Central Union School District
Lemoore, CA

District English Learner Advisory Committee/Comité Consejero del Lenguaje de Ingles (DELAC)

Wednesday, May 6, 2026 at 10:00 am / miércoles 6 de mayo de 2026 a las 10:00 am

Central School, Office/Escuela Central, oficina

Agenda

- **Roll-Call/Establish Quorum/** Rodar-Llame/establezca el Quorum

  A quorum of the committee is 51%. A quorum must be present in order to conduct business./ Quorum del comité es el 51%. Un quórum debe ser presente para dirigir negocio.

- **Call to Order/** Llamada a Orden
- **Approval of Agenda/**Aprobar la Agenda
- **Approval of Previous Meeting Minutes/**Aprobación del Acta de la Reunión Anterior
- **Consolidated Application for Funding**/La Aplicación Consolidada de financiación
- **Responsibilities/Legal Requirements/** Responsabilidades/Requisitos Legales
- **Data**/Datos
- **Local Control Accountability Plan (LCAP)/** Plan de Responsabilidad de Control Local (LCAP)
- **Expanded Learning Opportunity Program (ELOP) Update/**Actualización del Programa de Oportunidades de Aprendizaje Ampliadas (ELOP)
- **Public Input/**Aportaciones del público
- **Next Meeting/** Proxima reunion
  - Fall 2026/Otoño 2026
- **Adjournment/** Aplazamiento

Central Union School District
Lemoore, CA

District English Learner Advisory Committee/Comité Consejero del Lenguaje de Ingles (DELAC)
Wednesday, March 11, 2026 at 10:00 am/
miércoles 11 de marzo de 2026 a las 10:00 am
Central School, Office/Escuela Central, oficina

Minutes

- **Roll-Call/Establish Quorum/** Rodar-Llame/ establezca el Quorum
  A quorum of the committee is 51%. A quorum must be present in order to conduct business./ Quorum del comité es el 51%. Un quórum debe ser presente para dirigir negocio.
  - In attendance:
    Mrs. Christina Gonzales
    Dr. Tara Taylor
    Parent of Stratford Elementary: Maria Gonzalez

- **Call to Order/** Llamada a Orden
  - Meeting was called to order by Mrs. Christina Gonzales at 10:00 a.m.

- **Approval of Agenda/** Aprobar la Agenda
  - Mrs. Maria Gonzalez made motion to approve the agenda.
  - Dr. Tara Taylor seconded the motion.
  - All approved by saying, "I."

- **Approval of Previous Meeting Minutes/** Aprobación del Acta de la Reunión Anterior
  - Mrs. Maria Gonzalez made motion to approve the minutes.
  - Dr. Tara Taylor seconded the motion.
  - All approved by saying, "I."

- **Responsibilities/Legal Requirements/** Requerimientos/ Legal(es)
  - Training, Review, and Comment on the District's Reclassification procedures/*Entrenamiento, Revisión y comentarios sobre los procedimientos de reclasificación del distrito.*
    - All students identified as English Learners (EL) in grades K–8 are required to participate in the end-of-year summative assessment. This assessment is used to measure the progress students have made in developing English proficiency over the course of the academic year.
    - In order to be considered for reclassification, a student must earn an overall score of **4**, which indicates English proficiency on the assessment. In addition to this requirement, students must also demonstrate proficiency on either a state or local academic assessment**.**
    - For students in grades K–2**,** the district utilizes a **local** measure, such as i-Ready, since these students do not participate in the CAASPP assessment. Students in grades 3–8 take the CAASPP and must achieve at least a Level 2 (Basic) **in** Reading or must pass their i-Ready reading diagnostic at grade level in order to meet the academic criteria for reclassification.
    - Once students meet these requirements, they are officially reclassified as Reclassified Fluent English Proficient (RFEP)**.**
    - Following reclassification, students are placed on a four-year monitoring period**.**

During this time, teachers are responsible for reviewing students' academic progress each trimester to ensure they continue to demonstrate success and are not showing signs of regression.

- **LCAP Annual Update and Input/** Actualización y aportes anuales de LCAP
    - Mrs. Gonzales reviewed the LCAP goals and implementation update

2025-2026 LCAP Implementation Update:

LCAP Midyear Update Requirements

California Education Code requires LEAs to present a report on the mid-year update to the LCAP and the Budget Overview for Parents at a regularly scheduled meeting of the governing board on or before February 28th of each year. The review must include: available mid-year outcome data related to identified metrics; available mid-year expenditures; and the implementation status of any actions identified in the current year's LCAP.

What is the LCAP?

The LCAP is a 3-year district-level plan that outlines goals, actions, services, and expenditures to support positive student outcomes, addressing state and local priorities.

Budget Overview

Central Union Elementary School District has a total working budget of approximately $32 million. Of that, roughly $18.5 million comes from Local Control Funding Formula (LCFF). Of those LCFF funds, almost $1.5 million comes from supplemental and concentration grants, which are generated based on our enrollment of high-needs students (foster youth, English Learners, and low-income students). It is these supplemental funds that we are required to report on in our LCAP.

CUESD LCAP Goals

Our LCAP continues to focus on three overarching goals:

- All students will be provided with the learning conditions that lead to college and career readiness.
- Parents, students, and the community will be engaged to participate collaboratively in the educational process.
- All students will make progress toward proficient achievement of state-adopted standards.

State Priorities Alignment

Our LCAP is aligned to 8 state priorities: Basic Services; Implementation of State Standards; Parent Involvement; Student Achievement; Student Engagement; School Climate; Access to a Broad Course of Study; and Other Student Outcomes.

LCAP Metric Progress

Several actions and metrics have been identified and included in our LCAP to ensure progress toward meeting each of our district goals. These are measurable indicators to track our progress throughout the school year. At this point in the year, some metric outcomes are already known, and goals have been fully attained. Some actions and metrics are partially implemented or have not yet started, and outcomes remain unknown.

LCAP Goal 1 Actions

For Goal 1, that all students be provided the conditions for learning that lead to college and career readiness, all goals have been met, or are on track to be met by the end of the school year. We continue to provide all students access to basic services and a broad course of study aligned with California state standards.

LCAP Goal 1 Metrics

Metrics identified in goal 1 include fully credentialed teachers, standards-aligned instructional materials, and well-maintained facilities. Additional metrics for goal 1 include English Learner supports, access to a broad course of study, and additional programs and services for unduplicated students and students with exceptional needs.

LCAP Goal 2 Actions

For goal 2, that parents, students, and the community be engaged to participate, all actions have been fully implemented, and most goals are on track to be met by the end of the school year. Actions 2.2 and 2.3 will be over budget due to negotiated salary increases for counselors, PE teachers, and our School Resource Officer.

LCAP Goal 2 Metrics

Metrics identified in goal 2 include local parent surveys, student surveys, chronic absenteeism rates, and student suspension and expulsion rates. Parent survey results indicate that 67% of parents feel included in schoolwide decision-making. In addition, 73% of unduplicated parents and 71% of exceptional needs parents agree that parent participation is actively encouraged. The CA dashboard indicates that our chronic absenteeism rates improved for all student groups during the 2024-25 school year. Our students with disabilities, low-income, and American Indian students continue to be chronically absent at a slightly higher rate than all students.

The fall 2025 dashboard indicates that our student suspension rates improved for all student subgroups; however, we continue to fall short of our goal of no greater than 1.8% for any subgroup. And although we have made progress, student, parent, and staff survey results indicate that we are still falling short of our goals for campus safety and connectedness. We will continue to work toward meeting those goals.

LCAP Goal 3 Actions

For goal 3, that all students make progress toward proficient achievement of state adopted standards, all actions have been implemented. These include implementing PLCs, a multi-tiered system of supports for students, instructional aides, and replacing student iPads. Additional goal 3 actions include targeted additional supports for English Learners, ELD training for teachers, and support for homeless students.

LCAP Goal 3 Metrics

Metrics identified in goal 3 include the fall 2025 California Dashboard results for English Language Arts, Mathematics, English Learner Progress, and Science. In ELA, we made gains across all student subgroups, but fell short of our goal to improve each subgroup by 10 points. For Mathematics, we made gains with all students, low-income students, and English Learners; however, our foster youth, students with disabilities, and American Indian students declined.

According to the fall 2025 dashboard, we met our English Learner progress and reclassification goals. Our long-term English Learners met their English Language Arts academic performance goal but were just shy of their mathematics goal. In science, we met our goal of a 5% increase in the number of students proficient on the CAST overall, and for our foster youth and socioeconomically disadvantaged students. We fell short of our science proficiency goal for English Learners, students with disabilities, and American Indian students.

Other metrics for goal 3 include student progress on our i-Ready diagnostic assessment through the end of the year and 100% student enrollment in a broad course of study.

- **Training: ELPAC Practice Tests/** Entrenamiento: Pruebas de práctica ELPAC
    - Mrs. Gonzales discussed the ELPAC Boot Camps and shared how the students have been practicing for the ELPAC test by taking the ELPAC IABS and FIABS.

- **Public Input/**Aportaciones del público

- Mrs. Gonzalez (Parent) shared that she would like to teachers to share more feedback of the things the children are doing in the classroom. She said that as the students are getting older, she noticed that teachers are not sharing updates or pictures.

- **Next Meeting/** Proxima reunion
  - The next meeting date is scheduled for May 6/ 6 de mayo

- **Future Meeting Training Input/** Aportes de capacitación para reuniones futuras
  - None at this time

- **Adjournment/** Aplazamiento
  - The meeting was adjourned by Mrs. Christina Gonzales at 10:30 a.m.

Submitted by,

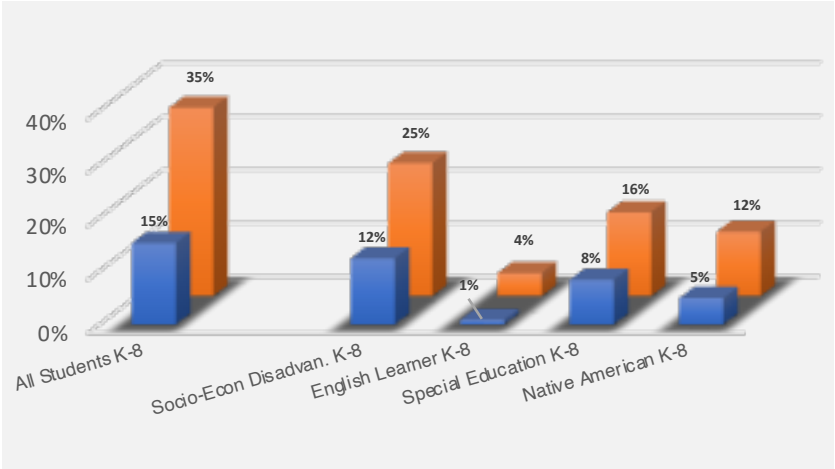
Dr. Tara Taylor
DELAC Secretary

District-Wide iReady Results

Math

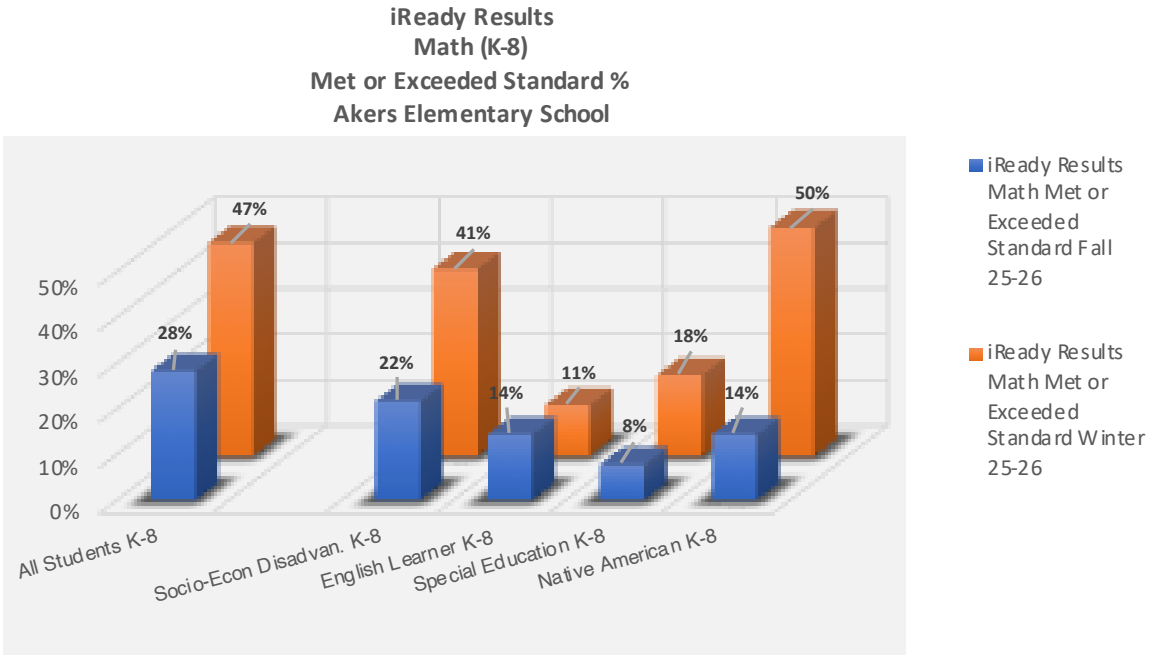
Met or Exceeded Standard

	Fall 25-26	Winter 25-26
All Students K-8	15%	35%
Socio-Econ Disadvan. K-8	12%	25%
English Learner K-8	1%	4%
Special Education K-8	8%	16%
Native American K-8	5%	12%



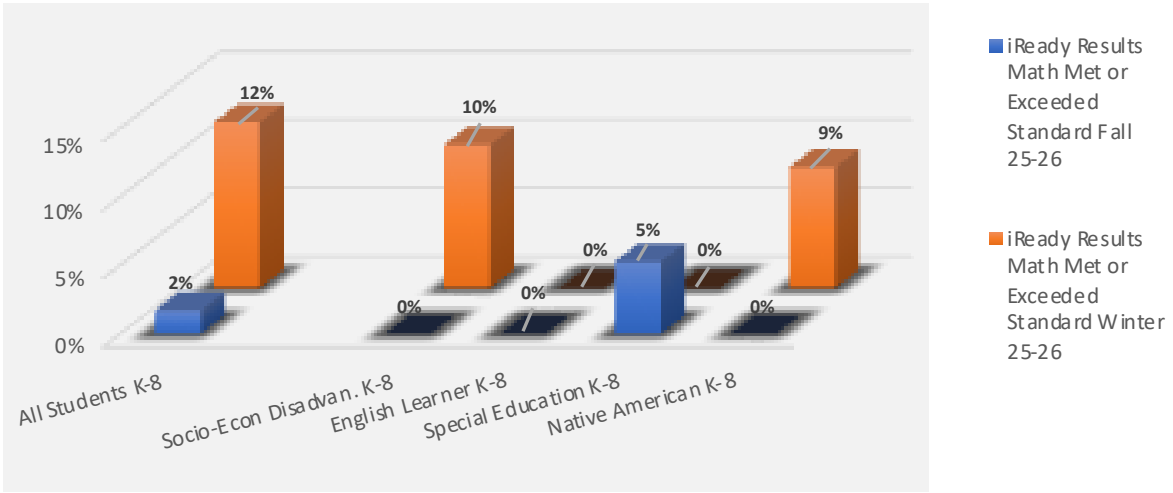
iReady Results
Math
Met or Exceeded Standard

	Fall	Winter
Akers	25-26	25-26
All Students K-8	28%	47%
Socio-Econ Disadvan. K-8	22%	41%
English Learner K-8	14%	11%
Special Education K-8	8%	18%
Native American K-8	14%	50%



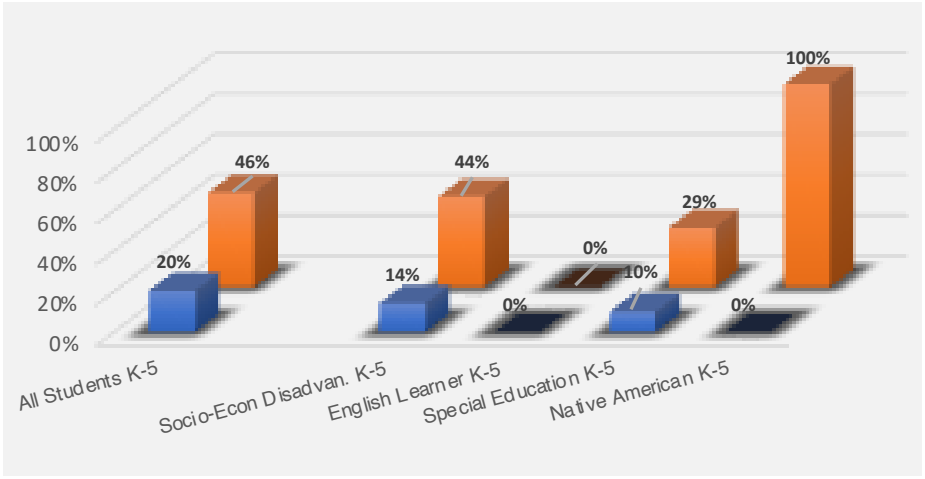
iReady Results
Math
Met or Exceeded Standard

	Fall	Winter
Central	25-26	25-26
All Students K-8	2%	12%
Socio-Econ Disadvan. K-8	0%	10%
English Learner K-8	0%	0%
Special Education K-8	5%	0%
Native American K-8	0%	9%



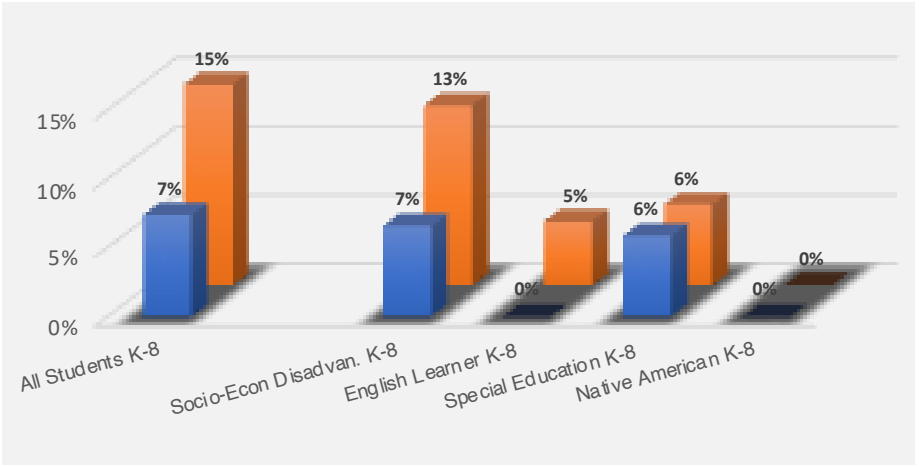
iReady Results
Math
Met or Exceeded Standard

	Fall	Winter
Neutra	25-26	25-26
All Students K-5	20%	46%
Socio-Econ Disadvan. K-5	14%	44%
English Learner K-5	0%	0%
Special Education K-5	10%	29%
Native American K-5	0%	100%



iReady Results
Math
Met or Exceeded Standard

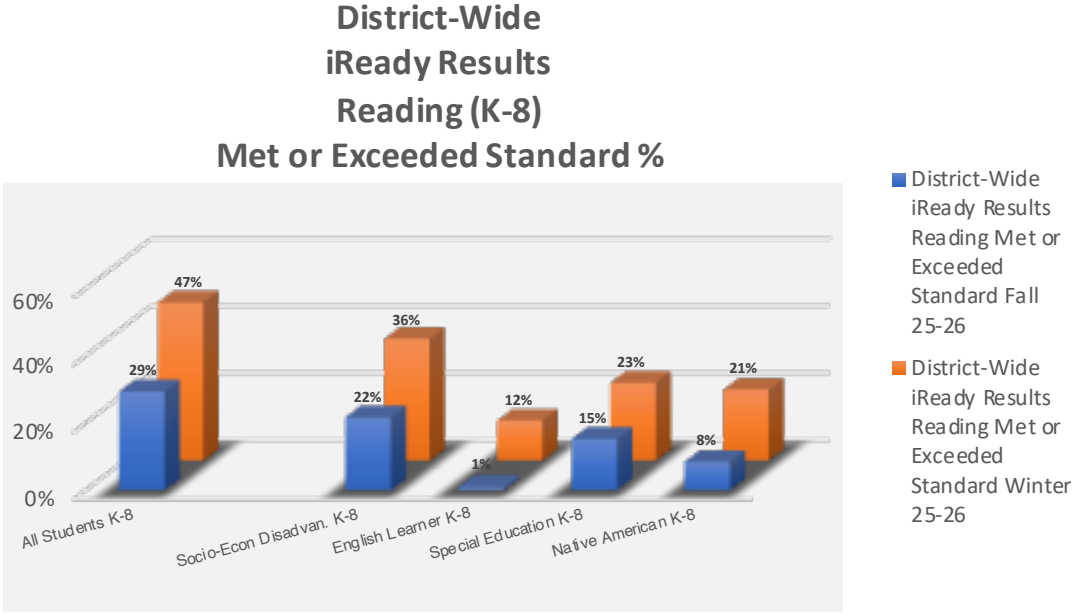
	Fall	Winter
Stratford	25-26	25-26
All Students K-8	7%	15%
Socio-Econ Disadvan. K-8	7%	13%
English Learner K-8	0%	5%
Special Education K-8	6%	6%
Native American K-8	0%	0%



District-Wide iReady Results

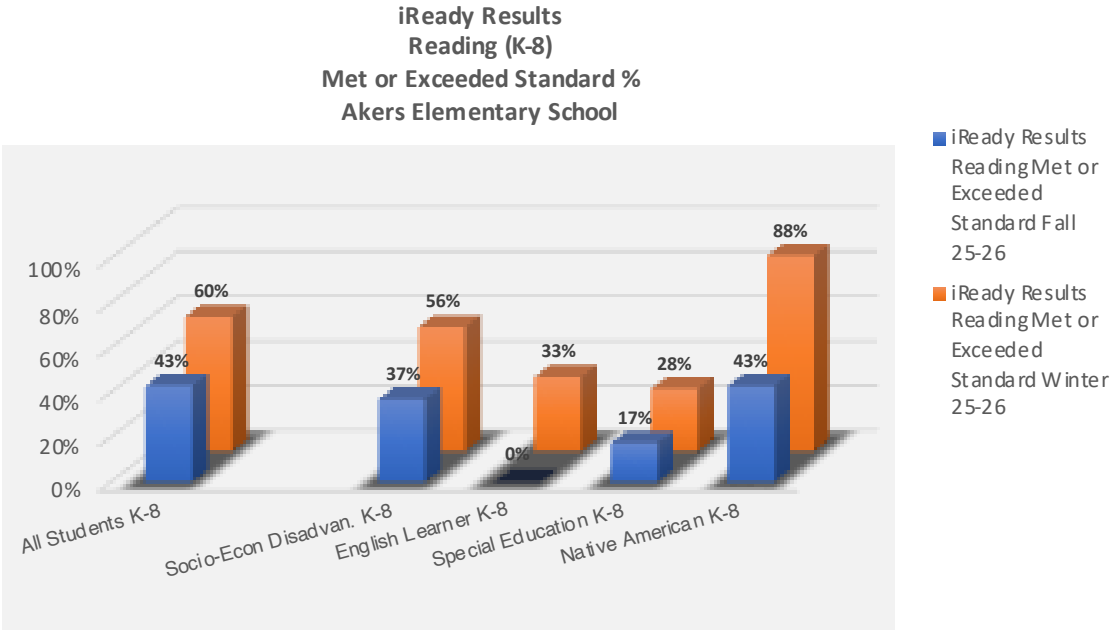
Reading
Met or Exceeded Standard

	Fall 25-26	Winter 25-26
All Students K-8	29%	47%
Socio-Econ Disadvan. K-8	22%	36%
English Learner K-8	1%	12%
Special Education K-8	15%	23%
Native American K-8	8%	21%



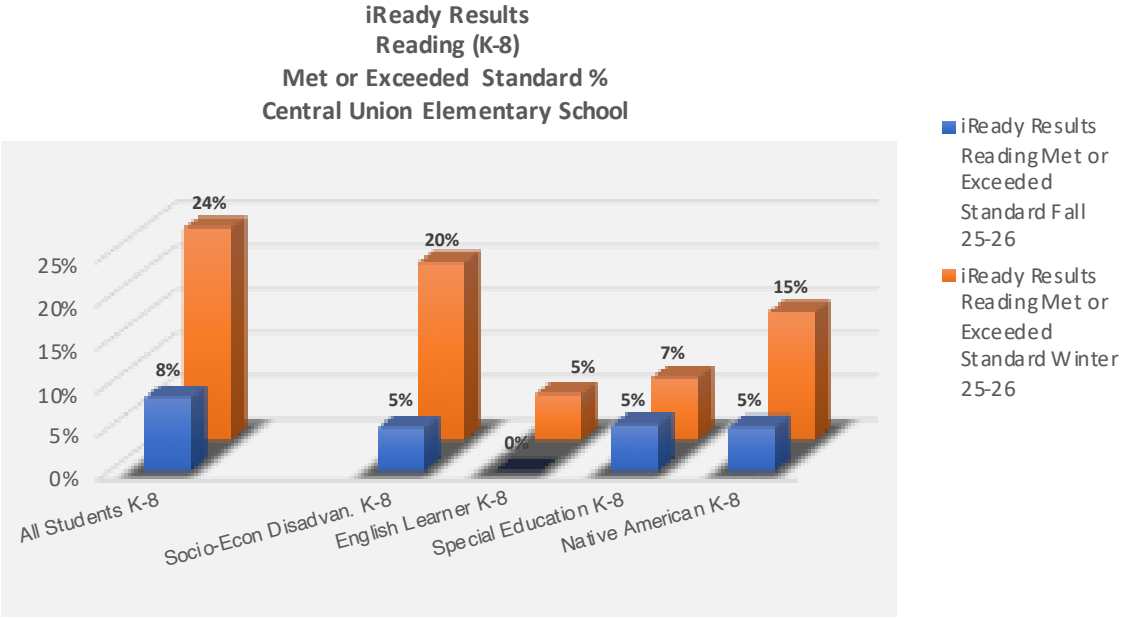
iReady Results
Reading
Met or Exceeded Standard

	Fall	Winter
Akers	25-26	25-26
All Students K-8	43%	60%
Socio-Econ Disadvan. K-8	37%	56%
English Learner K-8	0%	33%
Special Education K-8	17%	28%
Native American K-8	43%	88%



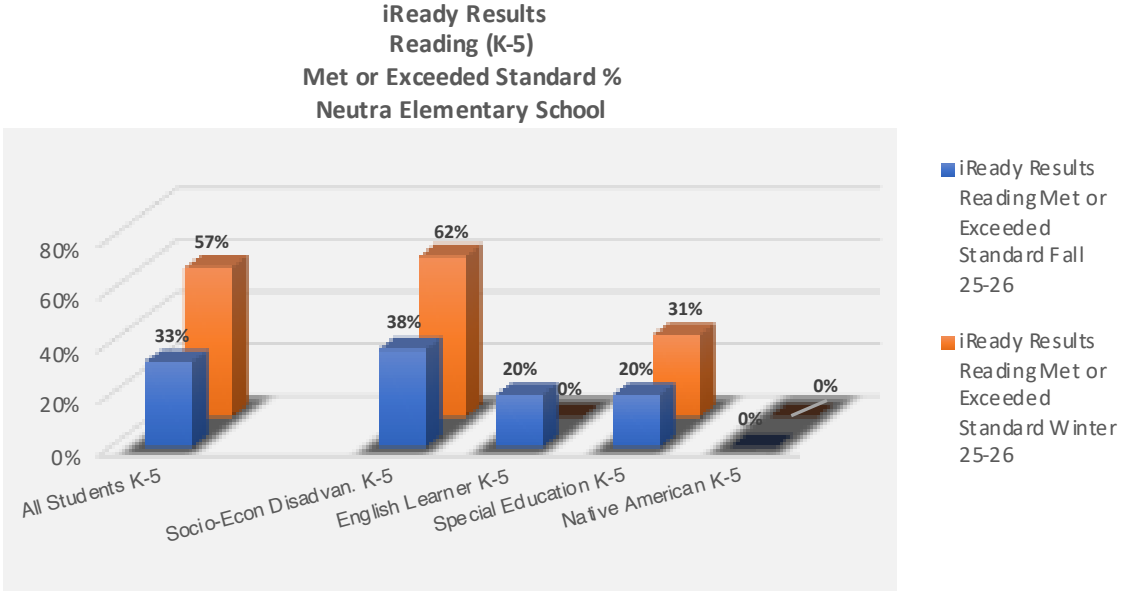
iReady Results
Reading
Met or Exceeded Standard

	Fall	Winter
Central	25-26	25-26
All Students K-8	8%	24%
Socio-Econ Disadvan. K-8	5%	20%
English Learner K-8	0%	5%
Special Education K-8	5%	7%
Native American K-8	5%	15%



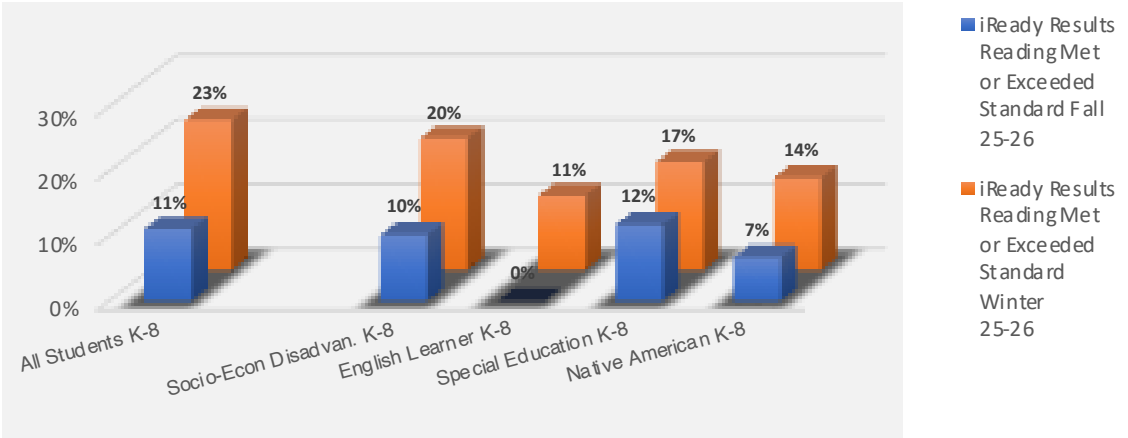
iReady Results
Reading
Met or Exceeded Standard

	Fall	Winter
Neutra	25-26	25-26
All Students K-5	33%	57%
Socio-Econ Disadvan. K-5	38%	62%
English Learner K-5	20%	0%
Special Education K-5	20%	31%
Native American K-5	0%	0%



iReady Results
Reading
Met or Exceeded Standard

	Fall	Winter
Stratford	25-26	25-26
All Students K-8	11%	23%
Socio-Econ Disadvan. K-8	10%	20%
English Learner K-8	0%	11%
Special Education K-8	12%	17%
Native American K-8	7%	14%



Central Union School District
Lemoore, CA

Last modified 03/30/26

Central Union School District

Chronic Absenteeism: Cumulative Data through 3/27/26

	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26
District	6.00%	6.00%	3.00%	4.00%	4.00%	5.00%	5.00%	4.00%	0.00%	0.00%	0.00%
Akers	6.00%	5.00%	3.00%	2.00%	3.00%	4.00%	5.00%	4.00%	0.00%	0.00%	0.00%
Central	4.00%	4.00%	3.00%	4.00%	1.00%	4.00%	2.00%	1.00%	0.00%	0.00%	0.00%
Neutra	7.00%	7.00%	4.00%	5.00%	4.00%	5.00%	5.00%	3.00%	0.00%	0.00%	0.00%
Stratford	6.00%	8.00%	4.00%	6.00%	7.00%	8.00%	9.00%	8.00%	0.00%	0.00%	0.00%
English Learner	4.00%	3.00%	1.00%	0.00%	0.00%	0.00%	0.00%	4.00%	0.00%	0.00%	0.00%

Suspension: Cumulative Data through 3/27/26

	Aug-25		Sep-25		Oct-25		Nov-25		Dec-25		Jan-25		Feb-25		Mar-25		Apr-25		May-25		Jun-25	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
District	4	0.27%	8	0.52%	14	0.90%	20	1.28%	22	1.39%	28	1.74%	31	1.91%	35	2.14%	0	0.00%	0	0.00%	0	0.00%
Akers	1	0.17%	3	0.50%	4	0.65%	8	1.29%	9	1.44%	12	1.88%	13	2.02%	15	2.31%	0	0.00%	0	0.00%	0	0.00%
Central	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	0.45%	1	0.44%	1	0.44%	0	0.00%	0	0.00%	0	0.00%
Neutra	3	0.72%	5	1.16%	8	1.79%	10	2.21%	11	2.40%	12	2.59%	12	2.59%	14	2.98%	0	0.00%	0	0.00%	0	0.00%
Stratford	0	0.00%	0	0.00%	2	0.70%	2	0.70%	2	0.70%	3	1.05%	5	1.74%	5	1.73%	0	0.00%	0	0.00%	0	0.00%
English Learner	0	0.00%	0	0.00%	1	0.93%	1	0.91%	1	0.91%	2	1.71%	4	3.42%	4	3.39%	0	0.00%	0	0.00%	0	0.00%

Expulsion: Cumulative Data through 3/27/26

	Aug-25		Sep-25		Oct-25		Nov-25		Dec-25		Jan-26		Feb-26		Mar-26		Apr-26		May-26		Jun-26	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
District	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Akers	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Central	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Neutra	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Stratford	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
English Learner	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%