



BOARD OF EDUCATION

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Robert G. Nelson, Ed.D.

BOARD COMMUNICATIONS – SEPTEMBER 01, 2023

TO: Members of the Board of Education
FROM: Superintendent, Robert G. Nelson, Ed.D.

SUPERINTENDENT – Robert G. Nelson, Ed.D.

S-1 Robert G. Nelson Superintendent Calendar Highlights

DEPUTY SUPERINTENDENT – Misty Her

DS-1 Zerina Hargrove-Brown 2022/23 Preliminary Smarter Balanced Assessment Consortium Results

BUSINESS AND FINANCIAL SERVICES – Patrick Jensen, Chief Financial Officer

BFS-1 Kim Kelstrom School Services Weekly Update Reports for August 25, 2023

INSTRUCTIONAL DIVISION – Dr. Natasha Baker, Chief Officer

ID-1 Erika Piedra Master Plan for English Learner Success
ID-2 Marie Williams Academic Calendar Process for 2024/25 and 2025/26 Academic Years
ID-3 Jeremy Ward Grant Awards in Support of Dual Enrollment
ID-4 Jeremy Ward Dual Enrollment Expansion School Year 2023/24
ID-5 Marie Williams 2023 Teacher Academy Summer Program

Fresno Unified School District
Board Communication

BC Number S-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Robert G. Nelson, Superintendent
Cabinet Approval:

Date: September 01, 2023

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

The purpose of this communication is to inform the Board of notable calendar items:

- Spoke at the Principals' Meeting
- Gave interview with John Fensterwald, EdSource, regarding Community Schools
- Site visit at Roosevelt High School
- Attended the 10th Annual State of Our Children Breakfast
- Attended Battelle for Kids' EdLeader 21 Advisory Meeting
- Held interviews for Principal and Executive Officer, School Leadership
- Met with Fresno Teachers Association
- Attended Fresno Compact
- Gave interview with Broeske & Musson, KMJ, regarding negotiations


Approved by Superintendent
Robert G. Nelson Ed.D. _____



Date: 09/01/23

Fresno Unified School District
Board Communication

BC Number DS-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Zerina Hargrove-Brown
Cabinet Approval: 

Date: September 01, 2023

Phone Number: 457-3895

Regarding: 2022/23 Preliminary Smarter Balanced Assessment Consortium Results

The purpose of this communication is to provide the Board a summary of the Smarter Balanced Assessment Consortium (SBAC) performance for the 2022/23 school year. As you review the updated results, please be aware that we have received additional test results since the last time preliminary data was presented to the board in June. In English Language Arts (ELA) we have received an additional 3,752 test scores and in Math, we received an additional 313 test scores. These additional test scores have changed our overall district results, specifically in ELA.

On our preliminary data we have received from California Assessment of Student Performance and Progress (CAASPP), 33.2% of students who tested, met or exceeded standards in ELA. This is a growth of 1 percentage point from 32.2% in 2021/22. In Math, the district saw a 2.5 percentage point increase from 20.8% in 2021/22 to 23.3% in 2022/23. As we look at the average distance from standard, Fresno Unified saw a growth of 0.5 in ELA from -51.5 in 2021/22 to -51.0 in 2022/23. In Math, the district saw a growth of 6.5 points on average distance from standard from -88.7 in 2021/22 to -82.2 in 2022/23. The distance from standard is calculated by the difference between a student's individual score on the SBAC Assessment and the lowest score needed to meet standard. Each student's individual distance from standard is added up and divided by the total number of students who received a score, to calculate the district's average distance from standard.

Accompanying this Board Communication, you will find a high-level infographic that shows outcomes for the district in both ELA and Math, as well as reports that show performance by grade levels, student groups, and region/school sites. These reports will show performance levels for 2022/23 as well as the change in percentage of students meeting or exceeding standards, as well as average distance from standard, compared to 2018/19 (pre pandemic) as well as 2021/22. Please be advised that our results for 2022/23 are still preliminary and should be looked at with caution. We are awaiting additional scores as well as any participation penalties that a school site might incur for not meeting the minimum threshold of 95% of students tested. There are also inclusion and exclusion criteria that are used to calculate the average distance from standard on the California Dashboard, that are not reflected in these preliminary summaries.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Dr. Zerina Hargrove-Brown at 457-3895.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 09/01/23

2022-23 Preliminary SBAC Results



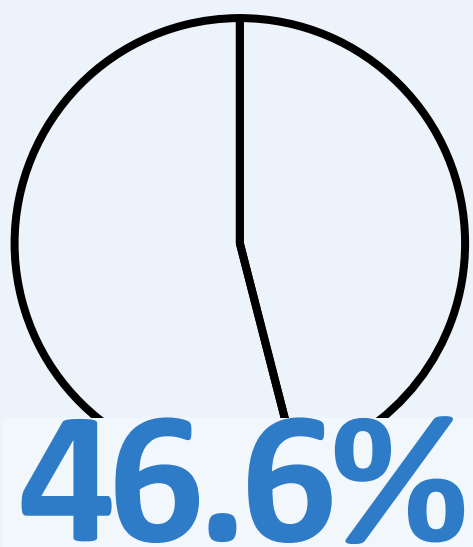
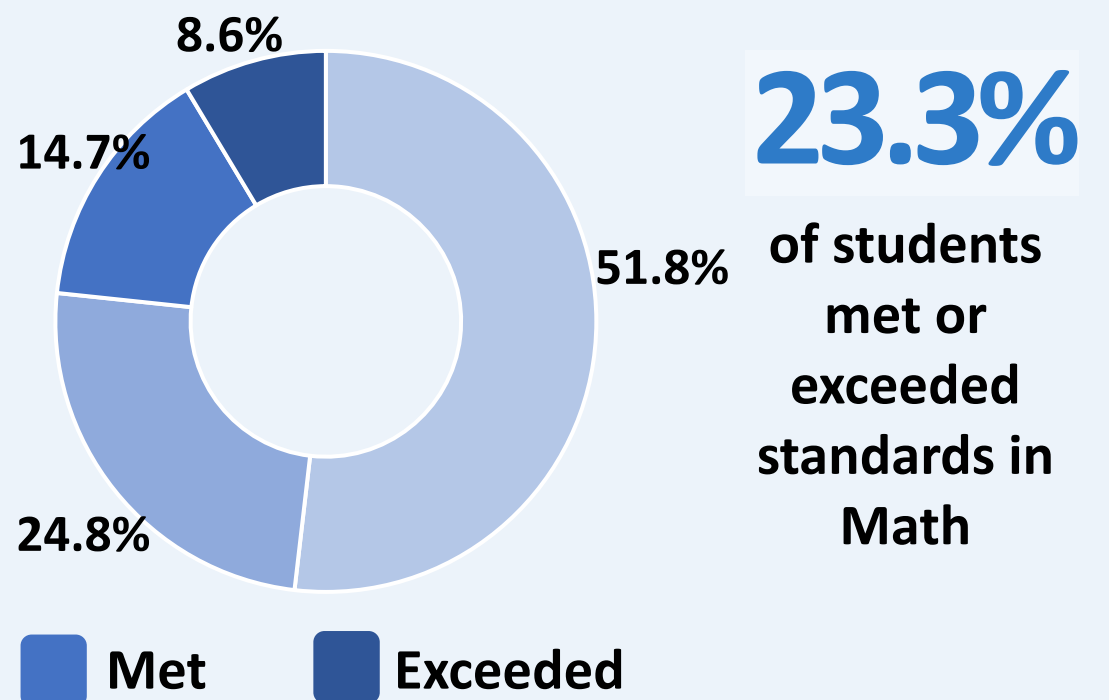
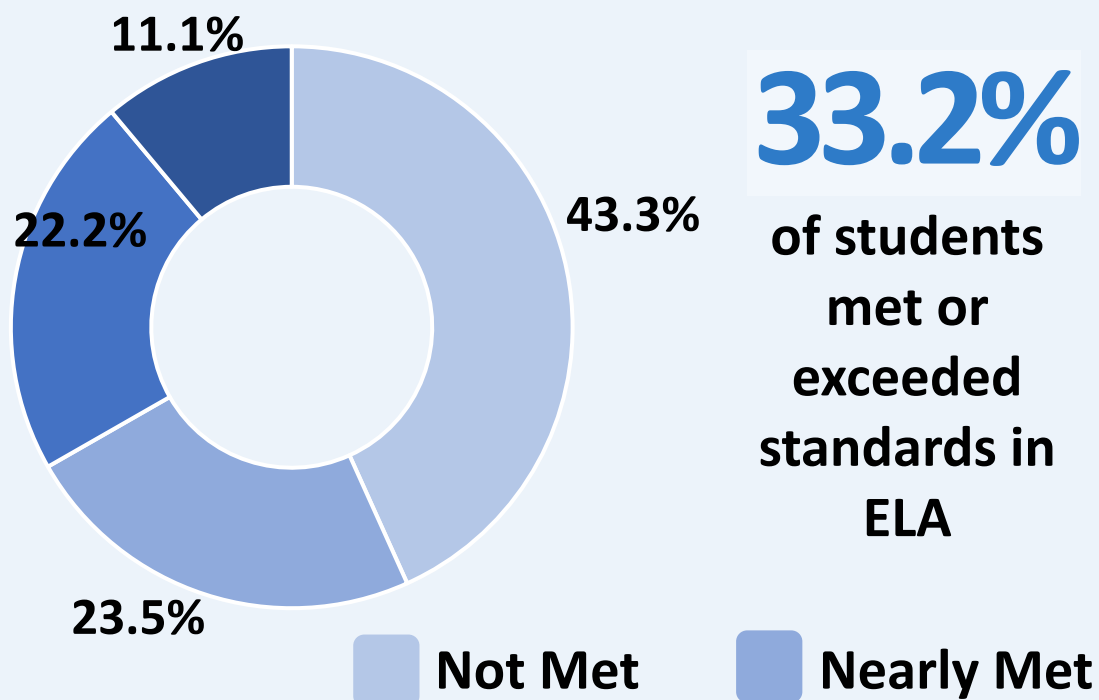
-51.0

Average Distance from Standard in ELA



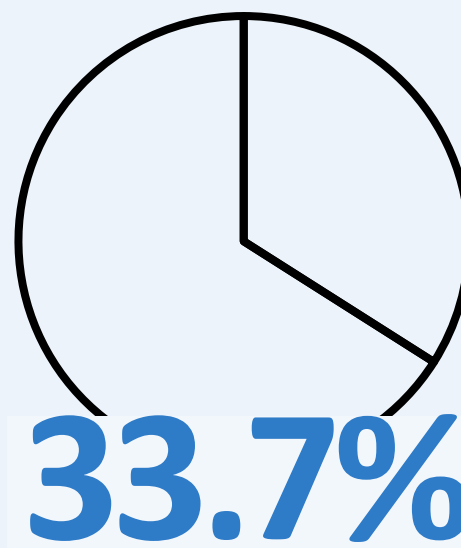
-82.2

Average Distance from Standard in Math



-21.2

11th Grade had the highest percent of students who met or exceeded standards in ELA, as well as the lowest distance from standard.



-39.6

3rd Grade had the highest percent of students who met or exceeded standards in Math, as well as the lowest distance from standard.



1.0

Percentage points increase on met/exceeded in ELA compared to 2021-22



2.5

Percentage points increase on met/exceeded in Math compared to 2021-22



0.5

Point improvement on average distance from standard in ELA compared to 2021-22



6.5

Point improvement on average distance from standard in Math compared to 2021-22

2022-23 SBAC data is still preliminary and is as of August 18, 2023

Fresno Unified School District SBAC 2023 Results

District—Grade Level Report

Group	2023 Performance Levels					Standard Met or Exceeded			Distance from Standard (DFS)		
	Students Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	2023 Met or Exceeded	Δ from Pre-Pandemic (2019)	Δ from Last Year (2022)	2023 DFS	Δ from Pre-Pandemic (2019)	Δ from Last Year (2022)
All Students	35,396	43.3%	23.5%	22.2%	11.1%	33.2%	-5.0%	1.0%	-51	-16	0
Grade 3	5,275	47.1%	23.4%	16.6%	12.8%	29.5%	-9.7%	2.3%	-57	-27	4
Grade 4	5,347	52.1%	19.5%	15.6%	12.8%	28.3%	-10.8%	-1.4%	-61	-27	-5
Grade 5	5,260	46.0%	21.3%	21.8%	11.0%	32.8%	-4.9%	-0.7%	-49	-16	-1
Grade 6	5,434	38.0%	26.5%	25.7%	9.8%	35.5%	-4.2%	1.9%	-43	-12	3
Grade 7	5,191	43.4%	24.1%	25.7%	6.8%	32.5%	-4.5%	-2.1%	-57	-14	-5
Grade 8	4,777	43.5%	26.3%	22.4%	7.8%	30.2%	-1.4%	-0.8%	-61	-9	-3
Grade 11	4,110	30.0%	23.4%	29.0%	17.6%	46.6%	1.7%	8.8%	-21	3	23

Source(s): SBAC 2023=sis.dbo.vwSBAC[Subject]assessmenthistory
SBAC 2019, 2022=CA Dashboard Research Files

Roster Date: Spring 2023. Where applicable, School/Region listed reflects SBAC test completion location in Spring 2023.

Report Type: Cross-sectional (uncohorted)

Notes: Results not shown where group size <11.

Met or Exceeded Δ Color Key

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

DFS Δ Color Key

 >5
 -5 to 5
 <-5

Fresno Unified School District

SBAC 2023 Results

District—Grade Level Report

Group	2023 Performance Levels					Standard Met or Exceeded			Distance from Standard (DFS)		
	Students Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	2023 Met or Exceeded	Δ from Pre-Pandemic (2019)	Δ from Last Year (2022)	2023 DFS	Δ from Pre-Pandemic (2019)	Δ from Last Year (2022)
All Students	35,341	51.8%	24.8%	14.7%	8.6%	23.3%	-6.5%	2.5%	-82	-20	7
Grade 3	5,270	42.0%	24.3%	21.7%	12.1%	33.7%	-10.2%	4.6%	-39	-22	13
Grade 4	5,342	42.8%	29.0%	18.6%	9.6%	28.2%	-10.3%	3.8%	-55	-26	9
Grade 5	5,255	51.4%	26.8%	12.7%	9.2%	21.8%	-6.5%	1.5%	-76	-19	7
Grade 6	5,426	47.0%	26.4%	15.2%	11.4%	26.5%	-5.6%	3.6%	-75	-15	9
Grade 7	5,195	55.0%	24.8%	13.0%	7.2%	20.2%	-4.2%	2.1%	-95	-11	9
Grade 8	4,753	64.2%	20.0%	9.6%	6.2%	15.8%	-4.9%	-0.1%	-119	-18	-2
Grade 11	4,098	64.5%	21.3%	10.8%	3.4%	14.2%	-1.4%	2.4%	-127	-11	15

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Met or Exceeded Δ Color Key

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

DFS Δ Color Key

- >5
- 5 to 5
- <-5

Fresno Unified School District SBAC 2023 Results

District—Student Group Report

Group	2023 Performance Levels					Standard Met or Exceeded			Distance from Standard (DFS)		
	Students Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	2023 Met or Exceeded	Δ from Pre-Pandemic (2019)	Δ from Last Year (2022)	2023 DFS	Δ from Pre-Pandemic (2019)	Δ from Last Year (2022)
All Students	35,396	43.3%	23.5%	22.2%	11.1%	33.2%	-5.0%	1.0%	-51	-16	0
English Learner	6,707	69.9%	20.8%	7.9%	1.4%	9.3%	0.8%	0.0%	-114	-55	-39
RFEP	6,000	17.5%	27.2%	38.2%	17.2%	55.4%	-0.6%	2.9%	5		
Foster Youth	291	62.2%	19.9%	15.5%	2.4%	17.9%		-1.2%	-100		-16
Homeless	340	68.2%	18.8%	8.2%	4.7%	12.9%	-10.6%	-1.1%	-108	-35	10
SED	30,674	46.0%	23.9%	20.8%	9.2%	30.1%	-5.3%	0.9%	-58	-17	1
SWD	4,401	78.0%	13.8%	5.8%	2.3%	8.1%	-1.5%	-0.4%	-135	-18	-6
African American	2,620	57.7%	22.5%	14.2%	5.6%	19.8%	-4.8%	1.1%	-85	-17	1
American Indian	239	43.5%	24.3%	22.6%	9.6%	32.2%	-2.2%	4.0%	-52	-6	5
Asian	3,583	34.3%	24.2%	26.5%	15.0%	41.5%	-6.1%	2.3%	-27	-15	4
Filipino	78	14.1%	11.5%	37.2%	37.2%	74.4%	2.9%	14.9%	48	15	32
Hispanic	24,848	44.8%	23.9%	21.6%	9.7%	31.3%	-4.6%	0.9%	-56	-16	0
Pacific Islander	115	44.3%	22.6%	20.0%	13.0%	33.0%	-5.4%	-2.2%	-53	-26	-5
Two or More Races	1,211	39.4%	22.0%	23.9%	14.7%	38.6%	-7.5%	-0.3%	-36	-19	-3
White	2,701	29.4%	20.7%	28.3%	21.6%	49.9%	-5.9%	1.0%	-8	-12	4

Source(s): SBAC 2023=sis.dbo.vwSBAC[Subject]assessmenthistory
SBAC 2019, 2022=CA Dashboard Research Files

Roster Date: Spring 2023. Where applicable, School/Region listed reflects SBAC test completion location in Spring 2023.

Report Type: Cross-sectional (uncohorted)

Notes: Results not shown where group size <11.
CA Dashboard research files excluded Foster Youth data in 2019. CA Dashboard does not include RFEP; RFEP results were calculated internally.

Met or Exceeded Δ Color Key

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

DFS Δ Color Key

	>5
	-5 to 5
	<-5

Fresno Unified School District SBAC 2023 Results

District—Student Group Report

Group	2023 Performance Levels					Standard Met or Exceeded			Distance from Standard (DFS)		
	Students Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	2023 Met or Exceeded	Δ from Pre-Pandemic (2019)	Δ from Last Year (2022)	2023 DFS	Δ from Pre-Pandemic (2019)	Δ from Last Year (2022)
All Students	35,341	51.8%	24.8%	14.7%	8.6%	23.3%	-6.5%	2.5%	-82	-20	7
English Learner	6,712	70.6%	20.1%	7.3%	2.0%	9.3%	-0.1%	1.6%	-128	-53	-25
RFEP	6,001	36.8%	30.8%	19.3%	13.1%	32.4%	-9.5%	2.0%	-49		
Foster Youth	290	71.0%	17.2%	9.3%	2.4%	11.7%		0.5%	-127		-7
Homeless	341	74.5%	16.1%	7.6%	1.8%	9.4%	-6.4%	3.6%	-142	-40	10
SED	30,619	54.4%	24.8%	13.6%	7.2%	20.8%	-6.6%	2.5%	-89	-21	7
SWD	4,391	81.5%	11.2%	4.4%	2.9%	7.3%	-1.3%	0.8%	-158	-15	1
African American	2,605	67.8%	20.2%	8.8%	3.2%	12.1%	-5.2%	2.0%	-120	-24	8
American Indian	240	49.2%	27.5%	17.1%	6.3%	23.3%	-4.0%	6.5%	-83	-14	3
Asian	3,589	42.1%	27.1%	18.6%	12.2%	30.8%	-7.8%	3.6%	-56	-20	11
Filipino	78	16.7%	25.6%	25.6%	32.1%	57.7%	0.6%	16.3%	16	9	45
Hispanic	24,801	53.7%	24.8%	14.0%	7.4%	21.5%	-6.1%	2.6%	-87	-19	7
Pacific Islander	115	46.1%	28.7%	15.7%	9.6%	25.2%	-11.1%	7.0%	-70	-36	8
Two or More Races	1,207	46.1%	24.0%	16.9%	12.9%	29.8%	-7.4%	0.1%	-62	-21	6
White	2,705	35.9%	26.3%	19.9%	17.9%	37.7%	-8.1%	1.3%	-41	-18	9

Source(s): SBAC 2023=sis.dbo.vwSBAC[Subject]assessmenthistory
SBAC 2019, 2022=CA Dashboard Research Files

Roster Date: Spring 2023. Where applicable, School/Region listed reflects SBAC test completion location in Spring 2023.

Report Type: Cross-sectional (uncohorted)

Notes: Results not shown where group size <11.
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Met or Exceeded Δ Color Key

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

DFS Δ Color Key

	>5
	-5 to 5
	<-5

Fresno Unified School District SBAC 2023 Results District—School List Report

Group	2023 Performance Levels					Standard Met or Exceeded			Distance from Standard (DFS)		
	Students Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	2023 Met or Exceeded	Δ from Pre-Pandemic (2019)	Δ from Last Year (2022)	2023 DFS	Δ from Pre-Pandemic (2019)	Δ from Last Year (2022)
Fresno Unified	35,396	43.3%	23.5%	22.2%	11.1%	33.2%	-5.0%	1.0%	-51	-16	0
Bullard Region	5,280	33.8%	24.1%	27.4%	14.7%	42.0%	-4.7%	0.4%	-28	-14	0
Figarden Elementary	275	41.1%	23.3%	21.8%	13.8%	35.6%	-8.8%	0.4%	-48	-24	-11
Gibson Elementary	199	24.6%	24.1%	27.1%	24.1%	51.3%	1.3%	4.1%	-3	7	13
Kratt Elementary	310	46.8%	26.8%	18.1%	8.4%	26.5%	-18.2%	-6.5%	-56	-46	-14
Lawless Elementary	320	41.9%	25.6%	20.9%	11.6%	32.5%	-1.8%	-0.9%	-46	-10	-5
Malloch Elementary	227	23.8%	17.6%	33.0%	25.6%	58.6%	0.3%	2.1%	3	-9	-9
Powers Elementary	230	44.8%	22.2%	21.7%	11.3%	33.0%	-5.5%	4.4%	-49	-21	4
Slater Elementary	391	50.9%	23.3%	16.6%	9.2%	25.8%	-5.6%	-2.3%	-66	-28	-12
Starr Elementary	197	28.9%	21.3%	30.5%	19.3%	49.7%	-6.0%	-0.8%	-9	-9	4
Tatarian Elementary	227	26.9%	21.6%	31.7%	19.8%	51.5%	-9.1%	0.5%	-6	-24	-5
Baird Middle	573	16.6%	23.4%	37.3%	22.7%	60.0%	-5.3%	0.5%	20	-4	4
Tenaya Middle	782	38.6%	25.2%	28.8%	7.4%	36.2%	-4.0%	-2.5%	-47	-15	-1
Bullard Talent K-8	517	23.6%	25.1%	33.3%	18.0%	51.3%	-8.3%	-4.9%	-3	-21	-13
Wawona K-8	500	50.6%	25.2%	18.2%	6.0%	24.2%	-2.0%	-1.2%	-74	-16	-9
Bullard High	532	18.4%	25.9%	34.6%	21.1%	55.6%	9.9%	17.6%	5	19	46
Edison Region	3,792	41.6%	20.4%	23.0%	15.0%	38.0%	-12.4%	-6.9%	-40	-32	-17
Addams Elementary	439	65.1%	18.2%	11.8%	4.8%	16.6%	-6.1%	3.8%	-100	-29	-2
Columbia Elementary	308	59.4%	22.1%	14.3%	4.2%	18.5%	-9.0%	-3.1%	-87	-28	-8
King Elementary	316	56.6%	24.7%	14.9%	3.8%	18.7%	0.4%	4.3%	-82	-4	12
Kirk Elementary	181	58.6%	24.3%	12.7%	4.4%	17.1%	-8.2%	5.6%	-83	-12	12
Lincoln Elementary	286	53.8%	20.3%	17.5%	8.4%	25.9%	-11.8%	-1.8%	-71	-41	-7
Manchester Gate	591	5.2%	14.0%	34.7%	46.0%	80.7%	-15.1%	-3.7%	64	-35	-8
Sunset Elementary	189	29.1%	25.4%	25.4%	20.1%	45.5%	5.8%	5.5%	-14	11	12
Computech Middle	776	8.6%	16.5%	45.5%	29.4%	74.9%	-13.5%	-9.5%	49	-28	-22
Gaston Middle	758	59.8%	24.7%	13.6%	2.0%	15.6%	-2.6%	-3.7%	-103	-18	-14
Edison High	539	17.6%	15.4%	28.4%	38.6%	67.0%	5.4%	5.9%	38	12	13

Source(s): SBAC 2023=sis.dbo.vwSBAC[Subject]assessmenthistory
SBAC 2019, 2022=CA Dashboard Research Files

Roster Date: Spring 2023. Where applicable, School/Region listed reflects SBAC test completion location in Spring 2023.

Report Type: Cross-sectional (uncohorted)

Notes: Results not shown where group size <11.

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DFS Δ Color Key

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- 5 to 5
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	Students Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	2023 Met or Exceeded	Δ from Pre-Pandemic (2019)	Δ from Last Year (2022)	2023 DFS	Δ from Pre-Pandemic (2019)	Δ from Last Year (2022)
Fresno Unified	35,396	43.3%	23.5%	22.2%	11.1%	33.2%	-5.0%	1.0%	-51	-16	0
Bullard Region	591	5.2%	14.0%	34.7%	46.0%	80.7%	33.9%	39.1%	64	78	92
Addams Elementary	439	65.1%	18.2%	11.8%	4.8%	16.6%	-6.1%	3.8%	-100	-29	-2
Columbia Elementary	308	59.4%	22.1%	14.3%	4.2%	18.5%	-9.0%	-3.1%	-87	-28	-8
King Elementary	316	56.6%	24.7%	14.9%	3.8%	18.7%	0.4%	4.3%	-82	-4	12
Kirk Elementary	181	58.6%	24.3%	12.7%	4.4%	17.1%	-8.2%	5.6%	-83	-12	12
Lincoln Elementary	286	53.8%	20.3%	17.5%	8.4%	25.9%	-11.8%	-1.8%	-71	-41	-7
Manchester Gate	591	5.2%	14.0%	34.7%	46.0%	80.7%	-15.1%	-3.7%	64	-35	-8
Sunset Elementary	189	29.1%	25.4%	25.4%	20.1%	45.5%	5.8%	5.5%	-14	11	12
Computech Middle	776	8.6%	16.5%	45.5%	29.4%	74.9%	-13.5%	-9.5%	49	-28	-22
Gaston Middle	758	59.8%	24.7%	13.6%	2.0%	15.6%	-2.6%	-3.7%	-103	-18	-14
Edison High	539	17.6%	15.4%	28.4%	38.6%	67.0%	5.4%	5.9%	38	12	13
Fresno Region	4,311	52.2%	23.2%	17.9%	6.7%	24.6%	-5.2%	1.2%	-72	-16	-1
Del Mar Elementary	266	56.0%	18.4%	16.9%	8.6%	25.6%	-13.4%	1.7%	-72	-40	-3
Fremont Elementary	228	57.5%	22.4%	15.4%	4.8%	20.2%	-0.8%	1.8%	-83	-4	-5
Heaton Elementary	278	70.5%	17.6%	9.7%	2.2%	11.9%	-9.6%	-1.3%	-114	-38	-15
Homan Elementary	302	55.0%	19.5%	16.6%	8.9%	25.5%	-10.0%	4.8%	-71	-27	6
Muir Elementary	249	50.6%	26.1%	15.7%	7.6%	23.3%	-0.1%	4.5%	-69	6	4
Roeding Elementary	300	52.0%	23.7%	16.7%	7.7%	24.3%	-5.6%	1.4%	-75	-27	-16
Williams Elementary	343	63.0%	19.5%	13.4%	4.1%	17.5%	-10.2%	-3.3%	-89	-30	-16
Wilson Elementary	345	57.4%	26.1%	10.7%	5.8%	16.5%	-10.4%	-5.6%	-76	-18	-3
Cooper Middle	528	34.3%	27.7%	29.5%	8.5%	38.1%	-6.8%	1.1%	-33	-15	-7
Fort Miller Middle	590	67.5%	19.0%	12.2%	1.4%	13.6%	-0.9%	-3.0%	-115	-17	-17
Hamilton K-8	537	39.5%	27.7%	22.9%	9.9%	32.8%	2.4%	4.7%	-46	7	4
Fresno High	345	35.1%	27.0%	27.0%	11.0%	38.0%	-2.2%	9.9%	-44	-16	52

Source(s): SBAC 2023=sis.dbo.vwSBAC[Subject]assessmenthistory
SBAC 2019, 2022=CA Dashboard Research Files

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Report Type: Cross-sectional (uncohorted)

Notes: Results not shown where group size <11.

Met or Exceeded Δ Color Key

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

DFS Δ Color Key

- >5
- 5 to 5
- <-5

Group	2023 Performance Levels					Standard Met or Exceeded			Distance from Standard (DFS)		
	Students Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	2023 Met or Exceeded	Δ from Pre-Pandemic (2019)	Δ from Last Year (2022)	2023 DFS	Δ from Pre-Pandemic (2019)	Δ from Last Year (2022)
Fresno Unified	35,396	43.3%	23.5%	22.2%	11.1%	33.2%	-5.0%	1.0%	-51	-16	0
Hoover Region	4,641	45.9%	25.0%	20.8%	8.4%	29.1%	-6.3%	-0.5%	-60	-19	-4
Centennial Elementary	380	50.0%	23.2%	19.2%	7.6%	26.8%	-8.5%	0.9%	-58	-20	2
Eaton Elementary	250	28.8%	25.2%	27.6%	18.4%	46.0%	1.5%	-2.0%	-16	0	-1
Holland Elementary	214	50.0%	29.0%	16.4%	4.7%	21.0%	-6.4%	-3.1%	-72	-16	-10
McCardle Elementary	257	47.5%	23.0%	18.7%	10.9%	29.6%	-22.7%	-2.5%	-58	-54	-23
Pyle Elementary	395	63.3%	20.3%	11.4%	5.1%	16.5%	-7.2%	-3.8%	-96	-29	-12
Robinson Elementary	246	39.0%	27.2%	23.2%	10.6%	33.7%	-5.9%	-2.3%	-39	-17	-6
Thomas Elementary	399	58.4%	22.1%	13.3%	6.3%	19.5%	-10.2%	-2.8%	-84	-35	-16
Viking Elementary	366	37.4%	28.7%	23.5%	10.4%	33.9%	-5.6%	-1.4%	-41	-16	-6
Vinland Elementary	283	51.6%	22.6%	18.0%	7.8%	25.8%	-4.8%	-1.8%	-68	-11	-3
Wolters Elementary	215	51.6%	27.0%	14.0%	7.4%	21.4%	-14.7%	-4.9%	-70	-41	-18
Ahwahnee Middle	572	44.9%	26.2%	22.7%	6.1%	28.8%	0.1%	-2.9%	-64	-2	-11
Tioga Middle	641	43.8%	26.8%	22.9%	6.4%	29.3%	-5.4%	3.8%	-62	-19	9
Hoover High	423	30.3%	24.3%	33.1%	12.3%	45.4%	-8.1%	7.4%	-31	-31	4
McLane Region	5,264	48.7%	23.3%	19.2%	8.8%	28.0%	-6.9%	-1.2%	-64	-22	-3
Fulton School	2	50.0%	0.0%	50.0%	0.0%	50.0%			-5		
Birney Elementary	387	46.0%	21.7%	19.1%	13.2%	32.3%	-5.4%	0.5%	-48	-16	3
Ericson Elementary	411	50.4%	19.0%	22.1%	8.5%	30.7%	-8.5%	-0.1%	-64	-34	-7
Ewing Elementary	421	44.2%	26.1%	19.2%	10.5%	29.7%	-10.3%	-0.3%	-49	-20	1
Hidalgo Elementary	311	63.7%	20.6%	10.9%	4.8%	15.8%	-11.6%	2.9%	-92	-31	8
Leavenworth Elementary	466	39.7%	23.6%	21.2%	15.5%	36.7%	-15.0%	-5.9%	-40	-41	-16
Mayfair Elementary	321	46.7%	24.0%	19.0%	10.3%	29.3%	-1.2%	6.6%	-58	-12	12
Norseman Elementary	334	54.5%	22.2%	16.5%	6.9%	23.4%	1.0%	-3.7%	-71	2	-6
Rowell Elementary	307	49.8%	22.8%	16.9%	10.4%	27.4%	-4.6%	-1.8%	-62	-13	-6
Turner Elementary	298	59.7%	17.8%	15.8%	6.7%	22.5%	-12.9%	-0.9%	-81	-52	-2
Wishon Elementary	269	36.1%	26.4%	24.5%	13.0%	37.5%	-5.1%	-1.0%	-33	-19	-2
Scandinavian Middle	692	47.3%	25.3%	23.3%	4.2%	27.5%	-3.8%	-1.8%	-74	-18	-20
Yosemite Middle	622	54.5%	24.1%	16.2%	5.1%	21.4%	-8.9%	-7.9%	-82	-27	-17
McLane High	423	43.3%	26.0%	20.3%	10.4%	30.7%	-5.1%	5.6%	-62	-18	30

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Group	2023 Performance Levels					Standard Met or Exceeded			Distance from Standard (DFS)		
	Students Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	2023 Met or Exceeded	Δ from Pre-Pandemic (2019)	Δ from Last Year (2022)	2023 DFS	Δ from Pre-Pandemic (2019)	Δ from Last Year (2022)
Fresno Unified	35,396	43.3%	23.5%	22.2%	11.1%	33.2%	-5.0%	1.0%	-51	-16	0
Roosevelt Region	5,288	45.0%	23.5%	21.6%	9.9%	31.5%	-4.7%	0.9%	-55	-18	2
Anthony Elementary	209	35.9%	23.0%	24.4%	16.7%	41.1%	3.7%	5.1%	-27	5	33
Balderas Elementary	351	47.9%	22.5%	21.1%	8.5%	29.6%	-8.7%	1.6%	-58	-24	3
Calwa Elementary	330	57.6%	21.5%	14.8%	6.1%	20.9%	-7.7%	1.2%	-85	-34	-4
Jackson Elementary	215	43.3%	26.5%	20.5%	9.8%	30.2%	-9.4%	-0.6%	-46	-17	-5
Jefferson Elementary	227	31.7%	22.0%	24.2%	22.0%	46.3%	-1.5%	6.9%	-15	-9	10
Lane Elementary	276	55.1%	22.8%	15.2%	6.9%	22.1%	-7.5%	-2.6%	-75	-30	-11
Lowell Elementary	197	52.3%	21.3%	20.8%	5.6%	26.4%	-8.4%	1.1%	-76	-27	-5
Vang Pao Elementary	415	39.3%	25.3%	23.9%	11.6%	35.4%	-6.1%	-0.7%	-38	-13	-1
Webster Elementary	176	50.6%	22.7%	17.0%	9.7%	26.7%	-11.3%	4.4%	-68	-37	-3
Winchell Elementary	358	45.8%	21.2%	20.9%	12.0%	33.0%	-7.4%	6.0%	-57	-35	5
Yokomi Elementary	373	36.5%	19.0%	22.0%	22.5%	44.5%	-15.2%	-2.3%	-20	-41	-12
Sequoia Middle	821	46.0%	25.6%	24.4%	4.0%	28.4%	-0.2%	0.1%	-69	-15	-4
Tehipite Middle	445	56.0%	22.9%	18.7%	2.5%	21.1%	2.3%	0.7%	-90	-16	-3
eLearn Academy	441	49.7%	26.1%	16.3%	7.9%	24.3%			-64		
Roosevelt High	454	28.2%	25.1%	31.9%	14.8%	46.7%	8.6%	6.8%	-22	13	18
Specialty Region	1,147	41.9%	22.9%	23.6%	11.5%	35.1%	5.6%	11.3%	-52	19	26
Phoenix Elementary	32	78.1%	15.6%	3.1%	3.1%	6.3%	4.0%	6.3%	-137		
Cambridge Continuation	134	70.9%	20.9%	6.7%	1.5%	8.2%	5.7%	2.6%	-135	38	102
Design Science Middle College High	58	5.2%	12.1%	31.0%	51.7%	82.8%	-5.1%	5.4%	85	3	29
DeWolf Continuation	63	63.5%	25.4%	6.3%	4.8%	11.1%	9.4%	-2.4%	-109	70	-10
Duncan Polytechnical High	249	25.3%	18.5%	35.7%	20.5%	56.2%	8.1%	3.4%	1	8	-3
eLearn Secondary	354	36.2%	28.2%	29.4%	6.2%	35.6%			-46		
Patino School of Entrepreneurship	46	8.7%	17.4%	43.5%	30.4%	73.9%	8.8%	9.8%	55	19	33
Phoenix Secondary	44	88.6%	9.1%	2.3%	0.0%	2.3%	-0.6%	2.3%	-195		59
Young Academy	167	50.3%	29.3%	15.0%	5.4%	20.4%	3.5%	-0.1%	-80	40	29

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	Students Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	2023 Met or Exceeded	Δ from Pre-Pandemic (2019)	Δ from Last Year (2022)	2023 DFS	Δ from Pre-Pandemic (2019)	Δ from Last Year (2022)
Fresno Unified	35,396	43.3%	23.5%	22.2%	11.1%	33.2%	-5.0%	1.0%	-51	-16	0
Sunnyside Region	5,082	41.8%	25.2%	23.0%	9.9%	32.9%	-2.7%	2.7%	-50	-10	6
Ayer Elementary	303	47.5%	25.7%	18.8%	7.9%	26.7%	-2.7%	4.1%	-58	-6	21
Aynesworth Elementary	297	59.3%	19.2%	16.5%	5.1%	21.5%	-11.5%	-0.8%	-78	-34	-6
Bakman Elementary	429	45.7%	25.4%	20.5%	8.4%	28.9%	5.6%	3.4%	-53	16	3
Burroughs Elementary	389	49.9%	21.3%	17.7%	11.1%	28.8%	-11.2%	0.7%	-64	-30	-5
Easterby Elementary	365	40.8%	19.5%	25.2%	14.5%	39.7%	4.6%	4.8%	-40	-3	8
Greenberg Elementary	309	40.8%	26.9%	22.7%	9.7%	32.4%	-6.2%	2.9%	-46	-21	4
Herrera Elementary	295	47.1%	19.3%	22.0%	11.5%	33.6%			-55		
Olmos Elementary	307	49.8%	25.4%	14.7%	10.1%	24.8%	-3.6%	0.7%	-61	-3	2
Storey Elementary	301	22.3%	24.9%	31.2%	21.6%	52.8%	0.7%	4.7%	2	0	9
Kings Canyon Middle	874	37.9%	28.6%	25.7%	7.8%	33.5%	1.4%	2.7%	-49	-3	5
Terronez Middle	613	44.5%	32.1%	19.6%	3.8%	23.3%	-1.2%	-1.6%	-70	0	-2
Sunnyside High	600	29.7%	24.2%	32.5%	13.7%	46.2%	-7.4%	10.7%	-27	-29	26

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DFS Δ Color Key

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Fresno Unified School District SBAC 2023 Results

District—School List Report

Group	2023 Performance Levels					Standard Met or Exceeded			Distance from Standard (DFS)		
	Students Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	2023 Met or Exceeded	Δ from Pre-Pandemic (2019)	Δ from Last Year (2022)	2023 DFS	Δ from Pre-Pandemic (2019)	Δ from Last Year (2022)
Fresno Unified	35,341	51.8%	24.8%	14.7%	8.6%	23.3%	-6.5%	2.5%	-82	-20	7
Bullard Region	5,278	42.0%	28.4%	19.3%	10.4%	29.7%	-7.5%	1.8%	-60	-19	5
Figarden Elementary	274	41.6%	29.2%	16.1%	13.1%	29.2%	-14.8%	0.9%	-59	-31	-4
Gibson Elementary	199	26.6%	26.6%	30.2%	16.6%	46.7%	0.8%	8.4%	-21	-7	16
Kratt Elementary	310	43.5%	29.0%	20.3%	7.1%	27.4%	-13.6%	3.1%	-57	-36	6
Lawless Elementary	322	39.8%	30.4%	19.6%	10.2%	29.8%	-2.8%	4.6%	-54	-16	8
Malloch Elementary	227	28.6%	25.6%	28.2%	17.6%	45.8%	-11.1%	4.4%	-20	-25	-4
Powers Elementary	231	46.3%	26.4%	16.0%	11.3%	27.3%	-3.6%	5.6%	-54	-18	16
Slater Elementary	391	51.9%	28.9%	13.6%	5.6%	19.2%	-10.4%	-1.0%	-79	-27	-5
Starr Elementary	197	23.4%	29.9%	29.4%	17.3%	46.7%	-10.0%	5.3%	-15	-10	5
Tatarian Elementary	227	25.1%	26.9%	30.4%	17.6%	48.0%	-5.6%	2.9%	-12	-23	7
Baird Middle	571	28.9%	31.9%	23.6%	15.6%	39.2%	-10.2%	3.1%	-26	-22	2
Tenaya Middle	787	50.2%	28.0%	14.0%	7.9%	21.9%	-5.2%	1.9%	-87	-16	5
Bullard Talent K-8	517	29.0%	28.4%	27.7%	14.9%	42.6%	-8.6%	3.8%	-26	-26	3
Wawona K-8	494	60.9%	26.3%	8.5%	4.3%	12.8%	-2.5%	-5.8%	-111	0	-14
Bullard High	531	55.7%	27.5%	14.3%	2.4%	16.8%	-2.8%	1.0%	-109	-14	17
Edison Region	3,793	48.6%	23.6%	16.3%	11.5%	27.8%	-14.5%	-6.4%	-72	-37	-15
Addams Elementary	439	64.7%	20.5%	10.0%	4.8%	14.8%	-5.0%	4.1%	-104	-25	-4
Columbia Elementary	306	61.8%	22.5%	9.2%	6.5%	15.7%	-4.6%	-0.1%	-92	-21	0
King Elementary	315	54.3%	28.6%	11.7%	5.4%	17.1%	0.0%	4.3%	-79	5	20
Kirk Elementary	181	55.2%	28.7%	11.6%	4.4%	16.0%	-1.4%	3.1%	-80	-3	9
Lincoln Elementary	284	35.9%	26.8%	20.8%	16.5%	37.3%	-3.7%	6.0%	-48	-20	6
Manchester Gate	591	4.2%	15.4%	32.0%	48.4%	80.4%	-13.2%	-4.7%	54	-28	-6
Sunset Elementary	189	21.7%	32.8%	30.2%	15.3%	45.5%	5.1%	10.4%	-15	5	22
Computech Middle	780	19.2%	27.8%	26.9%	26.0%	52.9%	-25.7%	-5.9%	1	-54	-13
Gaston Middle	757	75.2%	15.5%	6.2%	3.2%	9.4%	-1.7%	2.2%	-150	-28	-6
Edison High	542	43.7%	22.9%	21.2%	12.2%	33.4%	2.7%	3.6%	-61	3	15

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Fresno Unified	35,341	51.8%	24.8%	14.7%	8.6%	23.3%	-6.5%	2.5%	-82	-20	7
Bullard Region	591	4.2%	15.4%	32.0%	48.4%	80.4%	43.2%	52.5%	54	95	119
Addams Elementary	439	64.7%	20.5%	10.0%	4.8%	14.8%	-5.0%	4.1%	-104	-25	-4
Columbia Elementary	306	61.8%	22.5%	9.2%	6.5%	15.7%	-4.6%	-0.1%	-92	-21	0
King Elementary	315	54.3%	28.6%	11.7%	5.4%	17.1%	0.0%	4.3%	-79	5	20
Kirk Elementary	181	55.2%	28.7%	11.6%	4.4%	16.0%	-1.4%	3.1%	-80	-3	9
Lincoln Elementary	284	35.9%	26.8%	20.8%	16.5%	37.3%	-3.7%	6.0%	-48	-20	6
Manchester Gate	591	4.2%	15.4%	32.0%	48.4%	80.4%	-13.2%	-4.7%	54	-28	-6
Sunset Elementary	189	21.7%	32.8%	30.2%	15.3%	45.5%	5.1%	10.4%	-15	5	22
Computech Middle	780	19.2%	27.8%	26.9%	26.0%	52.9%	-25.7%	-5.9%	1	-54	-13
Gaston Middle	757	75.2%	15.5%	6.2%	3.2%	9.4%	-1.7%	2.2%	-150	-28	-6
Edison High	542	43.7%	22.9%	21.2%	12.2%	33.4%	2.7%	3.6%	-61	3	15
Fresno Region	4,292	61.4%	22.5%	11.2%	4.8%	16.1%	-4.2%	2.7%	-104	-18	4
Del Mar Elementary	266	56.0%	25.6%	11.7%	6.8%	18.4%	-14.6%	1.5%	-89	-45	-1
Fremont Elementary	228	56.1%	26.3%	11.8%	5.7%	17.5%	0.0%	0.4%	-82	2	7
Heaton Elementary	274	66.1%	24.1%	8.0%	1.8%	9.9%	-2.0%	1.7%	-109	-13	12
Homan Elementary	302	52.6%	24.5%	15.2%	7.6%	22.8%	-7.8%	7.5%	-77	-27	10
Muir Elementary	249	51.4%	27.7%	18.1%	2.8%	20.9%	0.7%	8.0%	-81	-6	3
Roeding Elementary	300	55.7%	26.7%	11.0%	6.7%	17.7%	-8.9%	-0.6%	-88	-24	-12
Williams Elementary	346	60.4%	21.1%	13.0%	5.5%	18.5%	-2.8%	0.7%	-94	-27	-4
Wilson Elementary	345	65.2%	24.3%	9.3%	1.2%	10.4%	-9.4%	-0.9%	-102	-33	-7
Cooper Middle	528	52.8%	23.5%	13.4%	10.2%	23.7%	-8.7%	5.1%	-80	-32	8
Fort Miller Middle	580	81.4%	12.2%	5.3%	1.0%	6.4%	1.4%	1.6%	-165	-10	-9
Hamilton K-8	523	57.4%	23.9%	12.8%	5.9%	18.7%	-2.8%	3.4%	-92	-6	6
Fresno High	351	68.4%	20.5%	9.1%	2.0%	11.1%	3.9%	1.7%	-137	-4	26

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	Students Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	2023 Met or Exceeded	Δ from Pre-Pandemic (2019)	Δ from Last Year (2022)	2023 DFS	Δ from Pre-Pandemic (2019)	Δ from Last Year (2022)
Fresno Unified	35,341	51.8%	24.8%	14.7%	8.6%	23.3%	-6.5%	2.5%	-82	-20	7
Hoover Region	4,632	53.8%	26.4%	13.8%	6.0%	19.8%	-4.5%	2.2%	-87	-16	7
Centennial Elementary	380	54.2%	27.1%	16.1%	2.6%	18.7%	-11.2%	3.9%	-77	-25	5
Eaton Elementary	250	24.0%	33.2%	26.0%	16.8%	42.8%	1.4%	1.6%	-19	6	9
Holland Elementary	214	45.8%	33.2%	15.0%	6.1%	21.0%	-5.2%	6.3%	-64	6	17
McCardle Elementary	257	47.1%	27.2%	13.6%	12.1%	25.7%	-23.9%	-9.2%	-61	-47	-22
Pyle Elementary	395	63.5%	21.0%	13.2%	2.3%	15.4%	-1.0%	1.2%	-106	-18	-2
Robinson Elementary	246	37.4%	32.5%	19.5%	10.6%	30.1%	-0.9%	4.8%	-48	-13	5
Thomas Elementary	399	58.6%	24.8%	12.3%	4.3%	16.5%	-8.5%	2.0%	-90	-33	6
Viking Elementary	364	42.3%	35.4%	15.9%	6.3%	22.3%	-10.5%	-1.6%	-58	-24	0
Vinland Elementary	283	58.7%	21.6%	13.4%	6.4%	19.8%	-3.7%	0.9%	-86	-18	-4
Wolters Elementary	215	53.0%	30.7%	9.8%	6.5%	16.3%	-15.9%	-2.7%	-77	-41	-2
Ahwahnee Middle	568	60.4%	23.4%	11.8%	4.4%	16.2%	2.2%	2.5%	-112	-4	-5
Tioga Middle	639	57.7%	23.5%	12.2%	6.6%	18.8%	1.5%	6.7%	-99	-5	26
Hoover High	422	67.3%	22.7%	8.5%	1.4%	10.0%	-1.9%	3.4%	-140	-30	0
McLane Region	5,256	54.9%	24.1%	13.7%	7.3%	21.0%	-7.7%	2.3%	-88	-22	4
Birney Elementary	387	48.8%	21.2%	19.1%	10.9%	30.0%	-5.9%	1.5%	-66	-30	13
Ericson Elementary	409	53.1%	23.0%	14.4%	9.5%	24.0%	-15.8%	2.4%	-77	-46	-1
Ewing Elementary	421	41.3%	29.9%	18.3%	10.5%	28.7%	-13.6%	-1.7%	-53	-28	-4
Hidalgo Elementary	311	61.1%	21.5%	11.9%	5.5%	17.4%	-10.8%	6.5%	-93	-33	15
Leavenworth Elementary	466	38.6%	28.8%	20.0%	12.7%	32.6%	-15.6%	2.4%	-49	-40	-1
Mayfair Elementary	321	49.5%	26.8%	13.4%	10.3%	23.7%	-11.0%	5.8%	-66	-21	18
Norseman Elementary	336	53.0%	27.7%	13.7%	5.7%	19.3%	-1.6%	1.9%	-76	-4	-4
Rowell Elementary	307	50.8%	26.7%	13.4%	9.1%	22.5%	-10.0%	3.7%	-71	-24	2
Turner Elementary	299	52.8%	23.4%	17.4%	6.4%	23.7%	-9.2%	7.5%	-84	-47	13
Wishon Elementary	270	42.6%	31.9%	16.3%	9.3%	25.6%	-15.8%	-1.5%	-55	-34	-7
Scandinavian Middle	694	62.5%	22.3%	11.1%	4.0%	15.1%	-2.1%	1.1%	-114	0	4
Yosemite Middle	617	66.3%	19.8%	9.7%	4.2%	13.9%	1.5%	3.5%	-123	-7	0
McLane High	418	77.8%	16.7%	4.5%	1.0%	5.5%	-4.2%	2.1%	-166	-35	3

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Fresno Unified	35,341	51.8%	24.8%	14.7%	8.6%	23.3%	-6.5%	2.5%	-82	-20	7
Roosevelt Region	5,291	50.9%	25.6%	14.3%	9.2%	23.5%	-9.2%	2.9%	-79	-21	11
Anthony Elementary	204	33.8%	21.6%	24.5%	20.1%	44.6%	9.8%	9.1%	-27	18	42
Balderas Elementary	351	43.6%	30.8%	16.8%	8.8%	25.6%	-19.9%	1.9%	-66	-41	1
Calwa Elementary	330	56.7%	25.2%	9.4%	8.8%	18.2%	-7.8%	7.2%	-81	-19	19
Jackson Elementary	215	41.9%	36.3%	15.8%	6.0%	21.9%	-12.8%	-0.1%	-61	-20	-2
Jefferson Elementary	227	24.2%	30.4%	19.8%	25.6%	45.4%	-3.6%	15.6%	-10	2	37
Lane Elementary	276	47.1%	32.6%	14.1%	6.2%	20.3%	-10.5%	3.0%	-73	-24	12
Lowell Elementary	196	56.6%	25.5%	10.2%	7.7%	17.9%	-16.0%	0.2%	-86	-41	2
Vang Pao Elementary	414	35.3%	25.1%	23.7%	15.9%	39.6%	-3.1%	6.8%	-31	-11	14
Webster Elementary	177	53.1%	24.9%	15.8%	6.2%	22.0%	-16.3%	0.6%	-79	-49	4
Winchell Elementary	359	46.5%	25.3%	17.3%	10.9%	28.1%	-15.8%	7.1%	-68	-46	7
Yokomi Elementary	373	31.6%	26.0%	22.5%	19.8%	42.4%	-12.3%	3.1%	-25	-26	9
Sequoia Middle	830	56.1%	27.0%	10.5%	6.4%	16.9%	-7.1%	-1.9%	-101	-19	-1
Tehipite Middle	443	81.3%	14.9%	2.7%	1.1%	3.8%	-9.3%	-0.3%	-163	-41	-5
eLearn Academy	442	55.4%	24.7%	13.3%	6.6%	19.9%			-83		
Roosevelt High	454	66.5%	21.1%	10.6%	1.8%	12.3%	2.6%	4.4%	-131	1	15
Specialty Region	1,133	69.0%	19.9%	8.3%	2.7%	11.0%	-0.8%	1.4%	-140	8	-5
Phoenix Elementary	32	81.3%	15.6%	3.1%	0.0%	3.1%	3.1%	3.1%	-160		
Cambridge Continuation	130	95.4%	4.6%	0.0%	0.0%	0.0%	0.0%	-0.6%	-213	24	31
Design Science Middle College High	58	15.5%	27.6%	29.3%	27.6%	56.9%	-17.3%	5.9%	15	-35	26
DeWolf Continuation	63	92.1%	7.9%	0.0%	0.0%	0.0%	-1.7%	0.0%	-191	56	28
Duncan Polytechnical High	250	59.2%	26.8%	11.6%	2.4%	14.0%	5.9%	2.9%	-113	4	2
eLearn Secondary	350	63.7%	25.7%	8.6%	2.0%	10.6%			-124		
Patino School of Entrepreneurship	46	39.1%	28.3%	30.4%	2.2%	32.6%	-12.6%	27.5%	-56	-25	75
Phoenix Secondary	43	95.3%	4.7%	0.0%	0.0%	0.0%	0.0%	0.0%	-243		-18
Young Academy	161	83.9%	13.7%	1.9%	0.6%	2.5%	1.0%	-7.7%	-184	30	-42

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Sunnyside Region	5,075	54.0%	24.8%	13.4%	7.9%	21.3%	-4.2%	2.3%	-87	-15	8
Ayer Elementary	303	50.8%	23.8%	16.2%	9.2%	25.4%	-3.4%	8.6%	-69	-12	23
Aynesworth Elementary	297	60.9%	25.6%	10.8%	2.7%	13.5%	-7.6%	-0.5%	-93	-30	7
Bakman Elementary	430	46.3%	31.2%	18.4%	4.2%	22.6%	1.7%	4.2%	-67	-4	1
Burroughs Elementary	390	45.6%	26.7%	16.7%	11.0%	27.7%	-7.9%	6.1%	-69	-16	11
Easterby Elementary	364	37.9%	28.0%	15.7%	18.4%	34.1%	3.8%	2.1%	-46	3	11
Greenberg Elementary	306	43.8%	28.8%	15.7%	11.8%	27.5%	-9.6%	8.6%	-54	-30	4
Herrera Elementary	295	45.4%	29.5%	16.9%	8.1%	25.1%			-68		
Olmos Elementary	305	54.1%	25.2%	14.4%	6.2%	20.7%	-6.6%	4.9%	-79	-15	12
Storey Elementary	301	26.6%	26.9%	23.9%	22.6%	46.5%	1.6%	7.2%	-14	3	19
Kings Canyon Middle	872	62.0%	22.0%	9.3%	6.7%	15.9%	-4.1%	0.7%	-110	-12	-1
Terronez Middle	615	67.2%	20.8%	8.8%	3.3%	12.0%	-1.9%	-1.7%	-122	-4	5
Sunnyside High	597	70.5%	19.6%	8.2%	1.7%	9.9%	-6.5%	0.0%	-141	-37	14

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Fresno Unified School District
Board Communication

BC Number BFS-1

From the Office of the Superintendent
To the Members of the Board of Education

Prepared by: Kim Kelstrom, Chief Executive

Cabinet Approval:



Date: September 01, 2023

Phone Number: 457-3907

Regarding: School Services Weekly Update Reports for August 25, 2023

The purpose of this board communication is to provide the Board a copy of School Services of California's (SSC) Weekly Updates. Each week SSC provides an update and commentary on different educational fiscal issues. In addition, they include different articles related to education issues. The SSC Weekly Updates for August 25, 2023 are attached and include the following articles:

- Economic Indicators Mixed as Economy Continues to Grow – August 22, 2023
- West Contra Costa Taps Retirees and Others To Fill Teacher Vacancies in Second Week of School – August 22, 2023
- Are School Board Culture Wars Coming to Sacramento? Parental Rights Groups Growing Stronger – August 23, 2023

If you have any questions pertaining to the information in this communication, or require additional information, please contact Kim Kelstrom at 457-3907.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 09/01/23



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DATE: August 25, 2023

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

Legislative Update

The Legislature officially reconvened from summer recess last week, and, as of today, they have three weeks to wrap up the first year of the 2023-24 Legislative Session.

Both the Senate and Assembly Appropriations Committees, chaired by Senator Anthony Portantino (D-Burbank) and Assemblymember Chris Holden (D-Pasadena), respectively, have met the past two weeks to consider approximately 800 measures. Only a handful of these bills were passed by the committees, while the overwhelming majority were sent to the committees' suspense files for further scrutiny.

The Appropriations Committees will take up their suspense files next week on either Thursday, August 31, or Friday, September 1, 2023, which is the deadline for fiscal bills to clear the second house Appropriations Committee. Measures that do make it out of the fiscal committees will then be considered by the full house and, in many cases, go back to the house of origin for concurrence (agreement with amendments taken in the second house).

Next Friday's Appropriations Committee deadline will set the stage for the final two weeks of the legislative session, as the bills that are approved by the fiscal committees will then be deliberated by the full legislative bodies, which have until Thursday, September 14, 2023, to pass bills to Governor Gavin Newsom for his consideration. The Governor will have until October 14, 2023, to sign or veto legislation.

Fighting Fentanyl Bond Proposal Would Provide \$2 Billion for Education

Last month, Assemblymember Reggie Jones Sawyer (D-South Los Angeles) amended Assembly Bill (AB) 1510 into a \$5.2 billion general obligation bond proposal dubbed the Fighting Fentanyl Bond Act of 2024. If approved by voters, the measure would finance substance use treatment, harm reduction programs, supportive services for students, programs targeting drug trafficking,

substance use treatment programs in prisons and juvenile facilities, and recovery housing and transitional housing for previously incarcerated individuals.

Of the \$5.2 billion, \$2 billion would be provided to the California Department of Education to fund and expand programs that do the following:

- Use research-based approaches to reduce the stigma surrounding substance use, including opioid use and disorders, and educate high school pupils on the risks associated with recreational drug use, strategies used to identify high-risk situations associated with recreational drug use, and safe recreational drug use practices
- Supply local educational agencies with a federally approved opioid overdose reversal medication and fentanyl testing kits and train staff on how to utilize those tools
- Expand access within schools to supportive services for pupils that address the underlying causes of substance use disorder, including psycho-social supports such as licensed counselors, therapists, and psychologists

If approved by the Legislature and signed by Governor Newsom, AB 1510 would go before voters on the November 5, 2024, General Election ballot.

Leilani Aguinaldo

Economic Indicators Mixed as Economy Continues to Grow

By Anjanette Pelletier
School Services of California Inc.'s *Fiscal Report*
August 22, 2023

The United States (U.S.) economy continues to grow, although slowly, and the variety of indicators analysts watch demonstrate the mixed trends for inflation, labor, and housing. Headline inflation rose slightly to 3.2% in July, as the Department of Finance (DOF) notes in its August 2023 Finance Bulletin, largely due to an increase in the price of gasoline. Consumer Price Index (CPI) inflation measures that exclude food and energy declined in year-over-year comparisons to 4.7%, with shelter inflation declining slightly from 7.8 to 7.7%. California's headline inflation results trail the U.S. by only 0.1%, at 3.1% in June.



Source: DOF August 2023 Finance Bulletin

The labor market continues to be stable, with major job sectors adding positions, and the U.S. unemployment rate declining by 0.1%. California's unemployment rate is stable at 4.6%, with some sectors fully recovering job losses from 2020. California saw fewer persons in the labor market and fewer employed overall in July, but experienced an increase in nonfarm jobs and a decline in unemployment claims.

With the ongoing rate hikes by the Federal Reserve, mortgage interest rates have continued to climb, impacting building permits and the price of homes, leading to continued declines in home building and sales since 2022. However, more economists are predicting a "soft landing" whereby the economy could slow, reducing inflation without falling into a recession. Freddie Mac, which operates the U.S. secondary mortgage market, projects slight improvements in the housing market through the end of 2023 but expects the labor market to gradually soften without a major adverse effect on the economy.

July is the first month of the 2023-24 fiscal year, and preliminary General Fund cash receipts were over \$1.2 billion below the 2023-24 Budget Act forecast of \$9.748 billion. However, the news is not all dire; the DOF reports that over \$650 million in higher-than-expected sales tax receipts were shifted into August due to processing delays and national data shows that consumer confidence and spending was high in July. As we have noted previously, the DOF is still monitoring the impact of personal and corporate income tax receipts due to the delayed submission deadlines of October 16. As shown in Figure 1, cash receipts for the “Big Three” taxes of personal income, corporation, and sales and use taxes are well below forecasts. Personal income taxes, while below forecasts, are showing solid growth despite the timing issues mentioned above, and additional payments are expected through October. Corporation and sales and use taxes are dramatically lower than forecasts, but payments may shift the equation once the August cash receipt results come in.

Figure 1: 2023-24 Comparison of Actual and Forecast Agency General Fund Revenues (Dollars in Million)

Revenue Source	Forecast	Actual	Difference	Percent Difference
Personal Income	\$6,734	\$6,268	-\$466	-6.9%
Corporation	\$884	\$472	-\$412	-46.6%
Sales and Use	\$1,826	\$1,372	-\$453	-24.8%
Total*	\$9,748	\$8,479	-\$1,268	-13%

*Includes other agency cash receipts

Source: Finance Bulletin, August 2023 Issue (ca.gov)

We will provide updates on the U.S. and California economic indicators as we continue to monitor the impact of 2023-24 Budget Act decisions, assumptions, and forecasts on local educational agencies.

Note: There is currently an active bill (Senate Bill 765 [Portantino]) that would temporarily increase the postretirement compensation earnings limit administered by the California State Teachers Retirement System from 50% to 70% of the median final compensation of all members who retired from service during the fiscal year ending in the previous calendar year.

West Contra Costa Taps Retirees and Others To Fill Teacher Vacancies in Second Week of School

Subs, retired teachers and teachers on special assignment temporarily fill gaps as district works to hire more teachers

By Ali Tadayon
EdSource
August 22, 2023

Amid the ongoing national teacher shortage, West Contra Costa Unified started its second week of the 2023-24 school year with 80 teacher vacancies, which may lead to shuffling teachers during the first few weeks of school.

According to the district's spokesperson, Elizabeth Sanders, when the school year started on Aug. 15, the district had 99 unfilled teacher vacancies out of about 1,500 certificated positions. Certificated staff are largely teachers, but include counselors, librarians and instructional coaches. By Tuesday, the number of unfilled teacher vacancies in the district was down to 75, Sanders said.

Last year, at least a half-dozen of the district's teachers were reassigned to different schools or classes during the fall semester, and some of the reassignments didn't occur until more than a month into the school year. At the time, teachers said making the changes so late was disruptive to the classrooms and undermined the work they had done to gain their students' trust and build connections.

John Zabala, president of the United Teachers of Richmond, the district's teachers union, said he fears shuffling may occur this year as well, given the number of vacancies.

"We have concerns about working conditions for teachers and learning conditions for students," Zabala said. "We know this problem is greater than just West Contra Costa Unified. Ultimately, we're going to need legislative changes in Sacramento to address these shortages."

Sanders said the district has ensured coverage for all vacancies by reassigning instructional coaches and other teachers on special assignment to cover temporarily while new teachers are hired and processed. The district is also using substitute teachers and retired educators.

"We appreciate these instructional leaders for their work to ensure that all students start the year with highly qualified teachers," Sanders said.

The 30,000-student district in the East Bay cities of Richmond, El Cerrito, San Pablo, Pinole, Hercules and El Sobrante is working to hire and onboard more teachers to ensure that the fill-ins are only temporary, Sanders said.

Zabala said district officials have been proactive in trying to shuffle their classrooms before the school year starts and have been communicating with the union about its progress.

Hundreds of West Contra Costa Unified teachers have resigned since the pandemic, Zabala said. At the end of the 2021-22 school year, more than 200 of the district's teachers resigned, he said, and more than 100 resigned at the end of the 2022-23 school year. Studies show that, across the nation, teachers are feeling burnt out and leaving the profession in large numbers.

The situation has increased the competition to recruit from the small pool of qualified teachers between districts in a region, Zabala said. The San Francisco Chronicle reported that neighboring Oakland Unified started its school year on Aug. 7 short 60 teachers out of 2,300, and that San Francisco was still looking for more than 140 teachers about two weeks before its first day of school last Wednesday.

"Districts are essentially poaching from one another high-quality candidates," Zabala said.

The problem could worsen in the coming years if the district needs to lay off employees for budget reasons after years of declining enrollment and increased pay for teachers and staff. The fiscal solvency plan laid out in June by Robert McEntire, associate superintendent of business services for West Contra Costa Unified, calls for a reduction of 145 full-time employees, including 54 teachers, through attrition or layoffs before the 2024-25 school year, and more the following year.

West Contra Costa Unified has also struggled to staff special education paraprofessionals this year — an issue districts throughout the country are grappling with. The district had more than 200 such vacancies in mid-July and contracted with outside staffing agency ProCare Therapy to fill the vacancies.

Note: Parental rights groups continue to host rallies at the state Capitol to lobby opposition against several bills that they contend go against parental rights.

Are School Board Culture Wars Coming to Sacramento? Parental Rights Groups Growing Stronger

By Jenavieve Hatch
The Sacramento Bee
August 23, 2023

Several people carried signs at Monday's Capitol rally. "Stop the Democratic grooming of our children," said one.

"My child is not your science experiment," said another.

But most prominent were the white buttons adorning dresses, shirts, and jackets that read: PROTECT PARENTS' RIGHTS.

Summertime may be the carefree highlight of the year for school-aged children, but it's been a turbulent season for local school boards, especially in Southern California.

Boards in Chino and Murrieta enacted policies requiring teachers and school staff to inform parents of changes in their childrens' gender identity. An Orange County district may soon follow. The Temecula Valley Unified School District voted to reject curriculum that taught about Harvey Milk and the gay rights movement. It backed down and approved the plan after Gov. Gavin Newsom threatened a \$1.5 million fine.

On Monday, a group of 200 or so concerned parents, grandparents, and community members from up and down the state gathered to fight back against what they see as the attack on parents' rights — led by Newsom — and to lobby against several bills making their way through the legislature.

Many of the state's most outspoken supporters of the parents' rights movement are newly elected school board members in the Sacramento region. They are confident that their cause — sparked by the lockdowns and mask mandates of the pandemic era and fed by the conviction that schools have become centers of leftist indoctrination — will only gain strength.

"There's this apparatus of power and we're realizing where we have influence. And that influence is growing," said Jonathan Zachreson, who was elected to Roseville City Unified

School District last November — one of 26 school board candidates from Colfax to Roseville who ran on a “pro-parent” platform and won in 2022.

Rocklin, Elk Grove school boards seek to strengthen parental rights

Sacramento area school districts could soon be confronted with proposals similar to those that roiled Chino and Temecula.

In Elk Grove Unified School District, the board is set to hear a presentation about parents rights at its next meeting on Sept. 5.

“Given that there is a different understanding with respect to parental rights, I request that the Board of Education have an agenda item in which it receives a report on existing (state) ed code language with respect to parents’ rights,” said Trustee Carmine Forcina at a July school board meeting. “And include within that report any pertinent court cases that affirm the education code statements.”

Forcina does not believe the request for a presentation “is threatening.”

“The intent of having a report at a Board meeting is to give the public ... an opportunity to hear the ‘What Is,’” he said at the July session.

At an Aug. 9 board meeting, Rocklin Unified School District Trustee Dereck Counter proposed creation of a subcommittee to consider strengthening parent notification policies. It is scheduled to present on the topic at its next session on Sept. 6.

“I want to look at strengthening parents’ rights notifications with respect to some of our RUSD policies,” Counter said.

“Our teachers, our instructional aides, counselors, staff, all have positive connections with our students ... alongside with our great educators that we have, I want to increase the parent notifications, strengthen the parent rights,” he said. “We need to keep parents in all the conversations about substantial changes that would support the academic, social, emotional, and mental growth of our district’s students.”

Board President Julie Hupp seconded the motion to form a subcommittee, and placed herself on it.

Mike Murray, a Rocklin parent running to represent Placer County’s 3rd supervisorial district, is a strong supporter of Counter’s, and three other like-minded pro-parent RUSD trustees: Hupp, Tiffany Saathoff (a pastor at Destiny Church and Republican Assemblyman Joe Patterson’s Chief of Staff), and Rachelle Price.

“As a parent, all we want is transparency,” Murray, who has two children enrolled in RUSD schools, said at the rally Monday.

Like Zachreson, he worries about the slate of state bills “trying to take away local control” from school boards. What works in some communities and local jurisdictions might not make sense in others, he said.

“We want to be part of their lives, be there to help them. We don’t want that taken away by the government.”

Parents’ rights is a ‘collaborative movement’

Many who rallied in Sacramento Monday see their movement as a biblical calling — they answer to God, not the government — and believe that the state is undermining the bedrock principle of local control of schools.

It was the second such demonstration in just one week. Last Wednesday, Sonja Shaw, president of Chino Valley Unified School District, appeared at the Capitol with Assemblyman Bill Essayli, R-Riverside, a fellow “champion of parents’ rights.”

Shaw, a trainer who has become a heroine of the parents’ rights movement, was called by one pastor in attendance “a true, modern day Deborah.” She spoke Monday as well.

“God is using California to guide the way,” Shaw said, against the indoctrination of young kids, and against the “political cartel of Newsom, Bonta and (State Superintendent Tony) Thurmond.”

Thurmond showed up to a Chino Valley school board meeting last month — he says students in the district invited him — and was ousted after a verbal showdown with Shaw, who had him removed. To Thurmond, Shaw is an extremist. To Shaw and her supporters and colleagues, there’s nothing extreme about protecting children.

School boards across even the bluest of states are increasingly made up of parents who see themselves on the front lines of what Shaw called “a spiritual battle” and “a warfare.”

And yet, at Monday’s event, sponsored by the California Family Council with Turning Point USA members present, it would be easy to assume that all attendees are bedfellows in the conservative Christian movement. But activists maintain the parents’ rights movement transcends such identifiers as “Republican” or “Democrat.”

“This is a collaborative movement,” Zachreson said Monday.

Zachreson, who is not religious, was a lifelong No Party Preference voter until the COVID-19 pandemic when he changed his affiliation to Republican.

Prior to his election, Zacherson organized around reopening California schools during the COVID-19 shutdowns. He was an early objector to mask and vaccine mandates, school and business shutdowns, and what he calls violations of individual liberty where medical and educational decisions are concerned.

Now that they are turning their focus to class curriculum, parental notification, increased parental involvement in the classroom, and local control.

One target is Assemblyman Corey Jackson's AB 1078, which would require a two-thirds supermajority vote from a school board for removal of a book from a library or curriculum. Schools could also be fined if they do not supply enough diverse instructional materials, as required by the Department of Education's content standards.

The parents' rights camp believes this "will make it harder for local school boards to remove pornographic books and sexualized curriculum," per the California Family Council and Capitol Resource Institute.

The movement also opposes Burbank Sen. Anthony Portantino's SB 596, which would make it a misdemeanor offense to "subject a school employee to threats or harassment for reasons related to their official duties while they are away from a school site or after school hours."

Zacherson, and other newly elected trustees like him, is not just a school board member — he's one of many activists participating in a broad, collaborative coalition of elected officials, lawyers, pastors, stay-at-home parents and lobbyists actively trying to change state legislation.

"Parents realized where there were power voids," Zacherson told The Bee in an interview last week. He cites the California Teachers Association, the California School Board Association, and the state Department of Education for actively excluding parents from important policy decisions. School boards in Southern California, including Yorba Linda, where one board voted to leave the CSBA (96% of California's schools are members), are moving in the right direction, he said.

And when it comes to coalition building, he and his fellow activists work with anyone across the political spectrum — including lawyer and activist Erin Friday, who spoke on Monday's rally about saving her daughter from "trans ideology." Friday is a Democrat and told The Bee she's also not religious.

In other words: it's not about politics or parish, it's about parenting.

"This is not a right-left issue," she said at the podium to a cheering crowd. "It's easy to say it's a right wing religious issue, but it's a human issue, a family issue."


In red Placer County, it's a larger movement to, as Dry Creek Elementary School Board Trustee Jon Fenske put it, "protect the innocence of children."

Fenske ran with two other newbies in 2022: Jean Pagnone and Jason Walker. The three “J Team” candidates ran a joint campaign and successfully “flipped” the five-person school board to a majority pro-parent governing body.

“If we did not have (these) changes in Dry Creek, we wouldn’t have these discussions about parents’ rights,” Fenske told The Bee last week. “I’ve been called a ‘homophobe book banner,’ but I’m just trying to do what’s best for the kids.”

Fresno Unified School District
Board Communication

BC Number ID-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Marie Williams, Ed.D., Instructional Superintendent
Cabinet Approval: 

Date: September 01, 2023

Phone Number: 457-3928

Regarding: Master Plan for English Learner Success

The purpose of this board communication is to provide the Board a copy of the final version of the Master Plan for English Learner Success. This version includes all the feedback and recommendations provided by our educational partners during the multiple meetings conducted by our department. The Master Plan for English Learner Success is scheduled to be approved by the District English Learner Advisory Committee on August 31, 2023.

The Department of English Learner Services is excited about the release of our master plan in service of our English learner students, families, and staff.

If you have any questions pertaining to the information in this communication or require additional information, please contact Erica Piedra at 457-3928.

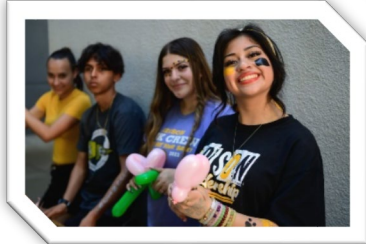
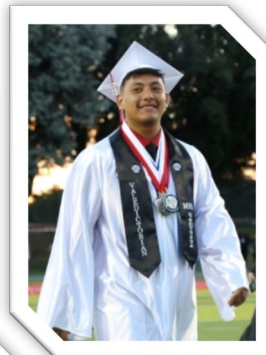
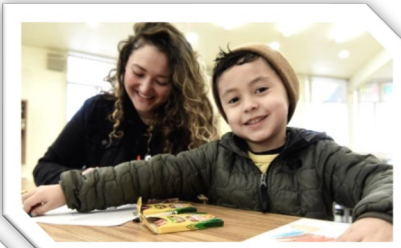
Approved by Superintendent
Robert G. Nelson Ed.D. _____



Date: 09/01/23



Fresno Unified School District



ACHIEVING
our **GREATEST**
Potential!

Master Plan for English Learner Success 2023-2028

DELAC Review & Approval:
Fresno Unified Board Review:

[Link to Master Plan \(Spanish Translation\)](#)
[Link to Master Plan \(Hmong Translation\)](#)
[Link to Master Plan \(English Translation\)](#)

Last Updated: Spring 2023



FRESNO UNIFIED SCHOOL DISTRICT

MASTER PLAN

FOR

ENGLISH LEARNER SUCCESS

BOARD OF EDUCATION TRUSTEES



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President
Area 4 (McLane)



Susan Wittrup
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Area 5 (Fresno)



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DISTRICT OFFICE ADMINISTRATION



**Robert G.
Nelson, Ed.D.**

Superintendent



Misty Her

Deputy
Superintendent



**Natasha Baker,
Ed.D.**

Chief Academic
Officer

ENGLISH LEARNER SERVICES DEPARTMENT



Erica Piedra

Director

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
- Eileen Jame Giron, Greenberg
- Anali Cerda, Edison
- Roberto Sánchez Tepec, Edison
- Fabiola Felix, Fresno High
- Octaviana Gonzalez, Sunset
- Alicia Crispín, Jackson
- Aidee Peñaloza, Bullard Talent
- Benita Vasquez, Roosevelt
- Maricruz Flores, Sunset
- Fabiola Felix, Fresno High
- Virgin León, Ewing
- Araceli Sanabria, Greenberg
- Karl C. Díaz, Sunnyside
- Jessica Martinez, Malloch
- Francisco Gatica, Hidalgo
- Carmen Galvez, Hidalgo
- Maria Guerrero, Edison
- Rosemilia Suarez, Baird

DELAC Board Members:

- Fernando Ortega, Chairperson
- Alicia Crispín, Vice-Chairperson
- Maribel Gómez, Secretary
- 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 these individuals, including 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, VALUES, AND GOALS



MISSION

We nurture and cultivate the interests, intellect, and leadership of our students by providing an excellent, equitable education in a culturally proficient environment.



VISION

Fresno Unified School District:
Where students, families, and staff are valued and empowered to achieve their greatest potential.



VALUES



We Value Learning



We Value Accountability



We Value Positive Behavior



We Value People & Our Community



GOALS



Student Goals



Improve academic performance at challenging levels



Expand student-centered and real-world learning experiences



Increase student engagement in their school and community



Staff Goal

Increase recruitment and retention of staff reflecting the diversity of our community



Family Goal

Increase inclusive opportunities for families to engage in their students' education

MISSION STATEMENT FOR ENGLISH LEARNERS

The mission of the Department of English Learners 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 college and career ready with the widest array of post-secondary options that prepare them to be productive, global-minded citizens.



MESSAGES

MESSAGE FROM DR. ROBERT G. NELSON, 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 expectations the district holds for each school and classroom setting in which English learner students are served. All educators are expected to implement this plan with fidelity, while we strive to continuously improve services and outcomes for each student.

The plan is also 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 our classroom interactions. 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 who 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,

A handwritten signature in blue ink that reads "Robert G. Nelson". The signature is fluid and cursive, matching the name of the superintendent.

Robert G. Nelson, Ed.D.

MESSAGE FROM DR. NATASHA BAKER, CHIEF ACADEMIC OFFICER



Fresno Unified School District believes that a student’s educational 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 must 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 districts mission, vision, values, and goals. It endorses research-based teaching practices and strategies that respect, affirm, and build upon the language 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 and programs for students who are 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,

A handwritten signature in black ink that reads "N Baker".

Natasha Baker, Ed.D.

MESSAGE FROM ERICA PIEDRA, DIRECTOR



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,

A handwritten signature in black ink that reads "Erica Piedra". The signature is written in a cursive, flowing style.

Erica 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.

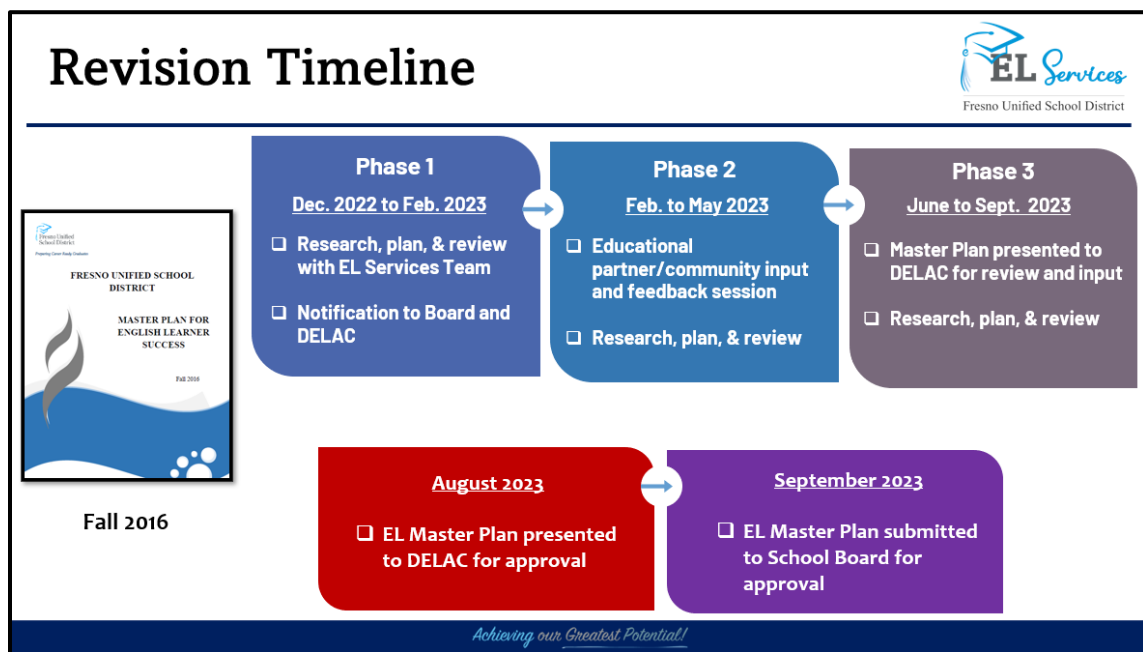


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NAVIGATION TIP: Click on the blue hyperlinks above to navigate to each chapter.



[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, includes 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


Purpose of *Master Plan for English Learner Success*



Fresno Unified School District




- ▶ Build a **shared understanding** of EL programs, services, & support that value and maintain the **cultural and linguistic assets** of our English learners




- ▶ Create an **accessible** and **user-friendly** EL Master Plan for **all educational partners** aligned to our **current reality**

GOALS

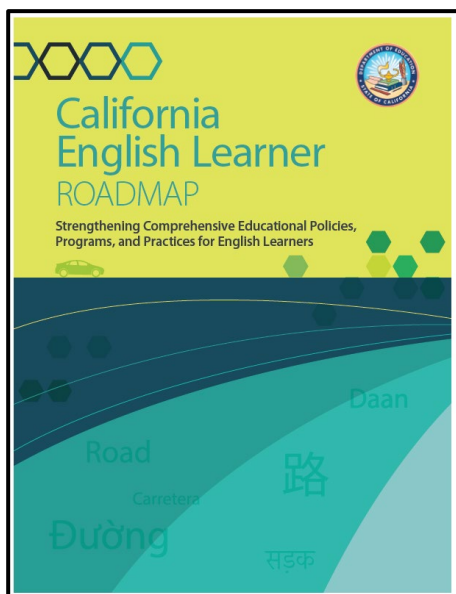


- ▶ Ensure that new plan includes newly adopted **district goals**
- ▶ **Align with CDE EL Roadmap**, practices, procedures & current research
- ▶ Help **English learners achieve their greatest potential!**



Achieving our Greatest Potential!

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 2023-2024

**STUDENT
ENROLLMENT**
72,216

2,692 Preschool	39,182 TK-6
10,679 7-8	19,663 9-12

SCHOOLS
110
TOTAL

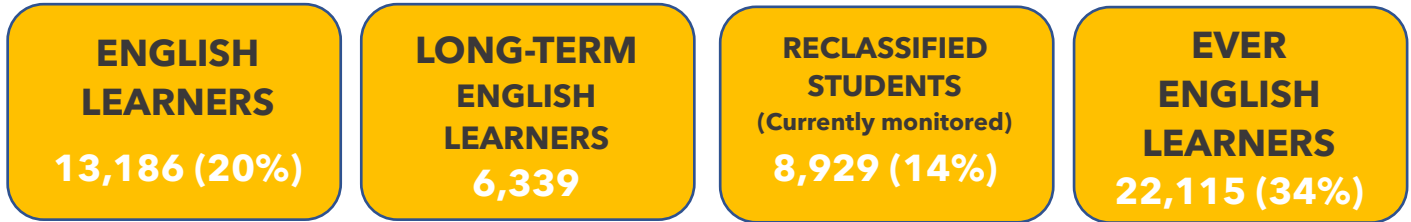
67 Elementary Schools	3 Special Education Schools
14 Middle Schools	6 Alternative Education & Adult Schools
10 High Schools	10 Charter Schools

DLI SCHOOLS
19
TOTAL

STUDENT DIVERSITY	
African American 7.6%	Hispanic 69.5%
American Indian 0.6%	Two or More Races 2.6%
Asian 10.8%	Pacific Islander 0.4%
Filipino 0.3%	White (Not Hispanic) 8.1%

STUDENT ENROLLMENT	
English Learner	19.26%
Low-income Students	84.01%
Students with Disabilities	11.83%
Foster Youth	1.06%

ENGLISH LEARNERS IN FRESNO UNIFIED SCHOOL DISTRICT



Foster Youth
85 (0.6%)

LANGUAGES
59+
TOTAL

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
730	1,574	1,347	1,091	2,637	2,759	2,362

TOP 15 SCHOOLS WITH ENGLISH LEARNERS

ELEMENTARY		MIDDLE SCHOOL		HIGH SCHOOL	
Burroughs	286 (43%)	Sequoia	250 (28%)	Roosevelt	602 (27%)
Addams	284 (39%)	Gaston	242 (34%)	Sunnyside	568 (21%)
Leavenworth	262 (36%)	Yosemite	227 (35%)	McLane	476 (23%)
Winchell	262 (42%)	Kings Canyon	212 (24%)	Edison	409 (17%)
Hidalgo	258 (50%)	Scandinavian	166 (21%)	Fresno	331 (16%)

*Compared to total school site enrollment

Data sources: LCAP, Ellevation and CDE DataQuest

ENGLISH LEARNERS BY SCHOOL SITE (AUGUST 2023-2024)

ELEMENTARY				MIDDLE SCHOOL	
School	English Learners	School	English Learners	School	English Learners
Addams	284	Mayfair	214	Ahwahnee	55
Anthony	94	McCardle	46	Baird	14
Ayer	105	Muir	57	Computech	19
Aynesworth	228	Norseman	132	Cooper	81
Bakman	139	Olmos	195	Fort Miller	102
Balderas	189	Phoenix	1	Gaston	242
Birney	156	Powers-Ginsburg	93	Kings Canyon	212
Bullard Talent	21	Pyle	103	Scandinavian	166
Burroughs	286	Robinson	53	Sequoia	250
Calwa	222	Roeding	151	Tehipite	115
Centennial	164	Rowell	220	Tenaya	39
Columbia	172	Scandinavian CDC	1	Terronez	119
Dailey Charter	27	Slater	73	Tioga	112
Del Mar	94	Starr	18	Yosemite	227
Easterby	144	Storey	109		
Eaton	38	Sunset	107	HIGH SCHOOL	
eLearn Academy	77	Tatarian	16	School	English Learners
Ericson	133	Thomas	94	Bullard	148
Ewing	220	Turner	107	Design Science	3
Figarden	54	Vang Pao	256	Duncan	174
Fremont	126	Viking	48	Edison	409
Gibson	8	Vinland	66	Fresno	331
Greenberg	128	Wawona K-8	138	Hoover	224
Hamilton	82	Webster	100	McLane	476
Heaton CDC	1	Williams	101	Patino	9
Heaton	68	Wilson	90	Roosevelt	602
Herrera	157	Winchell	262	Sunnyside	568
Hidalgo	258	Wishon	102		
Holland	54	Wolters	59	OTHER SCHOOLS	
Homan	84	Yokomi	142	School	English Learners
Jackson	121			Addicott	19
Jefferson	141			Adult SPED	14
King CDC	2			Cambridge	74
King	144			DeWolf	25
Kirk	154			eLearn Secondary	70
Kratt	38			Fulton	2
Lane	207			Phoenix Sec.	16
Lawless	79			RATA	4
Leavenworth	262			Young Academy	40
Lincoln	177				
Lowell	89				
Malloch	24				
Manchester Gate	38				

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 of student enrollment, schools in California 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 the district for the first time, the parent completes the Home Language Survey as part of the district's enrollment 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 Preschool-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 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 at the beginning of the school year, or within 2 weeks if a student enrolls during the school year. 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 TK-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 <u>well developed</u> 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 <u>somewhat to moderately developed</u> 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 <u>beginning to develop</u> 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.



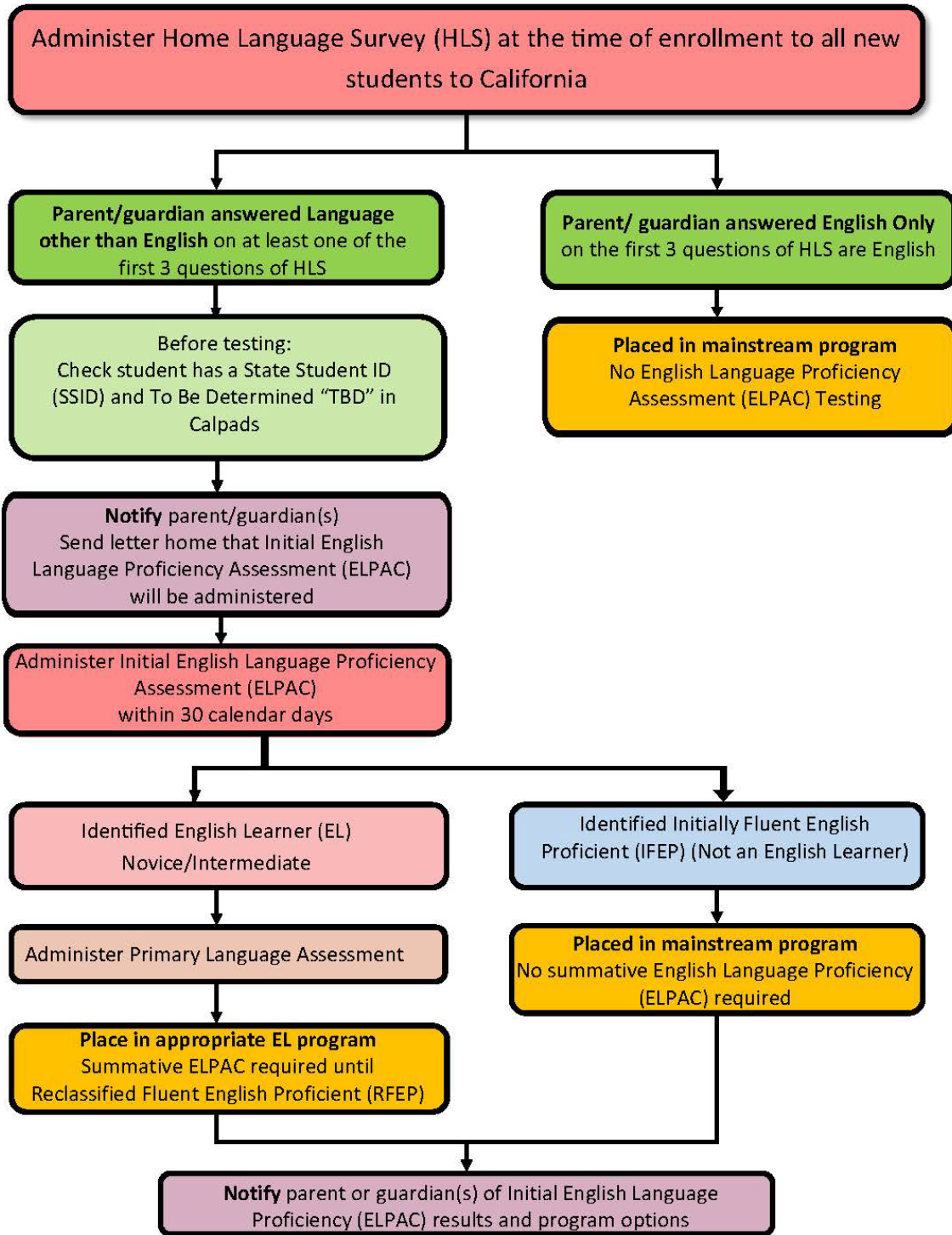
FEDERAL PROGRAM MONITORING DESCRIPTIONS



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 at <https://elpac.startingsmarter.org> to better understand Student Score Reports, review sample questions, and access resources to support your child's learning.

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



July 2022

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 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)		
 2.0 or above GPA in 9 th -12 th 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)	Identified English Learner  Overall Score of 4 on the English Language Proficiency Assessment for California (ELPAC)	  OR  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/eo/in/documents/globalca2030report.pdf>

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

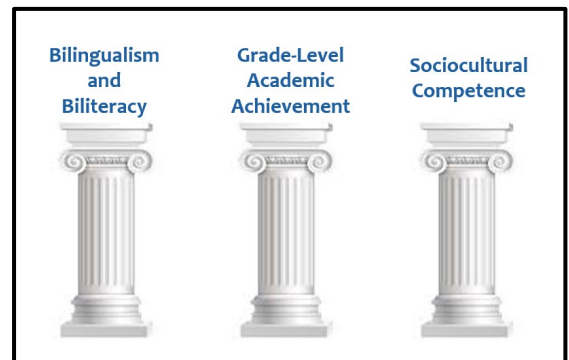
Proficiency in reading, writing, speaking, and listening in Spanish or Hmong and English

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.

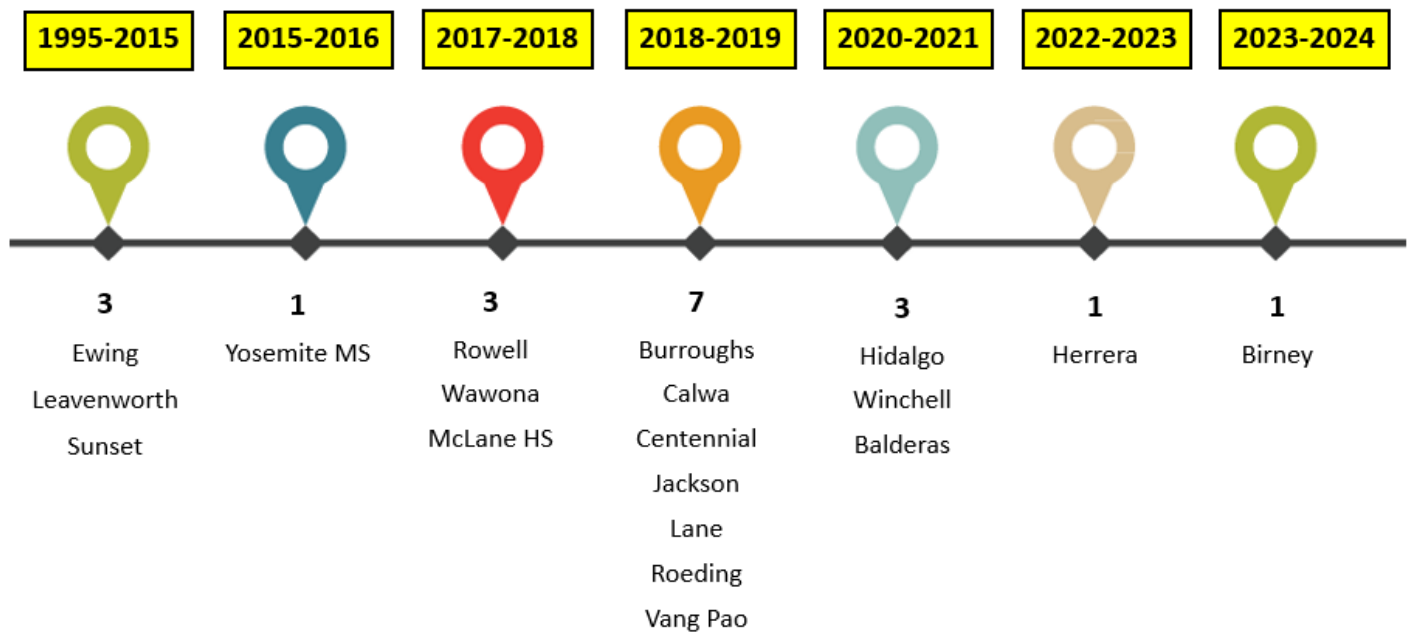


School Sites

As of 2022-2023, Fresno Unified School District dual language programs are offered at 19 school sites district-wide: 15 elementary schools, 1 middle school and 1 high school with a Spanish/English DLI Program, and 2 elementary schools 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

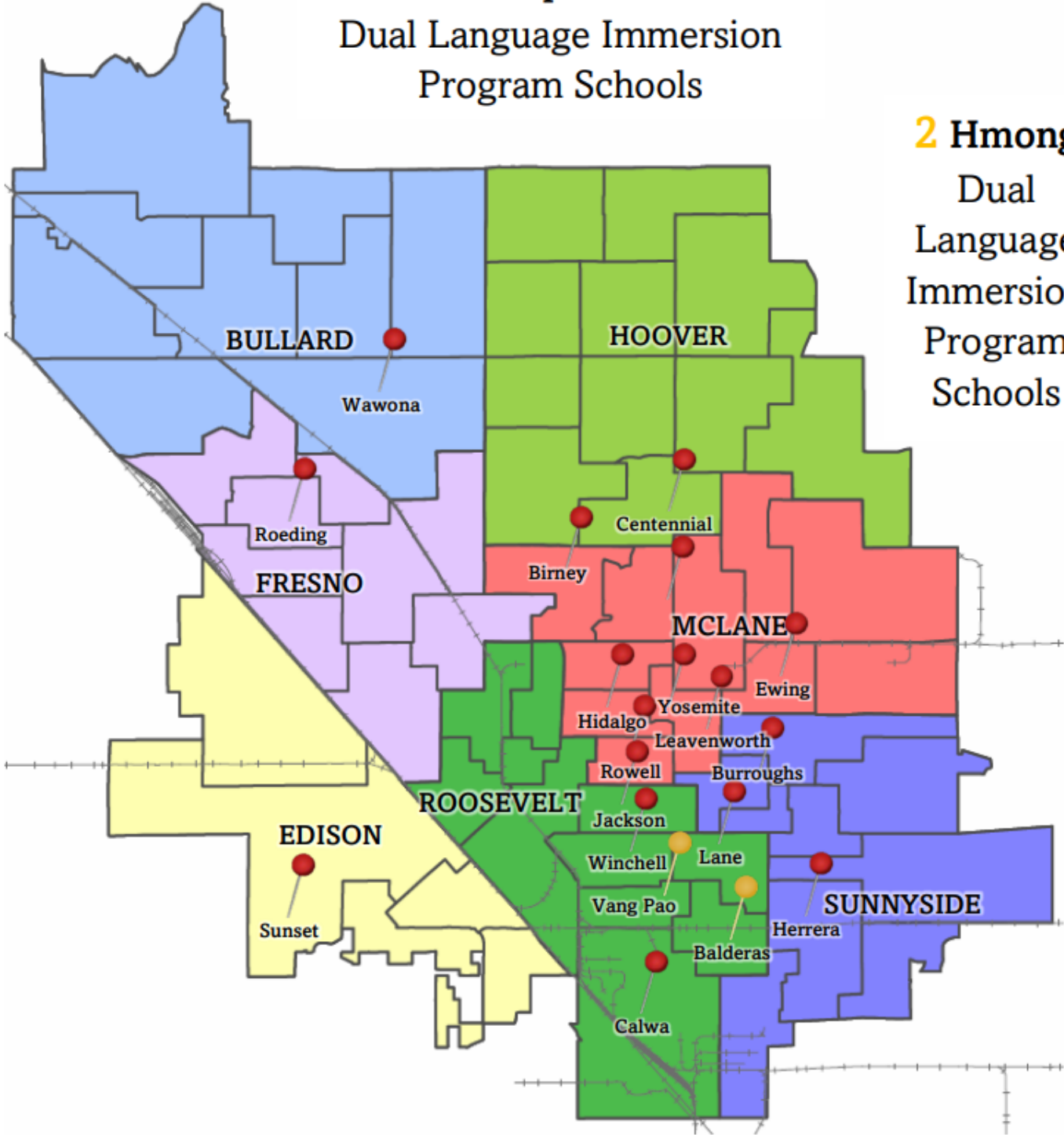


Dual Language Immersion Program Schools in Fresno Unified School District

17 Spanish

Dual Language Immersion
Program Schools

2 Hmong
Dual
Language
Immersion
Program
Schools



English Learner Services
Multilingual/Multicultural Education
***Dual 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 (T)	1292 N. 9th St, Fresno, CA 93703, (457-3450)
McLane High School (T)	2727 N. Cedar Ave, Fresno, CA 93703, (248-5100)
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)

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 <https://els.fresnounified.org/spanish-dual-language-immersion/>.

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:**

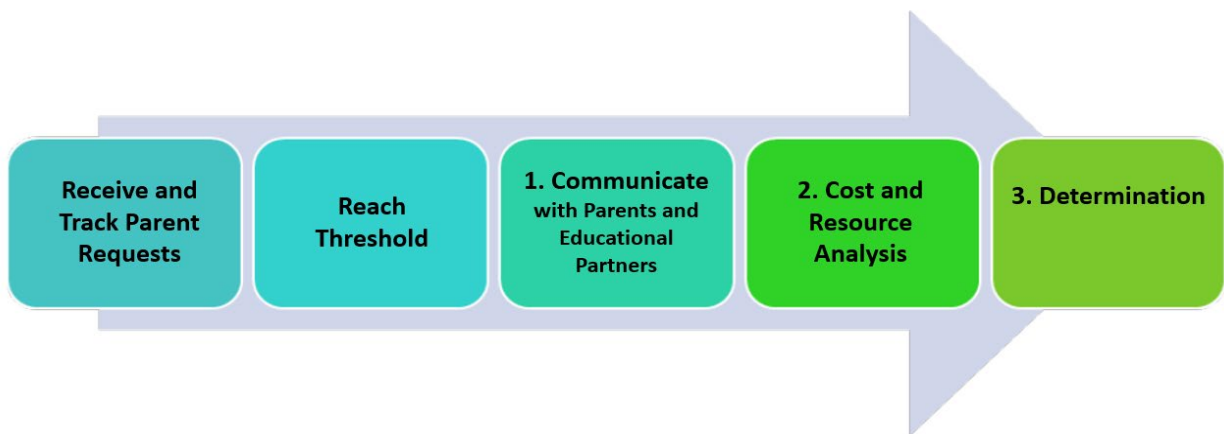
In the case that FUSD determines it can implement the requested program, FUSD creates and publishes a reasonable timeline of actions necessary to implement the program. As part of the implementation, FUSD confers with school personnel, including administrators, and teachers with the authorizations required 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



Two-Way Immersion

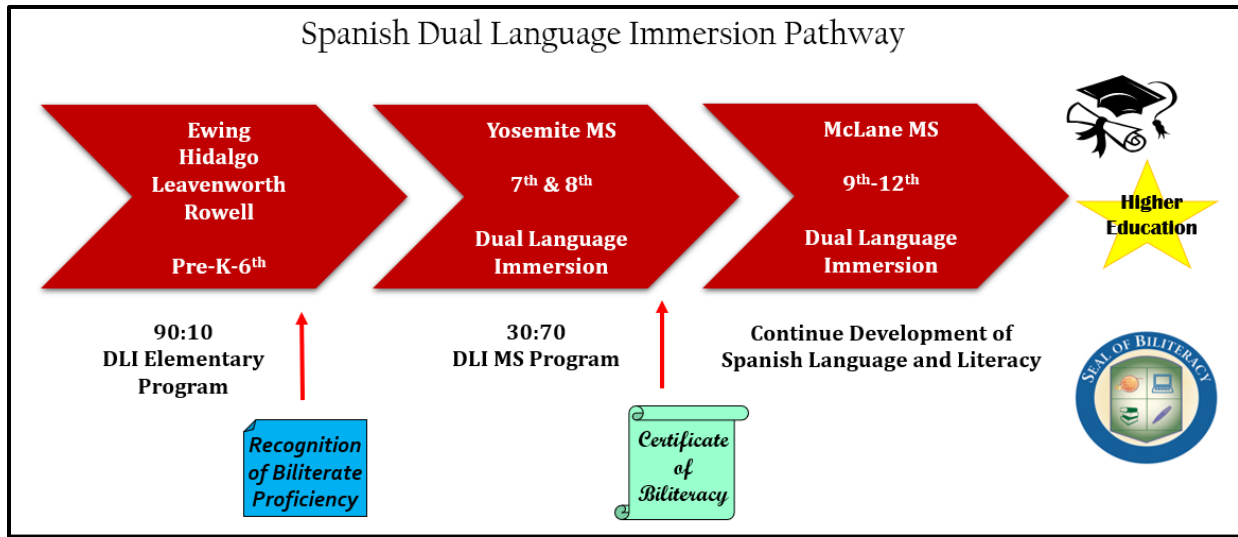
Fresno Unified School District’s two-way Spanish/English immersion program includes fairly equal numbers of two groups of students: native Spanish speakers and native English speakers. Spanish/English two-way immersion programs are designed to maintain and sustain the home language of native Spanish 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	135 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:
Erica Piedra, Director
Phone: (559) 457-3963
Email: erica.piedra@fresnounified.org



HMONG/ENGLISH DUAL LANGUAGE IMMERSION PROGRAM



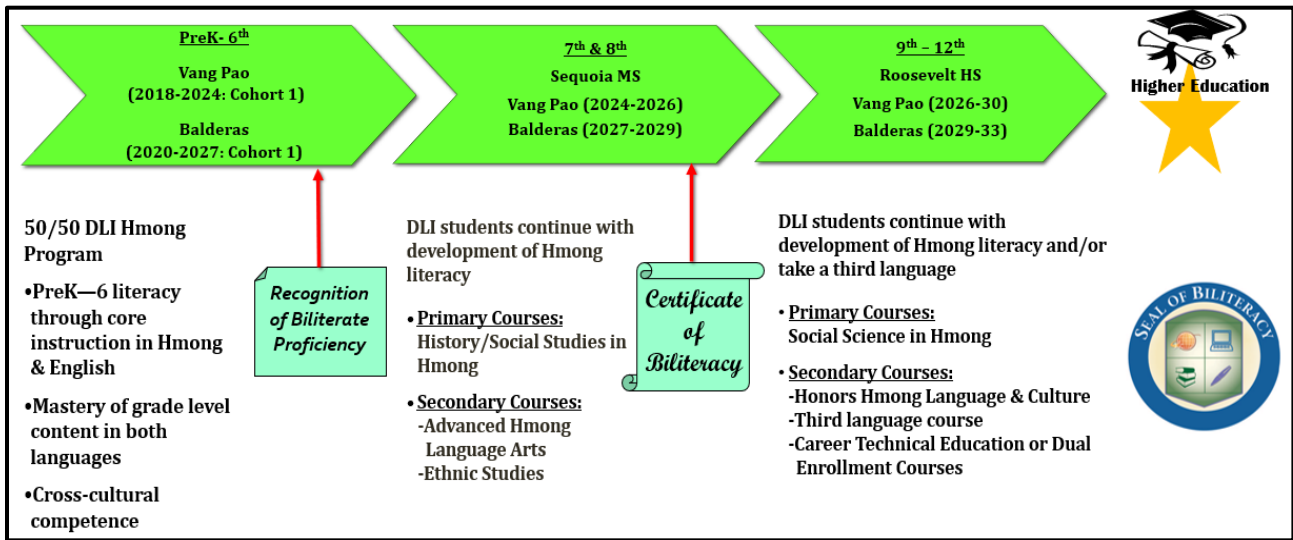
Hmong Dual Language Immersion (DLI) Program integrates English proficient and English learner students for the purpose of developing language proficiency and academic achievement in students' first and second languages and cross-cultural understanding. The elementary Hmong DLI program follows a 50:50 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:

Doua Vu, Manager

Phone: (559) 457-3968

Email: Doua.Vu@fresnounified.org



FRESNO UNIFIED SCHOOL DISTRICT DUAL LANGUAGE IMMERSION ENROLLMENT PROCESS

Neighborhood/Site-Based

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, Balderas (Hmong DLI), Vang Pao (Hmong DLI)

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 Schools

Open enrollment for all students. Priority enrollment for students living within FUSD attendance boundaries.

SCHOOLS:

Ewing, Leavenworth, Sunset, Wawona K-8, Yosemite MS, McLane HS

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 Center.**

For additional information on Site-Based Enrollment, contact the neighborhood school office.
<https://els.fresnounified.org/spanish-dual-language-immersion/>

For additional information on Choice School Enrollment, contact the Transfers Office at 559-248-7538.
<https://stafed.fresnounified.org/transfers/>

Use the QR code to access list of DLI schools.



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. In 2021, the district added Hmong Heritage Speakers III where students earn dual enrollment credits through Fresno State's Division of Continuing and Global Education. 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.

Additionally, students pursuing the Medical Academy of Science and Health (MASH) pathway at Duncan Polytechnical High School can also take the Medical Hmong course, which prepares bilingual individuals to develop awareness, knowledge, and skills necessary for effective language interpretation in health care settings. 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: <https://hscg.fresnounified.org/courses/school/all/>



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

Rosetta Stone

All newcomers in Beginning and Intermediate ELD classes in grades 7th through 12th have access to Rosetta Stone, a language learning computer program, as a supplemental resource to help develop their language proficiency. Rosetta Stone gives students the opportunity to practice the English language in all four domains (writing, reading, speaking, and listening) at their own pace and in various interactive ways. Students enrolled in ELD Beginning and Intermediate are expected to use Rosetta Stone at least 15 minutes each day, five days a week, for an average of 1.25 hours per week. Rosetta Stone is an additional support for language development meant to be used outside the classroom. Teacher guidance is that no more than 15 minutes of class time each week should be spent on Rosetta Stone.

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.



Interpreting Services for Qualifying Newcomers

Recently arrived newcomers (< 6 months) in grades TK-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
<ul style="list-style-type: none"> 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. <p>Understand that the interpreter will not be doing simultaneous translation, but they will be speaking to the student multiple times throughout the lesson.</p> <ul style="list-style-type: none"> Please be prepared to provide topics, key vocabulary, and resources that might be helpful to the interpreter. 	<p>The interpreter will:</p> <ul style="list-style-type: none"> 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 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 4th-6th grade newcomers. Qualifying students must meet the following criteria: enrolled in 4th-6th grade, newly arrived in the U.S. (< 1 year), and score Novice on the Initial ELPAC. 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.

(Hmong) Heritage Language After-School Program(s)

Fresno Unified School District currently has an after-school Hmong heritage language class at Balderas Elementary School from 2:45 p.m. to 5:15 p.m. from Monday to Friday. The program is open to all students in grades 3rd-6th enrolled at Balderas Elementary. The goal of the program is for students to:

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

*Prior to the 2020 pandemic, language programs were also available in Mixteco, Arabic, Punjabi, French, and Spanish. The district has put together a three-year regional plan to re-launch these language programs at different sites, beginning in the 2023-24 academic school year.

Proposed Regional After-school Language Programs (2023-26)

Year of Language Offering	Bullard Region	Edison Region	Fresno Region	Hoover Region	McLane Region	Roosevelt Region	Sunnyside Region
Year 1 2023-24					<ul style="list-style-type: none"> • Hidalgo-Mixteco • Norseman-Hmong 	<ul style="list-style-type: none"> • Balderas-Hmong 	
Year 2 2024-25	<ul style="list-style-type: none"> • Lawless-Punjabi • Powers-Spanish 	<ul style="list-style-type: none"> • Lincoln-Spanish 	<ul style="list-style-type: none"> • Williams-Arabic 	<ul style="list-style-type: none"> • Vinland-Spanish 	<ul style="list-style-type: none"> • Mayfair-Spanish 		<ul style="list-style-type: none"> • Storey-Punjabi • Easterby-Hmong • Olmos-Spanish
Year 3 2025-26	<ul style="list-style-type: none"> • Slater-Spanish 	<ul style="list-style-type: none"> • Columbia-Spanish 	<ul style="list-style-type: none"> • Fremont-Spanish 	<ul style="list-style-type: none"> • Wolters-Arabic 	<ul style="list-style-type: none"> • Turner-Hmong 	<ul style="list-style-type: none"> • Yokomi-Spanish • Webster-Spanish 	<ul style="list-style-type: none"> • Aynsworth-Spanish

GSL Peer Mentoring After-School Program in Secondary Schools



The GSL Peer Mentoring After-School Program is offered in seven comprehensive high schools; Roosevelt, Bullard, Edison, Fresno, Sunnyside, Hoover, and McLane, to support high school newcomer students with one to three years of US schooling.

It is a collaborative partnership between the Department of Prevention and Intervention - Mentoring Project and the English Learner Services. One personnel (Mentor facilitator and Teacher on Special Assignment) from each department oversees different aspects of the program to ensure that:

- High-quality mentors with matching native language skills, and linguistic, academic, and social-emotional support skills are providing assistance to newcomers
- High-quality professional learning and training are provided to the facilitators and mentors.

The goal of the GSL Peer Mentoring After-School Program is to provide newcomers with support in three areas: English language development, academic progress, and social-emotional support and thus, some components were built in to meet the needs of our students:

- Oral Language practice and interaction with mentors (**Language Development**)
- SEL support and community outreach; belonging and connectedness to the school and community (**Social-emotional support**)
- Homework and academic coursework support (**Academic progress**)

The program is facilitated by a staff member who is a teacher from each site and typically runs for 1 to 1.5 hours each week depending on the teacher’s availability. Furthermore, each mentee is assigned to a high-performing peer mentor who is a Reclassified Fluent English Proficient (**RFEP**) student, and during each session, they work on four rotations:

ELD Reinforcement	Survival/Basic English Practice
<ul style="list-style-type: none"> Practice what is currently going on in ELD Beg. and ELD Int. 	<ul style="list-style-type: none"> Work on “Inside the USA” materials
Social Interaction	Homework Support
<ul style="list-style-type: none"> Learn and play board games Learn how to do crafts (tie knots, macramé, art project) Learn a new skill 	<ul style="list-style-type: none"> Work on Homework Clarify assignments Review for tests

Mentees are also expected to interact with their mentors twice a week and complete Rosetta Stone hours in addition to attending the mentoring session, which are two criteria for scholarship eligibility.

For additional information, contact:
Maryann Lambaren
Elementary Manager
Phone: (559) 457-3950
Email: Maryann.Lambaren@fresnounified.org



SUMMER/WINTER PROGRAMS

Elementary Summer and Winter Academy

The purpose of Summer and Winter Academy is to provide academic and enrichment opportunities with a focus on literacy and math. Both 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/winter program offerings, feel free to contact your child's school.

For additional information, contact:

English Learner Services

Phone: (559) 457-3928

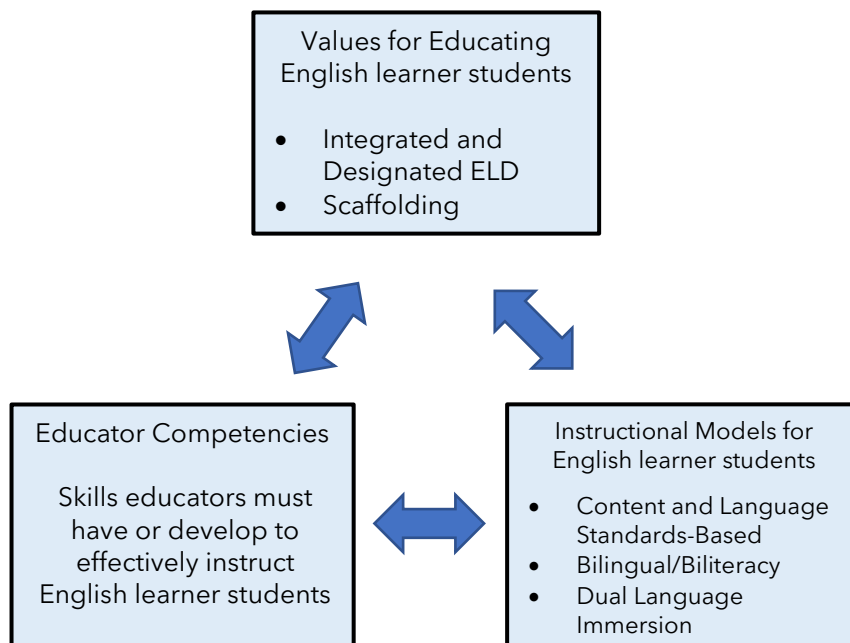
CHAPTER 3:

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.”



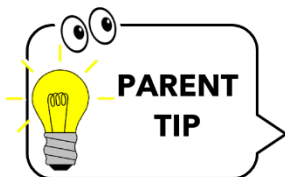
ELA/ELD Framework
Circles of Implementation
2014

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

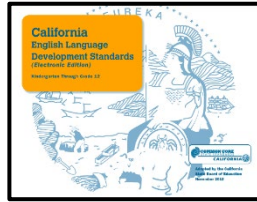


For information on ELD instruction for your student, contact your school’s principal.

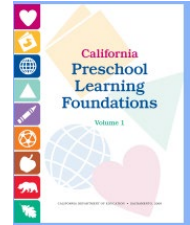
CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT (ELD) STANDARDS

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

SECTION 1 <i>Overview of the ELD Standards</i>		SECTION 2 <i>Elaboration on Section 1</i>
<ul style="list-style-type: none"> • Goal • Critical Principles • Overview of Standards (Parts I, II, III) 		<p>Elaboration of Critical Principles Unpacks the standards by:</p> <ol style="list-style-type: none"> 1. Grade level (elementary) or Grade Span (secondary) 2. Proficiency level descriptors (Emerging, Expanding, Bridging) 3. Levels of support (Substantial, Moderate, Light) <p>Texts and Discourse in Contexts:</p> <ul style="list-style-type: none"> • Corresponding CCSS ELA Standards • Purposes for using language • Text types • Audiences <p>ELD Level Continuum (from PLDs)</p> <ul style="list-style-type: none"> • Emerging • Expanding • Bridging <p>Parts I – III</p> <ul style="list-style-type: none"> • 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
Overview of Standards, Parts I - III		
<p>Part I Interacting in Meaningful Ways 12 Standards</p>	<p>A. Collaborative (4 standards)</p> <ol style="list-style-type: none"> 1. Exchange info/ideas (orally) 2. Interact with others (in writing) 3. Offer/support opinions 4. Adapt language choices 	
	<p>B. Interpretive (4 standards)</p> <ol style="list-style-type: none"> 5. Listen actively 6. Read closely 7. Evaluate language use (to support) 8. Analyze vocabulary use (specific purposes) 	
	<p>C. Productive (4 standards)</p> <ol style="list-style-type: none"> 9. Express ideas in presentations 10. Write lit/info texts (technology emphasis) 11. Support/evaluate opinions 12. Select/apply precise voc/language 	
<p>Part II Learning About How English Works 7 Standards</p>	<p>A. Structuring cohesive texts (2 standards)</p> <ol style="list-style-type: none"> 1. Understand text structure 2. Understand cohesion 	
	<p>B. Expanding and enriching ideas (3 standards)</p> <ol style="list-style-type: none"> 3. Use verbs/verb phrases 4. Use noun/noun phrases 5. Modify to add detail 	
	<p>C. Connecting and condensing ideas (2 standards)</p> <ol style="list-style-type: none"> 6. Connect ideas 7. Condense ideas 	
<p>Part III Using Foundational Literacy Skills (Appendix A)</p>	<p>Oral Skills Phonological Awareness</p>	
	<p>Print Skills Print concepts Phonics and word recognition Fluency</p>	




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...	<ul style="list-style-type: none"> • Whole class discussion • Small group discussions/collaboration • Pair-Share/Partner work
2. Interacting with others in written English in various communicative forms	<ul style="list-style-type: none"> • 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...	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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



English Language Development
Classroom Look Fors



What should we expect to see during ELD?

Integrated ELD

What Teachers Do (Framework):

- Appropriately scaffold the instructional experiences to provide strategic support that moves learners toward independence
- Develop English learners' content knowledge and use of academic English
- Routinely examine the texts and tasks used for instruction to identify language that may be challenging for English learners
- Lead English learners to analyze various text features and functions to understand how to engage with the text in reading and writing



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 grade 12 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

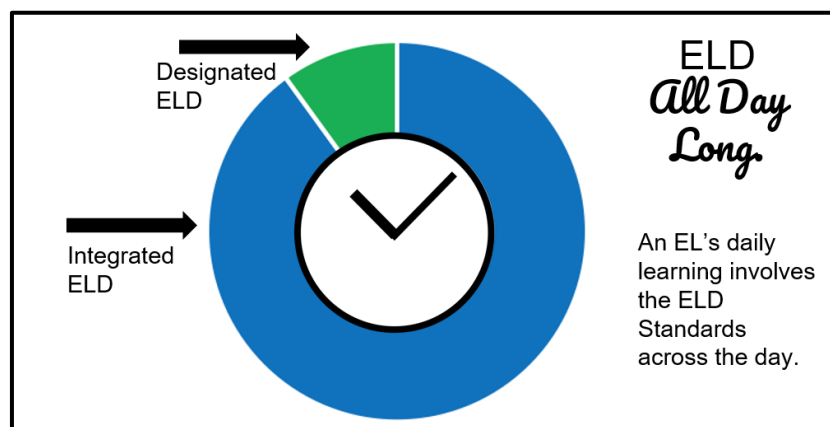
The California ELA/ELD framework uses the term integrated ELD to refer to ELD taught throughout the day and across the disciplines. All teachers with ELs in their classrooms should use the CA ELD Standards in addition to their focal CA CCSS for ELA/Literacy and other content standards to support their 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**



Fresno Unified School District Instructional Practice Guide (IPG)

See appendix for Literacy 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.

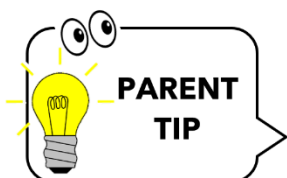
Options for Providing Designated ELD in Elementary (3 Models)

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

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.

- English Learners in grades 7-12 receive a protected time of designated ELD small group instruction daily in ELA classrooms.
- English learners with ELPAC overall levels 2-4 are guaranteed to receive designated ELD instruction in ELA while students with an ELPAC overall level 1 for three consecutive years receive designated ELD instruction in an Early Advanced ELD class as their elective.



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

SCAFFOLDING

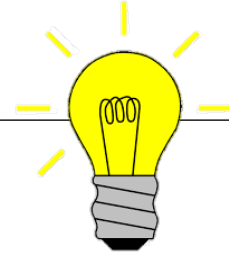


Figure 12: (Modified from Scaffolding, a Special Kind of Support)

Toward a Common Definition of Scaffolding
 Fresno Unified School District

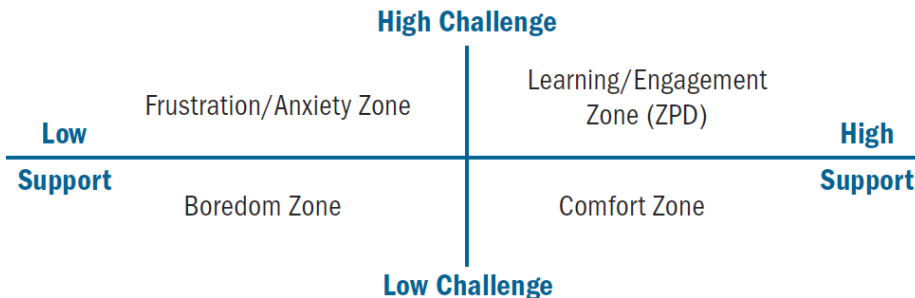
What is scaffolding?

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.

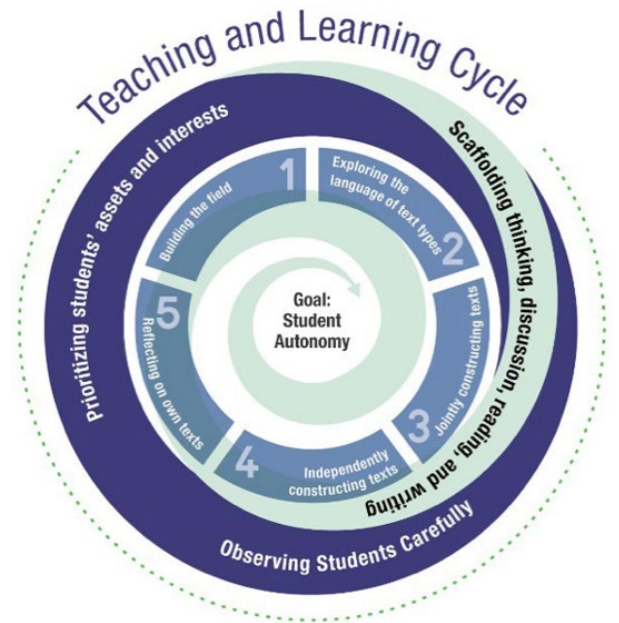
Stage 5: Reflecting on Own Texts

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	<ul style="list-style-type: none"> • The Creative Curriculum (Preschool - TK) • Visual Arts (Preschool-TK) • McGraw Hill: California Wonders ELD (K-6) • National Geographic Learning (7-8) <ul style="list-style-type: none"> ○ 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) <ul style="list-style-type: none"> ○ Inside the U.S.A. (Beg.) ○ EDGE Fundamentals, EDGE Level A (Int.) • myLexia digital licenses (3-6) • 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) <div style="display: flex; justify-content: space-between; align-items: flex-start; margin-top: 10px;"> <div style="text-align: right;">      </div> <div style="text-align: left;">  </div> </div>
ENGLISH LANGUAGE ARTS (ELA)	<ul style="list-style-type: none"> • The Creative Curriculum (Preschool-TK) • McGraw Hill: California Wonders ELA (K-6) • i-Ready (K-12) digital licenses • College Board: SpringBoard (7-12) <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 10px;"> <div style="text-align: right;">  </div> <div style="text-align: center;">  </div> <div style="text-align: left;">   </div> </div>
SPANISH LANGUAGE ARTS (SLA)	<ul style="list-style-type: none"> • McGraw Hill: Maravillas (K-6) • Estrellita • Visual Arts (Preschool -TK) <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 10px;"> <div style="text-align: right;"> <p style="font-size: small;">El Currículo Creativo para educación preescolar</p> </div> <div style="text-align: center;">  </div> <div style="text-align: left;">  </div> </div>
HMONG (HCG)	<ul style="list-style-type: none"> • Hmong DLI Curriculum Guides • Hmong Heritage Curriculum Guides <div style="text-align: right; margin-top: 10px;">  </div>
MATHEMATICS	<ul style="list-style-type: none"> • 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 <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 10px;"> <div style="text-align: right;">  </div> <div style="text-align: center;">  </div> <div style="text-align: left;">   </div> </div>
SCIENCE	<ul style="list-style-type: none"> • Harcourt: California Science (K-6) <div style="text-align: right; margin-top: 10px;">  </div>
SOCIAL STUDIES	<ul style="list-style-type: none"> • MacMillan / McGraw-Hill: California Vistas (K-5) • Holt McDougal: World History Ancient Civilization (Grade 6) <div style="text-align: right; margin-top: 10px;">  </div>

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 transitional kindergarten (TK) 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 TK-12. However, the TK-2nd grade writing portion is a paper-pencil test. In TK 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 TK-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>.

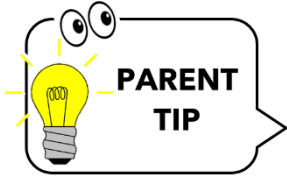
ELPAC Performance Level Descriptors & ELD Standards Proficiency Levels:

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.elpac.org/>
- [Informational videos](#) are available for parents/guardians in [English](#) & [Spanish](#)
- 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

English Language Proficiency Assessments for California

Fort W. Texas
 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: 1234567000000

Overall Score

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/>.

English Language Proficiency Assessments for California

Fort W. Texas
 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.

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.

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

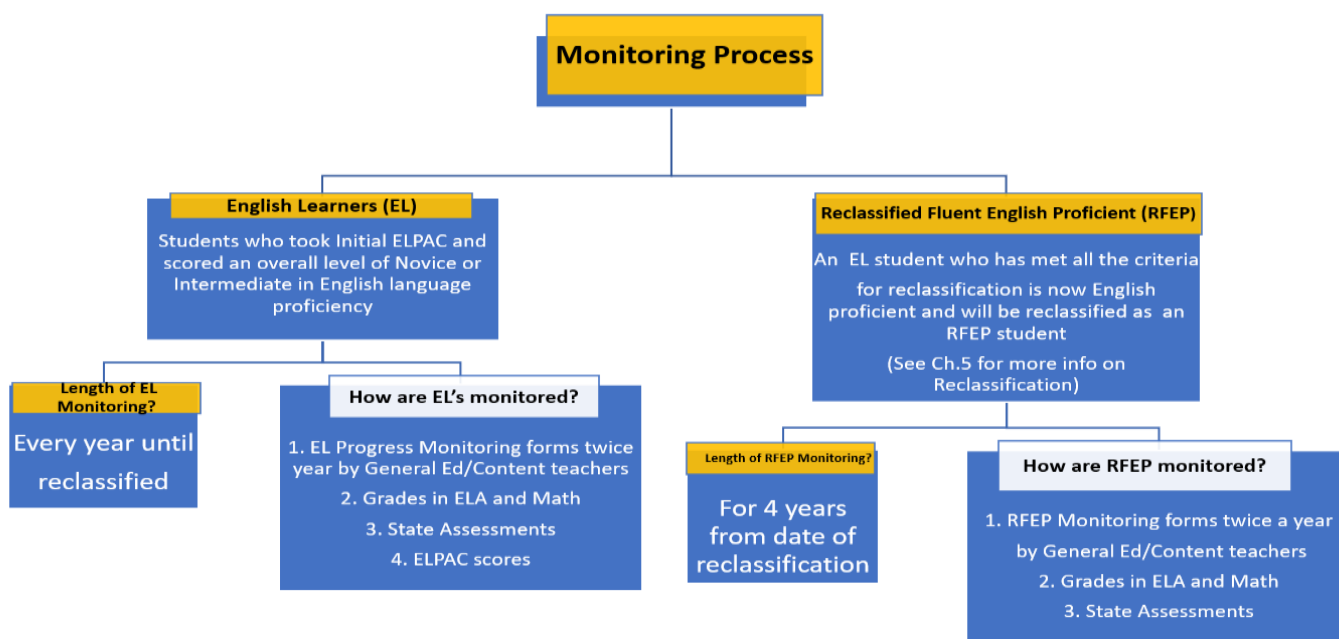
Grade 4	Grade 5	Grade 6
Eligible but not tested	Eligible but not tested	<div style="border: 1px solid #0070c0; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> <div style="font-size: 24px; font-weight: bold; margin-right: 5px;">3</div> </div> <div style="font-size: 18px; font-weight: bold; margin-right: 5px;">1520</div> <div style="font-size: x-small;">Moderately Developed</div>

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.**

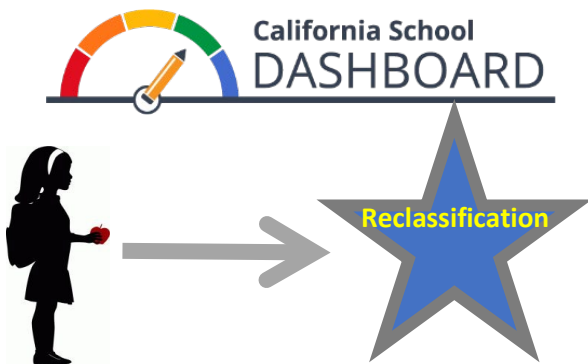
ANNUAL NOTIFICATION LETTER

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.



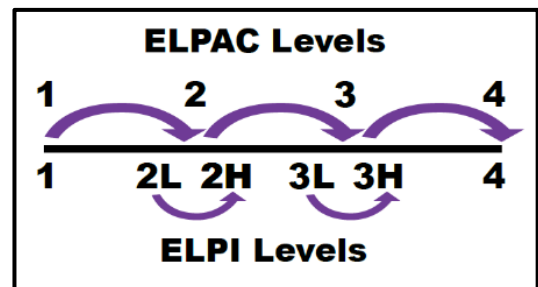
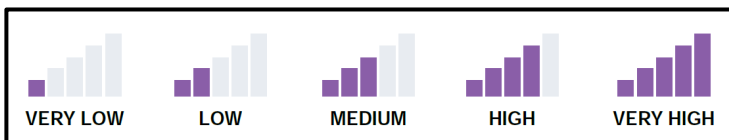
Every student can and must learn at grade level and beyond.

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

Every student moves a minimum of a grade level each year.

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:

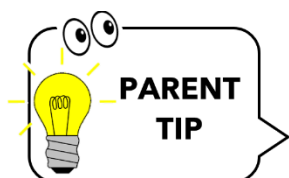
A school has 434 EL students. Of these students, 180 EL students have advanced at least one ELPI level between 2021 and 2022, and 72 EL students maintained at Level 4.

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

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/index.asp>. December 2019

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.

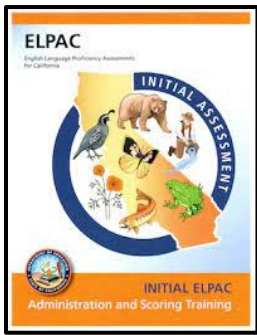


- Access assessment information on the Assessment tab of the ATLAS portal.
- Speak to your child's teacher about their current ELPI levels or if they are not making progress based on ELPI levels.

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 5 years to attain reclassification before becoming a Long-Term English Learner at the start of their sixth 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	Difference
2022-23	50.3%	44.3%	6%

English Learner Progress Indicator (ELPI) Target of 64.3%

English Learner Progress Indicator

Assessment:

- The ELPAC has 4 levels.

Accountability:


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

ELPAC Levels

1 2 3 4

1 2L 2H 3L 3H 4

ELPI Levels



Every student can and must learn at grade level and beyond.

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

Every student moves a minimum of a grade level each year.

RECLASSIFIED FLUENT ENGLISH PROFICIENT (RFEP) DATA

Beginning in the 2022-2023 school year, our district will monitor the English Learner Progress Indicator (ELPI) levels for all English learners. Additionally, we will set a reclassification goal as noted in the table below.

Year	Number of English Learners	Reclassification Goal	Actual Count
2022-23	13,527	1,406	1,027

Year	FUSD % of Reclassified Students
2021-2022	8.0%
2020-2021	1.7%
2019-2020	10.4%
2018-2019	16.7%
2017-2018	13.9%

*Aligned to state guidance, historical reclassification percentages are no longer reported.

Reclassification target of 10.4%

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 all 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- are eligible to be considered 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.

Actions for 2023-2024:







1. Students can reclassify with a Smarter Balance Assessment Consortium (SBAC) score of Nearly Met, which is the achievement level that matches the average scale score range of English Only students in Fresno Unified. *Former criteria required a score of Met or Exceeded on SBAC.*
2. Students can reclassify with an i-Ready scale score average that meets the cut points established from the prior year i-Ready administration, based on EO scale score averages for D1, D2 and D3, respectively or a BAS Instructional Level Benchmark (K-6).
3. Students meet assessment criteria by meeting ELPAC level = 4 AND by demonstrating comparative performance in basic skills to EO students of their same grade level, based on qualifying English Language Arts scores.



RECLASSIFICATION CRITERIA

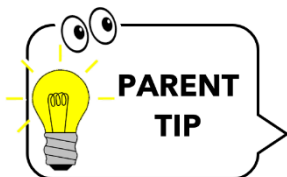
Criteria for Reclassification

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

Required Criteria (California Education Code [EC] Section 313 [f])	Fresno Unified School District Criteria Local Board-Approved Reclassification Criteria
<p>Criterion 1: Assessment of English Language Proficiency (California requirement: Overall Score of 4 on ELPAC)</p>	<p>TK-12 Summative ELPAC overall score must be Level 4 (Well Developed)</p> 
<p>Criterion 2: Teacher Evaluations (Teacher Recommendation) Student evaluation that includes, but is not limited to, the student's academic performance. The term "teacher" refers to the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the student.</p>	<p>TK-12 Teacher input must indicate student is RFEP ready RFEP = Reclassified Fluent English Proficient</p> 
<p>Criterion 3: Parent/Guardian Consultation Parental/Guardian involvement in the participation of the reclassification process is encouraged, including seeking their opinion and consultation, although consent is not required.</p>	<p>Connect via phone, virtual school platforms, or other technology that is available to parents to discuss progress and data or to ask questions about their child's likely reclassification.</p> 
<p>Criterion 4: Basic Skills Relative to English Proficient Students Comparison of student's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age.</p>	<p>FUSD determined cut-points on CAASP, i-Ready, and BAS</p>   

The district must maintain the following in the student's permanent record (regardless of the physical form of such record and to ensure transfer of documentation):

- Language and academic performance assessments
- Participants in the reclassification process
- Decision regarding reclassification



Best practices for reclassification celebrations include awards ceremonies that include breakfast or dinner. Students are able to take photos with their family and celebrate this huge milestone. Questions, contact your school office.

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 PATHWAY OPTIONS

Reclassification Options for EL Students with an IEP (Individualized Education Program)

The following is a four-page document that was created in collaboration between FUSD ELS and SPED department staff. The purpose of the document is to clarify the process of reclassification for EL students who have an IEP, which includes three additional pathway options.

SPECIAL EDUCATION (IEP PROCESS) English Learners with Special Education Services

Some students receiving special education services are also identified as English language learners. It is of great importance that our dual-identified students receive the support they need to reclassify to fluent English proficient on time. There are times when students on IEPs may require additional pathway options to demonstrate their English proficiency and reclassify through the IEP process. Parents may contact their child’s Case Manager to discuss the following information. See recommendation options provided below.

Reclassification Cycles/Criteria:

Cycle	2023-24 Reclassification Criteria
1	<ul style="list-style-type: none"> Students identified by most recent ELPAC 4 <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> 2022-2023 SBAC Results "Nearly Met" or above for grades 3,4,5,6,7,8, and 11.
2	<p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Local assessment (i-Ready OR BAS) results at same level as EO peers. See cut points below.

i-Ready Cut Points:

* For i-Ready cut points, please refer to the most current cut points determined by most recent i-Ready data.



Three Reclassification Pathway Options for Students with an IEP:

	Pathway 1	Pathway 2	Pathway 3
Reclassification Criteria	<ol style="list-style-type: none"> 1. ELPAC-4 2. Teacher Recommendation 3. Parent Consultation 4. Basic Skills in Literacy 	<ol style="list-style-type: none"> 1. Alternate ELPAC-3 2. Teacher Evaluation 3. Parent Consultation 4. Basic Skills in Literacy 	<p>IEP Team Decision when...</p> <ul style="list-style-type: none"> • Student disability/ies preclude performance on local assessments and <u>one or more domains</u> on the ELPAC AND • there are <u>no appropriate accommodations</u> for the affected domain(s) • Student received SPED services for 3 or more years
Alternate Basic Skills Assessments	<p>Alternate Basic Skills Assessments by program: *Multiple Measures should be considered RSP, Inclusion, and Mild/Moderate:</p> <ul style="list-style-type: none"> • San Diego Quick • DIEBELS • BPST • BAS • Classroom Based Measurement • Current Standardized Assessments <p><i>Any student taking the SBAC</i></p>	<p>Alternate Basic Skills Assessments by program: *Multiple Measures should be considered Moderate/Severe:</p> <ul style="list-style-type: none"> • Unique Learning Systems Benchmarks • Current Criterion Brigance • Classroom Based Measurement <p>SDC Autism:</p> <ul style="list-style-type: none"> • STAR Profile <ul style="list-style-type: none"> ◦ Expressive and Receptive Language • Current Criterion Brigance • Classroom Based Measurement <p><i>Any student taking CAA</i></p>	<p>Alternate Basic Skills Assessment(s) reviewed and documented in the IEP for any student.</p>

Additional Guidance:

[Reclassification - English Learners \(CA Dept of Education\)](#)

[CA Guide for Educating EL with Disabilities - Announcements & Current Issues \(CA Dept of Education\)](#)

Criterion 1: Assessment of English Language Proficiency (ELP) Using an Objective Assessment Instrument

The IEP team will review and document in the IEP the most recent Summative ELPAC or Alt. ELPAC results on both the statewide assessment page and the EL Reclassification pages on the IEP (must be the most recent results and must be within 12 months prior to the IEP meeting) as the primary evidence that a student has met the criteria demonstrating English language proficiency.

1. If student proficiency level on the ELPAC was below 4 or Alternative ELPAC below level 3, the IEP team must review other formal and/or other informal assessments. These assessments are to be discussed and documented in the structured meeting notes during the IEP meeting.
2. If student proficiency indicators on the Alternative ELPAC indicated low performance in any area, the team must determine if these areas reflect the student's disability versus language deficits.
3. IEP team will then review and answer reclassification questions in section 1 of IEP (see below).

Criterion 2: Teacher Evaluation

The teacher must consider multiple measures when evaluating student academic performance. These should include achievement towards grade-level expectations, curriculum-based measures, formative assessments, and student work samples, and compare the student's progress to native English-speaking peers with similar disabilities in the same grade level. Measurements used in the determination must be marked in the reclassification section, as well as reviewed, discussed and documented in the structured meeting notes during the IEP meeting.

IEP team will review and complete reclassification section 2

Criterion 3: Parent Consultation

The parent/guardian must have meaningful participation in the IEP team meeting where the student's progress toward the criteria for reclassification is discussed. The IEP team should obtain parent/guardian opinion throughout the discussion and document it in the ELD Present Level of Performance (PLP) section by adding a subsection titled "Parent Input. **See SPED guide for writing compliant IEPs for resources and sample parent questions.**

IEP team will then review and answer reclassification question in section 3

Criterion 4: Comparison of Performance in Basic Skills

Assessment of language proficiency using an objective assessment instrument (statewide assessment or other alternate assessment) score in English/language arts (ELA) to determine whether factors other than English language proficiency are responsible and whether it is appropriate to reclassify the student. For students that do not take statewide assessment, the team may use other valid data to determine if the student has acquired English based on their ability level. Measurements used in the determination must be marked in the reclassification section, as well as reviewed, discussed and documented in the structured meeting notes during the IEP meeting.

The IEP team will determine if the student should be reclassified based on analysis of the four criteria above. If agreed upon by team, case manager checks "Yes" on Reclassification Box on Info/Eligibility number 4:

If team agrees that student should be reclassified, parent signature has been obtained, and all IEP procedures have been completed, email reclassification@fresnounified.org with the following information to trigger reclassification completion/teacher recommendation form.

Student Name	
Student ID Number	
Case Manager Name	
IEP Date	

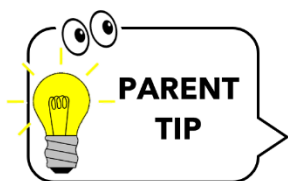
Classroom teacher/Case Manager will receive a form from **Ellevation** to complete. Reclassified Students continue to be monitored for 4 years after the date of reclassification, using Ellevation.

English Learner Parent Interview Questionnaire

Directions: A member of the assessment team should discuss the following question with parent/s to gather information regarding students' growth in English for reclassification.

Do you notice improvement/growth in your child's English Language Development since they started school, if so, please share?

Notes:



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

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, VP, or TSA), 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.

The school may designate an existing school level advisory committee, or subcommittee of such advisory committee, to fulfill the legal responsibilities of ELAC, following the procedures already established in the bylaws.

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.

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 els.fresnounified.org

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. Meetings are publicly posted 72 hours prior to meeting.

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

Meeting # 1 - Training, Elections, Parent Needs Assessment

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

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

Meeting # 4 - Review Annual EL Services and Census Report, 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 Agenda, Sign-in sheets, Minutes, Presentations, Surveys, and Elected Officers Roster (when an election takes place), and all documents shared at the meetings. These records are kept internally for audit and compliance purposes.



ELAC Meetings

School Site Planning Guide/Checklist

(Dates should be calendared at the beginning of the school year and shared with all parents of English learners by school site administrators)

***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)**

Scheduled ELAC Meetings	Topics to be included in Agenda by meeting number. (Topics in yellow are mandatory for FPM compliance) <small>*Topics can be determined based on parent input.</small>
Meeting #1 (First Quarter) Date: _____	<ul style="list-style-type: none"> • Elections and Training Presentation • Parent Needs Survey • English learner school site demographics • Reclassification criteria/Integrated and Designated ELD • Roster of the Five Officers Elected
Meeting #2 (Second Quarter) Date: _____	<ul style="list-style-type: none"> • Importance of School Attendance • <i>Testing windows for Reclassification and i-Ready</i> • Reclassification criteria/Integrated and Designated ELD • <i>Safety and Security, etc.</i>
Meeting #3 (Third Quarter) Date: _____	<ul style="list-style-type: none"> • Single Plan for Student Achievement (SPSA) • Reclassification criteria/Integrated and Designated ELD • Parent Input
Meeting #4 (Fourth Quarter) Date: _____	<ul style="list-style-type: none"> • English Learners Census and Service Report • Reclassification criteria/Integrated and Designated ELD • <i>Summer Learning Opportunities, End School Year</i> • <i>Review and approve Bylaws</i>

All ELAC Documents must be uploaded to the State and Federal Program's 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 as soon as the meeting has taken place
Notification Letter					To be publicly posted and distributed at least 72 hours before meeting
Agenda					
Minutes					Capture parent input onto minutes
Sign-in sheet					
Roster of Officers Elected					Required on meeting #1 & whenever new elections take place, send copy to EL Services
Presentations/Survey/etc.					

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.

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 els.fresnounified.org

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 els.fresnounified.org/

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 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 els.fresnounified.org/ are the DELAC Master Calendar, Agenda, Minutes and Presentations.

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



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.

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://els.fresnounified.org/migrated/>

DUAL LANGUAGE IMMERSION FAMILY CONFERENCE

This conference provides an opportunity for families of students already enrolled or considering enrollment in FUSD's Spanish or Hmong DLI Program to learn and network with one another, engage with school site and district staff, and access community resources.

For Adults:

Multilingual keynote speakers and workshops that share methodologies that embrace students' linguistic and cultural heritage and encourage the development of the Spanish, Hmong, and English languages to cultivate positive multilingual identities and sociocultural understanding.

For Preschool-6th Grade Students:

Enrichment activities – literacy, science, math, art, music, and movement

Goal:

To promote and expand understanding of the DLI program goals: bilingualism and biliteracy, high-academic achievement in two languages, and sociocultural competence

When and Where:

Held on a Saturday in March every other year at a select DLI school site within FUSD

Upcoming years: 2025, 2027, 2029, 2031

Communication:

Informational flyers sent home with students and shared via digital school-to-home communication platforms and social media

Planning, organization, and facilitation of the conference is led by DLI teachers and school site administrators, district department staff, and community partners.

For more information, contact English Learner Services at (559) 457-3928.



JOURNEY TO SUCCESS STUDENT CONFERENCE

This annual student conference is a collaborative partnership between Fresno Unified School District and California State University, Fresno.

For Secondary Among Heritage Students:
Motivational keynote speaker, workshops, community resource booths and vendors

When and Where:
Typically held on a Friday in January at California State University, Fresno

Goal:
To promote and expand understanding about higher education opportunities, financial aid resources, and career choices

Communication:
Informational flyers sent home with students and shared via digital school-to-home communication platforms and social media

For more information, contact English Learner Services at (559) 457-3928.



GLOBAL STUDENT LEAGUE (GSL)

The Global Student League (GSL) is made up of second-language learners who represent English Learners (newcomers and reclassified students), dual language immersion and heritage learners.

GSL:
Global
Student
League



Student Voice Collaborative

Meets monthly to build leadership and advocacy skills while advocating for policy and system changes that will improve student outcomes for second-language learners

Peer Mentoring Program

Provides peer support to newcomers with English language development, academic progress, and social-emotional needs

Communications Team

Trained to conduct student interviews on behalf of English Learner Services upon request from FUSD Communications Office



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. In partnership with Parent University, the English Learner Services Home School Liaisons support with training School Site Home School Liaisons in presenting the Family Engagement Hour materials to families in line with the FUSD family goal to *"Increase inclusive opportunities for families to engage in their student's education"*.
2. 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.

3. Interpreting, translation, preparation, and support as needed for, and during ELAC and DELAC meetings, DLI Family Conference, Hmong DLI Events, and other department supported events.
4. Support of other departments and school sites during special projects or circumstances that involve English learner students, when extensive extra support needs arise.
5. Providing support to families experiencing challenges or barriers to their child's education, such as language barriers, economic hardship, or social-emotional issues.
6. Facilitating communication between schools, families, and the community, ensuring that everyone is informed and engaged in supporting student success.
7. Building partnerships with community organizations and businesses to provide resources and opportunities for students and families.
8. Engaging families to ensure they have the resources and information they need to support their children's education.
9. Collaborating with school staff to create family engagement plans, events and workshops that support student learning and achievement.
10. 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)

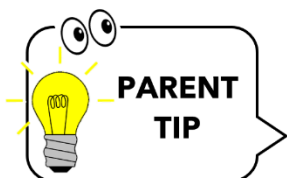
Role:

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 Learners.

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
- **GSL:** Global Student League
- **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




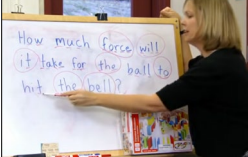


Compiling and documenting evidence of professional development specific to English learners

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.
 - PL Calendars **AND**
 - Agendas **AND**
 - Descriptions **AND**
 - Presentation Materials **AND**
 - Sign-in Sheets
- **Implementation of EL PL**
 - Observations **OR**
 - Lesson plans with student outcomes (include ELD Standards) **OR**
 - 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

 <p>California Department of Education Integrated and Designated English Language Development Transitional Kindergarten-Grade Twelve Video Series</p>	<p>Math 8, Integrated Math 8, Designated</p>																																								
 <p>California Department of Education Integrated and Designated English Language Development Transitional Kindergarten-Grade Twelve Video Series</p>	<p>Sci 7, Integrated Sci 7, Designated</p>																																								
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	<p>PK-1st: Kinder ELD lesson - Integrated and Designated ELD instruction</p>																																								
	<p>2nd-3rd: 2nd grade ELD lesson - Integrated and Designated ELD instruction</p>																																								
	<p>4th-6th: 4th grade ELD lesson - Integrated and Designated ELD instruction</p>																																								
<p>List of Vignettes</p> <table border="1" data-bbox="142 1310 388 1428"> <thead> <tr> <th>Grade</th> <th>Vignette Title</th> <th>CA ELD Framework Chapter</th> <th>Page(s)</th> </tr> </thead> <tbody> <tr> <td>TK</td> <td>1.1. Reading and Hearing: The Bear and the Pig, Integrated ELD/Literacy and ELD Instruction in Transitional Kindergarten</td> <td>3</td> <td>191-192</td> </tr> <tr> <td>TK</td> <td>1.2. Reading: The Three Little Pigs Part Three: Not a Real-World Experience, Designated ELD Instruction in Transitional Kindergarten</td> <td>3</td> <td>196-199</td> </tr> <tr> <td>K</td> <td>1.3. Interactive Storybook: Read Aloud, Integrated ELD/Literacy and ELD Instruction in Kindergarten</td> <td>3</td> <td>218-219</td> </tr> <tr> <td>K</td> <td>1.4. General Academic Vocabulary Instruction from Storybooks, Designated ELD in Kindergarten</td> <td>3</td> <td>213-217</td> </tr> <tr> <td>1</td> <td>1.5. Interactive Read Alouds with Informational Text, Integrated ELD/Literacy and ELD Instruction in Grade One</td> <td>3</td> <td>263-269</td> </tr> <tr> <td>1</td> <td>1.6. Speaking Frames, Designated ELD Instruction in Grade One</td> <td>3</td> <td>269-274</td> </tr> <tr> <td>2</td> <td>4.1. Close Reading of <i>The Three Little Pigs</i> (Informational Text), ELD Instruction in Grade Two</td> <td>4</td> <td>241-245</td> </tr> <tr> <td>2</td> <td>4.2. Discussing "Using" Verbs in <i>Chrysomelans</i>, Designated ELD Instruction in Grade Two</td> <td>4</td> <td>245-249</td> </tr> <tr> <td>3</td> <td>4.3. Public-Service Announcements with Informational Text, Integrated</td> <td>4</td> <td>177-241</td> </tr> </tbody> </table>	Grade	Vignette Title	CA ELD Framework Chapter	Page(s)	TK	1.1. Reading and Hearing: The Bear and the Pig, Integrated ELD/Literacy and ELD Instruction in Transitional Kindergarten	3	191-192	TK	1.2. Reading: The Three Little Pigs Part Three: Not a Real-World Experience, Designated ELD Instruction in Transitional Kindergarten	3	196-199	K	1.3. Interactive Storybook: Read Aloud, Integrated ELD/Literacy and ELD Instruction in Kindergarten	3	218-219	K	1.4. General Academic Vocabulary Instruction from Storybooks, Designated ELD in Kindergarten	3	213-217	1	1.5. Interactive Read Alouds with Informational Text, Integrated ELD/Literacy and ELD Instruction in Grade One	3	263-269	1	1.6. Speaking Frames, Designated ELD Instruction in Grade One	3	269-274	2	4.1. Close Reading of <i>The Three Little Pigs</i> (Informational Text), ELD Instruction in Grade Two	4	241-245	2	4.2. Discussing "Using" Verbs in <i>Chrysomelans</i> , Designated ELD Instruction in Grade Two	4	245-249	3	4.3. Public-Service Announcements with Informational Text, Integrated	4	177-241	<p>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.</p>
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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



Annual Parent Notification Letter

Federal Title I or Title III and State Requirements

Student Information

Student		Test ID#		Grade Level	
School		EL Status:		TK	
Missed Letter		Newcomer		New Arrival	
Date of Birth		Native Language		Individualized Education Plan (IEP)	
Progress Indicator					

Dear Parent(s) or Guardian(s)

Your child continues to be identified as an English learner. Each year, we are required to assess your child and notify you of your child’s proficiency level in English. We are required to 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 explains the criteria for a student to exit the English learner (EL) status (20 United States Code [U.S.C.] Section 6312[e][3][A][ii]).

English Language Proficiency Tests

No English Language Proficiency Tests available

What Students Can Do At Each Level

Overall Level 1 - Beginning to Develop: May know some English words and phrases. Overall Level 2 - Somewhat Developed: Can often use English to communicate simple ideas. Overall Level 3 - Moderately Developed: Can usually use English to learn new concepts in school Overall Level 4 - Well Developed: Can consistently use English to learn new concepts in school.

All children, regardless of English proficiency, are eligible to participate in all school-wide programs. If your child has an Individualized Education Plan (IEP), or a 504 plan, the language instruction educational program will be utilized in coordination with your child’s existing plan.

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
Comparison of Performance in Basic Skills	Students can reclassify with an i-Ready scale score average that meets the cut points established from the prior year i-Ready administration, based on EO scale score averages or grades 4-9 and 12 SBAC - English Language Arts = nearly met, met, or exceeded
Teacher Evaluation	Teachers review Teacher Observation Matrix and student data. Then, they sign, date, and place in CUM the teacher recommendation form for reclassification
Parental Opinion and Consultation	Parent conference is scheduled for parental opinion and consultation, and to review the reclassification criteria and student progress. Parents will also be notified of child's eligibility for reclassification via U.S. Postal Service.

Students who exit the program are monitored for academic success for 4 years.

Standardized Test Results

Test Name & Date	Grade Level	Results
SBAC ELA		Achievement Level: Met Scale Score:
SBAC Math		Achievement Level: Met Scale Score:
i-Ready Diagnostic ELA		Lexile: Placement: Relative Placement: Scale Score:

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 six 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.

English Learner "On-Track" for Reaching Proficiency in English ("On-Track")

Provided the English Learner has two Summative ELPAC scores, "On-Track" means they have gained the expected level of proficiency.

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 76.5 percent. The graduation rate displayed on the Graduate Data report, available on the California Department of Education DataQuest web page at <https://dq.cde.ca.gov/dataquest/>

Language Acquisition Programs Offered

We are required to offer, at minimum, a Structured English Immersion (SEI) program option (EC Section 305[a][2]).

DLI Spanish

Two-Way Dual 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 begins in Transitional Kindergarten/Kindergarten (TK/K) and continues to sixth grade.

DLI Hmong

Two-Way Dual 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 begins in Transitional Kindergarten/Kindergarten (TK/K) and continues to sixth grade.

Mainstream Program

English Language Mainstream Students are instructed in English at all times with grade-level curriculum and materials. Students continue to receive additional and appropriate instruction in order to meet the requirements to be reclassified as proficient in English language.

After-School Newcomer Program

Newcomer Program A short-term program that teaches English and acculturation to U.S. schools, as well as academic subjects. The Newcomer Program is for students who are recent immigrants to the United States, with limited English proficiency and/or limited education in their native countries. Students attend special classes separate from native English-speaking students for a limited period of time.

EL After-School Program

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 (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 may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan (EC Section 52062). 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. 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

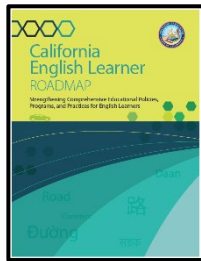
As a classroom teacher for this student, I have been able to monitor academic progress during the indicated period and have submitted these answers and comments. Based on my observations, my recommendation is below:

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.

FRESNO UNIFIED SCHOOL DISTRICT
Master Plan for English Learner Success

ACTION PLAN

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

MISSION	VISION	VALUES
<p>We nurture and cultivate the interests, intellect, and leadership of our students by providing an excellent, equitable education in a cultivating proficient environment.</p>	<p>Fresno Unified School District: Where students, families, and staff are valued and empowered to achieve their greatest potential.</p>	<p>  <i>We Value Learning</i>  <i>We Value Accountability</i>  <i>We Value Positive Behavior</i>  <i>We Value People & Our Community</i> </p>

To ensure that our district mission, vision, values, and goals are successfully implemented over time, the Department of English Learner Services/Office of Multilingual and Multicultural Education developed the following detailed Action Plan. The follow pages provide a description of the district and our department goals along with high leverage strategies aligned to each goal.

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 who enter middle school 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

GOALS



District STUDENT Goal #1: Improve academic performance at challenging levels.

English Learner STUDENT Goal #1: Improve academic performance of English learners, Reclassified Fluent English Proficient (RFEP), Newcomers, Migrant, multilingual learners, etc.

English Learner Focus:

To improve teaching and learning for English learner students, we commit to advancing quality teaching for English learner students – as well as for students who come to school speaking non-standard varieties of English – in all elementary and secondary classrooms. To make certain we achieve this goal, we provide high-quality and ongoing support to increase all educators' understanding of pedagogical principles and practices that integrate language and literacy development into the teaching of subject area content. We work across departments and at all school levels to support curriculum, instruction, and assessment practices that significantly improve teaching and learning for English learner students. We recognize that transforming current practices in the education of English learner students requires coherent and sustained support, and we will thus regularly review and align teaching and learning initiatives for students and teachers to ensure that we meet this objective.

Fresno Unified School District commits to improving educators' capacity to provide high-quality instruction for English learner students in all subject area classrooms to ensure that all current and former English learner students graduate college and career ready as productive, and global-minded citizens. District professional learning opportunities focus on building a districtwide understanding of curriculum and instruction that integrates language and literacy.

High Leverage Strategies:

1. Pursue the district's Vision for ELs through:
 - Enacting effective EL instruction and English Language Development in all classrooms as outlined in the California ELA/ELD Framework.
 - Ensuring that the vision and principles of the California English Learner Roadmap are implemented with fidelity.
 - Developing a common understanding of curriculum and instruction for ELs aligned to the Master Plan for English Learner Success, the California Language Arts and Literacy Standards, and California English Language Development Standards.
 - Leveraging Professional Learning Communities (PLC) and the Instructional Practice Guide (IPG) at the district, region, and classroom level to ensure high academic expectations and practices that support English learner student achievement.
 - Providing all teachers of English learners with the knowledge, skills, and support to effectively teach reading foundational skills with a focus on the unique needs second language learners require.
2. Ensuring EL students receive both integrated English language and content development instruction and designated English language development.
3. Support leaders and teachers of English learner students to use multiple sources of evidence to plan, guide, and inform daily instruction.



District STUDENT Goal #2: Expand student-centered and real-world learning experiences.

English Learner STUDENT Goal #2: Expand student-centered and real-world learning experiences for English learners, Reclassified Fluent English Proficient (RFEP), Newcomers, Migrant, multilingual learners, etc.

English Learner Focus:

To foster more equitable learning opportunities for English learner students, we ensure that our policies, structures, and practices are coherent and aligned across our schools and departments. This alignment requires sufficient fiscal resources to fuel our improvement efforts. We strengthen the coherence and consistency of EL teaching and learning districtwide, and ensure teachers and administrators have and can effectively use quality evidence of student learning to continually improve programs, practices, and outcomes. We also ensure English learner students have time for enhanced English-language and literacy development, and that our attendance policies support student success. All procedural stages of defining English learner students are reviewed and strengthened to ensure accuracy and support for student success.

High Leverage Strategies:

1. Provide differentiated services and targeted academic content and language support for all English learner student subgroups, including long-term English learner students, reclassified fluent English proficient English learner students, English learner students with disabilities, Gifted and Talented English learner students, and newcomer English learner students.
2. Expand and enrich dual language programs based on parent requests and district capacity.
3. Expand and enrich newcomer programs and services.
4. Implement all district instructional models with fidelity to ensure rigorous academic programs for ELs in all classrooms.



District STUDENT Goal #3: Increase student engagement in their school and community.

English Learner STUDENT Goal #3: Increase English learner student engagement in their school and community.

English Learner Focus:

Fresno Unified School District will partner with school sites to implement student engagement opportunities such as Peer Mentoring, Support services for Newcomer, Migrant, and English Learner After-School programs.

High Leverage Strategies:

1. Providing differentiated services and targeted academic content and language support for all English Learner groups, including long-term English learner students, reclassified fluent English proficient English learner students, English learner students with disabilities, Gifted and Talented English learner students, and newcomer English learner students.
2. Expanding and enriching dual language programs based on parent requests and district capacity.
3. Expanding and enriching newcomer programs and services.
4. Implementing all district instructional models with fidelity to ensure rigorous academic programs for English learner students in all classrooms.



District STAFF Goal: Increase recruitment and retention of staff reflecting the diversity of our community.

English Learner STAFF Goal: Increase recruitment and retention of high-quality staff reflecting the diversity of our community, including our English learner student population.

English Learner Focus:

Fresno Unified School District will employ certificated teachers with expertise in ELD, bilingual education, academic content areas, and languages other than English. We engage in various efforts to address teacher recruitment, placement, retention, and professional learning. Our leaders, teachers, and support staff have opportunities to improve their practice and ensure all English learner students have access to grade level materials and instruction through professional learning and collaboration that serve as springboards to prepare all teachers to provide for the needs of English Learners.

High Leverage Strategies:

1. Continue the implementation of a diverse pipeline of talent with clear pathways for advancement to recruit, prepare, and support teachers qualified to teach ELs by partnering with high schools and institutions of higher education.
2. Develop a districtwide teachers professional learning focused on high-quality, effective instruction for English learner students.
3. Design a coherent districtwide, multiyear professional learning plan that builds core competencies for teachers and leaders by offering choice and diverse learning opportunities.
4. Enhance the teacher and administrator professional learning opportunities to emphasize the Master Plan for English Learner Success components.



District FAMILY Goal: Increase inclusive opportunities for families to engage in their students' education.

English Learner FAMILY Goal: Increase inclusive opportunities for families of English learners to engage in their students' education.

English Learner Focus:

To eliminate the unintended barriers to English learner students' success, the district will expand communication strategies to families to provide specific information about attendance, academic and language proficiencies, EL instructional models, and graduation requirements. In doing so, the district will make transparent many of the expectations of the school system, explain how schooling in Fresno Unified is organized and structured, set clear expectations of families, and provide timely and essential information so that all English learner students can graduate college- and career-ready. By providing additional professional learning to attendance clerks, registrars, and counselors, parental and family support will be expanded, and traditional communication barriers will be addressed in systematic ways that support ongoing student achievement.

High Leverage Strategies:

1. As part of this strategy, we will build upon existing district resources, such as Parent University, to increase opportunities for parents and families to participate in courses that build capacity to help their children succeed.
2. We will provide support to principals and teachers about how to build systems that effectively engage families to enhance student learning and develop trusting and collaborative home-school relationships. In these ways, we will create opportunities for students to be academically supported outside of the school day by family and community members who share the same goals and aspirations for student success.
3. Effectively engage families and build their capacity to provide academic support.
4. Expand communication strategies to families of English learner students on attendance, academic and language proficiencies, EL Instructional Models, and graduation requirements.
5. Dual Language Family Conference

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
<ul style="list-style-type: none"> Cover Page Board of Education Trustees District Office Administration Other Educational Partners Acknowledgements Mission, Vision, Values, and Goals Mission Statement for ELs Vision for EL Success Messages Master Plan Process Overview of Chapters 	<ul style="list-style-type: none"> Enrollment/Home Language Survey Language Proficiency Assessments Transfer Students Federal Program Monitoring Descriptions FUSD English Learner Identification Process Initial ELPAC Parent Guide 	<ul style="list-style-type: none"> Structured English Immersion Global CA 2030 Seal of Biliteracy Dual language Immersion Program Spanish/English DLI Hmong/English DLI Hmong Heritage Speaker Courses Spanish for Native Speaker Courses Newcomers Migrant Education English Learner After-School Programs Summer/Winter Programs 	<ul style="list-style-type: none"> English Language Development California ELA/ELD Framework California ELD Standards Integrated and Designated ELD Scaffolding The Teaching and Learning Cycle Adopted Curriculum 	<ul style="list-style-type: none"> Annual ELPAC Monitoring Process Annual Notification Letter English Learner Progress Indicator (ELPI) Levels
Introduction and Overview				
<ul style="list-style-type: none"> Purpose CA English Learner Roadmap Principles FUSD Demographics 				
Chapter 5: Reclassification	Chapter 6: Family and Student Engagement	Chapter 7: Staffing, Professional Learning, and Capacity Building	Additional Resources	Appendix
<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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 English Learner Services Home School Liaisons School Site Home School Liaisons 	<ul style="list-style-type: none"> Teacher Authorization Educator Competencies Professional Learning Matrix 	<ul style="list-style-type: none"> Abbreviations Glossary Summary Slides 	<ul style="list-style-type: none"> 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 Action Plan (EL Services Department Goals) 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

Office of Multilingual/Multicultural Education

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<https://els.fresnounified.org/>

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



Fresno Unified School District
Board Communication

BC Number ID-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Marie Williams, Ed.D., Instructional Superintendent
Cabinet Approval: 

Date: September 01, 2023

Phone Number: 457-3913

Regarding: Academic Calendar Process for 2024/25 and 2025/26 Academic Years

The purpose of this board communication is to provide the Board a description of the Academic Calendar process in anticipation of the January 2024 Board Adoption of Academic Calendars for the 2024/25 and 2025/26 school years. The Curriculum, Instruction, and Professional Learning (CIPL) department proposes two years of calendars for Board approval every two years in support of student learning, system coherence, and in alignment with the California Education Code for holidays.

Based on prior years' surveys and feedback considered from CIPL, School Leadership, Student Engagement, and Equity and Access, two draft Academic Calendars for the 2024/25 and 2025/26 school years were developed in August 2023. Guidelines for calendar drafts include:

- Alignment to past years' adopted calendars keeping consistency for our staff and community.
- Selection of district Buyback days to support teacher growth and reflection on student progress.
- Consideration of state and community college schedules.
- Parity of semester days, including factoring days needed for testing windows.
- Inclusion of similar holiday breaks as recent calendars for continuity.

Draft calendars will be shared for feedback from the following educational partner organizations between September and October 2023:

- Fresno Teachers Association (FTA)
- California School Employees Association Units 125 and 143
- Student Advisory Board
- Parent University
- District English Learner Advisory Committee
- Community Advisory Committee
- FTA-Trades/International Association of Machinists and Aerospace Workers and Service Employees International Union

After receiving feedback from educational partners, a community survey will be posted on the Fresno Unified website from the end of October 2023 through November 2023. The survey results will be presented to the Executive Cabinet for review and to the Board in a December 2023 Board Communication. Based upon feedback, the preferred Academic Calendars for 2024/25 and 2025/26 will be presented for Board adoption in January 2024.

If you have any questions pertaining to the information in this communication or require additional information, please contact Ryan Coe at 457-3913.

Approved by Superintendent
Robert G. Nelson Ed.D. _____




Date: 09/01/23

Academic Calendar Timeline:

Action	Month
Internal department feedback	July-August 2023
Drafting of potential calendars for feedback	August 2023
Board Communication regarding Academic Calendar process	September 2023
Feedback from stakeholder organizations	September-October 2023
Feedback from community stakeholders (survey)	October-November 2023
Board Communication regarding survey results	December 2023
Presentation of feedback and survey results to Executive Cabinet	December 2023
Receive Board Agenda Item	January 2024
Proposal for Board Adoption	January 2024

Fresno Unified School District
Board Communication

BC Number ID-3

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Jeremy Ward, Assistant Superintendent
Cabinet Approval: 

Date: September 01, 2023

Phone Number: 248-7465

Regarding: Grant Awards in Support of Dual Enrollment

The purpose of this board communication is to provide the Board information regarding grants from the California Department of Education and the Fresno-Madera K-16 Collaborative that have been awarded to the Fresno Unified School District for the purpose of expanding and supporting dual enrollment.

The California Department of Education has awarded all comprehensive high schools in Fresno Unified as well as Duncan Polytechnical High School and Patino School of Entrepreneurship with the College and Career Access Pathways (CCAP) competitive grant. Each of these schools will receive \$100,000 to be allocated over the course of four years. Pursuant to Section 76004 of the California Education Code, the purpose of the grant includes expanding CCAP opportunities by increasing the number of students enrolled in dual enrollment at high schools by focusing on families and pupils who are underrepresented in higher education. Awarded school sites may allocate funds to promote and expand student-centered support services, such as tutoring, outreach, and recruitment efforts.

Fresno Unified School District has also been awarded a competitive grant in the amount of \$500,000 from the Fresno-Madera K-16 Collaborative on behalf of the Central San Joaquin Valley K-16 Partnership for the purpose of expanding high school enrichment and dual enrollment opportunities. The College and Career Readiness office applied for the grant in collaboration with Fresno City College. The allocation of funds will focus on increasing the number of graduates with post-secondary degrees in high-growth, high-wage industries, and reducing racial and ethnic economic disparities in degree attainment and the labor market.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Tressa Overstreet at 559-248-7465.


Approved by Superintendent
Robert G. Nelson Ed.D. _____



Date: 09/01/23

Fresno Unified School District
Board Communication

BC Number ID-4

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Jeremy Ward, Assistant Superintendent
Cabinet Approval: 

Date: September 01, 2023

Phone Number: 248-7465

Regarding: Dual Enrollment Expansion School Year 2023/24

The purpose of this communication is to provide the Board an update on the dual enrollment expansion within the Fresno Unified School District, and the implementation of the courses for the 2023/24 school year. Fresno Unified has expanded dual enrollment offerings in partnership with Fresno City College, Reedley Community College, and Clovis Community College. Fresno Unified is currently offering over 50 courses for the fall semester, more than doubling the number of courses offered last fall. There are over 84 planned courses projected for the spring 2024 semester.

The College and Career Readiness department continues to collaborate with community college partners to ensure ongoing development and implementation of courses aligned to college and career post-secondary opportunities. The next phase of dual enrollment expansion will focus on teacher preparation and career-aligned pathways. In addition to our partnership with our local community college partners, the Historic Black Colleges and Universities StepUp program has expanded to include a new cohort of junior students. Seniors in this program are currently enrolled in an English course at Benedict College. The dual enrollment fall 2023 semester data reflects that 1,430 students are currently enrolled in a dual enrollment course within the Fresno Unified School District. The demographic breakdown reflects that Hispanic students account for 60% of our current enrollment, 9% African American, 15% Asian, 9.4% Caucasian, approximately 1% Indigenous American, and 6% account for two or more races. The College and Career Readiness office will continue to support sites on the implementation of dual enrollment, site recruitment efforts, student support, and improving communication with families.

The College and Career Readiness office is partnering with Fresno State to identify career aligned Uni-track opportunities. Fresno Unified has offered various Uni-track courses with comprehensive high schools, many of which were aligned with a career pathway program. During the 2022/23 school year, Fresno Unified School District offered Foreign Language courses in Hmong IV at four high schools. Sunnyside High School offered a Uni-track History course in which nine students enrolled; 78% of students enrolled were Hispanic and 22% were Asian. Additional Uni-track courses offered during the current school year will include Introduction to Entrepreneurship, Filmmaking, Hmong-Four, and US History 11 and 12. Students who attend the Center for Advanced Research and Technology (CART) also have access to Uni-track courses.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Tressa Overstreet at 559-248-7465.


Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 09/01/23

Fresno Unified School District
Board Communication

BC Number ID-5

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Marie Williams, Ed.D., Instructional Superintendent
Cabinet Approval: 

Date: September 01, 2023

Phone Number: 457-6072

Regarding: 2023 Teacher Academy Summer Program

The purpose of this communication is to provide the Board information regarding the 2023 Teacher Academy Summer Program.

Teacher Development is committed to building a workforce that reflects the values and cultural diversity of the community of students we serve. As part of the "Grow Our Own" model, the Teacher Academy Summer Program is a pipeline program that aims to invest in cultivating teachers as early as high school to address the teacher shortage and increase diversity within the teaching workforce.

Through the collaborative efforts of Teacher Development, College and Career Readiness, and Human Resources departments, the Teacher Academy Summer Program offers participating high school sophomores, juniors, and seniors a unique teaching and learning experience.

There were 344 Fresno Unified students that participated in the Teacher Academy Summer Program. Participants provided literacy, math, and language development support in Transitional Kindergarten through sixth grade. The teaching experience placements were coordinated in partnership with African American Academic Acceleration, Early Learning, English Learner Services, and Special Education departments. All participants engaged in professional learning focused on classroom management strategies, growth mindset, and building community through positive relationships.

Sophomores and juniors from the summer program are invited to join the Teacher Academy Saturday Program starting in the Fall. The Saturday Program meets monthly from September to April and focuses on developing and teaching Science, Technology, Engineering, and Math (STEM) lessons. Teacher Academy Saturday participants will implement STEM lessons during Winter Camp and compete at the Educators Rising National Conference in the category of lesson planning and delivery. All high school graduates are recruited to join the subsequent teacher pipeline program, Para Academy.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Teresa Morales-Young at 457-6072.

Approved by Superintendent
Robert G. Nelson Ed.D. _____



Date: 09/01/23