



ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

2930 Gay Avenue, San José, CA 95127 · Phone: 408-928-6800 · Fax: 408-928-6416 · www.arusd.org

Date: 2/6/23

Time: 5-6:30pm PT

Location: <https://us02web.zoom.us/j/84632189969?pwd=bzNqRysrajZ1d3VadSsyRVg5QW1xZz09>

I. Call to Order- 5:05pm:

Those present: (have Quorum)

Sandra Garcia
Carmelina Bautista (Interpreter)
Ryan Fontanilla -Adelante
Rosa de La Rosa- Adelante II
Rosa Hughes-Aptitud
Martha Lopez-Aptitud
Rebecca Obeso-Cassell
Matthew Thornton-Cassell
Crystal Martinez-Cureton
Araceli Ortiz-George
Laura Baeza-Linda Vista
Yusara Millan-LUCHA
Quunh Bui-Painter
Jessica Jimenez Madera-Painter
Ruben Santillan Cordova-RAM
Angelita Gomez-Russo
Elizabeth Barajas-San Antonio

Schools not represented:

Chavez
Dorsa
Hubbard
Lyndale
McCollam
Meyer
Ocala
RAF
Ryan
Sheppard

II. Approval of Agenda,

- A. Move to Approve-Angie Gomez at Russo
- B. Second motion-Elizabeth Barajas-San Antonio

C. Vote-all approved

III. Title 1 presentation: Sandra shared the presentation to all.

What is Title I?

Title I is the nation's oldest and largest federally funded program, according to the U.S. Department of Education. This policy is committed to closing the achievement gap between low-income students and other students.

The purpose? To help every child receive a high quality education and to achieve the high standards set by the State of California.

How does Title I work?

Federal government allocates money to the states.

California's State Title I plan describes:

- Standards for children's learning

- How to measure schools' progress in student learning (CA Dashboard, SBAC scores).

CA allocates money to school districts

- Based on the number of low income students (free/reduced lunch)

- These funds pay for ELA, Math and parent programs for the whole school.

All schools write up a SPSA-school plan for student achievement for increased academic achievement for all students

Title I resources are included in the SPSA

SPSA's are continuously revised based on the (SBAC, district benchmarks and the needs of the schools)

How does Title I help children?

- ✓ Identify students most in need of educational help.
- ✓ Set goals for school improvement.
- ✓ Measure student progress towards meeting CA Standards.
- ✓ All students benefit from Title I funding.

How does Title I help to improve schools?

Schools may offer:

- Teachers and instructional staff
- Instructional resources
- Parent workshops
- Professional development

ARUSD uses its Title I funds

- Instructional aides
- Instructional supplies
- Intervention materials / teacher time for collaboration
- Technology
- Professional development
- Pays for substitutes when teachers assess students or attend workshops

■ Counseling support

How do we know if our school improvement efforts are working?

Single Plan for Student Achievement (SPSA)

- Analyze data for all students/subgroups
- Conduct a needs assessment
- Single Plan for Student Achievement reviewed and updated each year
- Input from school staff, teachers and parents (ELAC, SSC)

Partnership of school and parents

- Successful schoolwide Title I programs are a result of schools and parents working together.

Partnering together

Title I involves childrens families in school progams

The schools's parent involvement plan describes how schools and families work together to help Children succeed.

Family scool compact states parent, students and school responsibilities for learning.

Title I money can also b eused to:

- Provide support ot parents to ensure they fully understand programs.
- Host activities to help families help children learn.
- Reach out to parents through newsletters and parent conferences.

*Sandra reiterated the importance of parents attending parent conferences.

ARUSD holds one per year, however if a student needs more support then they can request 2x a year.

How can you help your child?

Families are important part of the Title I Team!

Be sure your child comes to school ready to learn.

- Ensure your child is well rested,
- has breakfast or gets to school on time to eat breakfast at school.
- Has homework completed.
- Attended your schools annual Title I meeting to learn more about Title I and your rights and responsibilities as a parent
- Work with other families and teachers to revised your school SPSA, parent involvement plan and the family school compact.
- Attend SSC School site council meetings, ELAC English Learner Advisory Committee meetings.
- Volunteer to help in classrooms or at school events
- Attend your childrens schools conference and family activities designed to help your children succeed.

TOGETHER WE CAN MAKE A DIFFERENCE FOR THE STUDENTS IN ALUM ROCK USD!

Recommendation: make t-shirts using this mantra...

IV. District Parent Involvement Plan-approval need

-Board Policy

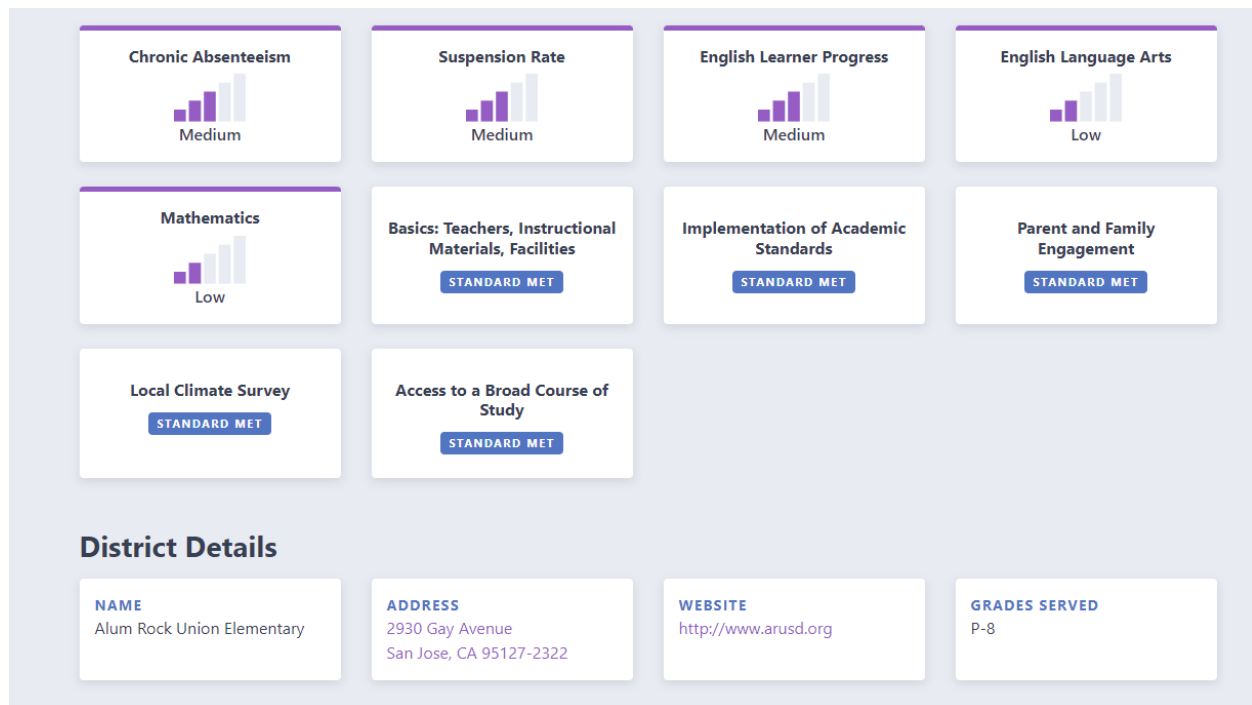
Matthew Thornton-Cassell made the first motion for approval

Crystal Martinez-Cureton made the second motion for approval

All voted for approval

V. 2022-2023 California Dashboard/Needs Assessment.
 Sandra shared the CA Dashboard/Needs assessment.
 Described the State data and she then focused on ARUSD dat.
 She also asked all the parents for feedback regarding the data.

<https://www.caschooldashboard.org/reports/43693690000000/2022>



Purpose of the Dashboard:

- Online tool designed to help communities across the state access important information about k12 schools and districts.
- Feachers easy to read reports on multiple measures of school success
- Information provided assists in identifying strengths and areas for improvement for local educational agencies and schools.

11 measures of school success

State measures:

- Academic indicators
- Suspension rate indicator
- English learner indicator
- Chronic absenteeism rate

Local measures:

- Basic Services and conditions of learning
- Implementation of state academic standards
- Parent engagement
- School climate
- Access to courses

AB 130 What was changed?

The method of rating:

Displayed for the most current year of data 2022 dashboard.

Performance levels will not be reported by using colores, instead the report will report performance levels using one of five status levels (ranging from very high, high, medium, low, and very low) for all state measures based on 21-22 school year data.

Comprehensive support and improvement (CSI)

The California school dashboard is used to determine schools eligible for comprehensive support and improvement (CSI). CSI has the following two categories of schools

Low graduation rates (not elementary)

Low performing

*ARUSD did not fall under any of these categories.

Additional targeted support and improvement (ATSI)

The student groups used for ATSI are:

Rache/Ethnicity

Homeless students

English Learner students

Foster youth students

Student with disabilities

Socio economic status

Then we did an activity highlighting ARUSD data, obtained parent feedback, reflections and strategies.

State Indicator	Overall Results			Student Group Details		
	Status Level	Score	Change	List of Student Group(s)	Student Group's Status	Student Group's Change
English Language Arts	Low status	56.2 points below standard		AA 88.1 points below standards, English Learners 87.3 points below standards, Hispanic 70.4 points below standards, Homeless 78.8 points below standards, SPED 126.2 points	10 total	
Mathematics	Low status	88.2 points below standard		AA 141 points below standard, English learners 109.4 points below standard., Hispanic 103.5 points below standard, Homeless 109 points	10 total	
English Learner Progress	middle status	48.3% making progress towards E		Current English Learners students: 136.1 points below standard, Reclassified students 49.6 points below standards, English Only 78.8		
Chronic Absenteeism	middle status	9.2%%		homeless 41.2%	12 total	
Suspension	middle status	2.60%		AA, Foster Youth, Mckinney vento		

As a district...

- What are the areas of

strength/celebration?

- What are the areas that need to be improved? interventions/strategies
- What are some that are working to make improvements?
- What more can be done? Ideas to explore..

Greatest Progress Reflections:

Better than the state 3.1% suspension rate compared to our rate. 2.6% suspension rate

Greatest Needs Reflections:

We have higher levels in absenteeism. Parents are keeping students at home
When comparing to the state not so bad.

Interventions/strategies:

Chronically absenteeism-not covid related what are the school policies? Sometimes parents keep them home due to previous policy. Students are missing a large part of attendance due to illness ie. anxiety (Student Services conversation to revisit the policy).

We need to look at patterns?

What is happening with each child?

Communication ahead of time: We have ISP so student can get credit and not marked absent. There are some circumstances.

What other additional tools available for the students that have fallen behind?

For the students with behavior issues-we need to find services that can help the student's behavior (SEL support). Schools aren't suspending or taking action, due to the focus on attendance.

What are the benefits for the students that have advance mathematic courses?

Summer School was super helpful, new techniques in math, art, ELA.

-Mr. Santillan would like the students to have a package in Spanish/English instructions on the same page.
(activities-starting to do at the site)

Sandra encouraged the parents to go back and connect with the Site Administrators (Principal) and facilitate the same process with the school community at school meetings etc.

VI. Announcements

Sandra shared that the LCAP Forums will be held on:

March 2nd at RAM at 5:30pm-7pm

March 7th at George 5:30pm -7pm

VII. Meeting Adjourned

Ruben Santillan Cordova made a motion to adjourn the meeting

Matthew Thornton made a second motion to adjourn.

Meeting adjourned by all at 6:33pm