC. Sites with more than 50 English Learners cannot delegate ELAC Authority to SSC.

Before delegating the authority of the ELAC to SSC, site ***must confirm they have fewer than 50 English Learners*** enrolled, and then the following steps ***must be taken***:

Step 1 – Parents of English learners must be trained in the roles and responsibilities of the English Learner Advisory Committee (ELAC), in accordance with Federal Program Monitoring (FPM) requirements.
Step 2 – The ELAC executive board must be elected (Chairperson, Vice Chairperson, Secretary, and two DELAC Representatives.) DELAC reps will attend the district meeting
Step 3 – A minimum of four ELAC meetings, one each quarter, must be held.
Step 4 – After these requirements are met, if parents of English learners decide to delegate the responsibilities of the ELAC to the School Site Council, and there are fewer than 50 ELs in the school, parents may vote to delegate this responsibility to the School Site Council on the fourth meeting (only the parents of EL students may vote). The vote must pass by at least 51%.
Step 5 – The site administrator is responsible for keeping all necessary documents verifying a decision was made to delegate its authority to the School Site Council (SSC). The administrator will keep agendas, sign-in sheets and minutes of this meeting.
Step 6 – The School Site Council now assumes all roles and responsibilities of the English Learner Advisory Committee (ELAC). The SSC must: • Be trained annually on roles and responsibilities of ELAC. • Advise in the budget and program development of the single plan for student achievement as it pertains to services for English learners according to Education Code 52858.5 and 54000. • Participate in the school's needs assessment as it relates to development of the School Plan for Student Achievement (SPSA) and EL programs. • Review the school's English Learner Data and Services (ELPAC, iReady, SBAC, ELPI Growth and other FUSD Board required assessment results) considered in developing the SPSA as it pertains to services to English learners. • Provide information to advise parents of the importance of regular school attendance. • Send the two DELAC representatives, previously elected by EL parents, to the District English Learner Advisory Committee meetings.
Step 7 – Determine how the SSC identifies and addresses the needs of English learner students and parents. Documentation is required in the SSC agendas and minutes. (EC 35147)
Step 8 – **Every two calendar years**, EL parents must begin the same process over with Step 1. The site administrator will keep all documentation that the ELAC was reconstituted and that EL parents voted to continue delegation of its responsibilities to the SSC. (EC 52170)

Your School Logo Here

ELAC
English Learner Advisory Committee

School

ELAC ELECTED OFFICERS ROSTER

2024-2025

ADMININSTRATOR IN CHARGE OF ELAC MEETINGS:		PHONE:	
DATE OF ELAC MEETING:			

Number of English Learners at this school site

*Each public-school site with 21 or more English learners must have an English Learner Advisory Committee (ELAC) California Education Code, sections 35147, 52176(b) and (c), 62002.5, and 64001 (a)

Complete and upload to SPSA Tool and email a copy to: elacofficerroster@fresnounified.org

ELAC CHAIRPERSON:	Name Here		STUDENT NAME:		
Home address:				EL Status: Must be EL	
Cell Phone:			email:		
Date Elected:		Term (1 or 2 Yrs):		Language:	
ELAC VICE-CHAIRPERSON:	Name Here		STUDENT NAME:		
Home address:				EL Status:	
Cell Phone:			email:		
Date Elected:		Term (1 or 2 Yrs):		Language:	
ELAC SECRETARY:	Name Here		STUDENT NAME:		
Home address:				EL Status:	
Cell Phone:			email:		
Date Elected:		Term (1 or 2 Yrs):		Language:	
DELAC REPRESENTATIVE #1:	Name Here		STUDENT NAME:		
Home address:				EL Status: Must be EL	
Cell Phone:			email:		
Date Elected:		Term (1 or 2 Yrs):		Language:	
DELAC REPRESENTATIVE #2:	Name Here		STUDENT NAME:		
Home address:				EL Status:	
Cell Phone:			email:		
Date Elected:		Term (1 or 2 Yrs):		Language:	

Answers for EL Status: Current EL RFEP and Date IFEP or Never an EL N/A = Not applicable / No student

All areas required to be completed Reminder: 3 of the 5 must be EL parent/guardian including Chairperson and one DELAC Rep

ELAC Meetings - School Site Planning Guide/Checklist

(Dates must be calendared by site administrators at the start of the school year and shared with all parents of English learners)
*Each public-school site with 21 or more English learners must have an English Learner Advisory Committee (ELAC)
California Education Code, sections 35147, 52176(b) and (c), 62002.5, and 64001 (a)

Topics to be included in Agenda by meeting number - (Topics in yellow are mandatory for FPM compliance)

*Additional topics can be determined based on parent input.

Meeting #1 (First Quarter) **Date:** _____

- Training: ELAC / EL Demographics / Reclassification Criteria / Annual Notification Letter
- Nominations and Elections - ELAC Elected Officers Roster
- English Learner Family Needs Survey
- DELAC Meeting Representative Report
- Continuing with Regular School Attendance

Meeting #2 (Second Quarter) **Date:** _____

- The Importance of Regular School Attendance
- English Learner Family Input on School Attendance Survey
- English Learner Family Needs Survey Results
- DELAC Meeting Representative Report
- i-Ready Assessment Window Dates
- Summative ELPAC results from Spring

Meeting #3 (Third Quarter) **Date:** _____

- School Plan for Student Achievement (SPSA)
- English Learner Family Input on SPSA Survey
- DELAC Meeting Representative Report
- Continuing with Regular School Attendance
- Summative ELPAC Testing Windows

Meeting #4 (Fourth Quarter) **Date:** _____

- English Learner Data and Services Provided
- Parent Participation Recognitions
- Continuing with Regular School Attendance
- DELAC Meeting Representative Report
- Summer Learning Opportunities
- End of School Year Announcements

Other Optional Topics – these can be integrated in any quarter

- Reclassification Criteria
- Integrated and Designated ELD
- EL Master Plan Review
- Safety and Security
- State Seal of Biliteracy
- Dual Language Immersion Programs

All ELAC Documents must be uploaded to the State and Federal Program Monitoring SPSA Tool.

Meeting Checklist	Meeting #1 Uploaded on (Date)	Meeting #2 Uploaded on (Date)	Meeting #3 Uploaded on (Date)	Meeting #4 Uploaded on (Date)	Notes: For FPM Compliance All documents should be uploaded promptly after the meeting has taken place
Notification Letter / Invitation Flyer					Notifications should be publicly posted and distributed to EL Parents at least 72 hours before meeting
Agenda					
Minutes					Capture parent input onto minutes
Sign-in sheet					
ELAC Elected Officers Roster					Required on meeting #1 and whenever any new elections take place, upload to SPSA Tool and email a copy to EL Services at: elacofficerroster@fresnounified.org
Presentations					Upload all content presentations
Completed Surveys					Upload all completed surveys

At the District Level:

DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)

A district-level English Learner Advisory Committee comprised of parents, staff, and community members designated to advise district officials on English learner programs and services.

Requirement

Each California public school district with 51 or more English learners must form a District English Learner Advisory Committee (DELAC) unless the district designates for this purpose a subcommittee of an existing districtwide advisory committee.

Responsibilities

The DELAC shall advise the school district governing board on at least the following tasks:

- Development of a district master plan for education programs and services for English learners. The district master plan will take into consideration the school site master plans.
- Conducting of a district wide needs assessment on a school-by-school basis.
- Establishment of a district program, goals, and objectives for programs and services for English learners.
- Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
- Review and comment on the school district reclassification procedures.
- Review and comment on the written notifications required to be sent to parents and guardians.
- If the DELAC acts as the English learner parent advisory committee under California *Education Code* Sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).*

* Under the LCFF, districts with at least 50 English learners and whose total enrollment includes at least 15% English learners must establish a DELAC, and that DELAC must carry out specific responsibilities related to the LCAP.

Composition Requirements

Parents or guardians of English learners shall constitute the majority membership (51 percent or more) of the committee.

Elections

Each school's English Learner Advisory Committee (ELAC) shall have the opportunity to elect at least one or preferably two of its member(s) to be a site representative DELAC member. If the district has 31 or more ELACs, it may use a system of proportional or regional representation. Nominations and Elections must be on the agenda, conducted in person and publicly at an official ELAC Meeting, with a quorum of at least 25 current DELAC Representatives. The five DELAC Officer positions are Chairperson, Vice Chairperson, Secretary, Sargeant at Arms and Honor and Justice. Three out of the five positions (51%) must be filled with DELAC Representatives that are a parent of an English learner student attending the school site they are representing, including the Chairperson and Vice Chairperson. Only the current DELAC Representatives can self-nominate or nominate another current DELAC Representative. Nominees must be present to accept the nomination and present to accept a position if they win an election. Term of service is two years. See the sample DELAC Elected Officers Roster document.

Training

School districts shall provide DELAC members with appropriate training materials and training which will assist them in carrying out their required advisory responsibilities. Training shall be planned in full consultation with committee members, and funds from appropriate resources may be used to meet the costs of providing the training to including the costs associated with the attendance of the members at training sessions. Additional materials such as PowerPoint presentations and videos to support self-guided training are also available to anyone at our website at District English Learner Advisory Committee (DELAC) - Fresno Unified School District 

DELAC officers participate in the development of the agendas for the DELAC meetings and review the consolidated application for the schools in our district. Special training should be scheduled yearly for DELAC officers.

Legal References

- California *Education Code*, sections 35147, 52062(a)(2), 52063(b), 52069, 62002.5,and 64001(a)
- *California Code of Regulations*, Title 5, Sections 11308 and 15495(b)

Bylaws

The DELAC bylaws are adopted by the members of the District English Learner Advisory Committee, aligned with any applicable California Department of Education guidelines. The bylaws provide guidelines established on the different articles.

The bylaws are available upon request by contacting our office at (559) 457-3928, and a recorded

presentation is available on our website at District English Learner Advisory Committee (DELAC) - Fresno Unified School District

Meetings

DELAC meetings shall take place as follows:

- A minimum of four DELAC meetings should take place during the school year.
- A Planning meeting should take place with the DELAC Officers and English Learner Services Staff at least one month before each DELAC meeting.
- All dates and locations must be scheduled in the DELAC Master Calendar at the beginning of the school year.
- Meetings are publicly posted and distributed to all current DELAC Representatives 72 hours prior to meeting.

Records

The DELAC meeting records that shall be kept internally for audit and compliance purposes by the Department of English Learner Services, include but are not limited to, the Agenda, Sign-in sheets, Minutes, Presentations, Surveys, and all documents shared at the meetings.

The DELAC meeting records posted on the Department of English Learner Services website at https://www.fresnounified.org/departments/english-learner-services/delac are the DELAC Master Calendar, Agenda, Minutes and Presentations.

English Learner Services
890 S 10th St.
Fresno, CA 93702
559-457-3928
https://www.fresnounified.org/departments/english-learner-services





Fresno Unified School District
ENGLISH LEARNER SERVICES
MULTILINGUAL & MULTICULTURAL EDUCATION

DELAC
District English Learner Advisory Committee

DELAC Elected Officers Roster
2024-2025

ELS Executive Officer:	**Erica Piedra**	**PHONE:**	**559-457-3928**
DATE OF DELAC MEETING:	8/22/24		

Number of English Learners in Fresno Unified School District: **13,000**

* Each California public school district with 51 or more English learners must form a District English Learner Advisory Committee (DELAC) unless the district designates for this purpose a subcommittee of an existing districtwide advisory committee California *Education Code*, sections 35147, 52062(a)(2), 52063(b), 52069, 62002.5, and 64001(a)

DELAC CHAIRPERSON:	**Name Here**		**STUDENT NAME:**		
Home address:				**EL Status: Must be EL**	
Cell Phone:			**email:**		
Date Elected:		**Term**	**2 years**	**Language:**	
DELAC VICE-CHAIRPERSON:	**Name Here**		**STUDENT NAME:**		
Home address:				**EL Status: Must be EL**	
Cell Phone:			**email:**		
Date Elected:		**Term**	**2 years**	**Language:**	
DELAC SECRETARY:	**Name Here**		**STUDENT NAME:**		
Home address:				**EL Status:**	
Cell Phone:			**email:**		
Date Elected:		**Term**	**2 years**	**Language:**	
DELAC Sargeant at Arms:	**Name Here**		**STUDENT NAME:**		
Home address:				**EL Status:**	
Cell Phone:			**email:**		
Date Elected:		**Term**	**2 years**	**Language:**	
DELAC Honor and Justice:	**Name Here**		**STUDENT NAME:**		
Home address:				**EL Status:**	
Cell Phone:			**email:**		
Date Elected:		**Term**	**2 years**	**Language:**	

Answers for EL Status: Current EL RFEP and Date IFEP or Never an EL N/A = Not applicable / No student

All areas required to be completed Reminder: 3 of the 5 must be EL parent/guardian including Chairperson and Vice Chairperson

MIGRANT PARENT ADVISORY COUNCIL (MPAC)

The Migrant Parent Advisory Council participates in the planning, operation, and evaluation of Fresno Unified School District's Migrant Education program.

*Refer to the section titled Migrant Education in Chapter 2 for information on how students qualify for migrant services.

Fresno Unified School District
MIGRANT EDUCATION

Requirement

At least two-thirds of the members of each parent advisory council shall be the parents of migrant children. Membership is comprised of parents of migrant students, and other members of the community who understand the Migrant Program and know the needs of Migrant children.

Responsibilities

The objective of the Fresno Unified School District Migrant Parent Advisory Council shall include, but not limited to, the following:

- To serve in an advisory capacity to the district and/or its designee concerning all functions of the F.U.S.D. Migrant program.
- Establish a process for the involvement of Migrant parents in the planning, operation, and evaluation of the Migrant program.
- Help disseminate information about the Migrant program to migrant parents.
- Be actively involved in the assessment of the effectiveness of the Migrant program.
- Be actively involved in the recruitment and selection of personnel for the Migrant Program.
- Review annual needs, year-end assessments, and program activities within Region IV.
- Be actively involved in the planning of, and negotiations for, program applications and service agreements.

Composition Requirements

At least two-thirds of the members of each parent advisory council shall be the parents of migrant children. Membership is comprised of parents of Migrant students.

Elections

The membership of each parent advisory council shall be composed of members who are knowledgeable of the needs of migrant children and shall be elected by the parents of migrant children enrolled in the operating agency's programs. At the first regularly scheduled PAC meeting after September 1st of each year, the PAC shall nominate and elect from its membership five officers who will form a roundtable.

Training

The Migrant program shall provide MPAC members with appropriate training materials and training which will assist them in fulfilling their required advisory responsibilities. Training shall be planned in full consultation with committee members. MPAC officers should develop the agendas for the MPAC meetings and review the student data and concerns for the schools in our district. Special training should be scheduled yearly for MPAC officers.

Legal References

Membership is comprised of parents of Migrant students, and other members of the community who understand the Migrant program and know the needs of Migrant children, in accordance with the California Education Code, Section 54444.2.

Bylaws

The MPAC bylaws are adopted by the members of the Migrant Parent Advisory Council, aligned with any applicable California Department of Education guidelines. The bylaws provide guidelines established on the different articles.

The bylaws are passed out at the first parent meeting and are available upon request.

Meetings

MPAC meetings shall take place as follows:

- A minimum of Six MPAC meetings should take place during the school year.
- A Planning meeting should take place with the MPAC Officers and Migrant program staff at least two weeks before each MPAC meeting.
- All dates and locations are listed on the districts Migrant Education program webpage.

Records

Following are the MPAC records that shall be kept by the Migrant Education Program: Agenda, Sign-in sheets, Minutes, Presentations, Surveys, and all documents shared at the meetings.

FUSD Migrant Education
890 S 10th St.
Fresno, CA 93702
559-457-3928
https://www.fresnounified.org/departments/english-learner-services/migrant-education





FAMILY AND SCHOOL CONNECTION

In collaboration with Parent University Primary Language Instruction Specialists and School Site Home School Liaisons, English Learner Services Staff and Home School Liaisons address FUSD's family goal to *"increase inclusive opportunities for families to engage in their students' education"* with the development, training, and facilitation of the monthly Parent Engagement Modules.



ENGLISH LEARNER SERVICES HOME SCHOOL LIAISONS (HSL)

Role:

The Department of English Learner Services at Fresno Unified School District has a team of Spanish and Hmong Home School Liaisons. Their role is to act as an interdistrict communication and support bridge between the Department of English Learner Services Multilingual / Multicultural Education and other departments throughout the district, as well as supporting the site Home School Liaisons, school sites, families, educational partners, and communities as needed. They are responsible for building relationships and partnerships between the department and schools, families and working with community organizations to support student success.

Responsibilities:

1. Providing interpreting, translation, and support for internal curriculum or communication materials, for English Learners, Dual Language Immersion, Hmong Heritage, Migrant Education Program, and others as required.

2. Interpreting, translation, preparation, and support as needed for, and during ELAC and DELAC meetings, Hmong DLI Events, and other department supported events.

3. Support of other departments and school sites during special projects or circumstances that involve English learner students, when extensive extra support needs arise.

4. Providing support to families experiencing challenges or barriers to their child's education, such as language barriers, economic hardship, or social-emotional issues.

5. Facilitating communication between schools, families, and the community, ensuring that everyone is informed and engaged in supporting student success.

6. Building partnerships with community organizations and businesses to provide resources and opportunities for students and families.

7. Engaging families to ensure they have the resources and information they need to support their children's education.

8. Collaborating with school staff to create family engagement plans, events and workshops that support student learning and achievement.

9. Executing home visits in support of attendance, or delivery of educational materials needed in support of English learner students within EL Services, Newcomers, Migrant education program, and other programs and services as needed.

Overall, the role of an English Learner Services Home School Liaison is to create strong district wide partnerships between staff, schools, families, and communities to ensure that every student has the resources and support they need to succeed in school and beyond.



SCHOOL SITE HOME SCHOOL LIAISONS (HSL)

Role:

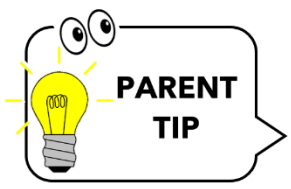
A Home School Liaison in Fresno Unified School District acts as a bridge between schools, families, and communities. They are responsible for building relationships and partnerships between schools and families and working with community organizations to support student success.

Responsibilities:

1. Providing support to families experiencing challenges or barriers to their child's education, such as language barriers, economic hardship, or social-emotional issues.
2. Facilitating communication between schools, families, and the community, ensuring that everyone is informed and engaged in supporting student success.
3. Building partnerships with community organizations and businesses to provide resources and opportunities for students and families.
4. Engaging families to ensure they have the resources and information they need to support their children's education. This is supported by Parent University's monthly training to HSLs, and materials provided for the monthly Family Engagement Hour topics to present for families, in line with the FUSD family goal to "*Increase inclusive opportunities for families to engage in their student's education*."
5. Collaborating with school staff to create family engagement plans, events and workshops that support student learning and achievement.
6. Executing home visits in support of attendance or other appropriate reasons as assigned by the school Admin.

Overall, the role of a Home School Liaison is to create a strong partnership between schools, families, and communities to ensure that every student has the resources and support they need to succeed in school and beyond.





For support at your child's school, contact the school office.

CHAPTER 7:

STAFFING, PROFESSIONAL LEARNING, AND CAPACITY BUILDING

TEACHER AUTHORIZATION

Teachers assigned to provide English language development and instruction in subject matter courses for English learner students must be appropriately authorized. All staff members working with English learners continue to receive professional development to build their capacity and expand their knowledge. The California Commission on Teacher Credentialing (CTC) is responsible for establishing the teacher authorization process by which teachers are certified as having specified knowledge, skills, and abilities for providing instruction to ELs.

English Language Development (ELD) is authorized with most prerequisite credentials or permits for preschool and grades K–12. The English Learner (EL) Authorization and Cross-Cultural, Language, and Academic Development (CLAD) Certificate authorizes instruction to English learners. The Bilingual, Cross-Cultural, Language and Academic Development (BCLAD) authorization can be listed on a Single Subject or Multiple Subject Teaching Credential as an emphasis, if a college or university program was completed. If the applicant met BCLAD requirements separate from the teacher preparation program, a BCLAD Certificate may be obtained.

EDUCATOR COMPETENCIES

Competencies for Teachers

Educator competencies constitute the essential skills for rigorous grade level standards-based instruction that all educators need in order to be effective teachers of English learner students – as well as students who come to school speaking non-standard varieties of English. As outlined in the ELA/ELD Framework and in alignment with California Common Core State Standards and the California Standards for the Teaching Profession, all educators are expected to meet the following competencies for rigorous grade-level academic language and content standards:

1. Teachers integrate the ELD standards and provide strategies, language, and content instruction that provide access to challenging grade-level content to English learner students.
2. Teachers design units of study using high-quality text, which explicitly and deliberately integrate language and content objectives.
3. Teachers collaboratively plan lessons with English learner students in mind, based on the essential components of an effective, professional learning community (PLC).
4. Teachers create systematic processes of intervention informed by assessments to ensure students receive additional time and support to master grade-level content.
5. Teachers design units and lessons that include appropriate and purposeful scaffolds

required to master grade-level standards leading to independence on grade-level content.
6. Teachers use grade-level, research-based curriculum and materials that integrate cultural/literary knowledge that builds student understanding of the world and values student background, experiences, and cultural diversity. See the section titled *Adopted Curriculum* in Chapter 3 for a list of adopted curriculum.
7. Teachers facilitate periodic data chats with teachers and/or students focused on annual growth and meeting measurable targets for English learners.
8. Teachers employ formative assessment practices to gather evidence and guide productive next steps to support simultaneous learning of conceptual understandings and academic language development across all content areas.
9. Teachers provide explicit instruction on the characteristics of texts, including the purpose, structure, and language features, and academic discourse across content areas.
10. Teachers use student data (i.e., native language, ELPAC proficiency levels, ELPI levels, years of receiving services, prior schooling, prior performance, social emotional experiences) to inform curriculum design and instructional practices.

These competencies are needed to successfully provide targeted instruction that meets the needs of all English/Multilingual Leaners.

District Competencies for Leaders

The competencies for site leaders below are aligned to the District's Leadership Standards, founded on the California ELA/ELD Framework and specifically relate to the leadership skills required for English learner student success.

1. School leaders carry out the district's vision for English learner students and have clear and high expectations for all English learner students.
2. School leaders collect data (i.e., native language, ELPAC proficiency levels, ELPI levels, years of receiving services, prior schooling, prior performance, social emotional experiences) to inform culturally relevant curriculum and instructional practices.
3. School leaders use research to inform service delivery models for English learner students that yield high quality instruction.
4. School leaders facilitate professional learning communities that examine English learner students' work and tasks for evidence of alignment to grade-level academic and language demands.
5. School leaders ensure that teachers of English learner students receive professional learning on discipline-specific language and literacies development and have time to assess content knowledge.
6. School leaders seek observable evidence of the discipline in practice and are able to articulate means for improving implementation.
7. School leaders provide professional learning on ways to differentiate instruction for

subgroups of English learner students (newcomers, Long-term English learner students, English learner students with IEPs, etc.).

8. School leaders facilitate periodic data chats with teachers and/or students focused on annual growth and meeting measurable targets for English learners.
9. School leaders create opportunities that strengthen the capacity of parents of English learner students to support learning, language, and literacy in all disciplines.
10. School leaders welcome parents of English learners and their families to collaboratively work in order to meet their varied needs while supporting their performance and content expectations for college and career.



Professional Learning Structure for Teachers and Classified Staff

The Fresno Unified School District Professional Learning Structure supports implementation of the *Master Plan*, which aligns with the California Standards for the Teaching Profession and reinforces teachers' application of the California State Standards and English Language Development Standards. What teachers gain from engaging in this sustained, onsite professional learning, will assist them in planning for and enacting research-based practices that develop English learner students' capacities to fully participate in rigorous learning opportunities across content areas in all Fresno Unified schools. Professional learning will enable teachers and classified staff to develop competencies to serve all English learner students – as well as students who come to school speaking non-standard varieties of English – effectively.

Professional learning sessions are designed intentionally, highlighting and leveraging interrelationships among content area understandings, analytical practices, and the language needed for engagement within each content area's conceptual and practice demands. Professional learning designs recognize educators' diversity and start from a recognition that teacher inquiry provides a powerful framework for teacher learning. Teachers will develop a deep understanding of subject matter content knowledge and subject matter pedagogy that incorporates an understanding of the language practices needed to engage in the discipline(s). Teachers will also develop a profound understanding of second language development and strategies for teaching English learner students, with applications within the specific subject matter area(s) they are called upon to teach. In addition to linguistic knowledge that informs about the nature of the language and its uses, teachers will learn about approaches to language learning that can build bridges between students' native language knowledge and their evolving acquisition of a new language in an academic context.





Teachers use time effectively to closely examine the California Literacy, Content, and English Language Development standards, including the kinds of learning tasks students are expected to undertake in progressing through the standards and demonstrating their knowledge and capacities. They also learn how to calibrate the content and language demands of these tasks, as they learn to build curriculum, lessons, and assignments, and how to create temporary scaffolds that enable students to actively engage in and productively carry out learning tasks. Just as students learn by doing, teachers also learn about practice *through* practice. Thus, professional learning sessions call on teachers to implement structured assignments that allow the application of theory to practice. Assignments engage teachers in assessing students, designing lessons, trying out strategies, evaluating outcomes, and continuously reflecting with expert guidance on what they are learning. In addition, classified staff, including paraprofessionals, are to provide support to all students. They are to identify the needs of English learners and provide access to the content area.

Therefore, professional learning is organized and staged to leverage district resources and build system-wide capacity to continuously improve teaching and learning for English learner students throughout the district. The professional learning structure calls for cohorts to engage in a learning journey that includes building, implementing, and refining new knowledge and strategies through a combination of ongoing structured and onsite professional learning sessions throughout the year.

District and Site Leaders

School leaders are responsible for carrying out the vision for EL success and lead schools with clear expectations for all English learner students. Professional learning is provided to ensure leaders understand the dynamics surrounding English learner students, including the cultural diversity, as well as the levels of English language acquisition pathway leading to English proficiency. Leaders receive training founded on the District's Leadership Standards, the state standards, and the California ELA/ELD Framework. Leaders will gain from engaging in continuous professional learning that will assist them in designing most effective, comprehensive programs for English learner students.

Leaders learn to examine EL data available in the District School Quality Improvement Index in order to make informed and strategic instructional and program decisions for positive student impact. They learn to maximize time in Professional Learning Communities and guide teachers to examine student work and data to make effective instructional decisions. Leaders learn to distinguish professional learning needs of teachers and secure resources to ensure teachers receive the support they need. Additionally, leaders learn effective ways to work with parents and other community members as partners in the education of English learner students.

PROFESSIONAL LEARNING MATRIX

English Learner Services provides substantial and sustained opportunities for all leaders, teachers, and support staff to participate in meaningful professional learning and collaborations that address the needs of English learner students. Professional learning opportunities are designed to provide teachers and classified staff with the necessary skills to support English learner students including newcomers. The district, including leaders and teachers, uses the Instructional Practice Guide (IPG) to monitor and provide feedback on instructional research-based practices that develop English learner students' capacities in all content areas. We value and are committed to supporting educators by building their capacity to ensure a qualified, certificated teacher in every classroom who is motivated to stay in the district and committed to continuous improvement.

PL Topic	Description	Elementary EL Support	Secondary EL Support	Spanish DLI	Hmong DLI & Heritage
Principal Institute	This is learning offered to principals in preparation for a school year. English Learner Services presents learning on best practices and reinforces the professional learning offered to staff. In addition, these sessions provide leaders with tools and resources to guide the implementation of integrated and designated ELD at their school sites.	X	X	X	X
Leadership Camp	Leaders are presented with a variety of topics that will increase and refine their equity-driven leadership skills. English Learner Services presents learning on best practices that supports English learners and the implementation of integrated and designated ELD.	X	X	X	X
Leadership Cohort	This is a leadership preparation program designed for current Fresno Unified employees aspiring to move into administration. It is an intensive, one year program to earn the Preliminary Administrative Services Credential (PASC). English Learners Services provides sessions to the Leadership Cohort members on current ELD strategies and instructional methods.	X	X	X	X
New Leadership Cohort	A program designed for new leaders during the process of clearing their preliminary credentials. English Learner Services presents learning on best practices that supports English learners and the implementation of integrated and designated ELD.	X	X	X	X

PL Topic	Description	Elementary EL Support	Secondary EL Support	Spanish DLI	Hmong DLI & Heritage
TSA/Instructional Coaches PLs	Professional learning opportunities to all TSAs/Instructional Coaches to support the implementation of the CA CCSS ELA/Literacy and the CA ELD Standards. TSA/Instructional Coaches will leverage all English learner supports in the guaranteed and viable curriculum to assist teachers in the implementation of new materials.	X	X	X	X
ELA/ELD Framework	Professional learning opportunities for teachers to support implementation of the CA CCSS ELA/Literacy and the CA ELD Standards. Participants learn high leverage practices that ensure English Learners have access to the content and make meaning while at the same time, learn about how English works.	X	X	X	
Teaching and Learning Cycle (TLC)	Teachers, and site and district leaders learn a framework for teaching that scaffolds instruction and supports language development. Participants are taught to distinguish genres based on their purpose, structure, and language features and build understanding of the Teaching and Learning Cycle (TLC). They consider how intentional implementation of Keystone Pedagogies scaffold students' writing about complex texts and reflect on how using the TLC as an instructional approach will support all students' language development.	X	X	X	X
Dual Language Immersion (DLI) Academy	Professional development opportunities for current Hmong and Spanish teachers with a BCLAD certification who are interested in going into a DLI setting to deepen their understanding of the DLI program model and review second language acquisition strategies.			X	X
DLI Spanish PLC Learning	Monthly professional learning opportunities for current DLI teachers, support staff, and administrators. Topics focus on effective instructional practices in DLI classrooms. In addition, DLI teachers have allocated professional learning community (PLC) time to collaborate and share best practices.			X	

PL Topic	Description	Elementary EL Support	Secondary EL Support	Spanish DLI	Hmong DLI & Heritage
DLI Spanish Literacy Reading Foundational Skills	These professional learning sessions include a total of four cycles focused on Sound-Spelling Cards, Phonological Awareness, Phonics and Word Recognition, and Fluency. Each session supports participants with Spanish literacy reading foundational skills instruction in K-2.			X	
Professional Learning Community (PLC) Support	DLI teachers (Hmong and Spanish) and Hmong Heritage (HHS) teachers meet in their respective language, grade, or course level to develop common formative assessments, analyze data, share instructional strategies, and plan for implementation.	X	X	X	X
Hmong Curriculum Planning	Job-embedded professional learning for Hmong DLI and Hmong Heritage teachers meet quarterly and align their respective grade or course level curriculum guides and plan for implementation.				X
Hmong Assessment Development & Planning	Job-embedded professional learning for Hmong DLI and Hmong Heritage teachers meet quarterly and align their respective grade or course level benchmark assessments and/or develop common summative assessments, analyze data, and plan for implementation.				X
Oral Language Development	Job-embedded professional learning for Hmong DLI teachers and Heritage language teachers to learn, discuss and understand how to effectively build oral language skills and develop academic conversations in students and to design oral language and foundational skills lessons.				X

*Refer to Chapter 3 for additional information on the training topics mentioned in this Professional Learning Matrix.

PL Topic	Description	Elementary EL Support	Secondary EL Support	Spanish DLI	Hmong DLI & Heritage
Summer Language Institute	Professional learning opportunities for DLI teachers and Hmong Heritage teachers to develop a common understanding of the teaching of language for students, reflect and adjust the grade-level curriculum guides and assessment materials for the upcoming school year (for veteran teachers), or become familiar with the DLI program model, curricula, and instructional strategies (beginning teachers).			X	X
Summer School Academies	Job-embedded professional learning opportunities for teachers serving English and Heritage language learners to deepen their knowledge of language development strategies and effectively implement the summer school programs.	X	X	X	X
Winter Session	Job-embedded professional learning opportunities for teachers serving English and Heritage language learners to deepen their knowledge of language development strategies and effectively implement the winter session programs.	X	X	X	X
PL Column V	This opportunity supports the continual learning for eligible teachers currently on Column IV. Topics for the ELD course include best practices for English Learners and the use of state/district resources, such as The California English Learner Roadmap, Ellevation, and the Instructional Practice Guide (IPG).	X	X	X	X
New Teacher Pipeline	These training opportunities are available for new teachers. Topics include how to access English learner student data, ELD standards, ELPAC task types, and effective instructional practices for English learners.	X	X	X	X
PL Summit	Professional learning opportunities offered at the beginning of every school year and before the second semester resumes for all teachers in the district on a variety of workshop topics related to supporting English and multilingual learners and their families.	X	X	X	X

PL Topic	Description	Elementary EL Support	Secondary EL Support	Spanish DLI	Hmong DLI & Heritage
Certificated Substitute Symposium	Professional Learning opportunities for substitutes to learn how to establish and maintain positive relationships with their emerging bilinguals through hands-on experiences while building their craftmanship with a toolkit of resources to support implementation.	X		X	
Classified Conference	This training opportunity is offered every trimester of a school year and is available to classified employees to support with high quality instruction. It allows classified employees to upskill and gain professional growth through the content provided. It serves as a resource for Paraprofessionals and Bilingual Instructional Aide (BIA) to learn strategies for English language development that they can utilize in the classroom when supporting English learners.	X	X		
New Teacher Pipeline	This session provides participants with information on utilizing the Ellevation program to get to know their English Learner students, and how to pull the data needed to support them. They are also given support with the California ELD Standards and how their Integrated ELD lessons and Collaborative Talk Structures drive their Designated ELD Instruction.	X	X	X	
New Teacher Conference	This session provides participants with information on utilizing the Ellevation program to get to know their English Learner students, and how to pull the data needed to support them. They are also given support with the California ELD Standards and how their Integrated ELD lessons and Collaborative Talk Structures drive their Designated ELD Instruction.	X	X	X	
University Co-Teaching: Fresno Teacher Residency (FRTP)	Professional learning opportunities for student teachers that have been placed in FUSD classrooms. Participants learn critical information about Fresno Unified EL data, DLI program (for DLI residents), and the implications for classroom instruction while engaging in research based, high leverage practices. Teachers can earn their Bilingual authorization in the Spanish or Hmong Residency program in partnership with Fresno State University.	X	X	X	X

ADDITIONAL RESOURCES

ABBREVIATIONS

- **CAASPP:** California Assessment of Student Performance and Progress
- **CA Ed.G.E. Initiative:** The California Education for a Global Economy Initiative
- **CA EL Roadmap:** The California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners
- **CDE:** California Department of Education
- **DELAC:** District English Learner Advisory Committee
- **DLI:** Dual Language Immersion
- **ED:** Education Code
- **EL:** English Learner
- **ELA:** English Language Arts
- **ELAC:** English Learner Advisory Committee
- **ELD:** English Language Development
- **ELPI:** English Learner Progress Indicator
- **EL Roadmap Policy:** California English Learner Roadmap State Board of Education Policy: Educational Programs and Services for English Learners
- **ELPAC:** English Language Proficiency Assessments for California
- **FPM:** Federal Program Monitoring
- **HLS:** Home Language Survey
- **IEP:** Individualized Education Program
- **IFEP:** Initial Fluent English Proficient
- **IPG:** Instructional Practice Guide
- **LCAP:** Local Control and Accountability Plan
- **LEP:** Limited English Proficient
- **LTEL:** Long-Term English Learner
- **PLC:** Professional Learning Community
- **RFEP:** Reclassified Fluent English Proficient
- **SBAC:** Smarter Balance Assessment Consortium
- **TLC:** Teaching and Learning Cycle

GLOSSARY

Academic Language: The language required to succeed in school that includes deep understandings of content and communication of that language in the classroom environment.

Asset-Based Approach: Asset-Based Pedagogies focus on the strengths that diverse students bring to the classroom. It is a direct response to deficit-based models to education of the past.

"At-Risk" (English Learner): An English learner who is enrolled in school in the United States for four years and has an English language proficiency score of 1 or 2 on the ELPAC is identified as an English Learner "at risk" of becoming an LTEL.

California Academic Content Standards (CCSS): Statements that provide a clear and consistent understanding of what the students are expected to learn in the content areas as they progress through grades kindergarten through twelve.

California Seal of Biliteracy Program: A program that recognizes students who successfully met the established requirements, including attained a high level of proficiency in one or more languages in addition to English, and graduate from a public high school, charter school, or university.

Content Standards: Statements that define what one is expected to know and be able to do in a content area; the knowledge, skills, processes, and other understandings that schools should teach for students to attain high levels of competency in challenging subject matter; the subject-specific knowledge, processes, and skills that schools are expected to teach and students are expected to learn.

Culture: The sum total of the ways of life of a people; includes norms, learned behavior patterns, attitudes, and artifacts; also involves traditions, habits, or customs; how people behave, feel, and interact; the means by which they order and interpret the world; ways of perceiving, relating, and interpreting events based on established social norms; a system of standards for perceiving, believing, evaluating, and acting.

District English Learner Advisory Committee (DELAC): A district-level English Learner Advisory Committee comprised of parents, staff, and community members designated to advise district officials on English learner programs and services.

Dual Language Immersion (DLI): Two-Way Dual Language Immersion language acquisition program for English learners that provides instruction to pupils utilizing English and a pupil's native language for literacy and academic instruction, enabling non-English speakers to achieve language proficiency and meet academic achievement goals. This program begins in Transitional Kindergarten/Kindergarten (TK/K) and continues to high school.

Discourse: The form in which written or oral language is communicated; the text type or genre associated with extended communication.

District Service Agreement (DSA): the services provided to the migrant parents and students for that school year.

Ellevation: A digital platform used to manage program requirements and monitor the progress of English Learner students.

English Learner Advisory Committee (ELAC): A school-level committee comprised of parents, staff, and community members designated to advise school officials on English learner programs and services.

English Language Development (ELD): A systematic instructional model designed to develop the English language proficiency of English Learners (ELs), which emphasizes the development of all four language domains: reading, writing, listening, and speaking.

English Learners (ELs): Linguistically and culturally diverse students who have been identified as having levels of English language proficiency that preclude them from accessing, processing, and acquiring unmodified grade-level content in English features of academic language.

English Language Proficiency Assessment of California (ELPAC): A criterion-referenced and performance-based English test that assesses both the receptive and productive language skills.

English Learner Progress Indicator (ELPI): The ELPI shows the percentage of current English learner students (EL students) making progress at a school or district towards English language proficiency or maintaining the highest performance level on the Summative English Language Proficiency Assessments for California (ELPAC).

Ever English Learner (EL): A student who is currently an English learner or a student who has reclassified to fluent English proficient status.

General Funds: Dollar amount per pupil allocation that every student receives as part of their baseline instruction.

Global California 2030: A State of California initiative to equip students with world language skills to better appreciate and more fully engage with the rich and diverse mixture of cultures, heritages, and languages found in California and the world, while also preparing them to succeed in the global economy.

Home Language: Language(s) spoken in the home by significant others (e.g., parents or caregivers) with whom the child resides; sometimes used as a synonym for primary language, or native language.

Home Language Survey (HLS): The survey the parents complete when they register their child for school, which identifies potential ELs and initially assesses them to determine in a timely manner who should be classified as EL.

Individual Education Plan (IEP): A plan that identifies the education goals for a student with special needs. Each year a meeting is held to discuss the identified academic/behavior goals in the plan and to determine if the student has mastered his/her goals.

Initial ELPAC: The Initial English Language Proficiency Assessments for California (ELPAC) is the required state test for English language proficiency (ELP) that is given to newly enrolled students whose primary language is a language other than English.

Initial Fluent English Proficient (IFEP): If a student's overall performance level is well-developed on the Initial ELPAC, that student is classified as initially fluent English proficient.

Keystone Pedagogies: "Keystone Pedagogies" are high-level pedagogical practices that integrate deep content learning with language and literacy development. The Keystone Pedagogies address the four strands of the CCSS for ELA/Literacy (Reading, Writing, Listening & Speaking, and Language) and both parts of the CA ELD Standards (Interacting in Meaningful Ways and Learning About How English Works).

Language Development: A social process that is an essential aspect of our social, physical, and symbolic worlds.

Language Proficiency: A person's competence in processing (through listening and reading) and using (through speaking and writing) a language.

Limited English Proficiency (LEP): An individual who is aged 3 through 21; who is enrolled or preparing to enroll in an elementary school or secondary school; who was not born in the United States or whose native language is a language other than English; who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and whose difficulties in speaking, reading, writing, or understanding of the English language may be sufficient to deny the individual the ability to meet the state's proficient level of achievement on state assessments; the ability to successfully achieve in classrooms where the language of instruction is English; or the opportunity to participate fully in society.

Long-Term English Learners (LTELs): The term used to describe ELs who have spent six or more years as an EL student and have not met the reclassification language proficiency requirements.

Languages Other Than English (LOTE): The name given to language besides English.

Multilingualism: Ability to speak more than two languages; proficiency in many languages.

Native Language: Primary or first language spoken by an individual.

Newcomer: The California Department of Education uses the term "newcomers" to identify foreign-born students who have recently arrived in the United States. In Fresno Unified, students are considered newcomers for up to three years to ensure they have access to the supportive services they need to successfully integrate within our schools.

Parent Advisory Council (PAC): The Parent Advisory Council (PAC) engages families to help shape education policy and represent diverse parent voices. The PAC is committed to helping close gaps in achievement and create authentic engagement opportunities for parents.

Parent University: A department in the Fresno Unified School District (FUSD), which develops, coordinates, and implements programs that focus on increasing family engagement to promote student academic achievement, and with the goal of increasing engagement through identifying, creating, and fostering opportunities for two-way meaningful communication with families, schools, and the community.

Primary Language: First or native language spoken by an individual.

Professional Learning Community (PLC): An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for their students, operating under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

Reclassification: Reclassification is the process where a student is reclassified from English Learner (EL) status to Reclassified Fluent English Proficient (RFEP) status.

Reclassified Fluent English Proficient (RFEP): If a student's overall performance meets all criteria for reclassification, then the student will have the status of Reclassified Fluent English Proficient.

Social-Cultural Competence: Ability to function according to the cultural rules of more than one cultural system; ability to respond in culturally sensitive and appropriate ways according to the cultural demands of a given situation.

Scaffolding: Providing students learning opportunities with rigorous, grade-level content while simultaneously using support(s) to accomplish high-level learning tasks, and assistance with finding ways to communicate the meaning of what they are learning in all content areas.

Smarter Balanced Assessment Consortium (SBAC): A standardized test consortium that creates Common Core State Standards–aligned tests to be used in several states.

Structured English Immersion (SEI): SEI programs provide nearly all classroom instruction in English, with a curriculum and a presentation designed for students who are learning English.

Teaching and Learning Cycle (TLC): The Teaching and Learning Cycle (TLC) is a pedagogical framework for scaffolding academic writing through deep content learning, critical thinking tasks, academic discussions, interactive reading, and language development.

504 Plan: A 504 is a plan developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment at the same level as their non-disabled peers.

SUMMARY SLIDES



Link to Fresno Unified School District's *Master Plan for English Learner Success* Summary Slides

Additional Resources can be accessed on the English Learner Services website

APPENDIX

Home Language Survey

FRESNO UNIFIED SCHOOL DISTRICT

HOME LANGUAGE SURVEY

English

Date_____ School _____ Student Number_____

Birthdate _____ Last CA District & School Attended_____

The California Education Code requires that schools determine the language(s) spoken at home by each student. This information is essential in order for schools to provide meaningful instruction for all students. If a language other than English is spoken in the home, the District is required to do further assessment of your son/daughter.

Your cooperation in helping us meet this important requirement is requested. Please answer the follow questions. Thank you for your help.

NAME OF STUDENT:_____
FIRST MIDDLE LAST

GRADE:_____ AGE:_____

Which language did your son or daughter learn when he or she first began to speak?_____

What language does your son or daughter most frequently use at home?_____

What language do you use most frequently to speak to your son or daughter?_____

Name the language most often spoken by the adults at home._____

Parent telephone number_____ _____
SIGNATURE OF PARENT OR GUARDIAN

Revised 2/2016

Distribution: Original to student cum: Scan/Email copy to hls@fresnounified.org or FAX copy to Language Assessment Center 457-3568

FEDERAL PROGRAM MONITORING (FPM) INSTRUMENT

School districts, direct-funded charter schools, and county offices that receive funding for certain programs may be chosen for a review by the State of California. The purpose of the review is to ensure that funds are being spent correctly and all districts are meeting legal requirements. At the end of each review, the State of California will complete a report that details any findings of non-compliance and informs the school, district, or county office how to correct the findings.

Below are the **English Learner Program Instruments** that are reviewed:

I. Involvement

- EL 1: English Learner Advisory Committee (ELAC)
- EL 2: District English Learner Advisory Committee (DELAC)

II. Governance and Administration

- EL 3: English Learner Identification and Assessment
- EL 4: Implement, Monitor, & Revise Title III Plan
- EL 5: English Learner Program Inclusion in the SPSA (Schoolwide)
- EL 6: Title III Inventory

III. Funding

- EL 7: Supplement, Not Supplant with Title III
- EL 8: Time and Effort Requirements (Title 1 and Title III)

IV. Standards, Assessment, and Accountability

- EL 9: Evaluation of Title III-Funded Services and Programs
- EL 10: Reclassification

V. Staffing and Professional Development

- EL 11: Teacher English Learner Authorization
- EL 12: Professional Development Specific to English Learners
  - ❖ See page #94

VI. Opportunity and Equal Educational Access

- EL 13: Language Acquisition Program Options and Parent Choice
  - ❖ See page #24

VII. Teaching and Learning

- EL 14: English Language Development (ELD)
- EL 15: Access to Standard Instructional Program

EL PL Criteria for Success Guide

Compiling and documenting evidence of professional development specific to English learners

Evidence Requests:

- □ **Uploading onto SPSA**

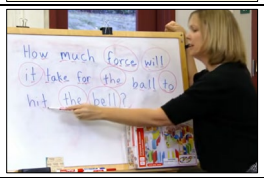
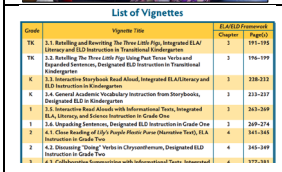
- □ **EL Professional Development** site level EL-specific PL provided to classroom teachers, administrators, and support staff that is of sufficient intensity and duration, to impact EL achievement.
    - o PL Calendars **AND**
    - o Agendas **AND**
    - o Descriptions **AND**
    - o Presentation Materials **AND**
    - o Sign-in Sheets

- □ **Implementation of EL PL**
    - o Observations **OR**
    - o Lesson plans with student outcomes (include ELD Standards) **OR**
    - o Other evidence that demonstrates the implementation of EL-specific PL relevant to the grade-level standard instructional program, including ELD

- □ **FAQs**

ELD EXAMPLE LESSONS

INTEGRATED AND DESIGNATED ELD INSTRUCTION

	Math 8, Integrated Math 8, Designated
	Sci 7, Integrated Sci 7, Designated
	ELA 7, Integrated ELA 7, Designated
	PK-1st: Kinder ELD lesson – Integrated and Designated ELD instruction
	2nd-3rd: 2nd grade ELD lesson – Integrated and Designated ELD instruction
	4th-6th: 4th grade ELD lesson – Integrated and Designated ELD instruction
	https://www.cde.ca.gov/ci/rl/cf/documents/elaeldvignettescollection.pdf - The Vignettes from the CA ELA/ELD Framework illustrate how to use the CA ELD Standards for designated ELD instruction, as well as how to integrate them in content standards. Note that each grade level section has a pair of vignettes that should be interpreted together: an ELA/Literacy with integrated ELD vignette and a companion designated ELD vignette.

INSTRUCTIONAL PRACTICE GUIDE (IPG) – LITERACY

Version 5.2 – August 2022

Purpose: The Instructional Practice Guide articulates the vision for skillful teaching and learning. The guide describes the core instructional practices that contribute to student learning. Purposes include: 1) lesson preparation; 2) reflecting within PLCs on instructional practices contributing to student outcomes; 3) focused professional learning on standards-aligned practice; 4) providing feedback on classroom practice.

1.Culture of Learning: Is there a culture of learning and high expectations in this classroom?
Students demonstrate:

- self-management skills by **following behavioral expectations**, classroom directions, and executing **transitions and procedures efficiently,** independently and with peers.
- **engagement in the work of the lesson** from start to finish; there is a **sense of urgency** about how time is used and managed.
- evidence of **growth mindset** (embrace challenges/learn/persist) and **self-efficacy** (belief in ability to succeed) through interactions with teachers, peers, and course content.
- social awareness skills (i.e. listening, disagreeing respectfully, building on thoughts or arguments, perspective taking, social cues) and cultural awareness through interactions with teachers, peers, and course content.
- openness to the exploration of identity, diversity, justice, and social action to develop an inclusive learning community.
- a **joy for learning** through positive relationships with their teacher and classmates and strong classroom culture.

Planning Notes/Self Reflection/Feedback:

2.A. Challenging Content: Is the lesson focused on a high-quality text(s)?

- A majority of the lesson is spent listening to, reading, writing, and/or speaking about text(s).
- The text(s) are at or above the **complexity** level expected for the grade and time in the school year. *Consider Lexile level, levels of meaning or purpose, text structure, language, knowledge demands, and scaffolding provided by the teacher.*
- The text(s) exhibit **exceptional craft** and are part of a coherent sequence that builds students' **knowledge and understanding of a global world view**.

Planning Notes/Self Reflection/Feedback:

2.B. Challenging Content: Does this lesson employ questions and tasks, both oral and written, which integrate the standards and build students' comprehension of the text(s) and its meaning?
Questions and tasks:

- **integrate** reading, writing, speaking and listening, and/or language **standards** to support students in building their understanding of the text and topics under consideration.
- focus on the most critical elements of the text(s)' **concepts, ideas, structure, events and/or details**.
- require students to use **evidence from text** to demonstrate understanding and to support their ideas about the text. These ideas are expressed through both written and oral responses.
- attend to the most critical **words, phrases and sentences** within the text.
- are intentionally selected and sequenced to build knowledge and deepen students' comprehension of text through academic discourse and/or writing.
- Provide daily **Designated ELD instruction** to English Learners focused on increasing language proficiency based on the state adopted ELD Standards.

Planning Notes/Self Reflection/Feedback:

2.C. Challenging Content: *During foundational skills lessons,* **does instruction develop skills in service of comprehension?**

- The foundational skills being taught are **aligned to the reading foundations standards** for the grade.
- **Frequent monitoring of student progress** drives the content, so students get what they need, not what they already know.
- Instruction and materials provide explicit instruction in **phonological awareness, concepts of print, letter recognition, phonetic patterns, word structure, vocabulary and/or fluency**. *Not all strands will be addressed in each lesson.*
- Instruction & materials provide opportunities for all students to **practice reading and writing** newly acquired skills both in connected text (e.g., decodable text) as well as out of context (e.g. on whiteboards, games, sound/spelling cards, practice pages).

Planning Notes/Self Reflection/Feedback:

3.Ownership: Are students responsible for doing the thinking in this classroom?

Students:

- have opportunities for **productive struggle** and demonstrate perseverance in reasoning and problem solving in the face of initial difficulty.
- provide **text evidence** to support their ideas and display **precision** in their **academic discourse and/or** written responses.
- **share their developing thinking** about the content of the lesson.
- **elaborate on initial thoughts** to explain their thinking.
- **talk about and ask questions about each other's thinking** to clarify, self-assess and/or improve their own understanding and determine next steps to improve learning outcomes.

Planning Notes/Self Reflection/Feedback:

4.Every Student: *When students are working to overcome literacy gaps,* **does the lesson address what students need?**

- **Frequent monitoring of students' literacy abilities** by both the teacher and students drives content of intervention so that students get what they need in order to comprehend grade-level text.
- The content being taught addresses specific skills and knowledge that hold students back from reading grade-level complex text, such as decoding, fluency or factors that contribute to comprehension *(i.e. vocabulary, complex syntax, cultural or literary knowledge, etc.)*

Planning Notes/Self Reflection/Feedback:

5.Improving Every Day: Are students demonstrating their understanding?

- Questions, tasks, and/or assessments **yield data that allow the teacher to assess students' progress** toward learning outcomes aligned to grade level.
- Student responses and work demonstrate that **students are on track** to achieve stated or implied learning outcomes as identified by various assessment.
- Responses within the classroom are monitored and instruction is adjusted in real time with gradual release.

Planning Notes/Self Reflection/Feedback:

ANNUAL NOTIFICATION LETTER

Fresno Unified School District

Annual Parent Notification Letter

Federal Title I or Title III and State Requirements

Student Information

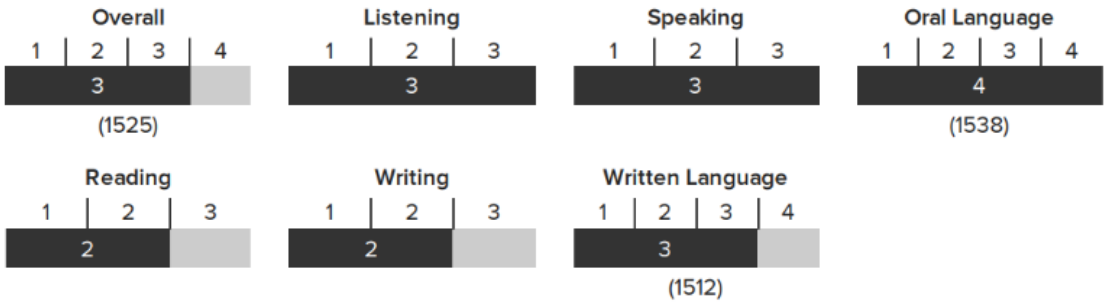
Student		**Grade Level**		**School**	
EL Status:		**Student ID #**		**TK**	
Missed Letter		**Newcomer**		**New Arrival**	

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][ii],[vi]).

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	

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.

Exit Criteria Category	Exit Criteria Standard
Overall	ELPAC Summative- Level 4 or Alternate ELPAC Summative- Level 3

PROGRESS INDICATOR:

Long-Term English Learner (LTEL)

Long-term English learner (LTEL) means an English learner who is enrolled in any of grades 6 to 12, inclusive, has been enrolled in schools in the United States for more than seven years, has remained at the same English language proficiency level for two or more consecutive years as determined by the California English Language Development Test (CELDT), English Language Proficiency Assessment for California (ELPAC) or any successor test, and scores far below basic or below basic on the English language arts standards-based achievement test, or any successor test.

English Learner "At-Risk" of Becoming a Long-Term English Learner ("At-Risk")

English learner at risk of becoming a long-term English learner means an English learner who is enrolled in any of grades 5 to 11, inclusive, in schools in the United States for four years, scores at the intermediate level or below on the CELDT, ELPAC or any successor test, and scores in the fourth year at the below basic or far below basic level on the English language arts test of the California Standards Tests, or any successor test, he or she is identified as an English Learner at risk of becoming an LTEL.

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/

Choosing a Language Acquisition Program

Parents or guardians may choose a language acquisition program that best suits their child (EC Section 310). Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible. They provide instruction to EL students based on the state-adopted academic content standards, including English language development (ELD) standards (20 U.S.C. Section 6312[e][3][A][iii],[v]); EC Section 306[c]).

DLI Spanish

Two-Way Dual Language Program Dual-Language Immersion Program: A language acquisition program also referred to as Two-Way Immersion that provides language learning and academic instruction for native speakers of English and native speakers of another language with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program should be designed using evidence-based research and include both designated and integrated ELD. Typically, this program begins in transitional kindergarten/kindergarten (TK/K) and continues to sixth grade, but can continue through high school.

DLI Hmong

Two-Way Dual Language Program Dual-Language Immersion Program: A language acquisition program also referred to as Two-Way Immersion that provides language learning and academic instruction for native speakers of English and native speakers of another language with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program should be designed using evidence-based research and

include both designated and integrated ELD. Typically, this program begins in transitional kindergarten/kindergarten (TK/K) and continues to sixth grade but can continue through high school.

Heritage Language Program
Heritage or Indigenous Language Program Language acquisition program for English learners that provides instruction to pupils utilizing English and a pupil's native language for literacy and academic instruction, enabling non-English speakers or students who have weak literacy skills in their native language to achieve language proficiency and meet academic achievement goals. This program is designed for sixth through eighth and ninth through twelfth grades.

Structured English Immersion
Structured English Immersion A language acquisition program for EL students in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered designated ELD and provided access to grade level academic subject matter content with integrated ELD.

EL Afterschool Intervention
English Language Tutoring (ELT) One-on-one or small group tutoring/assistance to ELLs outside of school hours, concentrated on accelerating English language proficiency.

EL Afterschool Newcomer Support
English Language Tutoring (ELT) One-on-one or small group tutoring/assistance to ELLs outside of school hours, concentrated on accelerating English language proficiency.
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]).

Parents or guardians may choose a language acquisition program that best suits their child (EC Section 310). 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]). Parents or guardians may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan (EC Section 52062). If interested in a different program from those listed above, please contact ELS at (559) 457-3928 to ask about the process. Although schools have an obligation to serve all EL students, parents or guardians of English learners have a right to decline or opt their children out of a school's EL program or out of particular EL services within an EL program. If parents or guardians opt their children out of a school's EL program or specific EL services, the children retain their status as English learners and will be assessed annually with the Summative ELPAC. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Educational Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. sections 1703[f], 6312[e][3][A][viii]).

EL PROGRESS MONITORING FORM

Monitoring Questions

1. Is the student making adequate growth toward language proficiency in your content?

	Yes (go to Recommendation section)
	No, I will complete the Targeted Language Intervention and Strategies section below (sections 2-6)

2. Targeted Language Intervention: Area of Concern

3. What specific intervention strategies, scaffolds, or programs have you used this year to address this student's academic gaps and deficiencies?

	Newcomer Mentor Program		Explain/Use Cognates
	EL After School Intervention		Chunking Text
	Strategic Grouping		Unpacking Sentences
	Keystone Pedagogies from ELA/ELD Framework		Visuals
	Native Language Support		Manipulatives
	Small Group Targeted Instruction		Total Physical Response (TPR)
	Explicit Instruction on Language Structures		Talk Structures
	Explicitly Teaching Tier 2/3 Vocabulary		Sentence Stems/Frames
	Immersive Reader		Focused Listening Activities
	Annotating Texts		Other

4. Other

5. What additional intervention(s) will you provide for this student to reach their proficiency goal(s) (i.e. ELPAC). How do you know when the student has reached this/these goal(s)?

6. Other areas of concern that impact student's adequate growth:

	Attendance
	Behavior
	Work habits
	None

Recommendation

As a classroom teacher for this student, I have been able to monitor academic progress during the indicated period and have submitted these answers and comments. Based on my observations, my recommendation is below:

Select one	
	Adequate Growth - Student is making adequate growth towards language proficiency. No language proficiency interventions are needed at this time.
	Interventions Needed - Student is not making adequate language proficiency growth and the areas of concern/interventions have been identified above.

RECLASSIFICATION – NOTICE TO TEACHER FORM

Reclassification Notice to Teacher Forms 26-27 [Post AB2555]

Form Name: Reclassification Teacher Notice Form **Name:**
District: Fresno Unified School District **Student ID:**

Reclassification Teacher Notice Form

Student Demographics

Name		Student ID		Native Language	
Home Language		Date of Birth		Grade	
EL Status		Monitoring Status		504	
IEP		School		RFEP Date	

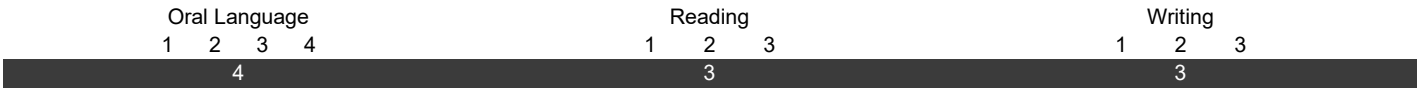
Reclassification Notice to Teacher

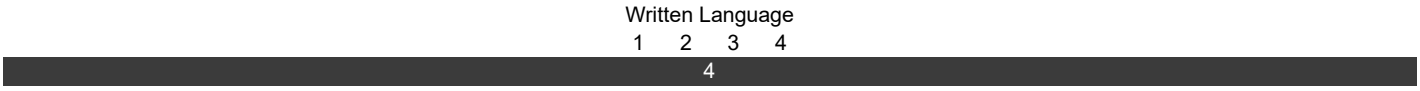
This form is intended to notify you that the student listed above has met the reclassification criterion by earning an Overall Level 4 on the Summative ELPAC or an Overall Level 3 on the Summative Alternate ELPAC and has been Reclassified to Fluent English Proficient (RFEP). Please review and sign this form to acknowledge that you are aware of the student's new RFEP status. As a best practice, please share this important milestone with the student's family.

ELPAC Test

Name and Date	Result







Signatures

Role	Contributor	Signature	Date Added
Homeroom Teacher			

GO PUBLIC SCHOOLS: FAMILY-LED RECLASSIFICATION 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** results. You can usually access these through your district's student information system, such as Aeries or PowerSchool.

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

Reflect on what else you know about your child's progress with English. Think about report cards, classroom work, other assessments, conversations with your child, or your own observations.

Domain	Strengths	Areas for Growth
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?

ANNUAL PLAN – ENGLISH LEARNER SERVICES DEPARTMENT

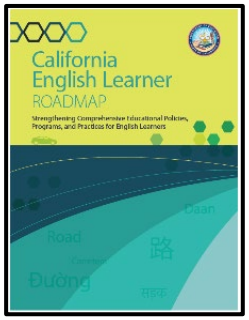
California English Learner Roadmap: The California English Learner Roadmap guides all levels of the system towards a coherent and aligned set of practices to teaching and learning that add up to a powerful, effective, twenty-first century education for all English learners.

Principle One: Assets-Orientated and Needs-Responsive Schools

Principle Two: Intellectual Quality of Instruction and Meaningful Access

Principle Three: System Conditions that Support Effectiveness

Principle Four: Alignment and Articulation Within and Across Systems



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.

Fresno Unified School District
ACHIEVING OUR GREATEST POTENTIAL

To ensure that our district mission, vision, and goals are successfully implemented over time, the Department of English Learner Services/Office of Multilingual and Multicultural Education developed the following detailed Annual Plan.

English Learner Services Department Goals:

Every English learner student will Reclassify to Fluent English Proficient on time.

Goal #1

Monitor the English Learner Progress Indicator (ELPI) Levels of all English learners to ensure that every student who is an English learner grows at least one ELPI level each year and reclassified to fluent English proficient on time.

Goal #2

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

Goal #3

Increase the number of students that participate in language programs, including Languages Other Than English (LOTE) courses, after-school programs, dual language immersion programs, heritage courses, etc.

Fresno Unified School District
ENGLISH LEARNER SERVICES
MULTILINGUAL & MULTICULTURAL EDUCATION



Fresno Unified School District
ENGLISH LEARNER SERVICES
MULTILINGUAL & MULTICULTURAL EDUCATION

2023 Master Plan for English Learner Success Overview

Front Matter	Chapter 1: Initial Assessment and Identification	Chapter 2: Program Options and Access	Chapter 3: Quality Instruction and Curriculum	Chapter 4: Annual Assessment and Monitoring
• Cover Page • Board of Education Trustees • District Office Administration • Other Educational Partners • Acknowledgements • Mission, Vision, Values, and Goals • Portrait of a Learner • Mission Statement for ELs • Vision for EL Success • Messages • Master Plan Process • Overview of Chapters **Introduction and Overview** • Purpose • CA English Learner Roadmap Principles • FUSD Demographics	• Enrollment/Home Language Survey • Language Proficiency Assessments • Transfer Students • Federal Program Monitoring Descriptions • FUSD English Learner Identification Process • Initial ELPAC Parent Guide • Initial ELPAC Student Score Report (Sample)	• Structured English Immersion • Global CA 2030 • Seal of Biliteracy • Dual language Immersion Program • Spanish/English DLI • Hmong/English DLI • DLI Enrollment Process • Hmong Heritage Speaker Courses • Spanish for Native Speaker Courses • Newcomers • Migrant Education • English Learner After-School Programs • Newcomer Youth Leadership Council (NYLC) • Summer Programs	• English Language Development • California ELA/ELD Framework • California ELD Standards • Integrated and Designated ELD • Scaffolding • The Teaching and Learning Cycle • Adopted Curriculum	• Annual ELPAC • Monitoring Process • Annual Notification Letter • English Learner Progress Indicator (ELPI) Levels
Chapter 5: Reclassification	**Chapter 6: Family and Student Engagement**	**Chapter 7: Staffing, Professional Learning, and Capacity Building**	**Additional Resources**	**Appendix**
• Student Progressing: English Learner (EL) to Reclassified Fluent English Proficient (RFEP) • Goal to Reclassify on Time • English Learner Progress Indicator (ELPI) Data • Reclassified Fluent English Proficient (RFEP) Data • Reclassification • Reclassification Criteria • Reclassified Fluent English Proficient (RFEP) Monitoring Process • Reclassification Pathway Options (Special Education IEP Process)	• English Learner Advisory Committee (ELAC) • District English Learner Advisory Committee (DELAC) • Migrant Parent Advisory Council (MPAC) • ~~Dual Language Immersion Family Conference~~ • ~~Journey to Success Student Conference~~ • Family and School Connection • English Learner Services Home School Liaisons • School Site Home School Liaisons	• Teacher Authorization • Educator Competencies • Professional Learning Matrix	• Abbreviations • Glossary • Summary Slides	• Home Language Survey • Federal Program Monitoring (FPM) Instrument • EL PL Criteria for Success Guide • ELD Example Lessons • Instructional Practice Guide (IPG)- Literacy • Annual Notification Letter • EL Progress Monitoring Form • Reclassification - Notice to Teacher Form • GO Public Schools: Family-Led Reclassification Tool • EL Services Department Goals/Annual Plan • Overview

"A language is not just words. It's a culture, a tradition, a unification of a community, a whole history that creates what a community is. It's all embodied in a language."

-Noam Chomsky



Fresno Unified School District

ENGLISH LEARNER SERVICES

MULTILINGUAL & MULTICULTURAL EDUCATION

English Learner Services

Office of Multilingual/Multicultural Education

890 S. 10th Street | Fresno | CA 93702 | (559) 457-3928

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

If you would like to provide feedback on this master plan, please contact English Learner Services.