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**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
Community Schools, Thriving Students

# Board Cover Memorandum

**To** Measure G1 Districtwide Teacher Retention and Middle School Improvement Act Oversight Commission

**From** Middle School Network

**Meeting Date** April 11, 2023

**Subject** Community School for Creative Education 2023-24 Measure G1 Proposal

**Ask of the Commission** Approve the Community School for Creative Education 2023-24 Measure G1 Proposal

**Discussion** Middle School Network is open to questions from the commission regarding the Community School for Creative Education 2023-24 Measure G1 Proposal.

**Fiscal Impact** The recommended amount is **\$35,384.94**. It's coming from resource 9332 - Measure G1.

**Attachment(s)** Grant Application attached.





*Due: March 17, 2022*

## School Information & Student Data

<b>School</b>	Community School for Creative Education	<b>School Address</b>	2111 International Blvd. Oakland, CA 94606
<b>Contact</b>	Phillip Gedeon	<b>Contact Email</b>	phillipg@communityschoolforcreativeeducation.org
<b>Principal</b>	Phillip Gedeon	<b>Principal Email</b>	phillipg@communityschoolforcreativeeducation.org
<b>School Phone</b>	510-686-4131	<b>2022-23 CALPADS Enrollment Data (6-8 Oakland Residents Only)</b>	68
<b>Recommended Grant Amount<sup>1</sup></b>	<b>\$35,384.94</b>	<b>2023-23 LCFF Enrollment</b>	57

Student Demographics (%)				Measure G1 Team	
English Learners	49.5	Asian/Pacific Islander	10.9	Name	Position
LCFF		Latinx	60.4	Phillip Gedeon	Head of School
SPED	19.3	Black or African-American	16.8	Kimberly Palmore	Director of Finance & Operations
		White	1.5	Ana Barraza	Assistant Head of School
		Indigenous or Native American	0.5		
		Multiracial	5		

<sup>1</sup> Allocation of funds will be based on the prior year 20-day count for 6-8 enrollment multiplied by the LCFF % and total funds collected from tax revenue.

Chronic Absence				
Metric	2020-21	2021-22	2022-23	2023-24 Goal
Student Population Overall		59.41%	62.1%	50%
Asian/Pacific Islander		5.45%	26.1%	16%
Latinx	30.97%	38.61%	64.8%	54%
Black or African-American		12.38%	78.1%	68%
White		2.48%	0	0
Indigenous or Native American			0	0
English Learners	24.03%	27.72%	57.3%	47%
Students w/ IEPs		23%	66.7%	56%
Free/ Reduced Lunch Students	33.33%	89%	64%	54%

## Metrics

(all data points are required)

Electives					
Metric	Area	2020-21	2021-22	2022-23	2023-24 Goal
Number of students taking elective courses.	Art	84	85	61	100%
	Language	84	85	61	100%
	Music	84	85	Not Offered	Not Offered
Number of students participating in non-course experiences (e.g. after-school program)	Art	80	85	61	100%
	Language	80	85	61	100%
	Music	80	85	Not Offered	Not Offered

Positive & Safe Culture				
Metric	2020-21	2021-22	2022-23	2023-24 Goal
Connectedness on CHKS Survey				
Asian/Pacific Islander	24	25	Not Admin Yet	80%
Latinx	160	124	Not Admin Yet	80%
Black or African-American	47	31	Not Admin Yet	80%
White	5	5	Not Admin Yet	80%
Indigenous or Native American	10	10	Not Admin Yet	80%
English Learners	123	108	Not Admin Yet	80%
Students w/ IEPs	44	46	Not Admin Yet	80%
Free/ Reduced Lunch	60	180	Not Admin Yet	80%
Metric	2020-21	2021-22	2022-23	2023-24 Goal
Suspension Incidents				
Asian/Pacific Islander	0	0	0	0
Latinx	0	1	3	0
Black or African-American	0	0	1	0
White	0	2	1	0
Indigenous or Native American	0	0	0	0
English Learners	0	0	0	0
Students w/ IEPs	0	1	2	0
Free/ Reduced Lunch	0	1	3	0

Student Retention from 5th Grade to 6th Grade				
Metric	2020-21	2021-22	2022-23	2023-24 Goal
6th Grade Enrollment	27	21	16	20

## Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
Parent Community Meeting	3/17/23

Staff Engagement Meeting(s)	
Staff Group	Date
Staff Meeting	3/15/23

## Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
1	Fund trauma-sensitive Therapeutic Movement & Visual Art Teacher to support Middle School Students at \$35/hr at 40 h/week for 14.5 weeks delivered 3 trimester blocks over the academic year	\$20,300
2	Fund Spanish World Language Teacher at \$32/h for 34 weeks, 4 hours per week	\$4,352
3	Fund socio-emotional support staff to focus on middle school student culture support	\$10,732.94
<b>Budget Total (must add up to Recommended Grant Amount)</b>		<b>\$35,384.94</b>

## Proposed Expenditures By Focus Area

Proposed Expenditures for Electives (Art, Language, and Music only)			
Description of Proposed Expenditures	Number of students taking a course in art, language, or music (based on the specific investment).	Number of students participating in a non-course experience in art, language or music (based on the specific investment) + frequency and amount of time spent in each activity.	Budget Amount

Fund Spanish World Language Teacher at \$32/h for 34 weeks, 4 hours per week	87 middle schoolers taking World Language Spanish	87 students for 34 weeks, 2 hours Tuesdays & 2 hours Thursdays	\$4,352
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Proposed Expenditures for Positive & Safe Culture		
Description of Proposed Expenditures	Which metric will this investment impact - chronic absence, suspensions, CHKS survey results, or another metric named by the site?	Budget Amount
Fund trauma-sensitive Therapeutic Movement & Visual Art Teacher to support Middle School Students at \$35/hr at 40 h/week for 14.5 weeks delivered 3 trimester blocks over the academic year	CORE Student Survey Data will show an increase in satisfaction with their school experience prior year, chronic absence rates will show a reduction.	\$20,300
Fund socio-emotional support staff to focus on middle school student culture support.	CORE Student Survey Data will show an increase in feeling safe, school culture and school climate.	\$10,732.94

**Please submit your Measure G1 proposal to Cliff Hong ([clifford.hong@ousd.org](mailto:clifford.hong@ousd.org)) and Karen Lozano ([karen.lozano@ousd.org](mailto:karen.lozano@ousd.org)).**



# ELAC & Measure G1 Proposal for 2023 - 2024

## March 16, 2023

Mr. Gedeon, Head of School



# Welcome





# AGENDA

- I. Welcome / Introductions
- II. School Verus
- III. CSCE ELL Program & Services Overview
- IV. CSCE ELL Student Population Data
- V. Measure G1 Proposal for 2023 - 2024
- VI. Questions & Answers
- VII. Closing

- I. Bienvenida / Presentaciones
- II. Escuela Verus
- III. Descripción general del programa y los servicios CSCE ELL
- IV. Datos de población estudiantil CSCE ELL
- V. Propuesta de Medida G1 para 2023 - 2024
- VI. preguntas y respuestas
- VII. Clausura

# Opening Circle

Under me the earth  
Over me the sky  
and here am I

大地之下 我的天空 我在这里

Debajo de mi la tierra  
Sobre mi el cielo  
y aqui estoy yo

Unter mir die Erde  
Über mir der Himmel  
Und in der Mitte ich

dưới tôi trái đất  
bầu trời trên tôi  
và tôi đây

تحت الأرض فوقي فوق السماء وها أ



# CSCE ELL Communication to Families

# CSCE ELL Comunicación a las familias

## August Update from Ms. Amy

*What's going on with English Language Development at CSCE*

### What Does ELD Look Like This Year At CSCE?

Like most school years, Community School is about 50% filled with language learners. Some of our friends have been here for years while others are brand new to the country. This school year my role has shifted to focus more on our language learners and how to best support them in the classroom.

For our upper grade students, we are beginning the year by creating goals. We are looking at last year's test scores and talking about what we are wanting within the 22-23 school year.

For our lower grade students we are beginning to build routines and expectations. We will also be doing goal setting as the year continues and I've been able to check in with the teachers to see how our friends are doing with their class work.

For more information about the support(s) your child may be receiving, our goals for the year, or any other questions please reach out to me any time!

[amyg@communityschoolforcreativeeducation.org](mailto:amyg@communityschoolforcreativeeducation.org)

Text : 510-916-8896



Screenshot



- Ms. Amy will be sending out monthly newsletters giving families a look at what's happening in our English Language Development, highlighting students, and giving tips for how to support your child at home.
- La Sra. Amy enviará boletines mensuales que darán a las familias un vistazo a lo que está sucediendo en nuestro desarrollo del idioma inglés, destacando a los estudiantes y brindando consejos sobre cómo apoyar a su hijo en el hogar.



# CSCE ELL Communication to Staff

## CSCE ELL Comunicación al personal

- Ms. Amy will also be sending out monthly newsletters to the staff about classroom tips that can benefit all grades and students at a variety of levels.
- La Sra. Amy también enviará boletines mensuales al personal sobre consejos para el salón de clases que pueden beneficiar a todos los grados y estudiantes en una variedad de niveles.



***Some teachers have asked for tips, so here's the first of the bunch!***

### Quick Tips

1. Establish routines.
2. Speak slowly and enunciate words. This is extra fun with a mask!
3. Use non-verbal communication. It may feel silly sometimes but adding in the extra can make a big difference for some friends.
4. Check for understanding. A lot of our friends need support in this area. Having them repeat directions can make a big difference.
5. This is a no brainer. but introduce new vocabulary before



# **CSCCE English Language Learner Program**

**Programa de aprendices del idioma  
inglés de la CSCCE**



# CSCE ELL Program & Services Overview

## Descripción general del programa y los servicios CSCE ELL

- The English Language Proficiency Assessments for California (ELPAC)
- Given as an initial assessment to newly enrolled students whose primary language is not English and as an annual assessment to English learners enrolled in transitional kindergarten through grade twelve in California public schools.
- Las Evaluaciones de Dominio del Idioma Inglés para California (ELPAC)
- Se administra como una evaluación inicial a los estudiantes recién matriculados cuyo idioma Head of School no es el inglés y como una evaluación anual a los estudiantes de inglés matriculados desde el jardín de infantes de transición hasta el grado doce en las escuelas públicas de California.

# **English Language Proficiency Assessment for California Overview**

**Evaluación del dominio del idioma  
inglés para California**

# Who Takes the ELPAC? / ¿Quién toma el ELPAC?

1. All students whose primary language is not English, based on the Home Language Survey completed during the student's enrollment
2. Newcomer students must be tested within 30 days of enrollment
3. Identified English Learners must be tested once each year until they are reclassified as fluent English proficient (RFEP).

1. Todos los estudiantes cuyo idioma no sea el inglés, según la Encuesta sobre el idioma del hogar completada durante la inscripción del estudiante.
2. Los estudiantes recién llegados deben ser evaluados dentro de los 30 días posteriores a la inscripción
3. Los aprendices de inglés identificados deben ser evaluados una vez al año hasta que sean reclasificados como competentes en inglés fluido (RFEP).



# Reclassification Criteria / Criterios de reclasificación

Criteria	Grades 1-5
<b>Language Proficiency</b>	4 overall on ELPAC
<b>Basic Skills (Reading Level)</b>	<b>Meet or exceed grade level reading on MAP</b>
<b>Teacher Evaluation</b>	3 or higher in ELA on standards-based report card <b>OR</b> Teacher appeal to override low grade
<b>Parent Communication</b>	Consultation with parents

Criterios	Grados 1-5
<b>Dominio del idioma</b>	4 en general en ELPAC
<b>Habilidades básicas (Nivel de lectura)</b>	<b>Cumplir o superar el nivel de lectura de grado en MAP</b>
<b>Evaluación Docente</b>	3 o superior en ELA en la boleta de calificaciones basada en estándares <b>O</b> Apelación de maestros para anular baja calificación
<b>Comunicación con los padres</b>	Consulta con los padres



# **CSCCE School Data / Datos escolares de la CSCCE**



# School Wide Current Student EL Demographics 2022-2023

## Datos demográficos actuales de estudiantes EL en toda la escuela 2022-2023

❖ 93 students are classified as English Language Learners (EL)

❖ 24 Students have been as Reclassified Fluent English Proficient (RFEP)

❖ 7 students classified as Initial Fluent English Proficient (IFEP)

❖ 93 estudiantes están clasificados como aprendices del idioma inglés (EL)

❖ 24 Estudiantes han sido Reclassificados como Competentes en Inglés Fluido (RFEP)

❖ 7 estudiantes clasificados como Competentes Iniciales en Inglés (IFEP)



# Initial ELPAC Testing / Pruebas ELPAC iniciales

- ❖ ELPAC = English Language Proficiency Assessments for California
- ❖ The initial test must be done within 30 days of the students start date for students who either speak more than one language.
- ❖ Assessments include : Reading, Writing, Speaking, and Listening
- ❖ If a student is designated as an English Language Learner, they will take yearly summative assessments to monitor their growth and development of the English Language as per the California Department of Education.
- ❖ ELPAC = Evaluaciones de dominio del idioma inglés para California
- ❖ La prueba inicial debe realizarse dentro de los 30 días posteriores a la fecha de inicio de los estudiantes para los estudiantes que hablan más de un idioma.
- ❖ Las evaluaciones incluyen: lectura, escritura, expresión oral y comprensión auditiva
- ❖ Si un estudiante es designado como aprendiz del idioma inglés, tomará evaluaciones acumulativas anuales para monitorear su crecimiento y desarrollo del idioma inglés según el Departamento de Educación de California.



## **22-23 Initial ELPAC Testing / 22-23 Prueba ELPAC inicial**

❖ **11 new students tested**

❖ **11 nuevos estudiantes examinados**

❖ **1 student classified as Initial Fluent English Proficient**

❖ **1 estudiante clasificado como Competente Inicialmente en Inglés**

❖ **5 students were new to the country**

❖ **5 estudiantes eran nuevos en el país**

# 2018 - 2022 School Year Summative ELPAC Data: Grades K - 8

## Año escolar 2018 - 2022 Datos acumulativos de ELPAC: Grados K - 8

	Moderately Developed (Moderadamente desarrollado)	Somewhat Developed (Algo desarrollado)	Beginning (Comienzo)	Reclassified (Reclasificado)
2018 - 2019	12.2%	52.2%	9.6%	26.1%
2019 - 2020	17.1%	74%	10%	1.4%
2020 - 2021	42.9%	19%	35.7%	2.4%
2021 - 2022	40.2%	25.8%	18.6%	15.5%



# **CSCE English Learner Expenditure**

## **Gastos de los aprendices de inglés de la CSCE**

**Title III - \$12,000**

**Título III - \$12,000**

**Expense:**

**Gastos:**

**Multilingual Learner Specialist**

**Especialista en aprendizaje multilingüe**

**Translation Services**

**Servicios de traducción**

**EL Support Staff**

**Personal de apoyo de EL**

**Resources**

**Recursos**



# Who are the Committee Officers?

## ¿Quiénes son los Oficiales del Comité?

- The percentage of parents of English learners on the committee must be at least the same as that of English learners at the school.

### Example:

- CSCE (45% EL)
- 3 members ELAC minimum and 5 maximum
- Members need to be EL Parents/Guardians

- El porcentaje de padres de estudiantes de inglés en el comité debe ser al menos el mismo que el de estudiantes de inglés en la escuela.

### Ejemplo:

- CSCE (45% EL)
- 3 miembros ELAC mínimo y 5 máximo
- Los miembros deben ser padres/tutores EL

# Committee Officer Positions

## Puestos de oficiales del comité

### President:

- Develops agendas with help from the Head of School.
- Conducts the ELAC meetings.
- Follows the duties that are determined in the local ELAC bylaws.

### Vice President:

- Assists the chairperson in conducting the ELAC meetings.
- Conducts ELAC meetings in the absence of the president.
- Follows the duties that are determined by the local ELAC bylaws.

### Secretary:

- Takes and publishes minutes for the meetings

### Presidente:

- Desarrolla agendas con la ayuda del director.
- Conduce las reuniones de ELAC.
- Cumple con los deberes que se determinan en los estatutos locales de ELAC.

### Vice Presidente:

- Asiste al presidente en la conducción de las reuniones de ELAC.
- Dirige las reuniones de ELAC en ausencia del presidente.
- Cumple con los deberes que son determinados por los estatutos locales de ELAC.

### Secretario:

- Toma y publica actas de las reuniones.

# Candidate Nomination Links

## Enlaces de nominación de candidatos

- ENGLISH: <https://forms.gle/dvdPHcnQ4dcSyE2v5>
- SPANISH: <https://forms.gle/PYh1vGmAfRWHppBE7>
- VIETNAMESE: <https://forms.gle/8y4d4FYeEc2EfoWx5>
- ARABIC: <https://forms.gle/eF3UMg1LNxd1xQj48>
- CHINESE: <https://forms.gle/HAxoBLNwKKUHgYtJ6>



**CSCE G1 Measure Proposal for 2023 - 2024**  
**CSCE G1 Propuesta de Medida para 2023 - 2024**



# **CSCE G1 Measure Overview**

## **Descripción general de la medida CSCE G1**

**Funding must be used to address the following items:**

- **Increase access to courses in arts, music, and world languages in grades 6-8.**
- **Improve student retention during the transition from elementary to middle school.**
- **Create a more positive and safe middle school learning environment.**

**Los fondos deben utilizarse para abordar los siguientes elementos:**

- **Aumentar el acceso a cursos de artes, música e idiomas del mundo en los grados 6-8.**
- **Mejorar la retención de estudiantes durante la transición de la escuela primaria a la secundaria.**
- **Crear un entorno de aprendizaje más positivo y seguro en la escuela intermedia.**



# **CSCE G1 Measure Use Guidelines**

## **Pautas de uso de la medida CSCE G1**

- 1. Must explain how we plan to use the Measure G1 funds to meet the goals, as measured in the METRICS section of this proposal.**
- 2. The total of all items should equal the amount listed in "Recommended Grant Amount" on page 1**
- 3. Expenditures must supplement, not supplant expenditures made from other funding sources. In other words, Measure G1 funds must be used for new expenditures, expenditures already funded from Measure G1, expenditures previously paid for by a funding source that has ended, or to pay for an expenditure that would have been cut, were it not for Measure G1 funds.**

- 1. Debe explicar cómo planeamos utilizar los fondos de la Medida G1 para alcanzar las metas, según se mide en la sección MEDIDAS de esta propuesta.**
- 2. El total de todos los artículos debe ser igual a la cantidad indicada en "Cantidad de subvención recomendada" en la página 1**
- 3. Los gastos deben complementar, no suplantar, los gastos realizados con otras fuentes de financiación. En otras palabras, los fondos de la Medida G1 deben usarse para nuevos gastos, gastos ya financiados por la Medida G1, gastos pagados previamente por una fuente de financiamiento que ha terminado, o para pagar un gasto que se habría recortado, si no fuera por la Medida fondos G1.**



# CSCE G1 Measure Expenditure Proposal

## CSCE G1 Medida Propuesta de Gastos

All Proposed Expenditures (from sections below)		Budget Amount
1	Fund trauma-sensitive Therapeutic Movement & Visual Art Teacher to support Middle School Students at \$35/hr at 40 h/week for 14.5 weeks delivered 3 trimester blocks over the academic year	\$20,300
2	Fund Spanish World Language Teacher at \$32/h for 34 weeks, 4 hours per week	\$4,352
3	Fund socio-emotional support staff to focus on middle school student culture support	\$10,732.94

Todos los gastos propuestos (de las secciones a continuación)		Cantidad de presupuesto
1	Financiar movimiento terapéutico sensible al trauma y maestro de artes visuales para apoyar a los estudiantes de escuela intermedia a \$35/h a 40 h/semana durante 14,5 semanas impartidas en bloques de 3 trimestres durante el año académico	\$20,300
2	Financiar a un maestro de idiomas del mundo en español a \$32/h durante 34 semanas, 4 horas por semana	\$4,352
3	Financiar al personal de apoyo socioemocional para que se centre en el apoyo a la cultura de los estudiantes de secundaria	\$10,732.94



# CSCE G1 Measure Expenditure Proposal Feedback

## CSCE G1 Medida Propuesta de Gastos Comentario

1. What are your overall thoughts/feedback from our proposed spending of funds?
2. What are your thoughts on the allocation of funds to support SEL programming?
3. Are there other needs that have not be prioritized that we need to fund another way?

1. ¿Cuáles son sus pensamientos/comentarios generales sobre nuestro gasto de fondos propuesto?
2. ¿Qué piensa sobre la asignación de fondos para apoyar la programación SEL?
3. ¿Hay otras necesidades que no se han priorizado y que necesitamos financiar de otra manera?





### 3.22.23 Meeting Participation

Role	Name
Teacher	Alison Kearney
Office Manager	Yolanda Cordova
Compliance/ Operations Man	Hattie Garrison
teacher	<del>_____</del>
Teacher (4th)	<del>_____</del>
teacher	<del>_____</del>
Science Teacher	Muller
teacher	<del>_____</del>
Teacher (2nd)	Vincent Jones
Sped Manager	Alex
Teacher	Caleb Cole
Dean	Judy Neal
Sped Teacher	Emily M.
Assistant teacher	Jhee

Past Meetings (https://us06web.zoom.us/account/metrics/pastmeetings) > Meeting Details

Meeting ID	Topic	Host	Start Time	End Time	Duration (hh:mm:ss)	Participants	Phone	VoIP	Video	Screen Sharing	Recording	CRC	Encryption
852 9966 3294	Head of School Monthly Community Chat	Head of School	Mar 15, 2023 06:02 PM	06:23 PM	21:08	13	-				-	-	

Export Details to CSV

Participant	Device	IP Address	Location	Network Type	Microphone	Speaker	Camera	Data Center	Connection Type	Join Time	Leave Time	In Waiting Room	Encryption
Head of School (/account/metrics/liveqos?past=1&meeting_id=pyhDRMczRQGL%2B4xdhccRhg%3D%3D&meeting_number=85299663294&user_id=16778240&logdate=2023-03) headofschool@communityschoolforcreativeeducation.org	Mac	73.116.225.112	Sacramento (US)	Wifi	MacBook Air Microphone (MacBook Air Microphone)	MacBook Air Speakers (MacBook Air Speakers)	FaceTime HD Camera	United States (SC Top)	UDP	06:02 PM	06:23 PM	No	
iPhone de Julieta (Guest) (/account/metrics/liveqos?past=1&meeting_id=pyhDRMczRQGL%2B4xdhccRhg%3D%3D&meeting_number=85299663294&user_id=16779264&logdate=2023-03)	Unknown	172.59.128.88	Oakland (US)	Cellular				United States	UDP	06:02 PM	06:03 PM	Yes	
iPhone (Guest) (/account/metrics/liveqos?past=1&meeting_id=pyhDRMczRQGL%2B4xdhccRhg%3D%3D&meeting_number=85299663294&user_id=16780288&logdate=2023-03)	Unknown	73.116.225.112	Sacramento (US)	Wifi				United States	UDP	06:02 PM	06:03 PM	Yes	
iPhone510 5012760 (Guest) (/account/metrics/liveqos?past=1&meeting_id=pyhDRMczRQGL%2B4xdhccRhg%3D%3D&meeting_number=85299663294&user_id=16781312&logdate=2023-03)	Unknown	172.59.128.81	Oakland (US)	Cellular				United States	UDP	06:03 PM	06:03 PM	Yes	
Griselda (Guest) (/account/metrics/liveqos?past=1&meeting_id=pyhDRMczRQGL%2B4xdhccRhg%3D%3D&meeting_number=85299663294&user_id=16782336&logdate=2023-03)	Unknown	172.59.129.164	Hayward (US)	Cellular				United States	UDP	06:03 PM	06:04 PM	Yes	



<p>023-03) --</p> <p> iPhone (Guest) (/account/metrics/liveqos?past=1&amp;meeting_id=pyhDRMcZRQGL%2B4xdhccRhg%3D%3D&amp;meeting_number=85299663294&amp;user_id=16783360&amp;logdate=2023-03)</p> <p>--</p>	Unknown	73.116.225.112	Sacramento (US)	Wifi	United States	UDP	06:03 PM	06:03 PM 	No	
<p> iPhone5105012760 (Guest) (/account/metrics/liveqos?past=1&amp;meeting_id=pyhDRMcZRQGL%2B4xdhccRhg%3D%3D&amp;meeting_number=85299663294&amp;user_id=16784384&amp;logdate=2023-03)</p> <p>--</p>	Unknown	172.59.128.81	Oakland (US)	Cellular	United States	UDP	06:03 PM	06:15 PM 	No	
<p> Griselda (Guest) (/account/metrics/liveqos?past=1&amp;meeting_id=pyhDRMcZRQGL%2B4xdhccRhg%3D%3D&amp;meeting_number=85299663294&amp;user_id=16785408&amp;logdate=2023-03)</p> <p>--</p>	Unknown	172.59.129.164	Hayward (US)	Cellular	United States	UDP	06:04 PM	06:23 PM 	No	
<p> 342318 (Guest) (/account/metrics/liveqos?past=1&amp;meeting_id=pyhDRMcZRQGL%2B4xdhccRhg%3D%3D&amp;meeting_number=85299663294&amp;user_id=16786432&amp;logdate=2023-03)</p> <p>--</p>	Unknown	172.58.88.49	San Francisco (US)	Cellular	United States	UDP	06:06 PM	06:23 PM 	No	
<p> Loto Sosene (Guest) (/account/metrics/liveqos?past=1&amp;meeting_id=pyhDRMcZRQGL%2B4xdhccRhg%3D%3D&amp;meeting_number=85299663294&amp;user_id=16795648&amp;logdate=2023-03)</p> <p>--</p>	Unknown	172.59.128.56	Oakland (US)	Cellular	United States	UDP	06:12 PM	06:15 PM 	No	
<p> Marlyn lemus (Guest) (/account/metrics/liveqos?past=1&amp;meeting_id=pyhDRMcZRQGL%2B4xdhccRhg%3D%3D&amp;meeting_number=85299663294&amp;user_id=16796672&amp;logdate=2023-03)</p> <p>--</p>	Unknown	73.158.217.38	Oakland (US)	Wifi	United States	UDP	06:12 PM	06:23 PM 	No	
<p> Yadira Guerrero (Guest) (/ac</p>										

count/metrics/liveqos?past=1&meeting_id=pyhDRMcZRQGL%2B4xdhccRhG%3D%3D&meeting_number=85299663294&user_id=16797696&logdate=2023-03) --	Unknown	172.59.129.71	Hayward (US)	Cellular	United States	UDP	06:13 PM	06:23 PM ⓘ	No	
Tenneh Falah (Guest) (/account/metrics/liveqos?past=1&meeting_id=pyhDRMcZRQGL%2B4xdhccRhG%3D%3D&meeting_number=85299663294&user_id=16798720&logdate=2023-03) --	Unknown		Alameda (US)	Wired	United States	UDP	06:14 PM	06:22 PM ⓘ	No	
iPhone5105012760 (Guest) (/account/metrics/liveqos?past=1&meeting_id=pyhDRMcZRQGL%2B4xdhccRhG%3D%3D&meeting_number=85299663294&user_id=16799744&logdate=2023-03) --	Unknown	172.59.128.81	Oakland (US)	Cellular	United States	UDP	06:17 PM	06:19 PM ⓘ	No	
Angie Lopez (Guest) (/account/metrics/liveqos?past=1&meeting_id=pyhDRMcZRQGL%2B4xdhccRhG%3D%3D&meeting_number=85299663294&user_id=16800768&logdate=2023-03) --	Unknown	69.181.191.206	Oakland (US)	Wifi	United States	UDP	06:18 PM	06:23 PM ⓘ	No	
Lilliana (Guest) (/account/metrics/liveqos?past=1&meeting_id=pyhDRMcZRQGL%2B4xdhccRhG%3D%3D&meeting_number=85299663294&user_id=16801792&logdate=2023-03) --	Unknown	174.249.149.237	Oakland (US)	Cellular	United States	UDP	06:18 PM	06:23 PM ⓘ	No	
Angelica Hernandez (Guest) (/account/metrics/liveqos?past=1&meeting_id=pyhDRMcZRQGL%2B4xdhccRhG%3D%3D&meeting_number=85299663294&user_id=16802816&logdate=2023-03) --	Unknown	172.59.129.43	Hayward (US)	Cellular	United States	UDP	06:22 PM	06:23 PM ⓘ	No	