

CCSPP Advisory Council Minutes

Friday, May 9, 2025, 8:30 to 11:30 am
Zoe Barnum Cafeteria (216 W Harris St, Eureka)

[Slide Deck](#)

[Attendance Sign-In Sheet](#)

Welcome

8:30-9:10

- Centering Work of Community Schools
- Introductions

Ronda shared that ECS operates on Wyot land and spoke about the whole child approach, which focuses on ensuring children are safe, engaged, healthy, challenged, and supported. She introduced the Community School strategy and described the four pillars that guide the work: Integrated Student Supports, Expanded and Enriched Learning Time and Opportunities, Active Family and Community Engagement, and Collaborative Leadership and Practice. She explained how each of these pillars is applied in practice. Ronda also noted that Wellspace tours will be offered next school year for anyone interested in seeing how Wellspace functions.

She introduced the data walks planned for the day and presented the three guiding questions: How are we doing? What do you wonder or want to know more about? How can we work together to improve your child's learning?

In closing, Ronda reviewed the group agreements and emphasized the importance of practicing and modeling the behaviors and values we aim to create.

Introductions took place from 8:47 to 9:02.

Community Data Walk Overview

9:10-9:15

Participant Feedback

- Purpose: **Practice** Centering Data - taking on the role of families
- Participant Gallery Walk - 3 (10-minute) Rounds

Ronda shared how the data walks will work and gave instructions, step by step, explaining the posters that were presented. 9:15-9:45 am

Community Data Walk

9:15-9:45

Everyone went around and read the data sheets for each school site. Everyone was given sticky notes on which to write comments or questions. We took 30 minutes to do this. Everyone was mingling and discussing data information. The posters showed absenteeism, suspension, enrollment, and reading and math.

Table Talk Discussion

9:45-10:00

At the EHS table. People were curious about a more detailed breakdown of the numbers. The narrative is just as powerful as the numbers

Suspension data, more of a breakdown, would be helpful. What are the top reasons for suspension?

Talking about re-entry meetings after a kid is suspended.

For kids transitioning to a new school, there is a notable suspension rate.

9:47-9:58

Whole Group Participant Feedback

10:00-10:25

9:58 -10:15

Staff shared about site visits. Elementary schools, interactions at the middle schools between teachers and kids.

High school teachers.

Washington feedback - Curriculum building blocks of reading. Teri Silvers shared. Scores are changing because of opportunities to fill the gap. The curriculum does not work well.

Students are arriving unprepared. How can we leverage Chromebooks for students to use during the summer to prepare?

Some of the posters display a negative view, like red makes you think of a negative thing. So maybe the way it's displayed could be changed to show the positive growth.

Zane table - EmmaLee - Shared her perspective that the CSL team is working well together.

LAF

Unique aspects of each site. We are more than just data numbers. What are the community partners that are already partners with us? Sped numbers of each school, homeless percentage of each school.

Zoe -Seeing family engagement from reaching out to families personally and inviting them to these events, we have seen growth in family engagement.

Wondering

What do the students think of their teachers, and if that correlates to why the suspensions are happening? When the suspensions are happening, where are the students, and what are they doing?

Gender ID, sex, and race would affect absenteeism, suspension.

What supports are there? Clubs, events,

Elem to middle and middle to high - what can be implemented at each school site where the suspension rates go up? Students transition to 7th grade, spike in suspensions.

Programs for middle and high school to connect to prepare for high school. It would help with the transition.

Mentoring a direct peer who gets connected to kiddos, to help them prepare for college, and have conversations. Having a more personal approach for kids to adapt to college, etc.

Competency-based learning will drive the levels up.

How to help families use and apply resources.

We have to be available to help parents navigate the shift.

Break

10:25-10:40

Observer Feedback - Guiding Questions

10:40- 11:00

- Work Alone for 5
- Table Share for 10

10:30 -10:43

When we present to families. It needs to be in English and Spanish. Definitions next to the posters would be helpful.

Feedback is next to each individual poster.

Where are we trying to go?

Knowing the California average. What does the school Sipsa say?

Make data fun. TO make data more engaging. Definitions in the invitations so families are prepared.

Acronyms can be frustrating when explaining the solution. Families don't know how to relate to the acronyms. Les acronyms.

Doesnt say anything about the individual students. Are they socially and economically disadvantaged?

Do we have a high rate of SPED? Taking a deeper dive into the rates. There are a lot of whys after looking at the data sheets.

Talk to families, give a basic methodology. Give them a breakdown on how the data is collected. Show them how to apply the data and help their child.

Parents would want to know their child's grade level. What is the major concept between the two? The specifics on the math and English rates. Concepts. What is the issue? Fractions, auditions, etc.

What are the incidents that students being suspended? Is there a trend that we need to address school-wide?

Are we looking at the education? How many times have the families been exposed to data graphs? Some families may not understand graphs. The graphs contain a lot of information.

Information at a glance, having smaller amounts of information. Talking points for students, ways to have conversations.

The third column-families might struggle communicating what they need with staff, so this creates a safe space for them to have that.

Is there a process for teachers to have this reflection?

TO have someone guide at each school site posters, to help understand everything.

A teacher data walk would help. When reporting this data, out its helping us drive what happens next.

How do we connect it to individual families, and what matters most?

It could be helpful to have a data share,

We need to use our empathy data interview data better. We had 900 data sets. And every family had concerns, why some decisions were made at some schools.

Make videos in multiple languages explaining the data.

Community Discussion

11:00 -11:15

- What do you appreciate about the process?
- What should we consider about the process in our next iteration with families?

We should do this in the fall with families?

Next Steps & Closing

11:15-11:30



Action Items – CCSPP Advisory Council Meeting

Date: May 9, 2025

Location: Zoe Barnum Cafeteria, Eureka, CA



□ **Host Wellspace Tours in 2025–2026**

- **Lead:** ECS Liaison/Admin Team
- **Note:** Schedule for stakeholders interested in learning how Wellspace functions.

□ **Plan a Fall Family Data Walk**

- **Lead:** ECS Planning Committee
- **Include:**
 - Bilingual materials (English & Spanish)
 - Clear definitions on posters
 - Staff guides at each data station

□ **Create Multilingual Video Explainers**

- **Lead:** Communications or Family Engagement Teams
 - **Goal:** Help families understand data, graphs, and relevance.
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Data Presentation and Interpretation

□ **Revise Poster Designs**

- **Lead:** Data Team
- **Adjustments:**
 - Use colors to highlight growth
 - Simplify visuals
 - Include key takeaways

□ **Develop Family-Friendly Data Toolkits**

- **Lead:** Family Engagement Team
- **Contents:**
 - Overview of data collection methods
 - Learning concept guides (e.g., math concepts like fractions)
 - Suspension/absenteeism explanations
 - Home application tips

□ **Provide Detailed Suspension and SPED Data**

- **Lead:** School Site & District Data Teams
- **Include:**
 - Top suspension causes
 - Demographic breakdowns (race, gender ID, SpEd)
 - Transition-year trend analysis

Educator and Program Development

□ **Facilitate Staff Data Walks**

- **Lead:** Site Admin Teams
- **Purpose:** Encourage educator reflection and planning

□ **Create Mentorship Programs**

- **Lead:** Secondary Site Leadership
- **Models:**
 - Peer mentorship for transitions

- College readiness mentors

□ **Leverage Chromebooks for Summer Learning**

- **Lead:** Tech & Curriculum Teams
 - **Support:** Provide guidance/resources for student/family use
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 **Family and Community Support**

□ **Apply Empathy Interview Data**

- **Lead:** ECS Research/Engagement Team
- **Action:** Analyze 900+ interviews for school-specific action planning

□ **List and Promote Existing Community Partners**

- **Lead:** Site Liaisons
- **Goal:** Showcase partnerships and enhance community visibility

□ **Implement Teacher Reflection Process**

- **Lead:** Professional Development Team
- **Purpose:** Link family feedback/data to instructional adjustments