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

### FOURTH DELAC MEETING

**SCHOOL YEAR 2022-2023**  
**HERRERA ELEMENTARY SCHOOL**  
**Thursday, June 1, 2023**  
**5:00 p.m. – 7:00 p.m.**

## Agenda

<table>
<thead>
<tr>
<th></th>
<th>Time</th>
<th>Item</th>
<th>Presenter(s)</th>
</tr>
</thead>
</table>
| 1 | 6:00 – 6:05 p.m. | Welcome and Special Message                                           | Fernando Ortega, DELAC Chairperson,  
Sandra Toscano, Instructional Superintendent,  
Estela Piedra, Director,  
Miguel Naringo, Herrera School Principal |
| 2 | 6:05 – 6:15 p.m. | Minutes from the meeting held at Tulga Middle School on February 2, 2023 | Maribel Gómez, DELAC Secretary                                                   |
| 3 | 5:15 – 6:00 p.m. | LCAP A and Consolidated Application Update                           | Ashlee Chirino and Miguel Vega,  
State & Federal Programs                                                                 |
| 4 | 6:30 – 6:00 p.m. | EL Master Plan, Third Update and Revision Process – Comments and Suggestions | Estela Piedra, Director, Multi-Lingual & Multi-Cultural  
EL Services - Teachers on Special Assignment                                             |
| 5 | 6:00 – 6:10 p.m. | Nominations – DELAC Secretary and Sergeant at Arms                   | Fernando Ortega, DELAC Chairperson  
Guillermo Benumen, EL Services |
| 6 | 6:10 – 6:30 p.m. | Book Presentation “Brave Loli Learns English / La Valiente Lolis Aprende inglés” by Armida Espinosa | Armida Espinosa, Educator and Author |
| 7 | 6:30 – 6:45 p.m. | Presentation of Recognitions: Perfect and Excellent Attendance        | Sandra Toscano, Instructional Superintendent  
Estela Piedra, Director |
| 8 | 6:45 – 7:00 p.m. | Open Forum and Meeting Adjourn                                       | Fernando Ortega, DELAC Chairperson |
# FRESNO UNIFIED SCHOOL DISTRICT
## ENGLISH LEARNER ADVISORY COMMITTEE MEETING (DELAC)

### Third DELAC Meeting
**SCHOOL YEAR 2022-2023**
**TIOGA MIDDLE SCHOOL**
**Thursday, February 2, 2023**
**5:00 p.m. – 7:00 p.m.**
**Minutes**

<table>
<thead>
<tr>
<th>1. 5:00 – 5:05 p.m.</th>
<th>Welcome and Special Message</th>
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<tbody>
<tr>
<td></td>
<td>Fernando Ortega - DELAC Chairperson, Sandra Toscano - Instructional Superintendent, EL Services, Kermit Evangelistas - Tioga Middle School Principal</td>
</tr>
</tbody>
</table>

Mr. Fernando Ortega, DELAC Chairperson, introduced himself and welcomed everyone in attendance to the third DELAC meeting of the 22-23 school year. Mr. Ortega introduced Mrs. Piña, who welcomed all in attendance. Mrs. Erica Pineda, EL Services General Director, introduced Mr. Evangelistas, Principal of Tioga Middle School. He welcomed all in attendance and let everyone know that he was so pleased to see all parents present and engaged in their children’s education. Mrs. Pineda also went over meeting norms to establish a positive and productive meeting this evening.

Mrs. Alicia Caspin, DELAC Vice-President, from the Roosevelt region, introduced herself and welcomed all in attendance. Mrs. Claudia Pelayo, DELAC Honor and Justice Officer, from the Madera region, introduced herself and reviewed additional meeting norms with all in attendance. Mrs. Pelayo also reminded parents of the new information structure where parents can go to the designated area located in the back area of the cafeteria to make additional questions that may not be part of the agenda items. Mr. Antonio Martinez, DELAC Sergeant at Arms, from the Madera region, welcomed all in attendance. He also reviewed procedures and protocols for audience questions at the end of each presentation. Mrs. Maribel Gomez, DELAC Secretary, from the Hoover region welcomed all in attendance.

All DELAC representatives were asked to raise their school representative cards to count members in attendance. The total participation was 33 members counted, which formed the Quorum.

<table>
<thead>
<tr>
<th>2. 5:05 – 5:15 p.m.</th>
<th>Minutes from DELAC Meeting held at Robles Elementary School on November 3, 2022</th>
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<tr>
<td></td>
<td>Maribel Gomez, DELAC Secretary</td>
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Mrs. Maribel Gomez reviewed the process to approve the minutes from the previous meeting. Everyone present was reminded that the minutes were sent to the DELAC Represented/ home for review. Mrs. Gomez also informed parents present that the presentation will also be available on the website of the Department of English Learners in the DELAC link. Presentation materials are also available at their child’s school site. No amendments or corrections were identified at all in attendance were given the opportunity to raise the minutes.

1st motion to approve Minutes: DELAC Representative Erendira Sebastian, Roosevelt
2nd motion to approve Minutes: DELAC Representative Eva Alvarado, Rowell

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<tr>
<th>3. 5:15 – 5:45 p.m.</th>
<th>LCAP Update</th>
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<tr>
<td></td>
<td>Tammy Townsend, Vicente Cantu, and Miguel Vega- State &amp; Federal Programs</td>
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</table>
Mr. Oregas introduced Mr. Miguel Vega from the Office of State & Federal Programs. Mr. Vega began his presentation by reviewing class and attendance of the LCAP work for this school year. Mr. Vega reminded that he has listened to students throughout feedback from all educational partners including the DELAC. Mr. Vega commented that to date they have held 41 LCAP presentations. He also reviewed the Thought Exchange platform used to gather as much feedback from as many educational partners. Mr. Vega then reviewed some of the feedback shared by students, teachers, parents, administrators, and classified staff. He also presented an explanation of how all feedback collected was disseminated to various departments throughout the school district. He encouraged all to go to the link provided to review the detailed Thought Exchange report.

Mrs. Roberts Monea from Greenberg and Kopia Campbell-Wants to let the Director of Food Services know that she is seeking for the follow up meeting that the Director of Food Services commented that she would love to have parents.

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<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>4:30</td>
<td>ELPAC and Master Plan Update</td>
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<td>4:45</td>
<td>Ethnic Pride, General Director</td>
</tr>
<tr>
<td></td>
<td>#1 Topic: English Language Program</td>
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<tr>
<td></td>
<td>#2 Topic: Social Studies</td>
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</table>

Mr. Oregas introduced Mrs. Margaret White who presented information on ELAP. Mrs. White noted why it is important for students and parents to be familiar with the ELAP. She showed all in attendance the steps on how to access the practice ELAP test. She also made all aware that there are laptops in the back with the ELAP practice test available for parents to review. Mrs. Vique and Erica provided tips and strategies for parents to support their child at home with the Summative ELAP. Mrs. Vique reviewed the 6 domains of the ELAP and provided additional practice ideas for each domain. Mrs. Pedra provided an overview of the EL Master Plan Update that will be taking place in the summer months. She reviewed the purpose of the EL Master Plan update version being a guide for parents of English Learners. Mrs. Pedra also reviewed the timelines for the revisions of the EL Master Plan and various key phases so that the final update is completed by September 2023.

Mrs. Juana Lee Maldonado from Hamilton K-8 School - asked if this plan was a new revision or a revision? This plan will be a revision and not a revision. Mrs. Estella Oregas from LeroiOrtiz Elementary: Can the revision be more parent friendly to use? Yes, that is the goal of this revision that it is a parent friendly tool to be used.

Mrs. Roberts Monea from Greenberg Elementary, would like for school Administrators to give parents tools at school sites so that students are better prepared for the Summative ELAP.

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>5:15</td>
<td>K-5 Science Textbook Adoption</td>
</tr>
<tr>
<td>5:30</td>
<td>Erica Williams, DPI, Science TSA</td>
</tr>
</tbody>
</table>

Mr. Oregas introduced Stacy Wilson, DPI, Science TSA, who presented regarding the current K-5 Science Textbook Adoption. Mrs. Williams stated that she wants to collect feedback from the DELAC audience regarding the current K-5 Science adoption. Mrs. Williams reviewed the timeline for the adoption to be able to have this new Science adoption in classrooms by Fall of 2023. She showed all in attendance how to access the Science Demo so that parents can preview this Science program where parents can view sample lessons.

Mrs. Letica Gaffney from Earing Elementary, will the adoption have all components in both English and Spanish or just some components available in both languages? Yes, all components are available in both English and Spanish with publisher rights to be translated in Hispanic.

<table>
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<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>5:45</td>
<td>Career and Technical Education-Pathways/Programs, Student Certification and Internships</td>
</tr>
<tr>
<td>6:00</td>
<td>Lynette Brown and Yer Lee, Project Manager, Career and Technical Education</td>
</tr>
</tbody>
</table>

Mr. Oregas introduced Yer Lee and Mr. Reyes from the Office of Career and Technical Education. Mr. Reyes presented information regarding Career and Technical Education (CTE). CTE provides appropriate education for students to be in an environment to learn current industry skills. Mr. Reyes spoke about the goals and benefits of a CTE path with Fresno Unified School District. Students can engage in hands-on training, obtain industry certifications, and internships opportunities, and college credits. Students in CTE can also be enrolled in Dual Enrollment, which enables students can earn high school and college credits. Mr. Reyes explained that CTE has pathways from early grades where they explore various industries, middle school where they take deeper dives into various industries, high school where students have more opportunities to be fully engaged in CTE programs. Mr. Reyes
also reviewed work-based learning and how that is incorporated in FUSD CTE programs. He finished the presentation by going over the future of CTE, such as establishing an aviation program at Chandler Airport and a new FFA (Future Farmers of America) program at Sunnyside High School. He made pamphlets available to all that describe more of the offerings for CTE in FUSD.

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<tr>
<th>7. 6:45 – 7:00 p.m.</th>
<th>Open Forum and Meeting Adjourn</th>
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<tr>
<td></td>
<td>Fernando Ortega, DELAC Chairperson</td>
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Mr. Fernando Ortega stated that there is now an opportunity for open forum.

Mrs. Alicia Crispin, from Jackson Elementary, said that the administrator at her school stated that some security cameras at Jackson do not work. She would like to know who is in charge of making sure all safety equipment is maintained.

Mrs. Adriana Espinoza, from Duncan High School: Is there another school that offers Law education besides Bullard High School? Currently Bullard High School is the only school that offers the Legal Pathway.

Mr. Mendoza, from Sunrise Elementary - When does the Lego camps become available for interested students?

Schools have piloted the Lego camps during the school day. For summer opportunities, information will be provided in the coming months.

Mrs. Juana Meza, from Hamilton K-8 School - I notice that there are 7-8th grade CTE opportunities, how do students enroll? All middle school have a program. When students select classes, they can choose that as an elective. Does the school counselor make students aware of CTE programs or how will students be made aware of CTE options? On the district website there are course guides available that describe what CTE courses are offered. Counselors meet in groups and individually with students as well and inform them of these opportunities.

Mrs. Elvia Jimenez, from Sunset Elementary - When ELs are in middle and high school do electives options like CTE decrease for them? How do I support my child to develop their English to be able to reclassify? Use the resources provided today for ELPAI testing and also stay in constant communication with the teacher in monitoring the student’s language.

The DELAC meeting was closed at 6:55 p.m.
District English Learners Advisory Committee
Consolidated Application

Ashlee Chiarito and Miguel Vega
Office of State and Federal Programs
Objectives

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

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

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

- **LCAP**
  - 3-year plan
  - State - LCFF
  - State and local priorities

- **Federal Addendum**
  - Supplement to the LCAP
  - Describes federal programs

- **CONAPP**
  - California’s online system
  - Apply for federal funds
  - Report fiscal and program data
Consolidated Application Overview

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

Part I – Spring Collection
- Application requesting 2023/24 federal funds – Including Title III
- Certifications
- Expenditure Reports

Part II – Winter Collection
- Entitlements – funding amounts
- Expenditure reports
- School Allocations
### Summary of Federal Funds

<table>
<thead>
<tr>
<th>Title III English Learner (EL) Student Program</th>
<th>Title III Immigrant Student Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>❑ English language acquisition and achieve grade level/graduation standards</td>
<td>❑ English language acquisition and achieve grade level/graduation standards</td>
</tr>
<tr>
<td>❑ Funds allocated based on number of ELs in the district</td>
<td>❑ Funds allocated based on eligible immigrant students enrolled in the district</td>
</tr>
<tr>
<td>❑ Supplementary programs/services to EL students</td>
<td>❑ Enhanced instructional opportunities to immigrant students and their families</td>
</tr>
</tbody>
</table>
State and federal funds combine to provide:

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

• Email Ashlee.Chiarito@fresnounified.org

• Attend school site English Learner Advisory Committees or School Site Council Meetings
Fresno Unified
School District

2023/24 Draft Local Control and Accountability Plan (LCAP)

June 2023
WHAT WE WILL COVER

• LCAP Overview/Timeline
• Educational Partner Participation
• New LCAP Goals
• Input from Educational Partners
• Draft LCAP Document and Resources
• Upcoming Budget Discussions
2022/23 PLANNING AND ENGAGEMENT TIMELINE

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

- Connect with Community
  - 44 Separate Opportunities

- FUSD writes first draft of the LCAP plan
  - Receive input on the draft
  - Revise and update drafts

- Plan for Engagement
- LCAP Input Presented to the Board of Education
- LCAP Public Hearing
  - Feedback from PAC & DELAC
  - Board of Education approves LCAP & budget

2023/24 Draft Local Control and Accountability Plan (LCAP)
ENGAGEMENT OPPORTUNITIES

• Home School Liaisons
• School Coffee Hours
• PAC
  (Parent Advisory Committee)
• DELAC
  (District English Learner Advisory Committee)
• CAC
  (Community Advisory Committee)
• GO Public Schools
• SW Fresno Event at St Rest
• Foster Youth Roundtable

• Regional Community Idea Exchange
  • Each Region
• SAB
  (Student Advisory Board)
• Fresno Housing Events
  • Legacy Commons
  • Cedar Courts
  • Park Grove
• Meeting with Bargaining Units
• Community Based Organization Virtual Event
DISTRICT FOCUS GOALS

- Education Code Section 52064(e)(5) requires school districts that meet the criteria to receive technical assistance based on the performance of the same student group or groups for three or more consecutive years to include a goal in the LCAP focused on improving the performance of that student group or groups.

- To better support graduation rates and college and career readiness for Foster Youth, Homeless Youth and students with disabilities, the district has made additional investments to support students earlier in their academic careers and promote high school graduation.
District Focus Goals (Continued)

**FOSTER YOUTH**

**Goal:** Provide foster youth targeted social emotional and academic interventions to increase graduation rates

<table>
<thead>
<tr>
<th>METRIC</th>
<th>2021/22 RESULTS</th>
<th>2023/24 Desired Outcomes</th>
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<tbody>
<tr>
<td>Graduation Rate</td>
<td>66.7%</td>
<td>69.8%</td>
</tr>
<tr>
<td>SBAC - ELA</td>
<td>-84.1</td>
<td>-72.2</td>
</tr>
<tr>
<td>SBAC - MATH</td>
<td>-120.1</td>
<td>-118.9</td>
</tr>
<tr>
<td>Chronic Absenteeism</td>
<td>52.9%</td>
<td>21.6%</td>
</tr>
<tr>
<td>Suspension Rate</td>
<td>14.6%</td>
<td>14.5%</td>
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</tbody>
</table>
**Goal**: Provide homeless youth students targeted social emotional and academic interventions to increase graduation rates.

<table>
<thead>
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<th>METRIC</th>
<th>2021/22 RESULTS</th>
<th>2023/24 DESIRED OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBAC - ELA</td>
<td>-118.0</td>
<td>-105.7</td>
</tr>
<tr>
<td>SBAC - MATH</td>
<td>-151.9</td>
<td>-139.9</td>
</tr>
<tr>
<td>Chronic Absenteeism</td>
<td>82.4%</td>
<td>37.3%</td>
</tr>
<tr>
<td>Suspension Rate</td>
<td>12.9%</td>
<td>12.8%</td>
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</tbody>
</table>
DISTRICT FOCUS GOALS (Continued)

**Goal:** Provide students and their families / guardians with transition planning resources and options for pathways towards post-secondary and employment opportunities

<table>
<thead>
<tr>
<th>STUDENTS WITH DISABILITIES</th>
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<tr>
<td><strong>STUDENTS WITH DISABILITIES</strong></td>
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<th>2021/22 RESULTS</th>
<th>2023/24 DESIRED OUTCOMES</th>
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</thead>
<tbody>
<tr>
<td>Graduation Rate</td>
<td>71.1%</td>
<td>71.8%</td>
</tr>
<tr>
<td>SBAC - ELA</td>
<td>129.4</td>
<td>-121.3</td>
</tr>
<tr>
<td>SBAC - MATH</td>
<td>158.7</td>
<td>-146.6</td>
</tr>
<tr>
<td>Chronic Absenteeism</td>
<td>59.2%</td>
<td>20.8%</td>
</tr>
<tr>
<td>Suspension Rate</td>
<td>8.9%</td>
<td>8.8%</td>
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</table>
## Summary Report Top 5 Themes

<table>
<thead>
<tr>
<th>THEMES FROM EDUCATIONAL PARTNERS</th>
<th>CURRENT DISTRICT INVESTMENTS</th>
<th>PROPOSED ADDITIONS FOR 2022/23</th>
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<tbody>
<tr>
<td><strong>Academics</strong></td>
<td>• Credit Recovery</td>
<td>• Technology Upgrades</td>
</tr>
<tr>
<td></td>
<td>• Dual Enrollment</td>
<td>• Literacy Initiative</td>
</tr>
<tr>
<td></td>
<td>• Dual Language Programs</td>
<td>• Library Initiative</td>
</tr>
<tr>
<td></td>
<td>• Designated Schools</td>
<td>• Literacy and Math Tutoring</td>
</tr>
<tr>
<td></td>
<td>• Tutor.com</td>
<td>• Psychometrics – Data Support</td>
</tr>
<tr>
<td><strong>Food</strong></td>
<td>• Cafeteria Fund Provides 70,000 Meals each day (breakfast, lunch, snacks, and super snacks)</td>
<td>• 9 Executive Chefs</td>
</tr>
<tr>
<td></td>
<td>• $50,000 Summer Meals</td>
<td>• Multiple Meal Options</td>
</tr>
<tr>
<td><strong>Mental/Physical Health</strong></td>
<td>• School Psychologists</td>
<td>• Food Preparation at Elementary Sites</td>
</tr>
<tr>
<td></td>
<td>• Resources Counseling Assistants</td>
<td>• Equipment Purchases</td>
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<td></td>
<td>• Social Workers</td>
<td>• Environmental Initiatives - Increase Organic Products and Climate-Smart Processes</td>
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<tr>
<td></td>
<td>• Restorative Practices</td>
<td>• Increase Nurses (9 FTE)</td>
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<td></td>
<td>• Student Peer Mentors</td>
<td>• LVN (10 FTE)</td>
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<tr>
<td><strong>Student Engagement</strong></td>
<td>• Enrichment Trips</td>
<td>• Positive Behavioral Interventions and Supports (PBIS) Professional Learning</td>
</tr>
<tr>
<td></td>
<td>• Arts and Music</td>
<td>• Increased Behavioral and Restorative Supports (5 FTE)</td>
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<td></td>
<td>• Mentoring Programs</td>
<td>• Athletics - Replace Equipment and Uniforms</td>
</tr>
<tr>
<td></td>
<td>• Increased Child Welfare and Attendance Specialists</td>
<td>• Athletic Bridge Academy</td>
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<tr>
<td></td>
<td>• High School Graduation</td>
<td>• Maintenance and Facility Upgrades - Athletics and Other Student Engagement Activities</td>
</tr>
<tr>
<td><strong>Safety</strong></td>
<td>• Additional Campus Safety Assistant (CSA) at High Schools</td>
<td>• IdeaFest - Project-Based Learning</td>
</tr>
<tr>
<td></td>
<td>• Additional CSA to Identified Middle Schools</td>
<td>• Increase Campus Safety Assistants (37.2 FTE)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Professional Learning for Campus Safety Assistants - Restorative Practices.</td>
</tr>
</tbody>
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*Fresno Unified School District Achieving our Greatest Potential!*
To view the full Draft LCAP Plan please visit or scan:
https://stafed.fresnounified.org/lcap/
We would like to hear from you

Please provide your input at:
https://forms.office.com/r/6fsr5iE9YR

LCAP Question/Comment Form
Formulario preguntas/comentarios LCAP
LCAP Lub Rooj Sib Tham

Local Control and Accountability Plan 2023/24 - Plan y Control Local de Rendición de Cuentas - Kev Npaj Tswj Hwm Hauv Cheeb Tsam Ris Dej Num
Upcoming Budget Discussions

• Governor’s May Revise
  • May 12, 2023

• Public Hearing – LCAP and Budget
  • June 14, 2023

• Adoption of LCAP and Budget
  • June 21, 2023
Thank you!

Educational Partners

- Students
- Parents
- DELAC Board Members
- FUSD School Board Members
- Community Members
- Classified Staff
- Teachers
- Principals/Vice-Principals
- District Leaders and Staff
- EL Services Staff
# Agenda

<table>
<thead>
<tr>
<th>Introduction</th>
<th>• Welcome</th>
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| Learning         | • Grounding/Purpose /Revision Timeline  
          | • Feedback from Session on 4/19/23  
          | • Review Structure of Master Plan |
| Review and Feedback | • Review Master Plan/Feedback: |
| Closure          | • Closing Statements |
Purpose of *Master Plan for English Learner Success*

▸ Build a **shared understanding** of EL programs, services, & support

▸ Create an **accessible** and **user-friendly** EL Master Plan for **all educational partners**

▸ Ensure that new plan includes **newly adopted district goals**

▸ **Align with CDE EL Roadmap**, practices & current research

▸ Help **English learners achieve their greatest potential!**
Master Plan Revision

Current EL Master Plan
Fresno Unified School District’s Theory of Action and Strategic Drivers

Updated EL Master Plan
Fresno Unified School District’s Current Mission, Vision, Values, and Goals

2016

2023
What’s New?

• Accessible, user-friendly Master Plan
• Newly adopted district goals
• CA English Learner Roadmap Principles
• English Language Proficiency Assessments for California (ELPAC)
• Expansion of language program options
• Hyper-links to supporting resources
• Increase in educational partners
• Translated Spanish copy at feedback session
Revision Timeline

Phase 1
Dec. 2022 to Feb. 2023
- Research, plan, & review with EL Services Team
- Notification to Board and DELAC

Phase 2
Feb. to May 2023
- Educational partner/community input and feedback session
- Research, plan, & review

Phase 3
June to Sept. 2023
- Plan, & review
- Master Plan presented to DELAC for review and input

Fall 2016
- EL Master Plan presented to DELAC for approval

August 2023
- EL Master Plan submitted to School Board for approval

September 2023
3 Department GOALS

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

Goal #1
• Monitor and increase the English Learner Progress Indicator (ELPI) Levels of all English learners

Goal #2
• Reduce the number of English learner students who enter middle school as LTEls

Goal #3
• Increase the number of students that participate in language programs
Feedback from 4.19.23

- 447 total number of feedback
- 50 positive comments

Adjustments:
- Format
- Additional resources
- Hyper-links
- Aligned language
- Parent resources

“Muchas gracias por el plan. Esta muy bien diseñado.”

“This section was very clear and understandable.”

“Esta sección es muy fácil de entender. Los pasos son bien explicados.”

“Very well done! It covers all needed information.”
Master Plan Overview

<table>
<thead>
<tr>
<th>Chapter 1: Initial Assessment and Identification</th>
<th>Chapter 2: Program Options and Access</th>
<th>Chapter 3: Quality Instruction and Curriculum</th>
<th>Chapter 4: Annual Assessment and Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruitment/Admission</td>
<td>Structured English Immersion</td>
<td>English Language Development</td>
<td>Annual ELPA/C Monitoring Process</td>
</tr>
<tr>
<td>Language Proficiency Assessments</td>
<td>Global CA 2030</td>
<td>California ELA/ELD Framework</td>
<td>ELA Notification Letter</td>
</tr>
<tr>
<td>Transfer Students</td>
<td>Seal of Bilingualism</td>
<td>California ELD Standards</td>
<td>English Learner Progress Indicator (ELPI) Levels</td>
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<td>Federal Program</td>
<td>Dual Language Immersion Program</td>
<td>Integrated and Designated ELD</td>
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<tr>
<td>Monitoring Descriptions</td>
<td>Spanish/English DLL</td>
<td>Scaffolding</td>
<td></td>
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<tr>
<td>PUSD English Learner Identification Process</td>
<td>Hmong/English DLL</td>
<td>The Teaching and Learning Cycle</td>
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</tr>
<tr>
<td></td>
<td>Hmong Heritage Speaker Courses</td>
<td>Adoption Curriculum</td>
<td></td>
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<tr>
<td></td>
<td>Newcomers</td>
<td></td>
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<tr>
<td></td>
<td>Migrant Education</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>English Learner After-School Programs</td>
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<tr>
<td></td>
<td>Summer/Winter Programs</td>
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<td></td>
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</tbody>
</table>

Chapter 5: Reclassification

- Student Progressing From English Learner (EL) to Reclassified Fluent English Proficient (REEP) Data
- Goal to Reductively on Time
- English Learner Progress Indicator (ELPI) Data
- Reclassified Fluent English Proficient (REEP) Data
- Reclassification
- Reclassification Criteria
- Reclassified Fluent English Proficient (REEP) Monitoring Process
- Reclassification Pathway Options (Special Education IEP Process)

Chapter 6: Family and Student Engagement

- 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
- Global Student League (GSL)
- Family and School Connection
- School Site Home School Unions

Chapter 7: Staffing, Professional Learning, and Capacity Building

- Teacher Authorization
- Educator Competency
- Professional Learning Matrix

Additional Resources

- Abbreviations
- Glossary
- Summary Slides

Appendix

- Home Language Survey
- Federal Program Monitoring (FPMM) Instrument
- ELA Example Lessons
- Instructional Practice Guide (IPG) – Literacy
- Annual Notification Letter
- EL Progress Monitoring Form
- Action Plan
- EL Services Department Goals
Front Matter

- Cover Page
- Board of Education
- District Office Administration
- Other Educational Partners
- Acknowledgements
- Mission, Vision, Values, and Goals
- Messages
- Master Plan Process
Introduction and Overview

• Purpose
• CA English Learner Roadmap Principles
• FUSD Demographics
• Overview of Chapters

ENGLISH LEARNER STUDENTS BY REGION

<table>
<thead>
<tr>
<th>School</th>
<th>Learners</th>
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<tbody>
<tr>
<td>Bullard</td>
<td>702</td>
</tr>
<tr>
<td>Edison</td>
<td>1,582</td>
</tr>
<tr>
<td>Fresno</td>
<td>1,316</td>
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<tr>
<td>Hoover</td>
<td>1,121</td>
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<tr>
<td>Mclane</td>
<td>2,704</td>
</tr>
<tr>
<td>Roosevelt</td>
<td>2,784</td>
</tr>
<tr>
<td>Sunnyside</td>
<td>2,441</td>
</tr>
</tbody>
</table>
Chapter 1: Initial Assessment and Identification

• Enrollment/Home Language Survey
• Language Proficiency Assessment
• Transfer Students
• Federal Program Monitoring (FPM) Descriptions
• FUSD English Learner Identification Process

| 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. |
| 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. |
Chapter 2: Program Options and Access

- Structured English Immersion
- Global CA 2030
- Seal of Biliteracy
- Dual language Immersion Program
- Spanish/English DLI
- Hmong/English DLI
- Hmong Heritage Speaker Courses
- Newcomers
- Migrant Education
- English Learner After-School Programs
- Summer/Winter Programs
Chapter 3: Quality Instruction and Curriculum

- English Language Development (ELD)
- California ELA/ELD Framework
- California ELD Standards
- Integrated and Designated ELD
- Scaffolding
- Teaching and Learning Cycle
- Adopted Curriculum
Chapter 4: Annual Assessment and Monitoring

• Annual ELPAC
• Monitoring Process
• Annual Notification Letter
• English Learner Progress Indicator (ELPI) Levels
Chapter 5: Reclassification

- Student Progressing from EL to 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)

Every English learner student will Reclassify to Fluent English Proficient on time.
Chapter 6: Family and Student Engagement

- English Learner Advisory Committee (ELAC)
- District English Learner Advisory Committee (DELAC)
- Migrant Parent Advisory Council (MPAC)
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- Journey to Success Student Conference
- Global Student League (GSL)
- Family and Student Connection
- School Site Home School Liaisons

8th Annual DLI Family Conference
Chapter 7: Staffing, Professional Learning, and Capacity Building

- Teacher Authorization
- Educator Competencies
- Professional Learning Matrix

PROFESSIONAL LEARNING MATRIX

<table>
<thead>
<tr>
<th>PL Topic</th>
<th>Description</th>
<th>Elementary</th>
<th>EL Support</th>
<th>Secondary</th>
<th>EL Support</th>
<th>Spanish</th>
<th>ESL</th>
<th>Incentive Bl</th>
<th>Mentoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>LANGUAGE &amp; SPEECH</td>
<td>Proficiency in language arts standards and meeting English language learners’ needs</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TEACHING AND LEARNING (T&amp;L)</td>
<td>Teachers and staff collaborate to enhance instruction and support language development.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DUAL LANGUAGE INSTRUCTION (DLI)</td>
<td>Dual language is a model that supports dual language learners and English language learners, and a professional development program is in place.</td>
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</tr>
<tr>
<td>EL/SPANISH PC LEARNING</td>
<td>Prioritizes professional learning opportunities for current and new ELL educators; supports high-impact, evidence-based programs; and fosters collaborative teaching and learning.</td>
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<td></td>
</tr>
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Additional Resources

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Feedback Options

**Paper Form**

Option #1

**QR Code**

Option #2
Guiding Questions

• How can we improve this chapter or section?

• Is there anything in this chapter that belongs somewhere else?

• Is this section easy to understand?
Master Plan Feedback

1. Review the master plan using the guiding questions
2. Process as a table, if needed
3. Provide feedback using one of the options (paper or QR code)

- ¿Cómo podemos mejorar este capítulo o sección?
- ¿Habrá algo en este capítulo o sección que pertenece en otro lugar?
- ¿Es fácil de comprender este capítulo o sección?
- How can we improve this chapter or section?
- Is there anything in this chapter that belongs somewhere else?
- Is this section easy to understand?
Master Plan “Open House”

- Monday, June 5th, 2023
- FUSD Center for Professional Development
  1833 E Street
  Fresno, CA 93706
- 2:00-6:00 p.m.
Feedback/Questions?

Contact:

Erica Piedra
ericapiedra@fresnounified.org
Director, English Learner Services
Fresno Unified School District
OPEN POSITIONS

• Secretary
• Sergeant at Arms
PROCESS

• Nominate yourself or nominate somebody else
• Election will be hosted on the next DELAC meeting
• Election Committee will supervise the process
RESPONSIBILITIES

Attend all DELAC meetings including Agenda planning, Special meetings and Regular meetings for two years.

Advise our committee, and district on issues regarding English Learners

Support with the Master Plan for English Learners

Play a neutral and team role
The secretary shall keep the minutes of the meetings, both regular and special, of the District English Learner Advisory Committee and shall promptly transmit to each of the members a true and correct copy of the minutes of each meeting. The Office of English Learner Services shall be the custodian of the committee’s records and minutes. The secretary, in general, will perform all duties incident to the office of secretary District English Learner Advisory Committee. He/she shall read or cause to be read the minutes of the prior meeting before any business takes place in the current meeting.
• The Sergeant at Arms shall verify the DELAC Representatives’ attendance list and inform the Chairperson if a quorum is present or not. The Sergeant at Arms shall maintain order within the meeting. The Sergeant at Arms may call security in case it is necessary.
Election committee will revise eligibility information of each candidate

Ballots will be sent home

Each DELAC member will select a candidate in each position

Ballots will be tally in the next DELAC meeting by the election committee
Armida Espinoza
Children’s Book Author

“Brave Lolis Learns English /La Valiente Lolis Aprende Inglés”
Kindergarten
Family
Birthday Celebration
Brave Lolis Learns English
LA VALIENTE LOLIS APRENDE INGLÉS

Written by
Escrito por
Armiña Espinoza

Illustrated by
Ilustrado por
Robert Blancas
Learning English is fun and easy!
She has a dog.
The boy has a ball.
Thank you

Armida Espinoza
armiespinoza@gmail.com
www.armidaespinoza.com
PRESENTATION OF RECOGNITIONS

* PERFECT ATTENDANCE
* EXCELLENT ATTENDANCE
OPEN FORUM AND CLOSING

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