African American Success Framework

Overview and Launch

December 8, 2021

Agenda

- Why AASF Framework

- What is the AASF Framework

- How the AASF Framework comes together

- "Design and Build" Process: Why we're not waiting to start building

- Discussion

Why is this work important?

Why is there a need for the African American Success Framework?

African American students' academic achievement disparities are at disproportionately higher rates compared to students of other ethnic groups in the District. Additionally, current & historical District data suggest that African American students are:

MOST LIKELY TO:

Be suspended or expelled;

Be identified for special education than any other student group

LEAST LIKELY TO:

Become proficient readers by third grade;

Be placed in Gifted and Talented Educational programs;

Master the mid-level mathematics skills that position students for success in college-preparatory math courses;

Be placed in a full sequence of college-preparatory courses;

Complete an Advancement Placement (AP) Course;

Meet the the A-G College Readiness UC/CSU Eligibility Requirements

What is the
African American Success Framework?

Key Terms

African American Success Initiative: The district's overall efforts to support African American students and their families. This includes both the written plan - the Framework - and the collection of professional development, curricula, and programs to be enacted over multiple years.

African American Success Framework: A written document that expresses the district's and community's view of the strengths, opportunities, and challenges present for African American students; and the "theory of change" that leads to a coherent set of decisions about eliminating barriers to success.

What is the African American Success Framework?

A Vision for Ongoing Investment, Support, and Accountability for African American Students and their Families

- A 3-Year Strategic Plan with Recommendations, Action Steps, and an Implementation Timeline informed by:
  - Internal Data and Document Review
  - Comparison to Other Districts' Efforts and Outcomes to Serve African American Student and their Families
  - Stakeholder Engagement
  - Analysis: *What did BUSD have right? What did we miss? What's next?*

African American Success Initiative

African American Success Framework
- Analysis of Past Efforts
- Research
- Community Feedback
- Educator Input
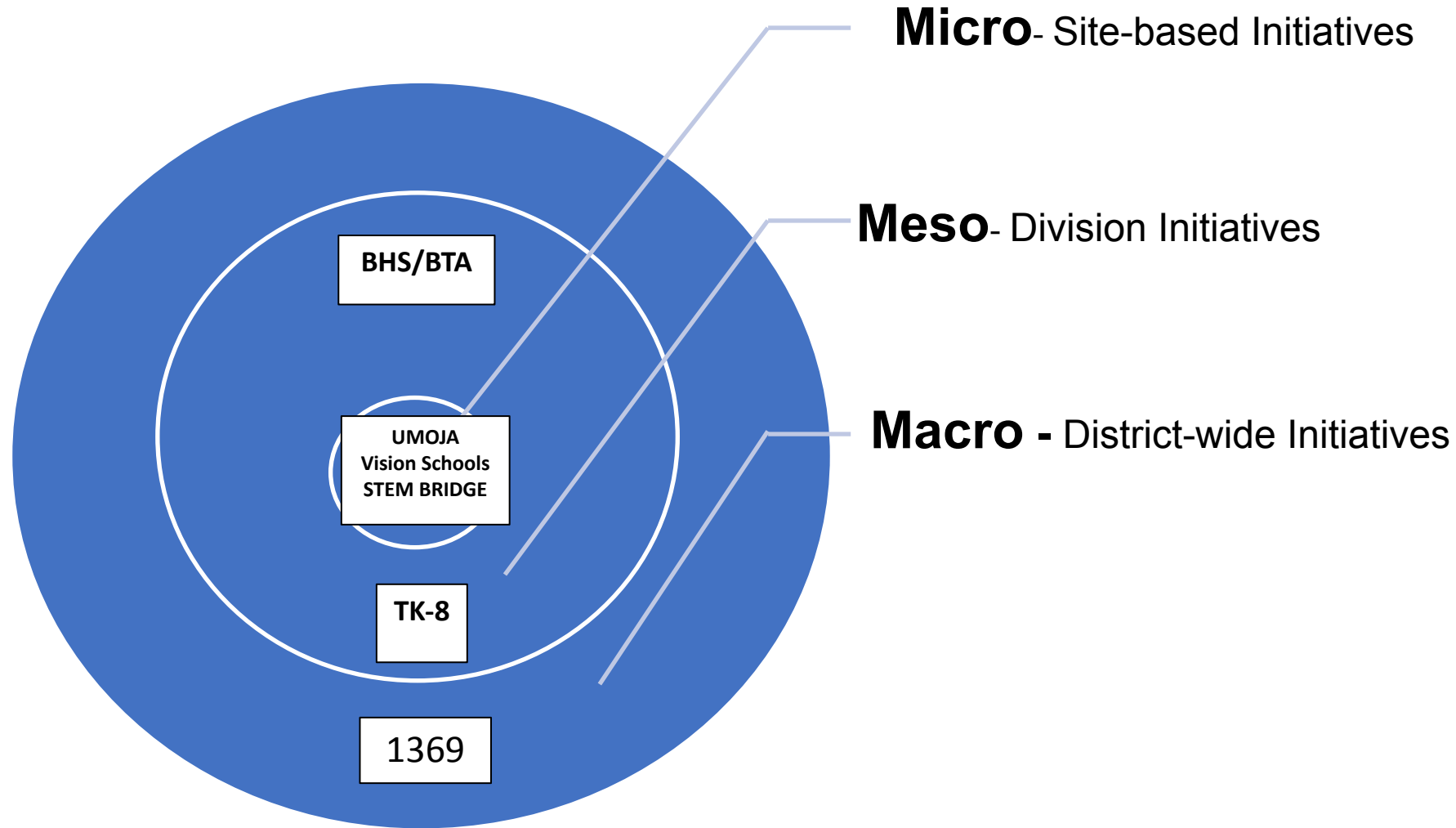- "Theory of Change" (if/then)

Tier One Instruction

Tier Two Interventions

Affinity-Based Programs

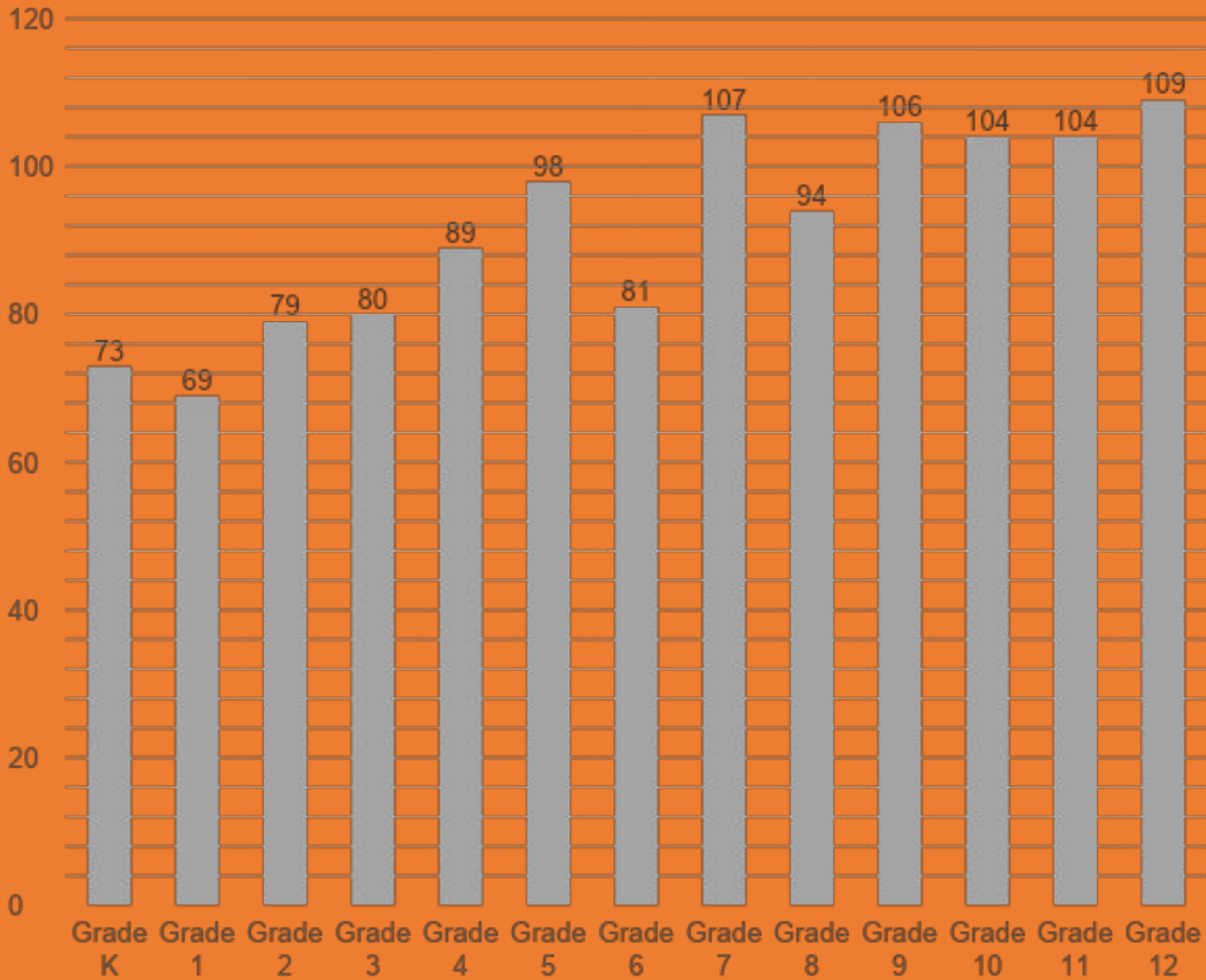Family Engagement

Data Dashboard

Example of a Systemic Implementation Approach

Micro - Site-based Initiatives

Meso - Division Initiatives

Macro - District-wide Initiatives

BHS/BTA
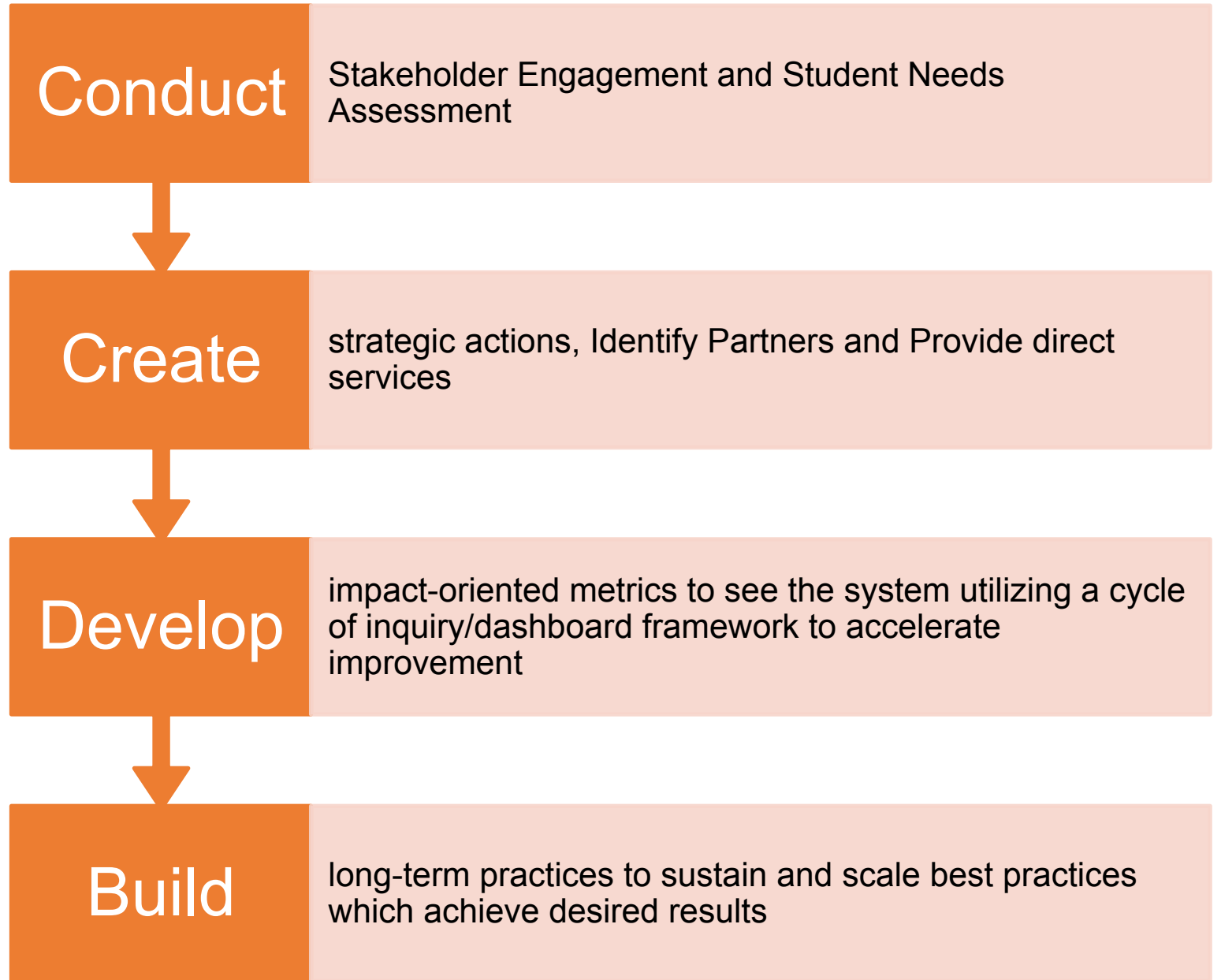
UMOJA
Vision Schools
STEM BRIDGE

TK-8

1369

Overarching Framework Goal: *To serve ALL B/AA students in the District*

How does the African American Success Framework come together?

Review and Analyze Selected Past Efforts in BUSD

1968   Black Studies Department at Berkeley High School

2010   Vision 2020

2014   Equity Matrix included in the LCAP *(Equity in our Schools A*

   School Self-Assessment and District Audit Tool)

2018   African American Success Manager position

2019   Umoja Elective Class at Longfellow

2020   Black Lives Matter Resolution

2021   Coordinated Early Intervention Plan (CCEIS)

2021   Affinity-Based Town Halls

African American Success Framework *Strategic Pillars*

Conduct — Stakeholder Engagement and Student Needs Assessment

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Create — strategic actions, Identify Partners and Provide direct services

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Develop — impact-oriented metrics to see the system utilizing a cycle of inquiry/dashboard framework to accelerate improvement

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Build — long-term practices to sustain and scale best practices which achieve desired results

African American Success Framework Development Process

DEC - JAN	• December 8th Board of Education Meeting • January 13th Virtual Community Meeting • January 20th Teacher Engagement Session • January 26th In-Person Community Meeting
FEB – MAR	• February 17th BUSD Management Meeting • TBD – Secretary, Classified Staff Meetings • TBD – Focus groups with principals and families • TBD - Teacher Focus Groups
APR - MAY	• TBD – Focus groups with Principals and Families • TBD - In-Person Community Meeting
JUNE	• Board of Education Update on the Framework

"Design and Build" Process

Why we're not waiting to start building

RT Fisher:
Four Major Recommendations for the coming three years

Cross-walked with:
- LCAP Goals
- LCP Strategies
- Black Lives Matter Resolution
- High Priority Budget Items
- Phased Implementation Timeline

- **Recommendation #1:** Utilize approved culturally and linguistically responsive and relevant (CLRR) social, emotional, academic development (SEAD) interventions to address the academic performance of African American students.

- **Recommendation #2:** Ensure that school personnel are in place and are appropriately trained, supported, and held accountable for the successful implementation of culturally-relevant professional development and pedagogical practices.

- **Recommendation #3:** Review and update district-wide behavioral policies and practices**.**

- **Recommendation #4:** Promote parent and community partnerships and alliances with local school sites.

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African American Success Initiative
"Design and Build"

Tier One Instruction: Gholdy Muhammad PD, Year Two

Tier Two Interventions: Literacy Action Plan, CCEIS Vision Schools

Affinity-Based Programs: Umoja, STEM Steps, College Bound, YGB

Family Engagement: Dr. Mary Bacon; Principals' Learning Circles

Data Dashboard: Draft in development with RT Fisher

Timeline	RT Fisher/AAREA https://www.rtfisher.com https://www.theaarea.org	CPA/College Bound Academy Programs https://collegeboundprograms.org
AUG - OCT	Needs Assessment, Programmatic Design & Development. STEM STEPS & Vision Schools	Needs Assessment, Programmatic Design & Development. Program Implementation (October)
NOV - FEB	Principal & Family Learning Circle #1 Completion of AASF Recommendations	Ongoing implementation
MAR - MAY	AASF Community Review & Engagement Principal & Family Learning Circle #2 Program Evaluation & Reporting	Ongoing implementation Program Evaluation & Reporting
JUNE	Final Draft AASF Implementation Plan	End of Year Eval/Report

From September 22, 2021, *Black Lives Matter Resolution* presentation to the Berkeley Unified School District Board of Education

Parallel Tracks

Work on the African American Success Framework directly parallels and will inform work with other BUSD communities:

Latinx students and families

English Learner students and families

Students with disabilities and their families

AAPI students and their families