

SAC Notes - 10/10/19

- In attendance: Mollie Kritzer, Ally DeBastiani, Roxana Recendiz, Tina Mendoza, Gina Livingston, Jennifer Gilbert, Noha Dupont, Tiffany Vail, Brian McCririe, Neirinaura Hernandez-Austria, Allison McCririe, Monica Hurtado, Alejandra Solis, Erika Mendoza, Dana Davis, Nellie Barrett, Beverly Longe, FloraJane DiRienzo, Michelle Horowitz, Meg Zimmerman, Helen Butts, Gavin Goodall, Michelle Koyama
- Clarification: Concerns over bylaws/nomination of SAC members
 - In regards to the election process – pg. 3 in bylaws
 - Terms: Communication to two former voting members that they were not able to run again to be on SAC as a representative to PTA or parent however it doesn't specify that people can not run for multiple terms
 - Elections: When: May – Wasn't held then. Or within first two weeks of school – didn't happen
 - 7 bullets under elections
 - 1 vote per household (not clear)
 - Due date and time with ballot box located in office
 - SAC committee counting ballots
 - All ballots kept on file for 1 year following the election
 - Bylaws had not been agreed upon – which is why it is HW for November. In lieu of this we use the innovation plan for members in SAC. Last year no one was interested, so old members offered to stay on. This year, there was interest which is why we took on new members and had an election.
 - Clarify 1 or 2 years for members– who decides this?
 - ACTION: Chairperson and Principal to discuss concerns and follow up
- UIP/Major Improvement Strategies
 - SPF embargoed until tomorrow morning – please hold. Staff has already heard and is holding that information.
 - State of the school: As a two year average, our number average from SY18 and SY19 is at 28% which results in a color of red.
 - Going back: 2014 – Green, 2015 – No data because of test change, 2016 – Orange, 2017 – Green, 2018 – Yellow, 2019 – Red
 - A lot of work ahead of us - and we have to have the focus and alignment of all of our people.
 - Did this put us into turn-around through CDE?
 - No. This school has to be on watch for 4 years for any official turn around status to be put into place.
 - DPS is a more comprehensive – it measures equity gaps much heavier. The district is committed to addressing gaps for our most marginalized students (ELLs, SwD, SOC). DPS is holding

- schools accountable between closing gaps between non-white and white, FRL and non, SwD and not.
- What are the reasons it dropped this level? Can we pinpoint?
 - Schoolworks will be visiting next Monday and interviewing all staff. Will debrief with leadership team to give more implications to next steps and highest leverage.
- What is the plan to address this?
- Tiered support team: Universal, strategic, intensive
 - Gavin Goodall – Tiered Supports Team
 - Intensive: Need most support – usually red
 - Strategic: Need support – usually orange
 - Universal – Need less support
 - Support schools with funding and school improvement reports. Supports schools with board presentation. Any school red on SPF has to take an action – School Board Committee process – school presents to the board around their improvement plan.
 - Plan submitted in December, presented to school board in January
 - Precipitous drop school: yellow to red in one year. DCIS can get 1 year monitoring or 2-year monitoring which gives the board different decisions to make. Would like to get DCIS as a 2 year monitoring plan so there are two years to get out of red.
 - Who decides: Ultimately the board, but will get a recommendation from the review committee
 - Plan and process is intensive – but really supportive
 - What are they assessing?
 - Who we are, Leadership, Stakeholder Involvement,
- Major Improvement Strategy 1: We will create systems and structures to ensure that we have the necessary curricular
- Major Improvement Strategy 2: We will identify and implement culturally responsive & sheltering strategies that specifically support our Latinx students
- Major Improvement Strategy 3: We will partner with our parent community so that they may learn strategies for supporting student learning at home.
- Things already happening:
 - Planning time for units,
 - Data team meetings,
 - PTA buying curriculum and resources for Literacy curriculum,
 - CIP (Continuous Improvement Plan) with district to set targets with cycles
 - First: Routines & Rituals, School Culture, Foundational pieces for learning to happen
 - Next: Student data to identify gaps

- Helen will update community in Principal's Report part of SAC
 - Creating systems to make things run more proficiently and efficiently
- What are teachers seeing – from a teacher perspective?
 - Hard working teachers – it doesn't make sense
 - Lack of Consistency – really hard to get good at something when it keeps changing (curriculum, leadership, expectations)
 - Teachers feel like they have the power and choice around curriculum
 - Lots more flexibility this year than last year
 - School culture – joy, vibrance
- Concerns over pressure on students, feeling of joy and pride in school, recruitment
- Alignment important – but also paired with celebrations and joy around learning
- Studying around what makes a school successful (other green and blue schools)
- Two elephants: funding from district - - (paras, etc), identify with teachers and be present - - parents in the classrooms to help teachers (grading, copying), need to adopt teachers in the classrooms – not \$, it's participation
- Board for DCTA – building a culture of people who are organized and together. Heard that culture is something people are seeking. Setting up 1:1 meetings to see what motivates them. This could be a nice strategy for building. Build relational power structures within the school – buy-in from leader
- Take advantage of the SAC to have one on ones or go around and support that investigation too.
- Homework –
 - Nightly reading
 - Kahn Academy
 - Resources coming home from teachers for parents to work on at home
 - Lots of work for teachers to organize homework, and send it home, collect, etc.
- Doesn't feel unified – different teachers doing different things around sending resources home and communication
- Fear around losing amazing teachers – wanting to show support and how much she loves the teachers and lifting them up to not feel defeated
- Language of homework/books: native language, quality of books, resources for all families (esp bilingual). Connecting the red color to our students with most need.
- Next Communication to Parents:

- November Agenda Items
 - Update on MIS
 - Update on Strategic Plan
 - Revise & Vote on Bylaws
 - Public Data Update
 - Early literacy
 - Interims
 - Attendance Data
 - Marketing ** If interested shoot an email to Brian (Chairperson) – DPS can also help with this!
 - Suggestion: Marketing & Culture committee – word of mouth is the best way to market, so increasing culture can increase marketing
 - Next Meeting: November 14th, 4-5:30