

Reynolds Stewarding Body

May 4, 2023

4:00- 6:00

Attendees: Gustavo Olvera, Sarah Dey, Karen Perez, Deb Bufton, Frank Caropelo, Wei-Wei Lou, Rutila Galvan-Rodriguez, Anthony Lebron, Koreen Barreras-Brown

Objectives for our time together:

- Reflect on the first 15-months of implementation
- Learn from the superintendent about priorities, structures, and goals to help team consider alignment
- Discuss how to reshape and re-engage the advising body, so that it is more aligned with the Reynolds district and community

1. Welcome & Connection

- a. [Land Acknowledgment](#)

2. Getting in Alignment

- a. Priorities

- i. Context: Budget sets priorities. May forecast will determine funding level. Enrollment decreases in our district– we need to find a way to bring students back.
- ii. Elementary:
 1. Restore reading specialists to all elementary schools. Adding full day assistant to each kindergarten sections. The goal is to ensure that students are reading by 3rd– ideally 2nd– grade.
- iii. Middle:
 1. Add FTE to return both middle schools to A/B block schedule from a 7 period day which will increase instructional time by 20 minutes/ day. Translates into three hours of additional instructional time, reduces passing time, and allows students to take an additional course. The goal is for students to consider who they are and where they want to go.
- iv. High:
 1. Will return to A/B block schedule. Similar impact as middle school. Will increase the number of credits that a student can earn in high school from 28 to 32. Given that 24 credits is the minimum for graduation, this change will support increased graduation rates and student success.
- v. District:
 1. Changing how our central office supports schools. Shifting to one where schools become the center of our work. Restructuring the office to reduce silos/ strengthen alignment, support academic work, increase funding for equity training, provide full funding to

CSI/TSI schools. Also consolidating from three district offices to two with the hopes of finding a single space in the future.

2. Given the end of ESSER funding, shifting ESSER funded positions to general funding. Move ESSER funding to short-term projects.

3. Shifting district culture

- vi. When considering Intensive Program funds, it's important to understand that these are also relatively short-term funds and consider the implications for FTEs supported by the Intensive Program.

b. Structures

c. Budget

d. Potential Discussion Prompts:

- i. How can the stewarding body be the most supportive of this work, from your lens?
- ii. How can the advising body be the most supportive of this work, from your lens?
- iii. What blind spots should we watch for what and/or what fresh ideas could be supportive from this team?

e. Q & A

- i. Deeper funding discussion given current spending level and enrollment drop. The state is experiencing an enrollment drop, but there are also local conditions (i.e. housing costs).
- ii. Family engagement should live at the school sites with the local school communities. Opportunity for principals to receive training around supportive family engagement through multiple avenues beyond several discrete services. Appreciate stewards' support in this area. Funding is not a barrier with family engagement given CSI/TSI funds.
- iii. Need for specific intention around family engagement. Connection with family engagement and the budget. Stewards welcome the opportunity to support in this area.
- iv. District structure matters, but culture really matters as well. Implications for staff turnover. Needed shift around being nice. It's also important to fix structural pieces that translate into stability and consistency and, ultimately, trust. The size of our district makes the personal connection possible.
- v. Stability in principal workforce— so far, three retirements, two of which are already filled.
- vi. Instructional work with principals and curriculum TOSAs, especially around elementary literacy. Leveraging training around the science of reading and letters; now, we're onto the application piece. We have two- and four-year cohorts given each teacher's platefulness; this year, a large group of teachers will be coming off the two-year letters training. An opportunity for stewards to use the science of reading within our curriculum. Considering the tight/loose dynamic of the literacy work,

especially with the differentiated needs of individual students and groups of students.

- vii. Trust of the superintendent helps to support a culture shift across the district.
- viii. Thought partnership around the connection between literacy and school improvement planning.
- ix. Staff can receive credits for the literacy training which will support them in moving up the pay scale. Teachers appreciate the cohort concept, working with the Lexia platform, and that the work is job-embedded. Aligned with other initiatives such as student-centered coaching to build teacher leadership capacity.
- x. Cycle of school improvement plans. Joint effort between multiple district staff to work collaboratively with principals. Met monthly to hear what's going on in each school, what each school's goals are, and how they connect with district-wide strategic goals.

3. Moving Forward

a. Group Discussion:

- i. In considering alignment, where would we hope this work could have the greatest impact?
 - 1. From the next round of memos, what trends do we hope to see?
Where do we want to see movement?
- ii. Are there priorities shared that feel most aligned with the aims of the Intensive Program?
- iii. How can we move recommendations (funded or unfunded) to support these priorities?
- iv. What do stewarding body members need (from their lens) to feel like they can best support?

b. Notes:

- i. Not all recommendations need to be directly related to funding or FTEs.
- ii. Hope around a recommendation focused on equity training for the Advising Body to move the work forward.
- iii. Helpful to figure out the internal process of communication within the stewarding body and, especially, for stewards.
 - 1. Strong communication directly with the superintendent. Also a request to ensure that Gustavo/ Superintendent know when steward-district staff meetings are happening. Ensures that all stewarding body members are aligning efforts. Very helpful clarity for all.
- iv. Regarding alignment, the organization is going through transition. Small fixes (like fixing clocks– and knowing WHO to call to fix them) can help build trust across the system. Aligning adults around supporting students.
- v. No need to make big changes with the Intensive Program– need to give this work time to mature and bear fruit (i.e. Gustavo's equity work.)

- vi. Role of stewards vis-a-vis the district
 - 1. Critical that district can walk on its own without additional support and funding.
 - 2. Value is your outside perspective to see what makes sense and where there are questions. There's a power in newness— fresh eyes can bring insight and identify blind spots.

4. Reset & Re-engage the Advising Body

- a. *Group Discussion:*
 - i. When the Intensive Program's time working with RSD is complete, how do you imagine the advising body continuing on? Or, are there other bodies we should lean into for advising?
 - ii. Whose voices are we missing on the advising body? Who would you like to hear from more or add into the conversation?
- b. Gustavo and the superintendent met with Chelsea to discuss initial thoughts about voices to include.
- c. Since we have elementary representation, do we also want middle and high?
- d. How should we consider that some Advising Body members may be ready to cycle off?
- e. Appreciate the opportunity to connect with union leadership to start building another partner. Currently have one union leader on the Advising Body already who has been to nearly every meeting.
- f. Reynolds is sitting in five cities, which is a unique characteristic— opportunity to meet leadership from each to learn more about their thoughts and priorities (and the additional implications for them regarding enrollment declines.)
- g. Benefit of additional (more than one) parent perspectives.
- h. Wonder around forming a subcommittee focused on supporting the Advising Body and building membership around additional voices.
- i. Are there other groups that we could lean on? Considering SB 732 group which may be a great group to rely on, especially once the Intensive Program ends. Already they're ready to dive into the work. There are three parent voices in the group, so perhaps we could ask them to come (maybe on a rotating basis.)
- j. Social workers.
- k. Classified staff.
- l. Question around process for next steps— would go back to Gustavo, the superintendent, and Chelsea.

5. Next Steps

- a. Site Visits: May 31 & June 1
 - i. Consider who/ what you would like to see on these site visits in advance of the in-person meeting on June 1
- b. June 1: Advising + Stewarding Body (in-person)