SFUSD State and Federal Funded Programs

Please invite your SAC members to the
District Advisory Committee

DAC General Assembly
All SAC staff, families and community members are welcome!

Date: Thursday, March 8, 2012
Time: Dinner- 5:30 p.m., Meeting - 5:30p.m. to 6:30 p.m.
Location: Downtown High School
693 Vermont Street 94107 (between 18th and 19th streets)
Teachers’ Lunch room 1st floor

AGENDA:

☐ Review minutes of January 19, 2012 DAC meeting

☐ Follow-up discussion from January 19th meeting

☐ Refine Focus for DAC meetings

☐ Agenda for last DAC meeting, April 19th, 2012

Schools that are identified with State Compensatory Education Funds should have elected a School Advisory Committee (SAC).
If their advisory responsibilities have been formally delegated to the SSC, please invite SAC parent members of the SSC to attend.

Translation and Childcare provided upon request

For information/RSVP contact: Brenda Ow-Wong (415) 379.7622 email: ow-wongb@sfusd.edu
Jill Hoogendyk (415) 379.7618 email: hoogendykj@sfusd.edu

PLEASE POST
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DAC minutes, March 8, 2012

Minutes of Jan 19th, 2012 DAC meeting were reviewed and approved
Attendance: Ellen Wong, Mark Alvarado, (Downtown High), Mark Meeks, (Galileo), Chris Barron, (ISA), Danielle Uttley, Family Liaison (James Lick), Susan Ritter, (Balboa), Theresa Ray, (parent/Mission), Lakenya Burke-Ray, (student/Mission). Jose Villolobos, (Family Liaison)

Comments from Jan. 19th meeting wrap-up:
Mark got his question answer around connecting with Secondary Ed and working with Vice Chancellor at city college to develop a Family Center for SFUSD HS students.

I. Purpose/Role of DAC
ElA -SCE funds need to abide by the laws, making sure how you are using the monies to follow the guidelines for underperforming students.
Consistent trends - underperforming students are AA and consistently not reaching proficiency.
Power of DAC – Question: Do the advisory components for SCE build capacity for this group for underperforming students – who are the students?
For the past 3-5 years - historical trend- 50% of Samoan students receive D's and F's, 40-45 % EL receive D's,F's and not meeting proficiency
There is a need to identify the barriers
There is a need to identify action plans to take on those barriers
Idea to use DAC as a platform – LEAD office to get those information for a voice for action – what is the focus and what we need to do.
How to develop process for DAC to be heard
What is the purpose of DAC
In the past, the focus was the ELAC, now it is running efficiently
Currently - a shift in focus on the DAC – from CDE (link)

II. April 19 next meeting – Identify topic areas to kick off for 2012-13 school year
Jill mentioned: The Con App is during this time of year – State did not roll out part II. Need a representative to sign off after April 19th. Mark volunteers to sign off.
Share ideas of what is working
How your school goes about identifying students

Comments:
Galileo – process in place for ID EL students
Balboa - Harder to use to have hard data that is measurable, decide what we want to measure and collect. Luncheon with students whose grades are d and f, meeting athletic dept, studying and HW does not get done in school, need to find time to address students to complete the HW.

O Connell – expository writing in every class, write 3 paragraphs, students turn them in, put in data director, AA reluctant to do the assignment. Students say if they
do no like the teacher, they do not do the work. Subject felt relevant in one class but not in another class.

**Jill question** - how did you organize the focus groups during advisory?
Answer - Female groups separate from male groups - given a set of questions for each group. They were able to share students' feelings at staff meetings.
What made you decide to segregate? Girls are more open without distraction of male students present. Team (AP) coordinator organized this process via data analysis with input from counselors and deans.

**Galileo** – observation that students enjoy subjects according to their culture,
European – inclined toward theatrical or another culture inclined to music,
Example. A book as a gift in Kuwait is foreign genre to them. People said they like to recite old poems around campfires instead of having a book.
Having different cultural and/or linguistic background can sometimes become a barrier to open learning.
**Downtown** - comment to focus on being proficient in transitioning students to alternative schools

What are the list of barriers? – DAC can take on one of the barriers and how are DAC schools addressing the barriers, via research and use members to bounce off with what another and identify things that are working to build capacity.

**III. Suggested Topics for 2012_13**
EL classification
Attendance
Culturally relevant phase – restorative justice
Engagement (strategies)
Lau Protocols
Case study on specific student
Tracking students (how it is being done) – comment from Theresa Ray (Mission)

Adjourn: 6:30pm
Next Meeting: April 19, 2012
Agenda: Under Achieving Students
Update on ConApp