San José Unified School District  
Voluntary Integration Plan/Standing Advisory Committee (VIP)  
September 16, 2019  
6:00 p.m.-8:00 p.m.  

MINUTES

Members present:  
Parent members: Virginia Escobedo, Mireya Magaña, Jenny Monsivais, Cirila Sánchez and Vish Shetty.

District members and Board members: José Magaña, Verónica Lara, Shannon McGee, and Dr. Deepa Mukherjee.

District guests: No District guests present at this meeting.

Guests-Community: Margaret Hawley and Steve Pagan.

Members absent:  
Parent members: Rocío Flores, Muzit Mintesnot, Yessica Yescas.

District members and Board members: Teresa Castellanos, Christina Castro, Jodi Lax, and Tina Van Laarhoven.

Quorum: There was no quorum. The committee consists of 14 voting members. Eight (8) members constitute a quorum. There is quorum when 50% plus 1 member are present. A quorum was not reached at this meeting.

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 6:07 p.m. by Co-Chair Shannon McGee. Shannon McGee welcomed everyone and asked all for introductions and to share something about themselves. Our connection question: Are you a mountain lover or a beach lover? Why? The goal is to learn something new about someone since it is a great way to build community and camaraderie.

II. Public Comments: There were no public comments.

III. Review of Meeting Norms and Meeting Materials  
The meeting materials were reviewed. The topic on today’s agenda is Community Choice.

IV. Approval of Agenda  
The agenda from previous meeting was not approved since we were one person short to have a quorum.

V. Approval of the Minutes  
The minutes from the May meeting were not approved since there was no quorum.
VI. Old Business
No old business. Today was the first meeting for the 2019-2020 school year.

VII. New Business
a. Everyone received the VIP binder for the 2019-2020 school year with information about the meeting dates as well as the 9 components of our Voluntary Integration Plan.

b. On the first tab is the Voluntary Integration Plan where you are really going to find a lot more details about each of the 9 components:
   1. **Student Assignment:** This is looking at our choices process and the process we have to assign students to all of our schools. That is the topic that Director Case cover last year towards the end of last year.
   2. **Transitional Primary Language Instruction:** This was our first meeting last year. This is looking at primary language instruction 8-12. We did update our master plan with the board last year.
   3. **Parent Training and Involvement:** That is our office of Family Engagement. You’ve already being trained with Verónica. Verónica is going to present tonight. We always take our first meeting to spend some time with Family Engagement because it is extremely important that you are able to go back to the sites or the parent groups that you work with and have a chance to talk to, have a chance to share some of the great things we have going on in our schools, whether is Family University, whether is learning English, attending workshops at the District Office. Verónica is going to talk about some of those things tonight. It is really important that you are able to go back and share with two, or four, or six, or eight, or ten of your parents, everything that our Family Community Engagement office is offering.
   4. **Student Achievement:** “This is probably one of the more drastic changes from 2010 so this is one that we updated at the beginning of last year around all of the language on Academic Performance Index, CST testing, all the things that we used to do around Student Achievement and monitoring it and what we are doing now. There is a big shift on that one”. Mrs. McGee added.
   5. **Integration and Mixed Ability Goals for Classrooms and Programs:** this is one of the components that we often look around some of the initiatives that we have in SJUSD. The one that comes at the top of my mind in the integration period is around our advance placement courses of high school.
   6. **Drop Out Prevention:** We do a lot of work around it. The services had increased from the 2010 when we wrote that plan.
   7. **Spec Education.**
   8. **Student Discipline.**
   9. **Cross-cultural Goals for Faculty and Staff.**

These are the 9 plan components.
On the last meeting of the year we will review the LCAP. These are the things that we will be talking about tonight after we hear from Family Engagement so you can start thinking about questions, ideas, data you may want to be presented and we will narrow that down to have ideas for our next agendas meetings.

Any questions on the 9 components? There were no questions asked.

c. Family Engagement: Ms. Verónica Lara told the story about how her father will sit with her and her brother to teach them how to add. She asked the participants to share with the person sitting next to them, a story or memory about how their parents were involved in their education. The participants shared their stories for about 5 minutes.
The goal for Family Engagement is to increase family participation and also the contributions. Some of the things that Family Engagement offers are:

- Family University
- Raising a Reader at 7 school sites
- ANGST Documentary - a documentary that talks about anxiety
- ESL classes at 7 sites
- College Aspirations Series: How to support students and start the conversation about going to college?
- Parenting Skills

Family University:
We select the workshops also with input from the families. A very popular one is about the student transitions, changes from elementary to middle school, or middle school to high school, or preschool to kindergarten.

Last year, Family Engagement collaborate with families, counselors, parent liaisons, teachers, Office of Immigrant Relations, Pangea, the Mexican Consulate, Senator Bell, Migrant Education.

Ms. Verónica Lara started another activity about sharing something new that they had learned at to this point.

There will be new English classes for parents, starting September 16, 2019. The classes are open to everyone and are free.

Family University: November 23, 2019. All the events are from 10AM to 3PM. Lunch and child care are offered. The topics include: How to advocate for the students?

Bullying
Parent Portal
ANGST - Anxiety. We will offer a community event hosted at 9 different sites. Really great to students to look at and start a conversation. Extremely important. Great event to push out to friends in the community.
Parent Project – Parenting classes on how to support students that are having a hard time with attendance, gangs, drugs, alcohol. Great resource for families. Free of charge for SJUSD families.

Ms. Verónica Lara asked for volunteers to do a skit about signing at the front office – policies and procedures. She also gave information about the videos that are available for the parents at the SJUSD website: Tips for Parents: six videos, both in Spanish and English (under 2 minutes each).

Another resource from Family Engagement are the Parent Liaisons. There are currently 22 parent liaisons working at SJUSD. They shared community resources with the families. They communicate with the District. They are a voice for the parents. Not all site have a parent liaison but parents can contact the office of Family Engagement by phone or by email.

SELAC: Ms. Jenny and Ms. Mireya are both members of SELAC. It is an advisory committee that gives input to the principals, staff, school site council and programs and services for English learners. At the District we have 7,112 English learners according the data from last year. How do identify English Learners (EL)? The LPAC (it used to be called CELDT). The State Testing determines if a student is an English Learner.

Election process for a SELAC Committee: At least 21 English learners at the school site. The families of English learners take nominations and then they vote for who are going to be the members of the Committee. The Committee elects officers/delegates. The Committee elects a DELAC representative.
Who are the officers? The President, Vice-president and Secretary. SELAC requires at least 5 meetings. And also follows the Brown Act. The main focus of the Brown Act is to keep the public informed. These are public meetings that anyone can attend and the public is allowed to make public comments but you are not necessarily engaging in a back and forth conversation at that point. The meetings also follow the Robert’s Rules of Order (Guidelines on how to bring the motion -move from one item of the agenda to another, how to address the president, etc.).

Ms. Verónica started another activity asking everyone to stand in two lines facing each other and talk about what have you learn.

d. Shannon McGee asked for any feedback from their school sites that the participants can bring to us to help us improve will be fantastic. She also asked participants to shout out what interested them more from the list of the VIP components. A parent wants to know more about student discipline. Ms. Shannon McGee pointed out that is really important to know the difference between bothering and bullying. Another VIP components are:
- Student Achievement
- Special Education
- Professional development for the staff

VIII. Announcements
Next meeting will be October 28 from 6:00-8:00pm. They will vote for the minutes from the meeting on 5/6/19 as well at today’s minutes and agenda.

IX. Closure
Shannon made a motion to adjourn the meeting and Ms. Jenny Monsivais seconded it. All member present were in favor and the meeting adjourned at 7:35pm.

Minutes respectfully submitted by Déborah González de Robles.