

# Reynolds Advisory & Stewarding Body

December 1, 2022

4:00- 6:00

Zoom Link

*Attendees: Gustavo Olvera, Karin Allen, Chelsea Mabie, Danna Diaz, Karen Perez, adam Swientek, Wei-Wei Lou, Sherilee Thomas, Melissa Hicks, Deb Bufton, Rutila Galvan-Rodriguez, Ed Miller, Pamela Jordan, Pearson, Chelsea Holcomb, Deb Miller, Christopher Ortiz, Muhammad Rahman, Michelle Cardenas, Ady Romero, Pamela Marks, Candice Vickers*

## Objectives:

- Support the Aligning for Student Success application by helping review data and providing thoughts on emerging priorities
- Refine and generate progress check elements for existing recommendations

### ● **Welcome & Connection**

- a. [Land Acknowledgment](#)
- b. [Community Agreements](#)
- c. Emerging Priorities: Community Engagement + Recommendations Follow-up

### ● **Determining Priorities from Community Engagement**

- a. Context
- b. [Presentation Slides](#)
  - i. Questions:
    - a. [Response Space](#)
    - 2. What needs are identified in terms of equity and access?
    - 3. What barriers, contributing factors or potential root causes exist?
    - 4. What are our desired outcomes?
    - 5. What strategies or initiatives should be maintained or invested in to improve outcomes?
- c. Process & Feedback
  - i. Small Groups
- d. Next Steps

### ● **Refine: Progress Checks for Approved Recommendations**

- a. Context
- b. Overview: Recommendation → Intended Outcome → Milestone → Data → Who
- c. Stewarding Body Insights
- d. Provide Feedback & Refine
  - i. [Group 1](#)
  - ii. [Group 2](#)
  - iii. [Group 3](#)
  - iv. [Group 4](#)

- **Generate: Progress Checks for Approved Recommendations**
  - a. Review: Recommendation → Intended Outcome → Milestone → Data → Who
  - b. Generate in Groups: ELD TOSAs
    - i. [Group 1](#)
    - ii. [Group 2](#)
    - iii. [Group 3](#)
    - iv. [Group 4](#)
- **Open Space/Questions/Needs**
- **Closing**
  - a. Next Meetings:
    - i. January 19, 2023
      - 1. Aligning for Student Success Application Update & Input
    - ii. April 20, 2023

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#### Response Space

What needs are identified in terms of equity and access?

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What barriers, contributing factors or potential root causes exist?

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What are our desired outcomes?

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What strategies or initiatives should be maintained or invested in to improve outcomes

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**Group 1:**

- Tier 1 - Disheartening to see the percentages of students believing their teachers believe they can do anything vs. teachers that believe all students can do anything.
- AVID
- Partnerships with families- AVID families being involved with children's education- felt like they belonged and have a voice. How do we make families feel invested K-12

**Group 2:**

- PD as a need- making sure teachers have skills they need to engage in the work with students
  - Honoring experience and love our teachers show up with
  - Not focusing on what is "wrong" with how we are teaching.
- Microaggressions, and the impact of our language
- Systems that ensure connection with community partners and staff.
  - Understanding EIS
  - Aligning resources
- Dual language. Ensuring access to connected systems
  - Elementary school is bilingual, then going into monolingual middle school. This is not trauma informed– forcing students to learn in a different way.
  - Establishing shared commitment
    - Literacy with language spoken at home. How to encourage bilingual families to do their 30 min of reading in home language?
- Making sure data does not become a weapon, but an actionable item.
  - Growth mindset.

**Group 3:**

- Similar feeling about achievement statistic
  - Turnover may be impacting this?
    - Kids feel like a particular staff member is a champion for them. What happens when this staff member leaves?
- Safety in schools- More than half of students don't feel safe in schools
  - Student's can't learn in this environment.
  - SEL- What does this look like at different sites and grade levels? Needs will vary.
  - Supporting students with diverse backgrounds
    - What is the diverse background? What specific group needs more learning around for teachers?
  - Families felt more connected during COVID, less so now. Experience as teacher reflects this.
    - Time setting up classroom was spent reaching out to families.
    - This was the first time teachers noted they were able to reach out to all families before school starts.
  - Duplicating efforts- Don't know where kids are connected with CBOs. How to specifically reach out to kids with resources that they don't have access to?

- Seeing that EL students aren't finishing, some instances just CTE program and some instances schooling in general. How to provide resources to support these students?
  - Master schedule has conflicts between EL program and CTE program.
  - Speaks to needs to weave in language into these programs. Noting that teachers have expressed excitement about this.
- Communication needs- More collaboration within the district.

## **Breakout #2:**

### **Group 1:**

- Set ground rules while hiring EA- Not behavior support, but work with the grade level team and look at areas of success and areas needing momentum. Found someone who knew community, team, etc. Quickly became part of team. Has a voice in student progress monitoring and supporting students outside class, collecting and inputting data into spreadsheets, assessing where students are stagnating and what to do to support them
  - Long term having Kinder EA would be helpful. Help transitions into Kindergarten.
  - Avg. Kindergarten size ~20
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