

RAUC School Council Meeting
Tuesday 3/1/22
8:00 - 9:00am (Virtual)

Join: <https://zoom.us/j/95778517633?pwd=WGRINHFOMDE3RmJOM0VyTkwwenRoZz09>

Meeting ID: 957 7851 7633

Passcode: 592172

Goals

- Review family survey results and identify any themes and wonderings
- Review individual responses for equity self-assessment and begin consensus-building for equity self-assessment

Attending:

Julie Craven, Head of School

Julia Ho, Family Liaison

Family/caregiver reps: Paula Akiba, Josh Sheldon, Avanti Tilak, Yuisa Chionchio, Carolyn Fisher

Student reps: Krissie Alexis, SA, Tamar Gilba-Maca

Educator reps: Tino Tomasi, Katie Gribben, Tatiana Pobednova

Community reps: Clara Hendricks, Bo Lembo, Steve Watson

Agenda

Topic	Activity/Notes
Introductions/connection 8:00 - 8:10	Introductions: Name, role, one community you belong to (could be in or outside of work)
Family survey results 8:10-8:30	<p>Link to family survey results: https://docs.google.com/spreadsheets/d/1WdaGfb0lynoZJQ9xGpisghbnH0bmwJ9wtiq79RPGxBU/edit?usp=sharing</p> <p>Charts and graphs</p> <p>Overarching data</p> <ul style="list-style-type: none"> ● Observations: Any patterns/trends you notice? <ul style="list-style-type: none"> ○ Clara: It seems that more than other questions, people are not sure who to go to social emotional and safety concerns (most ‘rarely’ responses) ○ Josh: It seems that most the results are fairly positive in the ‘usually’ category but it seems like the ‘learning’ question (I believe the school actively works to ensure..) could be investigated more ○ Bo: Surprised at how comfortable people are talking to teachers (but confounded the lower number of people (~20% chose ‘sometimes’ or ‘rarely’ for treating concerns w/ respect) ○ Steve: 129- seems under half; ‘rarely’ seems more common under

parents of color

- Tino: High percentage (96.1%) of people understanding communication from the school
- Carrie: Found that 'usually' was a good 'top' category; wonder: what might've it had been if the top category was 'always'
- Shuayb: most are 'usually'. Only a couple that are 'rarely'
- Tatiana: A lot of 'usually'. Overall seems positive
- Krissie: from this sample, seems really good; 'school w/ take action to treat my concerns w/ respect' has the most 'sometimes' - wonder about why
- Avanti: someone commented that they didn't want to bring up concerns, because the teachers and administration are overextended. Are there concerns in the community we don't know about? Lot of comments in the survey from parents that the kids aren't being challenged enough and so may not be ready for the workload for the high school
- Katie: individuals had varied responses (no one putting rarely across the board; the rarelies don't seem just one group of people but varies amongst the survey responses)
- What questions/wonderings do you have?
 - Yuisa:
 - 129 responses of how many potential responses?
 - Mirroring of demographics - predominantly White responses w/ majority of White families in the school
 - Are we breaking down the 'usually' etc. by demographic group?
 - Krissie: wonder why understanding school communication seems much higher?
 - Avanti: Did anyone ask for assistance w/ translation or access the survey in another language? Are we getting responses primarily from English speaking families?
 - Julie:
 - Wonder about 'sometimes' responses- when were times that they felt this and when not?
 - Around 50% response rate and more than 50% participated in the listening conferences. What are the reasons people don't respond?
 - Josh: communication being almost top 2 even though there was at least one comment from a parent/caregiver that they don't feel like they've heard specifically about their student's progress- difference between listening conferences and academic advisors vs. talking w/ teachers
 - Bo: Wonder if the last question about 'I understand the communication' is framed in a way that makes it difficult to say that they don't understand (may not be the most elegantly worded survey question...)
 - Carrie:
 - Demographics of people who have responded- questions about to what degree this was representative of the school as a whole;

	<ul style="list-style-type: none"> ■ Wondering based on being new: Was the survey piloted? Was it offered in other languages in print form, or just oral interpretation? To what degree is that the people who responded to the survey are going to be the ones who understand the communication from the school ■ The people who don't understand communication from the school might not be doing the survey <p>Take some time to play around w/ the data and 'sort' using temporary filter</p> <ul style="list-style-type: none"> ● Temporary filter demo ● Discussion questions: <ul style="list-style-type: none"> ○ Any patterns/trends you notice? ○ What questions/wonderings do you have?
<p>Equity self-assessment tool 8:30-8:55</p>	<p>Discuss individual responses to equity self-assessment</p> <ul style="list-style-type: none"> ● Go through questions in school policy <ul style="list-style-type: none"> ○ 1. 3 <ul style="list-style-type: none"> ■ Krissie: found how to file complaints in the school handbook; wonder - is there a more accessible place where people can find this info? ■ Clara: answered the questions for CPSD overall- couldn't find anything on the district website about protocol, so could be a reason for the divergence in responses ■ Julie: There is a policy but Clara couldn't find it which raises an interesting question ■ Katie: question is only asking if the policy clearly explain the procedures so would go with 'established'. Other question of where people access it and how is another one ■ Josh: for action steps for the future- could flag this as one thing to make more clear ■ Bo: didn't answer the question because didn't know it existed ○ 3. 2- emergent <ul style="list-style-type: none"> ■ Steve: Seems very related to #2 ■ Julie: less aware; the district does present data at times about suspensions and how it breaks down by race but it's not an educational equity policy ■ Paula: had a concern about 'educational equity policy' - does this mean the school or the system; not sure she answered all the questions thinking the same thing (school vs. system) ■ Josh: Does what's in the RAUC handbook directly derive from the district policy? <ul style="list-style-type: none"> ● Yes ■ Avanti: left #2 and #3 blank- she wouldn't know if we were being monitored and if we were following those policies or not ○ 4. 2- emergent <ul style="list-style-type: none"> ■ Carrie: Seems it trended lower but diverse responses ■ Steve: only half of us answered the question

	<ul style="list-style-type: none"> ■ Julie: link to district equity policy- https://www.cpsd.us/equity ■ Josh: this policy doesn't seem to address trauma ■ Clara: Doesn't seem to talk about the impact of trauma ■ Avanti: Address should also have an action and not just name it <ul style="list-style-type: none"> ● Go around/put in chat - what rating did you give for this question? ● Note: any questions with wide variations for responses or very low ratings? <p>See rating explanations</p>
<p>Wrap up with next steps 8:55-9:00</p>	<p>Next mtg (April 5, 2022) Tasks before next mtg ➤</p>