



Public Meeting of the District English Language Learners Subcommittee



October 24, 2024











Interpretation Instructions

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。

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

يرجى عدم تغيير الإعدادات حتى يتم إعطاء التعليمات.

1 Go to Controls

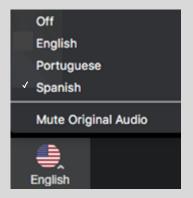
Vaya a los controles



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:

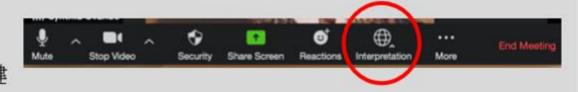
- 1) Tap on the three dots at the end of the meeting controls.

 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."

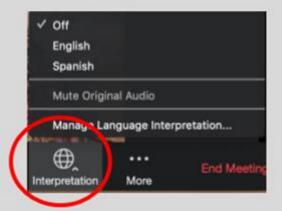
 Toque sobre "Mute Original Audio" y después sobre "Done."

Interpretation / Interpretación / 翻譯

1 Go to Controls Vaya a los controles | 控制鍵

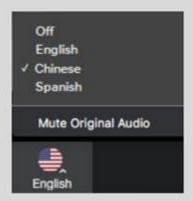


2 Click "Interpretation" Clic en "Interpretación" | 翻譯



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.

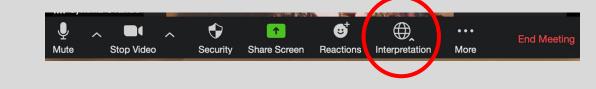
點擊『語言翻譯』,然後挑選你的語言。

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

點擊『原音頻靜音』,然後點擊『完結』。

الترجمة

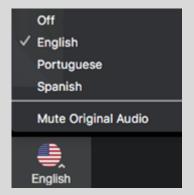
انتقل إلى الضوابط



اضغط على "الترجمة" 7



أختر اللغة 3



إذا كنت لا ترى رمز الترجمة على شاشة هاتفك:

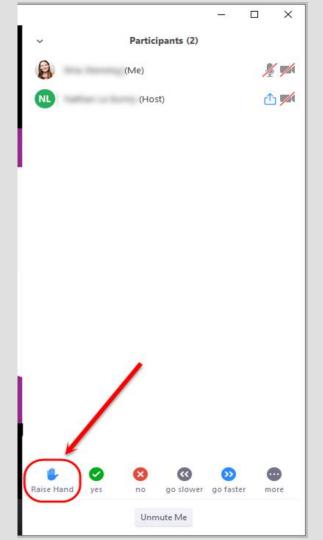
- (1) اضغط على النقاط الثلاث في نهاية ضوابط الاجتماع.
- (2 اضغط على "ترجمة اللغة "واختر لغتك.

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

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



Levante la mano Raise your hand

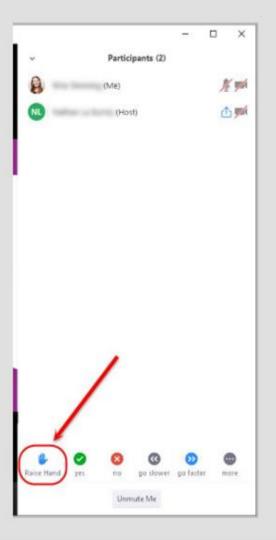


¿Puede oir al interprete?

你能否聽到傳譯員嗎?



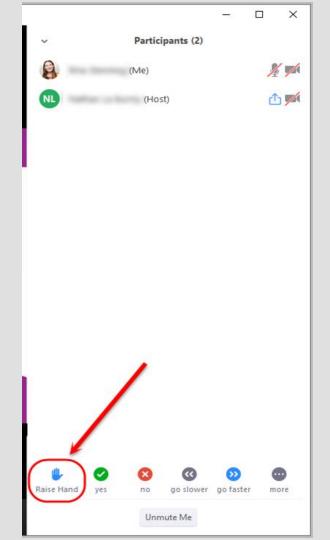
Levante la mano | 舉起你的手



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











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

Review of the Agenda

6:30 pm
20 minutes
Agreements, and Agenda; Introductions

6:50 pm
40 minutes
Language Learners

Instructions; Welcome; Roll Call; Review Goals,
Agreements, and Agenda; Introductions

Presentation: All About the Reclassification of English
Language Learners

7:30 pm
10 minutes

Break

The agenda continues on the next page.

Language Learner Families

7:40 pm 20 minutes Launch of the DELLS Needs Assessment Survey for English

8:15 pm
10 minutes
Language Learner Subcommittees

8:25 pm
Announcements, Appreciations, and Public Comments

Other DELLS Updates

8:00 pm

10 minutes

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.

عربی - acys

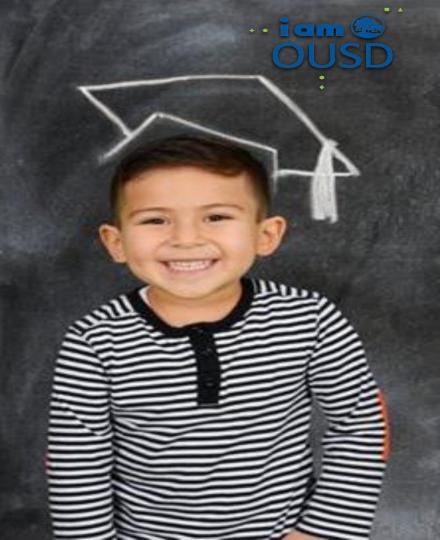
Chinese - 中文

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 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.





From English Language Learner to Fluent English Proficient (RFEP)



- Get a 4 overall score on the ELPAC (English Language Proficiency Assessments for California)
- 2. Be approaching or at grade on reading level.
- 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.

<u>TK</u>: There is <u>no</u> reclassification of TK students.

<u>Kinder</u>: There is <u>no</u> reclassification of kindergarten students.

<u>First Grade</u>: 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 is the English Learner Proficiency Assessment for California

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:

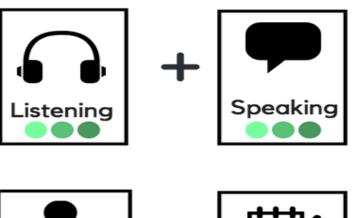
Well-developed

Reading

Somewhat/Moderately

Beginning

ELPAC Score ReportQuick-Reference



Oral
Language
Level
Levels: 1-4

Written

Score
Levels: 1-4
Point range: 1150- 1800

Overall ELPAC

🕶 i am 🕮

OUSD

Writing

Levels: 1-4

Language Level

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)

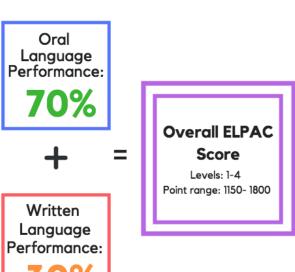
Well Developed

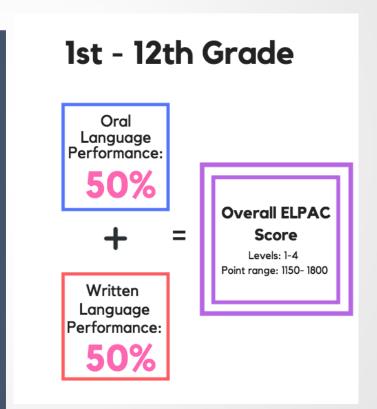
Can consistently use English to learn new things in school.

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





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



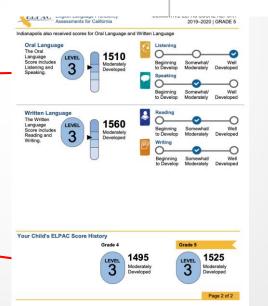
Indianapolis' overall score is Level 3. More information on Indianapolis' score is provided on page 2.

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



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?





Reclassification Criteria

Be approaching or at grade on reading level.

Reading Level



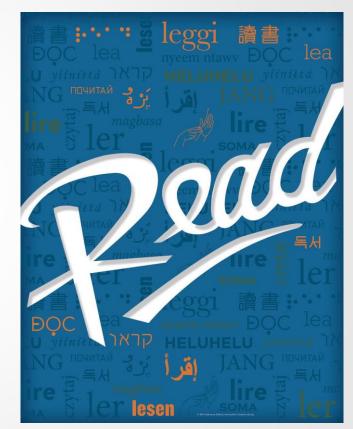
Reading Level Testing





All OUSD students are required to take reading tests 3 times each school year to measure their reading growth. OUSD uses these reading scores for reclassification.

- → In elementary and middle schools (grades TK-8), students take the i-Ready test.
- → In high schools (grades 9-12), students take the i-Ready or Reading Inventory (RI) test.



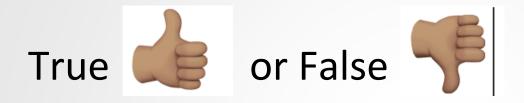
Focus on Reading Criteria





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		
	F	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



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.





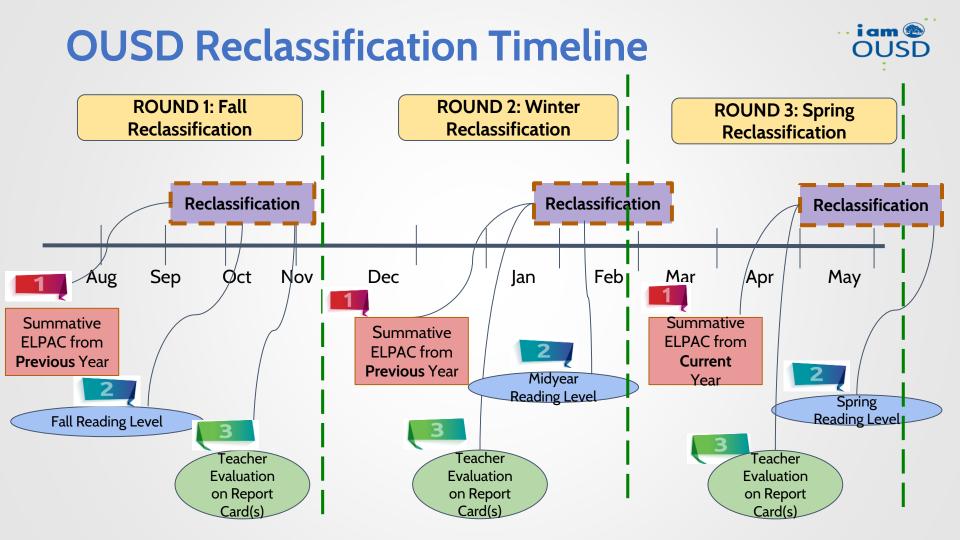
Reclassification Timeline





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.



ELPAC (English test)



Reading Level





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

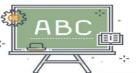


2018-19

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
Poss	ible Scores: 1,	2, 3, 4			ginning, Som	



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 undersud what that process is and to provide data that you can act on Date For questions or comments, email rattanayeang@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 Canada Can

<u>Year</u>	Overall	Oral Language	Written Language	Listening	Speaking	Reading	Writing
Possible Values: ELPAC Testing Year		Values: Level 8 , Level 4, or l			e Values: Beg tely, Well De		

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	<u>Spring</u> 2021-22	<u>Fall</u> 2022-23	Midyear 2022-23	<u>Spring</u> 2022-23
Assessment, Target	Po	ossible Values: Name	of Test, Target Scor	re
Criteria Met, Student's Score	Possible Values: Yes, No, Approaching, Score			
Distance From Criteria (DFC)	Possible Values: Score minus Target			
Smarter		ent Consortium (SBA		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

Page 1

English Language Learner Snapshot

School Name - Grade Level - Student Name - Student Ide	ntification 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.
•		*

Page 2



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 (<u>nicole.knight@ousd.org</u>) in the ELLMA office or Brandy Spong (<u>brandy.spong@ousd.org</u>) in the SRP office with questions.

Where can I learn more?



Family Central, Special Programs and ousd.org/ellma/reclassification, you can find more information, including the videos below.

Chinese

English







Arabic





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! 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 Assessement Survey for Families of English Language Learners

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.

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

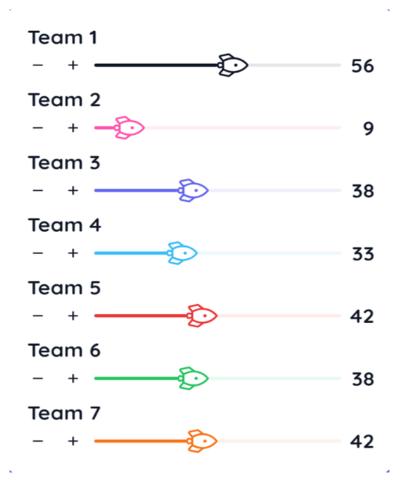
- 11. Is there a school-provided interpreter for your language (not your child or someone you brought with you) at school informational meetings and school events? (Examples: Back-to-School Night, Committee Meetings, Graduation, etc.)
- a.Often b. Sometimes c. Never
 - 12. Are you a member of your school's 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

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

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 Coliseum College Prep Academy Fruitvale Elementary **Allendale Elementary East Oakland PRIDE Elementary Garfield Elementary Bella Vista Elementary** Edna M Brewer Middle School **Glenview Elementary Bret Harte Middle School Elmhurst United Middle School Global Family School Grass Valley Elementary Bridges Academy Emerson Elementary Greenleaf Elementary Brookfield Village EnCompass Academy Burckhalter Elementary Esperanza Elementary Highland Community School** Franklin Elementary **Hoover Elementary** Castlemont High School **Chabot Elementary** Fred T. Korematsu Discovery **Horace Mann Elementary Claremont Middle School** Academy **International Community School Joaquin Miller Cleveland Elementary** Fremont High School Frick La Escuelita Elementary Dewey

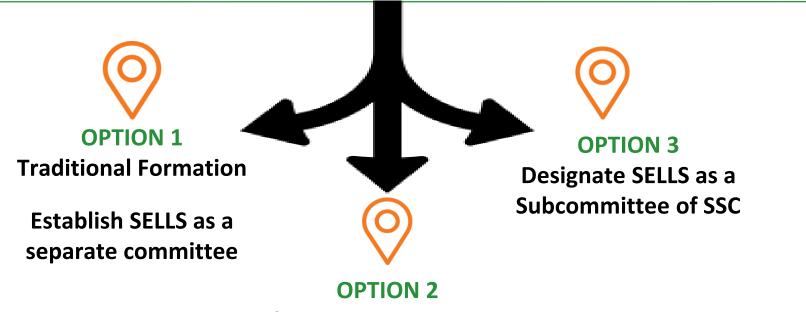
Schools required to establish SELLS for 2024-25 school year (based on 20 day enrollment count 9/9/2024)

Melrose Leadership Academy Laurel Elementary Life Academy **MetWest High School Lincoln Elementary Montclair Elementary Lockwood STEAM Academy Montera Middle School** Oakland Academy of Knowledge Madison Park Academy 6-12 Oakland High School Madison Park Academy TK-5 **Manzanita Community School** Oakland International HS Manzanita SEED Elementary Oakland Technical High School **Piedmont Avenue Elementary West Oakland Middle School** Markham Elementary Martin Luther King Jr Prescott School **Westlake Middle School Elementary Reach Academy McClymonds 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**

Forming SELLS: Three Options

*for schools with 21+ English Language Learner Students



Designate SSC to act as SELLS advisory body











ANY QUESTIONS?

Appreciations and Public Comments