



Berkeley High School Development Group: Grant Recipient Highlights



The Berkeley High After School Tutoring Program

The After School Teacher Tutorial Program, funded by the Berkeley High School Development Group, is a vital resource for students to receive direct and focused academic support from actual teachers. The forty or so teachers who participate in the program commit to staying 1-2 hours a week after school to hold their sessions which are open to all students. While there are a variety of programs after school where students can receive academic support, many students prefer to work directly with their own teachers, strengthening relationships and receiving help straight from the source of their classroom content. Teachers also benefit greatly from this program as all of the funding is used to compensate them (at an hourly rate) for staying after school in addition to their already strenuous schedules. The program has made strides particularly through its Math tutorials which boast booming attendance and it is excited to grow through its new U9 Physics tutorials. The BHSDG After School Teacher Tutorial Program is integral in providing critical academic support for students and inspiring for the teachers who receive compensation for their hard work.

Teacher Testimonies:

- *"A commitment by BHSDG to compensate me for my time makes me take my own commitment to stay after school much more seriously. I am a father of a 2-year-old, and if I were not getting paid to stay for tutoring I would not stay nearly as often. I still stay 2 days a week and only get paid for one, but I am much quicker to cancel or shorten the day I don't get paid if I need/want to take care of something else. I have many students who come regularly. We have developed a good working relationship that I expect to extend into next year, whether or not they are my students. I often see confidence in and comfort with math growing as they come more and more often."*
- *"For students struggling academically, I can contact families and offer my tutorial as a space for students to get one-on-one instruction in whatever area is challenging them or make a personalized plan to prioritize assignments and get back on track. For students struggling with mental illness, I can invite offer my tutorial as a structured space for them to finish incomplete assignments, get emotional support, and make individual accommodations as necessary. For students who are doing well academically, I can discuss supplementary reading or deliver personalized feedback on their writing that will push them to grow. And sometimes a kid just needs to get their binder organized!"*
- *"BHSDG after-school tutoring is advantageous to students in multiple ways. Not only does it allow me to give more one on one help that students can't get in a class of 30-35 students, but it allows me to build a good relationship with these students. They are more likely to come in and ask for help if they see themselves being more successful as a result of tutoring. I see this occur with students that are "mine" as well as students that are in other Spanish classes. Often students will meet others that they have not met before in tutoring too, which is great. Study groups are formed and another safe space on campus is revealed when they come totutoring. Many students don't have a space at home to get work done or a computer to use or a person to get help from.... It is a nice and relaxed atmosphere in which students can get help for FREE! I can't say enough good things about this program. I have participated in this program since its induction, and I strongly endorse it as a positive thing for students and for teachers."*

Student Testimonies:

- *"Knowing that my Math teacher is available a couple days a week after school gives me confidence and comfort. I have anxiety and sometimes I don't want people to know that I didn't understand something or that I was afraid to ask in class. I use the teacher tutorials every week and it has helped me tremendously. Thank you for compensating teachers who work really hard and stay after school to help students like me."*
- *"I love that my teacher can stay after school to help me. She provides snacks and can explain things to me so I can understand them better. I can focus better when there's less people because I get distracted easily. I also don't want to go home right away after school because*

sometimes there's too much going on at home and I can't focus. Thank you for supporting my teacher so she can stay after school more. Y'all should keep doing this for sure!"

- *"My family can't afford a private tutor. Even though I like the CCC and other after school programs, it's not the same as getting help from my ACTUAL teacher, someone who knows me and knows the content inside and out. I don't know what I would do if I couldn't get help or make up work with my teacher after school. I'd probably fail..."*



The Berkeley High African American Studies Department

The Berkeley High School (BHS), African American Studies Department, the only one of its kind in the United States, and is a unique learning environment within BHS. It focuses on the African American experience relative to the national and global perspective. The humanities-based courses take students on a journey through Africa's glorious past, the transAtlantic slave trade, and the African American dynamics as an integral part of the development of our nation through economics, history, literature, language, dance, drama, and spoken word.

The department is proud to celebrate its 50th year. Richard Navies, the founding Department Chair, was instrumental in the development of the department in the late 60's. The department is now headed by Naomi Washington-Diouf. We also host events for the Berkeley High Community including Kwanzaa, Black Scholars, and Black Graduation.

On behalf of the African American Studies Department, students, and community, we thank the Berkeley High School Development Group for the generous donation of student, theater tickets to the play, Detroit '67. Prior to the performance, students researched the period of history (1967), created dioramas, read newspapers and online sources, and heard from various quest speakers to enhance their knowledge of the content.

Student Highlights:

"As an underrepresented minority, the story of Black people in American is one that often goes untold. Detroit '67 [gives] them the attention and respect that they deserve. Art has always been an effective

way for Black people to express themselves/share their stories, and it vital that this art is represented not only in theater, but in every form. It is especially important that Black people themselves be the ones to tell their stories... I thank Mr. Costello and the actors for hard work and dedication producing amazing Black art!"

"The play showed different perspectives... Chelle would mind her business and didn't have any crazy or out of the way ideas, while Lank wanted to follow his dreams."

"Doing the diorama helped me understand the play and Mr. Daniel's life story." *(David Daniels is a teacher and invited guest speaker who shared about living in Detroit at that time prior to students attending the play).

The Berkeley High Math Department

Thanks to the generosity of the BHSDG, 7 BHS math teachers recently attended the California Mathematics Council North's annual conference in Asilomar, CA. One teacher presented on understanding and addressing students' misconceptions. Other teachers attended discussions on various topics, such as PhotoMath, Desmos, and high engagement math games. We also were able to fund all 23 math teachers to attend a professional development day before the beginning of the school year. This allowed us to welcome our new teachers, build community with our Math 1 teachers, and aligning our expectations for each of our courses.

Additionally, our BHSDG-funded tutorial system has been a huge success this year! We have a dedicated tutoring room for Math 1, Math 2, and Math 3. The Math 1 and Math 2 tutorials are always staffed by two math teachers, and the Math 3 tutorial always has one math teacher. This year, we have seen at least 10 students per day receiving math help in each room.

With future BHSDG donations, our hope is to be able to purchase graphing calculators, scientific calculators, AAA batteries, chromebook carts, and boxes of tissues for our classrooms.



The Berkeley High Multilingual Program

The Multilingual Program, formerly known as EL Newcomer Program, is a BHS small learning community that mainly serves students whose first language is not English and who have been going to U.S. public schools for less than six years. The Multilingual Program (MLP) prepares students from around the world for academic success and to meaningfully engage in and contribute to the BHS community.

This year, there are 73 students from the following countries in the program: Algeria, Argentina Brazil, Cambodia, China, El Salvador, Egypt, Ethiopia, France, Gambia, Germany, Guatemala, Haiti, Indonesia, Iraq, Italy, Japan, Mexico, Morocco, Nepal, Pakistan, Philippines, Thailand, Turkey, Venezuela, Vietnam, Yemen. Their primary languages include Amharic, Arabic, Cambodian, Chinese, Farsi, French, French Creole, German, Indonesian, Italian, Japanese, Nepali, Oromo, Pashto, Portuguese, Spanish, Tagalog, Thai, Turkish, and Urdu. It is the practice of the Multilingual Program to illustrate to every student and family that the primary language and culture of each student is highly respected and valued. The program has actually changed its name this year in an effort to emphasize the assets that students who speak more than one language bring to the learning environment.

The Multilingual Program offers a combination of English Language Development (ELD) classes and Specially Designed Academic Instruction in English (SDAIE) classes in Math, History and Science to newcomer English learners. There are currently four ELD classes (ELD 1-2, ELD 3, ELD 4 and ELD 5) and the students are placed in these classes according to their results on the English Language Proficiency Assessments for California (ELPAC). In addition, the Multilingual Program offers an Academic Language Development (ALD) class to 9th-grade long-term English learners who attend regular classes and it also monitors and supports other English learners who have mainstreamed into one of the five learning communities at BHS or who have been reclassified as English proficient.

The staff of the Multilingual Program is comprised of ELD, ALD and SDAIE teachers, an academic counselor, bilingual tutors, bilingual mentors and a Bilingual Home School Liaison. They all work to advocate for, and empower students to reach their full potential as scholars and community members. The MLP teachers seek to create classroom environments where students can build their academic English skills through culturally-responsive teaching strategies, interactive structured student talk, differentiated and sheltered instruction, and predictable classroom routines.

The MLP staff facilitates communication and engagement with the students' families so that they can successfully navigate the U.S. educational system and access available resources at BHS. MLP students, in turn, are encouraged to utilize the tools offered to them by their support providers to progressively develop their English language proficiency while strengthening their content knowledge. Simultaneously, they are also encouraged to develop leadership skills in order to become active members of the BHS community and beyond.

This school year, the Multilingual Program has received BHSDG grants for a variety of purposes, including purchasing BART tickets to take the SDAIE US History class on a field trip to the Exploratorium and to take the SDAIE U.S. Government and Economy class on a field trip to the Federal Reserve. The program has also used BHSDG grants to purchase a Brainpop subscription and to fund a community building half-day at Ohlone Park for all MLP students to get to know one another at the beginning of the school year. The students engaged in a variety of student-led community building activities, had lunch together and played team sports.

One grant the MLP would like to receive this year is aimed at buying Kindles, electronic books and audiobooks so that students can read while listening to the audio at the same time, which is a strategy that has been proven effective to develop reading skills by helping students connect phonics to print. Another important grant wish from the program is to take all MLP students on an annual retreat to Santa Cruz in order to have a community building day at the beach and to visit UC Santa Cruz in order to encourage students to work towards following a college path.