



Public Meeting of the District English Language Learners Subcommittee



October 24, 2024

www.ousd.org



@OUSDnews

Interpretation Instructions

Welcome ⇔ Bienvenidos ⇔ Chào mừng Quý vị
أهلاً بك ⇔ 歡迎

Please do not change settings until instructions are given.

-

Por favor NO cambie la configuración hasta que se le indique.

在講解說明之前，請不要更改設置。

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Vui lòng đừng thay đổi chế độ cài đặt cho đến khi có hướng dẫn.

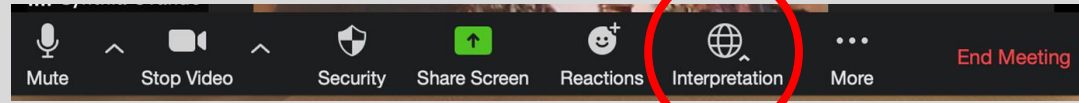
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يرجى عدم تغيير الإعدادات حتى يتم إعطاء التعليمات.

Interpretation ⇔ Interpretación

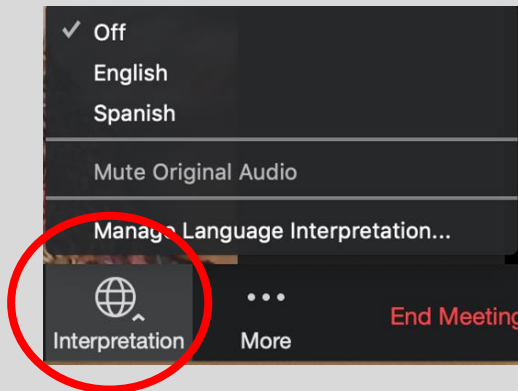
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Vaya a los controles



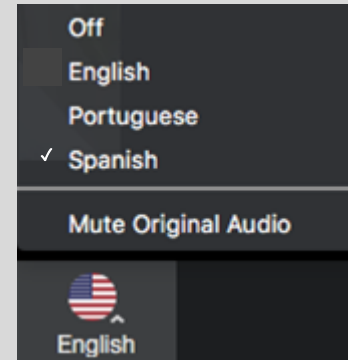
2 Click “Interpretation”

Clic en “Interpretación”



3 Choose a Language

Escoja un idioma



If you do not see the interpretation icon on your phone screen:

Si no ve el ícono de interpretación en la pantalla de su teléfono:

1) Tap on the three dots at the end of the meeting controls. 

Toque sobre los tres puntos al final de los controles para la junta.

2) Tap on "Language Interpretation" and choose your language.

Toque sobre "Language Interpretation" y escoja su lenguaje.

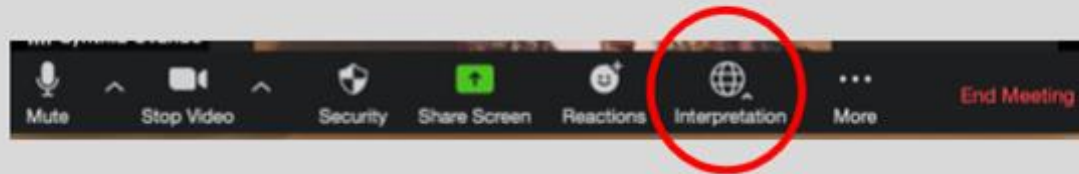
3) Tap on "Mute Original Audio" and then on "Done."

Toque sobre "Mute Original Audio" y después sobre "Done."

Interpretation / Interpretación / 翻譯

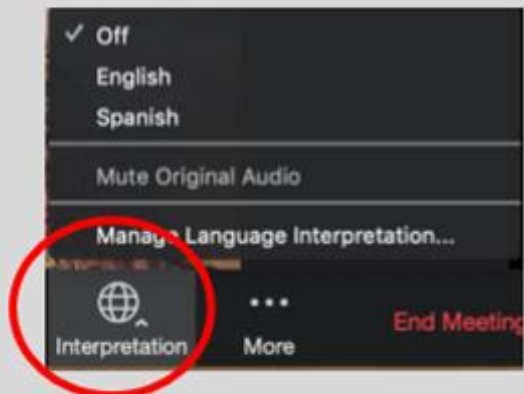
1 Go to Controls

Vaya a los controles | 控制鍵



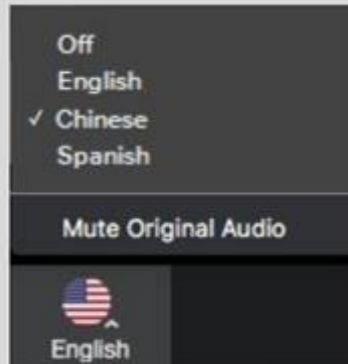
2 Click “Interpretation”

Clic en “Interpretación” | 翻譯



3 Choose a Language

Escoja un idioma | 選擇一種語言



If you do not see the interpretation icon on your phone screen:
若你不能夠在電話屏幕見到傳譯圖像：

1) Tap on the **three dots** at the end of the meeting controls.

點擊會議控制鍵後面的三點。



2) Tap on "**Language Interpretation**" and choose your language.

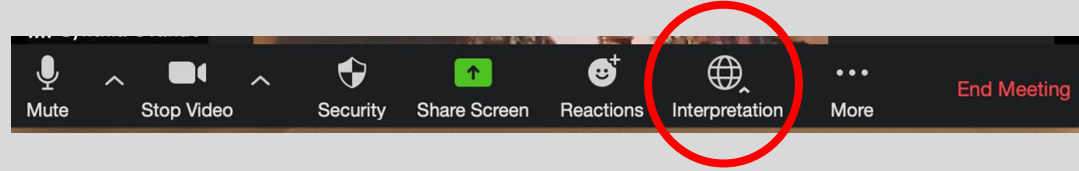
點擊『語言翻譯』，然後挑選你的語言。

3) Tap on "**Mute Original Audio**" and then on "**Done.**"

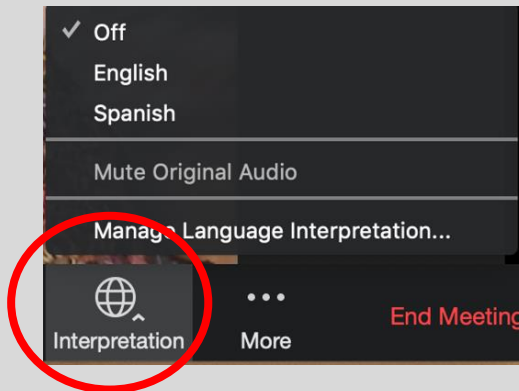
點擊『原音頻靜音』，然後點擊『完結』。

الترجمة

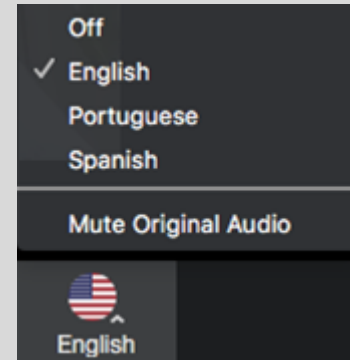
1 انتقل إلى الضوابط



2 اضغط على "الترجمة"



3 أختار اللغة



إذا كنت لا ترى رمز الترجمة على شاشة هاتفك:

1) اضغط على النقاط الثلاث في نهاية ضوابط الاجتماع.



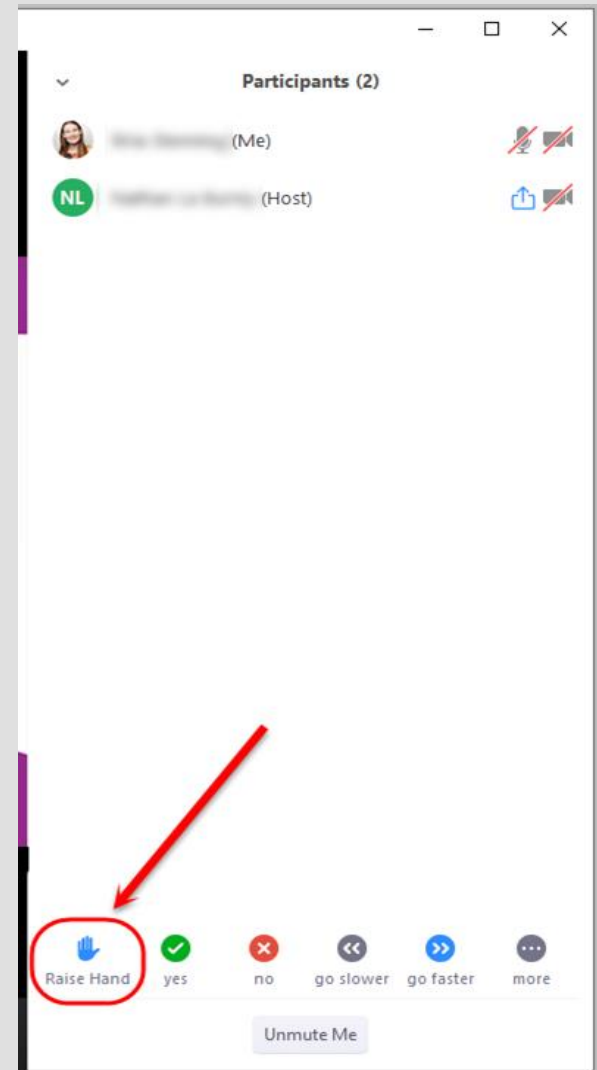
2) اضغط على "ترجمة اللغة" واختر لغتك.

3) اضغط على "كتم الصوت الأصلي" ثم على "تم."

¿Puede oír al intérprete?
Can you hear the interpreter?



Levante la mano
Raise your hand



¿Puede oír al interprete?
你能否聽到傳譯員嗎？



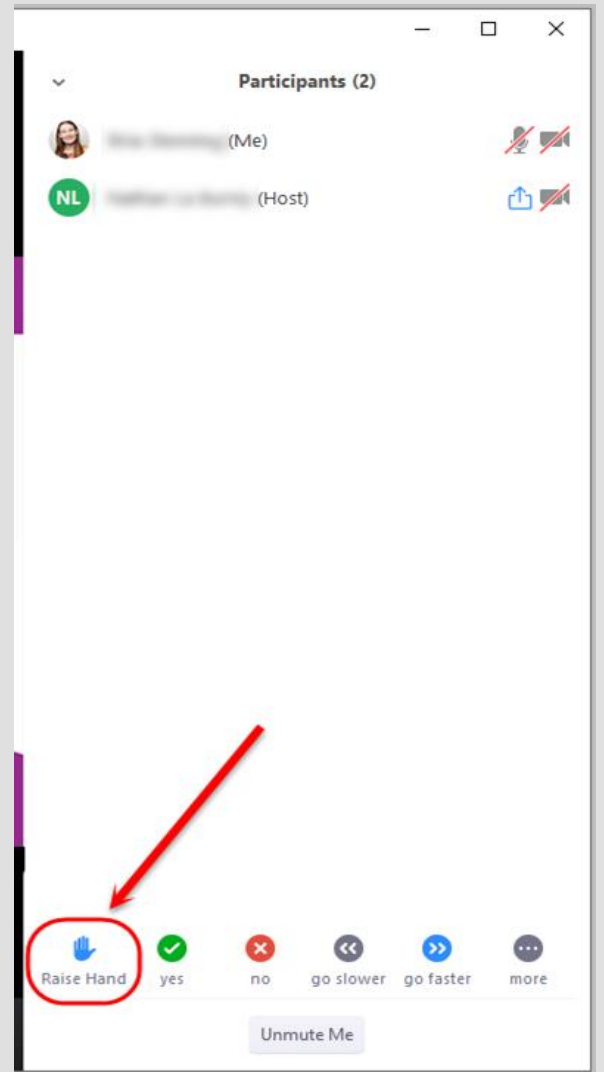
Levante la mano | 舉起你的手



هل يمكنك سماع المترجم؟



ارفع يدك



Security Instructions

You can find the agenda and documents for all meetings, including this one, at ousd.org/LCAP

**They are in the folder for the
District English Language Learners
Subcommittee.**

The folder is at the bottom of the web page.

Meeting information is available at:

ousd.org/calendar

You can always find the Zoom link there along with other details about each meeting.

Welcome & Opening

Who We Are

Welcome to the District English Language Learners' Subcommittee. We are parent leaders who advocate for our English Language Learners and their families. We advocate for every single person who is learning English, from all languages and cultures. Oakland is the most ethnically diverse city in the US where more than 125 languages are spoken. Our diversity is our strength!

Why We Need You

We encourage you to participate in all of the meetings to have a powerful impact in our district and our school communities for our children.

How We Hope You Will Feel Today

We want you to feel welcome and confident to speak up. We are all learning here and this is a safe space to express yourself, your ideas, and your concerns.



Welcome Families!



Raise your hand if:

1) you are a parent member of the Site English Language Learners Subcommittee (SELLS) at your school,

OR

2) you represent parents of English Language Learners on the School Site Council.

Parent Leader on SSC or SELLS	School
Marlen Bernardez	Glenview
Nereida Bravo	Glenview



**Please send your
contact information
to Cintya Molina at
510-491-6069  or**

cintya.molina@ousd.org 

Now, everyone!

Please introduce yourself in the chat with your name and the name of your school, program or organization.

If you cannot write in the chat, you can raise your hand to introduce yourself.



The leaders and staff supporting this meeting:

Facilitator	Lateefa Ali
Timekeeper	Melissa Ramírez-Medina
Notetaker	Cintya Molina
Zoom Host	Raquel Jiménez
Chat & Link Monitor	Raquel Jiménez



**Thank
you!**

Roll Call

Members of the District English Language Learners' Subcommittee

Alexia Maciel (Met West)

Melissa Ramírez-Medina (Bret Harte)

Elham Omar (Lockwood STEAM)

Marina Muñoz (Madison 6-12)

Lateefa Ali (Multiple Schools)

Quorum: 3

Meeting Goals and Agreements

We have four goals tonight. We will:

- 1. know what criteria (requirements) must be met for an English Language Learner to be “reclassified” as proficient and fluent in the English language (no longer an English Language Learner).**
- 2. launch the DELLS Needs Assessment Survey for Families of English Language Learners.**

3. discuss how to empower Site English Language Learner Subcommittees to make sure that all families of ELL students learn about the survey and can complete it.

4. find out which schools have established Site English Language Learner Subcommittees ahead of the October 31st deadline.

Please ask lots of questions so that, together, we can meet our goals.

Our Agreements



One microphone	Take space; make space
Honor the agenda	Tough on problems; easy on people
Listen to understand	Offer solutions

Review of the Agenda

6:30 pm 20 minutes	Instructions; Welcome; Roll Call; Review Goals, Agreements, and Agenda; Introductions
6:50 pm 40 minutes	Presentation: All About the Reclassification of English Language Learners
7:30 pm 10 minutes	Break
7:40 pm 20 minutes	Launch of the DELLS Needs Assessment Survey for English Language Learner Families

The agenda continues on the next page.

<p>8:00 pm 15 minutes</p>	<p>Other DELLS Updates</p>
<p>8:15 pm 10 minutes</p>	<p>Update about the Establishment of Site English Language Learner Subcommittees</p>
<p>8:25 pm 10 minutes</p>	<p>Announcements, Appreciations, and Public Comments</p>

Our Continuing Priorities

Proof that ALL English Language Learners are getting Designated English Language Development (ELD) at their level including all disabled English Language Learners and newcomers.

Strong Site English Language Learner Subcommittees (SELLS) with authentic voice and leadership from families of English Learners. Stopping the practice of School Site Councils absorbing SELLS and weakening their role.

Finding out if OUSD is meeting the language access needs of all English Language Learner families.

Getting additional interpretation and translation to support the needs that we already know exist.

Notes



All About the Reclassification of English Language Learners





Welcome Families
and Community!

Please share in the
chat your child's first
name and one
amazing thing
about them!

Rights as a Parent/ Guardian of an English Language Learner (ELL) student

The right for your child to maintain their home language as they learn English.

The right to receive information about your child's English language development and where they are on their journey to reclassification.



Presentation Outcomes



- I can explain what reclassification is and why it is important.**
- I can explain reclassification requirements, including ELPAC and reading test scores.**



To follow along with slides in your home language, click on your language here.

[Arabic](#) - عربي

[Chinese](#) - 中文

[Spanish](#) - Español

What is Reclassification?

Reclassification can be thought of as an [English Language Learner's \(ELL's\)](#) language graduation.

It is the process for determining that an [ELL](#) has become Fluent English Proficient (RFEP). It is a major milestone and accomplishment for all ELLs.



For students and families, why is reclassification important?



- **ELLs who reclassify within 6 years have better academic outcomes and are more likely to be eligible for the Seal of Biliteracy when completing high school.**
- **ELLs who take longer than 6 years to reclassify, known as LTELs, are at higher risk on all academic measures including graduation rates.**
- **Reclassified students are not required to take English Language Development (ELD) courses in middle and high school, and can enroll in more subjects that earn credit for high school graduation and college entry and are better equipped to more fully participate in available academies, career pathways and college bound programs.**

For students and families, why is reclassification important?



Reclassification rates help us know if a school or our district is doing well in terms of:

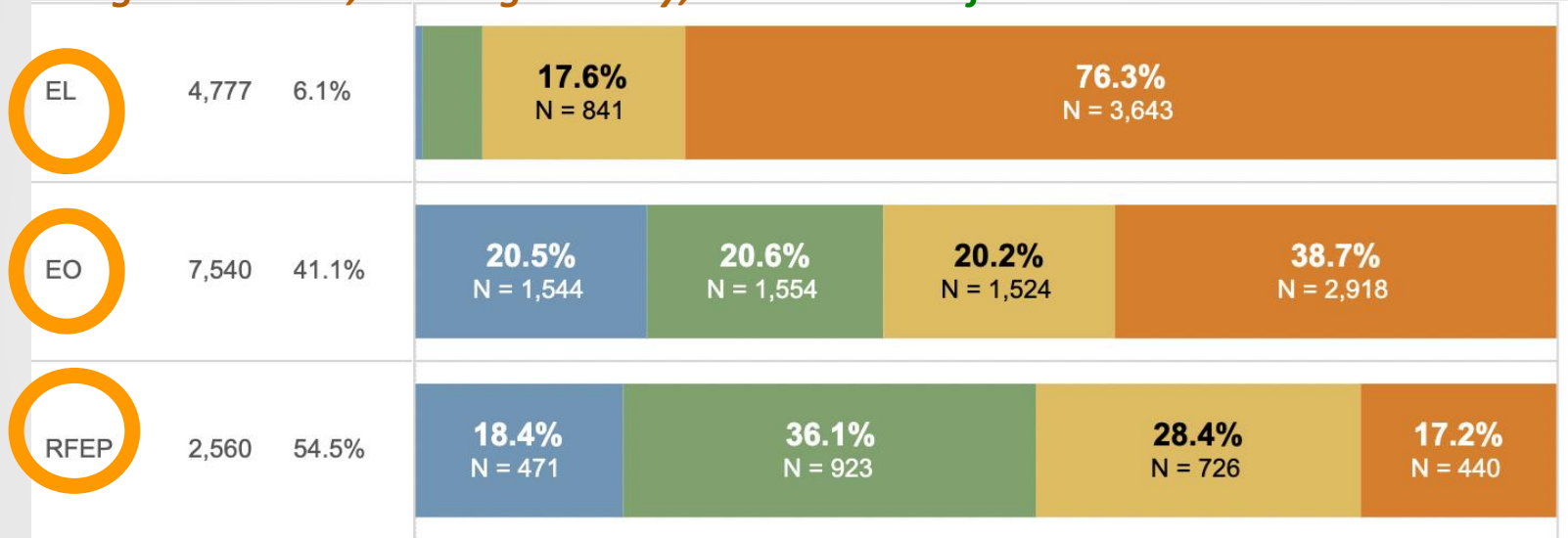
- **Overall language development and academic achievement of English Language Learners (ELLs)**
- **Overall strong design of instruction for ELLs**

Why is reclassification important?


(SBAC ELA Data for 2022-23)



EL= English Learner, EO= English Only, RFEP= Reclassified student



Green represents students on benchmark and blue are students above benchmark. RFEP students consistently show stronger academic progress than English Learners or English only students.

A baby with dark hair, wearing a white long-sleeved shirt with black horizontal stripes and a blue necklace with large, irregularly shaped pendants. The baby is sitting and looking slightly to the right with a thoughtful expression. A thought bubble is positioned to the right of the baby's head, containing text.

**Okay, so how does
a student qualify
for reclassification?**

From English Language Learner to Fluent English Proficient (RFEP)

1. Get a 4 overall score on the ELPAC (English Language Proficiency Assessments for California)
2. Be approaching or at grade on reading level.
3. Get near grade level teacher evaluation on report card.



TK-1 Reclassification

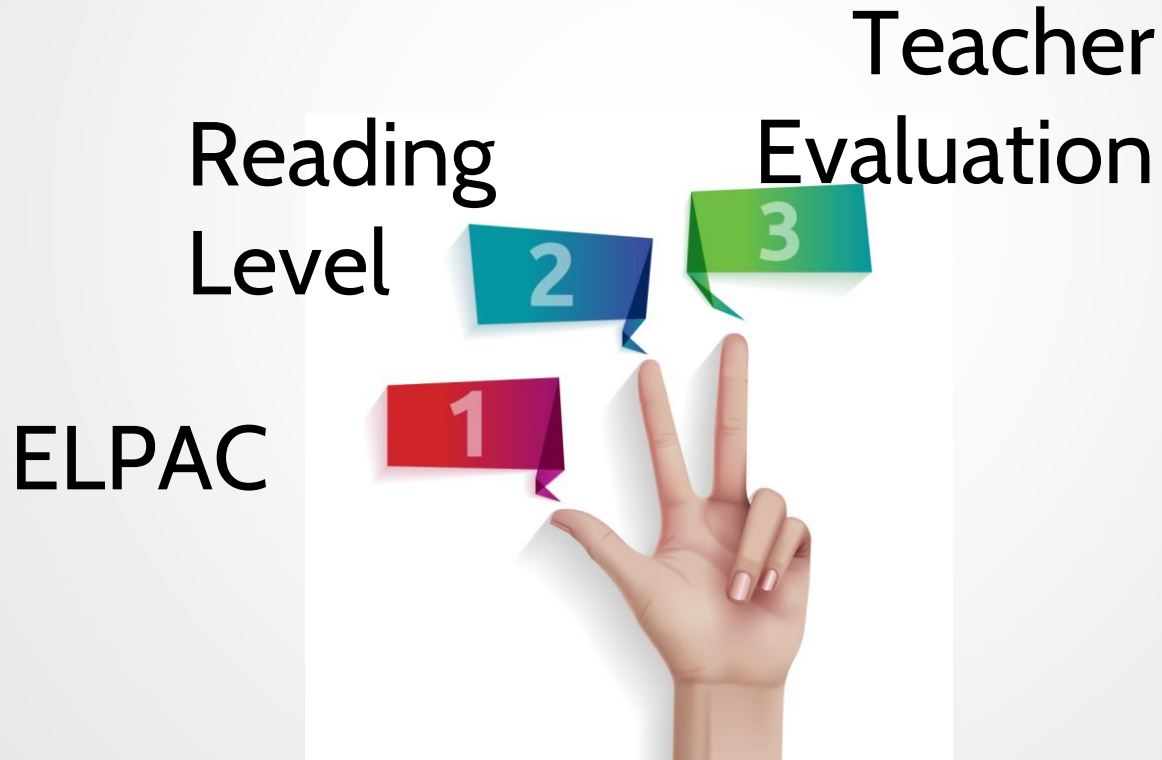
To ensure that our youngest students get all the support needed as they start their education, requirements for reclassification for lower grades are more limiting.

TK: There is no reclassification of TK students.

Kinder: There is no reclassification of kindergarten students.

First Grade: First graders who meet strict criteria throughout their entire first grade year may reclassify at the end of 1st grade.

Reclassification Criteria



Reclassification Criteria

**Get a 4 overall score on the ELPAC
(English Language Proficiency Assessments of
California)**

ELPAC



ELPAC is the **E**nglish **L**earner **P**roficiency **A**ssessment for **C**alifornia

The ELPAC is a state required English exam that determines how well ELLs can read, write, listen, and speak in English.

All districts and schools receiving federal money are



Student skills are scored in each of the four domains as:

- Well-developed
- Somewhat/Moderately
- Beginning

ELPAC Score Report Quick-Reference

Listening

● ● ●

+

Speaking

● ● ●

=

Oral Language Level

Levels: 1-4

+

=

Overall ELPAC Score

Levels: 1-4

Point range: 1150- 1800

Reading

● ● ●

+

Writing

● ● ●

=

Written Language Level

Levels: 1-4

What do the ELPAC scores mean?



What Students Can Do At Each Level

LEVEL 1

(1150–1466)

Beginning to Develop

May know some English words and phrases.

LEVEL 2

(1467–1513)

Somewhat Developed

Can often use English to communicate simple ideas.

LEVEL 3

(1514–1559)

Moderately Developed

Can usually use English to learn new things in school.

LEVEL 4

(1560–1800)

Well Developed

Can consistently use English to learn new things in school.

Summary results for schools, districts, and the state are available on the ELPAC Results website at <https://caaspp-elpac.cde.ca.gov/>.

ELPAC Summative: Weighting for Overall Score

Kindergarten

Oral
Language
Performance:

70%

+ **=**

Written
Language
Performance:

30%

**Overall ELPAC
Score**

Levels: 1-4
Point range: 1150- 1800

1st - 12th Grade

Oral
Language
Performance:

50%

+ **=**

Written
Language
Performance:

50%

**Overall ELPAC
Score**

Levels: 1-4
Point range: 1150- 1800

Sample ELPAC Score Report

ELPAC score reports are typically sent via Aeries notification after OUSD receives test results.

Overall score of 4 is required for reclassification.

The Oral score from 1-4 reflects how students performed for both listening and speaking.

The Written score from 1-4 reflects how students performed for both reading and writing.

Overall Score

LEVEL 3 **1525**
Moderately Developed

Indianapolis' overall score is Level 3. More information on Indianapolis' score is provided on page 2.

What is the ELPAC?

The ELPAC measures the English language proficiency skills that students need to succeed in school. Students who are English learners take the Summative ELPAC each spring until reclassified. Your child's ELPAC results are only one measure of your child's knowledge and skills in English. Other measures include classroom tests, homework, and grades.

Visit the Starting Smarter website at <https://elpac.startingsmarter.org/> to:

- Understand your child's score report
- Review sample test questions
- Find free resources to support your child's learning

Oral Language
The Oral Language Score includes Listening and Speaking.

LEVEL 3 **1510**
Moderately Developed

Written Language
The Written Language Score includes Reading and Writing.

LEVEL 3 **1560**
Moderately Developed

Your Child's ELPAC Score History

Grade	Score	Level	Proficiency
Grade 4	1495	LEVEL 4	Moderately Developed
Grade 5	1525	LEVEL 3	Moderately Developed

Page 2 of 2

For more information about the ELPAC score reports, please visit <https://www.elpac.org/resources/videos/> for videos in English and Spanish.

Check Your Understanding

What are the four areas that are tested in the ELPAC ? (Hint: Speaking is one)

What score on ELPAC does a student need in order to qualify for reclassification?

Questions?

Reclassification Criteria

Be approaching or at grade on reading level.

**Reading
Level**





Focus on Reading Criteria



RECLASSIFICATION GRADE LEVEL READING GOALS			
	Fall 2022 (through October 2022)	Winter 2023 (through January 2023)	Spring 2023 (through May 2023)
Grade	Beginning of Year Goal	Midyear Goal	End of Year Goal
i-Ready Scale Score			
1*	i-Ready 421	i-Ready 432	i-Ready 443
2	i-Ready 443	i-Ready 454	i-Ready 465
3	i-Ready 465	i-Ready 476	i-Ready 487
4	i-Ready 487	i-Ready 498	i-Ready 509
5	i-Ready 509	i-Ready 520	i-Ready 531
RI Lexile or i-Ready Scale Score			
6	RI 700 or i-Ready 531	RI 750 or i-Ready 542	RI 800 or i-Ready 553
7	RI 800 or i-Ready 553	RI 825 or i-Ready 559	RI 850 or i-Ready 564
8	RI 850 or i-Ready 564	RI 875 or i-Ready 570	RI 900 or i-Ready 575
9	RI 900 or i-Ready 575	RI 950 or i-Ready 586	RI 1000 or i-Ready 597
10	RI 1000 or i-Ready 597	RI 1015 or i-Ready 600	RI 1025 or i-Ready 603
11	RI 1025 or i-Ready 603	RI 1040 or i-Ready 606	RI 1050 or i-Ready 608
12	RI 1050 or i-Ready 608	RI 1050 or i-Ready 608	NA

Check Your Understanding

True  or False  |

In order to reclassify, students need to read on grade-level (or higher).

Reclassification Criteria

**Get near grade level teacher
evaluation on report card.**

**Teacher
Evaluation**



Teacher Evaluation



Report card grades are used as the teacher evaluation for reclassification.

Grades 2-5	Grades 6-12
2 or higher in ELA on standards-based report card	C- or higher in ELA Course

Teacher Override of Grades: When students meet all reclassification criteria except for grade, teachers are asked to consider if the low grade is related to the student language development or not. If it is not related, teachers can recommend students reclassify in spite of the low grade.



Questions?

Reclassification Timeline



OUSD completes three rounds of reclassification annually, known as Fall, Winter, and Spring Reclassification.

For each round, student results on most recent ELPAC, reading level tests, and student report card grades are evaluated to identify students who meet the criteria for reclassification.

OUSD Reclassification Timeline



**ROUND 1: Fall
Reclassification**

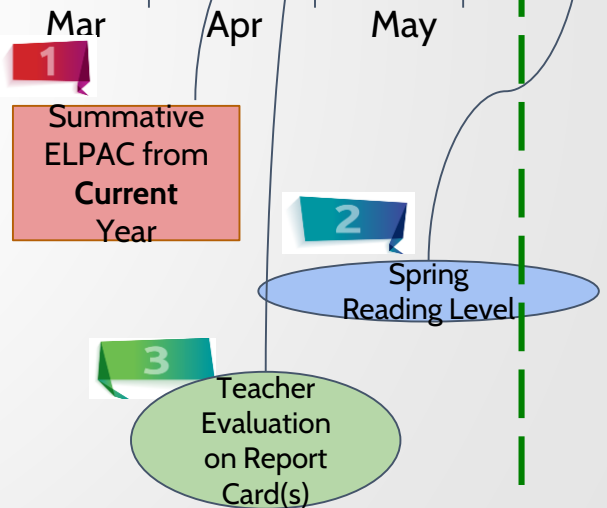
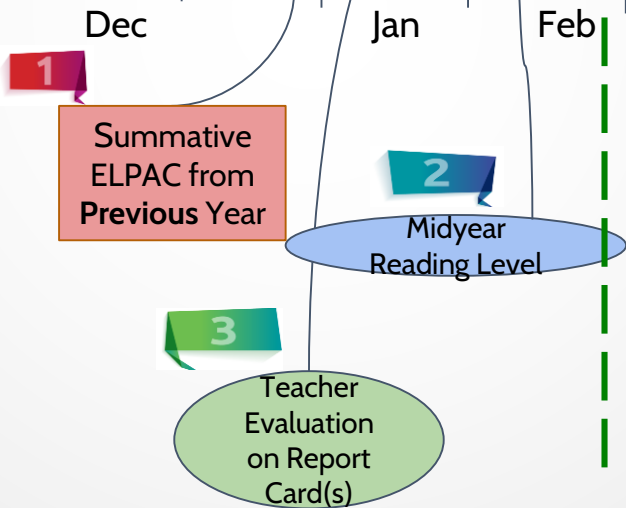
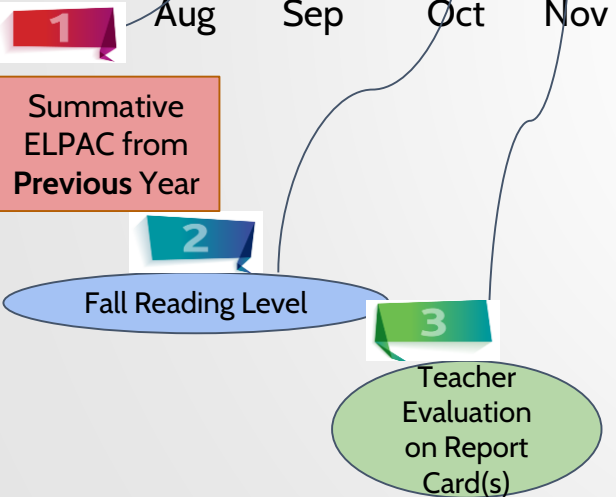
**ROUND 2: Winter
Reclassification**

**ROUND 3: Spring
Reclassification**

Reclassification

Reclassification

Reclassification



ELPAC
(English
test)



Reading
Level



Teacher
Evaluation



ENGLISH LANGUAGE LEARNER SNAPSHOT

SECONDARY - Reclassification is the process for determining that an English Language Learner (ELL) has become Fluent English Proficient. This student report is designed to help you understand what that process is and to provide data that you can act on. Data last updated on **November 8, 2019**. For comments or questions, email rattana.yeang@ousd.org.

Grade 8



2018-19

2017-18

Did you satisfy the summative ELPAC requirement?

English Language Learners must take the annual English Language Proficiency Assessments for California (ELPAC) to measure their growth in language development. To meet the criteria for reclassification, you must score a 4 Overall.

Overall	Oral Language	Written Language	Listening	Speaking	Reading	Writing
Level 3	Level 4	Level 2	Somewhat/Moderately	Well Developed	Somewhat/Moderately	Somewhat/Moderately
Level 2	Level 3	Level 1	Somewhat/Moderately	Well Developed	Beginning	Somewhat/Moderately
Possible Scores: 1, 2, 3, 4			Possible Scores: Beginning, Somewhat/Moderately, Well Developed			



Are you making progress towards becoming a proficient reader?

The Reading Inventory (RI) is a test that tells students how well they are reading by measuring reading comprehension with a lexile score. Your performance on this test is important because the results are used to help us determine if you are ready for reclassification.

	Midyear 2019-20 Lexile	Fall 2019-20 Lexile	Spring 2018-19 Lexile	Midyear 2018-19 Lexile
Your Score		830	698	645
Target		850	850	825



Did you satisfy the ELA course grade requirement?

For students in grades 6 through 12, you will need at least a C- in your ELA Course. If your course grade is below C- or your grade was missing, but you were eligible for reclassification based on your performance on the ELPAC and the RI, you are eligible for the teacher appeal process. Listed below is your Semester 2 ELA Grade for 2018-19.

2018-19 - ELA Grade

ENGLISH 7/ELD - C

English Language Learner Snapshot

Status: **Student's current reclassification status.** Reclassification is the process for determining that an English Language Learner has become Fluent English Proficient. This report is designed to help you understand what that process is and to provide data that you can act on. **Date.** For questions or comments, email rattana.yeang@ousd.org

School Name - Grade Level - Student Name - Student Identification Number



Did you satisfy the Summative ELPAC requirement? **Yes or No**

English Language Learners must take the annual English Language Proficiency Assessments for California (ELPAC) to measure their growth in language development. To meet the criteria for reclassification, you must score a 4 Overall.

Year	Overall	Oral Language	Written Language	Listening	Speaking	Reading	Writing
------	---------	---------------	------------------	-----------	----------	---------	---------

Possible Values: ELPAC Testing Year

Possible Values: **Level 1, Level 2, Level 3, Level 4, or No Data**

Possible Values: **Beginning, Somewhat / Moderately, Well Developed, or No Data**

Possible Scores: Level 1, Level 2, Level 3, Level 4, Beginning, Somewhat / Moderately, Well Developed, or No Data



Are you making progress towards becoming a proficient reader? **Yes or No**

The Reading Inventory in grades 6-12 and the i-Ready in grades 1-12 are reading tests that measure student reading. Your performance on this test is important because the results help us determine if you are ready for reclassification. The Smarter Balanced Assessment in English Language Arts (SBAC ELA) can also be used towards reclassification.

Administration	Spring 2021-22	Fall 2022-23	Midyear 2022-23	Spring 2022-23
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Assessment, Target

Possible Values: **Name of Test, Target Score**

Criteria Met, Student's Score

Possible Values: **Yes, No, Approaching, Score**

Distance From Criteria (DFC)

Possible Values: **Score minus Target**

Smarter Balanced Assessment Consortium (SBAC). Students with a performance level of 2.5 or more are eligible. **Test, Score**



Did you satisfy your Language Arts Grade Requirement? **Yes or No**

In Grades 1-5, a 3 or higher in ELA on standards-based report card can be used. In Grades 6-12, a grade of C- or higher ELA (or B- or higher if only ELD is available) can be used (if no teacher recommendation can be collected).

Language Arts Grades

English Language Learner Snapshot

School Name - Grade Level - Student Name - Student Identification Number

What are my goals for ELPAC, Lexiles, i-Ready and/or Reading and Writing Grades?

What are my next steps to reach my goal?

What are my teacher's next steps?

What are my family's next steps?

Student Signature

Parent Signature

Teacher Signature

I have reviewed the information above with my parents and teacher, and understand what it means and the importance of reclassification.



I have reviewed the information with my child's teacher, and understand what it means and the importance of reclassification.



I have reviewed the information above with my student's parents and explained the importance of reclassification.





Questions? How can I learn more?

Each OUSD school has a designated “ELL Ambassador” who is responsible for supporting the reclassification process. If you have questions about reclassification, please start by contacting the school and asking to be connected with the ELL Ambassador.

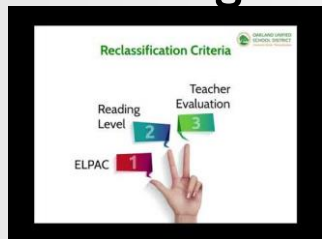
We also recommend you ask your school to share your student’s ELL Snapshot to show their progress towards reclassification.

If you cannot find the ELL Ambassador or have other questions, please contact Nicole Knight (nicole.knight@ousd.org) in the ELLMA office or Brandy Spong (brandy.spong@ousd.org) in the SRP office with questions.

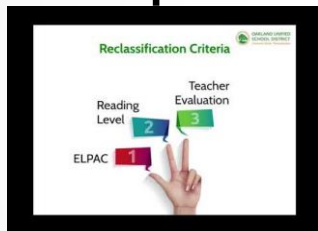
Where can I learn more?

[Family Central, Special Programs and ousd.org/ellma/reclassification](https://ousd.org/ellma/reclassification), you can find more information, including the videos below.

English



Spanish



Chinese



Arabic



Mam



Questions about your child? Ask your child's teacher, the principal, or the ELL Ambassador at your school.

Check Your Understanding

What are the THREE Criteria needed to reclassify?

1-

2-

3-

Three things I can do to support my student right away

- **Read! Read! Read! In your child's home language and in English!**
- **Practice English on Brainpop ELL, a tech app purchased by OUSD**
- **Ask for your child's ELL Snapshot and work with your student and teacher to set goals**

Questions?



Launch of the DELLS Needs Assessment Survey for Families of English Language Learners

7:40 pm

20 minutes

Responsibilities of Site English Language Learner Subcommittees

- 1. Advising the principal and staff in the development of a 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.**
- 2. Assisting in the development of the schoolwide needs assessment.**
- 3. Ways to make parents aware of the importance of regular school attendance.**
- 4. Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee.**

<https://www.cde.ca.gov/ta/cr/elac.asp>

Topics for SELLS to Discuss in Fulfilling their Responsibilities

SELLS Purpose; Roles and Responsibilities of Members and Officers

SELLS Connection to the District ELL Subcommittee (DELLS), DELLS Priorities

Annual Language Census Report for School (R-30)

School Needs Assessment (Survey on Needs of ELL Students & Families)

Information on the Importance of Regular School Attendance

School's Parent Engagement Policy and Parent Compact

Purpose and Current Goals of School Plan for Student Achievement (SPSA)

Process for Developing the SPSA

SPSA Goals for ELL Students and Progress on Goals (Data Review)

Language Programs and Services for English Language Learners

Reclassification Criteria & Process; School Reclassification Data

Goals, Actions, and Investments for the Following Year's SPSA

Link to our ELL Master Plan:

<https://tinyurl.com/tbamrm3d>

Page 58 describes the role and responsibilities of the Site English Language Learners Subcommittee.

It states that School Site Councils who took on the role of SELLS must have a SELLS topic at every meeting.

The page also gives details about the responsibility of SSCs and SELLS for real representation of ELL students and families.

We collaborated on survey for families to share about the needs of their English Language Learner (ELL) students.

It is a survey for all parents/guardians of ELL students.

This survey must be discussed at your school's first SELLS meeting. Participants at the meeting should have the chance to fill it out there. Also, everyone should discuss what will happen so that all families of ELLs students take the survey by the next SELLS meeting.

DELLS will look at the survey data from all schools in December and discuss it with everyone in January.

We would like to know your needs and the needs of your students. We would also like to know how School Site Councils, Site English Language Learner Subcommittees, and the District English Language Learner Subcommittee are listening to your needs and supporting them. The goal is to make sure that OUSD's leaders take your needs into account when they build our district's plan (our Local Control and Accountability Plan).

- 1. Select your school**
- 2. What is your home language? If not listed, please select 'Other' and specify in the next question.***
- 3. Are you the parent or guardian of an English Language Learner student?
[If you answer "I don't know" you can contact reclassification@ousd.org with questions about your student.]**
 - a. Yes**
 - b. No**
 - c. I don't know**

4. When you walk into your school's office is the staff able to help you in your home language?*

a. Yes b. No

5. The school is letting me know how my student is doing.

a. Yes b. No

6. If you answered yes, is the information being provided in your home language?

a. Yes. b. No

7. If you answered yes, is the information easy to understand?

a. Yes. b. No

8. Is your student receiving Designated English Language Development [ELD] at their school? [Designated English Language Development: a class or time when they are learning to speak, listen, read, and write in English at their level]

a.yes b. no c. I don't know

9. I know how my student is progressing in their English language skills.

a.Yes. b. No

10. Do you know the process to reclassify a student as fluent and proficient in the English Language (and no longer considered an English Language Learner)?

a.Yes. b. No

11. Is there a school-provided interpreter for your language (not your child or someone you brought with you) at school informational meetings and school events? (Examples: Back-to-School Night, Committee Meetings, Graduation, etc.)

- a. Often b. Sometimes c. Never**

12. Are you a member of your school's School Site Council or Site English Language Learners Subcommittee? Mark the choices that apply to you.

- a. School Site Council
b. Site English Language Learner Subcommittees
c. None of the above**

13. Is there anything else you would like to say about any of the questions above?

**Updates from
the Members of the
District English Language
Learners Subcommittee**

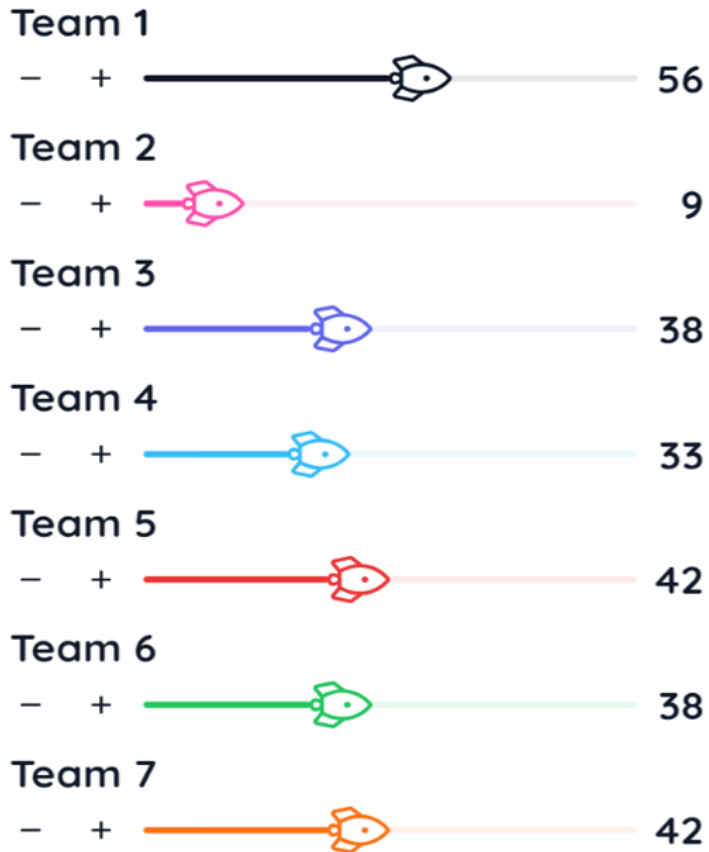
8:00 pm

15 minutes

PSAC GOAL



A parent member from the School Site Council or Site English Language Learner Subcommittee of each school attends PSAC meetings.



ARE YOU IN IT TO WIN IT? WE ARE!

Bragging rights for the electoral district with the highest percentage of schools sending members to PSAC meetings

Prize for the school from the winning electoral district that most consistently sent parent members to PSAC meetings

District 1 is in the lead!



Elections Follow-Up

Thanks to the schools that sent representatives to the elections!

	Schools	Quorum of Schools	Present
1	Chabot, Claremont, Peralta, Sankofa, YAP	5	5
2	Oakland High	6	1
3	MLK, Prescott, Westlake	5	3
4	Bret Harte, Hillcrest, Edna Brewer	7	3
5	Bridges, Fremont, Fruitvale, SEED, Life	7	5
6	CCPA, Greenleaf, Lockwood STEAM, Skyline, Sojourner Truth	7	5
7	Encompass, Esperanza, Madison Park 6-12, Reach, Korematsu	7	5

This is how the turnout looks by school network.

Network	School	# of Schools
2	Chabot, Peralta, Sankofa, Prescott, Bridges, Hillcrest, Manzanita SEED, Esperanza, Korematsu	9
3	Greenleaf, Encompass	2
4	MLK, Fruitvale, Lockwood STEAM, Reach	4
MS	Bret Harte, Brewer, Claremont, Westlake	4
HS	CCPA, Life, Madison 6-12, Oakland High, Skyline, Sojourner Truth	6



**A special thank you for their
extraordinary support to:**

**Arcelia González, Network 2
Family Engagement Specialist,
Office of Equity**

**Sabrina Moore,
Network 2 Superintendent**

10 out of the 13 elementary principals who filled out our RSVP form to let us know which parent leaders would attend the election were from Network 2.

A total of 19 principals used the form to identify parent leaders well ahead of the elections. This helped in our efforts to do direct outreach.

The voting rolls are still open!



We have 10 parent nominees waiting to be elected.

Schools that did not send parent representatives to our 9/18 elections, **WE NEED YOU!**

We will complete the elections on Thursday,
November 14th at 7:00 pm.

Information at ousd.org/calendar.

**Verbal Report from
the DELLS Working Group
on Site English Language
Learner Subcommittees**

**Update from Strategic
Resource Planning (SRP):
Establishment of Site English
Language Learner Subcommittees**

8:15 pm

10 minutes

When is a SELLS establishment required?

When a school has 21 or more English Language Learners after the 20-day count of students, the school has to establish a Site English Language Learners Subcommittee or SELLS.

The list that follows includes the schools that must form SELLS in 2024-25. We will name the ones that have already formed their SELLS.

Schools required to establish SELLS for 2024-25 school year (based on 20 day enrollment count 9/9/2024)

**ACORN Woodland
Allendale Elementary
Bella Vista Elementary
Bret Harte Middle School
Bridges Academy
Brookfield Village
Burckhalter Elementary
Castlemont High School
Chabot Elementary
Claremont Middle School
Cleveland Elementary
Dewey**

**Coliseum College Prep Academy
East Oakland PRIDE Elementary
Edna M Brewer Middle School
Elmhurst United Middle School
Emerson Elementary
EnCompass Academy
Esperanza Elementary
Franklin Elementary
Fred T. Korematsu Discovery
Academy
Fremont High School
Frick**

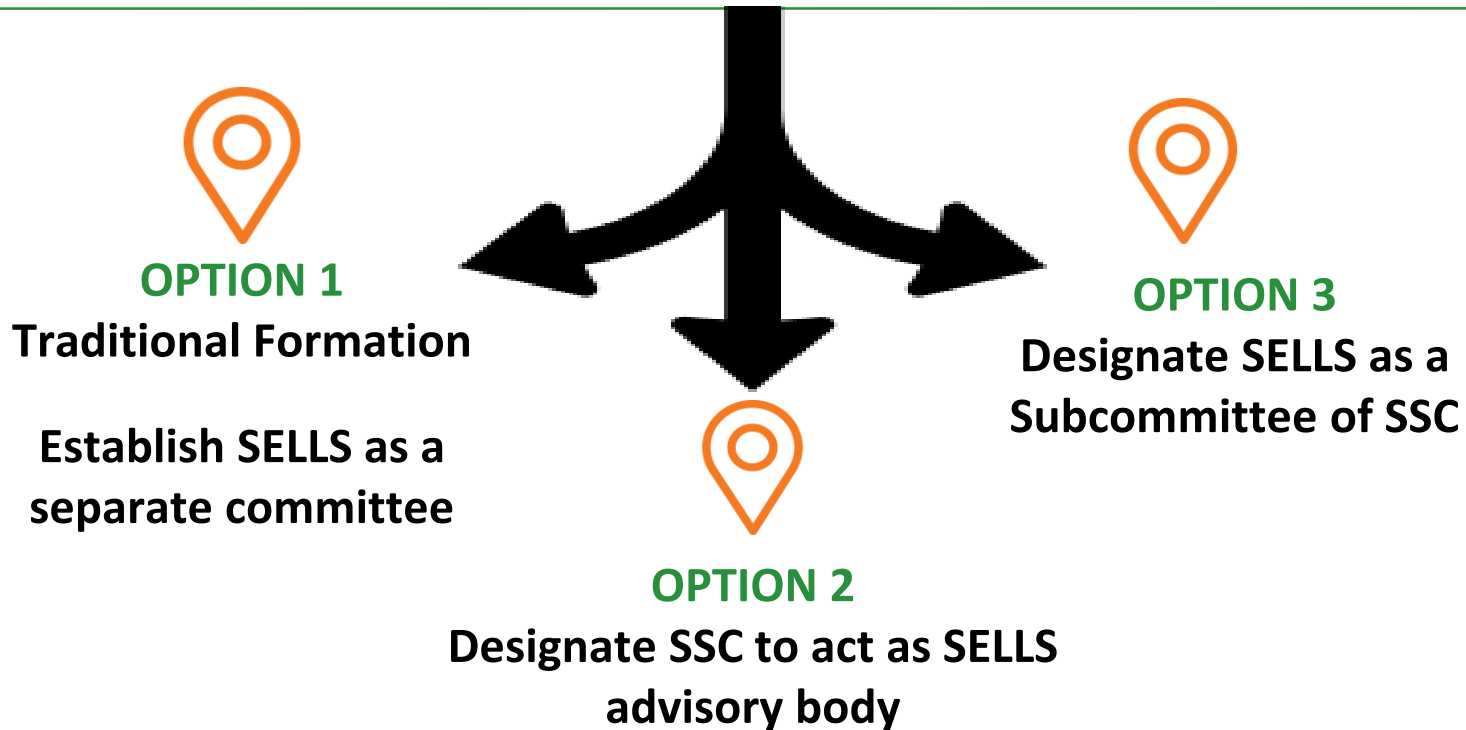
**Fruitvale Elementary
Garfield Elementary
Glenview Elementary
Global Family School
Grass Valley Elementary
Greenleaf Elementary
Highland Community School
Hoover Elementary
Horace Mann Elementary
International Community School
Joaquin Miller
La Escuelita Elementary**

Schools required to establish SELLS for 2024-25 school year (based on 20 day enrollment count 9/9/2024)

Laurel Elementary Life Academy Lincoln Elementary Lockwood STEAM Academy Madison Park Academy 6-12 Madison Park Academy TK-5 Manzanita Community School Manzanita SEED Elementary Markham Elementary Martin Luther King Jr Elementary McClymonds	Melrose Leadership Academy MetWest High School Montclair Elementary Montera Middle School Oakland Academy of Knowledge Oakland High School Oakland International HS Oakland Technical High School Piedmont Avenue Elementary Prescott School Reach Academy Redwood Heights Elementary	Roosevelt Middle School Rudsdale High School Sequoia Elementary Skyline High School Sojourner Truth TK-12 Think College Now United for Success Academy Urban Promise Academy West Oakland Middle School Westlake Middle School
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Forming SELLS: Three Options

***for schools with 21+ English Language Learner Students**





ANY QUESTIONS?

Appreciations and Public Comments