

Overview of Community Partnerships Academy Philosophy and Academic Program

- While this is the end of our **second year as a small school**, we have **15 years of experience** both as a program and as a small school, working with a wide range of skills levels to develop each individual student's strengths and make sure that all students succeed.
- We have particular strengths in **increasing student achievement** among students who are generally not well served. We have attracted strong committed teachers who believe deeply in our program and philosophy.
- We are **college preparatory**. ALL students are exposed to high-level rigorous curriculum and are supported to achieve. 68 out of 70 students in the class of 2005 went to college.
- Our **teachers collaborate** to create relevant, integrated curriculum that challenges students at all skill levels, improving skills while maintaining rigorous curriculum expectations that ensure our graduates are college eligible.
- We help students **explore career goals and access community resources** to give them experiences in their areas of interest. We bring students into the community and **bring the community into our classrooms**. We make students more aware of the forces that affect them personally, and empower them to become agents of change.
- We introduce students to **careers that serve community needs**, such as health, education, law and government, through service learning, internships, and senior projects.
- Teachers follow students through two or more years of their core subjects, so they know their students and their parents extremely well. This **personalization** allows us to identify students' interests early, help them define career goals, and connect them to the resources they need to achieve those goals.

Our Academic Program

Grade-level Teams and Departments collaborate to develop curriculum.

- Teachers meet regularly in **grade-level teams** about twice a month to share information, plan activities, and integrate curriculum.
- Collaborating **grade-level** teachers facilitate **student retreats and other activities** to build a **sense of community** among students.
- History and English teachers collaborate to provide an **advisory curriculum**: team-building, organization, values, and leadership, and service-learning projects such as the Act Project and the **Buddy Reading Program**.
- **We fully integrate students with special needs** into the classroom by providing extra support to increase teachers' ability to adapt curriculum and **personalize instruction and assessment**, both with individual support to teachers, and through grade level team meetings.
- We are now working in Departments to make sure our curriculum fits our mission's focus on **building, learning from, and serving community**.
- The curriculum our faculty is developing will produce **student work that demonstrates mastery** of the outcomes our community wants all students to achieve and that prepares them for college. Ultimately these outcomes will be demonstrated by students at their **senior exhibitions and in their graduation portfolios**.

Integrated heterogeneous core classes are the key to our success.

- **Heterogeneous core classes**, which are not divided by ability or motivation, ensure that all students have access to the most rigorous curriculum.
- All students are therefore in an environment where **achievement is expected**, and all students can be challenged by and learn from each other.
- Our school design is based on the belief that all students benefit when classes have the **full diversity of student experiences and perspectives**. Says an Academy student who takes AP science: “People bring all their different stories and backgrounds to our class; that’s what **makes us a community**.”
- Paired English and History teachers with classes back-to-back integrate and connect their curriculum, creating joint projects and activities as they work together to teach concepts and skills. In the ninth grade, Art is also connected with the **English/history core**.
- Because we place a high priority on making sure all students get **the same rigorous humanities curriculum** our students are required to participate in our core English and history classes.. As we build that sense of community, students become committed to bringing each other up -- **together**.
- **Curriculum Differentiation**: Because students are at many different places in their skill levels and capacities, our teachers receive extra support to differentiate curriculum, so they can customize assignments and assessments to make the curriculum both **challenging and accessible to all students**.

College and career-focused classes are our cornerstones.

- The “**Introduction to Community Service Professions**” and “**Berkeley Experiential Senior Transition**” courses in the junior and senior year allow us to work with students on the college process, connect them to internships, and teach them essential concepts and skills for human services professions as well as life skills needed for the transition to independent adulthood.
- **Service learning** opportunities provide students with both career field experience and the rewarding sense of helping others and contributing to the community.
- **Internships** give students role models to help them develop career goals. They provide valuable experiences to include in their college essays and applications. Most are not available to students unless they are in Community Partnerships Academy.
- Our Leadership Council recently set an equity goal in math and our math department created a **new heterogeneous math sequence** for next year that will allow all students to access calculus, a college-level AP course, by their senior year.
- We have been working to develop an AP option in English within our program based on our belief that the **heterogenous, integrated core classes have been crucial to our success** in improving student achievement.
- While many AP courses are not designed for student success, covering huge amounts of information with very little depth, English is different. Because writing skills are so important in college, we want to offer students **college-level English options**.
- Through a partnership with Berkeley City College, we encourage students to take **community college courses**; 47 enrolled in such classes this year.

- We send out a **school profile** with all college applications that differentiates us from the large school at Berkeley High so that the colleges do not compare CP Academy students to other BHS students when evaluating their transcripts. Copies are available tonight.
- We facilitate the development of **Parent and Student Councils** to ensure that parent and student voices are heard. Tonight we launch a new tradition for our small school, Town Hall meetings.
- Our **Leadership Council**, begun one year ago, is a space for consensus-building and representative, democratic decision-making about the policies and direction of our program. It is composed of four parents, four teachers, four students, our counselor, and our Vice Principal.
- We want our program to continually develop and change through a process of **collaboration and consensus**, based on data, research, and community input into what will improve **success for all students**.

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