

# BHS Design Team Family Workshop

May, 2016

To teach in a manner that respects and cares for the souls of our students is essential if we are to provide the necessary conditions where learning can most deeply intimately begin.

bell hooks

*Teaching to Transgress: Education as the Practice of Freedom*

**All BHS Students Graduate  
Ready for  
College, Career and Life**

Our Goal



AMPS

CAS

IHS

Berkeley High School

AC

AHA

# **Our Learning Communities**

**Academic Choice - AC**

**Berkeley International High School - BIHS**

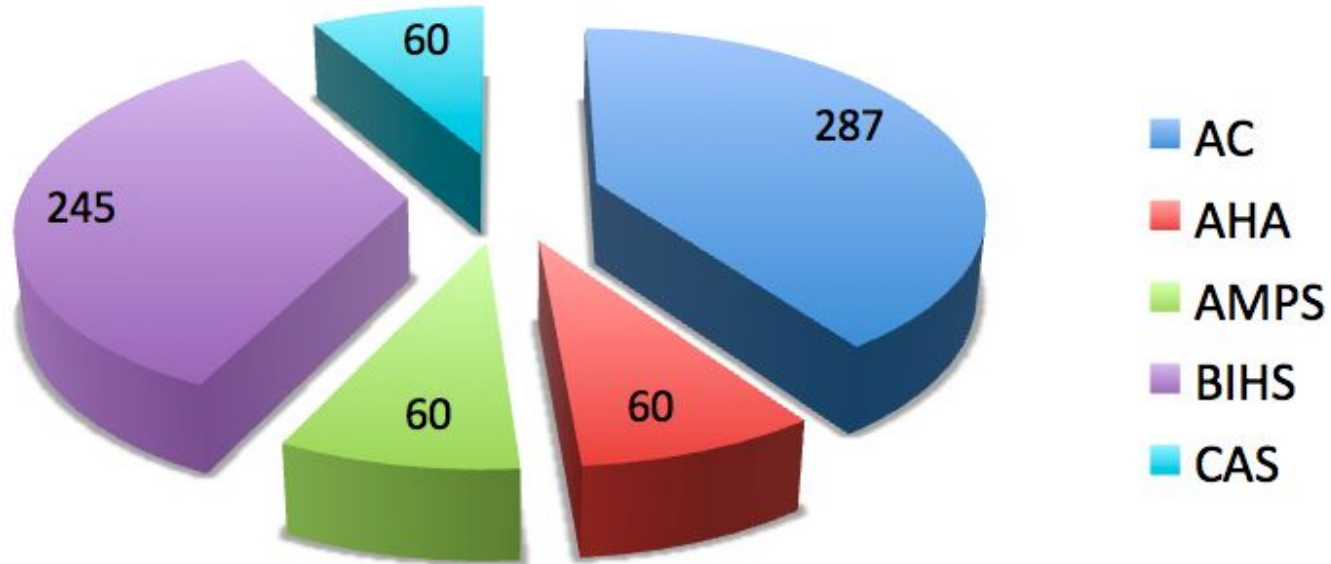
**Arts & Humanities Academy - AHA**

**Academy of Medicine & Public Service - AMPS**

**Communications Arts & Sciences - CAS**

# Our Programs

## Approximate Enrollment for Incoming Freshmen Class



# The Lottery



# A look at the Data



What are we doing well at BHS?



# Signs of Progress

- **Increased Graduation Rates for all students**
- **Increased College eligibility and persistence**
- **BRIDGE and RISE Programs Improve Outcomes for High Need Students**

# Opportunity and Access Gap

- White students are **4 times** more likely to be in an advanced Math class than African American students
- White students are **7 times** more likely than African American students to be in an AP Science class
- White students are **2 times** more likely than Latino students to be in an AP Science class

# Our Challenges

- **Equitable Access and Opportunities**
- **Addressing Racism**
- **Improved Outcomes For All**
- **Strengthening Shared School Culture**
- **Transition from 8th to 9th Grade**
- **Outdated Lottery Based on Zones**

# The Lottery



- 1 Teaching & Learning**
- 2 Culture**
- 3 Structure**

## **The Three Shifts**

# Ongoing Work

- **Transition to Math 1 with Collaboration**
- **Academic Language: *Constructing Meaning***
- **Common Assessments**
- **Culturally Relevant Anti-Racist Pedagogy**
- **9th grade Ethnic Studies/Social Living**
- **Restorative Justice Coordinator**
- **School Culture: Link Crew**

# Community Priorities

- **2020 Vision**
- **Equity Rubric**
- **Restorative Justice Initiatives**
- **Social - Emotional Learning**

# The Design Team

[designteam@berkeley.net](mailto:designteam@berkeley.net)

**Teachers, Administrators, Staff, Students,  
Parents and Guardians**



# Our Engagement Process

# Student Voice



# Outreach we've Done So Far

Classrooms

African American Studies Department

PCAD Family Workshop

Superintendent's Executive Cabinet

Design Dialogues

Black Student Union

BIHS Advisory Committee

English Learner Advisory Council

Staff of Color Friday Mixer

5 ALL Staff Meetings

Student Leadership

Chicano/Latino Family Workshop

BHigh *Jacket* School Paper

Queer Student Alliance

AC Advisory Committee

BHS Family Workshop

Berkeley Public Schools Fund

1 on 1 with Board Members

1 on 1 outreach

School Board Public Comment

# RESEARCH Says Students Need...

## → Transition

- ◆ From Middle School to High School

## → Personalization

- ◆ Relationships with Teachers and Peers

## → Access

- ◆ Opportunities for Academic Rigor for All

## Teachers say...

- They want to know their students better (Personalization/Relationships)
- They need structured time for collaboration during the school day
- The lottery is not working and divides the school from Day 1

## Students say they want...

- **To be known** by their teachers and classmates better (personalization)
- **More education and time** to learn about their choices for learning communities
- **Heterogeneous classes** and **also want safe spaces for race alike groups**;
- Some worry about less time in small schools

# The Ideas

# Features in All Models...

- **Student Advisory**
- **Schedule Change**
  - ◆ Fewer Transitions and Longer blocks
- **Teacher Collaboration time**
- **Teacher Professional Development**
  - ◆ Curriculum, Pedagogy, Anti-Racism
- **Clear goals around what kids know and are able to do**



# **ADVISORY:**

**a class period in the school day to work on:**

- **college and career focused culture**
- **academic support**
- **relationship building**
- **social emotional learning**
- **class restorative circles**

**Universal 9th**

# What is Universal 9th Grade?

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All students transition from middle school into diversely assigned cohorts of 112-120 students for their core classes:

- **Core:** English, History, Math, Science, and Advisory
- No Small Schools/Program Choice until 10th Grade

# Features of Universal 9th Grade

- Cohorts of students are held by 4 common teachers
- One 9th grade culture
- Common curriculum
- Tight teacher collaboration
- No 8th-9th Grade Lottery

# Sample 9th Grade Schedule

- 112-120 students grouped for core academic classes (blue)
- Heterogeneous groupings reflect the population of the whole school

<b>English</b>	<b>Ethnic Studies/ Social Living</b>	<b>Math 1</b>	<b>Science</b>	<b>Advisory</b>	<b>Elective (PE / Art / Music)</b>	<b>World Language</b>
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# Universal 9th: Benefits for Students

- Personalization
- Teachers & Peers who know them
- Student Advising
- Heterogeneous core classes (everyone mixed together)
- Time to explore BHS choices in Grades 10-12

# Two Sample 10th Grade Schedules

Students going into CPAs (AHA/CAS/AMPS) in the 10th grade would have the following schedule:

CPA English	CPA History	CPA Math 2	CPA Science	CPA Advisory	CPA Elective	World Language
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OR... students are diversely placed in English/History/Math/Advisory cohorts using the same diversity standards from 9th.

English	History	Math 2	Science	Advisory	Elective (PE/Art/Drama/Dance/Music)	World Language
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# Possible Implementation Timeline

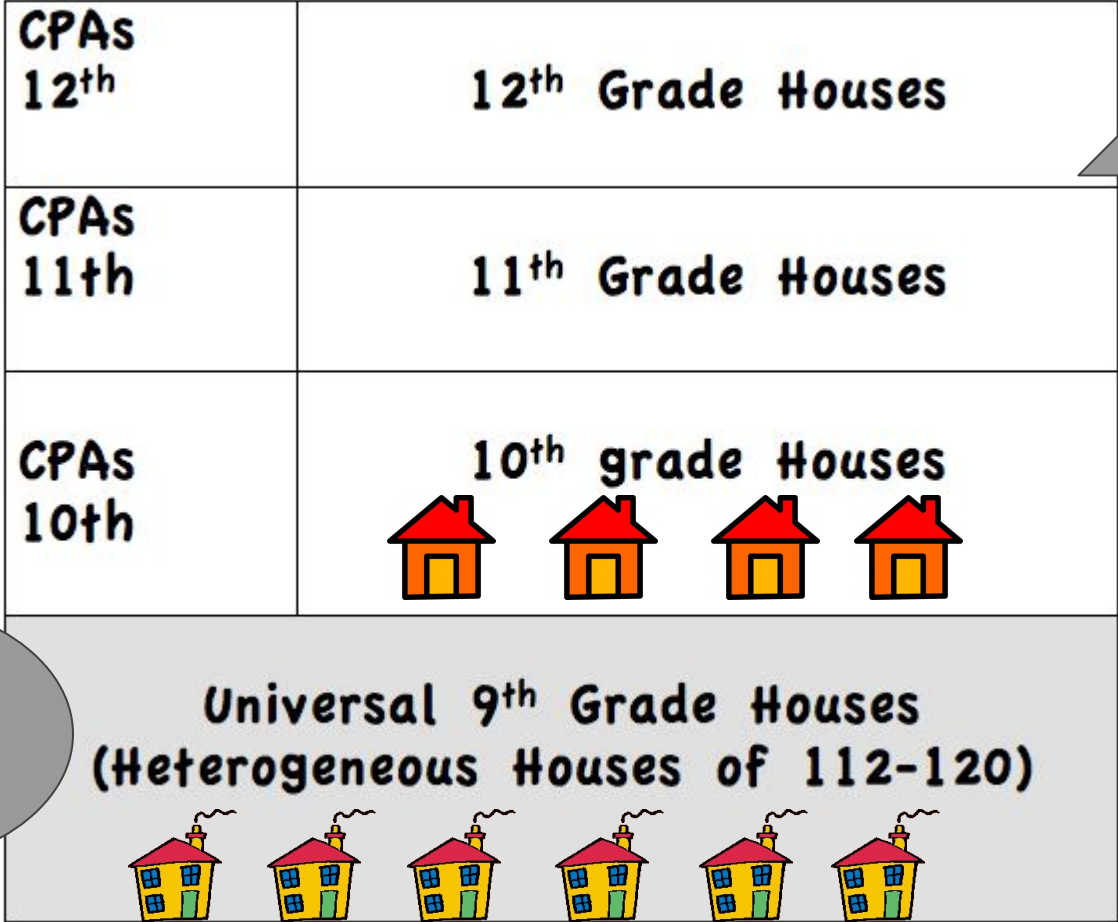
**2017-2018** > Universal 9th grade

**2018-2019** > Add Advisory for 10th grade

**2019-2020** > Add Career Technical Ed Options;  
AP and/or IB for 11th grade

**2020-2021** > Sr. Academic Project; Internships;  
Community College; Work Experience in 12th





Personalization:  
4 core teachers  
Advisory

Students stay  
in same house  
10-12

Looping as  
possible

Continuous  
Relationships

**Use the questions on the table tents  
to discuss and record comments  
about the re-design ideas**

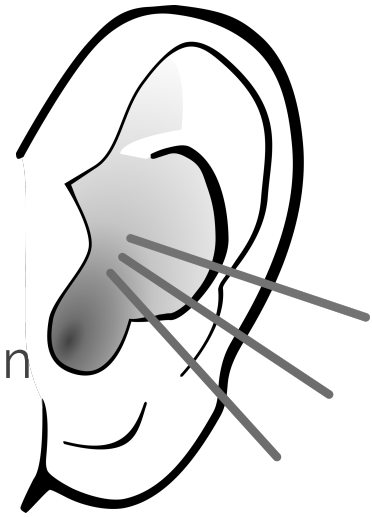
# **Table Talk**

# Table Talk

- Focus on the **needs of students**,
- **Step up** to the discussion to share your perspective,
- **Step back** to hear voices other than your own,
- **Speak respectfully** to each other,
- Be **considerate listeners**,
- Find **points of agreement or compromise**.

**Welcome Back!**  
**Synthesis and Next Steps**

# Continued Listening Campaign



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**Teachers** - Professional Development Coordinators and Team

**Staff** - Safety Officers, Clerical, and IAPPs

**Students** - Developing a survey around experience of students on our campus;

**Parents-** Outreach to middle school families

**Community** - Middle School Principals; Community Partners; BCC

# Refining the Proposal

Feedback and Input from...

- High School Staff
- Community (students and families)
- District Administration
- School Board

# Decision Making Steps

**March:** Straw Poll of Faculty on Initial Ideas

**May:** Straw Poll on ReDesign Options

**June:** Preliminary Recommendation to  
Administration

Administrative Decision and recommendation  
to the Superintendent

# Decision Making Steps

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**Superintendent decides if the proposal goes to the School Board**

**Board Presentations**

**Summer Work**

**Implementation Planning Team 2016-2017**

**Implementation 2017-2018 for entering 9th graders**



# FAQs

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