



PALISADES

CHARTER HIGH SCHOOL

Fuerza Unida Minutes

08/30/18

Attendance: Rosa, Todd, James, Susan, Jill, Elva, Adelina, Karen, Christy, Monica, Joel, Lilian, Evelyn, Vidi, Sarah, Gio, Erika, Kevin, and Andy

- I. Introductions -
 - Everyone in attendance introduces themselves and shares a little of what they do at Pali
 - Monica talks about goals for Fuerza Unida this year
 - Equity in the classroom
 - Icebreaker activity
- II. Equity - Math (Kevin and Andy)
 - Empowering not just Latinos, but all students
 - Getting them to think more logically and critically
 - Giving students hope, when they see two Latinos experts in math empowers all students
 - Math is the most challenging subject for most students
 - How do we change this thinking?
 - Find a connection between other subjects with math
 - All teachers should be making connections between their subject and math
 - Maybe share personal experience with math
 - "We want to reach all students who want to go to college, but math is their one obstacle
 - Math Task Force - created to change how math is viewed at Pali and community, to make students feel included, to change the publicity (*see Math Task Force goals*)
 - Students and parents already have a negative view about math department/teachers in Middle school
 - How it looks like in the classroom - Kevin and Andy give one on one assistance to students (there's four of them now - Rae and Sara).
 - While teachers are lecturing, they walk around making sure students taking notes and further explaining anything students missed because they went too fast for a student. In addition, once students have to do practice, they work with students one on one
 - Biggest success is the Math Lab - most students using lab are Latino students
 - In order to feel everyone feel welcomed they hired people they can identified with, the two new hires are women (one African American and one Caucasian)
 - Karen - what are we doing with students who complain about being taught one thing and being tested on something else. (Math Analysis)
 - Kevin - we only work with Algebra 1 and Geometry, so it's hard to reach those students in higher levels of math



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- Rosa needs information to give out to parents about this resource
- Joel adds information will be added to Fuerza Unida website
- Math Lab hours Monday - Friday
- Wed and Thurs till 4 p.m.
- Other days seventh period
- Do a meet and greet in high level math classes and mention Math Lab as a resource for them

III. Student Mentors/Teacher's Aide

- Student can mentor other students in your class
- Joel currently has two working with specific students who need additional help
- Mrs. Meinen is in charge of this program
- Study Center - English teachers to take them there one day to build equitable culture
- Placing tutors in English and Math classes
- Sarah proposes that Math student mentors shadow paraprofessionals to learn the appropriate way to mentor students
- Tod's classes in Study Center right now (Till September Maybe)

IV. Fun Website - John Vieira

- Pali website - Programs and Activities - Fuerza Unida
- Functional, simple, and bilingual
- John would like our webpage to look like the Fuerzaunida.org (different organization)
- Survey parents to ask what they would like to see in our webpage so he can make it easily accessible to them
- John's goal to build a webpage that is simple, one page, and accessible to everyone
- John can upload all resources and deadline information students and parents need (for example: Links, forms, etc...)
- PIQE is now FACTOR - so add FACTOR link to our webpage for parents to access information
- Add a section in website - for students (Student Spotlight)
- Class catalogue of AP courses
- Fuerzaunida.net (Possible webpage)

V. Writing Lab and College Advisory (Todd)

- His teaching experience has made him see the inequity in education
- Giving feedback is harder than it sounds
- Very important to give feedback in students' writing
- Have high expectations for students, however we need to increase the level of support
- College Advisory Program for college
- Use elements of college advisory in classroom



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- Creating a College Board on campus to give students feedback
- Todd would like to build some kind of partnership with universities where graduate students come to our campus and work with students one on one

Break 10:30 - 10:40

VI. Counselors (Jill, Elva, and Adelina)

- New administrator Chris Lee
- Getting calendar out to community so they know what we're doing and where
- Working with departments in getting information about classes sooner, so counselors can offer courses to students
- ESSA - one qualifier is graduation rate, they predict 2018 will be better than 2017
- Lots of academic improvements this year (*see Grad Rate Report from Dashboard*)
- There is a shift still going on because counselors are still waiting for transcripts from summer online classes and/or community college transcripts to receive credit and switch out to the classes they need
- Counselors appreciate how our staff works together to encourage and support our students
- English Ds in 9th and/or 10th grade are keeping many of our Latino students from being a-g qualified. (*see a-g data for 2017*)
- Some credit recovery is not an option for Latino students -- it's "pay to play" for expensive online courses.
- AMC (advanced math concepts) already an option. What about other applied math options?
- Ask students *why* they are choosing to take online courses (Math Analysis online)-- a Focus Group.
 - Online is an easy A.
 - Teacher reputation.
- Explore pass-rate of kids who come back from online to calculus. Explore why/how the kids who stay in MA at PCHS are successful.
- Need positive math-opener at the beginning of class to get mindsets right (with content and teacher), particularly in MA.

VII. College Counselors

- Baseline= expect that the kids know nothing about getting into college. So many first generation kids are intimidated.
- Senior meeting-- "how many of you have applied to college before?" All hands went up. "Therefore, none of you know how to do this." → Getting lots of responses from seniors as a result.
- Black and brown kids going to directly to Karen (which is new).



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- Seniors- getting file activated. Students must submit resume, senior questionnaire, parent questionnaire, rough draft of essay to get account activated (so they can get a letter of rec from the college center).
- Due date = 9/12. And MANY students coming in and saying, "I have no idea what to do."
- Juniors told to wait until Spring.
- Look out for Seniors who didn't have a Junior appt. They need to be caught up.
- Parent meeting goal= give parents the Junior info NOW (2+ months before the rest of the school) -- they'll be ahead/in the know.
- Activate Naviance in a Senior Meeting?
- A shift to get black and brown students into the College Center!
- Min GPA? No GPA= community college. 2.0 = CSU
- Mission and Vision created for College Center (NEW!)
- Rosa shared a story of a kid who was told they'd never get into college, kid crying; Karen responded that she knew of case like that and hoped that would never happen again.
- FUn assembly about parents sharing hopes and dreams for your kid.
- Make sure we are pacing it out to give kids info/dates/deadlines, like an advisory, as they go (so they don't feel like it's totally unknown).
- There is the 4-year plan, but we need more to educate kids about college requirements. Karen goes into 9th grade English, Karen went to DLA.
- Community College to BA stats are actually really low.
- On FUn website, have "how to apply" -- in Spanish.
- Parent Questionnaire needs to be in Spanish.
- Kids do not HAVE to go to the College Center; they can avoid it. We at least need to track FUn students!! We cannot accommodate a 1:1 appt for ALL seniors, all juniors.
- SMC rep comes 8xs. Can we have a calendar of when the SMC reps come?
- Make a "College Center" student account. on Naviance? This will lead to teacher support in classrooms.
- Class Rank-- We are stopping it! (Board approved). Will start in 2021, (so juniors and seniors, who have been fighting for their rank, aren't penalized). We will be using "decile" ranges.

PearDeck on Latino Student DATA- activity with John Vieira

Brainstorm for First Assembly

9th Grade-- (162 students)

- What is FUN?
- How do you identify with your Latino identity?
- Latino students are quiet/shy/need to be pushed. Give them a pep-talk of all the resources that can help.
- Role play to practice self-advocating; how to talk with a teacher; how to ask a question.



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- Use Graphic Organizer on how to write an email to a teacher.
- How to use schoology, Gmail, and encouragement that it's ok to advocate for yourself.
- Scavenger Hunt-- how do you navigate?
- Using your voice-- Choral Response. En espanol?
- You can introduce students to Gio to have a conversation, establish an accountable/accountability relationship.
- Upperclassmen speakers/role models (see Evelyn; Latino link-crew)
- Stations in scavenger hunt passport situation? Required to use voice.
- Digital citizenship?
- Men's group-- on diversity within ethnic groups

9th Grade STATIONS-

Tech Station- JV, James

Attack of the Zeros/Math- Ms. I, Andy, Kevin

Self-advocacy, How to write an email- Vidi, Lisa, Lillian, Todd

Upperclassmen- Gio, Evelyn

Counselors- TBD

- We need to educate staff about Latino students being quiet in class and how to help bring them out.

How to get Latinos to talk more?

- FlipGrid?

Sophomores/Juniors STATIONS-

- **Checklist for 10th & 11th, a-g-- have you done this to get ready for graduation? To go to college? Log in to Naviance**
- **Karen's College Acceptance GPA Game; protecting your GPA**
- **Protecting your social media presence/digital citizenship**
- **PALI Acronym; Gio's this and that game.**
- **positive coping strategies- Susan, Jill**

Seniors STATIONS

- **College- SMC, Cal State Rep**
- **Checklist- deadlines for college/Senior Meeting (need laptops)**
- **Digital citizenship/digital self-audit**
- **Taking care of business**



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Prep Meeting- Lunch, Fri, 9/14, U111

September 17th (even)-- Assemblies!

FUN Monthly Meetings, U111, TH

Sept 27- 3:15 PM plan parent meeting

Oct 25 - 3:15 PM

Dec 6 - 3:15 PM