Meeting of the District English Language Learners' Sun-Committee

Junta del Subcomité del Distrito para Aprendices del Lenguaje Inglés
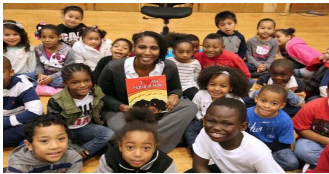
Zoom Link to the Meeting: https://ousd.zoom.us/j/85881572921
Meeting ID: 858 8157 2921

Thursday, August 13, 2020

Instructions

Instrucciones

15 minutes

Interpretation ⇄ Interpretacion
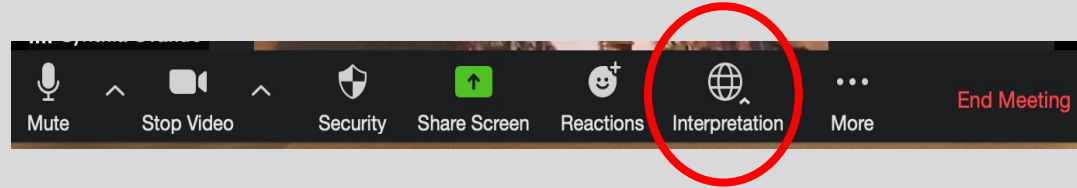
Welcome ⇄ Bienvenidos

Please do not change settings until instructions are given.
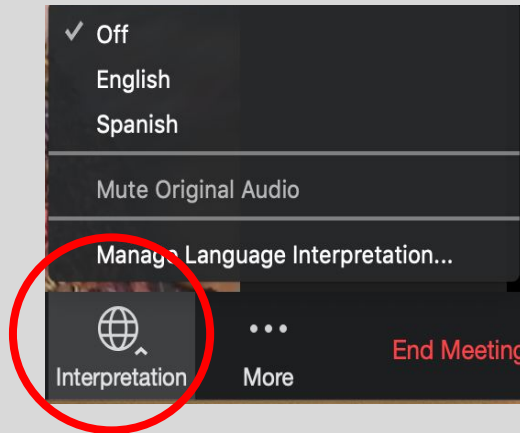-
Por favor NO cambie la configuración hasta que se le indique.
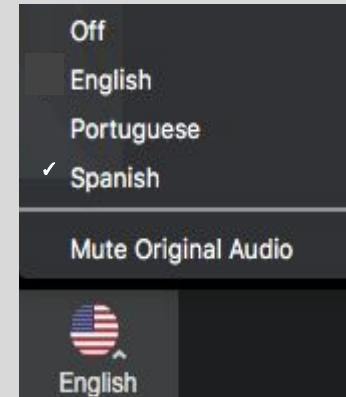
Interpretation ⇆ Interpretación

1 Go to Controls

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**."

Recording Grabación

How to Use Chat Como utilizar el espacio de chat
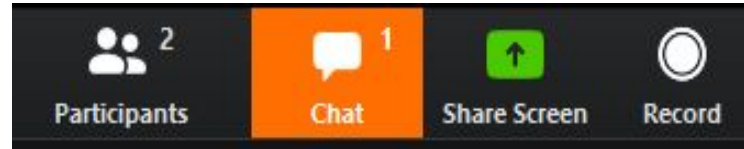
Who We Can See and Hear A quienes vemos y escuchamos

Raising Your Hand   Como levantar la mano
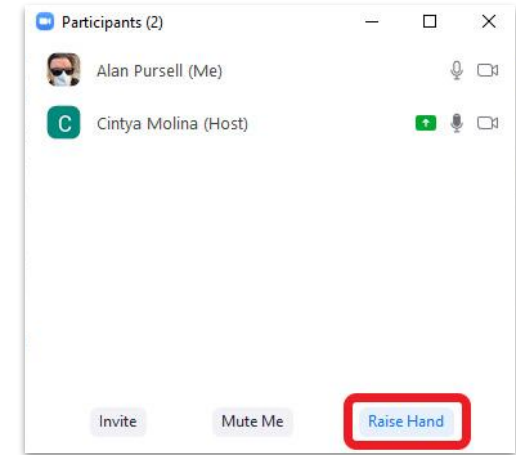
Please Use the Sign-In Sheet & the Exit Ticket

Favor de Utilizar la Hoja para Registrarse & Formulario Final

Welcome
Bienvenida

Meeting Chair: Alma Piedras   5:45pm   5 minutes

Roll Call
Pasar Lista

5:50pm   2 minutes

Members of the District English Language Learners' Sub-Committee

District 2: **Duy Vo** (Bella Vista)

District 4: **Monalisa Treviño** (Montera), **Alma Piedras** (Laurel)

District 5: **Alejandra Mendez**—(Global), **Teresa Diaz** (TCN)

Elections for new members will take place on Thursday, November 19.
Nominations are open. Please call Cintya Molina at 510-491-6069 or write to
cintya.molina@ousd.org for more details.

Meeting Goals

Metas de la Junta

5:52pm   3 minutes

Meeting Goals   Metas de la Junta

Participants will:

1. Share their experiences and concerns at the start of the school year.

Meeting Goals   Metas de la Junta

2. Learn how they can get answers and individual support during the 2020-21 school year.

Meeting Goals   Metas de la Junta

3. Learn about actions to support English Language Learners during Distance Learning.

Meeting Goals   Metas de la Junta

4. Learn how OUSD is applying to the Federal Government for Title III funds to support English Language Learners (Consolidated Application)

Meeting Goals   Metas de la Junta

5. Find out how they can become members of the District English Language Learners' Sub-Committee and participate in the work of the sub-committee.

Meeting Agreements

Acuerdos de la Junta

5:55pm   4 minutes

Agreements

One mic

Take space; make space

Honor the agenda

Tough on problems;
easy on people

Listen to understand

Acuerdos

Un micrófono

Participar y permitir la
participación de otros

Respetar la agenda

Duros con los problemas;
suaves con las personas

Escuchar con la intención de entender

Listening Session

Sesión para Escuchar

6:00pm   30 minutes

We Are Here to Help!

You can send a private message to a particular staff person with a specific question or request. Please include your contact information in the message.

You can also send them a separate message by email. Their contact information will be shared in the the slide that follows.

If you need support contacting the person, you can call or text Cintya Molina at 510-491-6069.

We Are Here to Help!

Nicole Knight (English Language Learner Support)

Nate Dunstan (Newcomer Support)

Raquel Jimenez (Family Engagement and Interpretation)

Kyleigh Nevis (Technology Support)

How to Send a Private Chat Message

How to Get Help and Information

OFFICE HOURS AND LEARNING OPPORTUNITY FOR TK - 12 IN SPANISH

Join our weekly meeting with _Arcelia González_, Family Engagement Liaison in the Office of Equity-
To discuss challenges of educational support for your students during this Distance Learning times.

ZOOM LINK HERE

Office Hours & Family Support

Each Wednesday
2:00-3:30pm
Aug/12/2020
Aug/19/2020
Aug/26/2020
Sep/2/2020
Sep/9/2020
Sep/16/2020
Sep/3/2020
Sep/30/2020

Topics will include:
- Open space for **Questions** and **Answers**.
- Building routines.
- Supporting social-emotional and academic needs of your students.
- Managing a new way of understanding education.
- Academic topics of your interest.

Contact me at: arcelia.gonzalez@ousd.org

HORAS DE OFICINA Y OPORTUNIDAD DE APRENDIZAJE DE TK - 12 EN ESPAÑOL

Únase a nuestra reunión semanal con *Arcelia González*, Coordinadora de Involucramiento Familiar en la Oficina de Equidad- para discutir los desafíos de apoyo educacional para sus estudiantes durante estos tiempos de Aprendizaje a Distancia.

ENLACE DE ZOOM AQUÍ

Horas de Oficina y Apoyo Familiar

Cada Miércoles
2:00-3:30pm
12 de agosto/2020
19 de agosto/2020
26 de agosto/2020
2 de septiembre/2020
9 de septiembre/2020
16 de septiembre/2020
23 de septiembre/2020
30 de septiembre/2020

Los temas incluirán:
- Espacio abierto a **Preguntas** y **Respuestas**.
- Construyendo rutinas.
- Apoyando las necesidades socio-emocionales y académicas de los niños.
- Manejando una manera nueva de entender la educación.
- Temas académicos de su interés

Para contactarme: arcelia.gonzalez@ousd.org

What has been most helpful to you at the start of the school year?

What do you most need right now to be able to support your child's learning?

Actions to Support English Language Learners and their Families during Distance Learning

Acciones para Apoyar a los Aprendices del Lenguaje Inglés y sus Familias

Presenters: Nicole Knight & Diana Sherman

7:00 pm, 60 minutes

This meeting is being recorded // Esta junta se está grabando.

Essential Practices for English Language Learners (Source Document)

1. ACCESS & RIGOR

Engage ELLs in meaningful tasks and use technology to provide language scaffolds and supports.

Online tools to make content and instructions easy to understand

- New content and instructions are brief and clear. Visuals and video to explain tasks and to share examples of completed work.

  - Tools: *Screencastify* and *Youtube*

- Time to make sure that students and families know how to use digital platform(s) and *Google Translate*.

1. ACCESS & RIGOR

Engage ELLs in meaningful tasks and use technology to provide language scaffolds and supports.

Simple ways to begin to engage with complex text--scaffolds

● **Before reading:** Background information and key vocabulary with images, and/or translations, connect to students' prior knowledge, picture walks, predictions

● **During reading:** Audio support (*Google Read & Write*). Reading in small chunks with opportunities to process what was read with questions or re-telling. Graphic organizers or stop-and-jot along the way.

● **After reading:** Multiple ways for students to respond to the text, orally or in writing, in English or their home language, on a digital platform, taking a picture of written work.

2. INTEGRATED and DESIGNATED ENGLISH LANGUAGE DEVELOPMENT (ELD)

ELLs receive both Integrated and Designated ELD, still required by the state of California through distance-learning.

Explicit language instruction

- Language objective in daily Course Learning Outcomes (CLOs). Example: "I can make inferences about the story **using the language of inference.**

- Teaching the language that students need for the content (vocabulary, sentence frames)

- Naming the language that students need to include in their responses. (sentence frames)

2. INTEGRATED and DESIGNATED ENGLISH LANGUAGE DEVELOPMENT (ELD)

ELLs receive both Integrated and Designated ELD, still required by the state of California through distance-learning.

Regular opportunities for student talk, discussion, and written output

- *GoogleMeet* or *Zoom* to facilitate discussion. Small group meeting for targeted support, equity of voice, and flexible schedules.

- "Making Thinking Visible" strategies

- Students record themselves explaining their thinking using 1 or 2 platforms.

Tools: *Schoology, Vocaroo, Adobe Spark, Flipgrid, Recap, Videome*

2. INTEGRATED and DESIGNATED ENGLISH LANGUAGE DEVELOPMENT (ELD)

ELLs receive both Integrated and Designated ELD, still required by the state of California through distance-learning.

Designated English Language Development (ELD) time to practice and reinforce language

- Extra practice and support for students to have the language they need to participate in other literacy or content activities.
    - 1:1 check-ins or small groups
    - Additional vocabulary practice through puzzles

- Digital platforms to practice language. Tools: *Brain-POP ELL, Duolingo, Rosetta Stone, Imagine Learning*

3. DATA-DRIVEN DECISIONS

Differentiate based on student need and engage students in prompt feedback.

Review student data to decide what support students need

- Student level in the *English Language Proficiency Assessment of California* (ELPAC), home language of student. (*ELL Progress Monitoring Dashboard*)

Students receive feedback on content <u>and </u>language

- Students receive feedback through tools like *quizziz, kahoot, kaizena* and through comment features on *google docs* or *padlet*.
- Opportunities for students to comment and give feedback on each others' work.

  (*Google Classroom, SeeSaw, Schoology,* etc.)

What We Fund to Make # 1 to 3 Happen

QUESTION TIME!
TIEMPO PARA PREGUNTAS!

Please keep your questions to a minute or two.

Favor de limitar sus preguntas a un minuto o dos.

You can your hand or write your question in the chat space.

Puede levantar la mano o escribir su pregunta en el espacio de *chat*.

4. ASSET-BASED APPROACH

Leverage the linguistic and cultural assets of our students and families.

Students learn in their own language and in the family environment

- Value home language and time that families spend together. Students read with a parent or grandparent, read to a younger sibling. Write and/or illustrate family stories or family recipes with family members, multi-age games, etc.
- Options for students to learn in their home language

Dual Language and bilingual programs

QUESTION TIME!
TIEMPO PARA PREGUNTAS!

Please keep your questions to a minute or two.

Favor de limitar sus preguntas a un minuto o dos.

You can your hand or write your question in the chat space.

Puede levantar la mano o escribir su pregunta en el espacio de *chat*.

What We Fund to Make #4 Happen

5. WHOLE CHILD **Leverage family and community supports. Activate resources to address the unmet, non-academic needs that hinder students' ability to fully engage in distance learning.**	**Anticipating the very real barriers to student engagement (digital access, home responsibilities, basic needs of families at risk)** ● Asynchronous learning (recorded instead of required Zoom or GoogleMeet classes). ● Students have time and flexibility to submit assignments. ● Wellness checks with students you are concerned about. ● Talking Points to communicate with families and share links to lessons.

5. WHOLE CHILD

Leverage family and community supports. Activate resources to address the unmet, non-academic needs that hinder students' ability to fully engage in distance learning.

Sharing of resources that are relevant to the community

- [OUSD Sanctuary website](#)
- [Wellness Checklist](#) - comprehensive list of resources
- [OUSD School-Based Health Centers](#) are open, with limited hours.
- Financial support - Oakland Public Ed Fund relief grants, [Centro Legal's emergency relief fund.](#)
- [Protection against evictions](#)
- Immigration support - Sanctuary Task Force

5. WHOLE CHILD

Leverage family and community supports. Activate resources to address the unmet, non-academic needs that hinder students' ability to fully engage in distance learning.

Opportunities for mindfulness and fun in your lessons and on-line experiences.

- Resources: Mindful schools**, GoNoodle YouTube Channel, Cosmic Kids Yoga**
- Games: PBS-kids games, Englishclub ESL games
- Art, music, and sing-alongs

QUESTION TIME!
TIEMPO PARA PREGUNTAS!

Please keep your questions to a minute or two.

Favor de limitar sus preguntas a un minuto o dos.

You can your hand or write your question in the chat space.

Puede levantar la mano o escribir su pregunta en el espacio de *chat*.

Federal Funding: Title III

- Helps ensure that English learners, including immigrant children and youth, reach English proficiency and can achieve academically.

- Helps teachers, principals, and other school leaders develop and enhance their capacity to provide effective instructional programs.

- Promotes parental, family, and community participation in language instruction educational programs.

Federal Funding: Title III

- Each year, OUSD applies to the State for this funding and proposes how the money will be spent.

- DELLS reviews proposal and provides input and feedback.

- Part of the Consolidated Application (ConApp).

-

Planned Title III Investments for ELLs

Proposed Investment	Title III Cost
Student Assignment Counselors to help ELL families navigate school enrollment (3 total; also from other funding)	$71,839
Elementary Newcomer (Teachers on Special Assignment-TSAs)(4.5 total at 9 schools)	$508,500
ELLMA Language Specialists (6 total; also from other funding)	$449,445
Newcomer & Refugee/Asylee Services Program Manager (also from other funding)	$94,442
Unaccompanied Immigrant Youth Specialist	$116,271
Still to be Allocated	*$345,277*
Administration & Equitable Services	$144,795
TOTAL ALLOCATION	**$1,730,569**

How to Become a Leader in the District English Language Learners' Sub-Committee

Como Ser Líder en el Subcomité del Distrito para los Aprendices del Lenguaje Inglés

8:00 pm   15 minutes

Everyone Is Welcome!

We need to learn about the experiences of English Language Learners and their families across Oakland Unified and to hear your ideas for supporting students. The meetings of the District English Language Learners' Sub-Committee, or DELLS, are public and we invite you to attend throughout the year.

Calendar of Meetings

Meetings of the District English Language Learners' Sub-Committee are scheduled for **Thursday, September 24** and **Thursday, November 12.**

Each meeting will begin at 5:30 pm and end no later than 8:00 pm.

How to Get Information for the Meetings

If you cannot fill out the sign-in sheet tonight, you can also send a text message with your email address and phone number to Cintya Molina at 510-491-6069 to receive invitations and reminders for the meetings.

You can also find links to join each meeting, along with other meeting information, in the OUSD Events Calendar at www.ousd.org/calendar

How to Become a Member of the District English Language Learners' Sub-Committee

To become a member of the DELLS, you must first be a member of your school's School Site Council (SSC) or English Language Learners' Sub-Committee (SELLS).

You can ask your school site staff when members to the SSC and SELLS will be elected. This usually takes place in late August or September.

How to Become a Member of the District English Language Learners' Sub-Committee

Elections to the District English Language Learners' Sub-Committee will take place on Thursday, November 19.

Please call or write to Cintya Molina at cintya.molina@ousd.org or 510-491-6069 for more information about the role of DELLS members.

Other Advisory Committees

Committee to Empower Excellence in Black Students' Education (1st Thursdays)

District English Language Learners' Sub-Committee (3rd Thursdays in specific months)

Community Advisory Committee for Special Education (2nd Mondays)

LCAP Parent & Student Advisory Committee (3rd Wednesdays)

Foster Youth Advisory Committee (4th Tuesdays)

These are the routine meeting days for each commitee with some exceptions due to holidays.

Public Comments

Comentarios Públicos

Link to the Exit Ticket **Vinculo a la Boleto de Salida**

8:15   10 minutes

Adjournment

Cierre