

**Parent Forums:**  
**Berkeley High Design Team FAQ and Glossary of Terms**

**Remind me, what is the problem we're trying to solve?**

Our Goal: All BHS Students graduate ready for college, career and life.

The Problem: The data shows we have an achievement gap, we have an issue with access to rigor and personalization for all students. Our current structure was not intentionally built and isn't aligned to what the research says is best for all students. We know that the best outcomes for students come in the form of rigorous and robust instructional practices and we need to create the conditions for teachers to be able to provide these experiences for students.

**What is meant by culturally responsive/anti-racist pedagogy? Where does this exist in the re-design?**

Culturally responsive pedagogy is a student-centered approach to teaching in which the students' unique cultural strengths are identified and nurtured to promote their achievement and a sense of well-being. In Culturally Responsive Teaching, teachers also come to understand their own identity and how it impacts their role in the classroom. Antiracist pedagogy is a paradigm in schools used to explain and counteract the pernicious impacts of racism. This year Berkeley High began working with teachers to develop their expertise in culturally responsive teaching practices and anti-racist pedagogy. Next year and moving into the redesign, BHS will continue its commitment to training teachers in culturally responsive teaching and anti-racist pedagogy, and will provide opportunities for teachers to reflect on and create a classroom culture (behaviors, attitudes, policies) designed to meet the needs of students. Regardless of the outcome of a redesign at Berkeley High, the above training and approach is vital to improved outcomes for all students, and especially our students of color.

**How would we assign students to their 9th grade houses? What do you mean by "heterogeneity"?**

If we no longer use a lottery to assign students to learning communities when they enter BHS, we can place kids in heterogeneous cohorts ("houses") based on parent education

level, school zones, district assessments, student need, and other metrics we decide are effective and are legally sound.

### **How does the redesign address the issues of segregation at Berkeley High School?**

There are benefits and drawbacks to students both being heterogeneously placed in and/or students choosing critical mass groupings. We're proposing a hybrid. Our proposals seek to offer more intentional opportunities for both integrated groupings as well the chance to be in race-alike groups around campus. We hope that by allowing students to choose a pathway at the end of 9th grade, they'll better understand our school and their choices and make a decision that best suits their needs.

### **What would the advisory curriculum be and who would plan it?**

A group of teachers would be paid hourly curriculum development rate to create a robust, developmentally appropriate advisory curriculum over the course of the 2016-2017 school year. The good news is, we've visited several schools that have already developed fantastic advisory curriculums! These advisories include academic support, social emotional learning, relationship building, class restorative circles and establishing a college and career focused culture. We're in communication with these schools and look forward to learning more from them about their content and curriculum for advisories. Currently, we are focused on the 9-10 advisory. One idea is to offer an advisory or support period for targeted groups of students in the 11th and 12th grade.

### **How can we get more information or contact you?**

Please check the Berkeley High website for updates and email us at [designteam@berkeley.net](mailto:designteam@berkeley.net) for any questions.

### **Glossary of Terms/Acronyms**

**BIHS:** Berkeley International High School. BIHS is one of the two large school programs on campus. Students in BIHS take courses that prepare them to be able to take the IB tests and also to apply for the IB diploma, which requires a specific course load and number of IB tests.

**AC:** Academic Choice. AC is one of the two large school programs. In AC, students have a great deal of choice in the 11th and 12th grade in terms of the electives and AP courses they decide to take

**CAS:** Communication Arts and Sciences

**AMPS:** Academy of Medicine and Public Service

**AHA:** Arts and Humanities Academy

**CPA:** California Partnership Academies. At BHS we have three CPAs, AHA, CAS and AMPS. All three CPAs receive approximately \$80,000 each year by qualifying as CPAs. In order to be a CPA, these schools must have at least 50% “at risk” students.

**Academies:** This is another way to refer to AHA, CAS and AMPS. This word is often used interchangeably with “small schools” at BHS or CPAs.

**SLC:** stands for Small Learning Community. Though they are not all small, SLCs at BHS refer to all of the different learning communities: BIHS, AC, AHA, CAS and AMPS.

**Culturally Relevant Teaching/Curriculum:** This is when a teacher’s curriculum and pedagogy (teaching practice) is grounded in displaying **cultural** competence: skill at teaching in a cross-**cultural** or multicultural setting. They enable each student to relate course content to his or her **cultural** context.

**CM:** Constructing Meaning is a professional development training that ALL BHS teachers have had. This training includes teaching teachers how to explicitly teach the academic language of their specific content area. For example, learning objectives, and sentence frames are all part of CM training.

**CTE:** Career Tech Education Pathway; Classes that lead students, in many cases, towards a certificate in a career pathway

**IB:** stands for International Baccalaureate is a two-year [educational program](#) primarily aimed at students aged 16–19. The program provides an internationally accepted qualification for entry into higher education and is recognized by many universities worldwide. There are exams and courses. Students can get college credit for IB courses if they pass the exam.

**AP:** stands for Advanced Placement offers college-level [curricula](#) and examinations to high school students. At BHS these classes are offered primarily in Academic Choice, the CPAs do offer some APs and AP Augmentation for English. Students can get college credit if they take and pass the exams.

**PD:** Stands for professional development. Teachers at BHS meet once a week on Monday mornings for an hour and a half. This PD time is generally used to support teachers in improving their teaching practice.

**Block Schedule:** A block schedule is a system for scheduling the high-school day, by replacing our current six daily periods of 58 minutes with longer class periods that meet fewer times each day and week.

**FTE:** stands for Full Time Equivalent. At BHS a 1.0 FTE is equivalent to a teacher's full time teaching schedule. Often, teachers at BHS teach less than full time. For example, if a teacher is .6 FTE, that means they teach 60% of the school day.

**Bridge:** Bridge is a program which includes a group of students selected BEFORE arriving to BHS to receive additional supports. Each Bridge cohort has one Bridge teacher who follows individual student progress, acting as a support person and student advocate. Bridge students also participate in a mandatory after school tutorial where they receive additional supports.

**ES/SL:** This stands for Ethnic Studies and Social Living. This year long course is now taught across the whole school in every learning community. The Ethnic Studies courses focuses on teaching students about identity, culture, race, racism, immigration and cultural appropriation. Social Living focuses on self care, drug and alcohol education, sex education, LGBT education and nutrition.

**IA/PP:** IA stands for "Instructional Aide." Instructional Aides work in classrooms and with individual students to support students with special needs. PP stands for Para-Professional.