



SAN JOSE UNIFIED SCHOOL DISTRICT

VOLUNTARY INTEGRATION PLAN

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Pam Foley, Member

Superintendent

Don Iglesias

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OVERVIEW

In 1984, an en banc panel of the Court of Appeals for the Ninth Circuit found the District guilty of intentional segregation of Latino students. Key findings of intentional segregation included:

- the District's strict adherence to a neighborhood school policy that prevented integrative transfers;
- the use of portable classrooms to increase operating at capacity at racially identifiable schools instead of reassigning students to other nearby schools under capacity;
- the siting of school facilities to maintain residential patterns that furthered segregation;
- the use of transportation for many purposes, but not for integration;
- the assignment of faculty and staff to schools based on race.

Since the first remedial order in 1985, the District has eradicated all vestiges of its past discrimination. In order to prevent future discrimination and minimize resegregation, the Board agrees that:

1. The District shall operate at all times in conformity with the United States and California Constitutions, and with all applicable federal and state laws. The District, its Board, and their officers and employees, shall not discriminate against any student or group of students in violation of those laws, and shall never adopt any policy or program, institute any practice or procedure, or make or implement any decision for the purpose of discriminating against any person by reason of his or her race, color, ethnicity, or national origin.
2. The Board's primary goal is and shall be to provide the maximum educational opportunity possible to every student in the District by the prudent, effective, and equitable use of District facilities, resources, faculty, and staff. The Board therefore authorizes monitoring of District facilities and resources to ensure equitable distribution of resources.
3. The District shall regularly review its proposed and/or existing policies, programs, practices, procedures, and decisions to assess whether any such measure appears to be having an adverse effect upon racial integration among students, faculty, or staff, and shall identify any such measure(s) to the Board. The Board shall then determine whether and how it can modify such measure(s) so as to eliminate or diminish that adverse effect without substantially impairing the measure's educational efficacy.
4. It shall be the policy of the Board and the practice of the officers and employees of the District, to solicit, receive, and give appropriate consideration to the views of all members of the community in determining and evaluating proposed and existing District policies, programs, practices, and procedures affecting integration and equal educational opportunity.
5. The Board shall, when considering action and policy alternatives, consider their potential racial and ethnic impact, and where appropriate and consistent with sound educational policy, endeavor to reject alternatives that create or intensify racial isolation in its schools.
6. The District shall maintain a Voluntary Integration Plan whose purpose will be to:
 - a. prohibit and correct intentional discrimination in any District program or activity on the basis of race, color, ethnicity, or national origin;
 - b. prevent racial or ethnic isolation from surfacing in District schools;

- c. outline the reasonably feasible steps the District will take to correct racial or ethnic isolation that may arise in District schools;
 - d. foster student integration and diversity; and
 - e. ensure equal educational opportunity and access for all students.
7. The Superintendent or designee will be the Administrator for Integration and will appoint such staff as deemed necessary to carry out the responsibility of ensuring that the objectives of the Voluntary Integration Plan are met.
8. Standing Committee on Integration.
 - a. The Board shall have a Standing Committee on Integration. At a minimum the Committee will meet two times per year, for so long as the Voluntary Integration Plan remains in effect. The Committee will set its own meeting calendar for the school year.
 - b. The Standing Advisory Committee shall consist of 16 members, including eight parents/community members, two parent alternates, and eight District staff members as follows: the Manager of the Office of Parent Education Involvement, the Director of Bilingual Education, two principals, two teachers, and two District Directors. A Board Member participates as a non-voting member. The Superintendent or his designee shall co-chair the Committee with a parent member of the Committee selected by the Committee. For the 2003-2004 school year, the District agrees that two of the parent members shall be nominated by the Vasquez plaintiffs. All Standing Committee members except the Manager of Parent Education, the Director of Bilingual Education and the District-Co-chair will serve two years terms. Parent/Community members also shall serve alternating two-year terms, unless there is difficulty securing additional members.
 - c. The Committee will be provided meeting space at the District with access to telephone and computer. District staff will provide orientation and/or training to new members of the Committee to enable them to perform their duties.
 - d. The Committee shall be advisory to the Board, and shall be constituted pursuant to Board Policy 1220. The Committee shall have the following functions, which are to be further defined by Board policy:
 1. The Committee will be provided information about District integration activities so that it may provide input to the Board about those activities and whether adjustments to District policies, programs, or services should be made to better effectuate the goals and objectives of the Voluntary Integration Plan.
 2. The Committee will be consulted about District proposals that would significantly alter the purpose or scope of the Voluntary Integration Plan.
 3. The Co-chairs of the Committee will make periodic reports to the Board of Education on the implementation of the Voluntary Integration Plan.
 4. The Committee may hold parent meetings at school sites to disseminate information on District Voluntary Integration Plan programs available (e.g. Choice, enrichment opportunities, ALA, etc.).

I. STUDENT ASSIGNMENT

Student assignment is the heart of the Voluntary Integration Plan. The District believes that economic and geographic integration of its students is an important component of student achievement and success,

and an integral part of its educational mission. The use of students' socioeconomic criteria as a tool for achieving diversity in public schools is a growing trend across the country.

The District believes that diversity of all kinds strengthens the educational effectiveness of the schools. Socioeconomic diversity also furthers the educational mission of the District by improving the educational experience of its students. Students from various economic backgrounds have different life experiences, and accordingly, have different viewpoints, beliefs, skills, interests, and goals. Such diversity prepares students to work in different environments, improves educational opportunity, and creates an environment that promotes respect for the uniqueness of others and values a diversity of views.

The District has approached student assignment by encouraging the free movement of students throughout the District. It has done this by allowing students to transfer from their attendance area schools and by providing choices, including magnet schools, magnet programs, or open choice to encourage students to enroll in schools outside their neighborhood attendance area.

Parents have expressed a strong preference for having elementary school students (K-5) in neighborhood schools. Thus, elementary school students are initially assigned to schools based on their residence in a school's attendance area. (AR 5116.2(a)). Under Cal. Ed. code 35160.5 (C) attendance area residents shall not be displaced by pupils transferring from outside the attendance area.

A. Student Assignment System for Elementary Schools

Beginning with the 2004-2005 school year, the District student assignment/enrollment process at the elementary school level will rely on a combination of attendance boundary student assignments, voluntary transfers that will aid integration, and targeted recruitment to encourage such voluntary transfers. Students will be assigned to their attendance boundary elementary schools and have first priority during the initial enrollment period (Phase 1) pursuant to this assignment process. In addition, to encourage transfers, students may select a:

1. Voluntary Integrative Transfer that aids socio-economic diversity
 - a. Students may transfer out of their attendance boundary school when their residence address designated as low socio-economic status. These students may transfer into a school that is designated high socio-economic status. (Based upon geo-codes)
 - b. Students may transfer out of their attendance boundary school when their residence address designated high socio-economic status. These students may transfer into a school that is designated as low socio-economic status. (Based upon geo-codes.)
 - c. If a student meets the low socio-economic criteria, but the geo-code in which the student resides does not, an exception may be requested.
 1. The Exception process requires that the family meet the financial qualification as delineated in the Application for Free and Reduced-Price Meals.
 2. The Request for an Exception may be completed during the enrollment process.
 - d. Income-eligible residential planning areas (Geo-codes) and schools will be identified on an annual basis for the following year's student enrollment process.
 1. Transfer requests filed by students meeting the above criteria during initial enrollment period (Phase 1) will be honored after Phase I attendance boundary students are placed.
 2. Transfer requests filed by students meeting the above criteria after initial enrollment period (Phase 2) will be honored if space is available.
 3. The District will encourage voluntary transfers.
2. Magnet school assignments.
3. Intra-district transfers based upon child care and parental employment.

B. Magnet Schools

The purpose of District elementary magnet schools is to promote voluntary integration and any student may apply for enrollment. The District will assign students to a magnet school on a computerized random basis to achieve socio-economic balance. In this process, the District will take into consideration the instructional capacity of the school, the socio-economic status of the applicant's geo-code, and students who have a sibling attending the school. Thus, each magnet school will reflect the socio-economic makeup of the District elementary population to the extent possible.

C. Student Assignment System for Middle and High Schools

Middle and high school assignments will continue to be based on a voluntary choice process with priority to attendance boundary students during Phase I of the enrollment timeline. Parents will indicate three choices for school attendance. Under the voluntary choice process, the District will make assignments to middle and high schools according to the following priorities.

1. Priorities
 - a. First priority will go to students who reside in the school attendance boundary.
 - b. Second priority will go to students who are requesting a voluntary integrative transfer as described above
 - c. Third priority will go to siblings of students who are enrolled in the school during the school year of intended assignment.
 - d. Fourth priority will go to students whose choice of schools does not satisfy criteria a.-c., above.
2. In the event the number of students selecting a particular middle or high school exceeds that school's programmatic or physical capacity, the District will redirect students to their second or third choice according to the priorities set out above. In the event the District redirects some but not all students in a particular category, the District will randomly select the students from that category to be redirected by lottery.
3. After Phase I placements, subsequent student enrollment will follow the priority order, but students enrolled under Phase I will not be displaced by newly enrolling students.

District students who have participated in an identified District program strand and who do not live within the attendance boundaries of the next school (grade level) providing the curriculum for the program strand will be given priority for assignment prior to the fourth priority of the VIP enrollment process.¹

Enrollment process for program strand consideration:

- a.) Fifth and Eight grade students need to participate in the annual Choice Enrollment Process (February)
- b.) A program application needs to be submitted by students who have participated in an identified District program strand and who do not reside in the attendance boundary of the next school in the program strand.
- c.) The Director of Students Assignment will assign those students who meet the requirements for the program strand priority if they previously were not assigned based on the 2nd priority (VIP) or the 3rd priority (sibling).

Requirement for program strand consideration:

- a.) For each year of enrollment in the District the student needs to be enrolled in at least one course per semester identified as part of program strand.

¹ Enrollment process for program consideration was approved by the Board 2005, ref AR 5116.2 (c)

In the event the number of students selecting a particular middle or high school exceeds that school's programmatic or physical capacity, the district will redirect students on a random basis utilizing the above priorities.

During Phase I, redirected students will be placed on a wait list of their first school choice school on a random basis. Phase II students will be assigned to a school on a space available, first-come, first-served basis and may request placement on a wait list. Placement from the wait list will be on the first come, first-served basis based upon school capacity.

D. Student Assignment for All Levels

1. Transfers will also be made, in the District's discretion, for:
 - a. Exceptional circumstances including severe emotional and/or medical needs.
 - b. Special education placement.
 - c. English Language Learners students who elect an ALA Spanish bilingual program, where such program is not available in the students' attendance boundary school. Such students may request a school offering the ALA program, subject to instructional, programmatic, and physical capacity limitations. Parents may select this option through the Parent 227 Exception Waiver process.
2. An additional exception to attendance boundary assignment exists for Grandfathered² Student/Grandfathered Siblings
 - a. Students affected by boundary changes beginning in the 2000/2001 school year remain in their present school of attendance and the family may elect that a sibling also attend that school, as long as both siblings will be attending the school at the same time. The opportunity to elect the sibling option must be made by March first of each year.
 - b. Parents/Guardians of students grandfathered into a school may request a transfer to their current attendance boundary school through the transfer process (Administrative Regulation 5116.2(d)).

E. Voluntary Integration Transportation

The District desires to provide transportation for magnet school attendees and students who are attending non-neighborhood schools under the secondary choice process, as long as those students meet the district's transportation eligibility criteria. At a minimum, the district will provide transportation for socio-economic integrative transfers, as long as those students meet the district's transportation eligibility criteria.

F. Attendance Boundaries

Attendance boundaries will be established and maintained based upon Board Policy 5116 and Administrative Regulation 5116(a)&(b). This policy and regulation are incorporated into the Voluntary Integration Plan by reference.

G. Monitoring

1. The District shall annually monitor and assess the effectiveness of its efforts to attain socio-economic diversity, and avoid racial or ethnic isolation of its schools, which shall include an analysis of:
 - a. The diversity of ethnic groups at each school.
 - b. Any changes in school facilities and transportation capabilities that affect the ability of the District to integrate its students effectively;

² Grandfathered students are those students who attend a school that, through the boundary realignment process, is no longer their attendance boundary school.

- c. The socio-economic composition of its attendances zones, geo-codes, and schools;
 - d. Geographic distribution of students applying to and enrolling in the magnet schools;
 - e. The effectiveness of the District's magnet schools and magnet programs;
 - f. The effectiveness of the District's choice programs;
 - g. The effectiveness of the District's targeted recruitment efforts.
2. The District will continue to collect and maintain data necessary for such analysis and will take any necessary corrective action through race-neutral outreach and recruitment.

H. Review

At the end of the first school year in which the foregoing policies are followed, and annually thereafter, the Board shall conduct a review of the effect these policies have on achieving socio-economic and geographic diversity in the schools, and shall make adjustments as necessary to these policies in order to attain the Board's goal of providing all students with equitable educational opportunities and high achievement. Outreach and recruitment will be monitored and modified to address the issues of racial isolation.

II. TRANSITIONAL PRIMARY LANGUAGE INSTRUCTION

Since the 1985 remedial order, the District has provided enhanced English Language Learner student services, including transitional primary language instruction, to Spanish-speaking English Language Learner ("Spanish EL") students in an effort to assure equal educational opportunities. The implementation of effective English language acquisition programs, including the District's transitional primary language instruction program, also known as the Academic Language Acquisition ("ALA") program, assures equality of educational opportunities.

Because placement of Spanish EL students in the **Academic Language Acquisition (ALA)** program has an inherently segregative effect, any resulting classroom segregation is educationally justifiable only if the program serves (1) to advance the dual goal of acquiring English language proficiency and fostering academic skills in the content areas; and (2) to reclassify Spanish EL students as soon as they meet the reclassification criteria.

Consistent with the overall goal of integration, the District will continue to implement a comprehensive program for Spanish EL students that will include enhanced services beyond the regular instructional program, as described below.

A. Goals of Instructional Programs for Spanish EL Students

The overriding purpose of the District's instructional programs for Spanish EL students is to provide English language acquisition as quickly and efficiently as possible, thus assuring equal access to the District's educational programs. In order to achieve this purpose, the District adopts the following goals for its instructional programs for Spanish EL students.

1. Assure that Spanish EL students do not suffer irreparable academic deficits while mastering English.
2. Assure acquisition of English and expeditious reclassification to fluent English proficient ("FEP") status.
3. Maximize integration of Spanish EL students in the school setting.
4. Increase parental involvement in school programs and increase parental input to the decision-making processes at the school-site level.
5. Provide access to and assure student progress in the core curriculum.

B. Instructional Programs for Spanish EL Students

Except as otherwise indicated, the District commits to implementing the following provisions in all school sites where Spanish EL students are enrolled. Except as otherwise indicated, all of the District's instructional programs for Spanish EL students will contain the following components:

1. Identification, Assessment, and Placement: The District will comply with state, federal, and Master Plan guidelines regarding EL student identification and assessment procedures. The District will use a multi-faceted assessment process that reflects the District's curriculum framework.
2. Reclassification: The District will implement uniform and consistent reclassification criteria as set out in its Master Plan and will monitor reclassification rates to assure that students are reclassified within a reasonable period of time.
 - a. Criteria identified in the District's Bilingual Master Plan will determine reclassification of a Spanish EL student to FEP status.
 - b. The District will notify the student's parent or legal guardian prior to reclassification.
 - c. The District will further monitor the progress of reclassified Spanish EL students. The District's process shall include a review of the student's grades and test scores at least three times during the first year after reclassification and at the end of the second year. The District will consider a reclassified student's need for additional services when the student's performance on appropriate tests or grades demonstrates continuing under-performance which is related to the FEP student's language deficit.

C. Elementary Program

1. The District will offer **the Academic Language Acquisition (ALA)** program to Spanish EL elementary students, as described below.
 - a. The ALA program is a modified transitional bilingual program with primary language instruction in the Kindergarten through Fifth grades. It is designed as a well articulated multi-year program with the dual goals of developing students' English language proficiency while developing academic skills in the core content areas in the child's primary language in the early grades.
 - b. The school principal and educational staff may recommend that a student be placed in the ALA program. Parents and guardians will be given written notice of any such recommendation and will be notified of their right to refuse the recommendation. The notice will comply with state and federal requirements including, without limitation, the reasons for the recommendation, their child's level of English proficiency and how such level was assessed and the status of the child's academic achievement, a full description of the ALA program as well as any other programs available, how the program meets the educational strengths and needs of their child, and how the program will help their child learn English and meet academic achievement standards for transition and reclassification.

Parents and/or guardians will also be notified of the steps required for electing the recommended alternative program which include personally visiting the school site and applying for and qualifying for a parental waiver. The parents will also be informed of their right to appeal a denial of a parent exception waiver based upon guidelines as defined in the Master Plan.

- c. Initial Placement: For initial placement in the District's ALA program the parent and/or guardian of an EL student must comply with the following procedures: Parents must first make a site visit to apply for the waiver and be provided with a full description of the educational materials to be used in the different educational program choices and

opportunities available to the child. The parent must sign the parent exception waiver. Any newly enrolled ALA student will receive a program overwhelmingly in English for the first 30 days of instruction. To participate in ALA program the student must meet the State criteria as follows:

The child already has been placed for a period of not less than thirty days during that school year in an English language classroom³ and it is subsequently the informed belief of the school principal and educational staff that the child has such special physical, emotional, psychological, or educational needs that an alternate program would be better suited to the child's overall educational development.

- d. Continuing Placement in ALA or Another Alternative Program: Continuing placement of an EL student in the District's ALA program will be determined annually pursuant to the submission of a parent exception waiver signed by the student's parent, and a standardized written waiver of the Structured English Immersion program, also signed by the student's parent. Parents of students in the District's ALA program must personally visit the school to apply for a waiver. At this time, the parents must again be provided with a full description of the educational materials to be used in the different educational program choices and opportunities available to the child. The parents will also be strongly encouraged to observe the ALA program to ensure that a student is participating in the program best suited to his or her educational needs.
- e. The District will offer the ALA program for Spanish EL students at any elementary school where (a) there are twenty or more Spanish EL students enrolled for each given grade K-3; (b) twenty or more Spanish EL students at each grade level K-3 have elected to participate in the ALA program and meet the placement procedures; and (c) there are sufficient BCLAD or qualified Spanish bilingual teachers to instruct those students. An alternative program will be offered at any school site where an ALA program is currently offered, where twenty or more parent exception waivers are present at any given grade level, but the above criteria are not met
- f. Spanish EL students who elect ALA and meet the placement procedures a may attend a non-neighborhood school offering the ALA program, subject to instructional, programmatic, and physical capacity limitations, and consistent with the District's transfer policy.
- g. The District reserves the right to change the identity and/or number of schools at which the ALA program is offered in response to changes in Spanish EL population, facility limits and/or acquisition, and District resources.
- h. The District will monitor the progress of students enrolled in the ALA program on an annual basis and will modify the ALA program as needed consistent with sound educational principles and the objective of integration.
- i. Pursuant to the objective of integration, the District will instruct Spanish EL students enrolled in the ALA program in an ethnically desegregated setting, by utilizing team

³ English language classroom means a classroom in which the language of instruction used by the teaching personnel is overwhelmingly the English language, and in which such teaching personnel possess a good knowledge of the English language.

teaching, pod activities, and/or grade level programmatic instruction in physical education, art and music for part of the day.

- j. The District will staff ALA program classrooms with certified Spanish bilingual (BCLAD) teachers to the extent possible. If a BCLAD certified teacher is unavailable, the District will assign an equivalent qualified teacher, who is in the process of completing BCLAD certificate requirements and is fluent in English and in Spanish. The District will continue its efforts to recruit, hire, and train BCLAD and CLAD teachers to serve its Spanish EL students.
2. For its elementary Spanish EL students who elect not to participate in the ALA program, the District will continue to provide a structured English Immersion program and other appropriate language assistance programs that are consistent with state, federal, and Master Plan guidelines.

D. Secondary Program

The secondary level program will be an English-based program and will be consistent with state, federal, and Master Plan guidelines for EL student services.

E. Supplementary Academic Support

1. Primary Language Materials:
 - a. The District will make Spanish language materials available to school sites to support Spanish EL students.
 - b. At the elementary level, the District's ALA program will use Spanish primary language instructional materials comparable to those used in the core curriculum.
 - c. At the secondary level, the District's language programs will provide, to the extent available, Spanish primary language instructional materials similar to that used in the core curriculum to ensure secondary EL students have access to the core curriculum.

F. Primary Language Support

The District will provide primary language academic tutoring, as necessary, for Spanish EL students not enrolled in the ALA program.

G. Training and Staff Development

The District shall provide training to District and school-site personnel responsible for:

1. Monitoring Spanish EL student progress.
2. Spanish EL student identification, assessment, placement and reclassification.
3. Other areas as defined in the Master Plan.
4. Monitoring English Language Development progress.

H. District Intervention

The District will monitor Spanish EL student progress in each school site. This process should include multifaceted assessment strategies. If the review reveals deficiencies in English language acquisition or deficiencies in subject area competency related to English language acquisition, the District will intervene with strategies to address the deficiencies.

I. Translation.

All essential school-generated official communications to all students will be translated into Spanish at each school where there are twenty or more Spanish ELL students. In schools where there are less than twenty Spanish ELL students, essential communications will be translated either orally or in writing. Upon request, the District will provide for Spanish-speaking bilingual personnel or translation services at

all school board meetings and District meetings. Each school site will provide Spanish-speaking translators or bilingual personnel at school site council meetings.

III. PARENT TRAINING AND INVOLVEMENT

A. Parent Participation Defined

“Parental Involvement” denotes the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that:

- Parents play an integral role in assisting their child’s learning;
- Parents are encouraged to be actively involved in their child’s education at school;
- Parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

The District recognizes that academic success is enhanced by active parental involvement in and support of the students’ education. The overriding purpose of the District’s parent training and involvement programs is to engage parents in the education of their children.

B. District Program:

The goal of the District’s Parent Training And Involvement component is to increase parental involvement in school programs, increase parental input into the decision-making processes at the school-site level, and increase the ability of parents to make educated choices for their student and support student achievement. Particular focus and emphasis will be on parents of low socio-economic status students.

San Jose Unified School District supports an Office of Parent Education and Involvement. This Office will provide direct and support services to ensure that parents have access to training, workshops, classes, special events, and afternoon forums⁴ for parents in the District. The Office will assist and support schools with ideas, strategies and programs that will encourage and motivate parents to take an active role in the academic success of their children.

The District will take the following steps to encourage more active parental involvement in their child’s education:

1. The District will provide annual leadership training to parents already in positions of leadership at school sites and those who aspire to leadership positions. The focus will be on school and District governance and how to become a knowledgeable leader and role model.
2. The District will provide annual training to parents on how to help students achieve academically. Workshops will include topics on academic programs and support, health and behavior, discipline issues, and understanding the K-12 process and requirements for graduation from high school.
3. The District will work with elementary schools to ensure that effective parent orientations to the District and the school site are provided, particularly for parents new to the District.
4. The District will work with parent leaders, officers of school governance advisory councils, other parent organizations, and school site staff to establish and maintain a process to assess and implement the most effective parent involvement strategies.
5. The District will work with schools and offer parent education and training programs to increase parent academic skills, parenting skills, English language development, and other programs identified as beneficial to parents.

⁴ Forums are offered in Spanish as the dominant second language in the District

6. The District will assist school sites to ensure that parent committees such as the School English Learner Advisory Committee, School Site Council, and other parent groups are operational.
7. The District will assist schools in establishing programs and processes to increase parent participation in school programs and activities.
8. The District will hold Parent Forums to provide Spanish-speaking parents an informational setting during the noon hour to discuss school issues, provide a resource for community services and opportunities, and provide training in how to assist their children to improve academic achievement.
9. The Office of the Parent Administrator will assist with community outreach, including:
 - a. Disseminating notices and informational materials through the use of local media, community sites, and multiple District sites;
 - b. Providing assistance to individual parents and parent groups who request help in understanding and/or have concerns related to any program or District practice described in this Voluntary Integration Plan;
 - c. Evaluating the effectiveness of parental outreach and recruitment activities on an ongoing basis.
 - d. Working with Enrollment Centers to ensure that materials are available to parents at the time of enrollment on parent involvement and training opportunities.

IV. STUDENT ACHIEVEMENT/MONITORING

Fundamental to education in San Jose Unified is the core belief that every student has the right to learn. As a large and diverse urban District, providing opportunities for all students to learn is vital. At the heart of this work, lie three essential questions that guide our practice:

1. How do we provide opportunities for under represented and low socio-economic students to meet standards?
2. How do we provide opportunities for under-represented and low socio-economic students to succeed and excel? And
3. How do we monitor our achievement and report out our findings?

A. Opportunities for under-represented and low socio-economic students to meet standards

All students must meet State, Federal, and District standards. Student success in the present century depends upon how well each has learned to perform at high levels, to problem solve, and to think critically and creatively. The Lifelong Learning Standards and their accompanying rubrics define what San Jose Unified School District expects of its graduates and what the business community wants of its future employees. The State content standards define the knowledge and skills students must know at each grade level in order to be successful at the next. The State's annual STAR Testing system holds districts accountable for student learning at grades 2-11 level while the California High School Exit Exam (CAHSEE) holds districts accountable for that learning over time. Additional monitoring of the teaching and learning process occurs through the District's use of the K-5 standards based report card, the Teacher Evaluation/Supervising Learning Document, the Bilingual Master Plan Standards, the Professional Practice Standards, and the expectations imposed through this Voluntary Integration Plan.

Teacher support and training is paramount to student's access to standards. District instructional coaches and administration will provide professional development on a wide variety of topics and in multiple venues. Professional development about standards-based instruction is at the core of many professional development offerings. Content specific training will be provided through content specialists, classroom

management techniques through classroom experts, and instructional strategies through Bilingual, categorical, and curriculum resource teachers. School administrators and teachers will receive training on how to use the teacher evaluation document to hold professional conversations around instructional practice that will result in improved student learning, accessing data and the methods for analyzing that data, leadership training, English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) training. Cultural literacy will be embedded in school professional development days and/or in district driven sessions on an annual basis.

- 1. Data collection:** Annual data sources include the California Standards Test (CST), the APRENDA and/or Standards Test in Spanish (STS), the California High School Exit Examination (CAHSEE), the district's performance based assessments in writing and mathematics, and the California English Language Development Test (CELDT). The data sources list will be reviewed and modified if necessary on an annual basis.
- 2. Data Analysis to drive student learning:** The Department of Educational Accountability will generate school and student specific data identified in the Monitoring and Reporting section. These will be used to examine student achievement by school, grade level, required subgroups: Hispanic English Only, Asian, White, English Learners, Special Education, and Low Socio-economic, and by individual student. These data will be used to measure our ongoing success in parity, growth, meeting targets, and Closing the Gap as evidenced by API and AYP we monitor the academic achievements of required subgroups over time.
- 3. Adjusting instruction and Interventions:** As a result of data analysis, the District will adjust instruction, provide interventions, and define the scope and sequence of professional development. Using data to define the needs, interventions will be identified based upon best practices and current research prior to introducing to a site. Such quality programs as Accelerated Reader, and Write Tools are examples of programs that support student achievement. The District will continue to seek and institutionalize best practices. Targeted instructional strategies, such as SDAIE, ELD, and differentiated instruction are similarly based upon research and their past success in similar settings. Reorganization of time into blocks, before or after school sessions, and Saturday Academies, based on data analyzed at the district and school level, will be incorporated as appropriate to specific school sites. Standards based instructional materials and additional support materials in Spanish and English will be provided for students with the greatest need.

B. Opportunities for Under-represented and Low Socio-economic Students to Succeed and Excel

All students deserve an opportunity to participate in rigorous and academically challenging courses and programs. The District is committed to improving the achievement of both "under-performing" and "low-Achieving" students. The District provides a multitude of services to "under-performers" – learners capable of completing a college preparatory path, but who confront obstacles other than a lack of basic skills. The District will continue to adopt and implement programs and strategies which identify underperforming students and offer supplemental courses, services, and the necessary support, to encourage enrollment in bona fide course prerequisites and advanced courses to prepare such students for eligibility and admission to competitive universities. The District will also continue to provide extensive supports and safety nets to "low-achieving students" – those students with deficiencies in the basic academic skills who are earning below average grades and/or test scores.

All students who accept the challenge of a rigorous academic curriculum and meet bona fide course prerequisites will be admitted to advanced courses. The District will eliminate barriers that restrict access

to advanced courses and activities for students from ethnic, racial, and socioeconomic groups that have been under-represented in any programs. Schools will endeavor to have their activities and advanced classes reflect the diversity of their student population.

To improve the number of graduating students going on to college, the District also adopts the following goals:

1. To increase the number of under-represented and low socio-economic students in college preparatory courses and improve their academic achievement level;
2. To prepare such students for college eligibility, concentrating on knowledge and skills necessary to successfully attain admission to competitive colleges and universities;
3. To monitor enrollment and performance in the students' four-year high school course work to ensure that under-represented and low socio-economic students remain on the college preparatory level and continue to be eligible for admission to a four-year university;
4. To periodically review the success of programs for under-performing students;
5. To provide support services regarding the college application process, including instructional programs to improve performance on the SAT and other standardized tests;
6. To offer information about college admission and financial aid; and
7. To offer the opportunity for District-sponsored visits to local colleges and universities, to the extent possible.

The District's premise that "inspiring and preparing for success" reflects core belief in high achievement. The new graduation requirements provide the drive and accountability that assure adherence to this belief. All students are expected to graduate meeting CSU/UC requirements, and it is our collective responsibility to make sure that District resources support our work in this arena. The Gifted and Talented program identifies students using the RAVENS Progressive Matrices (RPM Plus), a nonverbal test of critical thinking, the ability to form judgments, and the willingness and ability to seek and sift evidence. We monitor bona fide prerequisites to assure access to higher-level courses such as Advanced Placement and International Baccalaureate, and Magnet and Choice programs offer multiple educational opportunities from which a students may select.

The District commits to providing programmatic assistance to under-performing students in core academic courses. These programmatic interventions may be offered as electives, and/or extended day, 00 or Seventh period, Saturday program, summer program, tutorial services, or through other delivery deemed appropriate by the District.

C. Monitoring our Progress and Achievement

Under the Voluntary Integration Plan, the District will comply with Federal and State Accountability mandates and monitor student academic progress by reviewing disaggregated data by subgroups for each school. Each school will develop a School Plan for Student Achievement (SPSA) that incorporates accountability requirements for Hispanic students, English Learners, and low socio-economic students from all of the major accountability programs that affect the District. Primary objectives will be to:

1. Gather and maintain data on indicators of integration that support provisions of the Voluntary Integration Plan: The School Plan for Student Achievement will be a dynamic document. A basic menu of indicators will be used to analyze student performance and develop goals and objectives to improve student performance. From year to year, new indicators may be added as new requirements are added to accountability programs that affect Hispanic students, English Learners, and low socio-economic students. In addition, some indicators may be retired if accountability programs change to an extent that an indicator is no longer required or useful.

2. Add indicators of integration that are required for Hispanic students, English Learners, and low socio-economic students in:
 - a. The State's Public Schools Accountability Act (Academic Performance Index)
 - b. The Federal Government's 'No Child Left Behind' legislation (Annual Measurable Objectives)
 - c. SJUSD standards for academic accountability

3. These indicators will include:
 - a. Academic Performance Index
 - b. Performance on the California Standards Tests in English Language Arts and Mathematics
 - c. Performance of English Learners on the California English Language Development Test
 - d. Performance of English Learners on the APRENDA and/or the Standards Test in Spanish (ALA and schools with Two Way Bilingual Immersion programs)
 - e. Reading above grade level at Grade 3
 - f. Performance on Performance Based Assessments in Writing
 - g. Performance on Performance Based Assessments in Writing in Spanish ALA and schools with Two Way Bilingual Immersion programs
 - h. CAHSEE combined pass rate (California High School Exit Examination)
 - i. 10th Grade passing rate on CAHSEE-English Language Arts Assessment
 - j. 10th Grade passing rate on CAHSEE-Mathematics Assessment

4. Maintain continuity with critical indicators from the 1999 Stipulated Modified Remedial Order. Indicators carried over from the SMRO include:
 - a. Identification for GATE
 - b. Special Education participation rate
 - c. Enrollment in advanced courses at middle school and high school
 - d. Retentions
 - e. Suspensions
 - f. Dropouts
 - g. Attendance (absenteeism)
 - h. Grade Point Average (Middle & High School)

5. Incorporate higher levels of evaluation by incorporating an evaluation model that includes verification of:
 - a. Parity
The District will continue to compare the percentage of students enrolled at a school site who are Hispanic and the percentage they represent in programs and courses. The parity analysis will identify areas for further evaluation and intervention.

 - b. Growth
The district will determine whether Hispanic English Only students, English Learners, or Low-socio economic students have improved in their academic achievement from one year to the next and will assess multi-year trends

 - c. Attainment of Targets
The district will determine whether Hispanic students, English Learners, or Low-socio economic students have met targets established through state, federal, and district

accountability programs. Some of these targets will be the same for all required groups (e.g. targets from NCLB) others will be proportional to how far a group is from a pre-established goal (e.g. targets from state and district accountability programs).

d. **Closing the Achievement Gap**

Each year, the district will determine to what extent the achievement gap has narrowed among Asians, Whites, Hispanics, English Learners, and Low Socio-economic students.

D. Reporting findings to the Public

The District's Accountability Report Card, School Plan for Student Achievement (SPSA) and the District's Annual Report will continue to highlight progress in meeting Voluntary Integration Plan and Strategic Plan goals of high student achievement and closing the gap.

V. INTEGRATION AND MIXED ABILITY GOALS FOR CLASSROOMS AND PROGRAMS

The District will take all steps necessary to ensure that its educational programs are offered and accessible to all students. Student participation is encouraged in a manner that results in desegregation and quality instruction for all racial and ethnic groups. Participation will be monitored and admission criteria or other educational practices will be scrutinized to assure against discriminatory barriers.

A. Elementary Schools

The District will randomly assign students to its regular education classes at the elementary school level (K-5) to promote desegregated, mixed ability classrooms. All elementary students at a school site will be offered the same core instructional program.

The District's goal at the elementary school level will be to maintain desegregated and mixed-ability regular education classes. The District retains the discretion to group students within classrooms for individual skills instruction within a particular subject area. Such grouping will not be fixed for all instruction in a course or subject area or for other instructional purposes or activities.

Each school site will implement activities to improve participation in extra-curricular activities offered at that site by underrepresented students.

B. Middle Schools

The District will randomly assign students to its regular education core courses at the middle school level (6-8) to promote desegregated, mixed ability classrooms to the extent possible. The schools will not take students' perceived abilities into account in assigning students to sections. The District's goal will be to maintain desegregated and mixed-ability regular education classes.

The District retains the discretion to group students for individual skills instruction in particular subject areas. Such grouping will not be fixed for all instruction.

Additionally, the District will provide for learning needs of students during the instructional day. The District will offer options for students desiring accelerated learning opportunities. Enrollment will be open to any student and the District will monitor enrollment by equity factors. Where there is underrepresentation, the District will recruit and encourage enrollment in classes.

For those students needing additional academic assistance, the District will offer academic support which will focus on the particular area of weakness through a variety of services identified by the school site.

C. High Schools

The District will assign students to each section of a course chosen by the student randomly to promote desegregated, mixed ability classrooms. The schools will not take students' perceived abilities into account in assigning students to sections. School administrators or faculty will affirmatively counsel, guide, and review student course selections, and will organize and schedule course offerings and classes in a manner that will develop and enhance student skills and interests, and challenge students' abilities. The District will provide parents with information to assist in selection of advanced and elective course offerings, and activities.

Participation in all courses at the high school level will be determined by free choice and student interest. The District, through administrators, faculty, and staff, will encourage all students to participate in advanced and elective courses; and will affirmatively recruit students from underrepresented groups for advanced and elective courses. Recruitment efforts will be targeted at students who are underrepresented in particular advanced or elective courses.

D. Monitoring

The District will monitor and report, for each ethnic group, the number and proportion of elementary school students enrolled in each classroom within ten days of the opening of each school year. For secondary school students, this will be done on November 1st and March 1st of each year. This includes monitoring of courses and sections.

The District will closely monitor Hispanic enrollment in advanced courses with the goal of increasing Hispanic representation over time.

VI. DROP OUT PREVENTION

- A. The objectives of the District's dropout prevention program shall be to help students become self-motivated, acquire the basic skills necessary for all higher learning and meet District standards at each grade level. The District shall develop strategies to identify and serve students at all grade levels who are at risk of dropping out of school.
- B. The District shall develop strategies to address the needs of District students at risk. District assessments and ongoing classroom evaluations shall be used to identify students performing below grade level or at risk of failing to meet District standards. The primary emphasis shall be on prevention and early intervention. The District also shall ensure that school staff is prepared to implement intervention strategies as needed or to make appropriate referrals.
- C. District strategies for addressing the needs of at-risk students may include but are not limited to:
 1. Instruction that is responsive to individual student needs, interests and learning styles
 2. Curricula and instructional materials that are relevant and meaningful for students
 3. Integration of the core and supplemental educational programs
 4. Establishment and maintenance of a safe, positive school climate
 5. Availability of effective support services
 6. Collaboration with other agencies and community organizations in the delivery of services for children and families
 7. Parent support and involvement and/or parent education

8. Efforts to increase student attendance
9. Availability of resources targeted to meet the needs of at-risk students
10. Staff development on the identification of student needs and strategies for addressing those needs
11. Adult-student connections and activities to help students develop a sense of belonging at school
12. Additional instructional assistance, especially efforts that can accelerate learning to help students meet grade-level standards
13. Alternative programs
14. Ongoing assessment of student outcomes and accountability for student learning
15. Regular evaluation of the effectiveness of programs designed to assist at-risk students
16. Advocacy at the local, state and/or national levels to improve the conditions of children and families

VII. SPECIAL EDUCATION

The District will ensure that no student is inappropriately identified as exceptional because of his or her race or ethnicity. The District will also ensure that no student is inappropriately denied access to needed special education services. Students will not be assigned to any instructional program, placement, or classes for students identified as exceptional, based on race or ethnicity.

The District will monitor, by ethnicity, the total number of students identified for special education services.

VIII. STUDENT DISCIPLINE

The District will monitor the administration of student discipline. If the District finds a pattern of discipline that is inconsistent with District non-discrimination policies, it will intervene and develop a remedial plan.

IX. CROSS-CULTURAL GOALS FOR FACULTY AND STAFF

- A. Training and Staff Development:
 1. District and school-site administrators will receive second language acquisition methodology training.
 2. Classified and certified staff, including administrators, will participate in cultural competency training.
 3. Classified and other site staff will receive training on creating a positive atmosphere for a diverse parent population to enable better parent/school site connections when parents are on the campus and through telephone and written communication.
- B. Recruitment and Hiring:
 1. All teachers hired by the District must have a CLAD certificate or agree to demonstrate reasonable progress in obtaining a CLAD certificate as a condition of obtaining employment.

2. The District will aggressively recruit to increase the number of certified Spanish bilingual (BCLAD) teachers.
3. The District's hiring practices and procedures will allow for earlier hiring of certified Spanish bilingual (BCLAD) teachers.