

1 NOvember 2007

Agenda for Leadership Council Meeting:

5:0 Introductions

5:15 Review of bylaws

5:30 Review strengths and challenges; prioritize issues to address this year; identify issues that require feedback from constituent groups;

Establish sucommittees to lead discussion

6:10 Break

6:20 Equity and Achievement goals; overview progress/concerns; brainstorm; discuss & prioritize; send to subcommittee to make final proposal

6:50 Closure

BYLAWS of the Community Partnerships Academy Leadership Council

Function of Leadership Council:

- Revise as necessary and monitor progress toward Achievement and Equity Goals. Develop programs and determine priorities for allocating resources to address problem areas.
- Monitor school progress toward achieving Whole School Outcomes for all students, identify problem areas, and recommend programmatic solutions. (e.g. review graduation portfolio plan, develop SAT/ACT preparation support...)
- Address major policy issues raised by constituent groups, or by the BHS administration. (e.g. establishing advisories, changing programmatic focus...)

Membership:

- 4 parents, 4 students, 4 staff, counselor and VP – one vote each.
- 4 parents should be representative of the different grade levels and communities represented by student population
- 4 students should be elected by students, president (and VP as alternate) from each grade level

How we make decisions:

We aim for consensus, and vote using thumbs up, sideways, or down. On time sensitive issues, however, time limits will be agreed to and once time is exhausted a vote may be taken with 80% agreement required to pass. No decision is not an option.

A Quorum must exist for any such vote. A quorum consists of at least two from each constituent group. This decision-making process will be revisited at the end of each semester.

Main Priorities of Constituent Groups (as defined '06-07):

Teachers: Strengthen connection of teachers to families (social events, newsletter). Integrate all subjects into core themes of CP Academy (i.e. Science), and develop graduation portfolio.

Students: Strengthen student leadership, develop structure (elections), improve communication, increase student role in many aspects of school, including internship development.

Parents: Address issues of equity and fairness, from community values (issues of bullying and racism) to academic issues (e.g. fair distribution of homework). Find ways to work with teachers to build community and improve student success.

Responsibilities of Representatives:

The Leadership Council will NOT act to organize social events or to structure the Student Leadership body or to create forums for addressing bullying or racism. The constituent groups will organize those activities, and will use the Leadership Council as a forum to ensure communication between constituent groups.

- Constituents will bring concerns to Constituent Council. Leadership Council representatives will act as advocates to help gather data to find out more about the issue, so constituents can discuss whether and how to bring it to the Leadership Council.
- Issues raised in constituent group will be raised in report section of Leadership Council during 1st part of LC agenda. Once brought to the Leadership Council with whatever data has already been gathered, the Leadership Council will give feedback and will forward the issue to the other constituent groups for input and discussion.
- Constituent groups must have a decision making process in order to decide on input to the Leadership Council.
- Once feedback has been given by the Leadership Council, proposals should be developed in writing and with supporting data.
- Once all three constituent groups have discussed and developed input on any issue, the Leadership Council will put the item on the next available agenda for a decision. Leadership Council decisions are final.
- If the decision is contrary to the constituent group's request, every effort will be made to bring the community together to help deal with the needs evidenced by the concern they raised.

Meeting Protocols:

- Leadership Council will meet on the first Thursday of each month
- Minutes will be posted online and will be consolidated by the newsletter person and included in the newsletter
- Agendas will be developed by lead teachers with input from LC members and/or constituent groups (at least one week in advance).

Community Partnerships Academy 2007 – 2008

Strengths:

- Experienced, dedicated staff
- Internship program based in college-preparatory classes
- College – going culture supported by AP, college/career classes, community partners, college visits, SAT prep, etc.
- IMP math sequence improving student success dramatically.
- AP options – AP Calculus for seniors; AP English Augmentation for juniors and seniors.
- Writers Coach Connection for 9th/10th graders (this year only)
- Strong student support system, including full time counselor.
- Academic remediation through senior diploma classes connected to teacher reporting process for all Ds and Fs.
- Cross-grade advisories set to begin next fall will meet twice a week.

Challenges:

- BAYCES funding gone (mostly that covered staff development, some salary and field trips).
- State funding hasn't increased in 13 years, but cost of teachers has, and 83% goes to pay salaries. Very little left.
- School funding sources reluctant to support our traditional programmatic activities (grade level retreats and field trips).
- AP English Augmentation, while highly successful at improving performance in English, costs about 32K/year as currently structured. Needs restructuring or alternative funding.
- Writers Coach Connection funding for one year only – needs ongoing grant writing and fundraising.
- Advisory will require additional FTE to coordinate, and it will begin next year.

Other major resource allocations:

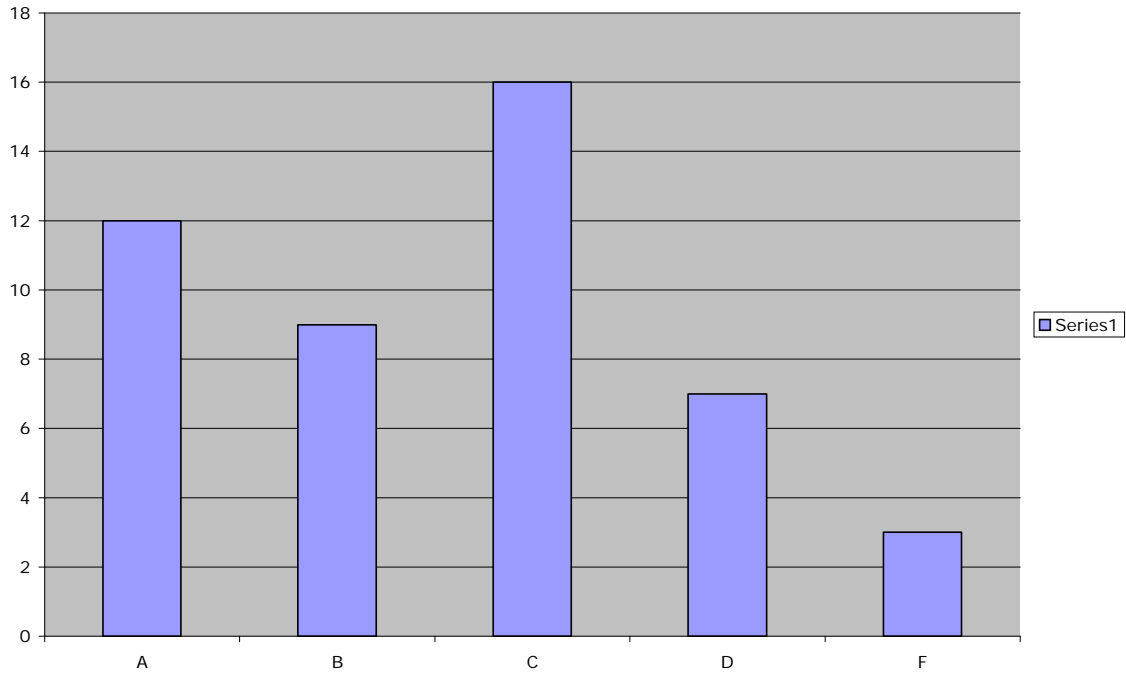
We offer a fourth year of math, AP Calculus for the first time this year. Like the two AP English Augmentation classes, AP Calculus is also small, with approximately 15 enrolled. Because it is offered to seniors who have room in their schedules and who do not have another required math course, it can be scheduled during the school day, and the cost to CP Academy is approximately \$8,000 (we have to subsidize small classes). We also fund smaller class sizes in 9th grade math and Spanish, and we offer two small sections of Senior Diploma in which students make up work for courses they did not complete. What little is left of our funding has to cover staff development, student field trips and retreats. That funding is extremely tight and getting tighter.

The school gives us a .2 FTE (one period of release time) for coordination of Professional Development (Annie) and a stipend of \$5,000 (Wyn). Because of our two ROP classes, we get another .2 FTE for internship development (Annie).

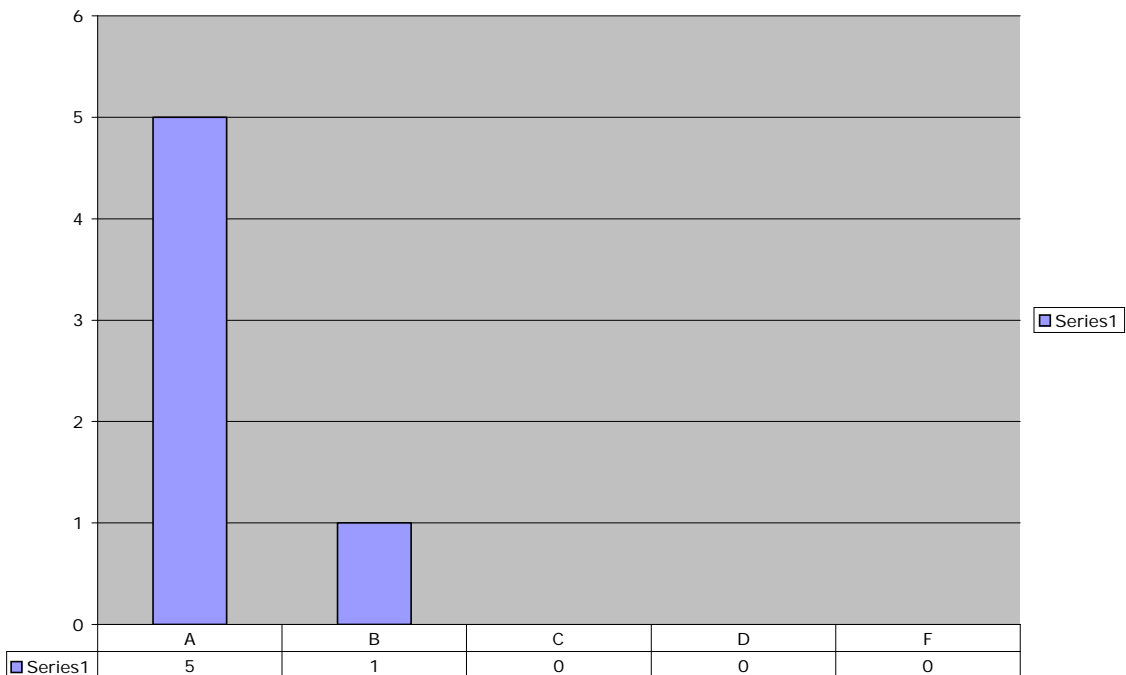
PROGRESS ON CPA EQUITY GOAL

78% Of students who entered the freshman year having scored at Basic or lower on the CST test (Algebra) during the 8th grade are on track to be UC/CSU eligible (C or better in IMP2)

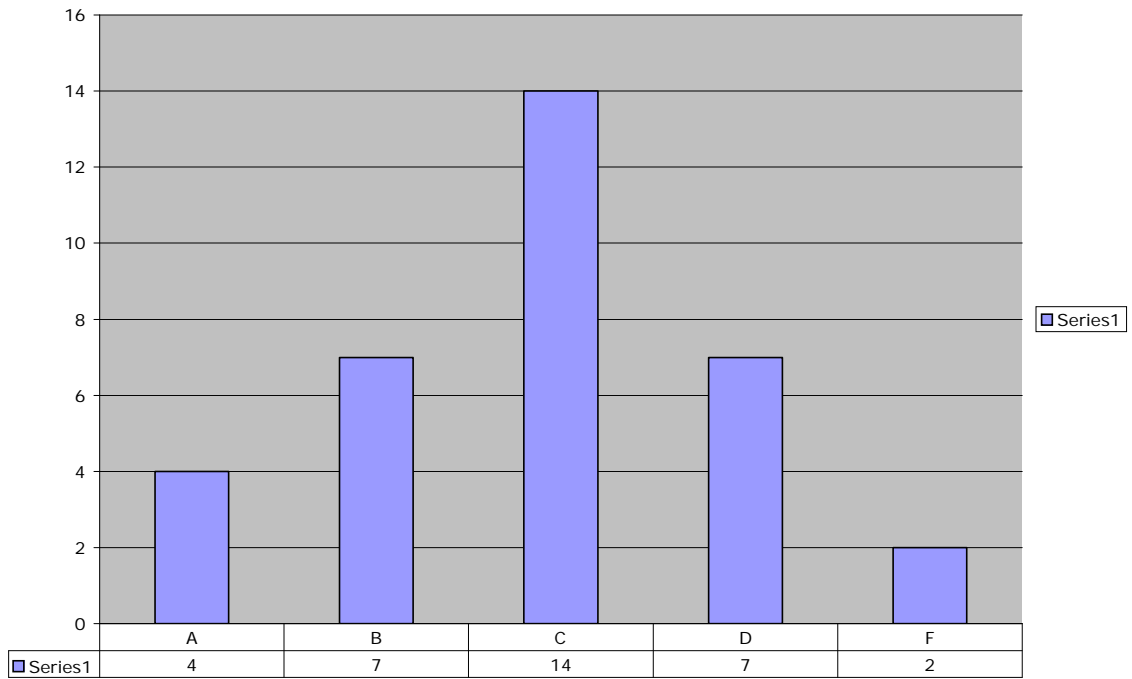
GRADES FOR ALL STUDENTS



GRADES FOR PROFICIENT STUDENTS



GRADES FOR BASIC AND LOWER



GRADES FOR STUDENTS WITH NO CST DATA

