DELAC Meeting Information

- DELAC Presentations will be available on the English Learner Services website under the DELAC tab. Link is: https://els.fresnounified.org/

- To access the English DELAC Meeting please use the following number: 1-559-512-2623 ID 431 301 501#
  DELAC Meeting Link

- To access the Spanish DELAC Meeting please use the following number: 1-559-512-2623 ID 175 632 113#
  Enlace Junta de DELAC

- To access the Hmong DELAC Meeting please use the following number: 1-559-512-2623 ID 206 529 104#
  DELAC Meeting Hmong
DELAC Meeting Norms

- DELAC Board Members will be facilitating the meeting (Introduction of Board Members)
- Keep your microphone on mute during the meeting until we open for public comments
- To show attendance and place a vote, please put your first & last name and school you represent in the chat (Example: Lisa Sanchez, Yokomi Elementary)
- When in favor of the vote or motion, raise your hand (use hand signal)
- The chat shall not be used during the presentation of information. Time will be allotted after every presentation during 3 minute Q & A session. If we are not able to answer your question please leave your name & phone number in the chat and our department will reach out to you within 48 hours.
- If you would like to discuss items that are not on the agenda, please leave your name, phone number or email in the chat and our department will reach out to you within 48 hours. You may also contact our office at 457-3928.
- DELAC Meetings follow the Civility Policy
  - DELAC Survey/Feedback Link:
- DELAC Presentations will be available on the English Learner Services website under the DELAC tab. Link is: https://els.fresnounified.org/

- To access the English DELAC Meeting please use the following link: https://els.fresnounified.org/

- To access the Hmong DELAC Meeting please use the following link: https://els.fresnounified.org/
## Agenda

|   | 5:00 – 5:05 p.m. | Welcome and Special Message | Maribel Gómez, DELAC Secretary
|   |   | Sandra Toscano, Instructional Superintendent |
|---|-----------------|-----------------------------|----------------------------------|
| 2. | 5:05 – 5:15 p.m. | Minutes from Virtual meeting held on August 19, 2021 | Maribel Gómez, DELAC Secretary |
| 3. | 5:15 – 5:35 p.m. | LCAP Update | Tammy Townsend, Miguel Vega State & Federal Programs |
| 4. | 5:35 – 5:55 p.m. | Uniform Complaint Procedures | Xee Yang, Constituent Services Office |
| 5. | 5:55 – 6:05 p.m. | Officer Election Chairperson, Vice chairperson and Nominations Honor and Justice | Maribel Gomez, DELAC Secretary DELAC Board Election Committee |
| 6. | 6:10 – 6:25 p.m. | Needs Assessment Survey Results | Antonio Martinez, DELAC Sergeant at Arms |
| 7. | 6:25 – 6:50 p.m. | EL Reclassification Update | English Learner Services Staff |
| 8. | 6:50 – 7:00 p.m. | Open Forum and Meeting Adjourn | Maribel Gómez, DELAC Secretary |
Mrs. Adela Moreno, Vice Chairperson introduced herself and welcomed everyone in attendance to the first meeting of the 21-22 school year. Mrs. Sandra Toscano introduced herself to all parents and welcomed them. Mrs. Toscano showed all parents the various virtual meeting links and phone numbers to be able to log onto the meeting through various devices. Mrs. Wolf-Kincade reviewed all meeting norms for this first Virtual Meeting of the school year. Mrs. Adela Moreno asked if she holds the position of Chairperson or Vice Chairperson? She holds the current position of Vice Chairperson. Additionally, it was stated that there could be further discussion about nominations and positions once we get to that agenda item scheduled for today. There was a lengthy discussion about the continuation of Adela Moreno in her current position of Vice Chairperson. Mr. Antonio Martinez, Sergeant of Arms introduced himself and welcomed all in attendance. Mrs. Salome Romero introduced herself and welcomed everyone in attendance as well. Mrs. Romero reviewed the FUSD civility policy that should be followed.

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 representatives’ homes for review. Attendees were to write down in the comments area (chat) if there were any amendments or corrections they identified. Mrs. Gomez also informed parents present that the presentation will be available on the website of the Department for English Learners in the DELAC link. Presentation resources are also at their child’s school site. No amendments or corrections were identified after all in attendance were given the opportunity to review the minutes.

Mrs. Moreno made a motion for all DELAC representatives to call out their names. All DELAC representatives began to call out their names and schools they represent. Representatives were counted and there were 24 DELAC representatives. 25 DELAC members are needed for a quorum. There was a vote taken by the DELAC Board to continue the meeting without a quorum.

Mrs. Moreno introduced Mr. Vega to share information on the Consolidated Application. Mr. Vega reviewed various Categorical Funds such as LCAP, Federal Addendum, and CONAPP. Mr. Vega provided a Consolidated Application overview which included Title III EL and Title III Immigrant Student Programs. Mr. Vega provided a summary of funds for English Learners and showed a breakdown for the various funding sources. A summary of current English Learner programs were shared with all parents in attendance. Mr. Vega provided all parents with the various manners in which parents can provided feedback such as thought exchange QR code. Mr. Vega ended his presentation by letting all parents know that they are always available for any questions at the Office of State and Federal.
Mrs. Moreno introduced Mrs. Toscano to provide information about the EL Master Plan revision. Mrs. Toscano informed parents that there will be an EL Master Plan revision and that she wants to recruit parents to be part of the revision committee. She stated that she would like a minimum of 5 parents from various school levels. Mrs. Toscano provided an EL Master Plan Committee Timeline and the dates the committee will be meeting. She encouraged all parents interested to reach out to EL Services.

Mrs. Moreno introduced Mariel Gomez to review the process of DELAC officer Nominations. Vacancies are for Chairperson, Vice Chairperson, and Honor & Justice. Mrs. Gomez stated that nominations will take place tonight and voting will take place at the next scheduled DELAC meeting. Mrs. Gomez also reviewed with all in attendance the roles and responsibilities of the vacant positions and the eligibility of each nominated individual to take on one of the vacant positions. She finished by reviewing the Election process. Chairperson and Vice Chairperson must be a parent of an English Learner and not a current FUSD employee per DELAC bylaws. At this time nominations were opened for anyone who would like to nominate someone or themselves.

Irma Reyes, nominated herself for Honor and Justice

Francisca, why is Adela Moreno’s position of Vice Chairperson vacant? She can no longer take the place of Vice Chairperson because her children are no longer English Learners. It was overlooked that at the time of her election that her children were no longer English Learners. Francisca’s opinion is to leave Adela Moreno in her position. Mrs. Moreno can certainly be nominated for Honor and Justice.

Candidates for Open DELAC Positions
Chairperson
1. Gloria González – Winchell
2. Fernando Ortega – Ewing
3. Eva Alvarado – Rowell
4. Alicia Crispin – Jackson
5. Beatriz Vázquez – Jackson

Vice chairperson
1. Gloria González – Winchell
2. Fernando Ortega – Ewing
3. Eva Alvarado – Rowell
4. Alicia Crispin – Jackson
5. Beatriz Vazquez – Jackson

Honor and Justice
1. Irma Reyes – Leavenworth
2. Adela Moreno – Ewing

Mr. Berumen asked for 3 volunteers who were not nominated to be part of the election review process committee. Those individuals who volunteered are listed below.

Election Committee
Isabel Vargas – Van Pao
Maricruz Olvera – Duncan and Fremont
Agustina Rivas – Hoover

Mr. Berumen reviewed the Needs Assessment Survey. He stated that the survey will be focused in the areas of the 5 district goals. Mr. Berumen spent some time reviewing the survey and showed parents how to complete the Needs
Assessment survey. The survey will be sent to their homes and we ask that they be returned to the school site or be mailed to English Learner Services.

Mrs. Meneces requested for an additional survey to be mailed to her since she represents multiple schools.

<table>
<thead>
<tr>
<th>7. 6:30 – 6:50 p.m.</th>
<th>DELAC Bylaws</th>
<th>Sandra Toscano, Instructional Superintendent, EL Services</th>
</tr>
</thead>
</table>

Due to time, this topic was moved to the following DELAC meeting.

<table>
<thead>
<tr>
<th>8. 6:50-7:00 p.m.</th>
<th>Open Forum and Meeting Adjourn</th>
<th>Adela Moreno, DELAC Vice Chairperson</th>
</tr>
</thead>
</table>

Mrs. Adela Moreno stated that this is an opportunity for open forum

Irma Reyes- concerned about eLearn Academy and the amount of limited Teachers providing instruction through eLearn. Concerned about in-person instruction and safety protocols being followed at schools. It was explained that the number of students enrolled in elearn had increased in a very short period of time and new teachers are being hired to fill those vacancies.

Isabel- felt too much time in today’s meeting was wasted on other issues and would have preferred more information on safety protocols of the school district.

Eva- sees that there are plenty of safety protocols being followed at schools. She sees it at the schools that she attends.

The DELAC meeting was closed at 7:45 p.m.
Parent Involvement Policy and Other Updates from the Office of State and Federal Programs

DELAC – District English Learners Advisory Committee

December 2, 2021
WHAT WE WILL COVER

• The District’s Parent Involvement Policy
• The Parent Handbook
• Summarizing ESSER III (Elementary and Secondary Emergency Relief Funds)
• LCAP Planning and Engagement Timeline
• Next Steps
Review of the Policy:

• The Governing Board recognizes that parent/guardians and family members are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment.

• Parents/guardians shall be notified of their parental rights and opportunities to be involved in their children’s education and opportunities available to them.

• Parents will be an integral part of this annual evaluation process, which will include the identification of barriers to greater participation by parents in Title I activities.
Provide Feedback:
• District Advisory Committee
• District English Learner Advisory Committee
• School Site Council
• English Learner Advisory Committee
• Townhalls / Site Meetings

Any questions or feedback please email: Ashlee.Chiarito@fresnounified.org
2021/22 PLANNING AND ENGAGEMENT TIMELINE

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

**AUGUST – SEPTEMBER**
- Connect with staff, parents and community to understand challenges and opportunities
- Communicate input to the Board of Education (BOE)

**OCTOBER – NOVEMBER**
- LCAP Survey and Townhalls
- BOE Adopts Supplemental LCAP plan
- FUSD updates the Safe Return to School Plan

**DECEMBER – FEBRUARY**
- BOE Approves ESSER III plan
- State releases LCAP Supplemental template

**MARCH – APRIL**
- FUSD writes first draft of the LCAP Plan
- Receive input on the draft

**MAY – JUNE**
- BOE approves LCAP
- Update Safe Return to School Plan

December 2, 2021
CHANGES TO THE LCAP TEMPLATE

• **Remove the term “Stakeholder”** - Throughout the state LCAP template, groups that districts engage with are now being referred to as “educational partners”

• **Supplemental and Concentration Fund Carryover** – Districts must calculate carryover and provide a description of the actions to be implemented using carryover

• **Additional Concentration Funds** - The 2021/22 State budget provided districts with more than 55% of students who are English learners, foster youth or low-income an additional 15% concentration grant to hire additional school staff
  - Five schools not meeting the 55% threshold include Bullard Talent, Forkner, Malloch, Starr, and Baird
  - This new funding equates to $30 million for Fresno Unified

• **New Mandated District Goals** - The LCAP statute was updated to require district goals focused on improving outcomes of low-performing student groups.
  - Fresno Unified will have two new goals in its LCAP
    • Foster youth
    • Students with disabilities
Fresno Unified prohibits discrimination, harassment (including sexual harassment), intimidation, and bullying based on actual or perceived race, color, ethnicity, national origin, immigration status, ancestry, age (40 and above), religious creed, religion, political belief or affiliation, gender, gender identity, gender expression, genetic information, mental or physical disability, sex, sexual orientation, marital status, pregnancy or parental status, childbirth, breastfeeding/lactation status, medical condition, military and veteran status, or association with a person or a group with one or more of these actual or perceived characteristics or any other basis protected by law or regulation, in its educational program(s) or employment.
Fresno Unified School District has the primary responsibility to ensure compliance with applicable federal and state laws and regulations governing educational programs (BP 1312.3).
The UCP is a consistent format of processing complaints in the following areas:

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety Programs
- Agricultural Career Technical Education
- State and Federal Career Technical Education, Career Technical and Training Programs
- Child Care and Developmental Programs
- Compensatory Education
- Course Periods Without Educational Content
- Education of Pupils (Foster Care, Homeless, former Juvenile Court Pupils, and Children of Military Families)
- Federal Every Student Succeeds Act
### Uniform Complaint Procedures (UCP) Programs and Areas, Cont’d

- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs

- School Plans for Student Achievement
- School Safety Plans
- School site Councils
- California State Preschool Programs and Health/Safety Issues
- Consolidated Categorical Aid Program
Where and how to file a Uniform Complaint

The UCP form is free and available at all schools, the Constituent Services Office (CSO), and on the District website in English, Spanish, and Hmong at:

https://board.fresnounified.org/cs/

The UCP complaint can be mailed or faxed to:

Constituent Services Office
Fresno Unified School District
2309 Tulare Street, Fresno, CA 93721
Phone: (559) 457-3736
FAX: (559) 457-3933
Email: Constituent.Services@Fresnounified.org
Fresno Unified School District
UNIFORM COMPLAINT PROCEDURES

Please complete all information. If you need help filling out the form, please call 457-3736.

Date: __________________ Name of Complainant: __________________ School:

Address: __________________ City: __________________ State: __________ Zip Code: __________

Phone Number: __________________ Cell: __________________ E-mail address: __________________

Name of Parent if Not Complainant __________________

Please check appropriate box and circle specific descriptor in the complaint description of the box you checked:

A. [ ] Any complaint, by a student, employee, or other person participating in a district program or activity, alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), in district programs and activities, including, but not limited to, those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person’s actual or perceived characteristics of race, or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or Government Code 11135 or based on the person’s association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4620).

B. [ ] Any complaint alleging the district’s noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the student (Education Code 222)

C. [ ] Any complaint alleging district noncompliance with requirements to provide a pregnant or parenting student the accommodations specified in Education Code 46015, including those related to the provision of parental leave, right of return to the school of previous enrollment or to an alternative education program, if desired, and possible enrollment in school for a fifth year of instruction to enable the student to complete state and Board-imposed graduation requirements (Education Code 46015)

D. [ ] Any complaint, by or on behalf of any student who is a foster youth as defined in Education Code 51225.2, alleging district noncompliance with any legal requirement applicable to the student regarding placement decisions; the responsibilities of the district’s educational liaison to the student, the award of credit for coursework satisfactorily completed in another school, district, or country; school or records transfer; or the grant of an exemption from Board-imposed graduation requirements (Education Code 48853, 48853.3, 49069.3, 51225.4, 51225.2)
Steps to Resolve Concerns that may lead to a UCP complaint

- Identify your concern and the remedy (solution) you are seeking. First try to resolve it at the school.
- If your concern is about an employee, go to the employee’s immediate supervisor.
- **Try to resolve your complaint informally.**
- If your concern is about a school program, ask the school for more information about the program. If you are not satisfied, call the Constituent Services Office to seek additional information.
Contact Information

Constituent Services Office
Fresno Unified School District
2309 Tulare Street, Fresno, CA 93721
Phone: (559) 457-3736
FAX: (559) 457-3933
Email: Constituent.Services@Fresnounified.org

Ivan Flores, Ombudsperson
Xee Yang, Manager III
Teresa Plascencia, Executive Director
Questions
NOMINATION DELAC OFFICERS
OPEN POSITIONS

• Chairperson
• Vice chairperson
  * Honor and Justice
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
- Follow the standards established by the Department of Education for DELAC committees
• The Chairperson shall preside at all meetings of the District English Learner Advisory Committee. In addition, he/she shall perform all duties incident to the office of the chairperson.

• Chairperson – A parent of an English Learner student, a DELAC representative from his/her child’s school, and not an employee of the District.
The Vice Chairperson will share in all responsibilities of the Chairperson. The Vice Chairperson will preside at meetings and perform all duties of the Chairperson in his or her absence.

Vice Chairperson – A parent of an English Learner student, a DELAC representative from his/her child’s school, and not an employee of the District.
• The Honor and Justice officer shall verify all the parental complaints and communicate them to the Chairperson or the DELAC executive board in order to seek solution to such complaints.
### Candida Tests

**DELAC Officer**

**Chairperson**

My name is Alicia Crispin. I have two students who are currently attending Jackson Elementary, Eric Mota and Alyson Mota. I would like to share that I participate in the ELAC committee of my children's schools, as well as the School Council meetings (SCC) and I also attend informational meetings such as coffee time among others. As a DELAC representative, my goal is to teach other parents and support them to better educate their children. The reason I want to be a DELAC officer and part of the DELAC committee is that I want to learn more about education, and how to support our children and other parents to support their children too and to know about the additional resources available to support them academically so that they will be successful in the future.

---

### Beatriz Vázquez

Hi, I'm Beatriz and I was born in Guadalajara, Jalisco. I am a member of the ELAC of the Jackson Elementary School and of the School Site Council in the same school and I would like to be an DELAC Board officer because I know that it is a great team where the most important issues are chosen and that together we will all achieve that our children have more opportunities to excel as English learners. I'm interested in participating in more activities. I have five children but two have already left home and now they are working. Three go to school. Ana Paola Garcia to Duncan High, Santiago Garcia to Tehpıte Middle School and Isaac Garcia to Jackson Elementary. I look forward for your support to continue helping other parents of English learners' students.

---

### Fernando Ortega

Hello, my name is Fernando Ortega. I am the father of three children who study at FUSD. One in eighth grade at Computech High School and the other two at Ewing Elementary in the Dual Immersion program in PK and second grade. At Ewing Elementary I am a Vice President of the SSC. And ELAC President and Representative and participated in Parent University Parent Leaders. The reason I want to be president or vice president is to help our English learners have better opportunities and this is only achieved by making good decisions on how to distribute the funds that are allocated to our students. I have always thought that we all have something to contribute, no matter how minimal, if I stay I will bring your suggestions so that they are heard and taken into account, I hope to have your vote and thank you very much in advance.

---

**Name (type)__________________________**

**DELAC Rep. School__________________________**

**Signature ________________________________**
The election committee has received and reviewed the ballots received

Ballots were sent home

Each DELAC member had the opportunity to choose their candidate

Ballots will be counted at tonight’s DELAC meeting by the elections committee.
The elections committee met last October 21 to review the eligibility documents - Report

• Isabel Vargas – Vang Pao Elementary
• Maricruz Olvera – Fremont Elementary
• Agustina Rivas – Hoover High

The election committee will inform us of the official results
PROCESS HONOR AND JUSTICE

- Nominate yourself or nominate somebody else
- Election will be hosted on the next DELAC meeting
- Election Committee
DELAC Parents Needs Survey

SECOND VIRTUAL DELAC MEETING
2021-2022
December 2, 2021
Needs Assessment Survey

The information will be used to assist in planning DELAC meetings for the school year 2021-2022

Survey is required by the CDE and our Bylaws

The results will be presented at tonight DELAC meeting

Parents were asked to respond to each of the 5 survey areas

Encourage DELAC representatives completed the Survey and provide information to better serve our EL students
Survey Areas
Five District Goals

1. Improve academic performance at challenging levels
2. Expand students centered and real-world learning experience
3. Increase student engagement in their school community
4. Increase recruitment and retention of staff reflecting the diversity of our community
5. Increase inclusive opportunities for families to engage in their students’ education
Directions: Indicate your preference in the white space provided for each of the 5 district goals.

*Information from this survey will be used to assist in planning DELAC Meetings for the 2021-2022 school year. Thank you for taking time to participate in this important process.*

<table>
<thead>
<tr>
<th>I consider myself to belong to the following group:</th>
<th>Hispanic</th>
<th>Latino</th>
<th>Asian</th>
<th>Anglo</th>
<th>African American</th>
<th>Other</th>
</tr>
</thead>
</table>

1. Improve academic performance at challenging levels
   a. How to help our English learner students to be successful
   b. School District and school site resources for EL students
   c. Information on identification, reclassification and monitoring of EL students
   d. State and district assessments for reclassification

2. Expand students centered and real-world learning experiences
   a. Encouragement to be successful
   b. Extracurricular activities (sports, clubs, field trips, guided visits to college and universities)
   c. Information on how to help EL with homework and good study habits
   d. Additional opportunities to learn (summer school, tutoring, after school programs)

3. Increase student engagement in their school community
   a. Social Emotional curriculum (social work, counseling, and psychological services)
   b. Information on Health Services
   c. Mentoring and Peer Tutoring
   d. Wellness Hubs for students and families
<p>| | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I consider myself to belong to the following group:</td>
<td>Hispanic Latino</td>
<td>Asian</td>
<td>Anglo</td>
<td>African American</td>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Improve academic performance at challenging levels
   a. How to help our English learner students to be successful
   b. School District and school site resources for EL students
   c. Information on identification, reclassification and monitoring of EL students
   d. State and district assessments for reclassification

2. Expand students centered and real-world learning experiences
   a. Encouragement to be successful
   b. Extracurricular activities (sports, clubs, field trips, guided visits to college and universities)
   c. Information on how to help EL with homework and good study habits
   d. Additional opportunities to learn (summer school, tutoring, after school programs)

3. Increase student engagement in their school community
   a. Social Emotional curriculum (social work, counseling, and psychological services)
   b. Information on Health Services
   c. Mentoring and Peer Tutoring
   d. Wellness Hubs for students and families
4. **Increase recruitment and retention of staff reflecting the diversity of our community**
   - a. Training for Teachers (How to teach English Learners)
   - b. Bilingual Instructional Aides
   - c. Interpreters and Translators
   - d. High expectations from school personnel

5. **Increase inclusive opportunities for families to engage in their students’ education**
   - a. Information on services for parents provided by my school and school district
   - b. Parenting skills (disciplining my child and/or having high expectations of my child)
   - c. Information on how to increase parent participation in or schools
   - d. DELAC and ELAC training for parents

Please tell us if there is something we can do to improve the services provide for English learners on your site.
<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Hispanic Latin</th>
<th>Asian</th>
<th>Anglo</th>
<th>African American</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Improve academic performance at challenging levels</strong></td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Help English Learners to be successful</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>School and District Resource for EL students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. Expand student-centered and real-world learning experiences</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Extracurricular activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Additional opportunities to learn</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3. Increase student engagement in their school community</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Socio-emotional curriculum</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Information on health services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4. Increase staff recruitment and retention of staff and diversification</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bilingual instructional aides</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Training for teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5. Increase inclusive opportunities for family to engage in their student's education</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parenting skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Increase parental involvement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Thank you
EL Reclassification Update

EL Services
FUSD Demographics

- Total Students: 73,429
- Newcomer Students: 551
- English Learners: 13,719
- Long-term ELs: 5,012
- Languages: 59+
- Reclassified Students: 11,121

EVER ELs = 27,314
### Top 35 Languages in FUSD by grade level

<table>
<thead>
<tr>
<th>Language Code</th>
<th>Language Name</th>
<th>K</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
<th>Total</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Spanish</td>
<td>845</td>
<td>1,095</td>
<td>1,199</td>
<td>1,023</td>
<td>945</td>
<td>949</td>
<td>941</td>
<td>831</td>
<td>716</td>
<td>641</td>
<td>578</td>
<td>563</td>
<td>524</td>
<td>10,696</td>
<td>81.89%</td>
</tr>
<tr>
<td>02</td>
<td>Hmong</td>
<td>513</td>
<td>142</td>
<td>195</td>
<td>204</td>
<td>171</td>
<td>124</td>
<td>154</td>
<td>120</td>
<td>87</td>
<td>75</td>
<td>66</td>
<td>59</td>
<td>52</td>
<td>1,562</td>
<td>11.96%</td>
</tr>
<tr>
<td>03</td>
<td>Arabic</td>
<td>17</td>
<td>12</td>
<td>14</td>
<td>19</td>
<td>9</td>
<td>14</td>
<td>9</td>
<td>7</td>
<td>10</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>161</td>
<td>1.23%</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Punjabi</td>
<td>18</td>
<td>17</td>
<td>19</td>
<td>11</td>
<td>11</td>
<td>12</td>
<td>17</td>
<td>11</td>
<td>9</td>
<td>6</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>122</td>
<td>0.93%</td>
</tr>
<tr>
<td>26</td>
<td>Khmer (Cambodian)</td>
<td>6</td>
<td>4</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>17</td>
<td>11</td>
<td>9</td>
<td>6</td>
<td>7</td>
<td>3</td>
<td>6</td>
<td>111</td>
<td>0.85%</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Lao</td>
<td>3</td>
<td>12</td>
<td>5</td>
<td>12</td>
<td>9</td>
<td>6</td>
<td>9</td>
<td>9</td>
<td>11</td>
<td>9</td>
<td>5</td>
<td>10</td>
<td>108</td>
<td>0.83%</td>
<td></td>
</tr>
<tr>
<td>43</td>
<td>Mixtec</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>7</td>
<td>7</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>55</td>
<td>0.42%</td>
<td></td>
</tr>
<tr>
<td>46</td>
<td>Armenian</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>7</td>
<td>2</td>
<td>3</td>
<td>6</td>
<td>2</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>41</td>
<td>0.31%</td>
</tr>
<tr>
<td>99</td>
<td>Other non-English languages</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>2</td>
<td>31</td>
<td>0.24%</td>
</tr>
<tr>
<td>12</td>
<td>Hindi</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>30</td>
<td>0.23%</td>
</tr>
<tr>
<td>17</td>
<td>Vietnamese</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>27</td>
<td>0.21%</td>
</tr>
<tr>
<td>06</td>
<td>Filipino (Pilipino or Tagalog)</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>16</td>
<td>1.2%</td>
<td></td>
</tr>
<tr>
<td>05</td>
<td>Cantonese</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>16</td>
<td>1.2%</td>
<td></td>
</tr>
<tr>
<td>07</td>
<td>Mandarin (Putonghua)</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>12</td>
<td>0.09%</td>
</tr>
<tr>
<td>22</td>
<td>Russian</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>0.07%</td>
</tr>
<tr>
<td>37</td>
<td>Thai</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>8</td>
<td>0.06%</td>
</tr>
<tr>
<td>16</td>
<td>Farsi (Persian)</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>0.06%</td>
</tr>
<tr>
<td>60</td>
<td>Somali</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>6</td>
<td>0.05%</td>
</tr>
<tr>
<td>25</td>
<td>Samoan</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>0.04%</td>
</tr>
<tr>
<td>49</td>
<td>Buginese</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>0.04%</td>
</tr>
<tr>
<td>48</td>
<td>Pashto</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>0.04%</td>
</tr>
<tr>
<td>7</td>
<td>Zapotec</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0.02%</td>
</tr>
<tr>
<td>41</td>
<td>Marshallese</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0.02%</td>
</tr>
<tr>
<td>33</td>
<td>Ukrainian</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0.02%</td>
</tr>
<tr>
<td>04</td>
<td>Japanese</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0.02%</td>
</tr>
<tr>
<td>01</td>
<td>Bengali</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0.01%</td>
</tr>
<tr>
<td>56</td>
<td>Portuguese</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0.02%</td>
</tr>
<tr>
<td>23</td>
<td>Ilocano</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0.02%</td>
</tr>
<tr>
<td>18</td>
<td>German</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0.01%</td>
</tr>
<tr>
<td>40</td>
<td>Mien (Yao)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0.01%</td>
</tr>
<tr>
<td>09</td>
<td>Korean</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0.01%</td>
</tr>
<tr>
<td>50</td>
<td>Celticus (Visayan)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0.01%</td>
</tr>
<tr>
<td>03</td>
<td>Khmu</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0.01%</td>
</tr>
<tr>
<td>31</td>
<td>Turkish</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0.01%</td>
</tr>
<tr>
<td>66</td>
<td>Amharic</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0.01%</td>
</tr>
<tr>
<td>47</td>
<td>Lahu</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
**LANGUAGE ASSESSMENT CENTER**

**INITIAL ELPAC ASSESSMENTS THIS YEAR- July, 2021-December 2021**

Total number of students assessed to date = \textbf{1,884}
Total number of Identified English Learners = \textbf{1,699}
Total number of Initial Fluent English Proficient (IFEP) = \textbf{185}

<table>
<thead>
<tr>
<th>Alphabetized by Language</th>
<th># of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic- 44 (#3)</td>
<td>Mandarin- 2</td>
</tr>
<tr>
<td>Armenian-4</td>
<td>Marathi- 1</td>
</tr>
<tr>
<td>Cantonese- 5</td>
<td>Mixteco- 14 (#5)</td>
</tr>
<tr>
<td>French-1</td>
<td>Punjabi- 33 (#4)</td>
</tr>
<tr>
<td>German-3</td>
<td>Samoan- 1</td>
</tr>
<tr>
<td>Hindi- 7</td>
<td>Spanish-1571 (#1)</td>
</tr>
<tr>
<td>Hmong-159 (#2)</td>
<td>Tagalog- 3</td>
</tr>
<tr>
<td>Italian- 1</td>
<td>Thai- 2</td>
</tr>
<tr>
<td>Japanese- 1</td>
<td>Ukranian- 2</td>
</tr>
<tr>
<td>Khmer- 10</td>
<td>Urdu- 5</td>
</tr>
<tr>
<td>Lao- 9</td>
<td>Vietnamese- 6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total tested by grade level:</th>
<th># of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tk/Kinder</td>
<td>1,552</td>
</tr>
<tr>
<td>1st</td>
<td>71</td>
</tr>
<tr>
<td>2nd</td>
<td>28</td>
</tr>
<tr>
<td>3rd-5th</td>
<td>64</td>
</tr>
<tr>
<td>6th-8th</td>
<td>70</td>
</tr>
<tr>
<td>9th-12th</td>
<td>99</td>
</tr>
<tr>
<td>Total</td>
<td>1,884</td>
</tr>
</tbody>
</table>
## English Learners in FUSD

<table>
<thead>
<tr>
<th>EL status</th>
<th># Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-3 yrs.</td>
<td>5,260</td>
</tr>
<tr>
<td>4-5 yrs./at-risk</td>
<td>2,393</td>
</tr>
<tr>
<td>6+ yrs./LTEls</td>
<td>5,012</td>
</tr>
<tr>
<td>4+yrs, not at-risk or LTEl</td>
<td>231</td>
</tr>
</tbody>
</table>
New Ellevation Platform

• Every teacher and administrator in FUSD has an account to our Ellevation platform which is entirely dedicated to our English Learner students.
• Informs teachers and administrators about the progress of our EL and reclassified students
• Systematically assigns monitoring forms to teachers and allows school and district administrators to gather submission data
• Makes it easy to pull reports as needed
The English learner (EL) reclassification criteria set forth in California *Education Code (EC)* Section 313 remains unchanged and are available on the CDE Reclassification web page at [https://www.cde.ca.gov/sp/el/rd/]:

- **Criterion 1: Assessment of English Language Proficiency (ELP)**
  - English Language Proficiency Assessments for California *(ELPAC score of 4)*

- **Criterion 2: Teacher Recommendation**

- **Criterion 3: Parent Consultation/communication**

- **Criterion 4: Basic Skills Relative to English Proficient Students (iReady, SBAC)**
Reclassification timeline

Depending on an English Learner student’s initial assessment, it can take up to 6 years to reclassify.
Reclassification Cycle #1 in Ellevation

- EL Reclassification Cycle #1 ended on 10/22
- 411 students were reclassified this cycle compared to 210 students last year
- Teachers submit recommendations on our Ellevation platform
### State Reports Ever-ELs  (Cal PADS 2020-2021)

<table>
<thead>
<tr>
<th>Grade</th>
<th>English Learners</th>
<th>EL Total</th>
<th>RFEP</th>
<th>Total (Ever-EL)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EL 0-3 Years</td>
<td>At-Risk 4-5 Years</td>
<td>LTEL 6+ Years</td>
<td>EL 4+ Years Not At-Risk or LTEL</td>
</tr>
<tr>
<td>KN</td>
<td>1,004</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>01</td>
<td>1,303</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>02</td>
<td>1,439</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>03</td>
<td>999</td>
<td>300</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>04</td>
<td>80</td>
<td>1,043</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>05</td>
<td>58</td>
<td>768</td>
<td>0</td>
<td>220</td>
</tr>
<tr>
<td>06</td>
<td>47</td>
<td>39</td>
<td>1,068</td>
<td>0</td>
</tr>
<tr>
<td>07</td>
<td>52</td>
<td>40</td>
<td>910</td>
<td>0</td>
</tr>
<tr>
<td>08</td>
<td>50</td>
<td>42</td>
<td>742</td>
<td>0</td>
</tr>
<tr>
<td>09</td>
<td>49</td>
<td>39</td>
<td>664</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>68</td>
<td>31</td>
<td>596</td>
<td>0</td>
</tr>
<tr>
<td>11</td>
<td>55</td>
<td>48</td>
<td>502</td>
<td>0</td>
</tr>
<tr>
<td>12</td>
<td>56</td>
<td>43</td>
<td>530</td>
<td>0</td>
</tr>
</tbody>
</table>

### Report Totals

<table>
<thead>
<tr>
<th>Level</th>
<th>EL 0-3 Years</th>
<th>At-Risk 4-5 Years</th>
<th>LTEL 6+ Years</th>
<th>EL 4+ Years Not At-Risk or LTEL</th>
<th>EL Total</th>
<th>RFEP</th>
<th>Total (Ever-EL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fresno Unified</td>
<td>5,260</td>
<td>2,393</td>
<td>5,012</td>
<td>231</td>
<td>12,896</td>
<td>11,958</td>
<td>24,854</td>
</tr>
<tr>
<td>Fresno County</td>
<td>15,049</td>
<td>6,833</td>
<td>12,831</td>
<td>759</td>
<td>35,472</td>
<td>31,266</td>
<td>66,738</td>
</tr>
<tr>
<td>State</td>
<td>426,483</td>
<td>198,106</td>
<td>321,693</td>
<td>20,882</td>
<td>967,164</td>
<td>935,944</td>
<td>1,903,108</td>
</tr>
</tbody>
</table>
Reclassification Data

<table>
<thead>
<tr>
<th>Year</th>
<th>State of California</th>
<th>Fresno Unified</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>11.2%</td>
<td>18.1%</td>
<td>6.9%</td>
</tr>
<tr>
<td>2016-17</td>
<td>13.3%</td>
<td>14.9%</td>
<td>1.6%</td>
</tr>
<tr>
<td>2017-18</td>
<td>14.6%</td>
<td>13.9%</td>
<td>(0.7%)</td>
</tr>
<tr>
<td>2018-19</td>
<td>13.8%</td>
<td>16.7%</td>
<td>2.9%</td>
</tr>
<tr>
<td>2019-20</td>
<td>13.8%</td>
<td>10.4%</td>
<td>(-3.4%)</td>
</tr>
<tr>
<td>2020-21</td>
<td>8.6%</td>
<td>1.7%</td>
<td>(-6.9%)</td>
</tr>
</tbody>
</table>
### Reclassification % by enrollment

<table>
<thead>
<tr>
<th>Enrollment Status by year</th>
<th>FUSD Reclass %</th>
<th>State Reclass %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>17.9%</td>
<td>17.8%</td>
</tr>
<tr>
<td>2018-19</td>
<td>19.3%</td>
<td>18.3%</td>
</tr>
<tr>
<td>2019-20</td>
<td>18.8%</td>
<td>18.4%</td>
</tr>
<tr>
<td>2020-21</td>
<td>16.9%</td>
<td>17.6%</td>
</tr>
<tr>
<td>2021-22</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Enrollment by English Language Acquisition Status (ELAS) and Grade (ca.gov)
Meeting/Exceeding Standards on SBAC 18-19

Reclassified English Learners:

ELA
Percent of students within each achievement level
55.93% Met or Exceeded Standard for ELA
18.74% Standard Exceeded (LEVEL 4)
18.62% Standard Not Met (LEVEL 1)

Mathematics
Percent of students within each achievement level
41.80% Met or Exceeded Standard for Math
24.67% Standard Met (LEVEL 3)
23.06% Standard Not Met (LEVEL 1)

All Students:

ELA
Percent of students within each achievement level
38.07% Met or Exceeded Standard for ELA
12.35% Standard Exceeded (LEVEL 4)
37.89% Standard Not Met (LEVEL 1)

Mathematics
Percent of students within each achievement level
29.65% Met or Exceeded Standard for Math
24.06% Standard Nearly Met (LEVEL 2)
44.00% Standard Not Met (LEVEL 1)

Data Source: 2018–19 View Smarter Balanced Test Results at a Glance (ca.gov)
### Winter Session Programs

<table>
<thead>
<tr>
<th></th>
<th>Grades 4-6:</th>
<th>Grades K-12</th>
<th>Grades 9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Person at selected schools</td>
<td>• Elementary ELD Reclassification Program</td>
<td>• Khmer Emerging Education Program</td>
<td>• Hmong Cultural Tournament</td>
</tr>
<tr>
<td>Virtual</td>
<td>• EL Newcomer Program</td>
<td>• American Indian Enrichment</td>
<td>• ELD Peer Mentoring • Migrant Grad/College Career Awareness</td>
</tr>
</tbody>
</table>
ELD Reclassification Grades 4th – 6th

- 203 students
- Long-Term or At-Risk ELs
- ELPAC overall level 3
- Met Basic Skills Criteria
- Lexia English; 15 – 20 min. daily
- Use of various NGSS aligned texts and resources from Wonders, Science A-Z, CK-12, etc.
- Hands-on ELA curriculum integrating science and language-based instruction

Newcomers Online Grades 4th – 6th

- 183 students
- 0-3 years in U.S. schools
- ELPAC overall score 1-3
- Lexia English; 15 – 20 min. daily
- Mentoring - Connector Activities
- Language Practice – ELPAC Task Types
- Family Outreach – phone calls, Teams calls
- Newcomer Support – online; starting w/new arrivals

22 Inter-Act Fellows
Questions