

Oakland Unified School District

Board of Education
1000 Broadway, Suite 680
Oakland, CA 94607-4099
(510) 879-8199 Voice
(510) 879-2299 eFax
(510) 879-2300 eTTY/TDD
hoe@ousd.org E-Mail



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Meeting Minutes Long - Final

Thursday, November 29, 2018

5:00 PM

**Bella Vista Elementary School - Library - 1025 East 28th Street, Oakland CA,
94610**

Local Control and Accountability Plan (LCAP) English Learner (EL) Parent Sub-Committee

District 2 Asia Hersi (Franklin),

District 3 Cesar Escalante (Hoover),

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

District 5 Alejandra Méndez (Global Family), Teresa Díaz (Think College Now)

District 7 Jonathan Kael (Howard),

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អ្នកណាដែលត្រូវការសេវាបកប្រែភាសាដោយផ្ទាល់មាត់ ឬជាលាយលក្ខណ៍អក្សរ ឬត្រូវការការជួយសម្រេចសម្រួលយ៉ាងសមរម្យ មួយ ដើម្បីចូលរួមក្នុងកិច្ចប្រជុំសាធារណៈ ត្រូវផ្តល់ដំណឹងទៅកាន់ទីការិយាល័យនៃក្រុមប្រឹក្សាអប់រំ ឱ្យបានចិតសិចពី (72) ម៉ោង មុនកិច្ចប្រជុំ តាមរយៈទូរស័ព្ទលេខ [\(510\) 879-8199](tel:(510)879-8199) ឬតាមរយៈអ៊ីមែល boe@ousd.org ឬទូរស័ព្ទ eTTY/TDD លេខ [\(510\) 879-2300](tel:(510)879-2300) ឬទូរសារលេខ [\(510\) 879-2299](tel:(510)879-2299)។

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A. Call to Order

The meeting was called to order at 5:35 p.m. by the chair, César Escalante, sub-committee member from District 3.

B. Roll Call

Present 3 - Chairperson Cesar Escalante
Member Alejandra Mendez
Member Monalisa Trevino

C. Speaker Request Cards/Modification(s) To Agenda

No requests were made. There were no modifications to the agenda.

D. Adoption of Committee Minutes

None

E. Unfinished Business

None

F. New Business

18-2526

LCAP English Learner's Sub-Committee - Introduce New Members

Cintya I. Molina, LCAP Engagement, to introduce the new LCAP English Learner's Sub-Committee Members.

Ms. Cintya Molina introduced the new members of the DELLS, all of whom were present at their first meeting.

Discussed

18-2525

LCAP English Learner's Sub-Committee - Highlights - September 20, 2018 Meeting

Discussion by the LCAP English Learner's Sub-Committee on the highlights from September 20, 2018 Meeting.

Highlights from the September meeting were shared by Cintya Molina and César Escalante. Participants in the September meeting reviewed the LCAP indicators for all students and English Language Learners. They learned which data was included in the LCAP for English Language Learners (ELLs) for the OUSD LCAP indicators, as well as what was available on the CA Schools Dashboard. Participants learned if ELL students had achieved the LCAP annual objectives during the past three school years. Additionally, participants also learned about the implementation of Proposition 58 policies for parents to request specific language programs at their schools.

Discussed

18-2533

**LCAP English Learner's Sub-Committee - Host Site in Focus -
Bella Vista Elementary School**

School Site to greet LCAP English Learner's Sub-Committee on behalf of the school.

Principal Linda Flynn of Bella Vista gives an introduction to the program and goals of the school this year for ELLs and all students. She explains that 45% of students at Bella Vista are English Language Learners with mostly Vietnamese, Chinese, and Spanish as home languages. The school does not have a dual language program. It has Designated English Language Development to target specific language acquisition needs. She explains that Bella Vista also focused on language acquisition in all instruction during the entire school day.

Ms. Flynn invites the Bella Vista parents present to comment.

A second parent speaks of her efforts to speak both Vietnamese and English, and its importance. She shares that she helps newcomer, mono-lingual Vietnamese parents understand how school works. She has noticed that there is more newcomer support at the school this year, which is good to see.

Ms. Molina shares that that the second parent attended another OUSD committee meeting and approached her with the request that today's DELLS meeting be held at her school. She is a nominee for the sub-committee from District 2 that wants to represent her electoral district in the DELLS.

The parent shares that there are many parents who speak many different languages at the school. She shares that Asian parents are shy; don't want to talk. She says that she learned how to get out, learn something new. She wants to help the kinds, learn how they learn.

The principal shares that the parent approached her about moving her child to a different class. The principal stated that she usually denies those requests but that the parent pointed out the importance of being able to communicate with her child's teacher. She appreciated the parent highlighting to her that criteria for moving her child.

Michael Ray, from OUSD English Language Learners and Multilingual Achievement uses the reclassification data from Bella Vista to orient attendees about using that type of data. He explains that reclassification is like a graduation from English Language development/

Mr. Ray explains that scores from the ELPAC test, scores from a reading assessment, and a teacher evaluation are used to decide if a student can be reclassified. There is a higher bar to reclassifying students in 1st and 2nd grade because we don't know the children as well and we want to sure they receive the support they need.

Mr. Ray shares district data on reclassification. He explains that children who are reclassified do better than other OUSD students. He adds that OUSD reclassifies 2x a year, in winter and spring.

He goes on to share Bella Vista reclassification data, which is higher than the district average. He asks attendees to notice things about the data, drawing a distinction between observing and interpreting data. The school attributes increase in the reclassification rate to the new test, which is done one on one, and also to GLAD training.

Michael Ray explain that if 20% of ELL students are reclassified each year, that gets us very close to all students being reclassified by middle school.

Michael Ray reviews the data for the different language groups at Bella Vista.

In small groups people look at data and try to make 3-5 observations without interpreting and then try interpreting.

Whole group discussion:

- Q from a Vietnamese parent about what grade level the ELL Vietnamese children are in*
- Observation that the Cantonese Reclassification rate has been steadily going up year over year*
- Observation that sometimes a percentage % seems high but when you look at the number you see that there are not many children in that group. Example: if you have 2 kids in one language group. If one student is reclassified, that is a 50% rate. But the number is not large enough to identify a trend,*
- Wondering--Are there more bilingual Cantonese teachers than Vietnamese bilingual teachers? (Even though there are no bilingual programs in the school). This question raises a hypothesis or theory about why the Cantonese reclassification rate is high.*
- Wondering--Spanish speaking children's reclassification rates at Bella Vista are higher than the District average, so is Bella Vista doing something that others can learn from.*
- Principal: We always use data to help us make decisions, but data is a*

guide to see if we are going in the right direction, not the be all end all. Data makes our decision making not random.

- Parent asks principal to elaborate on new programs they are trying.
- Principal: we are bringing complex text into every classroom daily, no matter the level of the children. We are using word play to introduce new vocabulary. We are using a program called word-gen for 4th and 5th grade ELL students because it had good results at Franklin.
- Parent: teachers are sending home ideas of things for parents to do at home for Kindergarteners.
- Principal: it is a home to school connection program just for K to give parents ideas of things they can do at home to support their children.

Ms. Molina states that this is an example of the kinds of conversations that would happen in Site Based ELL Sub-Committee or SELLS. We have 3 members of the Bella Vista committee that could be the agenda setters for a Bella Vista SELLS. She explains that the smaller committees, or SELLS, connect to the District Committee (which this is). The DELLS is the advocate for all ELL students in OUSD--connecting what is working across the district.

Discussed



18-2520

LCAP English Learner's Sub-Committee - Role of the District - ELL Sub-Committee - LCAP Focus for 2018-2019

Introduction to the LCAP English Learner's Sub-Committee of the Role of the District ELL Sub-Committee and the LCAP PSAC Focus for 2018-2019 by Cintya I. Molina, LCAP Engagement and Michael Ray, English Language Learner and Multilingual Achievement.

Attachments: 18-2520 LCAP English Learner's Sub-Committee - Role of the District - ELL Sub-Committee - LCAP Focus for 2018-2019

Using the published documents about the district committees, Ms. Molina provides an introduction to the committees. She explains that the LCAP PSAC has chosen to focus on 4 student groups for which OUSD needs to show major improvement: English Language Learners, African American, Students with Disabilities, and Unhoused (Homeless) Students. She explains how the state of CA uses the CA Schools Dashboard to identify these groups.

Question: Why does it say n/a for ELL progress? They are showing ELL progress separately just for ELL students, not for the other student groups.

Questions: What happens to the students who are in the red for graduation? The red is a measure of the gap between that student group and other groups. The graduation rate is going up, and not all students graduate in 4 years, some graduate in 5 years. But there are gaps between groups and the

color is a measure of the gap.

Discussed



18-2521

**LCAP English Learner's Sub-Committee - Types of English
Language Learner Data**

Review by LCAP English Learner's Sub-Committee on the types of English
Language Learner Data for Study at the December 19 LCAP PSAC
Meeting.

Attachments: 18-2521 LCAP English Learner's Sub-Committee - Types of
English Language Learner Data

Ms. Molina reviews the 6 LCAP goals for students and indicators.

*There is a discussion about how to track parent and family engagement other
than the CHKS survey—CHKS doesn't really track engagement.*

*Ms. Molina reviews the data that will be studied at the 12/19/18 meeting of
LCAP PSAC for English Language Learners and English Language Learners
with IEPs. Participants will review the following data for SY 2016-17 and
2017-18: highest and lowest schools for enrollment, reclassification,
participation of students in reading assessments, and percentage of students
reading at or above grade level.*

Discussed

18-2522

**LCAP English Learner's Sub-Committee - Identify Committee
Needs and Connection - LCAP Process in School Year 2018-2019**

Discussion and identifying Committee needs and connection to LCAP
process in School Year 2018-2019:

Steering, Schedule of Planning Meetings, Outreach Needs (Nominations
and Elections), Structure of Meetings (Frequency, Location, Time,
Process), Relationship Building and Inclusiveness

*The committee discusses the need to monitor the establishment of Site ELL
Sub-Committees or SELLS.*

*Sara Nuño introduces herself and her role, and talks what is needed to
establish a compliant SELLS and about how many schools have established
their SELLS.*

*Ms. Nuño addresses questions about whether the SSC can take over the role
of the SELLS. A SELLS must be convened and vote taken before turning
over responsibility to the SSC.*

*Questions about how 5 meetings could be required for SELLS if your
subcommittee isn't established until January.*

Answer: the focus is on getting the SELLS established

Request: Can we get a list of the expected documents to establish a SELLS?

Request: Can you compare OUSD's status with SELLS as compared to other districts?

Cesar Escalante talks about the needs of the committee: officers or steering committee, planning meeting (possibly 3rd Thursday of the month) location for next meeting, and outreach.

The members decide the location for the next DELLS meeting: the Laurel and Global members both volunteer their sites.

Interpretation and translation are needed for Chinese and Vietnamese.

Alma says that Laurel has an Asian language interpreter. She will find out which language.

The members decide on Laurel to allow a new school site and member to host.

Discussed

18-2523

LCAP English Learner's Sub-Committee - Report Out - December 19, 2018 LCAP PSAC Meeting

LCAP English Learner's Sub-Committee to choose main points to report at the December 19, 2018, LCAP PSAC Meeting.

Decisions for reporting to PSAC on 12/19/18.

- 1. We looked at the data for Bella Vista to learn about reclassification.*
- 2. We discussed the update on the establishment of the SELLS, which schools have established them.*
- 3. We received information on the schools that are required to have SELLS.*

A request is made for materials to be shared with School Site Councils.

Response: The presentations are all available on the district webpage.

Question: Are the documents translated into Vietnamese and Chinese?

Answer: We will translate all documents.

Discussed

G. Public Comments on All Non-Agenda Items Within the Subject Matter Jurisdiction of the Committee

[18-2524](#)

Public Comment on All Non-Agenda Items Within the Subject Matter Jurisdiction of the LCAP English Learner Sub-Committee - Up to 30 Minutes - November 29, 2018

Public Comment on All Non-Agenda Items Within the Subject Matter
Jurisdiction of the LCAP English Learner Sub-Committee - Up to 30
Minutes - November 29, 2018.

*Chair: Parents are shy because they are not empowered. If anyone feels
overwhelmed by this meeting, please don't be, come back. It is like a recipe.
The first time you use the recipe, you have to read the recipe very carefully.
The third time, you just have to check it once or twice. So don't feel bad. We
all felt overwhelmed to start, but it is a learning process.*

*Comment: In my school we have a lot of Mam speakers. We struggle to
engage them because they are a closed group.
Response: it starts with relationships. Liz Sullivan offers to introduce Jackie
Portillo the member commenting.*

Presentation/Acknowledgment Made

H. Introduction of New Legislative Matter

None

I. Adjournment

The meeting was adjourned at 7:30 p.m., by Chair, César Escalante.

Prepared By: _____

Approved By: _____