

Reynolds Stewarding Body

March 2, 2023

4:00- 6:00

Attendees: Gustavo Olvera, Karin Allen, Cayle Tern, Frank Caropelo, Koreen Barreras Brown, Karen Perez, Rutila Galvan-Rodriguez, Anthony Lebron, Christopher Ortiz, Wei-Wei Lou, Chelsea Mabie

Objectives for our time together:

- Share steward and ODE point person memos
- Reach a decision point on the continuation of funding for Library Media Assistants
- Revisit the team's guidance on adding a community engagement centered activity

1. Welcome & Connection

- a. [Land Acknowledgment](#)

2. [Steward Memos](#)

- a. Framing
 - i. Stewards sharing insights from the last year, from meetings and in person visits.
- b. Focus on "Themes" and "Next Steps"
- c. Questions
 - i. Is Reynolds still planning on pursuing a bond?
 - 1. Yes, the committee is meeting this coming week. Planning on bringing a presentation to the board in an upcoming work session.
 - ii. Concerns about lines of communications– Has there been any discussion around utilizing IP funds to address this? Will we be bringing in external folks to give their feedback?
 - 1. New Superintendent Frank Caropelo is coming in with a new eye. He is working on restructuring.
 - 2. Noting weariness and bad history with consultants.
 - 3. Wade Bakely as Head of Staff to help support this work in schools.
 - iii. Regarding facilities: Improvements and fixes. Can these funds be used in this way?
 - 1. It is allowable, but will need to go through discussion and process to agree on this spending.
 - a. There is concern about delays around these fixes - having to go through approval processes can create barriers. Potential to create a fund to use quickly.
 - iv. Were there any pieces that stood out for the cabinet?
 - 1. Powerful, even if the content wasn't surprising. A good time for reflection and opportunity to own the part of the issue. Thinking around how to support going forward.

2. Helpful to look at the system and do root cause analysis. What are the needs of our district and look at it from an external perspective. Shared tools help to avoid assumptions and dig deeper.
3. Eye opening to see the disconnect between admin and schools, and address ideas of how to close this going forward.
4. Coherence work– how to leverage resources to support our students' learning.
5. Everyone has been doing a wonderful job at doing their best for the schools. Hoping that we take the responsibility as reflection and changing direction rather than feeling blame.
 - a. Stewards consider themselves as part of the Reynolds team. Writing concerns into memo is part of stewarding responsibility. If the system is not set up right, hard and good work may not be on the right stuff. We want to look at the issues, not the people. Needs to be addressed directly.
 - b. Seeing Reynolds as a family– we all have things that we need to work on. When we are able to come together in a line and co-construct, it will accelerate the learning for the students.
6. Appreciation for Frank– having an external view while knowing the context of how things used to be.
 - a. Getting feedback was valuable.
 - b. We have smart and qualified people already at the table.
 - c. Helpful to have a good and serious dialogue around this.
- v. Want to assess when it would be most helpful to get additional memos from stewards.
 1. Continue to have stewards come and do site visits, be involved.
 2. Wanting to brainstorm ways to bring this conversation to larger Advisory body.
- vi. Intent of memos were to evaluate systems, not people.

3. SIA/Integrated Application Overview

- a. Window has been open for about 24 hours.
- b. Meeting regularly to work on plan. Bringing to board in March.
- c. Going through reorganizing to put fund spending into the right grants.
- d. Requesting to have EA in every Kindergarten class
 - i. Planning on continuing funding with IP monies with additional EAs being funding elsewhere.
- e. Want to bring in 1-2 restorative practice specialists to high school.
- f. ~45 positions in temporary grants that need to be moved into general funds.
- g. Narration is coming along. Needing to be summarized into 250 words or less.
- h. Working on presentation- template has been helpful.
- i. Appreciation to Gustavo for the heavy lift around community engagement.

- j. This process helped rethink engagement that has been done in the past.
- k. Family Engagement
 - i. CSI/TSI funds for remainder of the year to buildings.
 - 1. Budget spreadsheet created- Allocating funds to help support targeted areas, specific to each school.
 - ii. Currently planning on how to expend funds for next year.
 - iii. How do we use these funds to support students and engage families?
 - iv. Organizing community partners is an important piece– could these funds help create a system (technology? FTE?) to support this?
 - 1. Through Promised Neighborhood Grant- dedicated funding to hire coordinator. PNI staff has tried to give funds to districts and has been rebuffed, unsure why.
 - a. Want to explore if these funds are still available.
 - 2. Current work lies in the communications department.
 - a. The support may be better housed in the academics department, or other closer to the schools.
 - 3. State of community partners have changed over the last four years. Sent message to principals regarding this relationship and encouraging them to engage. Need to start at the top
 - v. Can these funds be used for multilingual students?
 - 1. This is one of the reasons this needs to be shifted into the academics department.
 - 2. See this as something that is worked into instruction strategy.
 - 3. Working on de-siloing.
 - 4. Answering questions around equity regarding these funds.
 - 5. Conversations around accelerated programming vs. remediation.
 - a. Multilingual students frequently need to make larger year gains. There is an opportunity gap.
 - b. Getting to the intention of instructional coaches.
 - i. Wanting inclusive practices implemented in an effective way.
 - ii. Scaffolding language so kids have access to content.
 - c. Rethinking how we are serving our kids.
 - i. Getting clear on Tier 1, Tier 2 and Tier 3.
 - ii. Appreciation for hexagon tool
 - 1. We can't keep throwing money and people at a problem, we have to look at the system and how to develop how to meet the needs of our students.
 - 6. Data around teacher's belief in students
 - a. Equity Director could help bring in training to address this gap.

- b. Teachers do not share the lived experience of the students.
 - c. Training so people feel cared for and supported. What to do when they don't have a shared lived experience with students.
 - d. PD dollars to principals to look at system and individual issues.
 - e. Design issues- segregated departments both physically and spiritually.
 - f. Training issue- Wanting to keep teachers. Work on retention. Keep good people, reduce work to hire.
 - g. Discussed Train into Trainers program - Plusses and minuses.
- 7. Challenges for above
 - a. Not enough PD time to get hands-on training.
 - b. Expressed interest in affinity groups at the schools
 - c. Empathy interviews - equip staff to be able to do these.
 - d. Trying to align to strategic plan.
 - e. Needing supports.
- vi. Shoutout to Gustavo around trainings and elevating student voice.
 - 1. Recognizing that building relationship is important in this work.
- vii. Family engagement issues
 - 1. Parents and caregivers are used to phone calls being bad- wanting to work against the trauma and reframe these calls.
 - a. Especially around language learners and parents who speak a different language than English. Needing clarity around purpose of the calls.
 - b. Need to invest money in communicating that contact with parents is around us needing them rather than having their students in trouble
 - 2. Do we have a student engagement coordinator? Can we give them more resources if so?
 - a. Lots of ways to get involved at high school.
 - b. 3 staff at HS paid via High School Success that are student engagement and re-engagement coordinators.
 - i. Work with kids who stop coming to school
 - ii. Having folks knocking on doors for students who are on the verge of dropping out.
 - iii. These staff have been pulled to other things- want to refocus this.
 - c. Working at chronic absenteeism- not focusing on reward/punishment, but around cause. Contract with this was canceled, and may need to be re-pursued.
 - d. Needing to go beyond sending attendance letters.

- i. Reaching out personally, giving incentives (beanies, assemblies, etc).
 - ii. Start with inquiry. What are we doing? What can we do better?
- e. Learned behavior- encourage feeling that on time attendance is important.
 - i. Create habits of being in class.

4. Library Media Assistants

- a. Framing
 - i. Planning on moving into General Funds.
 - ii. Recommend discontinuing funding from IP as there is a plan in place at district to move to GF.
 - iii. Frank came after this funding. Wanting to hear thoughts.
 - 1. MS and HS Media Assistants - help support making things accessible and supported.
 - 2. Help with technology check in and out.
 - 3. Currently see a need, but may not be a long term need.
 - iv. Relationship between librarian / library assistants and students
 - 1. We see strong relationships develop. Help encourage love for books.
 - 2. Tech perspective: connect with teacher, students, support. Access to digital literature.
 - v. How does our pay compare with other districts?
 - 1. Not sure how many other districts have licensed staff in these positions.
 - 2. Not a widely used position any more.
 - vi. Priority and alignment.
 - 1. If we have limited dollars, what are we investing in?
 - 2. Do we have bigger needs?
 - 3. Invest in EAs for Kindergarteners as a support for reading.
 - 4. Expanding Equity Director team
- b. Milestones
- c. Decision Point
 - i. [Consensus Based Decision Making](#)
 - ii. Unanimously 5

5. New Items for Funding

- a. Need for equity work to expand. Support for bolstering Equity Director team.
- b. 2 TOSAs estimated to be needed to provide regular equity trainings.
- c. Looking for ways to shift the Equity Director position to GF- this is in process to figure out the best way to go about this.
- d. Would love to see what emerging bilinguals identify as needs for supporting them.

- i. Supported by metrics to track over the years.
- ii. HB3499 dollars - wanting this money to go directly to emerging bilinguals.
- iii. Ensure all students have access to common core, dual language program. Think about the equity of this access.
 - 1. Need to determine where all ADMw is going, and going to support emerging bilingual students.
 - a. Communities, shareholders, educators, need to be engaged in this conversation.
 - b. Needing strong, centralized, de-siloed work.
 - c. Working to ensure that the systems are aligned through schools and grade levels.
- iv. Timeline:
 - 1. Chelsea is meeting with Gustavo 3/3. Can work to find additional meeting times.
 - 2. Meeting April 20th - Advising body
 - a. Discussion around funding
 - 3. Stewarding meeting to have additional conversation and debriefing. (Can schedule additional meeting)

6. Loopback: Community Engagement Addition to Integrated Application

- a. [Caregiver Project Plan](#)
 - i. [Hexagon Protocol](#)
 - ii. Encouragement to reach out to stewards.

7. Open Space/Questions/Needs

8. Closing

- a. Next Meeting: Advising → April 20, 2023
- b. Big thanks to Karin!