



African American Success Framework

STEP UP! ACADEMY PROGRAM

**SUMMER INTERVENTION
FINAL REPORT**

FALL 2023



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THE AFRICAN AMERICAN SUCCESS FRAMEWORK

The BUSD African American Success Framework is a three-year (2022-2025) Strategic Plan. The AASF operates as an additional supplemental intervention within the broader context of the BUSD Multi-Tiered Support System.

This intervention is aligned with BUSD's Local Control and Accountability Plan (LCAP) Goals and 4 E's of Excellence, Equity, Engagement and Enrichment. Three Guiding Principles serve as the foundation of the AASF, supplemented with four Strategic Goals. The framework is operationalized through an intentional Theory of Action.

Within an annual intervention cycle starting in the summer, the AASF operationalizes 51 strategic actions on behalf of BUSD's African American students. Click on any of the goals below to view its corresponding Strategic Actions.

Goal #1 **Improve Academic Performance**

Utilize approved culturally and linguistically responsive and relevant (CLRR) social, emotional, academic development (SEAD) interventions to address the academic performance of African American students.

Goal #2 **Provide High Quality Differentiated Professional Learning**

Ensure that school personnel are in place and are appropriately trained, supported, and held accountable for the successful implementation of culturally relevant development and pedagogical practices.

Goal #3 **Create Safe and Inclusive Climate and Culture**

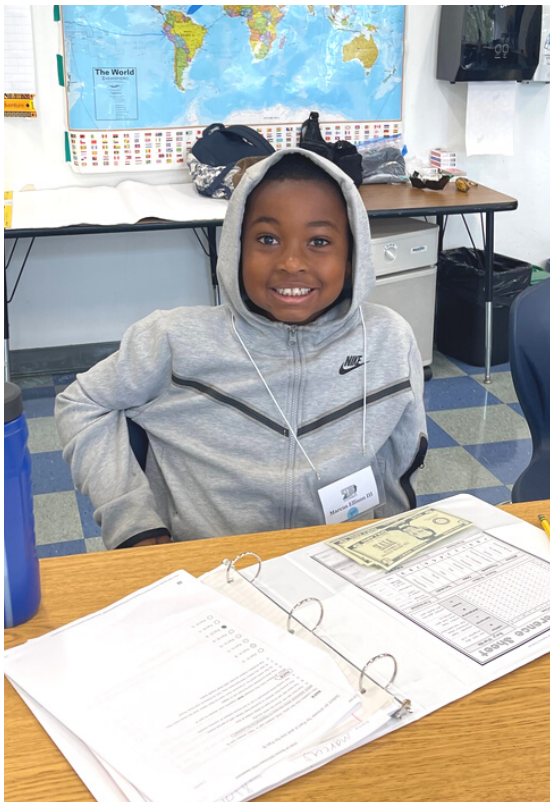
Review and update District-wide behavioral policies and procedures.

Goal #4 **Engage with Families and Communities**

Promote parent and community partnerships and alliances with local school sites.

This Framework requires a **Theory of Transformation** to redefine the implementation effort and build a sustainable change in African American student outcomes. The following actions build a foundation by which to effect that change:

1. **Conduct Stakeholder Engagement and Student Needs Assessment**
2. **Create strategic actions, Identify Partners and Provide direct services**
3. **Develop impact-oriented metrics to see the system utilizing a cycle of inquiry/dashboard framework to accelerate improvement**
4. **Build long-term practices to sustain and scale best practices which achieve desired results**



The following report highlights the AASF summer intervention, the **STEP UP! Academy** program. This program, initiated through a partnership between the Berkeley Unified School District and the African American Regional Educational Alliances (AAREA), was offered to students from the district and provided students with interactive activities focusing on strategies and skills necessary to **step up** their academic progress.

This specific initiative is anchored in the **AASF Goal 1 (Academic Achievement)**. A key aspect of Goal 1 is supporting aligned academic support and intervention. Strategic Action 1.05 speaks directly to creating and sustaining integrated pipelines of support for student success. Summer intervention is a key aspect of building and maintaining this support, which is why this STEP UP! Academy program serves a vital role in the overall annual intervention cycle.

EXECUTIVE SUMMARY

This section provides a brief recap of the Back-to-School intervention. This eight-week engagement program consisted of six (6) weeks of virtual engagement and two (2) weeks of in-person instruction. A total of 422 students met screening criteria, with 122 choosing to participate in the Back-to-School intervention. In collaboration with the BUSD staff and the AASF facilitation team, the following program components and student criteria were co-created:



Program Components

- Morning and Closing Community Circles
- Hands-on STEAM activities
- Grade-level Math and ELA milestone and strategic academic tutoring
- Affirmations, Word of the Day, Today in Black History, and both personal and academic goal setting
- Thrive-at-Home Toolkits
- STEP UP! Academy T-shirt and water bottle
- Backpack with school materials
- Two field trips
- Lunch and snacks

Student Participation Criteria

- Parent(s) expressed interest in having their student participate and subsequently submitted a program application
- Teacher/Counselor/RTI referral
- Students received at least a 1 or 2 in reading and/or math for 2 consecutive quarters
- Students held an attendance rate of 94% or below
- Students received at least one suspension
- Students scored below grade level on district assessments in either reading or math

The STEP UP! Academy development team notes that summer intervention is valuable, but the research shows that it cannot make up for a school year intervention. A group of fourteen researchers from Harvard University, the American Institutes for Research, and the assessment company NWEA conducted a multi-state summer school student and found "minuscule gains in math and no improvement in reading at all..."

Additionally, other education studies suggest that students need four to five months of instruction beyond an academic year to catch up. Therefore, it is recommended that the STEP UP! Academy intervention summer program, in combination with an academic year intervention program, is the model implemented as recommended by education researchers.

As the online program did not garner strong student participation compared to the in-person program, it is further recommended that future academies are offered in the in-person format, to be hosted at a Berkeley school site. At an in-person STEP UP! Academy summer session held over the course of four weeks, students would have had the opportunity to engage deeper with the STEP UP! Academy curriculum, which focuses on skill-building in the areas of Math and ELA, as well as completing STEAM projects.



Student field trip to the Oakland Museum of California

PROGRAM OVERVIEW



The STEP UP! Academy is an academic and cultural intervention program for African American families whose students are rising into the 3rd-8th grades. This intensive, eight-week series of sessions motivates and prepares students for the new Academic Year, integrating project-based interdisciplinary learning focused on Math, English Language Arts (ELA), and study and organizational skills. This program applies a strong focus on Social Emotional Learning (SEL) within the context of the rich cultural, social, and historical contributions of individuals throughout the African Diaspora.

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PROGRAM RECOMMENDATIONS

Student Enrollment

- Provide a hard deadline for program registration.
- Continue to have BUSD provide student data needed for programming (such as IEP status/special needs and accommodations).
- Encourage students and their friends to participate in the program together. Student feedback showed that they were motivated to attend the STEP UP! Academy because they had friends or knew someone who they liked in the program.

Assessments and Surveys

- Data Protocol: Senior Program Managers to administer, proctor, and collect assessments; Academic Coaches to score and enter data in preparation for data analysis.
- Review assessment and survey administering processes to improve curriculum modifications, revisions of assessments and surveys, and future program planning.
- Review curriculum assessments and administering processes to improve outcomes for students, and continue to support with the completion of pre- and post- assessments

Attendance

- Create an attendance policy and participation expectations.
- Improve on consistent student attendance to support the completion of pre- and post-assessments and surveys for analysis and reporting.
- Program administrators and staff should encourage students to attend upcoming sessions.
- Because of lower participation among higher grade students, we should determine other ways to encourage their participation and/or redesign the program.

General Programming

- Review other school/district programs running simultaneously with the STEP UP! Academy.
- Determine how to collaborate with the district to involve parents and engage families in the STEP UP! Academy.
- The STEP UP! Academy development team would like to continue coordinating with BUSD's Special Education department to ensure all students are served.

STEP UP! ACADEMY PROGRAM DATA



Student Enrollment Data

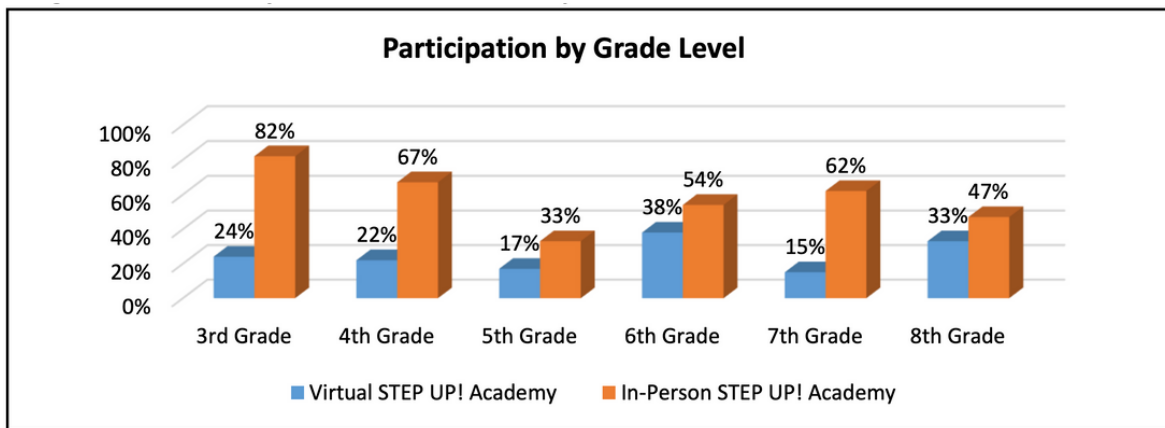
For the BUSD STEP UP! Academy Summer Program, students were identified by school administrators and invited to participate in the BUSD STEP UP! Academy. Student enrollment is defined as a process where 1.) a student is identified based on an established criteria, 2.) student is invited to participate in the program, and 3.) student's family submits a completed program application to ensure they are placed on program rosters. The program attendance analysis identified participating students as students who attended at least one (1) STEP UP! Academy session at any point during the program. Below is a summary of students who were identified to enroll in the program and the actual participation number.

Table 1: Summary of Students Identified to Participate vs. Actual Participation

Grade Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
Students identified to participate	17 students	18 students	12 students	24 students	26 students	15 students
Students who actually participated (Virtually)	4 students (24%)	4 students (22%)	2 students (17%)	9 students (38%)	4 students (15%)	5 students (33%)
Students who actually participated (In-person)	14 students (82%)	12 students (67%)	4 students (33%)	13 students (54%)	16 students (62%)	7 students (47%)



Diagram 1:
Summary of Grade Level Participation



Analysis

Comparison between virtual and in-person programming shows that more students participated in the in-person program compared to the virtual program. Additionally, all grade levels except the 5th and 8th grades had more than **50%** student participation in the in-person program. The greatest participation was among the 3rd grade group, and lowest participation was among the 5th grade group, despite the latter having the smallest number of registered students compared to the other grade levels.



Student Attendance Data

Below is a summary and comparison of total daily attendance by grade level.

Table 2: Virtual STEP UP! Academy – Total Daily Attendance

Date	6/26	6/29	7/06	7/11	7/13	7/18	7/20	7/25	7/27
Total #	16	0	8	9	12	10	6	7	5
%	57%	0%	29%	32%	43%	36%	21%	25%	18%

*n= 28 students; **One 2nd grade student is included with the 3rd grade group

Table 3: In-Person STEP UP! Academy – Total Daily Attendance

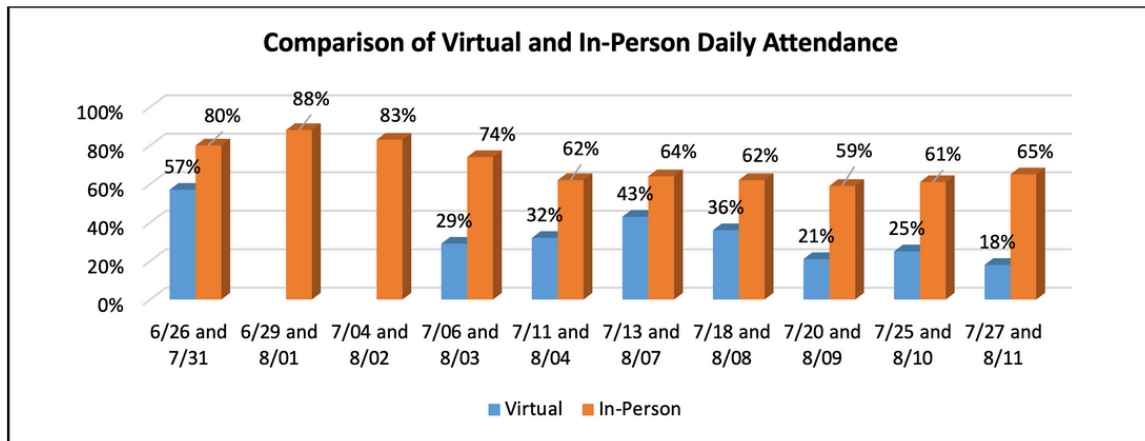
Date	7/31	8/01	8/02	8/03	8/04	8/07	8/08	8/09	8/10	8/11
Total #	53	58	55	49	41	42	41	39	40	43
%	80%	88%	83%	74%	62%	64%	62%	59%	61%	65%

*n= 66 students; **One 2nd grade student is included with the 3rd grade group

Movement Break



Diagram 2: Comparison of Total Daily Attendance for STEP UP! Academy, Virtual vs. In-Person Programming



Analysis

Comparing daily attendance of the virtual STEP UP! Academy to the in-person STEP UP! Academy shows greater student participation in the in-person program. On average, attendance was **37%** higher for the in-person program across all grade levels. Additionally, enrollment data revealed that the in-person program had **50% or more** student participation in all grade levels except among the 5th (**31%**) and 8th (**47%**) grades. Participation in the virtual program was significantly lower; no grade level exceeded **50%** student participation, and the 5th and 7th grades showed the lowest participation with a **15%** student participation rate. Further analysis showed the 3rd and 4th grades had the greatest increase for student participation.

PROGRAM OUTREACH

A series of outreach efforts were performed by the AASF, BUSD, and STEP UP! Academy teams from April 2023 through July 2023. Prior to the start of the STEP UP! Academy, BUSD families were invited to learn more about the program and meet with program staff. Below are the dates of informational sessions.

BUSD Outreach Informational Sessions and Events

Activity	Date
Family Orientation Held at Berkeley Adult School	May 25th, 2023
Virtual Make-up Family Orientation	May 30th, 2023

BUSD Outreach Efforts and Communications

Outreach	Dates
STEP UP! Academy Team: <ul style="list-style-type: none"> • Met with BUSD faculty • E-mailed BUSD team and families • Mailed program fliers to families • Dropped off fliers at BUSD school sites • Contacted family members by phone 	April - July 2023



PROGRAM SCHEDULES AND CALENDAR

The STEP UP! Academy took place virtually from July 3rd to July 27th, and in-person from July 31st to August 11th, 2023 at Berkeley Adult School. This section contains the detailed program schedule for STEP UP! Academy, as well as an example of the program's daily agenda and schedule.

Back to School Summer Session Dates 3rd-8th Grade

Virtual Session 8:00 a.m. - 3:00 p.m. (Times varied)	In-Person Session 8:30 a.m. - 4:00 p.m.
July 3rd - July 27th	July 31st - August 11th



Daily Itinerary and Schedule

Weeks 7 and 8 In-Person Daily Agenda	
8:30 - 9:00 a.m.	Drop-off – Breakfast and centering (30 mins)
9:00 - 9:15 a.m.	Transition to class (15 mins)
9:15 - 9:30 a.m.	Morning Circle – Morning warm-up, Today in Black History, Word of the Day, affirmation (15 mins)
9:30 - 9:35 a.m.	Transition to class (5 mins)
9:35 - 10:50 a.m.	Project-based academic intervention (75 mins)
10:50 - 11:05 a.m.	Morning snack, movement break/recess (15 mins)
11:05 - 11:10 a.m.	Transition to class (5 mins)
11:10 - 12:25 p.m.	Skill-Building Boost Activities – Math Skill Drill, Reading Challenge (75 mins)
12:25 - 12:30 p.m.	Transition to lunch (5 mins)
12:30 - 1:15 p.m.	Student lunch (45 mins)
1:15 - 1:20 p.m.	Transition to class (5 mins)
1:20 - 2:45 p.m.	Get Active! Enrichment Session (85 mins)
2:45 - 2:55 p.m.	Transition to Closing Circle (10 mins)
2:55 - 3:00 p.m.	Closing Circle (5 mins)
3:00 - 3:30 p.m.	Pick up/Sign out (30 mins)

CURRICULUM OVERVIEW

The first six weeks of the STEP UP! Academy were conducted remotely via Zoom. Students received a weekly set of Math and ELA worksheets that we call "skill drills": quick and concise but rigorous skill-building practice.

Students also received a Thrive-at-Home Toolkit comprised of the materials needed to complete their weekly STEAM project at home. These were exploratory, hands-on, and self-guided activities framed by cultural context.

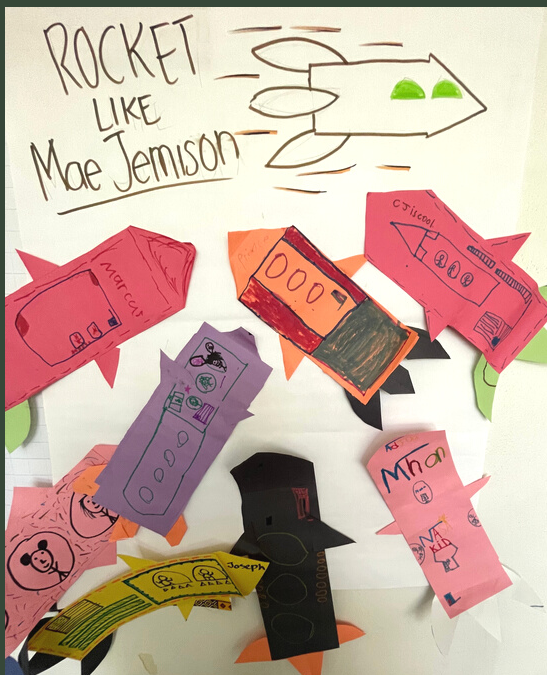
The overarching theme, **In the Spirit of Harambe**, directed students to identify personal and group goals that they revisited throughout the program, under the guidance of our Formula for Academic Success (responsibility, motivation, and organization). This activity reinforced basic concepts related to setting a goal and committing to its achievement through group efforts as a class. Staff and students worked together on a regular basis to model and practice basic goal setting. Group goals were set **In the Spirit of Harambe**. Harambe means that everyone will work together to achieve a goal, such as consistency of good listening habits when someone else is speaking and sharing information. The unifying concept of Harambe helps to develop and solidify student and instructor relationships, which are especially important during remote learning of any kind in order to combat isolation and alienation.



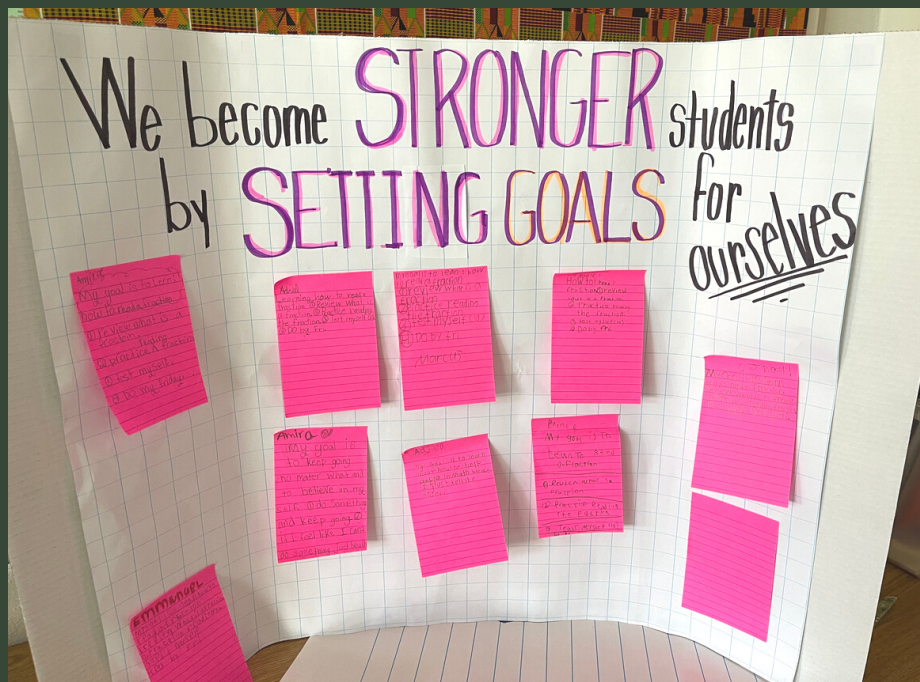
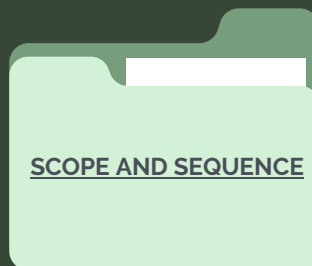
STEAM Activities: Benjamin Banneker Clock | Butterfly Sanctuaries

Thrive-at-Home Kits for STEAM Projects

Week 1	Home-made Clay, Egyptian Cartouche
Week 2	Ceremonial Mask
Week 3	Adire-Style Wax Batik, Blue Indigo Cloth
Week 4	Wattle Weaving, Day Names
Week 5	Mini Beacons, Ancient Arts and Crafts
Week 6	Recycled Journals, Spanish Names in Your Community
Week 7 (In-person session)	Build Your Own Fraction Kit, Benjamin Banneker Clock: Grades 3-5 constructed bird feeders and created floral-inspired wall decor, and grades 6-8 constructed butterfly sanctuaries and desk organizers
Week 8 (In-person session)	Create Your Own Board Game, Make a Mancala Board



Each session began with a Morning Circle greeting, "Habari Gani!" ("Share the good news!" in Swahili) and a check-in with students. Instructors then shared what occurred Today In Black History, introduced the Word of the Day, and shared an Affirmation of the Day, of which students took note in graphic organizers. This was followed by 75 minutes of STEAM project time, and a movement/snack break. Next, instructors guided students through 75 minutes of active and collaborative Math and ELA activities. Students then had lunch, followed by 25 minutes of STEAM enrichment or physical activities. The day ended with a Closing Circle, during which students provided feedback in the form of an Exit Ticket. Scope and Sequence for the virtual six weeks and the two weeks in-person are linked below.



Students shared their goals:



"My goal is to keep going no matter what and to believe in myself."

"If I feel like I can't do something, just breathe."

"My goal is to review what is a fraction... and to test myself."

TEACHER CURRICULUM AND INTERVENTION COUNCIL

In the spring, the African American Success Framework (AASF) Committee announced the creation of the Teacher Curriculum and Intervention Council and their intention to assemble a group of educators to review STEP UP! Academy Back to School curriculum. The Teacher Curriculum and Intervention Council, comprised of teachers of different grade levels and subject matters, served as a reviewing committee to provide their perspective and insight. As part of their participation on the council, educators were given a one-time stipend for their critique and feedback. The expertise of the Teacher Curriculum and Intervention Council helped to ensure that the AASF Committee meets the instructional needs of all students.



PROFESSIONAL DEVELOPMENT

The STEP UP! Academy team received intensive training for the Back to School Summer STEP UP! Academy program. The STEP UP! Academy team consisted of: (1) Senior Program Managers, (6) Instructors, and (2) Academic Coaches who worked together to discuss and develop activities. The team met weekly to share ideas and check in regarding students and the curriculum.

BUSD Training Dates	Topics
June 10th, 2023 (In-person)	<ul style="list-style-type: none"> • STEP UP! Academy Management Team • Staff and student expectations • Review of general STEP UP! Academy safety policies and procedure review • Curriculum review • Questions and answers
June 17th, 2023 (Virtually)	

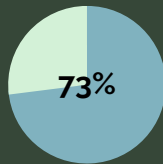


STEP UP! Academy Staff

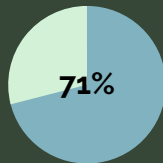
DATA CLASS REPORT ANALYSIS

In this section, we share observations our program instructors and academic coaches noted while students engaged in the daily activities outlined for the day, and progress made on lesson plans and projects.

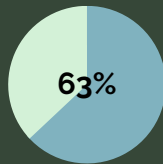
The daily class report is significant because the feedback informs curriculum development and whether there is a need for our instructors to undergo professional development training. The daily reports also provide program managers and the data team the opportunity to see student engagement levels.



Instructors reported that the method they used most often (**73% of the time**) to assess student learning was through the **students' responses to the teacher's question(s)**














Instructors reported that they assessed student learning through **whole-class discussion 71% of the time**



Instructors reported that they assessed student learning through the **completion of work 63% of the time**






Instructors' observations of student learning is evidenced by the following instructor feedback (Partial feedback of respondent data):

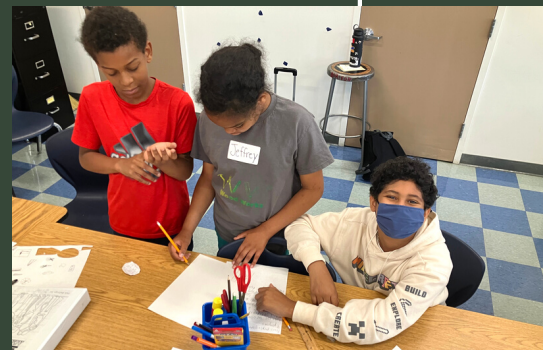
-  "Informal assessments, monitor assessments, and observation assessment."
-  "Students [worked] individually, in groups, and showed their work on the board..."
-  "I snaked the classroom and checked over student work..."
-  "Students worked through problems and challenged each other for the correct answers."
-  "I assessed student learning by having students write individually and then I read their stories aloud and then said 'One glow and one grow.'"
-  "[Students completed] and edited worksheets and projects."
-  "Students were helping each other out when we did ELA/Math academic activities. I also made sure students were demonstrating their skills to the class and helping others who needed help."
-  "I asked them to repeat the objective for me and I walked around the class checking work and working individually with students."
-  "[Students were] able to demonstrate their understanding by summarizing their learning."
-  "[Students demonstrated] call and response, written information, and interactive participation."
-  "At the end of the session I asked questions of what they learned."






Mini Beacon STEAM Project

Instructors indicated the top three (3) strengths students demonstrated over the duration of the program

-  Students were able to orally summarize their work
-  Students asked the teacher questions about the lesson/content
-  Students used classroom resources and/or reading materials to answer questions



Instructors indicated the top three (3) challenges students faced over the duration of the program

-  Staying on task while completing the lesson/assignment
-  Following directions as provided by the teacher
-  Checking their understanding of the lesson/assignment

STUDENT PERCEPTION DATA

All students participating in the BUSD STEP UP! Academy were given a pre- and post- perception survey, which was administered to students twice to understand their experiences inside and outside of the program. It was administered at the start of the program and again at the close of the program.

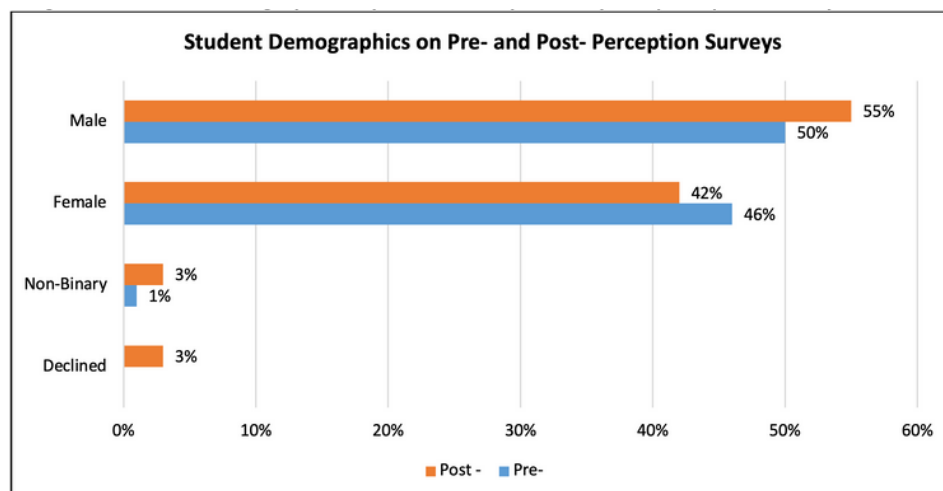
The student pre- and post- perception survey asks students how they spend their time outside of an academic program, what types of activities they enjoy, and about their interest(s) in math, science, English, and history. Students were also asked how they learn about Black/African American historical figures and these individuals' contributions to culture and society.

Additionally, students were asked how they access academic support and what motivates them when they arrive at their schools/classrooms. Finally, students were asked to reflect on their classroom behaviors and their ability to achieve their academic goals. Analysis for this section does not come from matched data sets.

Table 4: Student Gender Demographics Represented on Pre- and Post- Perception Survey

Student Demographics	
Pre-Perception Survey	Demographics of student responses consisted of 50% male, 46% female , and 1% non-binary . 3% declined to state. All grade levels were represented in the data collection.
Post-Perception Survey	Demographics of student responses consisted of 55% male, 42% female , and 3% nonbinary . All grade levels were represented in the data collection.

Diagram 3:
Comparison of Student Gender Demographics Represented on Pre- and Post- Perception Survey



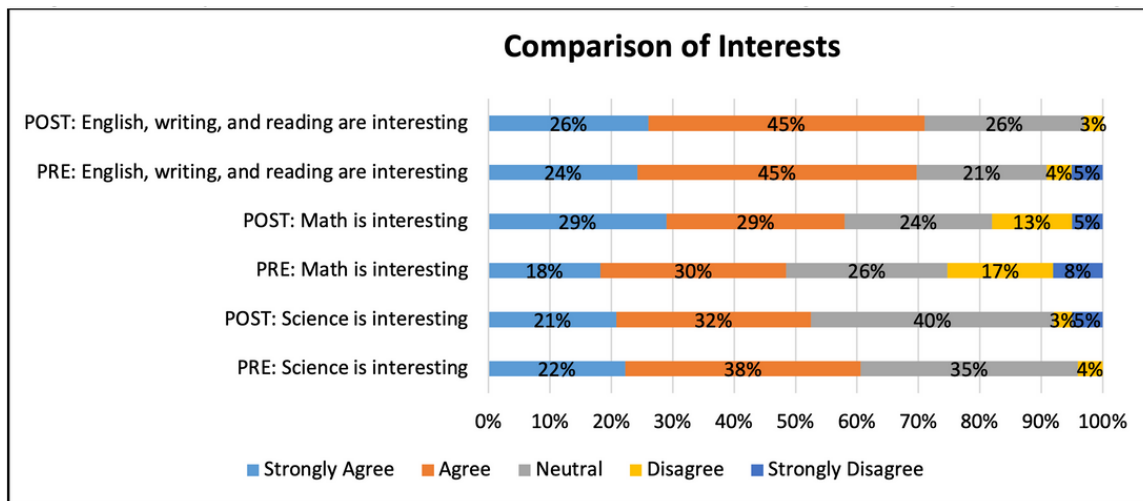
Mini Beacon STEAM Project



Student Sentiments around Math, Science, English, Writing, and Reading

Students were asked about their interests in various academic subject matters. Students were asked if they agree with the following statements.

Diagram 4:
Comparison of Student Interests in Math, Science, English, Writing, and Reading



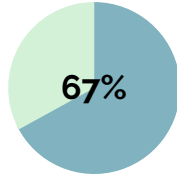
Analysis

Data showed various levels of interests. The actual data showed that **48% to 71%** of students generally **'Agreed'** to **'Strongly Agreed'** with interest in the different academic areas. Data analysis showed that students were interested in Science (**60%**), Math (**48%**), and English, Writing, & Reading (**69%**) at the start of the program. By the end of the program, data analysis showed an increased interest in Math (**67%**) and English, Writing, & Reading (**71%**) and a decreased interest in Science (**53%**). It was noted on the pre- and post- that a larger percentage of students selected **'Neutral'** for English, Writing, & Reading compared to Math and Science.

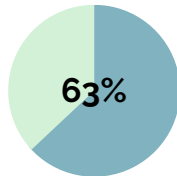
One interpretation of the high interest students expressed in English, Writing & Reading is that the STEP UP! Academy curriculum encouraged or furthered their interest in this academic area.

It would benefit the STEP UP! Academy management team to review curriculum and integrate more curriculum involving science, math, and writing careers, as well as to share the earning potential of these academic and professional fields.

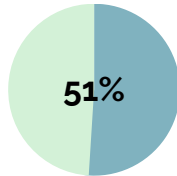
Students were asked what types of activities they enjoyed, and the following are the top three reported activities they participate in outside of academics:



Two-thirds (or **67%**) of students reported that they spend their free time watching movies, plays, and/or theater



More than half (or **63%**) of students reported that they spend their free time playing sports and/or participating in outdoor activities



More than half (or **51%**) of students reported that they spend their free time playing an instrument or listening to music



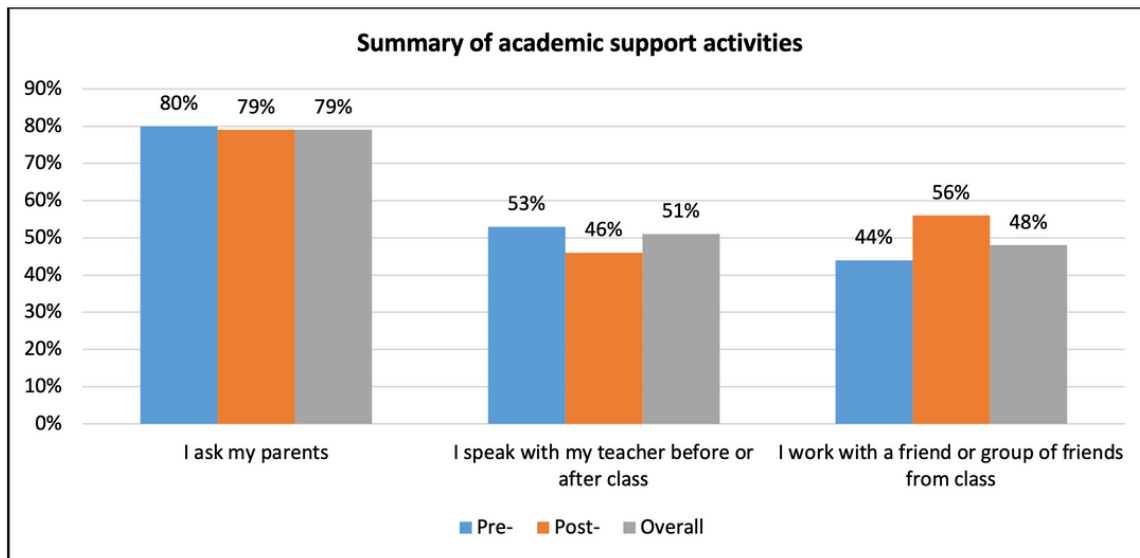
Student field trip to the Noire Wealth Xperience Selfie Museum

The high interest in watching movies, plays, and theater suggests that the student group enjoys collaborative and social activities, and enjoys various forms of entertainment. To a lesser extent, the student group shared that they are not as interested in activities that might require them to work independently and are not considered a form of entertainment, such as reading, observing and testing, and journaling.

Students reported that they accessed information about Black history, knowledge of Black/African American historical figures, inventors, musicians, artists, activists, etc. from the following areas: school, family, reading, TV, documentaries, and general research online. To a lesser extent, students reported that they received historical or cultural content from community organizations or friends. Data revealed these students are accessing knowledge from all aspects of their lives, particularly from those within proximity who are accessible, such as family members and educators, as well as accessing online resources for knowledge.

Next, students were asked how they seek academic support and what motivates them. For this section, only the top three reported methods were used for analysis. In this case, the top three ways students sought academic support are: 1) They ask their parents, 2) They speak with their teachers either before or after class, and 3) They work with a friend or group of friends from class.

Diagram 5:
Summary of Top Three Activities Reported
for Academic Support



Analysis

Data showed that a significant number of students sought academic support directly from their parents. Although speaking with a teacher or friend/group of friends were other popular methods, students mainly reported that they sought academic support from parents.

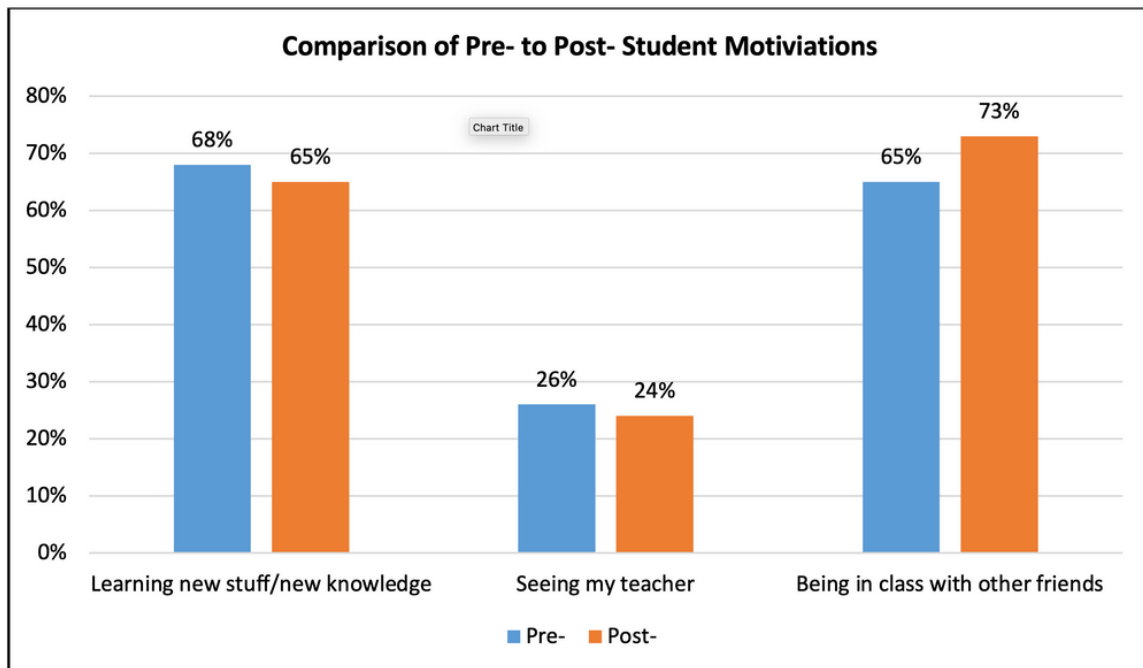
One interpretation of the data is that students' level of comfort and access are the primary variables in deciding whom they approach for academic support. It is noted that an analysis conducted by grade level may reveal different methods of support for different student age groups. Further analysis of the activities reported that students sought support to a lesser extent from 1) tutoring programs, 2) siblings, 3) friends.

New backpacks provided by
the STEP UP! Academy



In terms of what motivates students to attend the STEP UP! Academy Program, the following data revealed the beginning and the concluding motivators for students to attend the STEP UP! Academy.

Diagram 6: Summary of Student Motivations to Show Up to Class/School Every Day



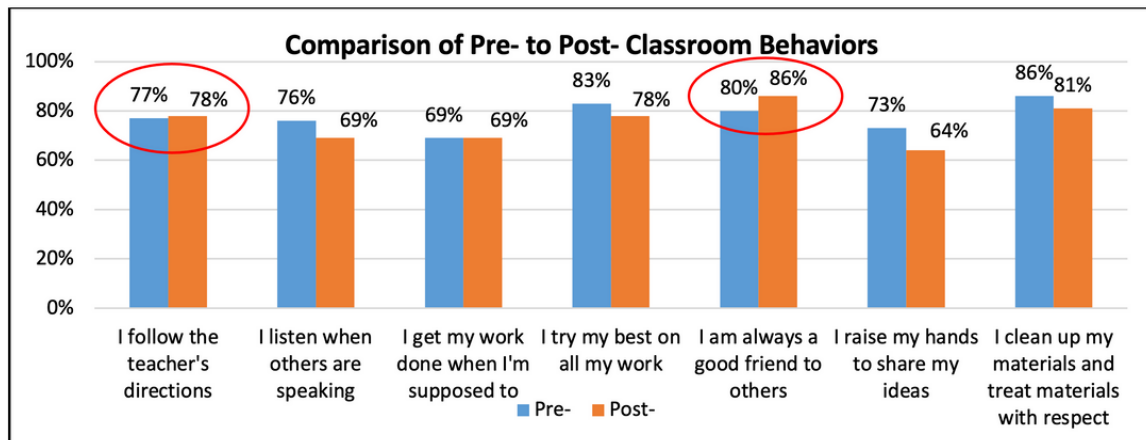
Analysis

From pre- to post- student perception surveys, there was an increase in "Being in class with other friends," as students' primary motivation for attending the STEP UP! Academy. Initially, the pre- data showed that students were motivated by "Learning new stuff/new knowledge," and "Seeing my teacher."

This data point, in combination with other data points, supports the idea that students participating in the STEP UP! Academy improved their relationships with peers and valued the friendships they had made during the program. A recommendation would be to administer a similar survey to students who are participating in the STEP UP! Academy program during the academic year.

Lastly, students were asked about the classroom behaviors they demonstrate to support their academic achievement. Below is a comparison from pre- to post- student perception surveys.

Diagram 7:
Comparison of Pre- to Post- Classroom Behaviors



Analysis

Data showed from pre- to post- perception surveys that there was a percentage increase for the following reported classroom behaviors: 1) "I am always a good friend to others," and 2) "I follow the teacher's directions." The other categories for classroom behaviors and responsibilities showed minor decreases by post- survey.

One interpretation of the data is that students at the start of the program may have perceived their positive classroom behaviors by agreeing to the perception statements, resulting in a higher percentage, and then at the close of the program reported more honestly about their positive classroom behaviors, resulting in a decreased amount of agreement with the perception statements. Generally, the data revealed that students valued their relations with their peers.

Overall, **70%** of students perceived themselves as a "responsible student their teacher and friends could count on." This means that two-thirds of students believed they were a responsible and reliable student. This data point, in combination with the other reported data of classroom behaviors, demonstrates that students are reflective of their classroom behaviors and expectations.

The qualitative data received from students revealed how students felt when it came to math, science, reading, and testing. See the summary of student feedback below:

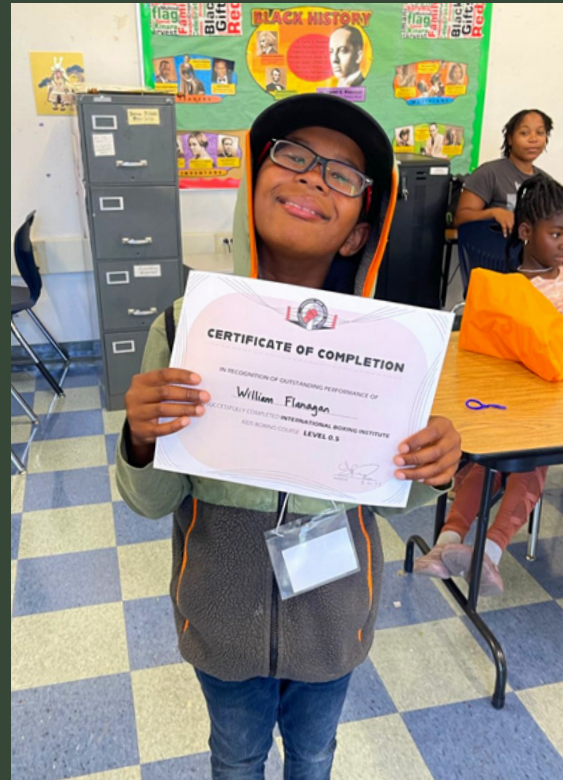
Statement	Terms or statements students used frequently to describe their feelings	
	Pre-Survey	Post-Survey
“ <u>Tests</u> make me feel...”	...nervous, bored, anxious, confident, scared	...nervous, scared ”
“ <u>Math</u> makes me feel...”	...happy, annoyed, mad	...happy, bored ”
“ <u>Reading</u> makes me feel...”	...happy, bored, mad	...happy, calm, sleepy, okay ”
“ <u>Writing</u> makes me feel...”	...happy, calm, excited	...happy, okay, mad ”

Finally, students reported the ways in which they learn best. Our review of student feedback showed that students learn best when they are focused, when it is quiet, when content is interesting, when they are with friends, and when they receive help.

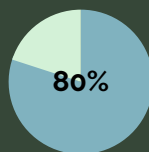
STUDENT PROGRAM EXIT SURVEY

At the close of the BUSD STEP UP! Academy, students were asked to complete a survey to gauge their level of satisfaction with the curriculum content, program design, daily experiences, and their interaction with program instructors.

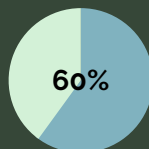
Demographics of survey responses came from 3rd, 4th, and 6th grade students. Review of student data showed that 5th, 7th, and 8th grade students did not provide feedback on their experiences in the STEP UP! Academy. Also, **33%** of the feedback reflected female students, and **67%** of the feedback reflected male students,



Curriculum Feedback (How students felt about curriculum topics and projects/activities)



80% of students said that the STEP UP! Academy topics/projects were engaging, easy to understand, and that they had enough time to complete them



To a lesser extent, **60%** of students reported that the STEP UP! Academy topics/projects were fun and interesting

We asked students about their experiences with STEP UP! Academy instructors and staff, and across all areas students confidently agreed: **100% of the time**, teachers were organized and friendly, and **80% of the time**, teachers were fun, were able to answer their questions, and supported them with their work.

Student Daily Experiences in the STEP UP! Academy Program



100% of the students reported:

- They enjoyed STEP UP! Academy
- STEP UP! Academy made them feel safe
- They felt comfortable talking with STEP UP! Academy staff
- The STEP UP! Academy staff took the time to talk and help them when needed



80% of the students reported:

- They felt happy after attending STEP UP! Academy
- They felt like they learned new things while in STEP UP! Academy
- They had friends or someone they liked in the STEP UP! Academy program or they would tell others about STEP UP! Academy



100% of the students reported:

- They liked the Morning Circle and Daily Affirmations
- They liked the STEM projects
- They liked the field trips



80% of the students reported:

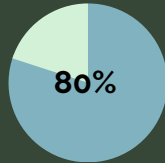
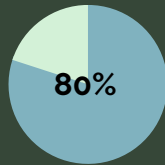
- They liked learning new words and definitions from the Word of the Day
- They liked the ELA lessons and projects
- They liked learning about Black/African American historical figures
- They liked the math lessons and math activities

We asked students if there were projects, lessons, or topics that they enjoyed, and they shared the following:

- "Math games."
- "Black history."
- "The Kwanzaa candle. We put candy in it. I liked learning about Kwanzaa. I want to try Kwanzaa."
- "Building bird nest it was fun."
- "In the Black Girls United it was very very fun because we got to talk about a lot of cool stuff."



When asked if they would like to participate in future STEP UP! Academy sessions, **80%** of the students said **"Yes Definitely,"** and **80%** said they would tell others to participate in the program.



Students provided the following program recommendation:

“ —————
I like it just the way it is.
————— ”



Student field trip to the
Noire Wealth Xperience
Selfie Museum

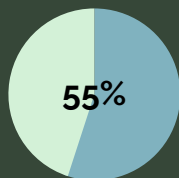
PARENT PROGRAM EXIT SURVEY

At the close of the STEP UP! Academy, parents, guardians, and families completed a survey to gauge their level of satisfaction with the program.

Respondent data shows that parents of students in all grade levels (3rd-8th) and the male and female genders are reflected in the data.

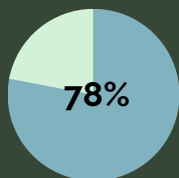


STEP UP! Academy Outreach Efforts: How did parents/guardians/families learn about the program?



We asked parents how they learned about the STEP UP! Academy, and **more than half (or 55%)** learned about the program through alternative communications and engagements such as: Resource Fairs, Friends, Black Parent Circles, Family Engagement Liaisons, and Family Advocates at school site(s).

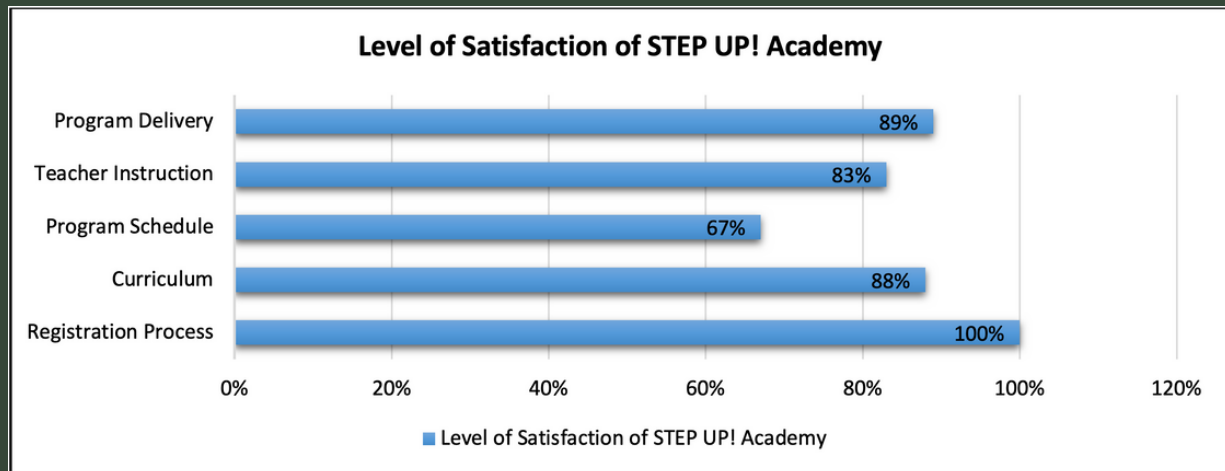
The traditional methods of receiving and relaying information—for example, through a teacher, principal, or administrator—were not popular ways that families gained information about the STEP UP! Academy program.



More than two-thirds (or 78%) of respondents indicated that they were moderately- to well-informed about the STEP UP! Academy upon learning about the program.

At the end of the program, parents reported their level of satisfaction.

**Diagram 8:
Summary of Parent Satisfaction with STEP
UP! Academy**



**In their own words, this is what parents had to say about the
STEP UP! Academy:**

- “This was a great program, highly organized and my son truly felt cared for.”
- “Keep up, all of your extremely gracious efforts, they are greatly appreciated. Thank you.”
- “Kobe had a great time. It was great that he was able to have Mr. Oakes as his instructor.”
- “I am overwhelming grateful for the program! My youth feels more confident about the upcoming school year and a community of support with him. He already wants to participate next year and I'm sad we only recently found the program.”
- “My child stated they only did math. I would like it to be a more balanced approach (i.e., ELA, Arts, Science, etc.).”
- “I was very impressed with the program and care and attention to the students. My daughter was hesitant at first thinking it would be like school but it was much more engaging, fun, and learned things they don't teach in regular curriculums. She also really enjoyed boxing!”
- “I want to thank those who organized STEP UP. Everyone was very accommodating. I really appreciate Ms. Hawkins for letting me know about this program. I am hopeful that Prince and Princess will be able to attend every year!! My granddaughter Princess is on the spectrum and I didn't think STEP UP would not take her but Ms. Hawkins did not let me say anything else negative. I was able to find an aide for her and Princess had a great time!! I want to thank all of the staff (a shout out to Mr. Roger and Ms. K).”
- “Appreciate such a program!”



APPENDICES

Click the folders below to view additional materials created and gathered for the STEP UP! Academy.

DETAILED SCOPE
& SEQUENCE

FLYERS AND
OUTREACH
MATERIALS

STEP UP!
ACADEMY
PICTURES



Student field trip to Strawberry Creek in Berkeley