

## Latino Parents Meeting Agenda

Date: September 22, 2023

Time: 6:00 pm. - 8:00 pm.

Location: Room K105

6:00 pm. – 6:25 p.m.: Announcements and Dinner

- Welcome and Introductions
- Important dates for grading
- Overview of how to use ARMS/Canvas
- Discussion on meeting schedule
- Introduction of attendees and group photos
- Introduction to the Latino Parent Coalition and its role in supporting the Latino population
- Informaion about the California Community Grant
  - Review Data
  - Identify gaps

6:30 pm. – 7:00 pm.: Workshops and Discussions in Room K105

- Workshop: "How to Use Paper" - Library Resources and Tools
- Discussion: Identifying Assets within the Latino Community
- Workshop: "How to Write an Email to Teachers" - Effective Communication Strategies
- Overview of Saturday School Program

7:00 pm. - 7:30 pm.: Calendar Planning and Discussion

- Discussion on the school year calendar and important events
- Review of upcoming school activities and initiatives
- Informaion about the California Community Grant
  - Review Data
  - Identify gaps
  - Brrainstorm student needs

7:30 pm. - 8:00 pm.: Open Discussion and Next Steps

- Open forum for parent feedback and suggestions
- Planning for parent and student graduation ceremonies
- Discussion on next steps, including:
  - College access programs
  - Increasing involvement as Latino parents
  - Social-emotional activities to support students
  - Information on AP classes
  - Support for Latino parent leadership
  - Understanding class selection and syllabus review
  - Effective email communication with school staff
  - Awareness of parental rights
  - Motivating children towards academic success
  - Information on ACCELL and community college programs

## Minutes:

- The meeting commenced at 6:00 pm. with announcements and dinner provided.
- Important dates for grading and instructions on using ARMS/Canvas were discussed.
- Attendees were introduced, and photos were taken to document the event.
- The Latino Parent Coalition's role in supporting the Latino population was highlighted.
- The principal shared information with the group about the California Community Grant. Data was shared so parents understood what groups were needing support. Parents then brainstormed a list of needs from the grant goal areas:
  - Academics
  - Expanded Learning
  - Health and Wellness
  - Family Engagement and Support
  - College and Career
- Below are ideas that were captured throughout the meeting.
- Workshops and discussions took place in Room K105 from 6:30 pm. to 7:00 pm.
- The calendar for the school year was reviewed, and upcoming events were discussed from 7:00 pm. to 7:30 pm.
- An open discussion was held from 7:30 pm. to 8:00 pm. covering various topics such as college access programs, parental involvement, social-emotional support, and more.
- The meeting concluded at 8:00 pm. with plans outlined for future sessions and initiatives

### **Silver Creek High School - Assessment Gap Analysis**

**Grant Brainstorm - \$500,000 per year for 4 years and \$370,000 the 5th year.**

**The information below has been populated by the Hispanic Cohort, Coffee Talks, Department Chairs, Staff, SSC**

**The highlighted areas identify where all the groups assessed a need.**

**See the data slides below that show where areas of improvement are needed.**

## Goal

## Activity

| <p>Academics</p>         | <ul style="list-style-type: none"> <li>• Pay for release period for English teachers. Our argument involves the fact that our grading load with essays is much greater than any other department. If we had 120 students / essays instead of 150, we'd be better able to give writing instruction and feedback. We would be willing to also use the release period to support school-wide initiatives. An alternative to the release period is bringing the English department numbers down to a maximum of 24 in each class. *****</li> <li>• Pay for field trips that give real-world experiences and exposure to arts/culture in the world outside of school so they see the reason for and application of learning what we do in English. *****</li> <li>• An ongoing amount of money each year for English teachers to add to or replace missing books from our classroom libraries. If we had \$500 every single year to work with or \$1000 or \$250 or whatever, it would be helpful to keep students reading.</li> <li>• Recovery for athletes- who leave school early 2-3 x/week- after school **</li> <li>• Credit recovery *** <ul style="list-style-type: none"> <li>○ Built in period in the schedule for students to have it on their schedule. Students only earn credits for course made up on Cyber High (no elective credit for that class)</li> </ul> </li> </ul> <p>From Coffee Talk</p> <ul style="list-style-type: none"> <li>• Character behavior program to have students behave well and succeed *****</li> <li>• Professional development opportunities for staff during the school day via their preps to support school wide goals or classroom needs. Teachers could be provided pay to attend and implement strategies and share with their colleagues via classroom rounds.</li> <li>• Funds to build an instructional website for teachers to access school wide best practices. Website would highlight staff and show exemplar strategies from the classroom. **</li> <li>• Alternative program for students with credit deficiency and/or social emotional needs **</li> <li>• Offer credit recovery opportunities*</li> <li>• Student aids to support English learners**</li> </ul> <p>SSC</p> <ul style="list-style-type: none"> <li>•</li> </ul> |
|--------------------------|---|
| Goal                     | Activity  |
| <p>Expanded Learning</p> | <ul style="list-style-type: none"> <li>• A more structured and consistent tutoring opportunity for students (more than sign in and find a student/someone to help you)<br/>Some suggestions: <ul style="list-style-type: none"> <li>• Pay student tutors**</li> <li>• Have a sign up per time and subject</li> <li>• Provide an opportunity for tutor and tutee feedback</li> </ul> </li> <li>• Bring in authors to speak***<br/>(Note from T. Seal: When I brought Neal Shusterman to campus about 10 (!!) years ago, he didn't charge anything but we had to buy a certain number of his books, among them his most recently published one. I think it came out to about \$1200 worth of books we had to buy. Several English teachers bought some, and I asked PTSA for the rest of the money to buy the rest of the books we needed.)</li> <li>• Bring in guest speakers to share life experiences (e.g. gas line worker) **</li> <li>• Experts in musical instruments and singing--especially before school. Music academy? Lessons? Another ensemble--orchestra or jazz band?**</li> <li>• <u>Harmony Project</u> outside community that can support music like academy for musicians--bring in local middle schoolers to it****</li> </ul>   |

|                               | <ul style="list-style-type: none"> <li>• Intramurals</li> <li>• After school programs *****</li> </ul> <p>From Coffee Talk</p> <ul style="list-style-type: none"> <li>• Have hubs where students can go after-school to make up credits**</li> <li>• 4-year plan with counselors***</li> <li>• How to fill in for long-term absences- get faculty to sub</li> <li>• Partner with middle school students ***</li> </ul>   |
|-------------------------------|--|
| Goal                          | Activity   |
| Health and Wellness           | <ul style="list-style-type: none"> <li>• <b>Wellness Stipend for Teachers</b> - As a way to support teachers overall well-being; and in conjunction with our districts initiatives of teacher SEL, I think teachers should be offered a yearly stipend to use towards gym memberships, fitness classes, fitness equipment, meditation retreats, and anything that supports their mental &amp; physical health. Not only would this benefit teachers' health, but it would without a doubt improve the atmosphere of our classrooms, relationships with students and colleagues.*</li> <li>• Extra music classes would support mental health and wellness too.*</li> <li>• Expand CREEK Camp to support students social and emotional needs/connections with staff and peers in the school day*</li> <li>• Intramurals before and after school</li> </ul> |
| Goal                          | Activity   |
| Family Engagement and Support | <p>From Coffee talk</p> <ul style="list-style-type: none"> <li>• Offer more workshops in Spanish (similar to cohort) to support students and families in math *****</li> <li>• Communicate how students might make up tasks in PE (e.g. running)*</li> <li>• Support Services for students and families</li> <li>• Increase the community based support systems currently in place. ****</li> <li>• Family fun night *</li> <li>• Conferences with parents to support students</li> <li>• Support services to students and families design and execute teacher, family, student, community engagement strategies*</li> <li>• After school programs*****</li> <li>• Parent/Student field trips ****</li> </ul>  |
| Goal                          | Activity   |

|                    |  |
|--------------------|--|
| College and Career | <ul style="list-style-type: none"> <li>• Destination College (program through UCB - not sure if it is still a thing)</li> <li>• College advisor / advising team**</li> <li>• <b>College visits ****</b></li> <li>• We have a candidate who is willing to potentially support a writing lab: Cathy Head, a retired English teacher (with a still valid Single Subject ELA credential) and cool mother, is willing to tutor writing, including college application essays. *</li> <li>• Senior tutoring and support for college essays, applications, and financial aid. - full time writing/tutoring center professional</li> <li>• Make career definitions, descriptions, examples etc. available, in a NEW career center with a full time professional career center specialist. We had promised this to WASC 10 years ago and are still in arrears</li> <li>• <b>AND grant \$\$ for schoolwide lessons along the career line**</b></li> <li>• Outreach to our primary feeder schools. Interactive activities at the feeder sites to provide exposure to CTE pathway activities and projects. Bring feeder students to Creek to participate in Pathway "Shadowing" college/career days.</li> <li>• <b>Industry exploration field trips. Full spectrum of exposure to careers with varying degrees of post-secondary preparation. Also, inclusion of incoming 8th graders and 8th grade teachers. ***</b></li> <li>• Time and space for collaboration with middle school elective teachers. Identify and establish ongoing relationships to support creating awareness and guiding students in engaging career preparation and pursuit.*</li> <li>• Pre-college consultants</li> </ul> <p>SSC:</p> <ul style="list-style-type: none"> <li>• Harmony Project (music teaching academy) like program to help with college and career readiness. Music students are more successful in academics and in the skills to help them be successful in college and career.*</li> </ul> |
| Goal               | Activity   |
| Staffing and Other | <ul style="list-style-type: none"> <li>• Coordinator to implement the grant</li> <li>•</li> </ul>  |

### California Community Grant

Based on our data what do you think we need to support our students?

**Core**

Respectful

Engaged

Goal

**Transferable Skills**

Reading

Writing

Listening

### The CREEK Way

**Equitable Communities**

- ALL students are welcomed as they are
- ALL students are supported in their growth
- ALL students are engaged in their learning
- ALL students are supported in their growth
- ALL students are engaged in their learning
- ALL students are supported in their growth
- ALL students are engaged in their learning

**Transferable Skills**

Reading

Writing

Listening

### SILVER CREEK HIGH SCHOOL

| Student Group              | Total | Percentage |
|----------------------------|-------|------------|
| English Learners           | 271   | 12.34%     |
| Former Youth               | 7     | 0.3%       |
| Formerly                   | 17    | 0.7%       |
| Disadvantaged              | 824   | 36.6%      |
| Students with Disabilities | 182   | 8.25%      |

**Who are the 2,240 Silver Creek Students?**

### 6-week Marking Period Grade Data SC

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 | 2011-12 | 2010-11 | 2009-10 | 2008-09 | 2007-08 | 2006-07 | 2005-06 | 2004-05 | 2003-04 | 2002-03 | 2001-02 | 2000-01 | 1999-00 | 1998-99 | 1997-98 | 1996-97 | 1995-96 | 1994-95 | 1993-94 | 1992-93 | 1991-92 | 1990-91 | 1989-90 | 1988-89 | 1987-88 | 1986-87 | 1985-86 | 1984-85 | 1983-84 | 1982-83 | 1981-82 | 1980-81 | 1979-80 | 1978-79 | 1977-78 | 1976-77 | 1975-76 | 1974-75 | 1973-74 | 1972-73 | 1971-72 | 1970-71 | 1969-70 | 1968-69 | 1967-68 | 1966-67 | 1965-66 | 1964-65 | 1963-64 | 1962-63 | 1961-62 | 1960-61 | 1959-60 | 1958-59 | 1957-58 | 1956-57 | 1955-56 | 1954-55 | 1953-54 | 1952-53 | 1951-52 | 1950-51 | 1949-50 | 1948-49 | 1947-48 | 1946-47 | 1945-46 | 1944-45 | 1943-44 | 1942-43 | 1941-42 | 1940-41 | 1939-40 | 1938-39 | 1937-38 | 1936-37 | 1935-36 | 1934-35 | 1933-34 | 1932-33 | 1931-32 | 1930-31 | 1929-30 | 1928-29 | 1927-28 | 1926-27 | 1925-26 | 1924-25 | 1923-24 | 1922-23 | 1921-22 | 1920-21 | 1919-20 | 1918-19 | 1917-18 | 1916-17 | 1915-16 | 1914-15 | 1913-14 | 1912-13 | 1911-12 | 1910-11 | 1909-10 | 1908-09 | 1907-08 | 1906-07 | 1905-06 | 1904-05 | 1903-04 | 1902-03 | 1901-02 | 1900-01 | 1899-00 | 1898-99 | 1897-98 | 1896-97 | 1895-96 | 1894-95 | 1893-94 | 1892-93 | 1891-92 | 1890-91 | 1889-90 | 1888-89 | 1887-88 | 1886-87 | 1885-86 | 1884-85 | 1883-84 | 1882-83 | 1881-82 | 1880-81 | 1879-80 | 1878-79 | 1877-78 | 1876-77 | 1875-76 | 1874-75 | 1873-74 | 1872-73 | 1871-72 | 1870-71 | 1869-70 | 1868-69 | 1867-68 | 1866-67 | 1865-66 | 1864-65 | 1863-64 | 1862-63 | 1861-62 | 1860-61 | 1859-60 | 1858-59 | 1857-58 | 1856-57 | 1855-56 | 1854-55 | 1853-54 | 1852-53 | 1851-52 | 1850-51 | 1849-50 | 1848-49 | 1847-48 | 1846-47 | 1845-46 | 1844-45 | 1843-44 | 1842-43 | 1841-42 | 1840-41 | 1839-40 | 1838-39 | 1837-38 | 1836-37 | 1835-36 | 1834-35 | 1833-34 | 1832-33 | 1831-32 | 1830-31 | 1829-30 | 1828-29 | 1827-28 | 1826-27 | 1825-26 | 1824-25 | 1823-24 | 1822-23 | 1821-22 | 1820-21 | 1819-20 | 1818-19 | 1817-18 | 1816-17 | 1815-16 | 1814-15 | 1813-14 | 1812-13 | 1811-12 | 1810-11 | 1809-10 | 1808-09 | 1807-08 | 1806-07 | 1805-06 | 1804-05 | 1803-04 | 1802-03 | 1801-02 | 1800-01 | 1799-00 | 1798-99 | 1797-98 | 1796-97 | 1795-96 | 1794-95 | 1793-94 | 1792-93 | 1791-92 | 1790-91 | 1789-90 | 1788-89 | 1787-88 | 1786-87 | 1785-86 | 1784-85 | 1783-84 | 1782-83 | 1781-82 | 1780-81 | 1779-80 | 1778-79 | 1777-78 | 1776-77 | 1775-76 | 1774-75 | 1773-74 | 1772-73 | 1771-72 | 1770-71 | 1769-70 | 1768-69 | 1767-68 | 1766-67 | 1765-66 | 1764-65 | 1763-64 | 1762-63 | 1761-62 | 1760-61 | 1759-60 | 1758-59 | 1757-58 | 1756-57 | 1755-56 | 1754-55 | 1753-54 | 1752-53 | 1751-52 | 1750-51 | 1749-50 | 1748-49 | 1747-48 | 1746-47 | 1745-46 | 1744-45 | 1743-44 | 1742-43 | 1741-42 | 1740-41 | 1739-40 | 1738-39 | 1737-38 | 1736-37 | 1735-36 | 1734-35 | 1733-34 | 1732-33 | 1731-32 | 1730-31 | 1729-30 | 1728-29 | 1727-28 | 1726-27 | 1725-26 | 1724-25 | 1723-24 | 1722-23 | 1721-22 | 1720-21 | 1719-20 | 1718-19 | 1717-18 | 1716-17 | 1715-16 | 1714-15 | 1713-14 | 1712-13 | 1711-12 | 1710-11 | 1709-10 | 1708-09 | 1707-08 | 1706-07 | 1705-06 | 1704-05 | 1703-04 | 1702-03 | 1701-02 | 1700-01 | 1699-00 | 1698-99 | 1697-98 | 1696-97 | 1695-96 | 1694-95 | 1693-94 | 1692-93 | 1691-92 | 1690-91 | 1689-90 | 1688-89 | 1687-88 | 1686-87 | 1685-86 | 1684-85 | 1683-84 | 1682-83 | 1681-82 | 1680-81 | 1679-80 | 1678-79 | 1677-78 | 1676-77 | 1675-76 | 1674-75 | 1673-74 | 1672-73 | 1671-72 | 1670-71 | 1669-70 | 1668-69 | 1667-68 | 1666-67 | 1665-66 | 1664-65 | 1663-64 | 1662-63 | 1661-62 | 1660-61 | 1659-60 | 1658-59 | 1657-58 | 1656-57 | 1655-56 | 1654-55 | 1653-54 | 1652-53 | 1651-52 | 1650-51 | 1649-50 | 1648-49 | 1647-48 | 1646-47 | 1645-46 | 1644-45 | 1643-44 | 1642-43 | 1641-42 | 1640-41 | 1639-40 | 1638-39 | 1637-38 | 1636-37 | 1635-36 | 1634-35 | 1633-34 | 1632-33 | 1631-32 | 1630-31 | 1629-30 | 1628-29 | 1627-28 | 1626-27 | 1625-26 | 1624-25 | 1623-24 | 1622-23 | 1621-22 | 1620-21 | 1619-20 | 1618-19 | 1617-18 | 1616-17 | 1615-16 | 1614-15 | 1613-14 | 1612-13 | 1611-12 | 1610-11 | 1609-10 | 1608-09 | 1607-08 | 1606-07 | 1605-06 | 1604-05 | 1603-04 | 1602-03 | 1601-02 | 1600-01 | 1599-00 | 1598-99 | 1597-98 | 1596-97 | 1595-96 | 1594-95 | 1593-94 | 1592-93 | 1591-92 | 1590-91 | 1589-90 | 1588-89 | 1587-88 | 1586-87 | 1585-86 | 1584-85 | 1583-84 | 1582-83 | 1581-82 | 1580-81 | 1579-80 | 1578-79 | 1577-78 | 1576-77 | 1575-76 | 1574-75 | 1573-74 | 1572-73 | 1571-72 | 1570-71 | 1569-70 | 1568-69 | 1567-68 | 1566-67 | 1565-66 | 1564-65 | 1563-64 | 1562-63 | 1561-62 | 1560-61 | 1559-60 | 1558-59 | 1557-58 | 1556-57 | 1555-56 | 1554-55 | 1553-54 | 1552-53 | 1551-52 | 1550-51 | 1549-50 | 1548-49 | 1547-48 | 1546-47 | 1545-46 | 1544-45 | 1543-44 | 1542-43 | 1541-42 | 1540-41 | 1539-40 | 1538-39 | 1537-38 | 1536-37 | 1535-36 | 1534-35 | 1533-34 | 1532-33 | 1531-32 | 1530-31 | 1529-30 | 1528-29 | 1527-28 | 1526-27 | 1525-26 | 1524-25 | 1523-24 | 1522-23 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| 1421-22 | 1420-21 | 1419-20 | 1418-19 | 1417-18 | 1416-17 | 1415-16 | 1414-15 | 1413-14 | 1412-13 | 1411-12 | 1410-11 | 1409-10 | 1408-09 | 1407-08 | 1406-07 | 1405-06 | 1404-05 | 1403-04 | 1402-03 | 1401-02 | 1400-01 | 1399-00 | 1398-99 | 1397-98 | 1396-97 | 1395-96 | 1394-95 | 1393-94 | 1392-93 | 1391-92 | 1390-91 | 1389-90 | 1388-89 | 1387-88 | 1386-87 | 1385-86 | 1384-85 | 1383-84 | 1382-83 | 1381-82 | 1380-81 | 1379-80 | 1378-79 | 1377-78 | 1376-77 | 1375-76 | 1374-75 | 1373-74 | 1372-73 | 1371-72 | 1370-71 | 1369-70 | 1368-69 | 1367-68 | 1366-67 | 1365-66 | 1364-65 | 1363-64 | 1362-63 | 1361-62 | 1360-61 | 1359-60 | 1358-59 | 1357-58 | 1356-57 | 1355-56 | 1354-55 | 1353-54 | 1352-53 | 1351-52 | 1350-51 | 1349-50 | 1348-49 | 1347-48 | 1346-47 | 1345-46 | 1344-45 | 1343-44 | 1342-43 | 1341-42 | 1340-41 | 1339-40 | 1338-39 | 1337-38 | 1336-37 | 1335-36 | 1334-35 | 1333-34 | 1332-33 | 1331-32 | 1330-31 | 1329-30 | 1328-29 | 1327-28 | 1326-27 | 1325-26 | 1324-25 | 1323-24 | 1322-23 | 1321-22 | 1320-21 | 1319-20 | 1318-19 | 1317-18 | 1316-17 | 1315-16 | 1314-15 | 1313-14 | 1312-13 | 1311-12 | 1310-11 | 1309-10 | 1308-09 | 1307-08 | 1306-07 | 1305-06 | 1304-05 | 1303-04 | 1302-03 | 1301-02 | 1300-01 | 1299-00 | 1298-99 | 1297-98 | 1296-97 | 1295-96 | 1294-95 | 1293-94 | 1292-93 | 1291-92 | 1290-91 | 1289-90 | 1288-89 | 1287-88 | 1286-87 | 1285-86 | 1284-85 | 1283-84 | 1282-83 | 1281-82 | 1280-81 | 1279-80 | 1278-79 | 1277-78 | 1276-77 | 1275-76 | 1274-75 | 1273-74 | 1272-73 | 1271-72 | 1270-71 | 1269-70 | 1268-69 | 1267-68 | 1266-67 | 1265-66 | 1264-65 | 1263-64 | 1262-63 | 1261-62 | 1260-61 | 1259-60 | 1258-59 | 1257-58 | 1256-57 | 1255-56 | 1254-55 | 1253-54 | 1252-53 | 1251-52 | 1250-51 | 1249-50 | 1248-49 | 1247-48 | 1246-47 | 1245-46 | 1244-45 | 1243-44 | 1242-43 | 1241-42 | 1240-41 | 1239-40 | 1238-39 | 1237-38 | 1236-37 | 1235-36 | 1234-35 | 1233-34 | 1232-33 | 1231-32 | 1230-31 | 1229-30 | 1228-29 | 1227-28 | 1226-27 | 1225-26 | 1224-25 | 1223-24 | 1222-23 | 1221-22 | 1220-21 | 1219-20 | 1218-19 | 1217-18 | 1216-17 | 1215-16 | 1214-15 | 1213-14 | 1212-13 | 1211-12 | 1210-11 | 1209-10 | 1208-09 | 1207-08 | 1206-07 | 1205-06 | 1204-05 | 1203-04 | 1202-03 | 1201-02 | 1200-01 | 1199-00 | 1198-99 | 1197-98 | 1196-97 | 1195-96 | 1194-95 | 1193-94 | 1192-93 | 1191-92 | 1190-91 | 1189-90 | 1188-89 | 1187-88 | 1186-87 | 1185-86 | 1184-85 | 1183-84 | 1182-83 | 1181-82 | 1180-81 | 1179-80 | 1178-79 | 1177-78 | 1176-77 | 1175-76 | 1174-75 | 1173-74 | 1172-73</ |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------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Next steps:

College access programs

How to become more active as latino parents

Social emotional activities → what can we learn as parents to best support or understand what our kids are going through

More information on AP classes

Latino parent leadership support

how to identify what class is best for our kids

learn the class syllabus

email etiquette - how to send an email - how reach out to admin, teachers, counselors (a class for email)

print out emails for parents

## LATINO PARENT MEETING - SIGN-IN SHEET Sept 22, 2023

|   |                     |                           |                    |   |
|---|---------------------|---------------------------|--------------------|---|
| ★ | Esmeralda Hernandez | Edwin Duran (12118484)    | 408 726 8010       | ★ |
|   | Flor Quintero       | Jezabel Alejo 12113196    | 408) 529-5957      | ★ |
|   | Brenda Cortes       | Annamolly Cortes 13066826 | (408) 786-6447     | ★ |
|   | Roberto Alejo       | Jezabel Alejo 12113196    | (408) 728-5271     | ★ |
| ★ | Adriana Cervantes   | Adrian (Saul) Gutierrez   | (408) 309-2801     |   |
|   | Virginia Escobedo   | Angel A. Madera 12112675  | (408) 849-1062     |   |
|   | Emangelina Ortiz    | Leilani Rojo 12124266     | (408) 661-6610     |   |
|   |                     |                           | (408) 807-0206 (1) |   |
| ★ | Christina Peña      | Vivianne Peña 12113474    | (408) 828-9264 (2) |   |
|   | Sandra Navarez      | Yaretzi Navarez 12127229  | (408) 472-3613     |   |
|   | Monique Barajas     | Joslyn Barajas 53068856   | 408-661-2011       |   |
|   | Emiliano Barajas    | Joslyn Barajas 53068856   | 408-728-3633       |   |
|   | MIGUEL NEVAREZ      | YARETZI NEVAREZ           | 408-472-4426       |   |
|   | Zaira Cruz          | Jose Martinez 12119076    |                    |   |
|   | Mayra Munoz         | Melany Soreque (12112173) | (408) 648 9838     | ★ |



| Fecha | Nombre del Padre/Madre               | Nombre del Hijo & ID Numbers                       | Numero de telefono |
|-------|--------------------------------------|--|--------------------|
|       | Martha Ramirez                       | Jorge Axel Ramirez <sup>5306</sup> <sub>8239</sub> | 408-512-7640 ★     |
|       | zacarias Rivera                      | ANSEL Rivera Villa                                 | 669 7949 212       |
|       | Alma Gonzalez                        | Leonardo Gonzalez <sup>12112622</sup>              | (408) 903-5503 ★   |
|       | Claudia Lopez                        | Angel Garcia 12112787                              | 408 655-8710 ★     |
|       | Raul Narbajo                         | Cemila Narbajo                                     | 408 597-5686 ★     |
|       | Roxana Romero                        | Camila Narbajo                                     | 408 762 8890 ★     |
|       | Carmen Meza                          | David Estrada Meza                                 | (408) 498-2234     |
|       | Betsy Gutierrez                      | Ailin Guardado                                     | (502) 669 1912 ★   |
|       | Roberto <sup>Adriana</sup> Gutierrez | Sofia Jaime  | 408 4317451 ★      |
|       | Jose-Nancy Chavez                    | Sazmin Chavez H.                                   | (669) 247 9885     |
|       | Susana Aguilar                       | Omar Parra   | (408) 460-6341     |
|       | Elva Elena                           | Angel G. Olivera Elena                             | (669) 350-4504     |
|       | Norma Avellaneda                     | Gabriela Bolivar <sup>530</sup> <sub>66993</sub>   | 408 7040376        |
|       | NORMA COA                            | EFRAIN NOGUERA                                     | 408-8411903        |
|       | Elia Salas   Jorge Romao             | Sasha Romero                                       | 408 314-63756      |

|                   |                              |          |    |
|-------------------|------------------------------|----------|----|
| Patricia Quiver   | Ximena Quiver                | 42020013 | 40 |
| Monica K Argumedo | Aylin Gonzalez               | 42019853 | 40 |
| Maria Penaloza    | Darlene Penaloza             | 42019186 | 40 |
| Jorge Figueroa    | <del>Samantha Figueroa</del> |          | 40 |
| Iveth Recendiz    | Aylin Gonzalez               | 42019853 | 40 |
| Marisol Delgado   | William Araujo               |          | 40 |
| Luis Ramirez      | Gabriel Zuniga               |          | 40 |