



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: 4/17/23

Time: 5-6:30pm PT

Location: <https://us02web.zoom.us/j/86543766764?pwd=Z0tYR3Y3VUdTS2NFTXNzR2xFdFQ4UT09>

I. Aracel Oritzi-Call to Order- 5:09pm

Those present: (have Quorum)

Sandra Garci, Director, State & Federal
Carmelina Bautista (Interpreter)
Lupe Ruvalcaba, Coordinator, State & federal
Rosa Velazquez-Lucha
Rosa Sanchez-Hubbard
Maria Chavez-San Antonio
Brenda Andrade-Goss
Araceli Ortiz-George
Aurora (Daniel) Ramos-Lyndale
Elizabeth Mendez Flores-Russo McEntee
Sandra Ayala Arteaga-Meyer
Lucia Soto-RAM
Juan Cornejo Martinez-
Yanni Lopez-
Leydes Velazquez-San Antonio
Elizabeth Mendez-Russo McEntee
Natali Barrientos Reyes-Meyer
Sara Perez-
Marisol Lopez-Ryan

II. Approval of Agenda,

- A. Move to Approve-Sandra Ayala-meyer
- B. Second motion-Lucia Soto-RAM
- C. Vote-all approved

III. Local Indicator: Sandra shared the presentation to all.

Dashboard: accountability report card: Parent engagement-Priorioity 3
Do a self assessment:
Agenda-purpose of the focus group
Explanation of the rating scae
Review of the sections-to be rated

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Discussion
Rating of the sections
Final thought /closure

Explanation of Rating scale:

Identify the rating that best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):

- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Informing the Ratings:

A variety of methods may be used:

- Stakeholder groups (e.g. focus groups, School Site Council, Parent Advisory Committee, English Learner Parent Advisory Committee)
- Examination of policies and documents (e.g. Parent Handbooks, Parent/Family web pages, etc.)
- Parent surveys
- Staff surveys
- Observations (e.g. physical environment or process)

Parent Engagement sections to report on:

- Building relationships between school staff and families
- Building partnerships for student outcomes
- Seeking input for decision- making

(reflect on the progress, successes, needs)

Section 1: Building Relationships

Rate the LEA's progress in.

1. Developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families

**Secretaries responses at the sites are very poor, they are grumpy, short toned.*

It is bad enough that we have issues at home and to come to the school, this is what we are dealing with at the sites. (offer them PD to have better responses to the students parents)

**I think we should have fellowship activities on parent-child weekends where we can get to know each other.*

Championships or festivals

**provide parent opportunities to have grade level parent engagement activities (for these students families to participate-and for the parents to interact with each other.*

**when parent communication is sent out-they only read it, but they want to be invited to family events and families would participate in, fairs, or weekend festivals and each of the grade levels will benefit and participate.*

**feel like the current system is working as far as parent square-communication. *

2. Creating welcoming environments for all families in the community
3. Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children

Parent square platform works well

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*The principal stays outside after school and greets the families. If there are any questions, you can connect directly with him/her.

4. Developing multiple opportunities for the LEA and school sites to engage in two-way communication between families and educators using language that is understandable and accessible to families

Section 2: Building partnerships for student outcomes:

Rate the LEA's Progress in:

1. Providing professional learning and support to teachers and principals to improve a school's capacity to partner with families

2. Providing families with information and resources to support student learning and development in the home

Explain the different types of tests that the students will be taking through out the year, this would havppen at the beginning of the school year. To post on Parent Square and on the website.

3. Implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes

4. Supporting families to understand and exercise their legal rights and advocate for their own students and all students

Section 3: Seeking input for decision making

Rate LEA's progress in:

1. Building capacity of and supporting principals and staff to effectively engage families in advisory groups with decision making

*parents are not included for parent input and/reminders that there are these meetings.

*during teacher/parent conferences-be reminded and get parent input and be invited in advance so that parents can participate

2. Building the capacity of and supporting family members to effectively engage in advisory groups and decision making

3. Providing all families with opportunities to provide input on policies and program sand implementing strategies toreach and see input from underrepresented groups

4. Provide opportunities to have families, teachers, principals, district administrators work to gether to

General feedback:

*The parent had to reach out to the school directly to participate but the school did not reach out.

*The principal at Meyer is good with communication-he does invite and the parents say yes but they no show and do not participate. At RAM

Sandra asked what would they need for the families to be motivated and participate? Sandra-parent shared that the principal does invite but the parents make up excuses that they have to work or have other commitments.

*offer parent cafecitos in the afternoon (alternate morning/afternoon)

This was a suggestion but it still hasn't been offered.

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*Russo/McEntee the principal did change in the afternoon so that there is more opportunity for families to participate. Still the same parents attend, other parents do not want to participate, they stay outside and do not want to participate.

*offer more sports-so that parents participate.

(this is a second time a parent has brought this up, you are on to something) maybe start a parent meeting on a student sports game?

*Raffle prizes-for parent participation.

*offer surveys that offer different offerings.

*more enrichment/parent and also student workshops (cooking, dance or sports-parents can volunteer)

*offer tickets as an incentive to have a free dress day (San Antonio-example)

*Student showcase/assembly-that way parents attend to see their students perform.

*Lyndale example-lots of sports offerings/and multi-cultural experiences (for enrichment)

*What resources or what requirements are needed in order to volunteer at the school or become a vendor for the district?

-If volunteering at the school, must get fingerprinting and fill out volunteer application here at the district office.

IV. Summer School updates

June 20th, 2023 - July 21, 2023 (off July 3rd & July 4th)

5 week program

8am-12pm academic support

12pm-5pm enrichment support

Or 8am-5pm (full day programs)

Summer School Locations:

Painter

Ryan

LUCHA

Adelante 2

Sheppard

George

SPED programs-held at Lyndale school

*Parents will receive a link via text for a specific program so that your student can sign up for summer programs.

Any questions: you can email us at expandedlearning@arUSD.org

V. Announcements / Questions

none

VI. Meeting Adjourned

Sandra Garcia made a motion to adjourn the meeting at 6:32pm

Rosa Velazquez-Lucha made first motion to adjourn.

Leydes Velazquez made the second motion to adjourn.

Meeting adjourned by all at: 6:34pm.

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