

**Meeting Date:** November 13, 2024 (In-Person)

**Attendees:** Kim, Sarah P., Allie, Val, Samarra, Julie, Sarah R., Dr. Bernal

**Resources:**

- ❖ [How to challenge your organization's status quo-productively](#)
- ❖ [Calling in and Calling Out Guide](#)
- ❖ [What if Instead of Calling People Out, We Called Them In?](#)

**Today's Offering:**

"There's no way to avoid the fact that trust is a prerequisite for a healthy community. If you're trying to build community, whether that's among students in your classroom or with colleagues at your school focus on building trust." - Elena Aguilar

"Here are the main reasons why we need to focus on community: Teachers don't leave strong communities, and children thrive in strong communities." - Elena Aguilar

Topic	Notes/Tasks
<b>Introductions and Connection</b> <ul style="list-style-type: none"><li>❖ How do you hold onto your core values in tough situations?</li><li>❖ How can others in this group hold you/support you into living into your core values?</li><li>❖ How can you support others in this group to live into their core values?</li></ul>	<ul style="list-style-type: none"><li>❖ <b>Kim:</b> Authenticity, Collaboration, Humility/Vulnerability</li><li>❖ <b>Julie:</b> Zest, Integrity, Family</li><li>❖ <b>Val:</b> Collaboration, Humor, Kindness</li><li>❖ <b>Dr. Bernal:</b> Hope, Loyalty, Service</li><li>❖ <b>Judy:</b> Gratitude, Humor, Creativity</li><li>❖ <b>Samarra:</b> Nurturing/Growth, Compassion, Equity</li><li>❖ <b>Allie:</b> Justice, Joy, Imagination</li><li>❖ <b>Sarah P:</b> Flexibility, Belonging, Meaningful Work</li><li>❖ <b>Sarah R:</b> Curiosity, Hope, Justice, Community</li><li>❖ <b>CJ:</b></li></ul>
<b>Community Agreements and Aspirations</b> <b>Team Reflection Questions:</b> <ul style="list-style-type: none"><li>❖ Where do you see your core values reflected in the community agreements?</li><li>❖ Do these agreements help us as a team to live into our core values/meet the intent of this work?</li><li>❖ Are there additional agreements we might consider to help us (as a Stewarding Body) do our work?</li></ul>	<ul style="list-style-type: none"><li>❖ Be present in mind, heart, and body</li><li>❖ Speak authentically – say it messy! Listen with courageous curiosity</li><li>❖ Critique the idea and not the person – take the lesson leave the story</li><li>❖ Learn from the past, and be future oriented</li><li>❖ Accept and expect non-closure but not non-action</li><li>❖ Be aware of your own agenda and potential biases</li><li>❖ Keep all students, adults, and educators within our community at the center of our decisions</li><li>❖ Commit to serve our historically and systemically</li></ul>

<p><b>Independent Reflection Questions:</b></p> <ul style="list-style-type: none"> <li>❖ How do I agree to show up in commitment to our community agreements?</li> <li>❖ How would you like others to show up and uphold our community agreements?</li> <li>❖ How will you name the invisible boundaries so we can have open and honest dialogue?</li> </ul>	<p>underserved communities</p> <ul style="list-style-type: none"> <li>❖ Invisible boundaries are made when there is a lack of transparency between people working towards the same goal – it can lead to defensiveness and push-back</li> <li>❖ Share belief systems – speak up when your boundaries are crossed</li> <li>❖ Trust is paramount in order to open up, be honest, speak to our values, and get deep into the work</li> <li>❖ How can we bring everyone into the space</li> <li>❖ Monitor speaking and listening time <ul style="list-style-type: none"> <li>➤ Calling people into conversation</li> </ul> </li> </ul>
<p><b>Emerging topics</b></p> <ul style="list-style-type: none"> <li>● School Board Work Session (Dr. Bernal)</li> <li>● Integrated Guidance — community engagement and needs assessment</li> <li>● Follow-ups from October meeting <ul style="list-style-type: none"> <li>○ Allie and Sarah: Classroom walk-through tools &amp; Title III funds for translation equipment</li> <li>○ Kim: connect with Jonathon Fost to support migrant families</li> <li>○ Dr. Bernal: Safe Schools grant</li> <li>○ Sarah: C&amp;C TOSAs</li> <li>○ Sarah and Dr. Bernal: side by side of surveys</li> </ul> </li> </ul>	<p>School Board Work Session:</p> <ul style="list-style-type: none"> <li>❖ Work sessions scheduled for January 16 - 6PM (data deep dive) and February 2025 (youth wellness community, Intensive Program, Integrated Guidance overview) and April (LPGT progress check)</li> <li>❖ IP team members to help design the January work session <ul style="list-style-type: none"> <li>➤ Sarah P</li> <li>➤ Sarah R</li> <li>➤ Julie</li> <li>➤ Allie</li> </ul> </li> </ul> <p>Integrated Guidance</p> <ul style="list-style-type: none"> <li>❖ Met on October 23rd for IG</li> <li>❖ Making sure there is representation from all the different grade levels <ul style="list-style-type: none"> <li>➤ Middle school representation?</li> </ul> </li> <li>❖ Looked like they had a good process for gathering and requesting information</li> <li>❖ Aligned Strategic Plan priorities and LPGT work</li> <li>❖ How is the SIA funding currently spent? <ul style="list-style-type: none"> <li>➤ Education on how the funds are spent</li> </ul> </li> </ul> <p>October Follow-up</p> <ul style="list-style-type: none"> <li>❖ Meeting with Shannon soon – not sure if there are Title III funds for translation materials (possible</li> </ul>

	<p>recommendation)</p> <ul style="list-style-type: none"> <li>➤ Is this something the ESD can support?</li> </ul> <ul style="list-style-type: none"> <li>❖ Google is blocked but there is a need for it with specific students so how do we create access? Particularly with translation tools.</li> </ul> <p>Safe Schools Grant</p> <ul style="list-style-type: none"> <li>❖ Granted an award – waiting to accept due to issues with reimbursement</li> </ul> <p>C&amp;C TOSAs</p> <ul style="list-style-type: none"> <li>❖ Director needs to communicate that the overall goal is district work</li> <li>❖ Readdressed the implementation plan as a larger district goal rather than a site goal.</li> <li>❖ Level up the adult coaching and learning towards the goal of district work vs. site work.</li> <li>❖ How do teachers reach out to TOSAs? They don't know the system for reaching out or what they can reach out for.</li> <li>❖ Make very clear guidelines on what C&amp;C TOSAs do and don't do</li> <li>❖ How do we combat work avoidance?</li> <li>❖ Liaisons to help make positions clear</li> <li>❖ Utilize structures in place to connect job aligned people</li> <li>❖ Need to be looking at impact on adults</li> <li>❖ TOSAs are adult facing roles</li> <li>❖ Looking at the roles of every position in relation to attendance within the different buildings</li> </ul> <p>Side by side of Survey</p> <ul style="list-style-type: none"> <li>❖ Survey breakdown – who, what, where, why, mandatory or not, etc.</li> <li>❖ Work in progress</li> </ul>
<p><b>Focusing in on the 2024-25 School Year</b></p> <ul style="list-style-type: none"> <li>❖ Resource Equity Diagnostic for Districts <ul style="list-style-type: none"> <li>➤ <i>How do you see this resource as supporting our work/vision this year?</i></li> <li>➤ <i>How does this resource align with the Intensive Program and future recommendations?</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>❖ Dimensions identified last meeting: Empowering and Rigorous Content, Positive and Inviting School Climate, and Student Supports and Intervention</li> <li>❖ There are tools in place like walk throughs for classrooms</li> <li>❖ This can be a diagnostic for Teaching and Learning</li> </ul>

<p>➤ <i>What should our next steps be for this work?</i></p>	
<p><b>IP Fiscal Update</b></p> <ul style="list-style-type: none"> <li>❖ Recommendation Tracker</li> <li>❖ Budget Allocation</li> </ul>	<ul style="list-style-type: none"> <li>❖ How much money do we have – how do the funding recommendations connect to the bigger goals? <ul style="list-style-type: none"> <li>➤ 85% allocated, 14% remaining</li> <li>➤ What are the true allocations?</li> <li>➤ Looking at reimbursement</li> </ul> </li> <li>❖ How much is being spent year over year?</li> <li>❖ Are there other focus areas to support?</li> <li>❖ More information at the December meetings</li> <li>❖ Add allocated sum vs. spent</li> </ul>
<p><b>Progress Checks</b></p> <ul style="list-style-type: none"> <li>● Debrief SST Progress Check</li> <li>● Progress Check Form and Process</li> <li>● New form</li> </ul>	<ul style="list-style-type: none"> <li>❖ Are these outcomes measurable?</li> <li>❖ Do we need to change anything that we are measuring?</li> <li>❖ When should we progress-check the recommendations?</li> <li>❖ What should be progress-checked?</li> <li>❖ Is there other data that we should be tracking?</li> </ul> <p>SST Debrief</p> <ul style="list-style-type: none"> <li>❖ Survey did not match the success metrics (SMART goals) – something to clean up</li> <li>❖ Feedback on things we can change or make clearer</li> <li>❖ People are confused on what their role is in the Advisory Body <ul style="list-style-type: none"> <li>➤ Especially as we move towards fine tuning and progress checks rather than new recommendations</li> <li>➤ Aligning to be done</li> <li>➤ What is our process? More transparency</li> </ul> </li> <li>❖ Preparing for the next iteration</li> <li>❖ Print our goals to have physical copies on the table</li> <li>❖ Not everyone knows what a smart goal is</li> <li>❖ Conversations about representation – diverse group with parents who aren't connected into the community, businesses and others not connected to the schools, students (who don't necessarily need to be in the room)</li> <li>❖ For people not in the education world, they wanted to</li> </ul>

	<p>get into the meat and jump right in</p> <ul style="list-style-type: none"> <li>❖ Felt like just using the YouthTruth group was too narrow – want a more diverse group – TAT time at the high school – existing structures</li> <li>❖ We can figure out how to build structure that is moving out rather than bringing a number of people in</li> <li>❖ Does it have to be called a meeting?</li> <li>❖ How to get feedback without surveys</li> <li>❖ The focus needs to shift to systems change – away from “money to spend”</li> </ul>
<p><b>Attendance Work Session</b></p> <ul style="list-style-type: none"> <li>❖ Attendance Subcommittee <ul style="list-style-type: none"> <li>➢ What voices should be present in this space?</li> <li>➢ Is there support needed for facilitation of meetings?</li> <li>➢ How might this dovetail/align with other work/initiatives in the district?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>❖ <i>“Key to reducing disparities in educational outcomes is a shift, a shift from a program focus (we need to add something new, some new idea or service) to a problem-solving focus (we target a specific disparity in outcomes and we keep iterating through improvement research cycles until we achieve our aim).” – <a href="#">Anthony S. Bryk</a></i></li> <li>❖ Possible attendance sub-committee (beyond the IP team) – focus on the principals work to not duplicate efforts</li> </ul>
<p><b>Recommendations</b></p> <ul style="list-style-type: none"> <li>❖ Template Updates <ul style="list-style-type: none"> <li>➢ Recommendation Template</li> <li>➢ Implementation Planning Template</li> </ul> </li> <li>❖ Recommendation Updates - Implementation Plans <ul style="list-style-type: none"> <li>➢ Youth Advisory Council</li> <li>➢ Youth Truth</li> </ul> </li> <li>❖ New Recommendations <ul style="list-style-type: none"> <li>➢ AVID Training (Nick Nelson) – Sarah R. and Val</li> <li>➢ SBAC interim assessment training for teachers (Jared and CJ) - <b>no recommendation</b></li> <li>➢ Translation Needs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>❖ For accessibility – refer to SMARTIE goals as Success Metrics</li> <li>❖ Planning the implementation at the December meeting</li> <li>❖ Look for district participants to work with Next Door</li> <li>❖ Wanting to pay for subs for teachers SBAC training <ul style="list-style-type: none"> <li>➢ Using PLC time/existing systems</li> <li>➢ Julie will reach out to CJ and loop in Shannon</li> </ul> </li> </ul>

**Next Meeting**

- ❖ Stewarding Body Meeting: 12/12, 9AM-12PM, virtual
  - Focus on pre-school and kinder resources

- ❖ Beliefs work - virtual bookshelf
- ❖ Safe Schools Grant reimbursement
- ❖ Systems work
- ❖ Follow-up on C&C TOSA work (and description/alignment of different roles and positions)

**Tasks:**

- ❖ Sarah and Julie: role descriptions with CJ, principals and admin.
- ❖ Julie and Val: meet with CJ to discuss attendance questions at conferences
- ❖ Sarah and Dr. Bernal: side-by-side surveys
- ❖ Dr. Bernal, Sarah, and Julie: fiscal analysis
- ❖ Allie, Kim, and Julie: Finesse/revise the SST recommendation + plan for January SST meeting
  - Implementation plan
  - What is our next iteration of structure of this group?
  - How do we explain this in January?
- ❖ Allie will send out email asking for feedback on templates
- ❖ Allie will connect Heather and Dr. Bernal
- ❖ Julie and Allie will meet with Nick re: AVID (12/3), loop in Shannon, and then loop in Sarah R. and Val
- ❖ Julie will follow-up with CJ on recommendation
- ❖ Sarah P. will send Sarah R. resources for SBAC (not to be shared at this time with schools/districts)
- ❖ Val to follow up with ODE and OEA about attendance work group
- ❖ Dr. Bernal to share about attendance efforts
- ❖ Attendance community of practice

**January SST:**

- Systems change focus - money helps to support systems change
- Fiscal Share