

**Berkeley**  
**PUBLIC SCHOOLS**

Excellence • Equity • Engagement • Enrichment



## African American Success Framework: Year 1 of 3 Implementation Update

May 24, 2023

# Our Mission

Enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world.



# Outcomes

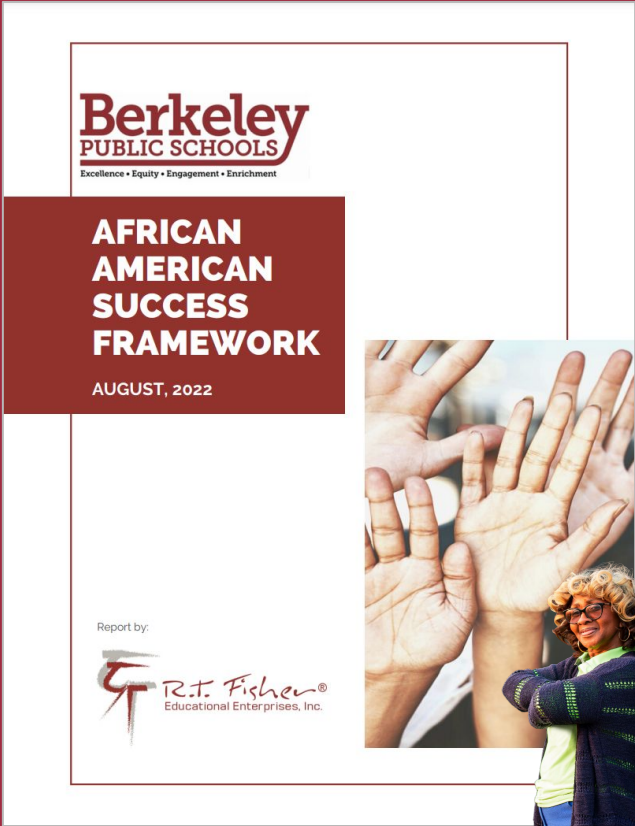
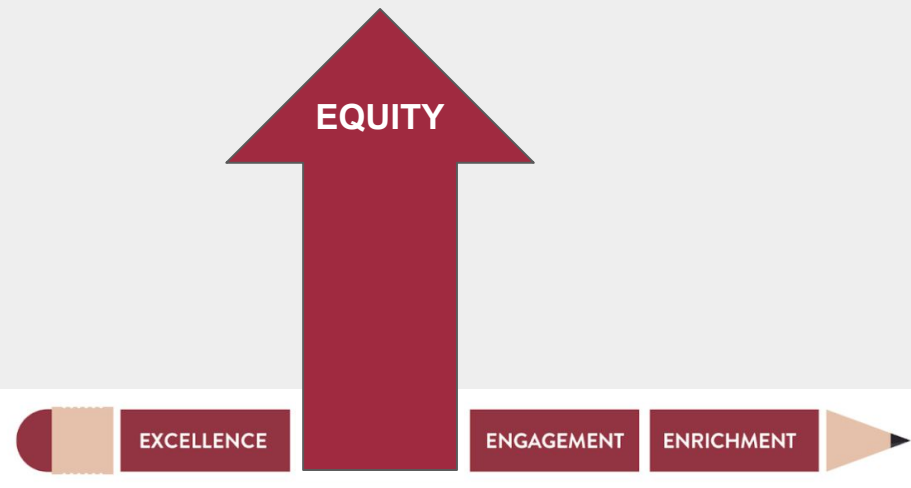
- Review BUSD's African American Success Framework
  - *Theory of Action*
  - *Tiered System of Support*
  - *Condition for Success*
- Updates of Year 1 implementation of AASF in the 2022-23 school year
- To share reflections for the future of BUSD work in support of African American students via the AASF

Raising the achievement of Black/African American students, while....

Narrowing the disparities between the highest-and lowest-performing students, and...

**Eliminating the racial predictability and disproportionality** of which student groups occupy the highest and lowest achievement categories.

*Singleton- Courageous Conversations*



## 2021 Significant Disproportionality

### Comprehensive

Note: this is a

### BACKGROUND

LEA Name: Berkeley

County District

SELPA Name

### CCEIS Period

(Refer to the PDP)

2

Other Notes

Specific Learning

### Previous Significant Disproportionality

Year(s)

2020

2020

2020

Table 1

Action	Due Date from	Target Start	Target	Status
--------	---------------	--------------	--------	--------

1. BUSD will form a Implementation Team
2. BUSD will select system that uses and cost efficient, research-based a testing system (e.g. AIMSwebPLUS, DIBELS Next, Re for use in Grades
3. BUSD will consu Outside Consults to development Professional Dev (PDP).
4. BUSD will refo procedure needed to fulfill Literacy Improve including RTI
5. BUSD will cond Assessments in and spring to en growth for all st support early in through univers
6. BUSD will eval perceptions abo general and spe research-based practices and M



Berkeley

In

63

Budget

BUSD 2022 LCAP

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AFRICAN  
AMERICAN  
SUCCESS  
FRAMEWORK  
AUGUST, 2022

51 Actions

Report by:

R.T. Fisher®  
Educational Enterprises, Inc.

2022-23 Local Control Accounta



Strengthen Tier 1 and Tier 2 supports

Focus support and intervention identified student populations

Provide cross-collaboration and capacity building

Monitor progress



# 2023-2024 Funding Foci

*"We can do anything but we can't do everything!"*

- unknown (but Supt Ford Morthel says it a lot)



## 5 Goals

### Goal 1

Provide high-quality classroom instruction and curriculum

that promotes college and career readiness, ends racial predictability, and ensures that all systems are culturally and linguistically responsive to student needs.

### Goal 2

Provide necessary and timely academic interventions

to eliminate barriers to student success.

### Goal 3

Ensure all school sites have safe, welcoming, and inclusive climates

for all students and their families, so that all students are in their classes ready to learn.

### Goal 4

Use local and state measures to assess student progress

resulting from district programs in order to evaluate and improve planned actions and services.

### Goal 5

Increase access to school for our Students Experiencing Homelessness by decreasing chronic absentee and suspension rates.



### MAINTAIN CRITICAL PROGRAMS

AVID | Bridge | CTE Pathways | LEAP | Restorative Justice Counselors | ELD and RTI support | Wilson and Slingerland Reading Training

## Organizational Clarity

### Identified Focal Populations



#### SUPPORT IDENTITY-BASED PROGRAMS

June 2021 Latinx Resolution | June 2020 Black Lives Matter resolution | African American Success Framework (draft) | Coordination of Early Intervention Plan (CCEIS) | PUENTE | Umoja | Ethnic Studies

- ❑ Black Lives Matter Resolution: *African American Success Framework*
- ❑ Multilingual Learner Master Plan
- ❑ Latinx Resolution

### Infrastructure



#### IMPROVE DATA COLLECTION AND REPORTING

Provide support for program managers and school leaders to employ improvement science practices throughout the district

- ❑ *Develop Multiple Tiered Systems of Support Framework*

- ❑ *Interventions*

- ❑ *Mental Health & Socio-Emotional*

- ❑ *Data Systems: Assessments*
- ❑ *Capacity to do the work!*
- ❑ *Staffing and Systems*



#### IMPROVE INTERVENTION AND SUPPORT PROGRAMS

Math Coaching and Training | Reading Intervention Resources | Develop and Expand Use of Instructional Technology

### Implementation



#### IMPROVE CORE INSTRUCTION

Early Literacy Assessment and Instruction | DIBELS Adoption (a new early literacy screener) | Math Program Review | Professional Learning in integrated ELD and Cultural Competence

### Instructional Alignment and Coherence

- ❑ *Literacy (PK-12)*
- ❑ *Implement Literacy Action Plan*
- ❑ *Professional Development*

# 3 GUIDING PRINCIPLES





## Guiding Principle #1: Kasserian Ingera?

*"And how are the children?" "Are the children well?"*



### Guiding Principle #2:

*"You must understand, that in an attempt to correct so many generations of bad faith and cruelty, when it is operating not only in the classroom but in society, you will meet the most fantastic, the most brutal, and the most determined resistance"*

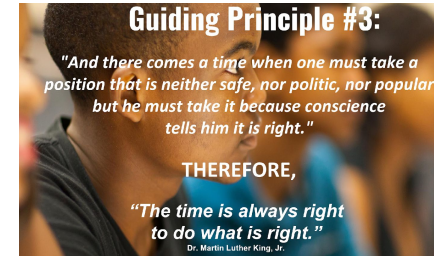
"A Talk to Teachers" James Baldwin 1963

**Therefore...**

*"Not everything that is faced can be changed, but nothing can be changed until it is faced."*

— James Baldwin

10



### Guiding Principle #3:

*"And there comes a time when one must take a position that is neither safe, nor politic, nor popular but he must take it because conscience tells him it is right."*

**THEREFORE,**

*"The time is always right to do what is right."*

Dr. Martin Luther King, Jr.



**AFRICAN  
AMERICAN  
SUCCESS  
FRAMEWORK**

AUGUST, 2022

Report by:



Faith is taking the first step  
even when you don't see the  
whole staircase.

Martin Luther King Jr.



**THE** African  
American  
**SUCCESS**  
Framework  
**HAS** **4**  
*recommendations*  
*with accompanying*  
**ACTIONS**

**1**

**IMPROVE** Academic Performance

**2**

**PROVIDE** High-Quality Differentiated Professional Learning

**3**

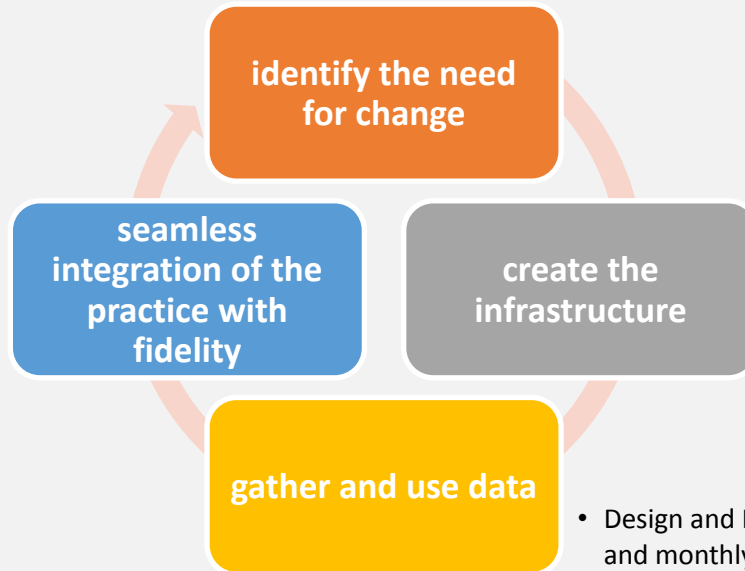
**CREATE** Safe and Inclusion Climate and Culture

**4**

**ENGAGE** Families and Communities

# AASF Theory of Action

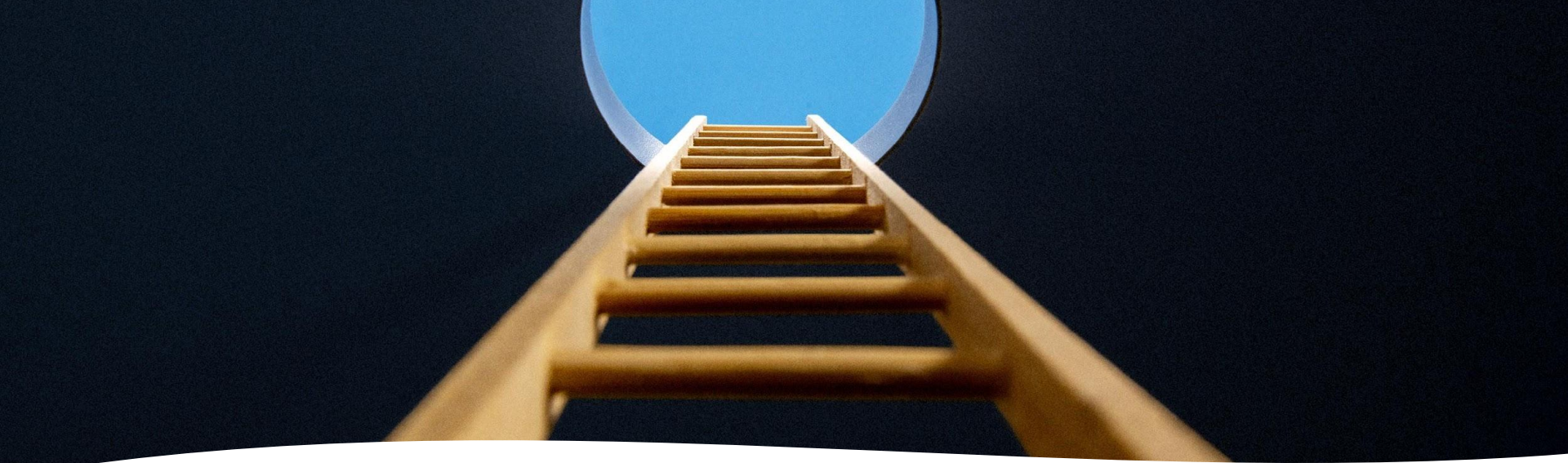
- Share Early Adopter School Network best practices
- Collaborate with CCEIS team on student supports
- Align and Integrate AASF with school site SPSAs and LCAP



- Create and Implement African American Success Advisory Committee
- Facilitate implementation monitoring meetings with District Staff and Partners
- District Partner direct services to students and families

- Design and Implement Summer and monthly School Year intervention sessions based on student data
- Host family engagement sessions reviewing site data

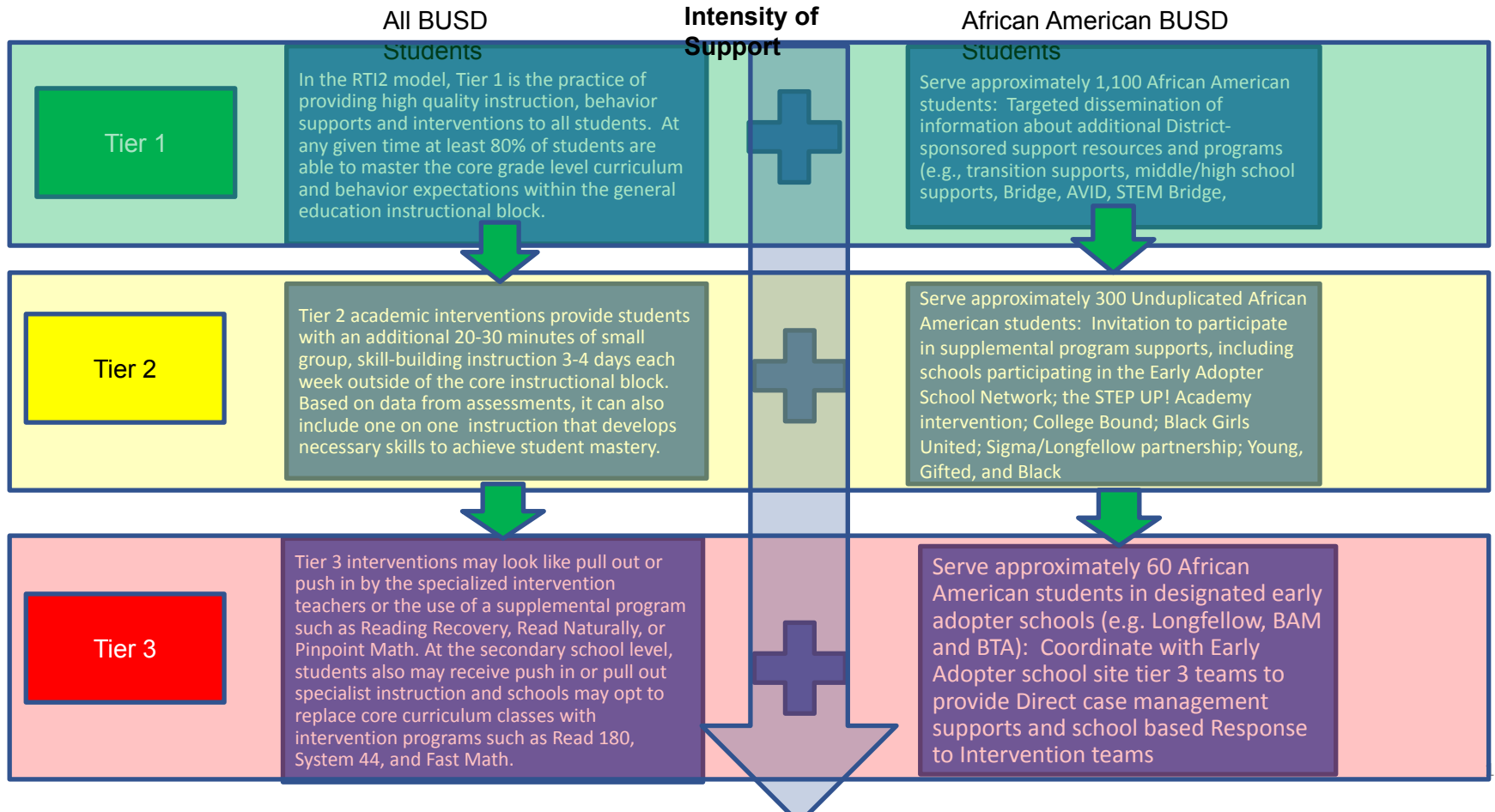




## AN INTERVENTION OF TIERED SYSTEMS OF SUPPORT

The AASF operates as an additional supplemental intervention within the broader context of the BUSD MTSS. Specifically, the AASF provides additional strategies and resources to support the student, teacher, and family relationship(s) to ensure that students are receiving what they need, and when they need it.

The Charts below frame what all students receive within the Berkeley Unified School District Multi-Tiered System of Support AND additional interventions African American students receive **when certain thresholds are met**



Berkeley Unified School District  
African American Success Framework  
Tiered System of Support  
Spring 2023

Tier	Organization	2022-2023 Key Services Offered/Coordinated	Estimated AA student capacity**
<p style="text-align: center; font-size: 2em;"><b>1</b></p> <p>In the RTI2 model, Tier 1 is the practice of providing high quality instruction, behavior supports and interventions to all students. At any given time at least 80% of students are able to master the core grade level curriculum and behavior expectations within the general education instructional block.</p>	AAREA/RT Fisher	• Black-to-School Family Engagement	1,100-1,800*
		• Middle/High Transition Fair (5 <sup>th</sup> , 8 <sup>th</sup> , 9 <sup>th</sup> grades)	350-400
		• African American Success Advisory Committee	1,100-1,800*
		• AASF Newsletter	1,100-1,800*
	Bridge	• Academic and Social Emotional Tutoring and Support	80-100
	Rise	• College Going Support	45-65
	Counseling Services	• Academic, Social Emotional and Intervention Support	400
	<b>Total Tier 1</b>		<b>1,100-1,800*</b>

*\*This increases to 1,800 if all two or races or Hispanic students who identified as black are included*

*\*\*Student capacity numbers include students who may be in 1 or more programs*

Berkeley Unified School District  
African American Success Framework  
Tiered System of Support  
Spring 2023

Tier	Organization	2022-2023 Key Services Offered/Coordinated	Estimated AA student capacity**
<p style="text-align: center; font-size: 2em;">2</p> <p>Tier 2 academic interventions provide students with an additional 20-30 minutes of small group, skill-building instruction 3-4 days each week outside of the core instructional block. Based on data from assessments, it can also include one on one <u>instruction</u> that develops necessary skills to achieve student mastery.</p>	AAREA/RT Fisher	• STEP UP! Academy Intervention Resources	85-125
		• AASF Early Adopter School Network Activities (6 Sites)	300-350
		• AASF Fall, Winter and Spring Learning Kits	85-125
		• Culturally Relevant Professional Learning for site teachers	125-140
		• Family Engagement Sessions	50-60
	UMOJA	• African American themed course at Longfellow Middle School	60-90
	Black Girls United	• Positive Racial Identity Development/Culturally Relevant Learning	30-60
	College Bound	• Register BHS/BTA students and partner with a CB staff member who will monitor academic related services 1:1 • College Going Workshops for students and families	60-125
	Young, Gifted and Black	• 66 rehearsals to prepare for student performance • Parent Meetings	30-50
	<b>Total Tier 2</b>		<b>390-725</b>

*\*This increases to 1,800 if all two or races or Hispanic students who identified as black are included*

*\*\*Student capacity numbers include students who may be in 1 or more programs*

Berkeley Unified School District  
African American Success Framework  
Tiered System of Support  
Spring 2023

Tier	Organization	2022-2023 Key Services Offered/Coordinated	Estimated AA student capacity**
<p style="text-align: center;"><b>3</b></p> <p>Tier 3 interventions may look like pull out or push in by the specialized intervention teachers or the use of a supplemental program such as Reading Recovery, Read Naturally, or Pinpoint Math. At the secondary school level, students also may receive push in or pull-out specialist instruction and schools may opt to replace core curriculum classes with intervention programs such as Read 180, System 44, and Fast Math.</p>	VISION Schools	<ul style="list-style-type: none"> <li>Provide Academic and Social emotional supports to reduce the risk of students being identified for special education</li> </ul>	85-120
	STEP-UP! Academy	<ul style="list-style-type: none"> <li>Summer Intervention for students meeting specific criteria</li> </ul>	80-125
	Early Adopter School Network (Case Management/BTA)	<ul style="list-style-type: none"> <li>Staff capacity building and student/family engagement at Berkeley Technology Academy</li> <li>Case management with African American students at Early Adopter Site</li> </ul>	60-80
	<b>Total Tier 3</b>		<b>225-325</b>

*\*This increases to 1,800 if all two or races or Hispanic students who identified as black are included*

*\*\*Student capacity numbers include students who may be in 1 or more programs*



HABARI GANI?



What's the GOOD  
NEWS?



# Planned Strategic Action Implementation Plan

This plan will be reviewed and adjusted annually as a part of the regular strategic planning process (e.g. LCAP)

Goal	Overview of Status (May 2023)				
	Completed	In-Progress (Estimated Completion no later than June 30, 2024)	Working Through Concerns (e.g. data acquisition and analysis)	Not Started due to Year 2 or Year 3 of the AASF	Total
One	7	16	0	0	23
Two	2	7	0	1	10
Three	2	5	0	1	8
Four	5	2	0	3	10
<b>Total</b>	<b>16</b>	<b>30</b>	<b>0</b>	<b>5</b>	<sup>17</sup> <b>51</b>

# 2022-2023 (Year 1) AASF Implementation Highlights

## Goal Strategic Actions Highlights

- |       |   |
|-------|---|
| One   | <ul style="list-style-type: none"><li>• Implemented Early Adopter School Network Site Professional Learning, Family Engagement, SPSA/AASF and CCEIS Alignment sessions <b>(Strategic Actions 1.10, 1.12, 1.13, 4.04)</b></li><li>• Implemented 1<sup>st</sup> Annual Transition Fair on April 15<sup>th</sup> for grades 5, 8 and 9 <b>(Strategic Action 1.14)</b></li><li>• Facilitated AASF Implementation meetings with district partners, board and other key stakeholders <b>(Strategic Action 1.11)</b></li><li>• Provided School Year and Summer Academic and Social Emotional Interventions <b>(Strategic Action 1.05)</b></li><li>• College Going and Cultural Affirmation Services to students <b>(Strategic Actions 1.22 and 1.23)</b></li></ul> |
| Two   | <ul style="list-style-type: none"><li>• Longfellow CLRR Professional Learning – Facilitated (17) 3-hour sessions by the end of school year <b>(Strategic Action 2.08)</b></li></ul>   |
| Three | <ul style="list-style-type: none"><li>• Provided case management support at B Tech Academy on weekly basis <b>(Strategic Action 3.05)</b></li></ul>   |
| Four  | <ul style="list-style-type: none"><li>• Designed and Implemented African American Success Advisory Committee <b>(Strategic Action 4.01)</b></li><li>• Sponsored Black to School Community Event <b>(Strategic Action 4.04)</b></li><li>• Several newsletters and promotional materials created and distributed <b>(Strategic Action 4.08)</b></li><li>• Facilitated AASF Update Community Meetings and Board Presentations <b>(Strategic Action 4.07)</b></li></ul>   |

# Our Collective Work and Impact

**BUSD's African American Success Advisory Committee**

has been established and convened in February with student and parent members

**BUSD hosted its first Transition Fair in April**

**35 Longfellow Teachers**

participated in Cultural Competency Training focused on Critical Conversations and Culturally Relevant Teaching Strategies.

**Umoja 6th grade students showed significant gains on the STAR Reading Assessment**

**Sylvia Mendez staff participated in Anti-Racist PD Series**

**100%**

College Bound seniors accepted to colleges and universities.

**3rd, 4th & 5th graders** who participated in STEP UP! demonstrated increase in % at/above benchmark on STAR Reading

**BTA launched the Black Student Affinity Group and Mentoring Sessions**

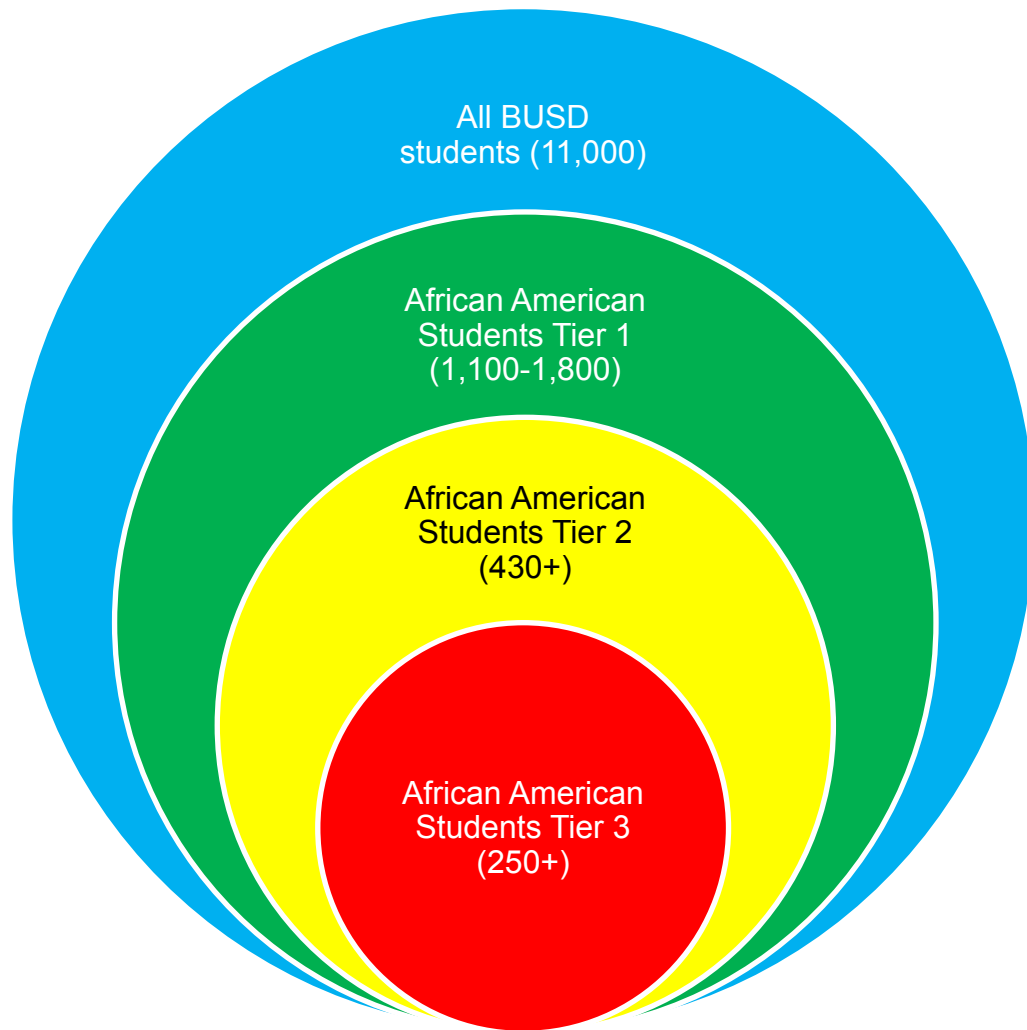
**Early Adopter schools aligned SPSAs to AASF**

**Over 100 students** participated in STEP UP! Academy Summer Program (2022)

**100+ students and their families** attended the Black to School Community Event

# Berkeley Unified School District

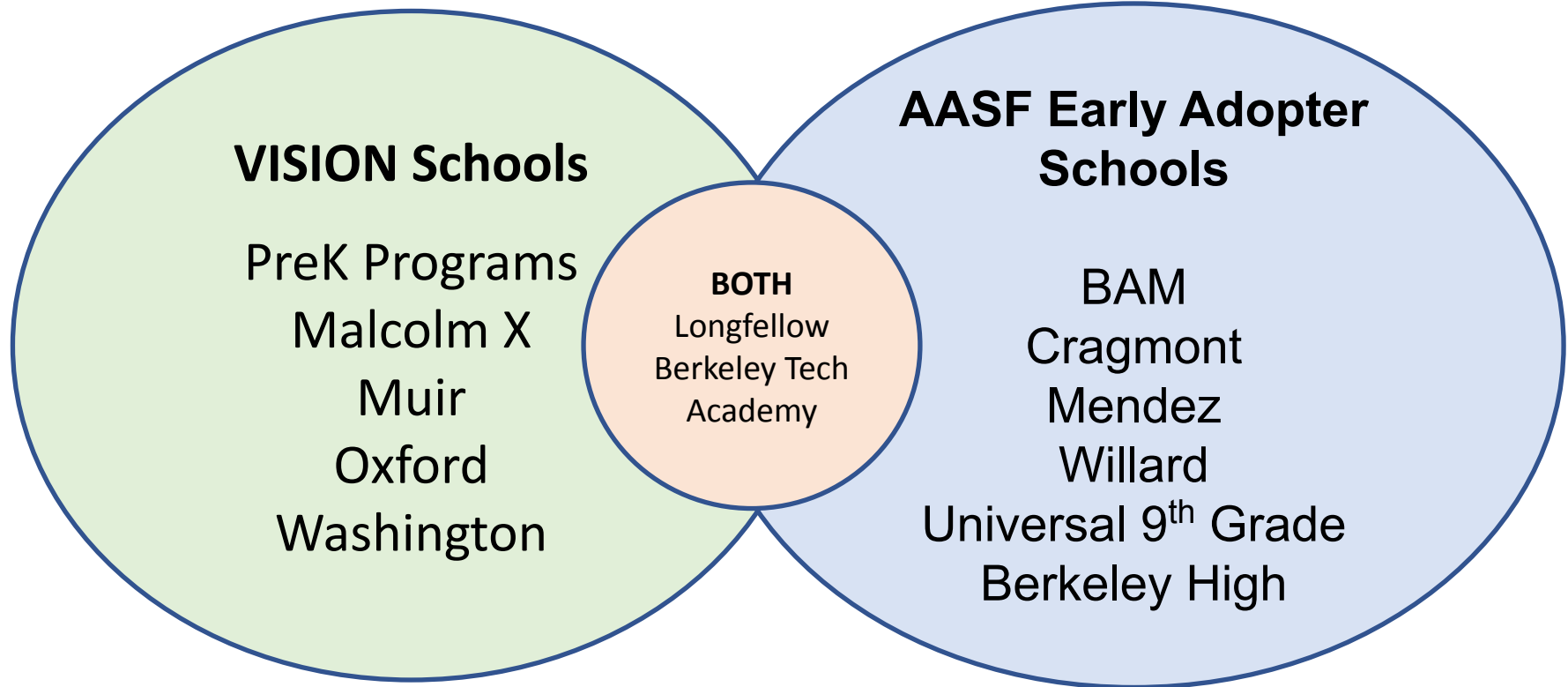
## ***Anticipated MTSS Impact 2023-2024***



# Proposed 2023 – 2024

## AASF VISION School Network

(11 Sites and PreK jointly)



# 2023-2024 AASF VISION School Network

Tier	Student Supports	# Served
1	<ul style="list-style-type: none"><li>• Black to School Fair</li><li>• Transition Fair</li><li>• Representation by AASAC</li><li>• Communication Updates and Community and Board Presentations</li></ul>	<ul style="list-style-type: none"><li>• 1,100 students</li></ul>
2	<ul style="list-style-type: none"><li>• Cross Section of College Bound, YGB, CCEIS, UMOJA</li><li>• Quarterly Saturday academic/social emotional intervention check-ins/tune-ups (Full Day) – 10AM to 3PM workshops (4 Times a Year)</li><li>• Receive Thrive At Home Boxes during school year breaks</li><li>• Invited to Summer Intervention 2024 – Same dates as BUSD summer session</li><li>• CLRR Professional Learning (e.g. Longfellow, Mendez, BAM, Cragmont, BTA, Willard)</li><li>• Family Engagement Sessions (e.g. Longfellow, Mendez, BAM, Cragmont, BTA, Willard)</li><li>• SPSA/AASF/LCAP Alignment Support (e.g. Longfellow, Mendez, BAM, Cragmont, BTA, Willard)</li><li>• Pilot Universal 9<sup>th</sup> Grade at Berkeley High School</li></ul>	<ul style="list-style-type: none"><li>• 430 K-8 students</li><li>• 100 High School</li><li>• 120 staff</li><li>• 100 families</li></ul>
3	<ul style="list-style-type: none"><li>• Take all CCEIS students who matriculate from elementary to middle school and not at a CCEIS school (MLK or Willard), they receive AASF intervention support – Tier 2</li><li>• For those who are matriculating from 8th grade to BHS, receive AASF tier 2 support as part of universal 9th grade</li><li>• BTA Case Management Support (e.g. Dr. Rick Perry)</li><li>• Through AASF, complete a quarterly cycle of inquiry for all CCEIS identified students whether matriculated or otherwise receiving CCEIS and AASF Tier 2 supports</li></ul>	<ul style="list-style-type: none"><li>• 250 students</li></ul>





	AAREA/RT Fisher	College Bound	Young Gifted & Black
<b>Theory of action</b>	If we develop rigorous academic and social emotional experiences for students and families, then African American student achievement will improve	If we provide college going data to students and families then the number of African American students who are A-G college eligible will increase	If we provide opportunities for students to express their skills and learn more about African American history, then African American students will be more engaged at school as measured by attendance and surveys
<b>Services for Students</b>	<ul style="list-style-type: none"> <li>STEP-UP! Academy</li> <li>Early Adopter School Network</li> <li>Break Toolkits</li> </ul>	<ul style="list-style-type: none"> <li>Register BHS/BTA students and partner with a CB staff member who will monitor academic related services 1:1</li> </ul>	<ul style="list-style-type: none"> <li>66 rehearsals to prepare for student performance (30 students)</li> </ul>
<b>Services for Parents</b>	<ul style="list-style-type: none"> <li>Family Engagement Sessions</li> <li>Black to School</li> </ul>	<ul style="list-style-type: none"> <li>Monthly college and career readiness family meetings</li> </ul>	<ul style="list-style-type: none"> <li>parent meetings</li> </ul>
<b>Services for BUSD Staff</b>	<ul style="list-style-type: none"> <li>Culturally relevant professional learning sessions</li> </ul>	<ul style="list-style-type: none"> <li>Gather Data of registered CB students in order to share with community</li> </ul>	<ul style="list-style-type: none"> <li>8 sessions for 2 paraprofessionals at each site to support the preparation of students for the annual MLK Oratorical</li> <li>District Mindfulness Institute (4 Parts)</li> </ul>

Strategic Plan	Academic Support and Intervention (18 Strategic Actions Overlap)	School Climate and Culture (4 Strategic Actions Overlap)	Student Behavior and Mental Health Supports (6 Strategic Actions Overlap)	Parent Engagement (10 Strategic Actions Overlap)	Staff Capacity Building (10 Strategic Actions Overlap)	Data Governance/ Infrastructure (5 Strategic Actions Overlap)
Local Control and Accountability Plan (2021-2024)	X	X	X	X	X	X
Comprehensive Coordinated Early Intervening Services (CCEIS) Plan (2021)	X	X	X	X	X	X
African American Success Framework (2022-2025)	X	X	X	X	X	X
Literacy Plan (2022-2025)	X				X	X

# Revisit Conditions for Success

## Emerging Bright Spots

- The instructional/academic intervention aspect of the AASF Early Adopter School Network is **gaining traction**
- **Sustaining and Building partnership** with African American Success Manager both in terms of action plan development and professional learning content/delivery at Longfellow Middle
- **More effective and stronger collaboration with CCEIS team**
- **Building momentum** with Berkeley High School with great collaboration on AASF Transition Fair and Universal 9<sup>th</sup> grade pilot
- AASF Early Adopter sites appear **open and interested in CLRR Professional Learning**
- BUSD Communications continues to be a **proactive partner** in supporting outreach efforts
- **Through K-8 Director partnership**, we have **continued AASF Strategic Action updates and information sharing with principals**

## Lessons Learned

- **Long-Term AASF ownership remains uncertain.** Some district staff still view it as an outside agency plan
- **There is a sustainability risk** – 3-Year Approach (I Do, We Do, You Do) Risk
- **The AASF still is not integrated within the BUSD Educational Services** department given its academic intervention focus
- **A more focused and intentional effort is necessary to integrate district plans** – most integration takes place because plan leaders reach out to each other (e.g. CCEIS and AASF)
- **Institutional risks emerged this year with the summer intervention, Transition Fair and BPSF “Leading for Equity” grants process**
- **While eduClimber launch has facilitated more data access, continuing professional learning will be key to optimizing the data use**

# Next Steps for Consideration

Complete

Complete the Intervention cycle with 2023 Summer Session for African American students



Build

Build the infrastructure of the African American Success Advisory Committee



Launch

Launch AASF Vision Schools Network



Align and Refine

Align and Refine implementation plans with overall district plans such as LCAP, CCEIS, etc.



Frame

Frame pipeline for additional strategic action (s) implementation

# Conclusions

Coordination & Collaboration  
Capacity & Centrality  
Critique & Celebration



# Progress

- Coordinating the Vision Schools Network
  - CCEIS Alignment
  - Capacity Development & Services
- Family Engagement & Leadership
  - AASAC
  - OFEE
  - Community Events
- Data-Based Decision Making
  - Data Profiles
  - Program Evaluation
- Shared Responsibility
  - Cross-Departmental Collaboration
  - Cross-Site Collaboration
  - Strategic Action Leadership & Consultation



# Feedback, Questions and Discussion