



# Public Meeting of the District English Language Learners Subcommittee



April 24, 2025

# Interpretation Instructions

Welcome ⇔ Bienvenidos ⇔ Chào mừng Quý vị  
أهلاً بك ⇔ 歡迎

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。

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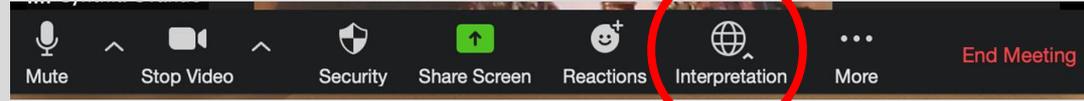
Vui lòng đừng thay đổi chế độ cài đặt cho đến khi có hướng dẫn.

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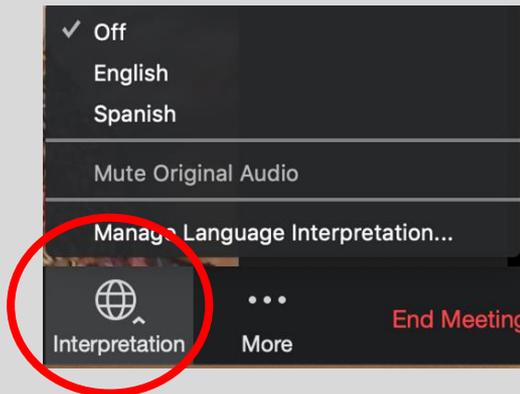
يرجى عدم تغيير الإعدادات حتى يتم إعطاء التعليمات.

# Interpretation ⇔ Interpretación

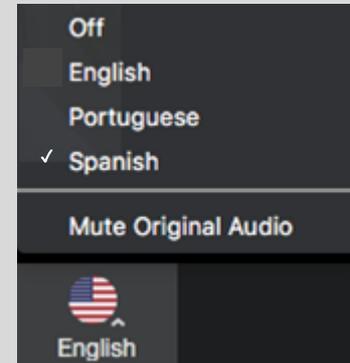
1 Go to Controls  
Vaya a los controles



2 Click “Interpretation”  
Clic en “Interpretación”



3 Choose a Language  
Escoja un idioma



## **If you do not see the interpretation icon on your phone screen:**

Si no ve el ícono de interpretación en la pantalla de su teléfono:

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

Toque sobre los tres puntos al final de los controles para la junta.

2) Tap on "Language Interpretation" and choose your language.

Toque sobre "Language Interpretation" y escoja su lenguaje.

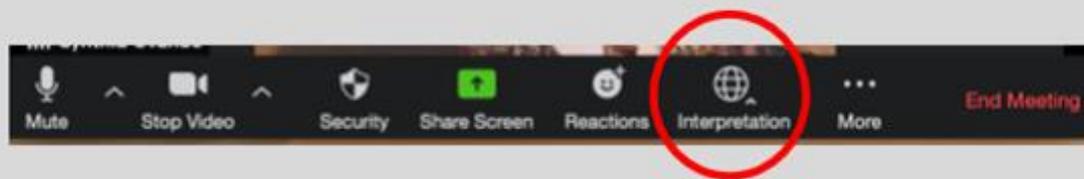
3) Tap on "Mute Original Audio" and then on "Done."

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

# Interpretation / Interpretación / 翻譯

## 1 Go to Controls

Vaya a los controles | 控制鍵



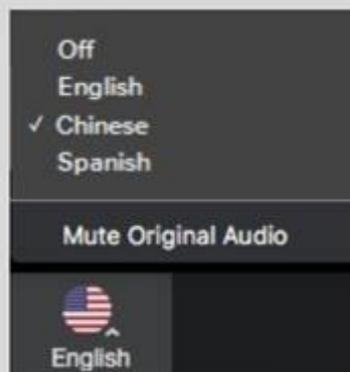
## 2 Click “Interpretation”

Clic en “Interpretación” | 翻譯



## 3 Choose a Language

Escoja un idioma | 選擇一種語言

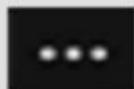


## If you do not see the interpretation icon on your phone screen:

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.

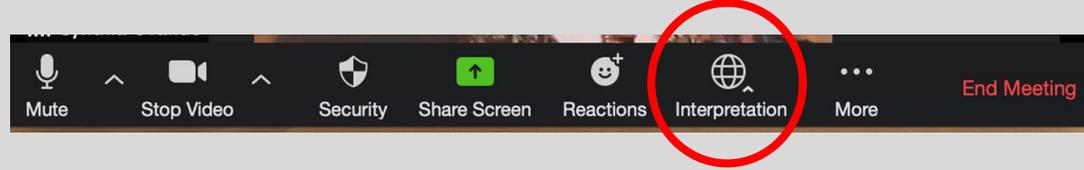
點擊『語言翻譯』，然後挑選你的語言。

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

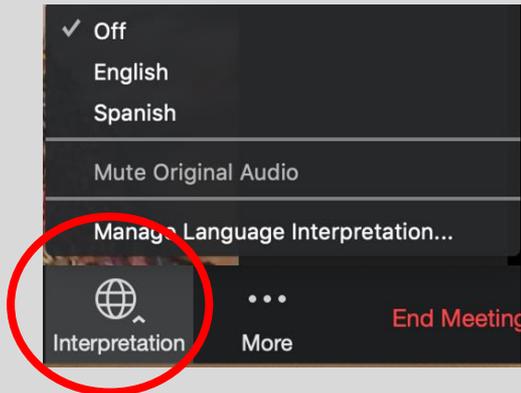
點擊『原音頻靜音』，然後點擊『完結』。

# الترجمة

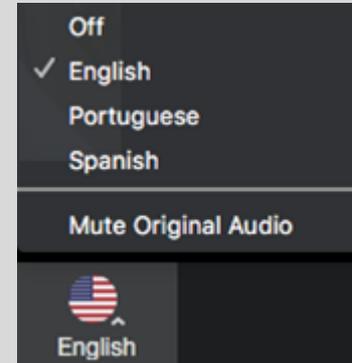
1 انتقل إلى الضوابط



2 اضغط على "الترجمة"



3 أختار اللغة



## إذا كنت لا ترى رمز الترجمة على شاشة هاتفك:

1) اضغط على النقاط الثلاث في نهاية ضوابط الاجتماع.



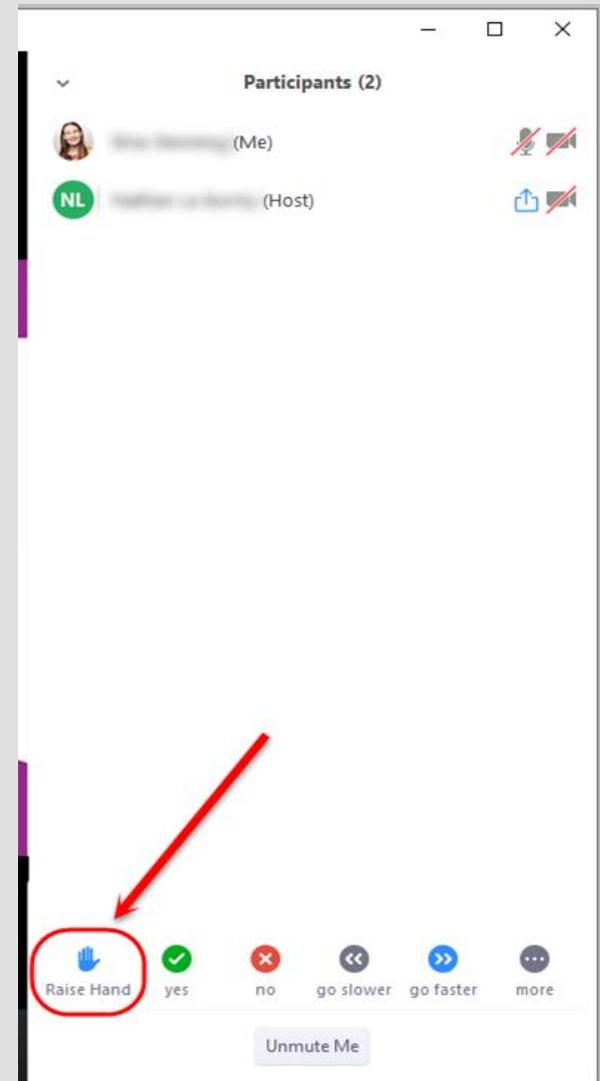
2) اضغط على "ترجمة اللغة" واختر لغتك.

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

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



Levante la mano  
Raise your hand



¿Puede oír al interprete?  
你能否聽到傳譯員嗎？



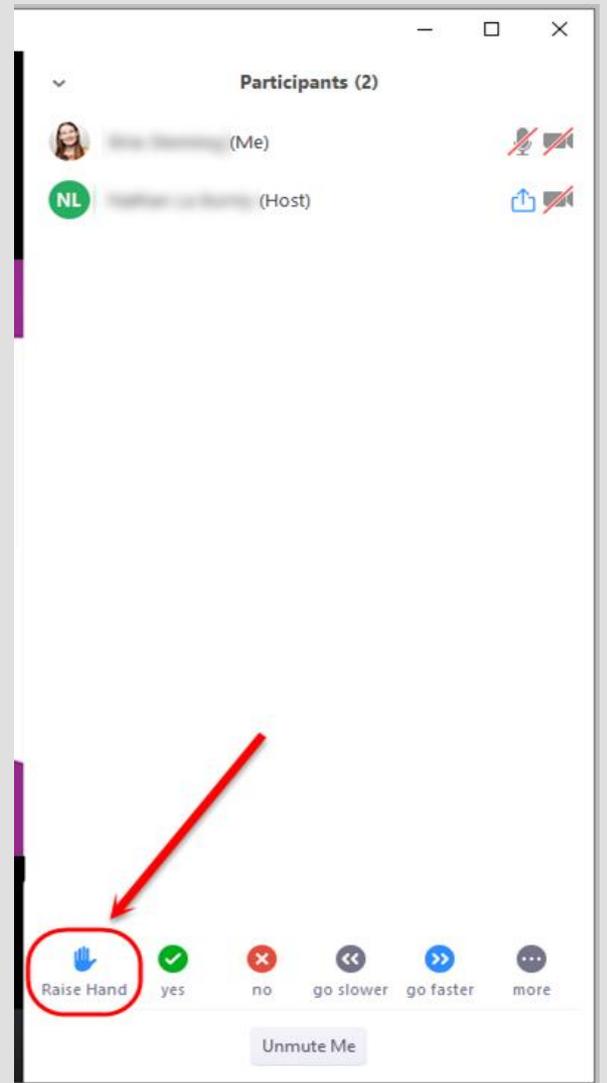
Levante la mano | 舉起你的手



# 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](https://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](https://ousd.org/calendar)

You can always find the Zoom link there along with other details about each meeting.

# Welcome & Opening

## **Who We Are**

We are parent and community leaders who advocate for all 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.

# The leaders and staff supporting this meeting:

<b>Facilitator</b>	Melissa Ramírez-Medina
<b>Timekeeper</b>	Lateefa Ali
<b>Notetaker</b>	Cintya Molina
<b>Zoom Host</b>	Brandy Spong
<b>Chat &amp; Link Monitor</b>	Lateefa Ali



**Thank  
you!**

# 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.**

# Roll Call

## Members of the District English Language Learners Subcommittee

<b>Melissa Ramírez-Medina</b> Bret Harte, PSAC	<b>Lateefa Ali</b> MLA	<b>Elham Omar</b> Lockwood STEAM, PSAC
<b>Marina Muñoz</b> Madison 6-12, PSAC	<b>Liliana Hernandez</b> Roosevelt, PSAC	<b>Wedad Algahim</b> CCPA, PSAC
<b>Regina Chales Lorenzo</b> Bridges, PSAC	<b>Lorna Sánchez</b> Esperanza	<b>Sonia Espejel</b> Korematsu
<b>Juana Peña</b> ICS	<b>Marlen Bernardez &amp; Nereida Bravo</b> Glenview	<b>Rosario Dueñas</b> Global Family
<b>Yan Liang</b> Montclair	<b>Erika Santiago</b> Manzanita Community	

## There are **TWO WAYS** to become a member of the *District English Language Learners Subcommittee*:

1: If you are the parent member of a *School Site Council* or *Site English Language Learners Subcommittee* at your student's school, **you can be elected to be a DELLS representative of the OUSD Parent & Student Advisory Committee or PSAC.** PSAC elections happen every September.

2. The *Site English Language Learners Subcommittee* of each school can choose one parent member to represent the school on the *District English Language Learners Subcommittee*. Additional members from a school can serve as substitutes. We only count one school representative for quorum and for votes.



**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).**



**Please send your  
contact information  
to Cintya Molina at  
510-491-6069  or**

**[cintya.molina@ousd.org](mailto:cintya.molina@ousd.org) **



**Welcome!**

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.



# Meeting Goals & Agreements

# **We have three goals tonight. We will:**

1. Hear news from ELL representatives about their work at schools to support the needs of English Language Learners (ELLs) and their families
2. Get an update on revisions to the ELL Master Plan related to newcomer services and guidance for ELLs with IEPs
3. Review the three-year outcomes for English Language Learners that are listed in the 2024-27 LCAP, the strategies that support reaching those outcomes, and how well the strategies have been implemented in this first year of the LCAP.

# 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

<p>6:30 pm 20 minutes</p>	<p><b>Instructions; Welcome; Roll Call; Review Goals, Agreements, and Agenda; Introductions</b></p>
<p>6:50 pm 20 minutes</p>	<p><b>Updates from School ELL Representatives</b></p>
<p>7:10 pm 15 minutes</p>	<p><b>Updates from the Office of English Language Learner and Multilingual Achievement (ELLMA)</b></p> <p>Current Revisions to the ELL Master Plan</p>
<p>7:25 pm 10 minutes</p>	<p><b>Break</b></p>

**The agenda continues on the next page.**

7:35 pm  
45 minutes

**Review of English Learner Outcomes for the Current  
Three-Year LCAP and Implementation of Strategies to  
Achieve those Outcomes**

8:20 pm  
10 minutes

**Announcements, Appreciations, and Public Comments**

Representatives from  
School Site English Language  
Learner Subcommittees (SELLS):  
Monthly Updates

# Goals of this New Segment

**Through the updates from ELL representatives, we will:**

1. learn about the needs and experiences of English Language Learners and their families at schools
2. learn about the work that Site English Language Learner Subcommittees (SELLS) and school communities are doing
3. identify ways for DELLS and our community to support the work of SELLS members
4. celebrate the successes that parent leaders and school communities are having

# Instructions for SELLS Representatives to Share their Updates

- 1. Please fill out the form with your updates a week before our monthly public meeting.**

Link to the Form: [tinyurl.com/22jmsbp3](https://tinyurl.com/22jmsbp3)

- 1. We will read your updates.**
- 2. No later than the Tuesday of the week of the DELLS public meeting, we will contact three of you to ask you to share your updates out loud.**

# Outline of the Segment

- 1. DELLS leads will share how many updates they received and what they learned from reviewing them. (3-5 minutes)**
- 2. Three representatives will share their report for three minutes each. (10 minutes)**
- 3. Participants can respond by sharing appreciations, related experiences, or offers of support. (3-5 minutes)**

# Responses Received for Tonight

Notes

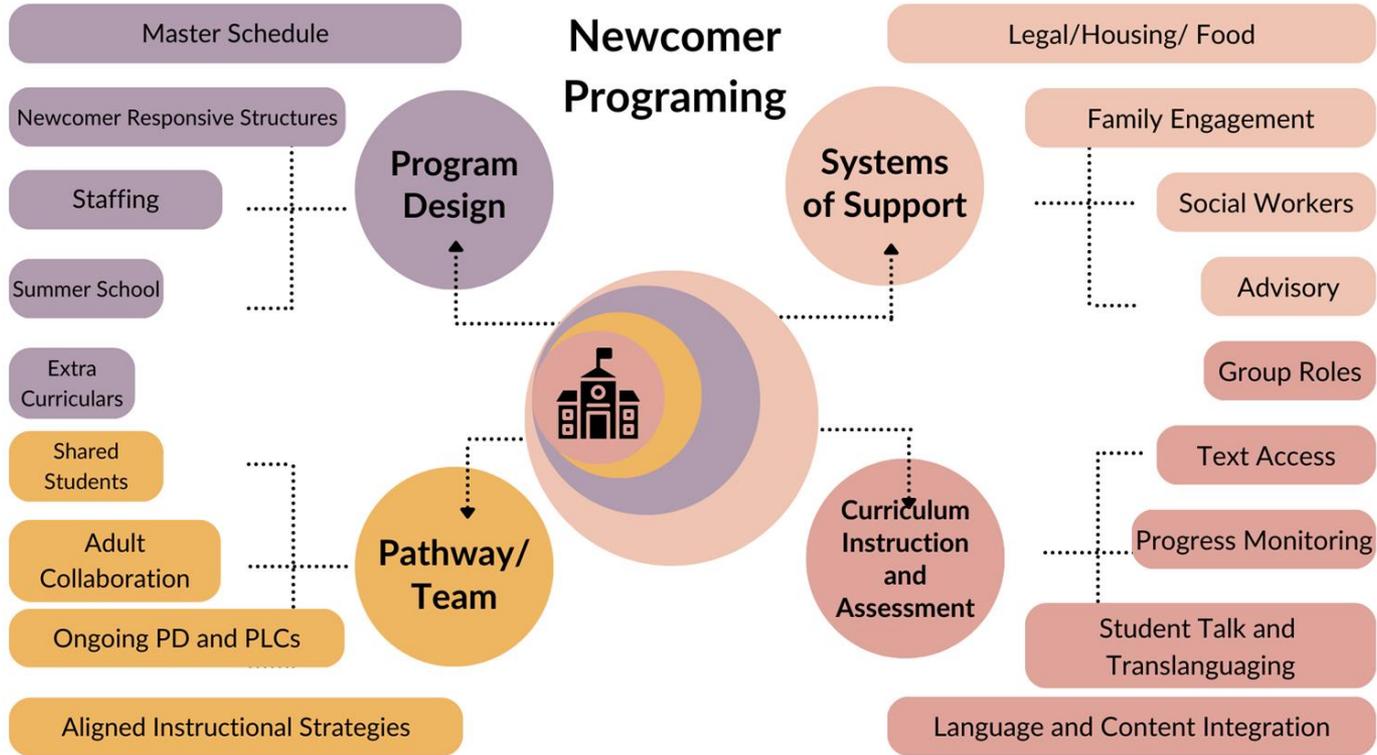
Updates from the  
**Office of English Language Learner  
& Multilingual Achievement (ELLMA)**

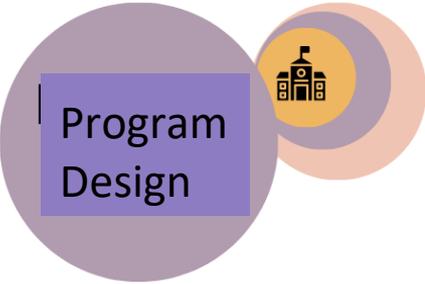
Nicole Knight, Executive Director  
pm 15 minutes

7:10

# **Revisions to the English Language Learner (ELL) Master Plan**

# Newcomer Updates in the Master Plan





## Program Design

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Master Schedule	Newcomer Responsive Structures	Staffing
<ul style="list-style-type: none"><li>● Mixed student groups</li><li>● Course Sequences</li><li>● Mainstreaming Process</li></ul>	<ul style="list-style-type: none"><li>● Internship, Work Based Learning, Dual Enrollment</li><li>● Summer School</li><li>● Extra Curriculars</li></ul>	<ul style="list-style-type: none"><li>● Strongest teachers in the most vulnerable classrooms</li></ul>

# Pathway Team



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Adult Collaboration	Student-to-Student Relationships	Ongoing PD and PLCs
<ul style="list-style-type: none"><li>● Shared routines across the day</li><li>● Time for adults to align</li></ul>	<ul style="list-style-type: none"><li>● Relationship building between newcomer students and other</li></ul>	<ul style="list-style-type: none"><li>● Foundational Newcomer PD for high count newcomer schools and teachers</li></ul>

**Curriculum,  
Instruction,  
and  
Assessment**



Instruction	Curriculum	Assessment/ Progress Monitoring
<ul style="list-style-type: none"><li>● Language and Content Integration</li><li>● Student Talk</li><li>● Translanguaging</li><li>● Grade level tasks and Texts</li></ul>	<ul style="list-style-type: none"><li>● New Newcomer ELD Curriculum</li><li>● New Curriculum for Students with an Interrupted Formal Education</li><li>● Quality Criteria for Content Units</li></ul>	<ul style="list-style-type: none"><li>● Frequent Low stakes assessment and progress monitoring towards targets</li></ul>

## Systems of Support



Wellness and Basic Needs	Family Engagement	Advisory
<ul style="list-style-type: none"><li>• Legal</li><li>• Housing</li><li>• Food</li><li>• Childcare</li><li>• Newcomer Social Workers</li></ul>	<ul style="list-style-type: none"><li>• Both Social and Academic</li><li>• Student Led when Possible</li><li>• Translation</li><li>• Collaboration Across Difference</li></ul>	<ul style="list-style-type: none"><li>• Relationship building</li><li>• Risk Taking</li><li>• Collaborative Skill Development</li></ul>

# ELL Master Plan Revisions for ELLs with IEPs

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Report at Meeting





<https://www.youtube.com/watch?v=gzmA1kkk660>

Break

10 minutes

# ELL Outcomes in the 2024-27 LCAP & Implementation of Related Strategies

Nicole Knight, Executive Director, *Office of  
English Language Learner & Multilingual Achievement*

7:35 pm 45 minutes

**Key Points in the 2024-27  
LCAP: Section 2.7  
"Supports for English  
Language Learners"**

## **2.7 Supports for English Language Learners**

Link to this section of the LCAP as adopted in June 2024:

**Reclassification rates are beginning to return to pre-pandemic levels . . . from 5.6 to 11.4% over the last three years.**

**Middle school: strongest outcomes in reclassification and in the English Learner Progress Indicator (particularly for long-term English Language Learners).**

**Outcomes surpassed pre-pandemic rates two years in a row.**

## 2.7 Supports for English Language Learners

**Some reasons for the outcomes:**

- **return to full participation in state assessments after covid impacts**
- **more consistent quality implementation of comprehensive English Language Development (ELD)**
  - **strongest implementation in middle school.**

## 2.7 Supports for English Language Learners

**Effective actions include:**

- **Site-based professional development, coaching, and modeling of lessons led by ELLMA specialists**
- **Cross-site foundational professional development during the summer**
- **Invitational inquiry-based professional learning experiences during the school year**

## **2.7 Supports for English Language Learners**

**New strategies and more attention needed for the following:**

- **A-G completion**
- **cohort graduation**
- **drop-out rates**

**Need professional development on supporting ELLs.**

**Also: need aligned and consistent MTSS strategies that are responsive to the linguistic, academic, and social-emotional needs of English Language Learners.**

## **2.7 Supports for English Language Learners**

**The guidance for the reclassification of dual-identified students (ELLs with IEPs) was revised in light of the Alternate ELPAC and new State and County Guidance.**

# **LCAP Metrics for English Language Learners:**

**Update on Implementing  
Strategies to Achieve the  
2027 (Year 3) Targets**

<b>2.8.3</b>	<b>Increase the combined four- and five-year graduation rate for English learners as reported on the California School Dashboard.</b>
<b>2.8.6</b>	<b>Increase the reclassification rate for English learners.</b>
<b>2.8.7</b>	<b>Increase the percentage of English learners who make progress toward English proficiency as measured by the state English Learner Progress Indicator.</b>
<b>2.8.9</b>	<b>Increase the percentage of English learners in Grades 6–12 who are required to take English Language Development and are enrolled in an ELD class.</b>
<b>2.8.10</b>	<b>Increase the percentage of schools with 100% of English learners participating in the English Language Proficiency Assessments for California (ELPAC).</b>
<b>2.8.12</b>	<b>Reduce the chronic absenteeism rate for English learners.</b>
<b>2.9.5</b>	<b>Increase the reclassification rate for long-term English learners.</b>
<b>2.10.1</b>	<b>Increase the percentage of Year 3 newcomer students in Grades TK-5 who meet District newcomer ELPAC targets on the Summative ELPAC (English Language Proficiency Assessment of California).</b>
<b>2.10.2</b>	<b>Increase the percentage of Year 3 newcomer students in Grades 6–12 who meet District newcomer ELPAC targets on the Summative ELPAC (English Language Proficiency Assessment of California).</b>
<b>3.9.7</b>	<b>Increase the percentage of schools with 21 or more English learners who establish freestanding Site English Language Learner Subcommittees (SELLS).</b>

## 2.8.3 Graduation Rates for ELLs

<b>Data and Goal</b>	<b>Current actions and investments</b>	<b>Progress-to-Date</b>
23-24 Data: All ELLs: 70.1% Newcomers: 61.6%  Year 3 Goals: 68%	Implementation of alternative pathways to graduation for newcomers (AB 2121)	On-track to graduation in 10th grade All: 65.3% ELLs: 53.2% Newcomer: 49.6%

# 2.8.6 & 2.9.5 Reclassification Rates

Data and Goal	Current actions and investments	Progress-to-Date
<p>23-24 Data: 7.4% all ELLs 11.1% Long-term ELLs 4.8% ELLs with IEPs</p> <p>Year 3 Goals: 15.4% all ELLs 20% Long-term ELLs</p>	<p>ELLMA Specialists to support high-quality implementation of integrated and designated ELD</p> <p>d-ELD curriculum</p> <p>ELL Ambassadors</p> <p>Foundational and sustaining teacher professional development</p>	<p>18.3% of ELLs and 25.8% of LTELs have met their basic skills requirement</p> <p>If these students score a 4 on the ELPAC they will reclassify.</p> <p>New &amp; improved d-ELD materials coming next year</p> <p>Instructional focus for all middle and high schools next year: language supports for ELLs (scaffolding for rigor)</p>

# 2.8.7 English Learner Progress

<b>Data and Goal</b>	<b>Current actions and investments</b>	<b>Progress-to-Date</b>
23-24 Data : 39.1%  Year 3 Goals: 50%	ELLMA Specialists to support high-quality implementation of integrated and designated ELD  d-ELD curriculum	No progress-monitoring student data available.  Increase in schools consistently teaching d-ELD  All elementary and middle school site leaders have a stated goal on implementation of ELD which they monitor 3x/year

# 2.8.9 ELD enrollment

<b>Data and Goal</b>	<b>Current actions and investments</b>	<b>Progress-to-Date</b>
23-24 Data: 65.5%  Year 3 Goal: 100%	<ul style="list-style-type: none"><li>• More master schedule oversight</li><li>• Increased support for master schedule teams to determine and plan needed sections</li></ul>	<ul style="list-style-type: none"><li>• 73.75% of ELLs enrolled (88% in MS and 62% in HS)</li><li>• HS increase of 10% ELD enrollment from last year to this!</li></ul>

# 2.8.10 ELPAC Participation

Data and Goal	Current actions and investments	Progress-to-Date
23-24 Data: <b>95.7% Tested</b> (1.5% Tested but not completed)  Year 3 Goal: 100%		

# 2.8.12 Chronic Absenteeism

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<b>Data and Goal</b>	<b>Current actions and investments</b>	<b>Progress-to-Date</b>
23-24 Data: 35.8%  Year 3 Goals: 30.9%		

# 2.10.1 ELPAC targets for newcomers K-5

<b>Data and Goal</b>	<b>Current actions and investments</b>	<b>Progress-to-Date</b>
23-24 Data:  Year 3 Goals:	Elementary Newcomer Teacher Leaders who provide supplemental d-ELD and foundational reading skills instruction  Newcomer-specific ELD curriculum	

# 2.10.2 ELPAC targets for newcomers 6-12

<b>Data and Goal</b>	<b>Current actions and investments</b>	<b>Progress-to-Date</b>
23-24 Data: Waiting for RAD  Year 3 Goals: 14%	<ul style="list-style-type: none"><li>● Piloting new Newcomer ELD Curriculum</li><li>● Ongoing Teacher Professional Development for Teachers of Newcomers</li></ul>	<ul style="list-style-type: none"><li>● Close to board adoption of new ELD curriculum</li><li>● Implementation of new Curriculum for Students with an Interrupted Formal Education</li></ul>

# 3.9.7 Freestanding SELLS

Data and Goal	Current actions and investments	Progress-to-Date
22-23 Baseline: 9.4% 23-24 Data: 5.7%  Year 3 Goals: 12.5%	<ul style="list-style-type: none"><li>• SELLS Toolkit development with Office of Equity / ELLMA / SRP for 2025-26</li></ul>	~ 20%



# Appreciations and Public Comments

8:20 pm 10 minutes

# Appendix

# 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](https://tinyurl.com/2dtsvryj)

You can print it and share  
it with families.



Let your district parent leaders know:  
Did You Get the Interpretation in Your Language that You Need?

Sus padres líderes del distrito desean saber:  
¿Recibió la interpretación en su lenguaje que usted necesita?

يود قادة أولياء الأمور في منطقتك يعرفون  
هل حصلت على الترجمة الفورية التي تحتاجها بلغتك؟

讓您的校區家長領袖知道：  
您獲得所需的語言翻譯服務嗎？

Use one of these QR Codes to Let Us Know.  
Utilice uno de estos códigos QR para informarnos.

استخدم أحد رموز QR هذه لإعلامنا بذلك.  
使用這些二維碼之一讓我們知道。



English



Español



عربي



中文

# 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](https://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](https://tinyurl.com/3334spvr)



**The DELLS Needs  
Assessment Survey  
for Families of English  
Language Learners**

**DELLS helped to create a survey for families so that they can share about the needs of their English Language Learner (ELL) students.**

**The survey is 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 February 2025.**

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

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

**There is also a video to help Mam-speaking families fill out the survey.**

## 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) للمشاركة 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 khai 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 មួយផ្នែកបំរើសេវាកម្ម អ្នករៀនភាសាអង់គ្លេស។ សំណួរទាំងនេះត្រូវបានពិនិត្យមើល និងបង្កើតឡើង ដោយមាតាបិតានៃអនុគណៈកម្មាធិការសម្រាប់សិស្សអ្នករៀនភាសាអង់គ្លេសប្រចាំសង្កាត់ ដោយអាណាព្យាបាលនៃសិស្សអ្នករៀនភាសាអង់គ្លេស និងដោយ បុគ្គលិករបស់ OUSD។ ព័ត៌មានដែលលោកអ្នកផ្តល់មក នឹងជួយឱ្យយើងខ្ញុំ ញ្ញៀបចំផែនការពីរបៀបជួយសិស្ស និងក្រុមគ្រួសារនៃសិស្សអ្នករៀនភាសា អង់គ្លេសរបស់យើងឱ្យបានកាន់តែប្រសើរឡើងជាងមុន។

<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](https://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.**

# The EL Authorization

California statute requires that every teacher who provides instructional services to an English Learner be authorized to provide specialized instruction for those learners.

This instruction would either:

- 1) help learners to understand instruction that is taught only in English,
- 2) help learners develop their ability to listen, speak, read, and write in English,
- 3) be provided in the learners' primary language as English is acquired
- 4) be taught in a language other than English for those learners in a dual immersion program.

<https://www.ctc.ca.gov/educator-prep/ela>

# The EL Authorization

These are more commonly referred to as:

- English Language Development (ELD),
- Specially Designed Academic Instruction in English (SDAIE), also referred to as ‘integrated’ language development,
- and bilingual instruction.

Different authorizations are available for distinct purposes and credential holders.

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# Types of Authorization

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Authorization for Cross-Cultural Language and Academic Development (CLAD)

Bilingual Authorization

Certificate of Completion of Staff Development (CCSD)  
based on SB 1292 Guidelines

# **Communication with Families about the EL Authorization of Teachers & Aides**

# **OUSD Percentage of Teachers & Aides with Different Types of EL Authorization**