



## **ACAC Meeting Minutes, March 4, 2010**

Meeting location: BHS, Conference Room B

### **In Attendance**

<b>Name</b>	<b>Titles</b>	<b>eMail Address</b>
Gregory Lewis	AC parent, ACPLC member	<a href="mailto:gregory.lewis@earthlink.net">gregory.lewis@earthlink.net</a>
Jon Marley	ACAC, Parent, Fundraising & Outreach	<a href="mailto:marley@stanfordalumni.org">marley@stanfordalumni.org</a>
Roia Ferrazares	ACAC, Parent, Treasurer	<a href="mailto:persianchyld@gmail.com">persianchyld@gmail.com</a>
Kate Spohr	ACAC, Parent, Parent Coordinator/Web	<a href="mailto:kspohr@berkeley.edu">kspohr@berkeley.edu</a>
Jaime Brantley	ACAC, Parent, Student Support	<a href="mailto:jaime.brantley@sbcglobal.net">jaime.brantley@sbcglobal.net</a>
Lawrence Grown	ACAC, Parent, Teacher Liaison	<a href="mailto:lawrence@metrolighting.com">lawrence@metrolighting.com</a>
Karen Meryash	ACAC, Parent, Student Support	<a href="mailto:kspivey@ix.netcom.com">kspivey@ix.netcom.com</a>
Alex Angell	AC Teacher, AC Parent	<a href="mailto:alex_angell@berkeley.k12.ca.us">alex_angell@berkeley.k12.ca.us</a>
Evy Kaveler	AC science teacher, AC parent	<a href="mailto:kavalau@comcast.net">kavalau@comcast.net</a>
Maggie Heredia Peltz	BHS Vice Principal	<a href="mailto:mhp@berkeley.k12.ca.us">mhp@berkeley.k12.ca.us</a>
Amanda Green	AC Co-Lead Teacher	<a href="mailto:agreen@berkeley.k12.ca.us">agreen@berkeley.k12.ca.us</a>
Sherene Randle	AC Co-Lead Teacher	<a href="mailto:Sherene_Randle@berkeley.k12.ca.us">Sherene_Randle@berkeley.k12.ca.us</a>

### **Update on AC Program Redesign, Curriculum, Professional Development**

#### **English Curriculum, grades 9-11-Amanda Green and Sherene Randle**

Co-lead teachers held an outside-of-school meeting to align curriculum. Two teams of four teachers—English and History convened to agree on standards for the 9<sup>th</sup>-11<sup>th</sup> grade curriculum. Back planning is being done from 11<sup>th</sup> grade backward—figuring out what needs to be accomplished at the freshman and sophomore grade level in order to achieve AP-readiness by 11<sup>th</sup> grade.

All topics that teachers need to cover will be on a list. Common assessments will be implemented to ensure accountability.

Two documents have been created: 1) 9-11 grade curriculum standards and expectations, 2) accompanying teaching strategies. Curriculum will eventually be compiled in binders that will be available on-line and in hard copy.

AC has invested in this process. Pre-AP training paid for by AC funds is being incorporated in this endeavor.

Amanda distributed a first draft of “9<sup>th</sup> Grade English Requirements.” This document is not for public distribution. Lead teachers requested that ACAC members to review and comment on the document. Eventually it will be distributed to all parents (via AC website).

Advisory in AC will be implemented next year in 9<sup>th</sup>/10<sup>th</sup> grades to address issues in learning gaps and academic preparedness.

### **History-Alex Angell**

The history department is working on a set of minimum curriculum content standards and a list of “Essential Questions” that each student is expected to be able to answer. Students will be assessed based on this.

Ben Sanoff is working on pooling instructional materials. A common website will be created for teacher materials and strategies.

History department leaders are proposing to institute greater accountability on the part of teachers. They will develop assessments and would like integrate assessments as part of the formal evaluation process for teachers.

### **AC Redesign- Maggie Heredia Peltz**

The purpose of the Tuesday, March 2, 2010 parent meeting was to inform parents about changes in the curriculum and in creating greater personalization of the program. The meeting covered topics such as institution of houses, greater integration of math and science into the core AC community, institution of advisories, coring of humanities teachers, and looping from 10<sup>th</sup> grade to 11<sup>th</sup> grade.

**Houses.** AC plans to institute a house structure from 9<sup>th</sup> to 11<sup>th</sup> grades. The proposal is to have four houses. The basic philosophy is that smaller learning communities create better outcomes. Alex Angell expressed concern that he’s heard from parents. Parents are concerned that their students will be placed into a house that has poor teachers and they will not be able to change to another house.

**Advisory.** The current proposal is to tie the advisory program to AC Houses. AC is the biggest program and we want to take a thoughtful approach to instituting advisory. As a result we have decided to focus on 9<sup>th</sup> and 10<sup>th</sup> grade humanities for the first year. We feel that this will be the easiest way to implement advisories in the first year.

**Expository reading and writing.** BUSD will be offering a CSU-developed program to train BHS teachers to teach a new class that will provide an opportunity for seniors to be prepared for the rigors of college level English courses. Successful completion of this course will allow students to by-pass college placement exams in English.

**BHS funding for teachers:** AC has requested BHS to pay for teachers to align curriculum, a summer retreat for AC teachers, and AP training for AC teachers.

**Teacher summer retreat:** August 25/26. One section will be for humanities teachers, one part will be for science/math. The retreat’s purpose is to build community, talk about curriculum, establish next steps.

**Math.** As of next year, IMP math will not be offered any longer for AC 9<sup>th</sup>/10<sup>th</sup> grade students. All 9<sup>th</sup> graders will go into either Algebra or Geometry. The decision was based on the fact that IMP courses require extensive teacher training and the AC program does not now feel that we have adequate resources to properly train teachers in IMP math.

### **AC Enrollment and Resources**

Because IB cannot easily accommodate new students after the 9<sup>th</sup> grade, Roia brought up that IB's freshman class should be considerably larger than AC's (to allow for attrition). Kate asked how AC parents can support AC administrators and teachers in lobbying for equitable allocation of resources for our program.

### **Student Representation on AC-Roia Ferrazares**

Roia feels that there is growing student energy around involvement in AC. This year we are proposing to hold AC student elections for the first time. To ensure maximum participation, we would like to hold our elections at the same time as SGC elections are held. We need five students to serve. We want to hold two lunchtime meetings to inform teachers of this opportunity and encourage them to run. Chris Young's Leadership program has diverse students interested in leadership. Enlist Chris' support in getting the word out. Sherene Randle offered to meet with Chris to set up a lunchtime meeting.

### **Counseling-Maggie Heredia Peltz**

There is a counseling crisis at AC. A new counselor has been hired for AC. Pasquale Scuderi (BUSD HR office) is processing the candidate on an urgent basis.

The counselors are now focused on registering 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> graders for next year. All seniors who are failing classes have already received a letter informing them that they are at risk of not graduating. Karen asked if there is a way that AC can fund additional staffing to help counselors.

Maggie Heredia Peltz will draft a message for the BHS and AC etree to encourage parents to help students make course selections so the process goes smoothly and there are minimal mistakes made.

We would like to invite AC counselors to attend the next ACAC meeting in April.

### Upcoming meetings

#### Next ACPLC Meeting:

Thurs, March 18, 6:30 pm at Metro Lighting on San Pablo.

Next ACAC Meeting:

Thursday April 8, 7:30 pm, conference room B.

The meeting was adjourned at 9:00 am.

*Notes taken and submitted by Kate Spohr kspohr@berkeley.edu.*