

Berkeley High School Proposal for Redesign

February 9, 2017

Revised February 14, 2017

In the Spring of 2015, a group of teacher leaders, inspired by an educational lecture from Linda Darling Hammond, proposed to pursue the redesign of Berkeley High. The purpose of this proposal was to solve the following problem: The current structure of BHS was not created intentionally to meet the needs of all students. This structure is not aligned to what a [broad body of research](#) tells us is effective school design for the success of all students and we continue to have a persistent achievement gap. The research, combined with our school and community outreach, led us to focus on five main areas of redesign: Personalization, improving our student assignment system, the transition between 8th and 9th grade, improved academic outcomes for students and collaboration time for teachers.

During the Academic Year 2015-2016, a 40 member Design Team with staff, student, and community stakeholders was formed to devise a research based proposal which we presented to the school board in May of 2016. This was after a thorough, year long vetting by Berkeley High staff as well as presentations to, and feedback campaigns with, the wider community. That proposal included a Universal 9th grade, with students diversely placed in houses; a 7 period day that included collaboration time for all teachers in a modified block schedule; an advisory in the 9th and 10th grades; and a merger of the two large school programs, AC and BIHS, into houses for grades 10-12. In 2016-2017, the Design Team changed its structure to accommodate the tasks specific to each element of this well supported plan. We created committees, led by staff and students, to specifically address: Advisory, Lottery/Student Placement, Performance Based Assessments, Humanities Scope and Sequence, Bell Schedules, and Campaign/Communication.

In a parallel process, the Design Team leadership collaborated with District administration in pursuance of the proper funding channels for the \$1.3-\$1.6 million cost of adding a 7th period to our schedule. Despite our belief that this set of reforms, comprehensively implemented, are best for Berkeley High, we encountered insurmountable funding challenges. District administration returned to the Design Team with a request for a proposal which would more closely align with the district's budget realities, understanding that our expectations for student outcomes would be commensurate with the reduced financial investment. We believe that the plan outlined below will bring more personalization to the 9th grade

through houses and common teachers, more targeted interventions for our most struggling students, a resolution to our flawed student assignment system, and a more unified and integrated school culture. The Design Team, along with BUSD Administration present this plan in the hopes that as future funding becomes available, we can add some of the features from the original vision for redesign at Berkeley High.

For more information about the Redesign Process, as well as a list of Design Team members, please visit <http://bhs.berkeleyschools.net/bhs-school-redesign-process/>. As you make your way through this document, please feel free to reference the [Berkeley High Redesign Glossary of Terms](#).

Essential BHS Redesign Elements & Benefits Chart

Essential Elements	Benefits to Students
<p>Universal 9th grade program composed of “houses” of 112-120 students and 4 core teachers.</p>	<ul style="list-style-type: none"> ● Elimination of the 8th grade lottery; ● More time to learn about high school courses and program choices for 10-12 grade including career pathways and elective offerings ● Shared 9th grade experience in diverse classroom setting ● More personalization from teachers who know students better ● Better education around learning communities throughout the 9th grade year ● Possibility to create intentional cohorts for 10-12 CPAs
<p>A modified block schedule of six period courses in which students do not attend each class every day.</p>	<ul style="list-style-type: none"> ● Longer class periods that meet for a comparable amount of instruction time but not every day ● Less transitions from class to class, and more time in class a few times a week ● Labs and project/problem-based learning more feasible ● Time for homework/project completion spread out over more days
<p>Common collaboration time for 9th grade teachers in their prep period.</p>	<ul style="list-style-type: none"> ● Strong teaching ● More personalized instruction ● Anti-racist and culturally-responsive pedagogy and curriculum ● Time for teachers to communicate around student intervention needs and supports

<p>LEAP (Learn, Engage, Accelerate, Persist) Academic Development Period periods for high needs students lead by 9th grade core teachers (English, History, Math, Science) staffed at approx. 8:1</p>	<ul style="list-style-type: none"> ● 20% time for each Freshman Math, Science, English, History Teacher with explicit direct services to the 8 ASI 3+ / Focal Students/LCAP Students from the teacher’s house: <ul style="list-style-type: none"> ○ Calling home weekly / Regular Parent Meetings ○ Regular meetings with focal students / monitoring grades / monitoring attendance / monitoring supports ○ Regular communication with house teachers regarding assigned focal students ○ Direct support on executive functioning as well as academic supports ● Focal students will be identified by Middle School counselors and teachers through ASI 3+, the intervention rubric, ELA and Math scores; participation is opt-in though we will make strong recommendations ● All teachers trained in Advancement via Individual Determination (AVID) and use AVID strategies with their class* ● Possible Get Focused/Stay Focused (GFSF) curriculum to build academic plans starting in 9th grade* <p>*Please see more detailed descriptions of AVID and GFSF in the document below</p>
<p>Advanced Math there will be two Adv. Math sections for every 3 houses</p>	<ul style="list-style-type: none"> ● Students who test into Advanced Math will be able to take Advanced Math with students from other houses ● Freshman house Math 1 courses may have a few Sophomores who are repeating the class
<p>Teachers all “in”: teachers in this model are “9th grade specialists,” they do not teach out of their house</p>	<ul style="list-style-type: none"> ● Focus on one grade level, one subject matter, and one set of students during every Monday morning PD time ● Teachers have a group of students they share and are responsible for
<p>Reformed 10th grade lottery:</p>	<ul style="list-style-type: none"> ● Better, more accurate information for 9th graders through a year long information campaign ● Application to Community Partnership Academies (CAS, AHA, AMPS)

The above plan was presented to the School Board on January 25, 2017. School Board members posed further questions and requests for information in advance of the February 15, 2017 special meeting, which will be devoted to the redesign. We understand the goal on February 15 is to emerge from that meeting with a sense of whether the Board would like staff to proceed with specific planning of this proposal, or not. If the Board

approves the current redesign proposal in principle on February 15, we will return to the Board for a first reading in May, and a second reading and final approval in June, which will enable us to implement the plan for the Fall of 2018. The questions asked at the 1/25/17 meeting and the Design Team's responses follow.

Response to 1/25/17 Questions Posed to the Design Team by School Board Members

Theme	Question/Answer
<p>Purpose</p>	<p>1. What are the specific problems we are trying to solve with the redesign?</p> <p>The design team was convened in order to address the school's desire to improve outcomes for all students while creating a structure that is supported by a broad body of research. Five main themes emerged from this research and our initial meetings:</p> <ul style="list-style-type: none"> A. Our current structure would benefit significantly from increased personalization for all students. B. Students and parents choosing programs and small schools in eighth grade need to experience the high school before choosing a specific pathway or learning community. As it stands, many decisions are made based on peer/parental pressure or rumors. Increased and equal access to accurate information about learning communities will promote equity and help students choose the best match for their high school goals. C. All students, and especially those who struggle, benefit from a strong and intentionally articulated transition program between 8th and 9th grade. D. Ninth grade teachers would benefit from intentionally structured collaboration time during their school day. E. Given the reality of the persistent achievement gap at BHS, the design team has created a proposal designed to provide direct supports to students in the interest of improved student outcomes. <p>The Universal 9th (U9) creates houses in which every ninth grade student is known by a group of teachers who can</p>

	<p>provide the necessary community and support for success in ninth grade while preparing them for their subsequent years at the high school. In addition, this structure allows for targeted interventions and consistent practices across disciplines. The Academic Development Period, described in more detail below, will provide extra academic support during the school day with an adult who is known to the student. In addition, that adult can connect the student with important school resources such as the health center, college counselors, and intervention specialists. By bringing everyone in together, we are creating a unified message and structure that all students at Berkeley High have the same access to personalization, rigorous and enriching curriculum, and information about their future choices.</p>
<p>Budget</p>	<p>1. How does the budget outlook for the next few years affect this plan? District staff is projecting that there will be no significant increases to state funding for the District. However, District staff believes that prudent financial planning will enable us to implement this plan for the 2018-19 school year. If the Board agrees to have staff further develop this proposal, we will bring a full budget proposal in the coming months.</p> <p>2. The proposal costs approximately \$500-600,000 per year. Where do you see these funds coming from? Are there cuts we will have to make elsewhere? We are currently analyzing and assessing options to fund this effort from multiple revenue sources. Our longer term goals would be to annually allocate approximately \$200,000 to this effort from general fund/base grant revenue. Achieving this figure from the general fund/base grant in the near term may require reductions or cost cutting in other general fund areas since current state projections show that revenue growth in this area may be as little as \$100,000 for SY 2017-2018. It is important to note that the full \$200,000 will not be needed until SY 2018-2019. To be clear, the proposed use of general fund/base grant is not focused exclusively on new revenue in that area but may require reductions elsewhere in general fund/base grant to achieve that full level of contribution for SY 2018-2019.</p> <p>Additionally, staff is exploring the use of \$300,000 in supplemental funds from the Local Control Accountability Plan LCAP, and roughly \$150,000 in repurposed BHS site monies. Staff also plans to explore the use of one time funds from the College Readiness Block grant and the Educator’s Effectiveness Block grant for implementation costs in the first few years. Revenue from the recently passed BSEP/E1 parcel tax may also provide some level of support for the costs associated with this proposal.</p> <p>3. If there were no budgetary constraints, how would your proposal be different? Our original ideal redesign plan, which would have included a seven period day for all students, would have cost</p>

	<p>approximately \$1.3 million annually. If we were able to sustain \$1.3 million in ongoing funds, we could implement our original plan.</p>
<p>Schedule</p>	<p>1. What does the proposed block schedule in this proposal look like?</p> <p>A block schedule is a system for scheduling the high school day, typically by replacing a more traditional schedule of six 50 - 60 minute daily periods with longer class periods that meet fewer times each day and week. Longer class periods allow for more in-depth instruction and cut down on lost time due to transitions between classes. One of the popular features of the current plan is that it may accommodate what we are calling a “modified” block schedule. We have more work to do with BHS staff, but at the moment, there are a few possibilities for modified block bell schedules in the 6 period day. The design team has a “bell schedule committee” that is working on these possibilities. Each of the proposed bell schedules has the required number of instructional minutes. If the Board agrees to have staff further develop this proposal, the BHS staff will have opportunities to vet and weigh in on these schedules this Spring along with the current schedule.</p>
<p>Academic Development Period</p>	<p>1. For those who are identified for the Academic Development Period, how are they identified, and is referral to this class voluntary or involuntary?</p> <p>The Academic Development Period is a period in the day for students who need extra support. It is led by 9th grade core teachers (English, History, Math, Science) staffed at approximately eight students per teacher. The teacher will provide direct services for the students, using the “Get Focused, Stay Focused” curriculum, which is a classroom based comprehensive guidance program to increase high school and college completion <u>and</u> assure successful entry into the workforce with the skills required to succeed. Teachers will also offer direct content area academic support as well as referrals to other resources on campus.</p> <p>Students will be identified as good candidates for the Academic Development Period using the same methodology as we currently use to determine focal students. A focal student is someone who is identified through the middle school transition rubric as needing more academic, social, or emotional support in their transition to high school. The specific methodology used to identify these students includes a Middle School/High School transition rubric, the Academic Support Index (ASI), and English Language Arts (ELA) and Math scores. Similarly to the current BIHS academic support class, students will be strongly encouraged to take this course, though it will be voluntary. We are in very initial conversations with Berkeley City College to have this course gain dual enrollment through the Get</p>

Focused / Stay Focused curriculum, which would mean that students could receive college credit in addition to high school credit. If we use the Get Focused / Stay Focused curriculum in this class, it is already A-G UCOP (prerequisites for college) approved as an elective course. We have an opportunity this spring to have several teachers trained in becoming instructors for the Get Focused / Stay Focused curriculum.

2. Of the students who are not initially identified for the Academic Development Period how will you identify which ones may need additional support, or may need to be moved into the intervention class?

We will identify students who have not already been placed using the methods we mentioned above, by monitoring grades and attendance of all of our students. Through regular house meetings, teachers will identify those who are beginning to slip in their academic achievement or not working up to their full potential. Teachers and counselors will discuss the students, speak with the families, and determine if they need to transfer into the academic development class. Students not enrolled in the Academic Development Period will still benefit from the strong personalization of the house structure as well as be able to access all of the current academic supports which exist at the high school. These include BRIDGE, RISE, AVID, Y-Scholars, the Student Learning Center, and teacher tutorials.

3. How can we ensure that enrollment in the Academic Development Period is not associated with a negative stigma?

We expect the teachers in those classes (who will also be the student's teacher at one other point in the day) will create a positive and structured climate in the classroom that is focused on support and extra attention. Another way to reduce the stigma is for the class to count towards college credit. Because we will use the Get Focused/Stay Focused curriculum which receives a G (elective) credit and a possibility for dual enrollment at Berkeley Community College, we expect many students and families will want access to the course. Additionally, this class will be 'opt in' so the students choose to be there. All teachers will be trained in Advancement Via Individual Determination (AVID) strategies and infuse AVID curriculum into these classes. AVID can be described as a philosophical approach where educators are trained to use proven practices in order to prepare students for success in high school, college, and a career, especially students traditionally underrepresented in higher education. This is an attractive choice for students who need more supports in their transition to high school. Our AVID courses in middle and high school are extremely popular with students, and we have not heard reports of negative stigma associated with them.

4. How are the intervention classes not segregating students and tracking them, as well as identifying

them to their peers?

This is a valid concern but it is important to keep in mind that we already group students who need intervention in many ways at the high school - for example, through BIHS Academic Development, Academic Language Development, AVID, and Consultative Learning Center (CLC) periods. This is a recurring tension for educators in our district. A question that often gets raised is *how can we offer support for our most struggling students while maintaining integration and diversity on campus?* While we do not have all of the answers, we know that the research is clear: our most struggling students need intensive, focused support from teachers they trust and respect. It is impossible to provide this level of intervention support without some intentional grouping of these students for at least part of the school day. However, the support period will take place while other students are in electives spread out throughout the school. In other words, for five out of these students' six classes, they will be integrated into the same classes as their peers. And if we are successful, they will graduate and go to college alongside their peers, even if their journey began in a slightly different way.

5. Can you please provide an example of a couple four-year plans for students who would be identified for Academic Intervention classes, including how they will remain [A-G eligible](#)?

“A-G Eligible” is UC and CSU’s way of identifying that students have taken the requisite number of courses to be eligible for college admissions.

STUDENT SAMPLE A (with intervention class): *letters in parentheses indicate what type of credit this earns for college admissions*

9th grade	10th grade	11th grade	12th grade
Get Focused/Stay Focused Intervention class (G)	Spanish 1 (E)	Spanish 2 (E)	Spanish 3 (E)
Math 1 (C)	Math 2 (C)	Math 3 or IB Math Studies	Math 3 or AP Stat if Math

		(C)	3 last year (C)
English 9 (B)	English 10 (B)	English 11/AP Lang (B)	English Elective/AP Lit (B)
Science (D)	Chemistry (D)	Adv. Biology or AP Bio or Biotech (D)	Honors Anatomy or AP Environmental Science or any Lab science (D)
Ethnic Studies (A)	World History (A)	U.S. History or AP U.S. History (A)	Econ/Af Am Econ/ AP Gov (G)
Dance (Modern or Afro-Haitian - P.E. Credit) (F)	Adv Dance (Modern or Afro-Haitian - P.E. Credit) (F)	P.E./Music/Visual Art (F)	African American Studies/Any elective/Free period (G)

STUDENT SAMPLE B (No intervention class):

9th grade	10th grade	11th grade	12th grade
Spanish 1 (E)	Spanish 2 (E)	Spanish 3 (E)	AP Spanish (E)
Math 1 (C)	Math 2 (C)	Math 3 (C)	AP Statistics/AP Calc AB (C)
English 9 (B)	English 10 (B)	English 11/AP Lang (B)	English Elective/AP Lit (B)
Science (D)	Chemistry (D)	Adv. Bio or AP Biology or Biotech (D)	Hnrs Anatomy or AP Environmental Science or any lab science (D)

Ethnic Studies (A)	World History (A)	U.S. History or AP U.S. History (A)	Econ/Af Am Econ/ AP Gov (A)
Dance (Modern or Afro-Haitian - P.E. Credit) (F)	Adv Dance (Modern or Afro-Haitian - P.E. Credit) (F)	P.E./Music/Visual Art (F)	Any elective or free period (G)

5. For identified students who require special education, how will the intervention be differentiated to meet their needs?

We're fortunate to have two intervention counselors to help us coordinate services that meet the differentiated needs of our students. These counselors are experts in identifying areas of growth for individual students and directly providing services or referring students to one of the other supports that exist on campus. We are also partnering with the Special Education Department to make sure our supports are aligned with the work of their case managers. In this structure, students have their support period during the school day, thus providing differentiated supports without disrupting the rest of their schedule.

6. Can we make sure that kids in intervention class will be A-G college eligible for graduation?

Yes. If you look at the sample schedules, they show how a student progresses through their four years and remains eligible. The current D/F rate for 9th grade focal students this year is 62% for Spanish 1 and 67% for Math. Our theory of action is that it's better to support these students in the present, hoping to prevent those D/F rates, rather than finding room in their schedule later on to remediate, which will prevent them from taking an elective, and may contribute to low self-esteem and a discouraged attitude towards school.

The Universal 9th grade + Houses

1. How have you brought personalization into the 9th grade house structure?

The personalization comes from four teachers working in ONE house only with the same group of 120 kids. These teachers will have a common prep period, which will enable them to easily schedule meetings during their common time, as well as meet consistently every week during their professional development time around both the content and the students. Currently, teachers teach in multiple grades across multiple programs, splitting their professional development and collaboration time in many directions. The more concentrated approach will allow them to personalize the experience for their students. The freshman curriculum, particularly Ethnic Studies/Social Living, emphasizes community building for students to know one another. Currently, this only takes place in one or two

	<p>classes but in the new model, students will be building relationships throughout four classes in their day, ensuring a safer and more comfortable learning environment. This structure also allows for more simplified field trip and retreat planning. In this model, it's much more difficult for a student to slip through the cracks. Because teachers share all their students together, creative interdisciplinary curriculum can be developed between subject areas allowing students to make connections between their classes. This structure also leads to increased teacher collaboration in support of student needs.</p> <p>2. How are these houses different than what exist in BIHS and AC right now?</p> <p>Houses in BIHS/AC now are more like the traditional core model. A core is when two teachers, in our case English and History, have the same students for two periods in the day. Their primary commonality is that they teach the same students, which means that students travel from their English class to their History class together. If those teachers collaborate, it's by chance but not supported in the current structure because the teachers don't share a common prep period or agreed upon common practices. The new houses would have four teachers all sharing 120 students. Students will have four out of their six classes with some combination of 120 of their housemates with consistent practices across the classrooms and community building activities to amplify the cohesiveness in the house. Also, when teachers are all in the same house with three other teachers and 120 students, they are able to focus both their professional development and their student support, towards a more concentrated group. Many BHS teachers currently do this at lunch or after school, but this is not cohesive or sustainable. Teachers in the 9th grade will have a reduced number of student contacts due to their period for academic support. This is another difference between the current BIHS/AC houses.</p>
<p>10-12 Experience</p>	<p>1. Will grades 10-12 look any different than they do now?</p> <p>Given the budget realities, our proposal focuses on the 9th grade. Each of the five learning communities will continue to exist in grades 10-12, and the leaders in those communities will continue to reform their programs to meet the needs of their students. By focusing on the 9th grade, we do not mean to suggest that there is no room for improvement in grades 10-12; certainly there is. We view this reform as a critical, research-based proposal that will address some of our more pressing needs. And, it is completely consistent with what we hope will be efforts down the road to further reform and improve our upper-level programs.</p> <p>2. Would the redesign increase access to courses like African-American Studies and other electives,</p>

especially for students in CPAs?

One of the committees on the redesign was charged with amplifying the African American Studies department. We presented our proposal to the Anti-Racism Task Force and will continue to work on hiring teachers who are able to teach courses in the department. The more classes we offer, the more available those classes will be to students in the CPAs. In the past few years, students in the CPAs have had full access to these classes because they are offered at a time in the day when there is room in their schedule. Some students have chosen to take those classes while many seniors opt to sleep in and have no 1st period class. The redesign does not specifically address the access to other electives, although individual CPAs are constantly adjusting their schedules to accommodate the demands and needs of their students.

3. What happens to a previously-identified 9th grade student when they enter 10th? How will they be supported?

This proposal focuses primarily on the 9th grade program, and of course the hope and expectation is that students who have received intensive, focused interventions in 9th grade will be better prepared to meet the challenges of 10th grade and beyond. That said, the supports that currently exist in grades 10-12 will remain available. These include RISE, Y-Scholars, the Intervention Counselors, Bridge, AVID, Student Learning Center, Credit Recovery, BTA, and After School Tutorials. Moving forward, depending on the budget outlook, we would like to consider the most effective ways that we may continue to offer these students even more support. For example, do we need to expand the role of the intervention counselors in grades 10-12? Of course, any additional direct service to students will require additional resources.

4. How are we ensuring that the students in grades 10-12 are also benefiting?

Given the current budget parameters, this proposal focuses mostly on the ninth grade. However, as noted above, a stronger education in 9th grade naturally leads to more prepared 10th-12th graders. In addition, this proposal delays the lottery by one year. Throughout 9th grade, students will be educated about the different CPAs and large school programs and pathways. This will allow them to make more educated choices about their 10th-12th grade experience. We also know that an improved school culture will be advantageous to the overall climate of the school in 10-12.

5. How are you changing the experience of students in the CPAs in 10-12? Will they have more access to what is offered at BHS than they do now?

The current proposal focuses on 9th grade and does not propose structural changes to 10th through 12th grade.

	<p>6. How would CPAs be restructured and how would students get information about them?</p> <p>In this model, CPAs will now be grades 10-12 (as opposed to 9-12 as they are now) and each of those programs will adjust their staffing accordingly. Throughout 9th grade, students will be educated on the different options and opportunities at Berkeley High. Given that students have so many pathways, small schools, and curricula to choose from, we want to ensure they know the potential for their last three years at Berkeley High. In the Spring of their 9th grade year, students will fill out a preference form where they rank their large school choices and, if desired, apply to the small schools. One of the benefits of this proposal is that the lottery would be delayed by one year, which means 8th graders won't have to make any decisions coming into Berkeley High. At the end of 9th grade, after a thorough education process about their choices, they'll be able to prioritize a pathway that is right for them in grades 10-12.</p>
<p>The Curriculum</p>	<p>1. How have you incorporated restorative practices into your vision for the 9th grade?</p> <p>The 9th grade house system is a great way to integrate restorative practices throughout a student's day. Teachers can be trained in these practices and Tier 1 practices can be built into each class. Teachers will have the ability to talk to each other during their house meetings (which currently don't exist) about what works best and how to resolve conflicts between specific students in their houses. Tier 2 practices will be more effective because the house system allows for more shared time for teachers to collaborate and consistently approach a conflict. We also hope to assign specific intervention counselors to specific houses, reducing the number of teacher contacts for each counselor. Currently, one intervention counselor could be assigned to students across all five communities, increasing the number of teacher contacts that intervention counselor needs to make with regards to a student. When working with students from just a few houses, counselors can more efficiently and effectively communicate with a specific team of teachers.</p> <p>2. How do we ensure that the 9th grade classes are trauma-informed, culturally responsive, etc.?</p> <p>Because the 9th grade teachers are not split across grades and programs, professional development can be more focused to train the 9th grade team on culturally responsive practices. Teachers who teach in the 9th grade houses are ONLY in the 9th grade house, and will be selected for the house based on their desire to be there and their ability to balance academic rigor with social/emotional learning as well as their strong collaboration skills. The houses can all share best practices and experiences. Because four teachers share the same group of students, these practices become more effective. In addition to AVID training, we will seek grant funding to support a week long professional development for all 9th grade teachers in Restorative Justice, culturally responsive teaching,</p>

	<p>differentiation and content alignment similarly to the grant funded professional development we have done around Constructing Meaning and the transition to the Common Core State Standards.</p> <p>3. How do we ensure differentiated instruction in the core classes? All teachers are trained in Constructing Meaning methods and we will be training all ninth grade teachers in AVID (Advancement Via Individual Determination). AVID can be described as a philosophical approach where educators are trained to use <u>proven</u> practices in order to prepare students for success in high school, college, and a career, especially students traditionally underrepresented in higher education methods. Additionally instructional strategies and routines can be agreed upon by the new 9th grade team of teachers so that they are all using similar ones and can support each other in refining their practices to meet the needs of all levels of students. They will also benefit from having collaboration time together as a house, talking about students, and across houses, by subject area.</p> <p>4. How would the 9th graders who are not in the Academic Development Period receive information on health, sex ed, bullying, and harassment issues? Students will still have access to this education in their Social Living class, which is now a comprehensive semester-long class incorporated into the year-long Ethnic Studies.</p> <p>5. What plan is there to strengthen and support ethnic studies, African-American Studies, Chicano/Latino studies, and gender studies, throughout the grades? The Electives Committee, with the support of our CTE coordinators, have put together an African American Studies Emphasis program that students can participate in. This can be expanded to include Chicano/Latino studies classes. This will hopefully encourage students to take more of these electives and feel part of a program regardless of SLC. While this is not a formal component of the redesign plan, we are excited about these developments.</p>
<p>Evaluation</p>	<p>1. What will accountability for this redesign look like in terms of a timeline and indicators? What will be the role of teachers and students in helping to evaluate success? Just as the state Academic Performance Index (API) has shifted to include a broader view of student data, we will use multiple measures to assess the success of this effort. We will look to improve attendance, increase the number of students who graduate with A-G college eligibility, assess the results of the student experience survey (School Attitude Assessment Survey - Revised, which we give twice yearly), decrease D/F rates in core classes for</p>

	<p>freshmen (comparing to previous years), decrease the number of lottery complaints, and decrease the movement between communities 10-12. We will also survey teachers to continually adjust the model so it supports their experience.</p> <p>2. In 5 years, what metrics will we look at to determine whether the redesign has been successful with regard to the problems this plan is designed to address?</p> <p>We will look to improve attendance, increase the number of students who graduate with A-G college eligibility, assess the results of the student experience survey (School Attitude Assessment Survey - Revised, which we give twice yearly), decrease D/F rates in core classes for freshmen (comparing to previous years), decrease the number of lottery complaints, and decrease the movement between communities 10-12. We will also survey teachers to continually adjust the model so it supports their experience.</p> <p>3. If we are not successful, what will we do?</p> <p>We will continue to reassess and make adjustments accordingly. The Administrative team, the Professional Development team, teacher leaders, and the School Governance Council will identify what needs improvement and put into place necessary adjustments. In addition, we will formulate an Evaluation Committee of the redesign team, which will include both certificated and classified staff, that will be tasked with evaluating the implementation and outcome of the reforms. We will also engage with our community parent groups like the School Site Council, PTSA, Parents of Children of African Descent, and others as the redesign proceeds both to work out wrinkles that are apparent from the parent perspective and to ensure more substantive impacts, particularly for the focal students. We hope to put in more redesign components as funding becomes available, such as Performance Assessments in every subject and across subjects, backwards planning from a Senior project/portfolio/presentation, and a 7 period day that offers every teacher a collaboration period.</p>
<p>Student Assignment in 10-12</p>	<p>1. If one of the CPAs received fewer applicants than 60 what would happen to it in the 9th-10th transition? What would happen if it received more?</p> <p>Historically we haven't had a problem filling the three small schools. We always have well over 180 students who want to be in one or more of our small learning communities. If demand increases for small schools and there are more applicants than spaces, we will run a true lottery for those spots. In the CPAs, at least 50% of the students need to be "at-risk." This is a designation by the State that includes socio-economic status, English language learner status, previous year's GPA, special education students, and students who are identified as "low motivation."</p>

	<p>If a small school were to have fewer than 60 applicants, we would work with the leaders of the school to determine the appropriate cohort size and think through next steps.</p> <p>2. How is the transition from 9th to 10th grade different for students under the redesign plan compared to the status quo?</p> <p>Throughout 9th grade, students will be educated on the different options and opportunities at Berkeley High. We are working with Oakland Tech to learn about their robust pathway education process, which includes sample lessons from each community during the 9th grade year and forums hosted by students from the individual learning communities. Given that students have so many pathways, small schools, and curricula to choose from, we want to ensure they know the potential for their 10-12 years at Berkeley High. We view this as a significant benefit that all students will enjoy in the new redesign. In the Spring of their 9th grade year, students will fill out a preference form where they rank their large school choices and, if desired, apply to the Community Partnership Academies (CPAs). Community Partnership Academies across the state use this type of application process. Again, we are in ongoing conversations in the Design Team’s Student Assignment Committee and neighboring schools to devise an application and student assignment system that is both legally sound and student centered.</p> <p>3. Will students be able to transfer more easily between programs in grades 10-12 than under the status quo?</p> <p>Not necessarily. Under the current system, if a 10th grader wants to change schools, she requests a transfer in the Spring while she is registering for the following year’s classes and we run a lottery for her placement. That is unlikely to change in the redesign.</p>
<p>Other</p>	<p>1. Why is this proposal better than simply investing in more professional development for teachers? (For example, using these funds to give all 1st and 2nd year teachers an extra prep period?)</p> <p>We used this broad body of research to formulate our plan. It focuses on several key elements of successful high schools which are in our plan, including strong structures that support collaboration and personalization for students. The proposed structure provides an optimal opportunity for collaboration and professional development, as teachers will work both with their house colleagues and their 9th grade content area colleagues on alternating professional development days. In this smaller structure, teachers know exactly who they are collaborating with during those allotted times in the day. In short, it is more efficient and focused than simply providing more prep periods to</p>

teachers. Our proposal puts direct services and resources towards our most struggling students and allows new teachers to be supported by their colleagues who are teaching similar courses and developing them together. New teachers in the 9th grade program will be less isolated. An extra prep period reduces workload, but if a teacher is the only ones with that time, the extra prep may not translate into increased outcomes for students.

2. What are the concerns that you might see that could arise with respect to professional development?

There is always pressure on Professional Development time. We hope that increasing common preps, contiguous spaces, consistent class content and strategies, as well as focusing on what the ninth grade teachers need will reduce some of this pressure and increase the effectiveness of this professional development time.

3. Will there still be credit recovery options for students who need it?

Credit recovery does not exist in the 9th grade. It will still exist as an 11th and 12th grade option. Summer school is also available for credit recovery. Berkeley Technology Academy (BTA), of course, will continue to be an option for students, and this proposal does not change the programs available at BTA. We understand there will be a presentation about BTA at an upcoming board meeting.

4. How is this proposal being communicated succinctly to all families, in all necessary languages? Can we put the info on the “translation line”?

Along the way, we’ve been eliciting the feedback from the community through a variety of meetings and mechanisms, including one meeting specifically for our Spanish speaking families, as well as our [web site](#). As we approach a final understanding of the 2018-19 school year, we’ll send out communication to all middle school families in English, Spanish, and Arabic. We will use whatever district resources are available to us for communication, including the translation line.

5. Where will 9th grade be ‘housed’ physically? Are there any other facility implications to this proposal?

We want to prioritize contiguous space for houses and put houses close to each other whenever possible. Berkeley High is already faced with annual challenges around room assignments. We are anticipating increased challenges to facilities in 2018-2019, given the timing of the A building construction project. However, we are already problem solving for this eventuality.

