

# Berkeley PUBLIC SCHOOLS

Excellence • Equity • Engagement • Enrichment



## African American Success Framework List of 2022-2023 Goals and Strategic Actions

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June 29, 2022

# Executive Summary

The African American Success Framework represents a bold effort to disrupt the historic gaps in African American Student Achievement in Berkeley Unified. The AASF is a 3-Year strategic plan (2021-2024) with recommendations, adopted goals, strategic actions, and an implementation timeline informed by the following:

- Asset Mapping of Previous and Current District Initiatives
- District Data, Accountability Plans & Compliance Reports
- LCAP Goals, LCP Learning Loss Strategies, CCEIS Measurable Outcomes
- K-12 Principals' Meetings
- Principal and Family Learning Circles, Town Hall Meetings, Stakeholder Focus Groups & Review Sessions
- Board of Education Approved Black Lives Matter Resolution

It is important to acknowledge that the majority of this work has been completed during a two and a half year COVID-19 global pandemic. As is the case with all district pursuits, the pandemic greatly disrupted and impacted the planning cycle throughout this effort.

**With the Board of Education adoption of the plan, the recommendations become the overarching goals of the framework.**

# African American Success Framework

## FAST FACTS – Outreach Summary

### • Sustained Connections

- Started in Fall of 2020
- Connected with approximately 500 members of Berkeley Community
  - Some members multiple times

### • Variety of Engagement Processes

- Listening Circles
- Focus Groups
- Community Town Halls
- Principal Listening Sessions

### • Berkeley Unified Community

- Students
- Staff
- Families/Caregivers
- Community Based Organizations
- Community Members

### • Early Adopter School Network (EASN)

- 17 visits with 6 school sites (BAM, Cragmont, Mendez, Longfellow, Willard, B Tech Academy)

### • Events

- UMOJA Annual Meeting
- Black Graduation
- Bridge Graduation
- College Bound Focus Group and Graduation

<i>Approximate Break Out</i>	2022	2021	2020
<b>Faculty &amp; Staff</b>	140	45	10
<i>Families</i>	80	60	20
<i>Students</i>	50	15	10
<i>Total Voices</i>	270	120	50
<i>Number of Sessions</i>	20 (to date)	3	1

## African American Success Framework



Berkeley Unified School District has a long history of partnership with Black students and families, and these

# For More Information

<https://www.berkeleyschools.net/african-american-resources/>

***For Information Purposes:***  
Details on Strategic Actions for  
Board Adopted Goals for 1-4



# 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.*

# The AASF Strategic Plan is organized into (2) major categories & (6) sub- categories:

## Academic Achievement Recommendations 1&2

### Access and Inclusion

Do African American Students have access to and are included in rigorous and relevant courses; extracurricular activities; and college and career preparation?

### Opportunities to Learn

Do schools provide multiple opportunities and strategies for African American students to achieve academic success?

### Achievement & Outcomes

Are African American students expected and prepared to perform at high levels? Have disparities in achievement and outcomes among student groups and disproportionality in educational programs been eliminated?

## Culture & Climate Recommendations 3&4

### School Climate

Are school communities inclusive of multiple experiences and foster a culture of mutual respect and appreciation among all staff, students and families?

### Disciplinary Policies & Practices

Are African American students disproportionately affected by disciplinary policies and implementation?

### Community Engagement

How are Families and Community Based Organizations engaging with the district?

# 02 RESEARCH ON EFFECTIVE STRATEGIES

## Recommendation #1: Improve Academic Performance

- Asante, M.K. (1991). The Afrocentric Idea in Education. *The Journal of Negro Education*, 60, 170-180.
- Beachum, F. (2010). Troubling the Waters: Fulfilling the Promise of Quality Public Schooling for African American Children.
- Delpit, L. (1998). The silenced dialogue: Power and pedagogy in educating other people's children. *Harvard Educational Review*, 59, 280-298.
- Fisher, R. (2015). A Case Study: The Birth, Death and Resurrection of an African American Community-Based Educational Organization. Dissertation. Mills College.
- The Education Trust – West. Black Minds Matter. October 2015.
- Why It's So Tough to Get the Data Educators Want
- 2021 California Summer Learning Guide: Investing in Resilience and Relationships
- With So Many Kids Struggling in School, Experts Call for Revamping 'Early Warning Systems'
- Student Learning with High Dosage Tutoring
- State Superintendent Tony Thurmond Announces Co-Chairs for Task Force to Improve Black Student Achievement
- California education leaders discuss Black student disparities
- 'This is a disaster.': Severity of learning lost to the pandemic comes into focus
- The Students Returned, but the Fallout From a Long Disruption Remained
- Teachers Deliver Less to Students of Color, Study Finds. Is Bias the Reason?
- Public education is facing a crisis of epic proportions
- Black Minds Matter: 2022 Fact Sheet
- Black and Latino students in Berkeley Unified are overrepresented in special ed





## Recommendation #1 - STRATEGIC ACTIONS

No.	WHAT?	WHY?	HOW?	WHEN?	WHO?	IMPACT LEVEL – Macro, Meso, Micro	LCAP GOAL	CCEIS ROOT CAUSE	MEASURABLE OUTCOME(S)
1.01	Establish academic assessment grade thresholds to communicate high expectations for student performance	To communicate high expectations for student performance	Establish academic grade thresholds for math and English at each grade level for all relevant academic assessments including STAR, SBAC/CAASPP, Reading/Math Benchmark Exams	Fall 2022	Director of Equity, Achievement and Belonging	Macro	Goals 1,2	#4	Overall targets will be set in the fall with ongoing quarterly cycles of review beginning in November 2022
1.02	Create a BUSD African American dashboard	To track student data and assess effectiveness of interventions	Continue to assist with the creation of a BUSD African American Dashboard assessment based on experience with RT Fisher Dashboard (disaggregated at multiple levels)	Fall 2022	BREA	Macro	Goals 1,2	#4	Final BUSD dashboard is completed by May 2023 with a business process for its use
1.03	Create African American student need profile	To effectively deploy intervention resources to students	Create African American student need profile incorporating academic, social emotional and behavioral tiers for targeted intervention (A prior version was the Academic Student Index or ASI) The ASI was	Winter 2022	Director of Equity, Achievement and Belonging	Macro	Goals 1,2	#4	Index is completed by January 2023 with a focus on an Early Warning System approach. Students should receive intervention sooner

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No.	WHAT?	WHY?	HOW?	WHEN?	WHO?	IMPACT LEVEL – Macro, Meso, Micro	LCAP GOAL	CCEIS ROOT CAUSE	MEASURABLE OUTCOME(s)
1.04	Create standardized upload process for relevant student success data points	To create appropriate supports based on high quality data	Create a process to track and upload extra-curricular and intervention classes/enrichment services on a consistent basis across all sites and grade levels for all students into Infinite Campus – this could potentially involve a stipend; Create data governance work group with site staff	AY 22-24	BREA	Macro	Goals 1,2	4	Standardized process is created and implemented by Spring 2023
1.05	Create AASF Extended Learning Opportunities pipeline	To provide ongoing support to African American students K-12	Create pipeline of a AASF Extended Learning Opportunities including <ol style="list-style-type: none"> <li>1. Preliminary STEP UP! Academy (K-2 grades)</li> <li>2. STEP UP! Academy Intervention (3-7 grades)</li> <li>3. UMOJA (6-8 grades) at Longfellow Middle School</li> <li>4. STEM Bridge/NSBE Jr. (8-12 grades)</li> </ol>	AY 22-24 Overall pipeline is developed and implemented by: <ol style="list-style-type: none"> <li>1. Focused on Early Adopter Schools</li> <li>2. This is in preparation for official accreditation process and potential expansion to additional campuses</li> <li>3. Targeted outreach to eligible AA students and families to apply to specific programs</li> <li>4. Need to link to program source information</li> <li>5. Add research that supports these</li> </ol>	Director of Equity, Achievement and Belonging	Macro	Goals 1,2	3	

# Recommendation #1 - STRATEGIC ACTIONS

No.	WHAT?	WHY?	HOW?	WHEN?	WHO?	IMPACT LEVEL – Macro, Meso, Micro	LCAP GOAL	CCEIS ROOT CAUSE	MEASURABLE OUTCOME(S)
1.06	Partner with Black/African American families/guardians	To provide effective academic performance information so that they can support their scholar	Partner with Black/African American families/guardians to ensure they are equipped to monitor students' academic progress and to advocate for their students' academic success.	Fall 2022	Director of Equity, Achievement and Belonging	Macro	Goals 1,2	3	Artifacts are created during the fall of 2022
1.07	Create academic intervention best practices inventory	To provide options for instructional strategies to engage African American students	Create academic intervention inventory to identify best practices for African American students	Fall 2022	Director of Equity, Achievement and Belonging	Macro	Goals 1,2	3	Students should receive intervention sooner and demonstrate improvement in performance after intervention cycle
1.08	Backfill unfilled paraprofessional positions to build academic supports	To build academic supports	Backfill unfilled paraprofessional positions potentially trained to support black students and use grant resources as available Vision 2020 and BPSF, CTE	AY 2022	Site Principal	Micro	Goals 1,2	3	Students feel more supported and included

# Recommendation #1 - STRATEGIC ACTIONS

No.	WHAT?	WHY?	HOW?	WHEN?	WHO?	IMPACT LEVEL – Macro, Meso, Micro	LCAP GOAL	CCEIS ROOT CAUSE	MEASURABLE OUTCOME(S)
1.09	Complete BUSD community organization inventory	To make sure that the district is building effective academic support partnerships	Complete an inventory of all community organizations serving BUSD and define partnerships with College Making it Happen, Black Girls United, GEAR UP, etc.	Fall 2022	Director of Equity, Achievement and Belonging	Macro	Goals 1,2	3	List is created by December 2022
1.10	Ensure integration with CCEIS plan and establish crosswalk documentation	To ensure VISION Scholars are supported deeply	Ensure integration with CCEIS plan and establish crosswalk documentation	AY 2022-2024	Director of Equity, Achievement and Belonging	Macro	Goals 1,2	3	Follow CCEIS Implementation Plan
1.11	Continue to support and build district staff capacity	To support overall AASF implementation in order to maintain credibility for the overall plan	Continue to support and build District staff capacity to support overall AASF implementation. RTF will utilize research-based successful academic mentoring and academic intervention caseload model, to provide customized professional	Winter 2022	African American Success Manager	Macro	Goals 1,2	3	In Spring 2023, BUSD staff has taken over key facilitation and implementation aspects of the framework

# Recommendation #1 - STRATEGIC ACTIONS

No.	WHAT?	WHY?	HOW?	WHEN?	WHO?	IMPACT LEVEL – Macro, Meso, Micro	LCAP GOAL	CCEIS ROOT CAUSE	MEASURABLE OUTCOME(S)
1.12	Develop Early Adopter school plans for student achievement	To prioritize the impact on African American students	Incorporate specific goals, targets and measurable outcomes in the Early Adopter School Plans for Student Achievement	AY 2022-2024	K-8 Director	Meso	Goals 1,2	3	Early Adopter SPSAs demonstrate a clear connection to the AASF
1.13	Implement full year of AASF Early Adopter School Network in order to directly impact African American student outcomes at leading sites so that the best practices can be scaled as appropriate	As a part of the overall AASF implementation, 6 school sites have volunteered to be Early Adopters and create a School network focused on the AASF practices and implementing them at their sites. This is the best opportunity to identify which practices have the best potential for scaling	Implement a full year of AASF Early Adopter School Network at the five original sites and if viable add one or two more. The AASF Early Adopter framework will be focused on implementing the AASF Recommendations with corresponding professional learning at a site level with emerging practices incorporated in the School Plan for Student Achievement. Includes the continued	AY 2022-2024	K-8 Director	Meso	Goals 1,2	3	Expect to see improved student outcomes versus prior year and targets for Early Adopter school sites based on effective implementation

# Recommendation #1 - STRATEGIC ACTIONS

No.	WHAT?	WHY?	HOW?	WHEN?	WHO?	IMPACT LEVEL – Macro, Meso, Micro	LCAP GOAL	CCEIS ROOT CAUSE	MEASURABLE OUTCOME(S)
1.14	Launch 6th and 8th grade transitions	To build student and family knowledge of the next level of educational experience	Launch an 8th grade transition fair during the fall/spring semester which would include all 8th graders and their families and provide information on all programs available at Berkeley High School	Winter 2022	Need to identify champion	Macro	Goals 1,2	3	Fair takes place by no later than February 2023
1.15	Create BUSD Pre-Kinder programming information packet	To ensure families understand the structure and process of K-12 process	Create a Pre-Kinder packet of information to be shared with parents entering BUSD. This would provide an overview of district programs specifically supporting African American students	Winter 2022	Need to identify champion	Macro	Goals 1,2	3	Packet is available by February 2023
1.16	Complete capacity analysis of student intervention programs	To maximize eligible student participation and benefit	Complete Capacity analysis of Bridge, AVID, RISE and other relevant programs to identify expansion possibilities at both the high school and middle school level	Winter 2022	A work team needs to be established	Macro	Goals 1,2	3	Analysis is completed by December 2022

# Recommendation #1 - STRATEGIC ACTIONS

No.	WHAT?	WHY?	HOW?	WHEN?	WHO?	IMPACT LEVEL – Macro, Meso, Micro	LCAP GOAL	CCEIS ROOT CAUSE	MEASURABLE OUTCOME(S)
1.17	Increase High School Academic tutoring	To support more students who are struggling in achieving passing grades	Increase High School Academic Tutoring support through partnerships with other organizations and agencies	January 2023	Director of Equity, Achievement and Belonging	Micro	Goals 1,2	3	Additional tutoring resources are available by January 2023
1.18	Determine college partnership opportunities	To increase overall college going and A-G eligibility	Determine partnership opportunities with Berkeley Community College, the University of California, College Bound for college going opportunities	Winter 2022	Site Principal	Micro	Goals 1,2	3	Partnership possibilities are assessed in Fall 2022
1.19	Assign one BHS intervention counselor per grade level	To ensure student supports for all students	Add one additional intervention counselor to ensure that there is one intervention counselor per grade level at Berkeley High	Fall 2022	Site Principal	Micro	Goals 1,2	3	Students feel an increased level of support

# Recommendation #1 - STRATEGIC ACTIONS

No.	WHAT?	WHY?	HOW?	WHEN?	WHO?	IMPACT LEVEL – Macro, Meso, Micro	LCAP GOAL	CCEIS ROOT CAUSE	MEASURABLE OUTCOME(S)
1.20	Reassign Academic high school counselor	To directly support African American students transitioning to Berkeley High School to reduce drop out risk	Reassign Academic high school counselor (0.5 FTE) who is dedicated to support the transition of 8th grade UMOJA (Year 1), Early Adopter students from Willard (Year 2) and all African American Middle school students (Year3) to Berkeley High School	January 2023	Site Principal	Meso	Goals 1,2	3	Students feel an increased level of support
1.21	Identify potential organizational structural changes	To provide greater oversight to academic supports	Identify potential organizational structural changes to better align academic support with student needs. This would mean dedicating a BHS vice principal strictly to academic support	Fall 2022	Director of Equity, Achievement and Belonging	Micro	Goals 1,2	3	More effective intervention design
1.22	Continue College Bound partnership	To increase the number of A-G eligible African American students	Continue College Bound partnership	AY 2022-2023	Director of Equity, Achievement and Belonging	Meso	Goals 1,2	3	Increase in A-G on track status for participants
1.23	Increase Young, Gifted and Black partnership	To provide more cultural exposure for students	Continue Young, Gifted and Black partnership	AY 2022-2023	Director of Equity, Achievement and Belonging				



A hand holding a yellow key is positioned over a target background. The hand is green, and the key is yellow with a red band. The target has concentric circles and numbers 1 through 5. The text 'Goal #2' is overlaid on the key.

# Goal #2

## **Provide High Quality Differentiated Professional Learning Opportunities**

*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*

# 02 RESEARCH ON EFFECTIVE STRATEGIES

## Recommendation #2: Provide High Quality Differentiated Professional Learning Opportunities

- Allen, B.A., & Boykin, A.W. (1992). African American children and the educational process: Alleviating cultural discontinuity through prescriptive pedagogy. *School Psychology Review*, 21(4), 586-596.
- Gay, G. (2000). *Culturally responsive teaching: Theory, Research, and Practice*. New York: Teachers College Press.
- Gay, G. (2009). Preparing Culturally Responsive Mathematics Teachers. *Culturally Responsive Mathematics Education*, 189-206 In Greer, Mukhopadhyay, Powell, and Nelson-Barber's study (as cited by Gay 2009).
- Hughes, R. (2003). *African-Centered Pedagogy: Developing Schools of Achievement for African American Children*.
- Ladson-Billings, G. (1994). *The Dream keepers: Successful teachers of African American children*. San Francisco: Joey Bass.
- New Report: How to Build Culturally Affirming Schools, According to Over 100 Black Teachers
- Far Too Many Educators Aren't Prepared to Teach Black and Brown Students
- Districts Are Screening for Racial Biases During Teacher Job Interviews. Here's How
- We Need Black Teachers and the Breakout Hit Sitcom 'Abbott Elementary' Shows Us Why

## Recommendation #2- STRATEGIC ACTIONS

No.	WHAT?	WHY?	HOW?	WHEN?	WHO?	IMPACT LEVEL – Macro, Meso, Micro	LCAP GOAL	CCEIS ROOT CAUSE	MEASURABLE OUTCOME(S)
2.01	Provide professional development for personnel, student and guardian interactions	To ensure high quality conversations and engagement to support student success	Provide professional development for personnel in areas involving adult personal interactions with students and their guardians (e.g. respect, cultural awareness, etc.).	Spring 2023	Director of Equity, Achievement and Belonging	Macro	Goals 1	3	Sessions are held by Spring 2023
2.02	Incorporate AA bibliography in lesson plans	To provide an inclusive educational experience for African American children	Develop specific plans to incorporate AA bibliography in lesson plans, “Black Lives Matter” activities, online, etc.	Fall 2022	Director of Equity, Achievement and Belonging	Macro	Goals 1,2	3	Report is created by Fall 2022
2.03	Create UDL professional development trainings	To build consistent rigor in all classrooms to reduce the number of students identified for Special Education	Create comprehensive differentiated professional development trainings for certificated and classified staff incorporating topics such as UDL, reducing the number of students identified for Special Education	AY 2022-2023	Director of Ed Services	Macro	Goals 1,2	3	For participating trainees, there is a decrease in the number of students identified for special education

## Recommendation #2- STRATEGIC ACTIONS

No.	WHAT?	WHY?	HOW?	WHEN?	WHO?	IMPACT LEVEL – Macro, Meso, Micro	LCAP GOAL	CCEIS ROOT CAUSE	MEASURABLE OUTCOME(s)
2.04	Assess Differentiated training offered to BUSD teachers	To identify the best in class offerings for staff members	Perform inventory and assessment of the training BUSD teachers have had in high quality differentiated instruction	Spring 2023	Director of Equity, Achievement and Belonging	Macro	Goals 1	3	Report is created by Fall 2022
2.05	Build pipeline of additional professional learning	To fill any gaps in course offerings to teacher	If necessary (i.e. if currently available programs are minimal), determine cost to develop and deliver customized training to BUSD teachers. This may be particularly important for math instruction	Fall 2022	Director of Equity, Achievement and Belonging	Macro	Goals 1	3	Needs assessment is completed during the Fall of 2022
2.06	Create African American reference bibliography	To ensure students see positive references in their educational experience	Create a robust bibliography of all recommended African American reference resources and materials (print, media, electronic, etc.)	Fall 2022	Director of Equity, Achievement and Belonging	Macro	Goals 1	3	Report is created by Fall 2022

## Recommendation #2- STRATEGIC ACTIONS

No.	WHAT?	WHY?	HOW?	WHEN?	WHO?	IMPACT LEVEL – Macro, Meso, Micro	LCAP GOAL	CCEIS ROOT CAUSE	MEASURABLE OUTCOME(s)
2.07	Develop professional learning opportunities for classified staff	To support student learning	Develop professional learning opportunities for Instructional Assistants, Paraprofessionals, BEARS and LEARNS staff re: culturally sustaining strategic tutoring/intervention strategies	Winter 2022	Director of Equity, Achievement and Belonging	Macro	Goals 1	3	Training is sponsored by Winter 2023
2.08	Pilot cultural competence training at Longfellow Middle School	Longfellow has prioritized building its culture to become more inclusive and inviting to all students. This is an important strategy to help them create the culture they desire	Per request of the Longfellow Middle School principal, facilitate cultural competence professional learning opportunities for certificated staff. Two groups of 12-15 teachers 3-4 times per month for 1 hour from August 2022 – May 2023. Specific deliverables and measurable goals and objectives for the PLC to be agreed upon by June 3, 2022.	August 2022 – June 2023	Site Principal	Micro	Goals 1	3	Participant survey results

## Recommendation #2- STRATEGIC ACTIONS

No.	WHAT?	WHY?	HOW?	WHEN?	WHO?	IMPACT LEVEL – Macro, Meso, Micro	LCAP GOAL	CCEIS ROOT CAUSE	MEASURABLE OUTCOME(s)
2.09	Invite BUSD staff to participate in targeted professional learning to build capacity	There are existing professional learning seminars such as the AAREA Professional Learning Summit which provide best practice professional learning support	Registration for up to 100 BUSD certificated and classified staff to attend and receive all materials from the 14th Annual AAREA Professional Development Summit.	February 2023	Director of Equity, Achievement and Belonging	Macro	Goals 1	3	BUSD staff is identified and registered to attend training
2.10	Provide ACCESS Math professional learning	To address long standing student disparities in math performance	ACCESS Math professional learning opportunities for Early Adopter School Network (Grades 5-8). ACCESS Math Coaches will provide up to 5 days of professional development to all math teams; Assessment PLC Support (MDTP analysis and Intervention Support; Curriculum Development; and Individual follow up coaching and	Fall 2022	Director of Equity, Achievement and Belonging	Meso	Goals 1	3	Target completion by fall of 2022



# Goal #3

## Create Safe and Inclusive Climate and Culture

*Review and update District-wide behavioral policies and procedures*

## Recommendation #3: Create Safe and Inclusive Climate and Culture

- Mickelson, R-A. (2003). When Are Racial Disparities in Education the Result of Racial Discrimination? A Social Science Perspective. Cultural Explanations.
- Morris, M. W. (2016). "Protecting Black Girls". Educational Leadership, Volume 74, No. 3, November 2016, 49-53.
- Lee, E.W. (1998). The Effects of School Racial and Ethnic Composition on Academic Achievement in Adolescence. University of North Carolina at Chapel Hill.
- Teranishi, R. T. (2005). African American residential migration in California: Implications for higher education policy. Oakland, CA: University of California Office of the President.
- Wilkins, A. (2006). Yes we can: Telling truths and dispelling myths about race and education in America. The Education Trust.
- Williams Ferreira, D., Pritchard, S., Miller, A. (2021). "Why all high schools should have a Black studies department." The Daily Californian. February 2021.
- Why, Really, Are So Many Black Kids Suspended?
- Black Lives Matter, She Wrote. Then 'Everything Just Imploded.'
- Students are fed up with racist slurs and bullying. Now they're walking out of class
- The Students Returned, but the Fallout From a Long Disruption Remained
- Q&A: Meeting the Needs of Students of Color in a Time of Collective Trauma
- Parents protesting 'critical race theory' identify another target: Mental health programs
- A football player couldn't find a therapist who understood Black, urban trauma. So, he decided to become one
- Another Surge in the Virus Has Colleges Fearing a Mental Health Crisis
- School Counselors on How to Help Students Recover From Pandemic Stress
- Schools are struggling to meet rising mental health needs, data shows



## Recommendation #3- STRATEGIC ACTIONS

No.	WHAT?	WHY?	HOW?	WHEN?	WHO?	IMPACT LEVEL – Macro, Meso, Micro	LCAP GOAL	CCEIS ROOT CAUSE	MEASURABLE OUTCOME(s)
3.01	Compile data on the impact of alternative practices to suspension and expulsion in response to student behaviors	To identify potential practices to assess their ability to reduce suspensions going forward	Compile data on esteem-building alternatives to suspensions and expulsions, including effectiveness data and implications of instituting such programs at various grade levels..	February 2023	BREA	Macro	Goal 3	5	Reduction in student suspensions
3.02	Compile district's suspension and expulsion data to identify disparities between student group outcomes	To identify priority focus areas for resource investment	Compile district data on the number of suspensions and expulsions by school, grade, race, gender, and infraction.	Fall 2022	Director of Equity, Achievement and Belonging	Macro	Goal 3	5	A report is created by the Fall of 2022
3.03	Implement Positive Behavior Matrix	To develop an alternative to suspension in response to student behaviors which typically lead to suspension	Implement Positive Behavior Matrix @ Early Adopter School Network	AY 2022-2024	Director of Student Services	Macro	Goal 3	5	Reduction in student suspensions

## Recommendation #3- STRATEGIC ACTIONS

No.	WHAT?	WHY?	HOW?	WHEN?	WHO?	IMPACT LEVEL – Macro, Meso, Micro	LCAP GOAL	CCEIS ROOT CAUSE	MEASURABLE OUTCOME(s)
3.04	Review California Healthy Kids survey results	To identify social emotional climate trends with the goal of creating action plans to improve results over time	Review California Healthy Kids Survey results to identify trends and create action plans and revised targets to resolve concerns	Fall 2022	Director of Student Services	Macro	Goals 3	2	Improving trend of students feeling welcomed and connected at school
3.05	Review BTA assignment procedure	To identify and potential opportunities to streamline the process and support students who may want to stay or return to Berkeley High	Review the current procedure used to assign students to BTA's. Identify areas in the process vulnerable to subjective and or individual opinions or bias. If warranted, create a more objective process that relies more heavily on group consensus or committee approvals.	Winter 2022	Site Principal	Micro	Goals 3	5	Overall process is widely communicated with clear understanding of staff, students and families
3.06	Hire intervention counselor	To ensure that all students have access to resources when they are struggling	Hire Intervention Counselor position so that there is one counselor per grade level at Berkeley High School	Fall 2022	Site Principal	Micro	Goals 3	5	Increase graduation rate

## Recommendation #3- STRATEGIC ACTIONS

No.	WHAT?	WHY?	HOW?	WHEN?	WHO?	IMPACT LEVEL – Macro, Meso, Micro	LCAP GOAL	CCEIS ROOT CAUSE	MEASURABLE OUTCOME(s)
3.07	Develop suspension and expulsion data assessment pilot programs	To identify potential best practices to scale across the district	Develop a pilot program in one school in the district for each level (i.e. one elementary, middle, and high school). Take baseline statistics and compare the effectiveness of alternative programs compared to the traditional use of suspensions and expulsions.	Winter 2022	Director Student Services	Macro	Goal 3	2	Reduction in suspension rates at the selected sites
3.08	Hire unfilled restorative position	To support the building of a positive and supportive culture	Hire unfilled Restorative Justice position in OCI department	Fall 2022	Site Principal	Micro	Goal 2	5	Improve the climate of school sites as measured by CHKS

A target with three darts (yellow, green, and red) hitting the bullseye. The target is white with black concentric circles and numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. The darts are positioned in the upper left quadrant, with their tips pointing towards the center of the target.

# Goal #4

## **Engage with Families and Communities**

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

# 02 RESEARCH ON EFFECTIVE STRATEGIES

## Recommendation #4: Engage with Families and Communities

- Finding joy amid tragedy, California Families Look Ahead with Hope
- Miguel Cardona: Schools Must Work to Win Trust of Families of Color as They Re-open
- California families confronted Covid and became invested in education
- Lessons Teachers Have Learned From Students' Families
- Want to Spark Students' Interest in STEM? Initiative Brings Parents Into That Effort

## Recommendation #4- STRATEGIC ACTIONS

No.	WHAT?	WHY?	HOW?	WHEN?	WHO?	IMPACT LEVEL – Macro, Meso, Micro	LCAP GOAL	CCEIS ROOT CAUSE	MEASURABLE OUTCOME(s)
4.01	Create District-wide African American Advisory Committee	To provide oversight to the African American Success Framework.	Create District-wide AA Parent Advisory Committee (AAPAC): A district-level African American Advisory Committee composed of parents, staff, and community members designated to advise district officials on African American targeted programs and services.	January 2023	Director of Equity, Achievement and Belonging	Macro	Goals 3	1	AAAB is established by January 2023 and meets on at least a quarterly basis no later than March 2023
4.02	Establish participation targets for district committees	To ensure African American participation is a district goal with appropriate visibility	Establish target participation/membership rates for African American parents on school site councils, yard supervisors, and other support functions	January 2023	Director of Equity, Achievement and Belonging	Macro	Goals 3	2	As shared in strategic action 1.6 African American Success Coordinator (new position) produces an annual report sharing districtwide targets for African American parent participation in district tracked parent engagement activities by September 2022
4.03	Monitor African American participation rates for district committees	To identify potential participation gaps and provides the basis for establishing intervention		January 2023	Director of Equity, Achievement and Belonging	Macro	Goals 3	5	AASF Coordinator produces a quarterly report outlining the percentage of African American participation in district tracked parent engagement activities like the School Site Council

## Recommendation #4- STRATEGIC ACTIONS

No.	WHAT?	WHY?	HOW?	WHEN?	WHO?	IMPACT LEVEL – Macro, Meso, Micro	LCAP GOAL	CCEIS ROOT CAUSE	MEASURABLE OUTCOME(s)
4.04	Host bi-annual parent centered activities at school sites	To create opportunities for African American families to become aware of school site activities and how they can directly participate and engage	At least twice a year, school sites will host parent-centered activities designed to emphasize to parents the importance of their role in maintaining racial harmony and promoting mutual respect across all aspects of student diversity. Site officials may partner with the local community-based organizations	April 2023.	Director of Equity, Achievement and Belonging	Macro	Goals 3	1	AASF Coordinator in partnership with the AAAB will facilitate the implementation of these meetings targeting the Fall and Spring of each school year. The first one will be hosted by no later than April 2023.
4.05	Create Parent Leadership Pathway training Series	Parent engagement has been brought up as a critical aspect of African American student success. The Pathway training series will provide parents with more skills to engage at high level in School Site Council,	Create Parent Leadership Pathways training Series to empower parents to participate in district committees  Need to build infrastructure potentially in OFEE	April 2023	Director of Equity, Achievement and Belonging	Macro	Goals 3	5	OFEE explores the viability of the timing of a parent leadership pathways training series and reports its findings by December 2022

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4.06	Explore partnership with Parent Teacher Home Visit to assess viability with AFAM focus.	Parent Teacher Home Visit is a nationally recognized program which fosters and sustains relationships between families and the classroom teacher	Explore partnership with Parent Teacher Home Visit to determine if this strategy helps build stronger relationships between African American parents and their child's teacher Need to build infrastructure potentially in OFEE	April 2023	Director of Equity, Achievement and Belonging	Macro	Goals 3	2	AAAB is established by January 2023 and meets on at least a quarterly basis no later than March 2023
4.07	Establish bi-annual AASF implementation updates	A key refrain from many stakeholders was a concern with the district's commitment to the AASF. This one way to ensure the appropriate level of monitoring and oversight;	. Establish twice a year updates on the implementation of the AASF so that the Berkeley Unified community is fully informed about the implementation progress of the AASF	April 2023	Director of Equity, Achievement and Belonging	Macro	Goals 3	2	The African American Advisory Board in conjunction with District Staff establishes twice a year community workshops providing updates on the AASF framework implementation beginning in March 2023
4.08	Create AASF newsletter to provide consistent	Information sharing is a key aspect of effective	Create newsletter communication tool for the AASF	Fall 2022	Chief of Communications	Macro	Goals 3	2	The African American Advisory board along with the BUSD communication team establishes the outline and storyboard of an



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4.09	Add AA Resources webpage to all site web pages.	Some focus group members shared that they view the district only at a school site level and so are not inclined to visit the district website. This approach ensures that no one is missed.	Add AA Resources webpage to all site web pages to ensure all school sites have direct access to the latest AASF information	Fall 2022	Chief of Communications	Macro	Goals 3	2	With guidance and support from BUSD Educational Services and communications, the BUSD webmaster
4.10	Create inventory of all community-based support organizations	Many focus group members shared that there are organizations supporting the district at a site and district level but there is no comprehensive list detailing those resource	Create inventory of all community-based organization supporting BUSD students and families to makes sure the district leverages the full community expertise to support students	Fall 2022	Director of Equity, Achievement and Belonging	Macro	Goals 3	2	AASF Coordinator builds a standing list of community organization partners with BUSD which is reviewed quarterly starting November 2022

