

MEMORANDUM

TO: Berkeley High School Governance Council

FROM: Berkeley High School Design Committee

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SUBJECT: Recommendations for Berkeley High School Redesign

Our committee is composed of a group of Berkeley High School educators, one parent and one student selected by Principal Jim Slempp. Each member of the committee has been actively involved in the life of the school and our school redesign discussions over the past several years. The committee has a high level of knowledge of the Berkeley High School community and the issues involved. This committee met for three days with three BayCES consultants to develop this proposal. The proposal is for the next phase of our work. The proposal is based on the following School Governance Council and BUSD School Board approved documents:

BHS Small Schools' Guiding Principles
Berkeley High School WASC School Wide Action Plan
Berkeley High School WASC Midterm Visiting Committee Report
Berkeley High School Smaller Learning Community Grant
City Wide 2020 Action Plan

The overarching goal of all of these documents is to reduce and ultimately eliminate the achievement gap among our students in and increasingly rigorous academic curriculum.

The school has given regular reports to the BUSD Board of Directors and School Governance Council regarding our progress in these efforts. The school believes that as a result of our successes that we are currently ready to make the systemic change identified in this plan to achieve our goals. With this purpose in mind, the committee makes the following recommendations:

RECOMMENDATION #1

Goal: Increased personalization and student support strategies

- Each student will have a choice of seven Small Learning Communities following our current school assignment plan:
 - Academic Choice – 900 – 1100 students. The Academic Choice Advisory Council will create a plan for a house or core system for Academic Choice to break down into smaller groups within Academic Choice. This plan will need to be approved by the School Governance Council.
 - Arts and Humanities Academy – 240 students
 - Communication, Arts and Sciences Academy – 240 students
 - Community Partnership Academy – 240 students
 - Berkeley International High School – 900 – 1100 students. Currently in a core/house system. This would continue throughout all grades.
 - School of Social Justice and Ecology – 240 students
 - A new small school - to open Fall, 2010. A design team will be formed in February, 2009 to begin this process.
 - In all Small Learning Communities, the curriculum areas of English, History, Science and Math will be included as a part of the Small Learning Community team as of Fall, 2009. Math and Science teachers will be assigned to Small Learning Communities following our usual teacher assignment model.
 - Students will have access to classes outside of their Small Learning Community through an expanded passport system. School Governance Council will develop this plan by March, 2009.
 - The World Language, PE, Fine and Performing Arts, African American Studies Departments will serve all Small Learning Communities utilizing this passport system.
 - Additional small schools may be added as capacity permits.
- Implement an advisory program following the attached Berkeley High School Advisory Program Proposal. The advisory program will be implemented in Fall, 2009. Two years of specific curriculum will be written by April, 2009 with two additional years of curriculum in general outline form for the third and fourth year curriculums. The year three and four curriculums will be written by October, 2010 following the evaluation of the first year of implementation.
- Implement an alternating day block schedule. The alternating day block schedule will be implemented Fall, 2009. The specific time schedule is attached. Features of the plan are as follows:
 - Four classes will be scheduled each day. They will alternate on a Red and Gold schedule.
 - Advisory will meet twice a week for 30 minutes.
 - Students will take 6 or 7 classes plus a Student Support and Community Access Period that will be coordinated by the student's advisor. A community team lead by the Berkeley High School Student Support Services Coordinator will develop the specific plans and options for this period. The plan that this team develops will be approved by the School Governance Council in April, 2009. The plan will use community resources following the 2020 Action Plan for resources. Additional information is provided in the Berkeley High School Advisory Program Proposal
 - Teachers will teach 5 classes plus advisory. Three of those classes will be on one day and two on the alternating day.
 - Students will have at least 3 classes each day.
 - Science Labs and other current zero and seventh period classes will be scheduled during the regular school day.
 - At least one preparation period will be scheduled for each teacher each day.

RECOMMENDATION #2

Goal: To implement a professional development that will focus on instructional improvement to meet achievement and equity goals set by each Small Learning Community and Department and implementation of advisory and the alternating block schedule. The plan will provide time for long term sustainable professional development.

- The design of the professional development plan will follow the specific plans outlined in the Berkeley High School Smaller Learning Community Grant. This plan began implementation in Fall, 2008. An evaluation of the first year's progress will be completed in May, 2009. The results of this evaluation will be used to develop any modifications in the current plan.
- Professional development for the remainder of this current school year will focus on implementation of advisory and successful teaching in an alternating block schedule.
- Beginning Fall, 2009 there will be a late start day 4 times a month. These late start times will be used in the following manner:
 - One late start day a month for curriculum area coordination and planning.
 - Two late start days a month for Small Learning Community professional development. This will initially focus on advisory implementation and teaching in alternating block schedule.
 - One late start day a month for individual teacher collaboration time based on teacher's goals.
 - All of this professional development will be coordinated by the Professional Development Coordinator.
- A teacher will continue to be released .2 in the Science and Math curriculum areas to coordinate Science and Math curriculum school wide.

RECOMMENDATION #3

Goal: Create an accountable evaluation program to evaluate the progress of these plans and assess the effect on improving student achievement and eliminating the achievement gap.

- Berkeley High School will hire Gibson and Associates to plan and complete this evaluation. This evaluation will also be used to meet the requirement of the Smaller Learning Community Grant.
- In addition to other required District and Federal data, each Small Learning Community and department will set one or two equity and learning goals that will also be a part of this evaluation process.
- Gibson and Associates will report all data and analysis to the Berkeley High School Governance Council and the BUSC Board of Directors.
- This data will be used in modifying our Smaller Learning Community Grant and the WASC Action Plan as necessary.
- Additional information regarding this evaluation plan is described in the Smaller Learning Community Grant Application.

Berkeley High School Advisory Program Proposal

In the Berkeley High School WASC Action Plan, one of the agreed upon action activities is the creation of a school wide advisory program for all students. The following document reflects the proposal made by the School Design Team to School Governance Council regarding implementation of the Advisory Program for SY 2009-2010.

Advisory Program Goals and Outcomes

Goals

1. To personalize the BHS experience by providing a safe, caring, and cooperative community that evolves over four years.
2. To empower students to be their own advocates.
3. To develop habits of successful engaged students, and community members.
4. To provide students information and guidance regarding academic progress, policies, resources, opportunities, activities, etc.
5. To provide every student with an adult advocate and peer support.
6. To direct students to the appropriate academic assistance.
7. To provide the key delivery point for information about our college going culture.

Outcomes

1. To help students create a vision for their future by developing a five year academic plan by their junior year that will plan through graduation and into postsecondary education.
2. Students will understand how to access support services, set personal and academic goals and develop a plan to monitor and achieve their goals.
3. Students will demonstrate skills to manage conflict in a positive and productive manner.
4. Students will experience an adult advocate who knows and cares about them and can strategize ways to improve their success.
5. Students will be their own advocate and take responsibility for their own education.
6. Students will work together to develop a community of peers to support their personal and academic goals.
7. Students will plan with their advisor the use of their Academic Support and Community Access Period.
8. Students, on a prearranged basis, will have some time during the advisory period to meet with subject area teachers to help improve their academic performance in subject area classes.

Organization of the Advisory

- Advisories will be 30 minutes long and will meet twice a week.
- The groups will be composed of only students from each of the separate Small Learning Communities. Teacher advisors will be from that Small Learning Community or from other departmental faculty members assigned to that Small Learning Community.
- Advisors will include all certificated staff (teachers, librarians, counselors and administrators)
- Advisories will include an equal number (plus or minus 1 or 2 students) of 9th – 12th grade students.
- Students will stay with the same advisor for all 4 years at BHS, if possible. The school will develop a process to change advisors when a solution cannot be developed. Counselors will be in charge of this process and placement of students in advisory groups.
- Advisory groups will be between 19 and 20 students.
- Students will be given a pass or a fail for advisory. In order to pass advisory the students must attend and participate in the vast majority of advisory meetings and activities, including the use of their Student Support and Community Access Period. Passing advisory will be a graduation requirement. As with any other class, BHS attendance policy will be in effect.
- Students, on a prearranged basis, will occasionally have the opportunity during advisory to meet with their subject area teachers for academic intervention.

Advisory Program Content

A detailed curriculum guide for the first two years of advisory will be developed for advisors to use. A more general curriculum outline will be developed for years 3 and 4. The final year three and four curriculums will be developed following the evaluation of year 1. The curriculum development will be led by the Professional Development Coordinator, and a volunteer teacher committee. Counselors will work to support the development of curriculum for advisories. Professional Development team leaders will help support their group

to implement advisories. Information on advisees will be given to advisors at the beginning of the school year. Attendance, grade, and discipline information will be given to advisor as available.

Student Support and Community Access Period

Most students will have a Student Support and Community Access Period during the school day. This period will provide time for students to receive guidance and support to increase their academic performance and/or to be involved with the community. Each advisor will work with each of their advisees to assure that this time is used appropriately. Each student will develop a written plan for the use of this period. The plan must be approved by the advisor and will be evaluated as a part of the grade for advisory. Each Small Learning Community will develop a plan for the use of this period. The Student Services Coordinator will manage this program. No students will be allowed to roam the halls during this time, but must be assigned to a specific activity. The Food Court will be open all day for snacks and supervised quiet study. Possible activities will include:

- Individual tutoring help
- Science Lab instruction
- Time to meet individually with teachers as available
- Take an additional class on a space available basis
- Study time in the Library
- College and Career Center programs
- Take a class at Berkeley City College
- Community Action Projects for Berkeley International High School
- Internships
- RISE
- Y Scholars
- Senior Project development for Academic Choice
- Volunteer experiences
- Student Leadership activities
- Other activities developed and/or required by the Small Learning Community

Role of the Advisor

The advisor should...

- Provide the key access point for student support for academic success.
- Implement the advisory curriculum
- Check in individually with each advisee on a regular basis (at least once a semester)
- Help students access services when they have a pressing issue or crisis
- Provide a secure space for advisees
- Communicate as needed with advisees' parents (telephone, phone, mail, or email)
- Meet advisees' parents as appropriate during the school year (teachers will be compensated for optional summer home visits)
- Refer advisees to counselors and/or the administrator for major academic, counseling, and guidance concerns
- Review advisees' previous academic and guidance records at least once during the fall semester
- Serve as advisees' advocate in parent conferences and disciplinary matters (when available)
- Support advisees' annual course selections during the spring
- Ask for support from colleagues when needed
- Work with each advisee on the use of the Student Support and Community Access Period
- Remain professional at all times (use discretion when disclosing personal experiences)

The advisor should not...

- Try to be “friends” with their advisees (it’s not about being “liked”)
- Try to “solve” students problems
- See themselves as a replacement for guidance counselors, social workers, parents, school nurses, or psychologists
- Provide extensive academic or social counseling and guidance
- Be seen as a disciplinarian for incidents outside of their class
- Allow advisory time to be used for students to “talk about teachers/staff” or gossip about other students
- Use advisory to express their personal opinion about school policies, procedures, or colleagues

ALTERNATING BLOCK SCHEDULE

MWF No Advisory days

Period	Start	End	Length	Passing Period	Total Instructional Time	Min Per day
A	8:30	10:00	1:30	0:06	6:00:00	378
B	10:06	11:36	1:30	0:00		
Lunch	11:36	12:16	0:40	0:06	Total Passing Time	Days
C	12:22	13:52	1:30	0:06	0:18	83
D	13:58	15:28	1:30			
<u>Yearly Min.</u>						<u>31374</u>

Tu/Th

Period	Start	End	Length	Passing Period	Total Instructional Time	Min Per day
A	8:30	9:50	1:30	0:06	5:50:00	374
Advisory	9:56	10:26	0:30	0:06		
B	10:32	11:52	1:20	0:00	Total Passing Time	Days
Lunch	11:52	12:32	0:40	0:06	0:24	68
C	12:38	13:58	1:20	0:06		
D	14:04	15:24	1:20			
<u>Yearly Min.</u>						<u>25432</u>

Late Start

Period	Start	End	Length	Passing Period	Total Instructional Time	Min Per day
A	10:00	11:05	1:05	0:00	4:20:00	278
Lunch	11:05	11:45	0:40	0:06		
B	11:51	12:56	1:05	0:06	Total Passing Time	Days
C	13:02	14:07	1:05	0:06	0:18	29
D	14:13	15:18	1:05			
<u>Yearly Min.</u>						<u>8062</u>
<u>Total Yearly Min.</u>						<u>64868</u>
<u>Total Days</u>						<u>180</u>