RAUC School Council Running Notes (SY23-24)

Tuesday, February 6, 8:00-9:00AM
Google Meet joining info
Video call link: https://meet.google.com/okh-dcvr-kng
Or dial: (US) +1 402-285-2515 PIN: 314 851 831#
More phone numbers: https://tel.meet/okh-dcvr-kng?pin=8793344170249

Goal: To analyze the family level Panorama data

Topic	Activity/Notes
Connection/ introductions (8:00-8:15)	What are you planning today for February break (Hamza)
SIP Update (8:15-8:25)	Updates: - Language consistencies across the document (acronyms, emphasis on the target groups) - Additional framing regarding why curriculum is the driving lever in the instructional goals AND where extension lives (challenge for students) Continued next steps: - Adjusting language to make a more family-friendly and student-facing versions - Follow-up surveys for more granular information (particularly around chronic absenteeism and climate and culture - today!)

Review School Climate Survey Data (8:25-9:00)	Overview - given to students, staff, & families (paper & online options)
	"Average" refers to average of responses that were considered favorable
	
	Demographic breakdown of student population at time of survey:
	● Total # of students: 291
	● # of free/reduced: 85 (29.2%)
	● # of students w/ IEPs: 56 (19.2%)
	● # African American: 65 (22.3%)
	● # Hispanic: 36 (12.4%)
	● # Asian: 27 (9.3%)
	● # Caucasian: 168 (57.7%)
	● # Multi-racial: 31 (10.7%)
	
	Jigsaw data dive
	● In your group, follow the following protocol>>
	   ○ Choose 1 timekeeper & 1 notetaker
	   ○ Start with observations about overall data; then do demographic specific
	   ○ Link to overall data>>

- Group 1 - Barriers to engagement (review questions 7-10)

Notes:
- Question 9 - a large percentage of families are favorable (communication with the school)
- Question #7 (little info on school involvement) is the lowest of the 4; should look at ways info is being provided and who is being reached and not.
- Question #8 - wondering what it is that school is doing that is not welcoming. Medium problem (11) is not insignificant. Need more info.
- Question #10 - (sense of belonging) the 31% for those who replied it is a small and medium problem is significant. What are the details behind that
- Who filled it out? Are we reaching the people for whom these issues are greater problems. Are the numbers skewed? They are somewhat skewed as some were people who came to school conference
- Grade level 30% 6th grade, 20% 8th grade; Race demographics 2% no reply, 11% Asian, 12% black, 53% white (low for black and multiracial)
- Students with IEPs 20%, 72% no (a little underrep'd)
- Question #10 (belonging) respondents: IEP students 64% =favorable; 93% Asian favorable 73% black/Afr Am -- group with highest was Asian and lowest was black/Afr Am; home lang 79% English favorable, 80% for those not Engl as home lang; families w/ ELL did not fill out the survey

How to engage parents
- Speaker about internet/digital use, child rearing topic speakers to bring people together
- lack of engagement opportunities outside donating things [teacher appreciation/dance]. If you can't donate, what else can you do?
- Parents need to reach out to other parents

- Group 2 - School climate (all questions except #3)

Notes:
- District data is close to the school data.
- Least favorable thing was how motivating children's class lessons were.
- Overall the school climate was pretty positive.
- How can new practices implemented in the school improvement plan increase classroom enjoyment and motivation?
- There was a bit of a difference between how much respect teachers treat children and how much respect children treat teachers.
- Can we ask students about how we can motivate them?
- Where can you find demographic breakdown for each question?
- Can we ask which class subject motivates students the most?
- We can work on respect and our core values during advisory.

- Group 3 - School fit (all questions except #7)
  - #1 percentage for Black / African American students is lower than other demographic questions

	○ #2 percentage for White / Caucasian students is lower whereas for Black / African American is lower
	○ #3 - IEP is lower; wonder why; what is communicated to families and students about activities that are available; two aspects of this questions- are there activities that meet student interests and are students aware of them- could it be there are two many different sources of information
	○ #5 - IEP significantly lower - why might that be? Racial/ethnic groups are similar but are all generally low
	
	Notes:
	
	Questions about lunch clubs
	  ● Why were they canceled?
	    ○ We had to grandfather clauses that were written into the new contract recently; one of the clauses was that teachers could not run lunch clubs during their lunch duty
	  ● What actions is being done around this?
	    ○ Ms. Sizer has talked with district (e.g. Manuel Fernandez) around specific clubs that are really important for equity (e.g. GSA) that typically meet during lunch
	    ○ Short-term: some teachers have offered to offer clubs on a volunteer basis
	    ○ At other upper school VLUS - clubs were written into their schedule (but only 1)
	  ● Advocacy around lunch clubs
	    ○ Impact survey for students possible?

Next steps	