



## Equity Steering Committee

February 7, 2024

4:30-5:00pm - Students Only

5:00-6:30pm - All

<b>Purpose</b> <ul style="list-style-type: none"> <li>To become acquainted with other members of the team</li> <li>To understand the "what" and the "why" of Equity and its impact on SRVUSD</li> <li>To provide feedback and guidance on the Equity strategies for 2023-2024</li> </ul> <b>Presentation</b> <b>Location:</b> District Office Boardroom (699 Old Orchard Drive, Danville)	<b>Facilitators</b> Hong Nguyen Deanna Zappia
<b>Four Agreements for Courageous Conversations</b> <ul style="list-style-type: none"> <li>Stay engaged</li> <li>Experience discomfort</li> <li>Speak your truth</li> <li>Expect and accept non-closure</li> </ul>	

Topic	Time	Facilitator	Notes
STUDENT EQUITY STEERING COMMITTEE	4:30	<b>Hong Nguyen</b> Director of Educational Equity	Students Only
INCLUSIVE WELCOME/ INTRODUCTION	5:00	<b>Hong Nguyen</b>	<a href="#">Presentation</a> <a href="#">Feedback</a> from 12/6/23
ENGLISH LEARNERS/ENGLISH LANGUAGE DEVELOPMENT	5:10	<b>Deanna Zappia Cabral</b> Coordinator of ELA/ELD	Deanna presented on ELA/ELD. Defined ELD, ELAC, and ELD Section. Gives examples of designated instruction and integrated instruction. We do not currently have a newcomer program.

		<p>Describes what a pull-out and push-in model looks like. We currently have 1,394 students who are ELs in our district. Larger number in TK-5 than 9-12. Deanna explains that there are long-term learners in our district. There are 48 languages in our district.</p> <p>In 2021-2022, we had a federal review. In 2022-2023, we developed a plan for compliance systemic changes. In 2023-2024, we started to implement Year 1. Deanna shared 2022-2023 models. There are 4 ELD teachers hired in the district. They rotate throughout the sites and provide designated instruction. EL sites have 21 or more EL learners.</p> <p>Microsoft Translate on a second screen for students and parents. There has been a decrease of 6.5%. Students are being seen and heard. ELD teachers have a curriculum to follow. Moving teachers through a training called "Be GLAD".</p> <p>At-risk is based on our benchmark assessment, lowest tier. Challenges with time and participation. Thinking about a sub release time for training. Looking for different ways to communicate.</p> <p>It is the job of our certificated teachers to teach all students.</p> <p><u>Designated Curriculum Pilots</u> Elementary/Middle - Language Power Read 180 Language and Writing Portfolio</p> <p>Discuss the reclassification process; ELLEVATION. Once students are reclassified, they are progress monitored for 4 years. Teachers complete an evaluation. This year, we reclassified 135 elementary and 50 secondary.</p> <p>Discussed plans for 2024-2025. Adoption of ELD materials for elementary and secondary sites.</p> <p>Question about sheltered classes, That course was taken away because it was not compliant.</p>
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			<p>How are we supporting EL students? How can parents help?</p> <p>There are 48 languages spoken, are students commingling in class?</p> <p>There is a collaborative group at the secondary that meets each month. There is an ELD handbook that is being developed.</p> <p>All of our teachers are CLAD certified.</p> <p>How do families access the screens?</p>
ETHNIC STUDIES	5:45	<p><b>Hong Nguyen</b></p> <p><b>Theresa Hall</b> Equity TSA</p> <p><b>Jeffrey Davis</b> Teacher, SRVHS</p> <p><b>Student Panel</b></p>	<p>Overview of Introduction of Ethnic Studies was shared by Hong and Theresa.</p> <p>Jeff asked the group to think of a single story that someone said about you. Write a word/phrase about how you felt about that.</p> <ul style="list-style-type: none"> <li>• Angry</li> <li>• Misunderstood</li> <li>• Negative</li> </ul> <p>Stories that people tell, typically are negative.</p> <p>Jeff shared that the class is sharing about what students are doing for Black History Month. In class, they are discussing the curriculum for Introduction to ES and they will share feedback at the ES Symposium. Explains the difference between studies and history. There is an element of perspectives; about the world and themselves.</p> <p>Student Panels:</p> <ul style="list-style-type: none"> <li>• Students are going to be themselves and to learn.</li> <li>• Good foundation to start with. Bringing it into our community.</li> <li>• Middle School: Has Wheel, but only gets through one culture.</li> <li>• Going from elementary school to middle school is a big change.</li> <li>• Not currently happening in school.</li> <li>• A lot of students can benefit by supporting communication; culture and community.</li> <li>• Maturity</li> <li>• Can teach these ideas earlier on.</li> <li>• Important to integrate it early on in school.</li> </ul>

			<ul style="list-style-type: none"> <li>• Middle school can make friendships early and start conversations.</li> <li>• Learn foundation in elementary and middle.</li> <li>• Want to learn about the historical context and modern context. Equitable standards are applied.</li> <li>• Make it well-known that these opportunities exist.</li> <li>• Positive changes in our schools.</li> <li>• Using your voice.</li> <li>• Topics for ES: Group conversations, sharing stories, learning about self and own identity, open dialogue with other students, how I can make change, not seeing specific students (such as Jews, Middle Eastern), community idea, safe place for conversation, talk about differences, annexation of Hawaii, evolution of immigration in America, injustices and inequalities in modern time, tell you own story!</li> </ul>
INTENTIONAL CLOSURE	6:30	<b>Hong Nguyen</b>	

**Last Meeting: May 1, 2024**