MINUTES

Members present:
Parent members: Julia Cipriano, Mariana Gomez, Marissa Martinez, Lorena Mejia, Andrea Ricardez
District members: Ron Hammond, Jodi Lax, Gloria Marchant, Shannon McGee, Lupe Mendoza-Ramirez, Deepa Mukherjee
District guests: Jackie Zeller
Members absent: Susana Gallardo, Karla Gonzalez, Josefina Rivera, Edith Silva, Teresa Castellanos, Nancy Albarran, Peter Allen, Stephen McMahon, Pam Foley

Public members:

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

Interpretation services: Ms. Maria De Melo and Mr. William Lazo

I. Call to Order/Process for Interpretation
Ms. Shannon McGee called the meeting to order at 6:04 p.m. and welcomed everyone.

The group participated in a connection activity.

II. Public Comments
No public comments.

III. Review of Meeting Norms and Meeting Materials
Meeting materials were reviewed.

IV. Approval of Agenda
The agenda was reviewed. Ms. Gloria Marchant made a motion to approve the agenda and Ms. Julia Cipriano seconded. All were in favor and the agenda was approved as presented.

V. Approval of the Minutes
The minutes from September 6, 2016 and January 30, 2017 were reviewed. Ms. Lorena Mejia indicated she was listed as absent on the January 30, 2017 minutes, but she was present. Ms. Deepa Mukherjee made a motion to approve the minutes and Ms. Marissa Martinez seconded. All were in favor and the minutes were approved as amended.

VI. Old Business
No old business to address.

VII. New Business
A. Training and Staff Development
   a. Monitoring English Language Development Progress by Ms. Viviana Barnwell
      i. Student Identification, Assessment, Placement, and Reclassification
   b. Professional Development for Teachers

Ms. Barnwell began her presentation with a table activity where participants discussed what they knew about the identification, reclassification, and support of English Learners (EL).
Ms. Barnwell explained the process for identifying English Learners. She explained the purpose of the Home Language Survey (HLS) at the time of enrollment. The results of the test are used to determine if the student is initially proficient or English learner. These results also determine if the student would need to be tested using the California English Language Development Test (CELDT). Ms. Barnwell presented the 4 questions that are included in the HLS. Although the State is transitioning to a new test, school districts continue to use the CELDT. The purpose of the CELDT is to identify students who are English learners and determine their level of English proficiency. The State assesses progress toward acquiring English proficiency by administering the test every year. The test assesses the areas of listening, speaking, reading, and writing. Ms. Barnwell explained the EL monitoring process.

Members participated in an activity to discuss what they learned and shared out.

Ms. Barnwell explained the reclassification cycle and the criteria. The criteria include the CELDT results, writing sample, teacher recommendation, and parent consultation. Once students are reclassified, they are monitored for two years. After the information was presented, the members discussed what they learned.

Ms. Barnwell explained the K-12 supports for English learners and professional development for teachers. All teachers are expected to teach using the SJUSD instructional framework. She explained how the framework looks like. Ms. Barnwell reviewed the purpose of the English Language Development (ELD) program. This program provides meaningful access to grade level academic content via appropriate instruction.

Ms. Barnwell reviewed the resources available and the opportunities for professional development for teachers.

Ms. Barnwell provided two student writing samples: one from 2000 and one from 2017 and explained the differences in writing that can be seen now that students are using the Lucy Calkins curriculum.

After the presentation, members had the opportunity to reflect on what they learned and talked about the importance of supporting their children at home. Members in general were impressed with the progress in student writing compared to 17 years ago. A member also shared what she does at home to support her child. She emphasized the importance of having students write at home about their favorite activities.

Questions:
A parent asked what happens with the students that do not get reclassified at the elementary level.
- Students continue to receive support in middle school and high school. Each school offers different supports and interventions.

Ms. McGee provided information about Equity, a new professional development opportunity for middle school teachers. There are a total of 6 workshops. These workshops provide differentiated instruction, setting expectations, holding students accountable, engaging students, developing critical thinkers, and sharing authority. She shared some of the feedback provided, which is very positive. They hope to offer it to high school and eventually to elementary teachers.

B. Family Engagement Update by Ms. Lupe Mendoza-Ramirez
   a. Update on 16/17 Events/Activities
Ms. Mendoza-Ramirez introduced her staff. She explained the purpose of the Family Engagement Office and reviewed the work responsibilities of the parent liaisons. She then reviewed the immigration resources available for families. She shared that approximately 600 parents attended the workshops offered at the sites. She provided an update on the SJUSD Resolution.
Ms. Mendoza-Ramirez reviewed information about the Family University and the activities offered for parents including the opportunity to produce their own piece of opinion writing, which aligns with what students are learning. Parents received a list of strategies they can use at home with their children. Finally, Ms. Mendoza-Ramirez provided information about the classes being offered including Parent Project, Love and Logic, and Raising a Reader.

She announced that SJUSD’s graduation rate went up in 2015-16. The goal is also to increase the number of students ready to go to UC/CSU.

Ms. Mendoza-Ramirez shared that the Family Engagement Office also offered a class on transition from elementary to middle school and from middle school to high school and indicated many parents attended. This class will be offered again.

Parents participated in an activity where they wrote what they need in order for their children to graduate and go to college. The following are some of the ideas they shared:
- Building an academic path in middle school
- Planning with an academic counselor in 8-9 grade
- Community service requirement
- Importance of communicating with the counselors
- Being reclassified
- How to read transcripts

Parents were provided with a road map form with information on what parents need to know to help their students get ready for college.

Finally, Ms. Mendoza-Ramirez provided information about future programs that will be offered.

C. Recognition of Outgoing VIP Committee Members
The committee acknowledged the support and commitment of the VIP members and recognized the following members for two years of service:
Marissa Martinez
Mariana Gomez
Ron Hammond
Gloria Marchant

VIII. Announcements
No announcements were made.

IX. Closure
Ms. Gloria Marchant made a motion to adjourn the meeting and Ms. Julia Cipriano seconded it. All were in favor and the meeting adjourned at 7:51 pm.

Minutes respectfully submitted by Verónica C. Lara.