Special Meeting of the District English Language Learners Subcommittee

December 5, 2024

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Interpretation Instructions

Welcome ⇄ Bienvenidos ⇄ Chào mừng Quý vị
⇄أهلا بك 歡迎

Please do not change settings until instructions are given.

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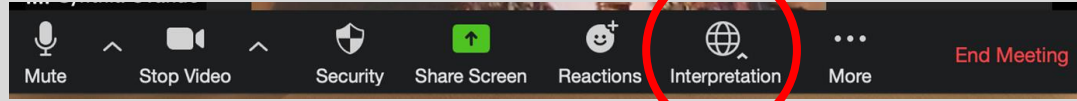
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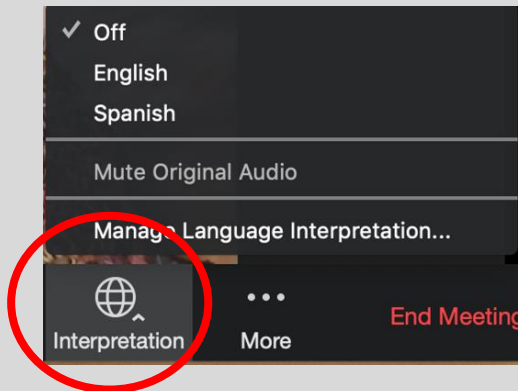Vui lòng đừng thay đổi chế độ cài đặt cho đến khi có hướng dẫn.

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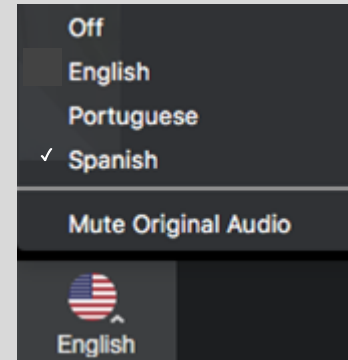
Interpretation ⇆ Interpretación

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.**
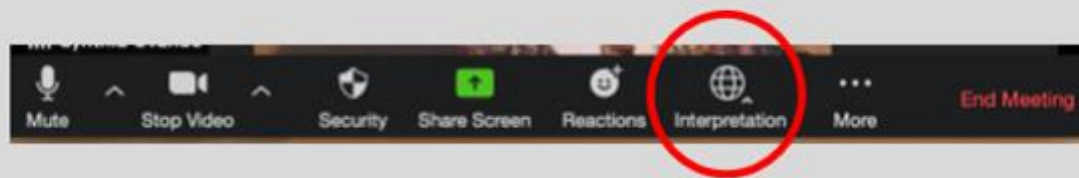   Toque sobre "**Language Interpretation**" y escoja su lenguaje.

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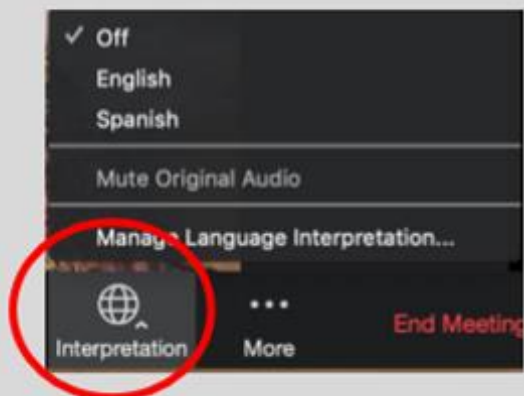
Interpretation / Interpretación / 翻譯

1 ## Go to Controls

Vaya a los controles | 控制鍵

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3 ## Choose a Language

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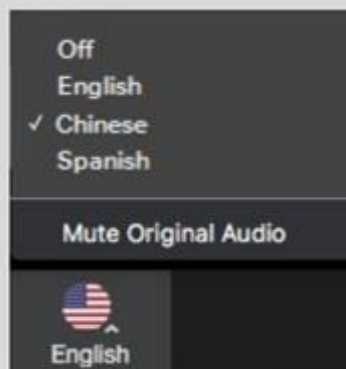
If you do not see the interpretation icon on your phone screen:
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1) Tap on the **three dots** at the end of the meeting controls.
點擊會議控制鍵後面的三點。

2) Tap on "**Language Interpretation**" and choose your language.
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3) Tap on "**Mute Original Audio**" and then on "**Done**."
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الترجمة

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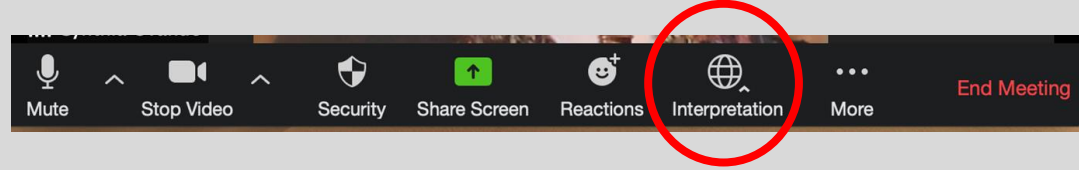
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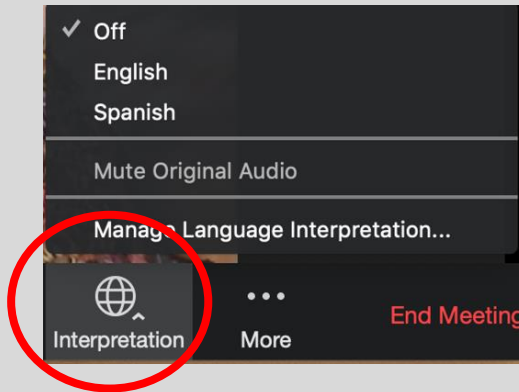
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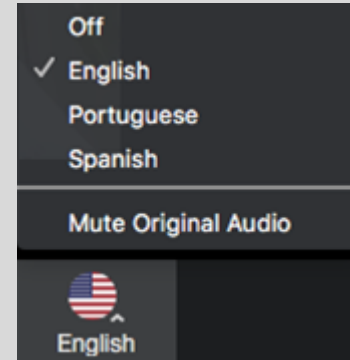
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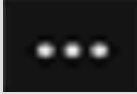
2) اضغط على "ترجمة اللغة" واختر لغتك.

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

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

Levante la mano
Raise your hand

هل يمكنك سماع المترجم؟

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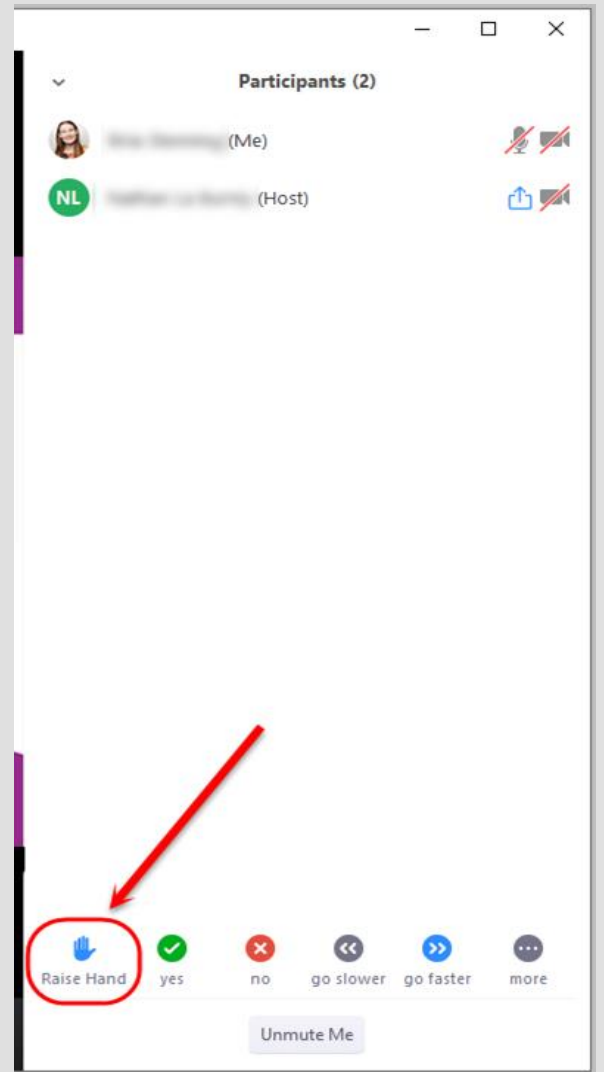
Security Instructions

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.

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 (SSC).

Parent Leader on SSC or SELLS	School	9/26	10/24	12/5
Marlen Bernardez	Glenview	X		
Nereida Bravo	Glenview	X		

Parent Leader on SSC or SELLS	School	9/26	10/24	12/5

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	Melissa Ramírez-Medina
Timekeeper	Lateefa Ali
Notetaker	Cintya Molina
Zoom Host	Brandy Spong
Chat & Link Monitor	Lateefa Ali

Thank you!

Roll Call

Members of the District English Language Learners' Subcommittee

Melissa Ramírez-Medina–PSAC (Bret Harte)	**Lateefa Ali** (Multiple Schools) *also in CAC*
Elham Omar–PSAC (Lockwood STEAM)	**Marina Muñoz**–PSAC (Madison 6-12)
Erika Santiago (Manzanita Community)	**Luz Gómez** (Manzanita SEED)
Regina Chales Lorenzo–PSAC (Bridges)	**Wedad Algahim**–PSAC (Lockwood STEAM, CCPA)
Lorna Sánchez (Esperanza)	**Sonia Espejel** (Korematsu)

Quorum: 6

Meeting Goals and Agreements

We have four goals tonight. We will:

1. understand current proposals to reduce OUSD's deficit through budget reductions and changes, school mergers, and the use of vacant OUSD properties.

2. understand the main ideas of a Joint Statement about the proposals that was written by members of the Parent & Student Advisory Committee, the Community Advisory Committee for Special Education, and the District English Language Learners Subcommittee.

3. Discuss what impact those proposals might have on the support that is provided to English Language Learners and on the district as a whole.

4. find out which schools established Site English Language Learner Subcommittees (SELLS) and which schools chose to establish SELLS as a separate committee.

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

Our Agreements

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

Review of the Agenda

6:30 pm 20 minutes	**Instructions; Welcome; Roll Call; Review Goals, Agreements, and Agenda; Introductions**
6:50 pm 25 minutes	**Presentation: Proposed Budget Solutions for 2025-26 and Beyond**
7:15 pm 25 minutes	**Presentation & Discussion: Joint Statement from Advisory Committees about the Proposed Budget Solutions**
7:40 pm 10 minutes	**Break**

The agenda continues on the next page.

7:50 pm 30 minutes	**Current Investments to Support English Language Learners & Possible Changes** **Impact of Proposed Changes on DELLS Priorities, Support for English Language Learners, & all of OUSD**
8:20 pm 15 minutes	**Update on Schools Establishing Site English Language Learner Subcommittees, the DELLS Working Group on SELLS, and the DELLS Needs Assessment Survey**
8:35 pm 10 minutes	**Announcements, Appreciations, and Public Comments**

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.

Proposed Budget Solutions

Cintya Molina, Program Manager, District Advisory Committees & LCAP Engagement

Diana Sherman, LCAP Coordinator

Background Information

This is our district's current challenge as presented at our October meeting and in district communications:

- **The District is spending more money every month than the money that is coming in.** [Our revenues are smaller than our expenditures.]

- **This deficit spending is projected to total $79 million at the end of this school year. Next year, the deficit would total another $95 million if we do nothing to curb our spending.**

- **We do not have sufficient savings to financially survive a second year at our current spending levels.**

- **OUSD will not be able to adopt a 2025-26 budget because, even after using all of the savings, a deficit of $62.7 million will remain.** [We will be short by that amount and would not be able to pay all of our obligations.]

WE ARE SPENDING BEYOND OUR MEANS

$160

$116.7m

$ millions (Unrestricted Funds)

$0

$38.1m

−$78.5m

−$95.0m

−$48.9m

−$90.2m

−$139.0m

−$160

2024–25   2025–26   2026–27   2027–28

Deficit

Savings + Beginning Budget Balance
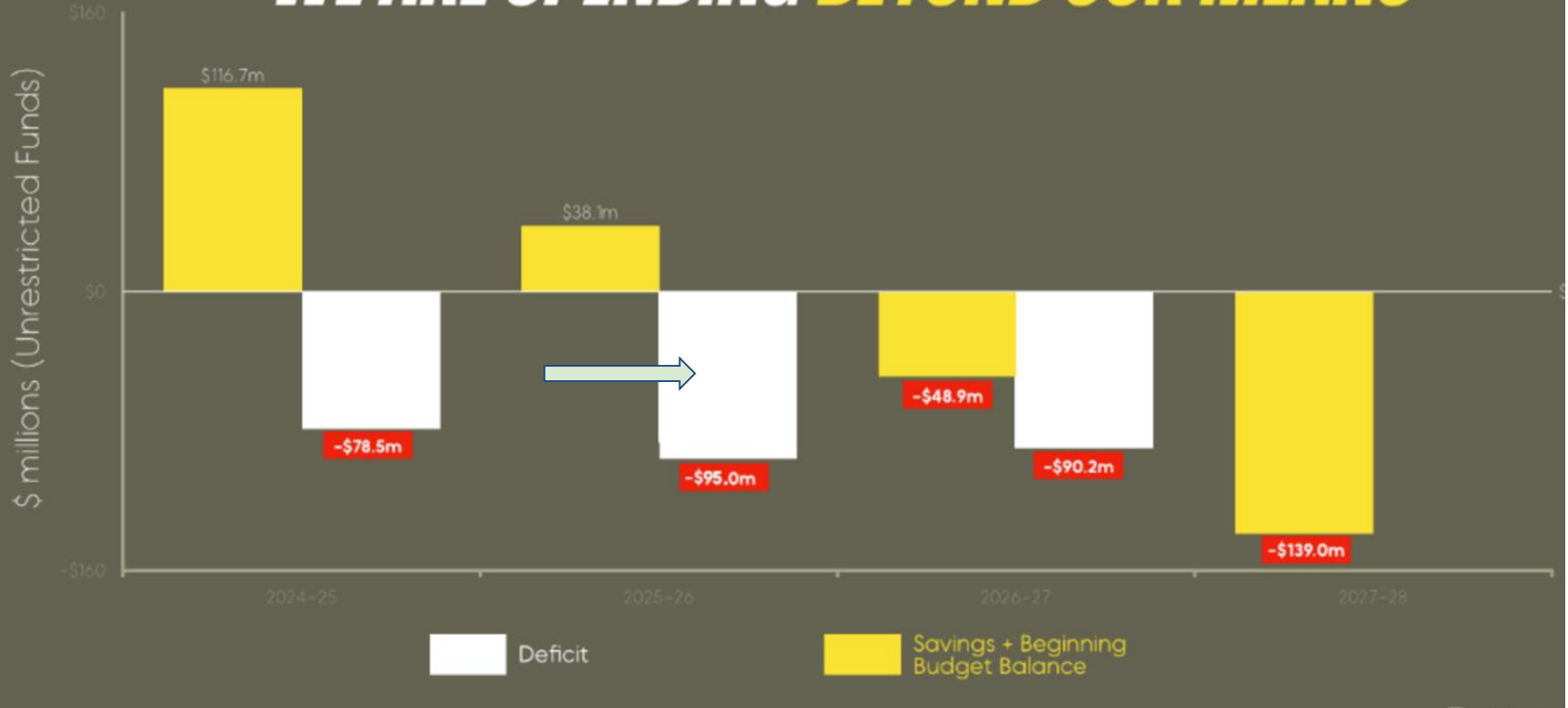
The goal: 95 million in new revenues and cost savings

B) The types of solutions that have been proposed:

1) **Decreasing expenditures (how much money is spent)**

2) **Reducing the size of our footprint (the number of schools OUSD operates)**

1) **Generating revenue from our real assets (getting new dollars from OUSD properties)**

Quote from OUSD presentation about the budget:
"We will need to use all or some combination of
these strategies to get on the path of fiscal sustainability."

A Brief Timeline of Decisions and Actions

Mar. 9, 2023	**School Board adopted budget reductions and changes for 2023-24 and beyond** (Attachment A) tinyurl.com/mt8nr5yd
Feb. 28, 2024	**School Board adopted another list of budget reductions and changes for 2024-25 and beyond** (Attachment B) tinyurl.com/ywxpzdf2

A Brief Timeline of Decisions and Actions

Apr. 10, 2024	**School Board adopted an amended resolution for an Equity Impact Analysis to potentially close or merge schools** tinyurl.com/y3pdmd7v
Sep. 25, 2024	**School Board adopted metrics for conducting an Equity Impact Analysis to potentially close or merge schools** tinyurl.com/24nuvtue

Equity Impact Analysis. This means understanding how different groups will be affected by a proposed action. This type of analysis is done to prevent discrimination and inequitable (unfair) impact for specific groups.

Metrics for Conducting the Analysis. Metrics are "things measured in numbers" or "quantitative data."

A Brief Timeline of Decisions and Actions

Oct. 23, 2024	**A new list of possible budget reductions and changes were presented at the School Board meeting** (Attachment C). tinyurl.com/93nfj5m5
Oct. 24, 2024	**School Board held a Study Session that discussed the "optimal location" of schools in OUSD and the number of schools that should be operated** tinyurl.com/2m3psujk **The possible use of OUSD properties (assets) was also discussed.** tinyurl.com/rz33up8k
Nov. 12, 2024	**Advisory Committees (CAC, PSAC, DELLS) held an emergency members meeting to find out what was posted on 11/8/24 for the 11/13 School Board Meeting and to craft a Joint Response.**

What Was Proposed at the November 13th School Board Meeting:

24-2794 AB 1912 Recommendations - School Mergers (First Reading) (11132024).pdf **tinyurl.com/49znyd7p**

24-1968C Next Steps - Former OUSD Administration Buildings - 1025 2nd Avenue - Benjamin Davis.pdf **tinyurl.com/5chcn72c**

In Summary: Proposed School Mergers

NOW, THEREFORE, BE IT RESOLVED, the Board hereby approves the full and complete merger of the following schools as indicated:

1. Merge *International Community School* and *Think College Now Elementary School* for the start of the 2025-26 year. . . . no students are moving to a new location.

2. Merge *Fred T. Korematsu Discovery Academy Elementary* and *Esperanza Elementary* for the start of the 2025-26 year . . . no students are moving to a new location.

In Summary: Proposed School Mergers

3. Merge *Manzanita Community Elementary* and *Manzanita Seed Elementary* for the start of the 2025-26 year . . . no students are moving to a new location.

4. Merge *Acorn Woodland Elementary* and *Encompass Elementary* for the start of the 2025-26 year . . . no students are moving to a new location.

5. Merge *United For Success Middle School* into *Life Academy 6-12* for the start of the 2025-26 year.

Proposed Budget Changes

	Option	Amount (in millions)
1	Centralize purchases and contracts (examples: copier contracts, mail, fleet management)	.6 U
2	Eliminate management positions in Senior Leadership Team departments	1.0 U 2.0 R
3	Reduce additional staffing to school sites beyond some strategic positions	1.0 U
4	Centralize materials and supplies	1.0 U

U: Unrestricted dollars   R: Restricted Dollars

Proposed Budget Changes

Options 5 and 10 are connected.

	Option	Amount (in millions)
5	Reduce allocations of cash to schools OUSD has had the practice of sending cash amounts directly to schools to be managed by school administrators and school site councils.	2.0 U
10	Revise the formula that is used to assign staff to schools centrally (to eliminate cash allocations to schools with a few exceptions)	6.0 U 4.0 R

Proposed Budget Changes

	Option	Amount (in millions)
6	Reduce consultant contracts A **consultant** is a professional that offers advice and expertise to an organization so that they can improve their performance. Consultants are hired to offer their services temporarily under a contract. They are not employees of the organization.	2.0 U 4.0 R
7	Spend down all reserves in parcel taxes for 2025-26 and 2026-27 (Measures G, G1, H) *also spend down S&C*	2.0 U 20.5 R

Proposed Budget Changes

	Option	Amount (in millions)
7	Spend down all reserves in parcel taxes for 2025-26 and 2026-27 (Measures G, G1, H) *also spend down S&C* When districts and communities want to increase funding for its local schools, they can place a **parcel tax** on the ballot for voters to approve. A **parcel** is a division of land (a plot of land). A **parcel tax** is a type of property tax collected from the owners of parcels. Parcel taxes have a specific use for a specific amount of time and, unlike other property taxes, are <u>not</u> based on the value of the property.	2.0 U 20.5 R

Proposed Budget Changes

	Option	Amount (in millions)
8	Eliminate or significantly reduce the use of extended contracts for certificated employees (evaluate what employees are being asked to do beyond their standard assignment) An **extended contract** is an agreement between a school district and a teacher (or other certificated employee) to officially continue a contract beyond its original end date or beyond the number of hours allowed in the contract. It allows them to teach or serve students and staff for additional time.	2.3 U 11.7 R
9	Increase Average Daily Attendance by 3%	3.7 U

	Option	Amount (in millions)
11	Eliminate Teachers on Special Assignment (TSAs) that are funded with on-going dollars except as required by contracts and MOUs [*Memorandums of Understanding*]	10.6 U 24.0 R
14	Set a target to increase staff attendance (there is currently an increase in requests for substitutes)	

	Option	Amount (in millions)
12	Eliminate 80% of Vacancies by Job Classification OR Create Minimum Vacancy Pool by Job Classification (Centralized Strategy)	12.8 U 18.6 R
13	Alternative to #12: Hiring Freeze OR Permanently Eliminate Positions that Have Been Historically Vacant	21.9 U 51.8 R

Current Proposal: Budget Changes

	Option	Amount (in millions)
15	Strategy to Use Vacant Properties (Examples: Lease, Development, Sale)	
16	12-Month Community Schools Managers and Case Managers become 11-Month or 10-Month	.6 U 1.3 R

	Option	Amount (in millions)
17	Convert some 11-Month or 12-Month Positions to 10-Month	1.0 U 1.5 R
18	Revise how FTE* (Full-Time Equivalent) and other allocations are assigned to schools. Develop a Quality Schools Model for assigning them.	

*FTE is the number of hours considered full time work.
1 FTE = 1 employee working full time
An employee that works 80% of full time is counted as .8 FTE.

	Option	Amount
20	Evaluate the cost of using Non-Public Agencies and consultants versus developing existing or new positions to do the same work	
21	**We will clarify the text for Option 21 on the next slide.**	

Option 21

The contribution to Special Education comes from Base funds. Some of what is covered through that contribution should also come from Supplemental and Concentration funds. Base dollars cannot support all of the investments that are currently being provided to students under Special Education, nor it is appropriate for only those dollars to do so.

Students who receive Special Education have layered needs beyond their Base Special Education program. (For example: behavioral health and social-emotional supports, English Language Development, etc.) We must account for those needs outside of Individualized Education Programs, as we do for all students who receive supplemental support.

Doing this, would also help us contain the Special Education costs that are being covered by Base funds as we deepen Special Education quality and increase the efficient use of all resources.

Current Proposals: Budget Changes

	Option	Amount
22	Re-align salaries for principals based on size of school (large-small); equity in salary	.3 U
23	Eliminate or significantly reduce the use of Overtime for Classified employees. Eliminate Overtime except for Emergency core services (Building & Grounds for repairs, Custodians to cover vacancies, Payroll)	2.0 U .8 R

Current Proposals: Budget Changes

	Option	Amount
24	Review master schedules for consistency and equity across schools. Explore funding an additional period of instruction centrally, instead of through individual school budgets.	2.0 U
25	Pay the 2025-26 OUSD Loan Payment in 2024-25	2.0 U

Current Proposals: Budget Changes

	Option	Amount
26	**Possibly eliminate 2024-25 positions that were funded for one year through carryover Supplemental & Concentration (S&C) dollars:** –Assistant Principals at High Need Schools (3.2 m S&C) –11-Month Teachers at Select High Schools (1.3 m S&C) –Electives Teachers for Students Required to Take English Language Development–ELD (3.9 m S&C) –Teachers for Late-Arriving Newcomer Students (1.8 m S&C) –Teachers for Late-Arriving Continuation Students (1.5 m S&C)	12.3 U

Current Proposals: Budget Changes

	Option	Amount
27	Exit the Health Benefits Governing Board to allow analysis and recommended changes to benefit packages that can be negotiated with Bargaining Unit groups.	
28	OUSD Safety Investments. Establish a funding methodology and practice for safety needs. A *Post-mortem analysis* not been done since the closure of the police department. *Post-Mortem Analysis:* Type of analysis that helps identify what went well and what could be improved, and to learn from past incidents.]	

Joint Statement from PSAC and Other Advisory Committees

about Proposals for Reducing OUSD's Deficit

Community Advisory Committee for Special Education

LCAP Parent & Student Advisory Committee

District English Language Learners Subcommittee

Links to the Full Statement:

in PDF format: tinyurl.com/mwz7esc7
in Google Doc format: tinyurl.com/4vvb96nr

Quotes from the Joint Statement

We believe that the Board of Education, administrators, teachers, staff, advisory committees, families, students, and other members of the OUSD community must work together to emerge positively from the current challenges. We must rely on the wisdom of those who will most be affected by decisions.

After rushed and intense preparation, 31 district committee members met last night [Nov 12th] to craft this joint statement. We created our own unified space to learn from each other and to respond collectively to the challenges of this moment.

8 were members of DELLS

ABOUT THE PROPOSED BUDGET ADJUSTMENTS AND RELATED CONTEXT

Quotes from the Joint Statement

We need full dialogue with the staff and other leaders who developed the proposals and who will oversee their implementation. We must all clarify how the named reductions and adjustments will impact schools and students. That requires a stated commitment from Board directors and administrators to engage in public two-way dialogue with us as collectives.

Quotes from the Joint Statement

Our experience this Fall of 2024 was not a dialogue: we did not get information early enough to process it with communities, even with our schedule of frequent meetings. We experienced last-minute overload of information that did not cohere and was out of sequence.

Quotes from the Joint Statement

[In the budget adjustments] **We aim to protect the students who have been most neglected and who will be most harmed by the loss of programs and resources. In doing so, we ask that you focus on disabled students with Moderate and Extensive Support Needs, <u>especially those who are members of other focal student groups</u>.**

Quotes from the Joint Statement

We have heard the consistent message from administrators that charters are not the problem when historically, they are a large part of how we got here and why it is difficult to chart a path forward. Their creation and proliferation fragmented our city, our communities, and our resources. Charter schools were allowed to open and operate with different expectations than district schools. OUSD added to the problem through choices made for our district schools, through choices that mirrored the practices of charter schools.

Quotes from the Joint Statement

OUSD must face and express the historical implications of decisions about charters, open enrollment, the design and marketing of particular district schools, and of the practices that have diminished our capacity to act as a unified school district for all students. . . even now.

Quotes from the Joint Statement

Our dialogue last night demonstrated that many of us are favorable to more centralized budgeting.

This could help to use our resources more effectively. It could also promote transparency and equity across our district.

Yet, **more centralized budgeting must come hand in hand with centralized, transparent, and democratic decision-making with all district stakeholders.**

Quotes from the Joint Statement

We do not approve the lease of properties to charter schools. OUSD must immediately begin the process to lease properties to other institutions that serve our most vulnerable families.

We do support using vacant properties to develop low income and below market rate housing for teachers and families . . . We also support housing for transitional age youth and a hub for services geared to them.

ABOUT THE RECOMMENDATION FOR SCHOOL MERGERS AND THE RELATED EQUITY IMPACT ANALYSIS

Quotes from the Joint Statement

The equity impact analysis in the proposal to merge 10 schools is incomplete and insufficient.

The goal of that analysis was to prevent disproportionate harm. With the analysis as it is, OUSD is not in the position to prevent such harm

. . .

Quotes from the Joint Statement

We are especially concerned about the absence of "qualitative evaluations of how schools serve specific populations of students" and "determinations of how the planned actions will maintain or exacerbate the segregation or isolation of particular demographic groups."

[both from adopted Board *Resolution No. 2324-0020*]

Quotes from the Joint Statement

As a clear example, we know that many Special Day Classrooms exist in almost complete isolation from the rest of the school. We must understand the extent to which students in these classrooms are supported by all elements of the wider school program. We must also identify historical efforts by each school to offer integrated learning and social experiences to all their students.

Quotes from the Joint Statement

Additional data points must be included in the analysis to better reflect the demographic make-up of each school, analyze how that demographic make-up arose, and understand the impact of actions on particular groups of students. This will yield important findings requiring our attention.

Requested Data Points in the Statement

--**number & percentage of students from <u>all</u> ethnic groups at each school** (only 2 included)

--**the home languages of the students**

--**number and percentage of newcomer students**

--**the types of disabilities at each school generally and in Special Day Classrooms specifically** (for example: Deaf students at one school; larger numbers of Autistic students at certain schools, etc.)

--**teacher and staff retention rates**

Requested Data Points in the Statement

--type of Special Education programs or Special Day Classrooms (for example: programs for Low Incidence Disabilities, whether they serve students with mild, moderate, or extensive needs)

--whether the demographics of students in Special Day Classrooms or other programs differ substantially from the rest of the school (for example: different racial/ethnic background)

--school stability indicators already available to OUSD and that connect to a request made by the Ad Hoc Committee (for example: the nonstability rate used to designate schools for Equity Multiplier funding.)

Quotes from the Joint Statement

We believe that school continuity and stability is one of our most important outcomes for students. It is a pre-condition for achieving other outcomes. **OUSD must define school stability and belonging for all students in collaboration with families.**

Quotes from the Joint Statement

[Defining and supporting school stability for students] . . . includes identifying related metrics and committing to using them. It also includes disaggregated data to show how often students move (and are moved) from schools.

Quotes from the Joint Statement

Any proposals must begin with the assumption that each and all students can remain with their peers unless they are going to a new grade span, **including students who attend Special Day Classrooms and other Special Education programs.**

Quotes from the Joint Statement

It also includes working together to clarify what size of school population is most protective to high need students, even as we seek to increase the sustainable use of resources across schools.

Quotes from the Joint Statement

No matter their location, a few schools function as places of refuge and of last resort for these students. [students with disabilities and other vulnerable students]

Quotes from the Joint Statement

. . . the lack of historical referencing in this resolution diminishes our faith in OUSD's capacity to implement mergers in a way that protects all students

. . .

OUSD must draw lessons from its history of school design, re-design, mergers, and closures in developing this analysis.

Quotes from the Joint Statement

The Equity Impact Analysis is incomplete as we have described thus far and in other ways. Because of this, OUSD is not in the position to prevent great harm for specific groups of students.

Quotes from the Joint Statement

Any attempt to complete the [Equity Impact] analysis must be made in consultation and collective dialogue with the families at the impacted schools and in partnership with the advisory committees that represent them.

CLOSING WORDS
OF THE JOINT STATEMENT

We understand the enormity of what you are facing in your role as administrators and decision-makers. We also know that the challenges of this moment began and grew through multiple administrations and through the choices of many individuals across decades.

And we remain here after all of it.

These challenges matter to all of us. They impact our children, our families, our communities, and the city that we call home.

As parents, caregivers, and committee leaders we believe in the promise and vision of a UNIFIED SCHOOL DISTRICT. That promise can be fulfilled only when you embrace and unleash the power of a unified community.

WE ARE OUSD.

Review of Current Services that Support the Unique Needs of English Language Learners

The slides that follow include budget information and services for the 2024-25 school year.

The presentation will highlight any changes that could happen in the 2025-26 school year.

Current English Language Learner Services: School-based

Services	Strategy and Investments
Integrated & Designated English Language Development (ELD)	Middle and High schools receive additional funds to make sure that all Egnlish Language Learners receive both classes for English Language Development (ELD) and electives. Designated ELD in elementary is generally taught by the main teacher and so does not require additional site-level investments.

Current English Language Learner Services: Central

Services	Strategy and Investments
Integrated & Designated ELD Instruction	**6 Language specialists** from the ELLMA department provide training, on-site support and resource development. (They are funded with Title III dollars.) 80% of their time is spent in schools, co-planning and modeling lessons, observing and providing feedback, facilitating professional development and providing technical assistance to Teachers on Special Assignment (TSAs) and principals.

Possible Changes

If Teachers on Special Assignment (TSAs) are cut, there will no longer be any site-based support to implement Integrated and Designated ELD, or to support bilingual or newcomer programs.

We would only be able to offer limited centrally-provided Professional Development.

Possible Changes

One of the proposed budget reduction actions is to no longer provide FTE (positions) to ensure that English Language Learners have BOTH ELD and electives. See line 26.
This could lead to a reduction in elective and ELD sections available to English Language Learners.

There will be no change to elementary sites because ELD is mostly provided by the classroom teacher.

OUSD Newcomer Programming 2024-25

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Newcomer students are English Language Learners in their first three years in US schools.

All OUSD schools provide universal support for newcomers, while many provide different types of enhanced programming to support newcomers as they enter US schools. The majority of our newcomers are enrolled in schools with some level of specialized programming.

Depending on the particular needs and backgrounds of students, different levels of integration or separate newcomer instruction may be appropriate.

Current English Language Learner Services: School-based

Services	Strategy and Investments
Newcomer supports and programs	**Elementary Newcomer Teacher Leaders** provide targeted ELD and foundational skills for newcomers at elementary schools with at least 50 newcomers. *(9 FTE for Teacher Leaders at 16 sites this year. 14 sites have a .5)* **Newcomer Social Workers** at middle and high schools with at least 50 newcomers (*12.3 Social Worker positions at 15 sites*).

Current English Language Learner Services: School-based

Services	Strategy and Investments
Newcomer supports and programs (cont.)	**Specialized instruction** and non-academic support at schools with dedicated newcomer programs. To provide this instruction and support, we have: **Grant-funded newcomer assistants** teach newcomers with interrupted formal education. They focus on foundational (basic) literacy skills at 6 schools.

Possible Changes

ELLMA-funded newcomer assistants could be eliminated if:

a) CalNew grant funds are reduced

b) we need to fund key central positions if there are cuts

Current English Language Learner Services: Central

Services	Strategy and Investments
Newcomer Wellness	This initiative provides specialized clinical mental health services and case management to hundreds of secondary newcomers. **1 program manager** coordinates the initiative and supports our 14 social workers.

Possible Changes

The newcomer wellness program manager position may be eliminated because Salesforce funding for newcomer support was reduced.

Current English Language Learner Services: Central

Services	Strategy and Investments
Newcomer Specialized instruction	**1 grant-funded newcomer specialist & 1 Title III- funded newcomer specialist** They train, provide support at schools, and develop resources. The elementary specialist coaches and supports the elementary newcomer teacher leaders. The secondary specialist coaches and supports the newcomer teachers and newcomer assistants.

Possible Changes

If TSAs are eliminated, these supports would no longer exist.

Elementary Sites with Newcomer Teacher Leaders 2024-25

services include supplemental English Language Development (ELD), intake support, and Professional Development (PD) for other staff on supporting newcomers

Site	FTE	Site	FTE
Allendale*	.5	ICS	0.5
Bridges	1.0	Highland*	.5
East Oakland Pride*	0.5	Hoover*	.5
Esperanza*	0.5	Lincoln	.5
Franklin*	0.5	Lockwood STEAM	1.0
Garfield*	0.5	Manzanita SEED	.5
Global*	0.5	Markham*	0.5
Greenleaf	0.5	Reach*	0.5

Middle School Newcomer Programming 2023-24

Integrated Schedule ← → Separate Newcomer Instruction

Program Component	**Inclusion** *Newcomers integrated except ELD.*	**Hybrid Programming** *Both separate and integrated core classes.*			**Sheltered Programs** *Newcomers spend most of the school day in classes specifically designed for them. Students may be integrated with non-newcomers for PE and/or elective courses. Students begin integrated into mainstream classrooms after 1-2 years.*				
	Melrose Leadership Academy	**Bret Harte**	**United for Success Academy**	**Urban Promise Academy**	**Elmhurst United**	**Frick United**	**Madison Park Academy**	**Roosevelt**	**Westlake**
Newcomer-specific ELD	✔	✔	✔	✔	✔	✔	✔	✔	✔
Bilingual Newcomer Clinical Social Worker	✔	✔	✔	✔	✔	✔	✔	✔	✔
Sheltered Content Instruction *(i.e. math, science)*		Some Subject Areas	Some Subject Areas	Some Subject Areas	✔	✔	✔	✔	✔
Newcomer Assistant Support				✔	✔	✔	✔		
Spanish Literacy Development	✔				✔	✔			
Common Newcomer Home Languages Spoken by School Staff	Spanish	Arabic Spanish	Spanish	Mam Spanish	Spanish	Mam Spanish	Spanish	Spanish	Chinese Spanish Vietnamese

109

High School Newcomer Programming 2023-24

Integrated Schedule ←――――――――――――――――――――→ Separate Instruction

Program Component	Inclusion Supports *Full integration except for ELD.*	Sheltered Newcomer Programs *Newcomers spend most of the school day in classes specifically designed for them. Students may be integrated with non-newcomers for PE and/or elective courses. Students begin integrated into mainstream classrooms after 2-3 years.*					Newcomer School *Newcomer only school by design.*	
	Oakland Tech	**Castlemont** *International Student Program*	**Fremont** *NEST*	**Madison Park Academy**	**Oakland High** *RISE*	**Skyline**	**Oakland* International**	**Rudsdale*** *Newcomer*
Newcomer-specific ELD	✔	✔	✔	✔	✔	✔	✔	✔
Bilingual Newcomer Clinical Support Staff		✔	✔	✔	✔	✔	✔	✔
Sheltered Content Instruction (i.e. math, science)		✔	✔	✔	✔	✔	✔	✔
Newcomer Assistant Support		✔	✔	✔	✔		✔	
Spanish Literacy Development (via EPH)		✔	✔		✔	✔		
Common Newcomer Home Languages Spoken by School Staff	Spanish	Mam Spanish	Spanish	Spanish	Cantonese Mam Spanish	Spanish	Arabic Spanish	Mam Spanish

*Rudsdale and Oakland International are alternative education programs with particular enrollment guidelines. OIHS is designed to enroll recently arrived newcomer students, not those with beyond 1-2 years in US schools. Rudsdale is a continuation program and not a first point of enrollment.

110

OUSD Bilingual/ Dual Language Programs 2024-25

OUSD offers both early exit bilingual programs in grades K-2nd grade and Dual Language programs TK-5th or Tk-8th grade. Currently, one third of our English Language Learners in TK-8 are enrolled in these programs.

The goal of early exit bilingual is to leverage home language in order to acquire English literacy, to use home language as a way to support learning English.

The three goals of Dual Language Programs:

- **A**cademic excellence in two languages
- **B**ilingualism and biliteracy
- **C**ross-cultural connections.

Current English Language Learner Services: School-based

Services	Strategy and Investments
Multilingual programs	**Bilingual Early Exit and Dual Language schools** provide instruction that develops ELL students' home language (Spanish) and English.
	Investments in this area include OUSD-adopted **bilingual materials, bilingual assessments,** and **teachers with bilingual authorization.** These resources are managed centrally and purchased for schools.

Current Schools with Bilingual Early Exit Programs

We have only one Bilingual Early Exit program at Acorn Elementary (one bilingual cohort from K-2nd grade).

Current Schools with Dual Language Programs

50-50 TK-5th Programs

Esperanza Elementary

International Community School

Manzanita SEED Elementary

Global Family Elementary

Bridges Academy

Lockwood STEAM Academy

90-10 TK-8th Programs

Melrose Leadership Academy

Greenleaf Elementary

Possible Changes

Possible merger with Acorn (bilingual early exit program) and Encompass. If this moves forward, the bilingual program will be preserved.

Three dual language schools may be merged with non-dual language schools. The current proposal states that the dual language programs would be preserved:

- Esperanza (50-50 program) may be merged with KDA.
- International Community School (ICS, a 50-50 program) may be merged with Think College Now (TCN)
- Manzanita SEED (50-50 program) may be merged with Manzanita Community.

Current English Language Learner Services: Central

Services	Strategy and Investments
Multilingual Program Support	**.6 Multilingual Pathway coordinator (grant funded)** This coordinator oversees a state grant that ELLMA was awarded. Support from the grant includes: technical assistance, teacher stipends for design teams, developing Spanish Language Development (SLD) content, and professional development. Two of the six TSAs (Language Specialists) who support English Language Development (ELD) also provide professional development and instructional guidance for dual language educators.

Possible Changes

We do not have guaranteed funding for the .6 Multilingual Coordinator who is currently grant funded.

IF Teachers on Special Assignment are eliminated, there will be limited support for sites to implement multilingual programming.

Bilingual/ Dual Language Programming 2023-24   [link here](#)

Program Component	Early Exit Programs *Spanish-instruction from TK/K-2nd only*		One-Way Dual Language Schools *More than 2/3 of students are native Spanish speakers.*			Aspiring Two-Way Dual Language Schools *Schools participating in ELLMA-managed grant to become a two-way program with both Spanish speakers and English speakers*			Two-Way Dual Language Schools *Equal balance of Spanish-speakers and English-speakers*	
	Acorn	**East Oakland Pride**	**Bridges**	**Global**	**Lockwood STEAM**	**Esperanza**	**Greenleaf**	**ICS**	**Manzanita Seed**	**Melrose Leadership Academy**
90-10 *Begins with 90% Spanish and 10% in Kinder. English instruction time increases each year*	✔	✔					✔			✔
50-50 *Instruction is 50% English and 50% Spanish in each grade.*			✔	✔	✔	✔		✔	✔	
Percent of ELLs	65%	60%	86%	79%	62%	78%	64%	75%	44%	30%

OUSD Refugee & Asylee Services

Support with School Enrollment

Extensive Orientation to U.S. & OUSD Schools

School & teacher support & partnerships (including translation and interpretation)

School supplies & transportation assistance

Referrals to academic & enrichment programs

Parent ESL & School Connectedness Programs

Summer program offerings

Supplemental Enrichment & Academic support

Case management for particularly high need students and families

Current English Language Learner Services: Central

Services	Strategy and Investments
Refugee/ Asylee Student Services	**Refugee/Asylee program, comprised of 1 program manager and 3 specialists**, provides coordination of services to newcomer families at the time of intake and throughout their school experience, such as enrollment in Medi-cal, connection to housing services, legal referrals, employment, and navigation in a new school system through multilingual community navigators.

Possible Changes

One of the positions in the Refugee /Asylee office, which is currently funded from CalNEW grant could be cut if:

a) the new grant allocation is reduced, or

b) if we need to use the funding differently to compensate for other cuts.

Examples of investments made by schools to support the unique needs of English Language Learners:

- Newcomer Assistant Positions

- Newcomer Social Workers and Teachers on Special Assignment to complete centrally-funded positions

- Professional development focused on English Learners

- Bilingual teachers, attendance specialists, and other staffing

- Additional translation and interpretation

- Bilingual books

Would these types of investments continue when cash is no longer allocated to schools? Would they change? If so, how?

Possible Changes: School Investments to Support English Language Learners

- Site-paid positions such as Newcomer Assistants and Newcomer Social Workers and TSAs not required by contract would end unless schools opted to fund them through other resources such as Title I.

- Similarly, site-funded PD focused on ELLs and additional translation, interpretation, and books would not continue unless schools opted to use other funds for these investments.

- Some site-paid teacher positions would likely continue if schools opted to use Centrally-funded teacher allocations for these positions.

Introducing the ELLMA Office
English Language Learner & Multilingual Achievement

Instructional Leadership

Nicole Knight
Executive Director

Oversees entire
ELLMA Office

Julie Kessler
Newcomer Programs

Oversees instructional
newcomer team and
student services

Anita Comelo
Multilingual Pathways, 60%,
grant funded

Focus is on implementing
grant to integrate and
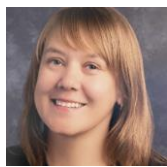improve Dual Language
schools

ELLMA instructional services team

## Language specialists supporting school sites (Title III funded)

Maria Inglés, Network 2
Bridges
Chabot
Crocker HIghlands
Emerson
Esperanza
Hillcrest
ICS
Korematsu
Manzanita community
Manzanita Seed
Montclair
Peralta
Prescott
Sankofa
Think College Now
Thornhill

Katia Dunkel, Network 3
Acorn
Bella Vista
Brookfield
Burkhalter
Carl Munck
Cleveland
East Oakland Pride
Encompass
Global
Grass Valley
Greenleaf
Highland Community
Hoover
Horace Mann
OAK
Maddison Lower
MLA
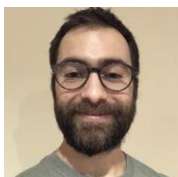
Abel Guzmán, Network 4
Allendale
Franklin
Fruitvale
Garfield
Glenview
Joaquin Miller
La Escuelita
Laurel
Lincoln
Lockwood STEAM
Markham
MLK Jr.
Piedmont
Reach
Redwood Heights
Sequoia

Amy Stauffer, Middle School
Bret Harte
Claremont
Edna Brewer
Elmhurst
Frick United Academy of Language
Montera
Roosevelt
United for Success
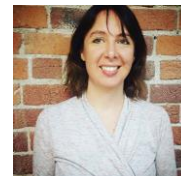Urban Promise Academy
West Oakland Middle
Westlake

Sonia Hansra, High School
CCPA
Castlemont
Fremont
Life
Madison Upper
MetWest
McClymonds
Oakland High
Oakland International
Oakland Tech
Skyline
Oakland INternational
Rudsdale
Bunche
Dewey
Sojourner Truth

Jessica Jung
TK-5th grade Newcomer Specialist (Title III funded)

Holly Darling
6th-12th grade Newcomer Specialist (grant funded)

Specialists spend 80% of the week providing direct support to schools and teachers to implement best practices in integrated and designated ELD, newcomer supports, and dual language education.

ELLMA Student Services Team

Refugee and Asylee Program

Newcomer Wellness Initiative

Nate Dunstan
Program Manager,
Newcomer and
Refugee/Asylee Services
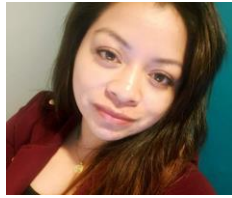**Funding: RSIG and Title I**

Qoc'avib Revolorio
Unaccompanied
Immigrant Youth
Specialist
Funding: Title I

Ivone Gutierrez
Elementary Newcomer
Specialist
Grant funded: CalNEW

Stephanie Noriega
Program Manager,
Newcomer Wellness
Initiative
Grant funded: Salesforce

Maria Aguilar
Mam Community
Navigator
Contracted staff
Grant funded: CalNEW
& OFCY

Luncinda Matias
Mam Community
Navigator
contracted staff
Grant funded: CalNEW
& OFCY

Cristhian Pineda
Unaccompanied
Immigrant Youth
Specialist
Grant funded: OFCY

The Refugee and Asylee Program connects newcomer Refugee and asylum-seeking families with supportive resources as they enter and move through the OUSD system.

The **Newcomer Wellness Initiative** coordinates the team of 14 (12.3 FTE) site-based newcomer social workers and provides supervision of 5 social work interns.

Funding for all but two comes from grants:
Opportunities for California Youth (OFCY), CalNEW, Salesforce, and Refugee State Impact Grant (RSIG)

How could budget adjustments affect OUSD's ability to:

1) meet the goals of the District English Language Learners Subcommittee, and

2) provide the support for English Language Learners that ELLMA reviewed tonight?

Connection of Possible Changes to DELLS Goals

DELLS Goal: Evidence of access to daily Designated English Language Development for all English Language Learners, including all disabled ELLs with IEPs and Newcomers

Connection of Past & Possible Adjustments to DELLS Goals

All disabled ELLs with IEPs are taking the ELPAC

All data supporting English Language Development shows how disabled English Language Learners are doing.

Connection to DELLS Goals

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.

Home Language

At least 55 different home languages spoken by ELLs

Table: total number of home languages for OUSD ELLs

data as of 9/26/24

Home Language	2023-24	2024-25
Spanish	6414	7507
Mam (Guatemalan)	1188	1560
Arabic	446	543
Cantonese	355	328
Vietnamese	194	196
Tigrinya	65	74
Mandarin (Putonghua)	64	73
Pashto	43	60
Farsi (Persian)	35	51
Other	446	494
Grand Total	**10502**	**10886**

Connection to DELLS Goals

Current Centralized Interpreters

- 1.0 FTE Arabic
- 2.0 FTE Cantonese
- 5.0 FTE Spanish
- 1 FTE Mam

Connection to DELLS Goals

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.

Discussion

Other Updates

The DELLS
Needs Assessement
Survey for Families of
English Language Learners

We collaborated on a 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 January and February of 2025.

[Link to Survey Flyer](https://tinyurl.com/3vdtx26u): tinyurl.com/3vdtx26u

The survey is available in Spanish, Arabic, Chinese, Vietnamese, Khmer, and English.

English Survey

We hope you will take a few minutes (no more than 10!), to share your experiences with English Language Learner services. These questions were reviewed and developed by parents of the District English Language Learner Subcommittee, guardians of English Language Learners, and OUSD staff. The information you provide will help us plan how to better support our English Language Learner students and families.

https://tinyurl.com/EnglishELLSurveyDELLS24-25

Arabic Survey

نأمل أن تستغرق بضع دقائق (لا تزيد عن 10 دقائق)المشاركة تجاربك مع خدمات تعلم اللغة الإنجليزية. تمت مراجعة هذه الأسئلة وتطويرها من قبل أولياء أمور اللجنة الفرعية لمتعلمي اللغة الإنجليزية بالمنطقة، وأوصياء متعلمي اللغة الإنجليزية، وموظفي OUSD. ستساعدنا المعلومات التي تقدمها في التخطيط لكيفية تقديم دعم أفضل لطلابنا وعائلاتنا من متعلمي اللغة الإنجليزية.

http://tinyurl.com/ArabicELLSurveyDELLS24-25

Chinese Survey

我們希望您能夠花幾分鐘時間（不超過十分鐘！）來分享您對英語學習者服務的體驗。這些問題是由校區英語學習者附屬委員會的家長、英語學習者的監護人、和屋崙聯合校區職員共同編訂及審核。您提供的資料有助我們策劃如何更佳地支持我們的英語學習者學生及其家庭。

http://tinyurl.com/ChineseELLSurveyDELLS24-25

Spanish Survey
Español

Esperamos que se tome unos minutos (¡no más de 10!) para compartir sus experiencias con los servicios para estudiantes del idioma inglés. Estas preguntas fueron revisadas y desarrolladas por personal del OUSD y padres/tutores en el Comité del Distrito para Aprendices del Idioma Inglés. La información que proporcione nos ayudará a planificar cómo apoyar mejor a nuestros estudiantes y familias que aprenden inglés.

http://tinyurl.com/SpanishELLSurveyDELLS24-25

Vietnamese Survey

Tiếng Việt

Chúng tôi hy vọng quý vị sẽ bỏ ra vài phút (không quá 10ph!) để chia sẻ kinh nghiệm của quý vị đối với các dịch vụ hỗ trợ Học Sinh Học Anh Ngữ. Các câu hỏi này được xem qua và khải triển bởi các bậc cha mẹ trong Tiểu Ban Hỗ Trợ Học Sinh Học Anh Ngữ của Khu Học Chánh, các người giám hộ của Học Sinh Học Anh Ngữ và nhân viên của Khu Học Chánh Oakland. Các câu trả lời của quý vị sẽ giúp chúng tôi lập kế hoạch tốt hơn để hỗ trợ cho các em học sinh trong chương trình Học Anh Ngữ và gia đình của các em.

http://tinyurl.com/VietnameseELLSurveyDELLS24-25

Khmer Survey
ភាសាខ្មែរ

យើងខ្ញុំសង្ឃឹមថាលោកអ្នកនឹងចំណាយពេលពីរបីនាទី (មិនលើសពី 10 នាទី ទេ!) ដើម្បីចែករំលែកបទពិសោធន៍របស់លោកអ្នកជា មួយផ្នែកបំរើ សេវាកម្ម អ្នករៀនភាសាអង់គ្លេស។ សំណួរទាំងនេះត្រូវបានពិនិត្យមើល និងបង្កើតឡើង ដោយមាតាបិតានៃអនុគណ:កម្មាធិការសម្រាប់សិស្សអ្នក រៀនភាសាអង់គ្លេសប្រចាំសង្កាត់ ដោយអាណាព្យាបាលនៃសិស្សអ្នករៀន ភាសាអង់គ្លេស និងដោយ បុគ្គលិករបស់ OUSD។ ព័ត៌មានដែលលោកអ្នក ផ្តល់មក នឹងជួយឱ្យយើងខ្ញុំ ញុំរៀបចំផែនការពីរបៀបជួយសិស្ស និងក្រុម គ្រួសារនៃសិស្សអ្នករៀនភាសា អង់គ្លេសរបស់យើងឱ្យបានកាន់តែប្រសើរ ឡើងជាងមុន។

http://tinyurl.com/KhmerELLSurveyDELLS24-25

Survey in Other Languages

If your language was not listed, you can still fill out the survey.

Use the link tinyurl.com/3334spvr or this QR code.

It will take you to a place where you can share your name, your phone number, and the language that you speak.

We will find someone to call you and ask you the questions in your language.

DELLS Card:
Let Us Know if You Got the Language Interpretation that You Requested

You can use this link to get to the card:
tinyurl.com/2dtsvryj

You can print it and share it with families.

Other Languages and Spoken Language

If your language was not listed, you can still let us know if you got help in your language when you requested it.

Use the link tinyurl.com/3334spvr or this QR code.

It will take you to a place where you can share your name, your phone number, and the language that you speak.

We will find someone to call you and ask you the questions in your language.

If You Want Us to Contact You . . .

**Use the same link and QR code if you want a DELLS member
to contact you so that you can share more about your experience.**

tinyurl.com/3334spvr

Update from Strategic Resource Planning: Establishment of Site English Language Learner Subcommittees

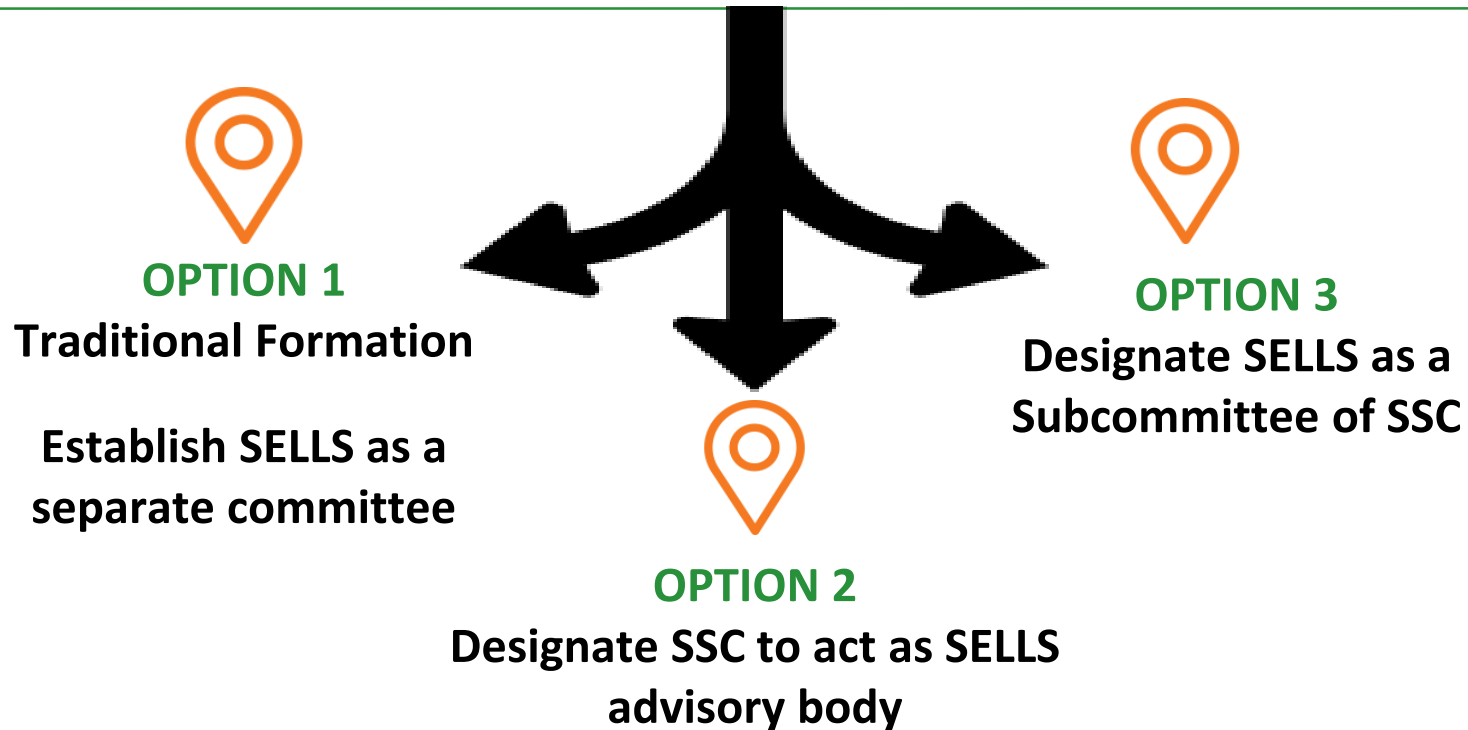# When is a SELLS establishment required?

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 2023-24 and whether or not they have already formed one.

Forming SELLS: Three Options
*for schools with 21+ English Language Learner Students

OPTION 1

Traditional Formation

Establish SELLS as a separate committee

OPTION 2

Designate SSC to act as SELLS advisory body

OPTION 3

Designate SELLS as a Subcommittee of SSC

Schools that have Established their SELLS

Schools with a SELLS that is separate from the
School Site Council (SSC) are underlined.

ACORN Woodland

Allendale Elementary

Bella Vista Elementary

Bret Harte Middle School

Bridges Academy

Brookfield Village

Burckhalter Elementary

Castlemont High School

Chabot Elementary

Claremont Middle School

Cleveland Elementary

Dewey Academy

Coliseum College Prep Academy

East Oakland PRIDE Elementary

Edna M Brewer Middle School

Elmhurst United Middle School

Emerson Elementary

EnCompass Academy

Esperanza Elementary

Franklin Elementary

Fred T. Korematsu Discovery Academy

Fremont High School

Frick

Schools that have Established their SELLS

Fruitvale Elementary

Garfield Elementary

Glenview Elementary

Global Family School

Grass Valley Elementary

Greenleaf Elementary

Highland Community School

Hoover Elementary

Horace Mann Elementary

International Community School

Joaquin Miller

La Escuelita Elementary

Laurel Elementary

Life Academy

Lincoln Elementary

Lockwood STEAM Academy

Madison Park Academy 6-12

Madison Park Academy TK-5

Manzanita Community School

Manzanita SEED Elementary

Markham Elementary

Martin Luther King Jr Elementary

McClymonds

Schools that have Established their SELLS

Melrose Leadership Academy

MetWest High School

Montclair Elementary

Montera Middle School

Oakland Academy of Knowledge

Oakland High School

Oakland International HS

Oakland Technical High School

Piedmont Avenue Elementary

Prescott School

Reach Academy

Redwood Heights Elementary

Roosevelt Middle School

Rudsdale High School

Sequoia Elementary

Skyline High School

Sojourner Truth TK-12

Think College Now

United for Success Academy

Urban Promise Academy

West Oakland Middle School

Westlake Middle School

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

ANY QUESTIONS?

Appreciations and Public Comments