San José Unified School District  
Voluntary Integration Plan/Standing Advisory Committee (VIP)  
February 3, 2020  
6:00 p.m.-8:00 p.m.  

MINUTES  

Members present:  
Parent members: Virginia Escobedo, Jenny Monsivais, and Cirila Sánchez.  

District members and Board members: Christina Castro, José Magaña, Verónica Lara, Shannon McGee, and Tina Van Laarhoven.  

District guests: Nancy Albarrán, Zoila Esquivel Moreno, Dr. Deepa Mukherjee, and Stephen McMahon.  

Guests-Community: Kristen Brown and Sue Pavlik.  

Members absent:  
Parent members: Rocío Flores, Mireya Magaña, Muzit Mintesnot, Vish Shetty, and Yessica Yescas.  

District members and Board members: Jodi Lax.  

Quorum: Yes. The committee consists of 14 voting members. Eight (8) members constitute a quorum. There is quorum when 50% plus 1 member are present.  

Interpretation services: María De Melo and Rosalba González.  

Minute taker: Déborah González de Robles.  

I. Call to Order/Process for Interpretation  
Meeting was called to order at 6:00 p.m. by Co-Chair Shannon McGee. Shannon McGee welcomed everyone.  
Our connection question of the evening: If you had one hour a day, one hour more each day, how would you spend that hour? The goal is to learn something new about someone since it is a great way to build community and camaraderie.  
Today, we are going to talk about an update of our revision of our English Language Learner Master Plan. This actually sits in the Voluntary Integration Plan under component number 2.  

II. Public Comments:  
Ms. Sue Pavlik commented: “I was really pleased to see that the District is offering the Parent Project, which is support for parents with their teens. It was announced at a Principal’s Coffee. We asked if it could be translated into English because is offered in Spanish, and they said that they will get back to us at the Special Ed meeting. They got back to us and said ‘no, it won’t be translated into English, but English speaking parents can get it from the county for a fee. That fee is $120 p/person or $155 p/couple, and I just question the equity on this.”  
Verónica Lara, Manager of Family Engagement, commented: “Family University coming February 8th. You can just show up the day of. We are focusing on school transitions. There will be a session on vaping. It will be at Hoover Middle School, from 10:00a.m. to 12:30p.m.”  
Tina VanLaarhoven, Principal of Willow Glen High School, commented: “I want to let you all know that WG Middle School is having a screening of ‘LIKE’-It talks about social media and the impact social media has. It’s February 10th at 6:00p.m. in the Little Theatre.”
III. Review of Meeting Norms and Meeting Materials

The meeting materials were reviewed. Our Manager of Bilingual Education is here, Zoila Esquivel Moreno, and she is going to be presenting the revisions. Our Superintendent, Nancy Albarrán, is going to be presenting our revised equity policy. Our Director of Secondary Curriculum and Instruction, Dr. Deepa Mukherjee, will be talking about a component of that equity policy. Those are the two topics tonight, both of them sit in our components of the VIP.

IV. Approval of Agenda

No corrections for the agenda. Christina Castro made a motion to approve the agenda. Tina Van Laarhoven seconded the motion.

V. Approval of the Minutes

The minutes from October 28th, 2019 had no corrections. Jenny Monsivais made a motion to approve the minutes and Christina Castro seconded the motion.

VI. Old Business

No old business.

VII. New Business

a. Update on EL Master Plan: Zoila Esquivel Moreno talked about the EL Master Plan and the modification that was made for this year: “Everything we do, we do it thinking about our students, making sure that all the supports are in place so, those leaders, creators and thinkers are growing.

Just to give you a little background on the EL Master Plan, here are some of the goals: Fluency & proficiency in English, equity of access to core curriculum, support teachers, parent involvement, evaluate program, allocate resources, community, and opportunities for biliteracy, making sure that our bilingual programs continue to grow and thrive, so that our students have the opportunity to develop their first language, as well as learn English.

There are different dimensions. The first one is Involvement: How do we engage the community, how do we work with DELAC at the district level and then at the school site level?

Dimension II is Governance & Administration: Talking about how do we identify ourselves, how do we implement and monitor the program, how are we making revisions to what we currently have? Also thinking about the success of the School Site Council Title III Plan - How are we working in that area to make sure that is a very comprehensive plan?

Dimension III is Funding: talking about the resource allocation, what are we doing to make sure that our teachers have access to PD (Professional Development), access to the resources in both languages, as well as students?

Dimension IV is Standards, Assessments and Accountability: How are we evaluating our programs, how our students reclassify? And just being very specific and clear with our teachers, with our community.

Dimension V is Staffing and Professional Development: How are we working with our teachers to make sure they have professional development that is relevant and supporting their instruction?

Dimension VI is Opportunity and Equal Educational Access: What types of programs do we have in place that are supportive of keeping their primary language and also learning English as a second language?

Dimension VII is Teaching and Learning: ELD. How are we implementing English language development at our different schools that have different needs and making sure that students through ELD have access to content core curriculum?

And the update it is under dimension IV, which talks about Standards, Assessments, and Accountability in the reclassification section. Before we used CELT, now we use LPAC. Last year the districts didn’t establish it as the only part that we can look at is one score. The first change came in the LPAC level IV: If the student earns an overall level four, that makes him/her a candidate to reclassify; whereas before, the LPAC has different levels or different domains. Before, the student couldn’t be a candidate for
recalssification if they had a two on any of those domains. Now, we no longer look at that, we look at the overall score. That is a big change, but it doesn’t mean that the test became easier. It means that the threshold change to get a four, so it’s still pretty challenging to earn that level for overall.

Then, in writing, we used to just consider WPA, which is the writing assessment that our students take in the spring. It is opinion writing, and we wanted them to earn nine or better. That is what we look at now that we added SBAC as another means of meeting that requirement. So, they either meet it through the WPA or they meet it through the SBAC, one or the other. And SBAC is only for 4- graders and up because K through 2- doesn’t take the SBAC. 6- through 12- they changed it a little, they want it near the elementary criteria. We still talk to the teacher, that is part of the teacher’s evaluation. K-5-: the report card will mark that they are making adequate progress. 6-12-: We want a C or better on their Language Arts class. That would be to suffice this criteria.

And our K-2 ALA/TWBI classrooms they have to show that proficiency in English. Our students take the ISIP (Istation’s Indicator of Progress), which is the assessment for literacy with Istation, and they should be scoring on grade level 4 or 5. That is a change: it is now a different assessment but, they meet the same criteria. And then 6-12 remains the same. For the alternate evaluation we can look at AP, PSAT, SAT or SBAC again, making sure that they earn 3 or better.”

Shannon McGee added: “Last year we took some of the LPAC sample questions for those of us that we are here; we did well in 2- grade but then struggled 4- and middle school.”

b. Equity Policy Update: Our Superintendent, Nancy Albarrán presented the following: “Equity policy is one of the most important policies in our district, because is really speaks to the organization’s commitment to allocating resources based on need. First, we going to talk about equity vs. equality. Equity is when everyone has what they need to be successful. Equality is treating everyone the same. When we talk about allocation of resources, we talk about it based on need. And it’s different for different groups, for different schools. Every school has a name, but in our organization, we really look at defining what are those needs and then how are the decisions made around budget to be able to support advancing student achievement in those places.”

Superintendent Albarrán talked about the history of where the policy came. She mentioned that back in the 80s, SJUSD was not an organization that you wanted to send your kids to or wanted to work at. In the 80s we were found guilty of segregating our schools, and under-serving our Latino students. A group of families took the district to court and won. And since the 80s, the district has tried to rectify those inequities that they created through policy and practice. At the same time all these is happening, we are the first district in the state of California to declare bankruptcy because we gave raises that we couldn’t afford. So the teachers are on strike, we are in court, the federal court put us under a court monitor. This was a broken organization.

Then, in the late 80s, a new school board got elected and that school board decided that they wanted to put the district back together, that we could not have our students go to school in this chaos. So what the did is they hired a superintendent from outside, who was brought in to try and put the district back together in partnership with the school board, and with the union. Dr. Linda Murray began this journey of putting the district back together. Because of our history that we have to have policies in place to make sure that what happened in the 80s -and even before the 80s- will never be repeated so, it is really important to institute policy and practice that is going to create the conditions for kids to do their best learning, and for staff to do their best work.

“In the 90s we started getting better, our programs were stronger, we were paying attention to English learners, we were paying attention to our Latino students. We were following the rules that were laid out in the court order. Over the last 30 years, the school board, the superintendent, the district leaders, the principals, the teachers, the unions, the parent leaders have been working together to never go back to how things were then. Since in those 30 years we have accomplished together some pretty amazing things. We went to the court jointly with the families that sued us and asked to be released from the court order, that we were going to write the plan that was going to be a social contract with the community, to continue this path of doing right by our Latino students and our families. That was the impetus of that plan, and the
commitment. And the court said that enough progress had been made, and they believed that we would continue to work together. And the Voluntary Integration Committee was formed and the plan was written. That is why we come together, and the job of the members is to monitor the data, to hear the presentations, to ask the questions -because this group is supposed to be making sure that we are moving in the direction of progress and not going back to doing the things that we did back in the 80s”, Superintendent Albarrán added.

The Ethnic Studies Course Development Update was presented by the Director of Secondary Curriculum and Instruction, Dr. Deepa Mukherjee: “We know that there is research out there that shows how offering an ethnic studies course that explores a student’s identities and the difference of social, cultural, and political forces that go into developing an identity, it helps in student’s engagement in school. It helps to empower students, and also helps them academically. We are going to offer a robust ethnic studies curriculum for our students. This is not just a positive thing for our Latino students or students of color. All our students benefit from an in depth exploration of the forces that go into shaping our identities. And that is our rationale behind offering this course to all students. We are hoping to develop a multi-tiered ethnic studies curriculum. What I mean by multi-tier is that we are hoping to offer an introductory course, and then from there to multiple levels of an ethnic studies course. Our work on developing that ethnic studies course has been informed by the work that is happening at the state level of the California Department of Education and the Assembly Bill 331 proposed considering ethnic and ethnicity study course or completion of ethnic studies course as a high school graduation requirement in California. That is something that is currently being in the stage of being adopted, but it’s being finalized because the course guidelines have not been released. So, we have a group above 11 teachers, mostly high school social studies teachers, and three Central Office staff members who are currently serving on our Ethnic Studies Leadership Committee. The Committee started meeting in October and has met monthly since then. We are also reaching out to local colleges and universities, we are in contact with San José State University, some of the city colleges and connecting with the faculty, and those institutions who teach an ethnic studies course, to see what guidance, training and professional development they can offer to our teachers. The name of the course that is going to be offered at our high schools next year is called ‘Introduction to Ethics Studies’ . It is an elective course and it will be advertised through the high school course registration process. The grade levels will vary by school. This is the first year we will be offering this course. The course will center on the experiences, history, cultures, struggles and victories of various communities. The course will promote critical thinking about the complexity of the intersections of race, gender, class, sexuality, and other systems of difference. And lastly, it promotes social justice and social responsibility and empower students to become agents of change in their communities. Our hope is that making students more aware of who they are and what forces went into shaping who they are, and in learning about the struggles and victories of different communities that make up American society, that they can see the value of social justice and standing up for what you believe, and they will be empowered to make change in their societies.”

VIII. Closure
Next meeting will be March 30- from 6:00-8:00p.m.
Ms. Jenny Monsivais made a motion to adjourn the meeting and Christina Castro seconded it. All member present were in favor and the meeting adjourned at 7:12p.m.

Minutes respectfully submitted by Déborah González de Robles.