

5/4/06

Annie assigns roles to different folks: process checker (Mary), timer (Rich), Colette (notes)

Annie: Take a moment to a look at the things on here and let me know if there are things that need less time or anything we can get rid of (no changes made).

Parents constituency report: Rich

Last parents meeting pretty cool. A different coach changes the dynamics. We talked about advanced bio update. We had problems with advanced bio. Two things that Mr. Diob said was that 50% of the class didn't have a notebook and 30 tardies per week. This has changed mostly due to parents. Now there are only 4 tardies per week. Grades have changed, but not sure how they've changed because no data.

Student presentations/showcase: Is Debra going to do it this time around is unclear so date is June 3, 2006 on a Saturday. Annie and Flora will get students. Possible locations: San Pablo park has a nice place, live oak park and McKenny. San Pablo park they are leaning toward. Donated food campaign – Ofra and Sheryl Lynn will take care of that alphabetically. Program will buy the meat. Have to deal with sound system (Rich). Publicity campaign is done by Mary.

Internships: Found a website with 171 different possible internships at non profits from alcohol policy to ACME electric solar systems to community mediation to river of words to woman's daytime drop in system, UC policy research center. The people at the last meeting split up the list among 9 people and at next meeting will say something about each one. Rich wrote a paragraph for how to ask for participation in the internship program. He found out in calling that at least one of them could take 5-6 interns. He emailed them telling them who they were and the school profile and then also sent it through snail mail. They were all in Berkeley. He didn't call them first because calling is a lot harder. Mail seems to work very well. He felt he got more responses through the mail.

Staff constituency report: Flora

The stuff for the staff retreat is on the agenda for later.

Flora: We met today with the math department and worked out things for the rest of the year. They looked toward next year and had a wonderful time to talk mathematics and curriculum. Then the equity goal thing we talked about and met. Seniors had a retreat which was great. So Annie and I and Jamie went to Sacramento with the parents. We took 50 students they had a chance to go and see the legislature in action. They were to an hour of meetings and delivered letters they had written in government class to different legislators. Visited hundred year old mansion, and they thought about the future (acted out scenarios like a roommate buys a car and doesn't have rent. How can you look ahead? There were scenarios and they did things looking to things that might happen when they are out of school).

STAFF Retreat day agreement with each other, universal practices, agreements for how working together. Worked on developing expected outcomes which is why it's on the agenda for this meeting - what does a student look like when they come out of the academy?

Counselor: I'd like to address something Rich had asked about - our juniors eligibility for college. I did a subjective survey. Do we do this now or later? I looked at all the juniors sixty one students and how it breaks down in terms of four year college eligibility - thirty three students eligible seventeen for UC GPA over 3.0. I don't know things like SAT scores. Eight students CSU but not UC and eight students CSU with some make up over the summer.

Students: We've been doing a lot since last meeting. The book and toy drive for family practice. Flier and letter placed in mailboxes and they should have received it today. Hopefully all teachers will start on Monday. We'll figure out how to get it down to Sixth Street.

Working on code of conduct which we'll say more about later. Passing out something to explain. Juniors and sophomores responses. Frosh and seniors not in this document here. What we hoped to accomplish in this survey is to get everyone's input and to say that we asked. Info that we asked will help us write the code of conduct that they'll have to agree to in the fall. Ben did this and he put the information into tallies so it's easier to see. Hopefully we can assign rules based on the info that we got. For example, actions that you would like your teacher would take. We weren't too excited about responses on the back side and a lot of people left the back blank so that was a learning process for us to put important info on the front.

We had them explain what conduct means. The juniors especially really don't know what that means, but the sophomores really know. That tells us that we need to put the definition. A lot of folks left a lot questions blank. Because a lot of folks

didn't want to use their classtime like that.

Annie: The seniors were reluctant to take it at all. (Only five). They are already out the door. They are really feeling like that. A presentation would have helped focus them and really say that we really need you to take this. But they weren't feeling it even when I presented it.

Student: The freshmen did write a lot, but the sophomores had the most productive answers. A lot of the frosh wrote a lot but what they wrote wasn't helpful. Next step is to write the rules and guidelines based on the outcome of the survey. Some students said that the guidelines they had are respect, so that's one example of what we'll be doing.

Annie: So you'll create a proposal and take it to the students and when will that be done?

Students: 30 more days of school not counting the weekend. Probably before finals.

Annie: Ms. Bucharani asked me to bring this up. Greg Peters is working on leadership high school summer session in SF and one of the sessions looks valuable for our student leadership. Ms Bucharini is not available, but our core of student leaders should be encouraged to attend, but will take funding for that to happen. \$300 per student? Not sure have to check. Four possible - student leaders so \$1200 and we might be able to take some from the development group and there is a 10% discount on that.

Rich: Do another fundraiser and ask for money from the parents.

Flora: We can get a thousand from the development group.

Rich: Always good to ask parents and save that money for when we need it

Math teacher: Also parents are always willing to give money more when they know exactly what its going to go toward.

Math team: let me review the equity goal (Annie passes out the copy of it) math people looked at the goal and we agreed that it's a good goal. Long term, the design will be that all academy students will take OMP 2, 3, 4. All students will be on track their freshman year to take calculus their senior year. We'll have students who need extra support. Frosh who need this support will still take IMP2, but also take another period of IMP1. This will help them fill in gaps that they have and be more successful.

Rich: Are you offering algebra and geometry sequence or are they going directly into IMP1 and 2?

Flora: We put together a plan for this year and next year and they thought to reach this is to phase out algebra and geometry. We'll talk to kids currently in geometry and we went through and looked at students and those who want to do that will use one of their passport outs for algebra two.

Rich: So you're not phasing out the alg/geom. sequence out completely yet?

Flora: We have to talk to current geometry students. Some have entered the lottery not to stay in, some have said they are interested in IMP sequence and some will want to go into alg two, so that option will be there, but not within the academy. In with this is something. On Wednesday I was privileged to see data wise it took all of our frosh kids standardized tests in seventh grade star test and we ended up being able to get that. We'll be able as soon as we have the lottery kids we can figure out whether they're proficient and advanced. If you recall what we looked at when we looked at students placement. It seemed like the students were on a continuum, but some were randomly placed up and some down. We volunteered you Rich to talk to some parents.

Rich: What you're saying now is that the math department has decided to do one core sequence IMP2-4. And then calculus.

Flora: We may end up that there may be a geometry next year, but at this point we don't know.

Rich: So we're keeping our calculus students (not next year), but eventually.

Flora: We're also saying this is required of all students (IMP2-Calculus) to get rid of the tracking. Once we looked at the equity goal that you came up with – we look at CST not if they are above or below grade level.

Rich wants to change the culture of IMP – perceptions that it is for bonehead math and Algebra sequence is for college bound students.

Flora: The change is that we're starting in IMP2 and going through Calculus. Taking out the bottom because it creates inequity (take out IMP1)

Annie: IMP1 is offered as a back up so students who have test scores t basic or below have an IMP1 in addition to IMP2 class.

Flora: Students who upon entering might need extra support, it'll be like what we have with the English/History. And yes they will have a second math class and it will pick up many of the things that will help them toward the exit exam and IMP1 topics that haven't been covered or covered in a more complete way. It will be in place of the art. That's where we are looking. It should be a small group.

Flora: maybe even less than 10.

Parent: If it's that small how is it a class?

Flora: Having other classes at 32, gives us flexibility to do that. Our ROP allows us to pick up another .2. This can easily be a .2. It is IMP1 credit. They will have 20 units of math their first year. But we're requiring them to go through IMP3. No one can come in requesting Algebra. Only Geometry and IMP2 only. But will be phased out the following year. If it happens it will be in depending on the numbers – if it is a class, it will be in CP. If it is a handful it will be passported out. Strongly encouraged to get through Calculus, but only required to go through IMP (only need 3 years of high school math)

Rich: We had a couple of kids last year who wanted to opt to take honors Geometry outside of the academy?

Flora: we certainly want students in the academy, but they can passport out if they want to.

Annie: There are honors options for IMP2

Rich: What parents have heard is honors Geometry, so I need to know what to say to them.

Flora: You know me, I was the one who said we have to have the Geometry! The bottom line is you're able to take calculus in your senior year. Students? Comments? Wonderful idea? Horrible idea? [asks students what they would do considering their personal experience. One student says she'd rather do Algebra 2 than IMP 3. As long as kids are 4 in.]

Annie: Will kids have the information they need to make that decision unless something is presented to them? How can they make the decision to go into IMP vs. Algebra 2?

Flora: Matt has already done that. If you're in IMP or other sequence, what is taught where. [gives examples of what's taught where] And he'll be talking to each student one-on-one

Annie: I'm just wondering if this can be put down on paper.

Flora: This is only for the next year.

Annie: What I'm asking is if what each one offers and when – I want a piece of paper.

Flora: This is what Rich was asking is to do teaching to the 8th grade parents. That's something for next year

Rich: I still get parent emails about what is IMP – they are looking at can I take Calculus.

Flora: Everybody will go through Calculus.

Rich: I'd like to give them a link and a piece of paper that says this is what is taught where.

Flora: And that's what Matt will do. To educate the parents right now doesn't make sense. But next year at the beginning of the year even with the teachers makes sense. Mr. Lewis will be talking with the Geometry students to see if they're moving on to IMP3 next year or into large school for Algebra 2. As we went through there were 5-10 who we knew would want to do Algebra 2. There are others who have already decided to go into IMP3. So this is for the students who are here.

Male student: What about here's the scenario when you look at a middle school record and you see that each year they are below basic. They come to BHS and CPA and I want to know where they'd be place?

Flora: All students start with IMP 2 and students who are not able to do the curriculum or who will struggle more will also have IMP1 – it will not be a double period. They'll have two math classes. It will not be a backup. They are classes in the catalogue and both give 10 units.

Annie: Is this like the pull out for finding the kids who are having difficulty and give them more attention.

Flora: Our juniors who are making it in math analysis, but if they had started here... Math analysis for many kids kill them off. Our kids are making with Cs or better, but as a whole it tends to kill kids. It's a jump from Algebra 2

Rich: If you're doing rote stuff all your life and then using your brain in Math analysis it's harder. That's my impression.

Flora: With the kids who come out of IMP4 sequence and those who come out of regular sequence and they go into Calculus AB what happens is the kids from IMP can think, but the others can do rote computing, but both struggle. IMP struggle with manipulation and the other group struggles with the thinking. They come in with different skills and leave pretty much the same.

Male student: Student comes in a goes through IMP scenario with IMP4 under their belt, how can CPA guarantee they can make it in college calculus. Imp is not new, there have been studies that follow students and shows they are successful in college and on the sat with not having taken calculus in high school. We're adding calculus into the equation because we think it's important.

Annie: Final comments on this. We came up with the goals, the math team met and brought this back to us. We should give them a thumbs, up, sideways or down. It is worth noting that the goal we sent them off with is not the same as the proposed goal they reworked it into, so we have to approve that as well. Original goal is in bold at the top and the proposed goal is at the bottom.

Looking at old equity goal:

Phrase: students below grade level problematic because IMP1 counts as high school math. People placed in different classes even though their skills were the same as seen on standardized tests. Also in the data was all of these 7th grade test scores (not have 8th grade test scores) and used that to decide who we are targeting. This seemed a way to put it into an equity goal. We decided to target students at basic or below according to STAR test scores in middle school.

Rich: I think they went through this already and cleaned it up. I don't think we need to go through this.

Student: Their placement will be based on their standardized test scores?

Annie: (yes) There will be students who did not take the test seriously.

Student: I know I don't study for those exams.

Annie: That would be a problem if we placed them based on that. But here we place everyone in IMP2. But use STAR test to decide who takes IMP1. There will be others who will need IMP who we will find later.

Student: My opinion is you should base it on what the teacher says rather than on the tests.

Teacher: We'll use more information than the tests. The test will be the first step.

Student: A lot of students don't take it seriously

Annie: This says that we want to make sure that if a student comes in below basic, they still have a chance to leave taking three years of math. We want to break the cycle.

Parent: If based on the STAR test we misplace students, we could figure out and place them in the “right” place

Annie: anymore comments on the equity goal. Can we do thumbs up, sideways or down?
9 thumbs up. 2 do not vote.

Flora: When Dariana does her math next year, she’ll complete her requirement for UC. She can go on, she should go on.

Vote changes to 10

Math proposal this is where they are going toward. Generally people think it is a good way to address equity goal

Annie: At staff retreat one thing we did was look at mission and vision statement developed for RFA from the board to try to see if this is our vision of who we are as a school then what we’re teaching in each of our classes should make all of our students fit this vision. So our curriculum has to fit this – fit to our mission and theme. So we wanted staff to look at all of the disciplines, from 9th-12th grade what are the pieces that are taught that fit this mission? On page 2 of this hand out we put together for them there is a backwards planning map, when you are figuring out what you should be teaching and put in your graduation portfolio how do you make sure they are tied to the school’s vision and mission. You have to start by looking here. Our problem was that we started with teaching. We couldn’t stop – we are in the middle of teaching and getting curriculum. Here and there you try to fit it in, but you need time to get this altogether. How does this all fit together so that they graduate looking like this? What do we want a student who graduates from CPA to look like? This is what we asked them to do – what type of student are they trying to help form? What are they trying to get students to do that are based on this mission/vision? We should get this input from the parents and students. We should take all of that input and create student outcomes: CPA students should be able to.... Those basic things should be connected to our vision. Our emphasis and vision should be different because we have a different focus. We want the parents to do this with the parents. And the students to do that with the students. What do they want this school based on this mission (reads mission), what does that mean we have to be able to do when we walk out the door senior year. It doesn’t have to be a beautiful perfect thing. We’ll have a committee do that. We need some of that conversation to happen. We want teachers over the summer to figure out how are they really doing that. This is part of the process for small schools. We have to stop at some point to do this. We have to do this in our constituent groups.

Parent: It would be worthwhile to send out with agenda for parent meeting this question so parents will be prepared at the meeting.

Students: Would it be productive to have one of us to go to the classes to ask them that question? Would that help?

Annie: What we did was have them make pictures with words. They were pretty funny pictures. IT doesn’t have to be just a list. We want the parents and students to take it to talk about it. Then a committee will really sit down with that input and come up with a proposal. I want to point out the last page – this is what a teacher would do with this. They have to be built upon year after year and in a way that they can show at the end of the year.

Annie: Funding priorities – Rich

Rich: There are 2 situations that precipitated this. We are writing a grant to Annenberg foundation that gives lots of money especially in giving to public high schools – they want to find models of how high schools successfully educate public students. The nice thing about CPA is that we can say we have some autonomy. So I sent them a 5 page thing talking about 7th period enrichment class, they said this sounds really great. SO they invited us to submit a proposal. The second thing is that in talking to someone who works with west Berkeley foundation (94702 and 94710) She said there is a funding opportunity and she was interested – we are looking at \$5000 or so. Not a lot of money, she said we should take a look at the funding opportunities. They are not on top of it, so the proposals aren’t do until July 1st. So we have time to figure out what we want to do. We should take advantage of this in. So those are the two funding opportunities.

Annie: This council hasn’t taken on funding that’s been mostly Annie and Flora. On the one hand it’s a big sticky thing to take on. On the other hand there should be another way to do this. For example when we got a list of things, we started saying we could use this money for this etc. For example, we get money from BSEP for supplementary which we like to

use for art and science or resource for hist/eng core. Its not that everything has to compete for this \$5000. What are some of the things that you want us to find funding for? And which things make sense to use this money for would be helpful.

Rich: A dedicated homecaller – taking part of Irma’s time to talk to parents and using her to call home when there are students who are in trouble. We need to come up with a grant writing team because there’s money out there. The last generation of Pentium 3s that dell is throwing away we could use that. But it takes someone who can write a paragraph or two. MY opinion is dedicated homecare.

Parent2: I’d second that, no matter what nothing will happen if you don’t connect to home and bring people in

Teacher: I agree and make whoever’s job that is to make it not unpleasant, but also call home with more positive things. A lot of time teachers talk to each other about good things, but how often do we take the time to call home

Rich: We’re lucky we have Irma on the inside. She will always make time for us. We’ll take her out to lunch once a week.

Student: AP English option is important to me. Taking AP classes is important to me.

Annie: The thought is that you will read over the summer and the money will be for buying the books to send home with you

Debra: I like summer leadership development. I don’t know what it is, but it sounds good.

Annie: Refers to handout

Flora: I’d like to take out the part that says summer. It doesn’t have to be summer. I’d like to see it for parents and students.

Debra: Last summer, I saw a lot of CP students with nothing to do. They came to my house. It was a lot though. A lot of floating around. They would show up everyday. More than 15. Which is just hanging out doing nothing.

Eric: On this list I see a couple of things. I agree about the AP option and a couple other things leadership development whenever and I think that updating the work computers in the classroom is good. Ms Russ and Bell have computers available for students to use when they need them. Not all computers work, or slow, or don’t work at all. Upgrade. When we need computers when we don’t have one at home, I don’t want to get points taken off because it wasn’t typed.

Teacher: Do we already have funds for buying books for AP English?

Flora: We don’t know what books will be used. Susanna will tie into what the large school is using and then go from there.

Teacher: Will any of them be in the English book?

Flora: Yes

Teacher: Does AP project have money for that?

Rich: The general thing is that it takes someone to look for the funding sources – it takes someone to look for them and then write it. A small grant for \$5000 could probably only take 5 pages. You get the handle on it after awhile. We should have a committee from the leadership council. Ken Yale already said he has a list of the funding opportunities. We don’t have to look for it, we have to have someone to write it.

Annie: I’ve already been doing grant writing. So anyone else who wants to do that.

Flora: Chris Byrne is willing to help

Parent 2: I can help write it – I don’t have the energy to look for the grant.

Annie: I want to find funds to deal with the computer thing because I’m afraid it’s going to crash pretty soon. And we’re getting further and further behind.

Rich: How many computers?

Teacher: Ideally we would have a cart of laptops (35) with a wireless system to use.

Rich: We can get the cart later

Annie: We will look for leadership development – we'll talk to BayCES about what's available.

Teacher: Do we want to move forward with Rich's contact and decide what we want to write it for?

Annie: Have you talked to Irma about it yet?

Rich: No, but I don't think she'll say no. I've been greasing her palms about it. I'll check with them to see what they want to fund.

All agree that they will use that \$5000 for a home caller.

Teacher: I'll put together a home referral card

Annie: That would be great to include with the grant.

Rich and Annie will meet about the writing of the grant

Annie: End of year meeting. We have one more meeting and we had an earlier proposal to make it a longer meeting for this final meeting. What do we need to talk about at that meeting and then figure out

Student: We'll need time to talk about code of conduct. We want to tell you about our process

Eric: What should we do between last meeting and the beginning of 06-07 starts

Annie: Action plan. And to have an action plan, you need to have a goal and to do that we need to reflect. What are our strengths and weaknesses and what do we need to do to address that.

Teacher: List of community college classes that fits within the time of our students to take outside of school.

Annie: We'll recruit students to connect to that. But it's the connection of this with college and how this has grown. How to connect AP classes with Vista college. Our connection has really grown this year. 40 students were enrolled this year mostly because we talked to them and told them this is what we need. We need to reflect and figure out what we need. What is it around parent organizing and parent involving that has been accomplished and what needs to happen to get the beginning of next year to happen the way it should.

Rich: I want to say that one thing we haven't done which will be to our detriment in the long run is talk about our successes in the broad version of the community. At the last Berkeley Planet we hear CP academy is the worst and someone else is the best. If we don't present our data, they won't present it like we want. As BayCES money runs out that money has to be replaced and I feel like if we have a good program we should talk about it and push it somehow and somewhere. I was talking to the shared governance meeting and Jessica Seaton said I can't believe you do all this stuff and wanted to be involved with CP Academy. When frosh fall GPA was 2.74. Flora's data said only 4 have below a 2.0 and the lowest was a 1.7. We could have a goal that all of our students are csu eligible. Most middle schools still see us as a vocational program. I don't think there's a need for that. Next year we should think about how we can present our data so we can say the best things we want to say. There are some great things happening.

Parent2: I agree entirely, but I'm looking at the other end, we haven't looked at the data to figure out where to focus our work. This is where we are succeeding and this is where we need to focus our energy.

Rich: I agree with her too. We should have data once a month so we can see where we can put our meager resources.

Parent2: I went to last site council meeting and Huxley talked about datawise.

Annie: Flora's going to that.

Rich: Matt is a good guy, but he's connected to CAS. We should have someone connected to CP Academy data.

Annie: Something we've been fighting for with the district. There's no one at the district doing data. On the data front Flora has been taking the lead and is able to get us access to that. Figuring out how we'll be working with data and structuring how we'll use that needs to be planned. We'll need time in the summer so that we all know how to use this. Even the request to get teachers to hand over grade machine stuff, requires that Flora or I clean.

Parent: Can't we get grades off SASI?

Annie: we want more than grades so we know why they get those grades.

Flora: State test scores and SASI goes into datawise. I did ask if parents could be involved in the training. It didn't get a yes or no. There might be some opportunity within us.

Rich: Its clear that all school choices need data can't we as a group ask Slemper or Lawrence to have a data person that all that person does is turn out data.

Annie: That statement we gave to Slemper is that we want the resources to deal with data and they should put resources to that. Jim agrees that we need this, but district resources response is not that. How we use data is important. At the end of the year meeting, when we look at the goals for this year (to get all constituents to make more live decisions in the school and see where we came to in these goals) what are the pieces that need to happen in the summer? That's a conversation that requires some organization. How to we organize reflection and planning? A couple of people should volunteer to set up an agenda and we should decide how long it will take. I'm happy to work with anyone else and so will Greg and parent 2 (Mary). Then, what kind of time do we need?

Student: Maybe just in your mind have an idea what you're going to say otherwise that will take over 2 hours. Have what you're going to say in your mind. Taking the things at the bottom, do you have some ideas in those areas so you come into the meeting with something.

Rich: If we have the agenda a few days beforehand, you can scribble down some notes.

Annie: The next meeting is 6/1/06 at 5pm right here. Can people bring whatever they know about their summer schedule that way if there are groups that are going to meet we can talk about our schedules?

Rich: Needs an ecopy of the vision/mission statement (all three pages).

Flora: Please eat the pizza. The numbers behind me are the 10th grade exit exam percentages. They will be sent home in a week or so if they haven't already been sent. All kids will know

Sample – 57

61% pass math and 75% pass ELA.

350 is the cut off for passing. 18% in math and 9% in ELA were at 347, 344, 346 and so forth

In the 320s (within 20) 9% in math and 9% in ELA

Within 30 5% math and none in ELA

Those within 10 will pass really easily next time. Within 20 can pass it next time. We will pick up new students to bring it from 57 to 64. There is one student who is within 40. Within 30/40 takes some major effort and practicing and looking at old tests and getting help.

Summer school is out. Here's info about summer. Madeleine (parent 1) can tell you about this. IF you have a C in a course, you cannot take that course over. For the first year they are doing adv bio and chemistry, but if you haven't taken chemistry you cannot take it to get ahead. You can take Spanish 3 and 4.

Mary (process check): This is one of our better meeting in terms of having everyone have something to say. There are a couple students who we should hear from.

Rich has lemons for everyone from his tree.