

## CPA LEADERSHIP COUNCIL NOTES (10/05/06)

### 1.) Attendance—Constituent Groups/ Introductions Pair-Share

#### Parents

- \*Brad Michaels (from Italy via SF; lived in D.C. for 10 years)
- \*Toby (Jacob's mom; a midwife here in Berkeley; has son in 9<sup>th</sup> grade; daughter graduated in '88)
- \*Rich Hemphill (grew up in NYC 'till high school; has son in 11<sup>th</sup> grade)
- \*Karen (arrived late, but has son in 11<sup>th</sup> grade)

#### Teachers

- \*Jaime Knight (AHA art teacher; just won wonderful arts fellowship to create his work)
- \*Dave Stevens (has spent time in D.C); strategic learning coach
- \*Jackie Jenkins (from D.C.; new to the Bay, working on Ph.D. at Stanford) English, 9<sup>th</sup> and 11<sup>th</sup>
- \*Flora (has twin sisters, co-director; from Ohio), graphic arts & life skills courses
- \* Annie Johnston (oldest daughter of 11 children; has taught martial arts for 20 years; social studies)

#### Students

- \*Ben Hamilton (musician, composer; young musicians program at Cal)
- \* Eric Reed (summer biotech program)
- \*Kimberly Scott (from Miami, moved here with her mentor; loves poetry, has published)
- \*Pawan Pal (from Northern India, a small town; has been here for 4 yrs; enjoys Ms. Bell's English class)

#### BAYCES

Ken Yale (helped BHS for 4 years creating small schools; plays guitar, jazz & blues genres)

### 2.) Role of Leadership Council [ AND PIZZA!!!]

- Rich gave review of leadership council structure to new members and gave brief overview of what happened last year (Math equity & IMP classes debate, AP English equity debate, and achievement goal ---to raise the GPA of each class by 10%). They talked about how the advanced biology failure rate was really high.. . it was a problem of attendance and notebooks, so they tried to fix it.
- Brad wanted clarification about whether folks are actually being represented in the leadership council. Rich and Annie explained and gave examples.

### 3.) Constituent Groups Meet to Look over Year-End Review [Priorities] (10 minutes)

- Celebrations
- Areas To Improve
- What We Learned
- Implications for Next Year [**Teacher View**]
  - From the veterans, it is important to note that this is the best beginning of the school-year that we have ever, ever had!
  - (Jaime suggested using the AHA model of using an ice cream social for teachers and parents to interact. Right now, Back-to-school night is not enough. It's

awkward. It should be early in the year. . . maybe a 9<sup>th</sup> grade focus.) We need more ways to build community between faculty and family.

- Dave suggested more integration of science into the core themes of CPA; Annie thinks this is a bigger question while we develop our departmental outcomes. . . portfolios should be connected to all disciplines and. Science is not really connected to our school theme (community service professions). . . For example, should we offer a 3<sup>rd</sup> year of science?
- Annie suggested integrating parents into portfolio and senior exhibition process. Matt, Alex, and Jackie are taking a release day on October 12<sup>th</sup> for writing CPA portfolio proposal.
- Dave suggested publicizing universal practices to parents so they could get involved. . . maybe using newsletter that Flora writes.
- Jackie suggested universal talk of getting all teachers up and running on The Homework Site. Also, she wants to review impact of internships on academic work and how to ameliorate the students miss a lot of classroom instruction time.

#### 4.) Debriefing/ Report Back on Constituent Groups [Priorities]

- **Students**—Want to Strengthen student leadership—we want elections; 2 representatives for each class; to use student resources more effectively. . . they want to be more involved; improve communication between students and other constituent groups; students want a more visible/active role in selecting internships for CPA students
- **Parents**—want to bring relevant issues from Parent Council to the Leadership council; main priority at last Parent meeting was to emphasize “community building”—one is bullying and one was racism; they want a meeting of all students in the academy (e.g. regular town hall meeting); the homework issue came up. . . maybe a subcommittee could be formed. . . parents raised concerns that the homework may be too challenging. . . maybe uneven distribution amongst teachers. . . parents want better coordination among faculty about what is acceptable. There was a big interest in internships from parents. . . there is a committee set up to work on it. Maybe students could give input about what kinds of internships they want. Karen would like to know what happens at the internships and what is required. Flora sends out 3 documents to the companies/businesses explaining who CPA is and what the interships are about.
- The EQUITY AND ACHIEVEMENTS GOALS are a huge thing. Rich thinks that collecting data is a high priority and should be one. **We need to monitor progress using data. . . which takes a lot of time. It is a high priority goal.** Kimberly, a student, says that the **students don’t take Diab’s class seriously**. The students don’t see the consequences of coming in late. Jaime, in AHA, says that he sees the students get out 5 minutes early from dance class, so it’s not really an class issue. Karen says she has 5 kids and nobody gets dressed in 5 minutes. . . Is this an issue? Flora ended the conversation saying that in the past teachers and students have tried to resolve the dance class issue and that there was no progress made. **Final result: Tardiness is an issue.** Annie wants to table the conversation until we have the staff meeting on Monday. We’ll look at all of our failing students and try to identify what’s happening with them. Karen wants to make the attendance issue visible. What’s the solution???

Can we get CPA teaching assistants/proctors to help teacher publically record tardies on a daily basis? Should some students work with us for internships??? Flora has access to all of the tardies, so should we do something???. . .The students come early,, says Kimberly so they can volunteer to track this.

- Ken, from BAYCES, recommended that we have **student focus groups** on high priority issues like the tardiness discussion. Why guess why students are tardy when you can just have focus groups to ask them why they are tardy. Have someone facilitate the session who is not in a position of authority. Pawan suggested that the students need bio **study groups** that are like the math ones. The students know that study groups hel.
- Brad asked how we are able tackle all of these issues with so little time (once monthly meetings for 2 hours). Brief conversation ensued explaining to him how things have happened with the council in the past.
- Ken says that the **leadership council needs to set manageable goals and have a yearly focus so that we can feel accomplished.** We have to decide **WHAT IS THE MOST IMPORTANT THING THAT WE CAN FOCUS ON WITH OUR 2 HOURS A MONTH.** We all have to agree on the priority. He thinks that the “equity & achievement” goal should be a lens to focus ourselves. We’ve got to get the prioritization first.
- A Group discussion ensued over **how to prioritize.** Rich needs clarification on whether or not the data collection is still going to happen. **We still have a data collection problem from the administration.** We’ve been talking about this for 2 years. We have manuals to the SASI (district-run program), and we have parents who can read the manual and download the information into EXCEL. (Students then expressed confusion about the terminology being used and Rich explained.) There’s been a history of how to get data on our students in CPA. You need to make data-driven decisions, but no one will give us data, says Rich. How can we ever make a decision without this information??? Why are we spinning our wheels.? Rich says that administrators say that we should be having data-driven discussions, but they won’t give up the DATA. They say yes; then don’t produce. Flora says that all of the SASI and state information (star tests, etc.) go into DATAWISE (an operating system). There is a SASI manual online. Annie explains the district emphasis on TRAINING, which is different from “delivering” and “serving”. . .a lot of this information is secure for a reason. Rich says that it’s a bunch of bull. He’s tired of waiting for data. There are very real security and technology issues regarding access to student date.

##### **5.) Final Discussion/End of Meeting**

- Move to read leadership structure document before we meet next time and talk about it for next meeting (Rich)
- Move to talk to teachers at staff development about allowing leadership council students to have extensions CPA-wide on the days after late leadership meetings. They fear attending and staying late because of their mounting workloads.
- Move to decide on when the last Leadership Mtg should be in June considering CPA senior celebration the Thursday before graduation in June. When will we have it?
- Move to bring the BHS course catalog next time, so that we can discuss the changes that will impact CPA students.

- **Process Checker Gives Insight on How the Meeting Went:**
  - Folks from all sides spoke, but there is a constituency and representation problem.
  - Annie mentions how pleased she was with student participation.