# Berkeley
## PUBLIC SCHOOLS

**Excellence • Equity • Engagement • Enrichment**

# AFRICAN AMERICAN SUCCESS FRAMEWORK

## AUGUST, 2022

Report by:

## R.t. Fisher®
### Educational Enterprises, Inc.

# TABLE OF CONTENTS

![Berkeley Public Schools logo]

# INTRODUCTION

Coal miners used to bring caged canaries into the mines with them. When exposed to toxic gases, canaries suffer ill effects and die sooner than humans do. If the canaries became sick or died, this was a sign that something was seriously amiss and that the miners needed to leave the mines immediately – they were unsafe.

As indicated by all available data sources, something is seriously amiss for the academic achievement outcomes of African American students in Berkeley Unified School District. Just like the canary in the coal mine, African American students' well-being – or lack thereof – is a systemic signal of the District's well-being. To address and mitigate this very specific and insidious trend, the Superintendent's African American Success Framework (AASF) was initiated in the 2019-2020 academic year, and was approved by the Berkeley Unified Board of Education on June 29, 2022.

# BACKGROUND

The African American Success Framework (AASF) exists to begin resolving the uneven and unacceptable outcomes for African American students in Berkeley Unified School District. The primary intention of this **three-year plan** is to systematically disrupt the current data-informed inequities facing the District's African American students, as well as seeks to fulfill the promise of Berkeley's 2021 Black Lives Matter Resolution.

Addressing and resolving this inequitable reality, however, will require extensive research, deep institutional tracking and monitoring, sustained leadership commitment, and a complete transformation and redefinition of the status quo.

# WHAT IS THE AFRICAN AMERICAN SUCCESS FRAMEWORK?

## AN INTERVENTION OF TIERED SYSTEMS OF SUPPORT

The AASF operates as an intervention to be implemented over the course of three years (2022-2025). In this context, the intervention is a systemic interruption intended to disrupt the equity gaps with a systematic process and approach of assessment, planning, and execution to rigorously remediate and prevent educational, social, and developmental disparities for the District's African American students.

The universally most important experience for students in the classroom is high-quality first tier instruction. The relationship between teacher and student remains central; it is the primary indicator in the student's educational experience. **The AASF operates as an intervention tiered support system that is initiated when students are not meeting Districtwide thresholds** as defined by the Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA), and the Superintendent's defined academic expectations. 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.

Overall, it is important to think of student performance across multiple measures. The goal of the AASF is to fully understand the academic, social, emotional, behavioral, and belonging measures for each student.

By creating an effective multiple measure profile for each Black/African American student, the District will be able to determine how best to provide differentiated and relevant supports.

The intervention tiered response is initiated based on African American student target thresholds across a variety of measures. Below are a proposed set of thresholds for consideration and ratification by BUSD leadership, including but not limited to:

- **Academic Benchmarks (e.g., students scoring below grade level)**
- **Academic grading (e.g., high school students with 2 or more D/F's, or elementary/middle school students with 2 or more 1/2's)**
- **Attendance (e.g., students with an attendance rate below 90%)**
- **Behavior (e.g., students with 1 or more suspensions)**
- **College Going (e.g., off-track for A-G completion and/or graduation)**
- **California Healthy Kids Survey constructs (to identify differences between District and student group responses)**

# FRAMEWORK OVERVIEW

In the Fall of 2020, the Berkeley Unified School District (BUSD), with the facilitation of R.T. Fisher Educational Enterprises, Inc, undertook a major initiative to launch the African American Success Framework. The African American Success Framework represents a bold effort to disrupt the historic gaps in African American Student Achievement in BUSD.

The African American Success Framework is a written document that analyzes key areas related to effective teaching and learning for African American students, as uncovered through a strategic and disciplined approach drawing on research and best practice, assessing and monitoring progress, and partnering with Black students, parents/guardians, and community leaders.

## IN THIS REPORT, YOU WILL FIND:

- **What is the African American Success Framework?**
  - Definition of AASF Terms
  - AASF Intervention Multi-Tiered System of Support
  - AASF Theory of Transformation and Action
- **Why is the African American Success Framework Needed?**
  - Problem Statement and Research Questions
- **What are the Framework's Goals and Measurable Outcomes?**
  - AASF Integration with District Plans
  - Research Context
- **How is the African American Success Framework Organized?**
  - Implementation Organizational Structure
- **What are the Conditions for Successful Implementation?**
  - Next Steps
- **Appendices**

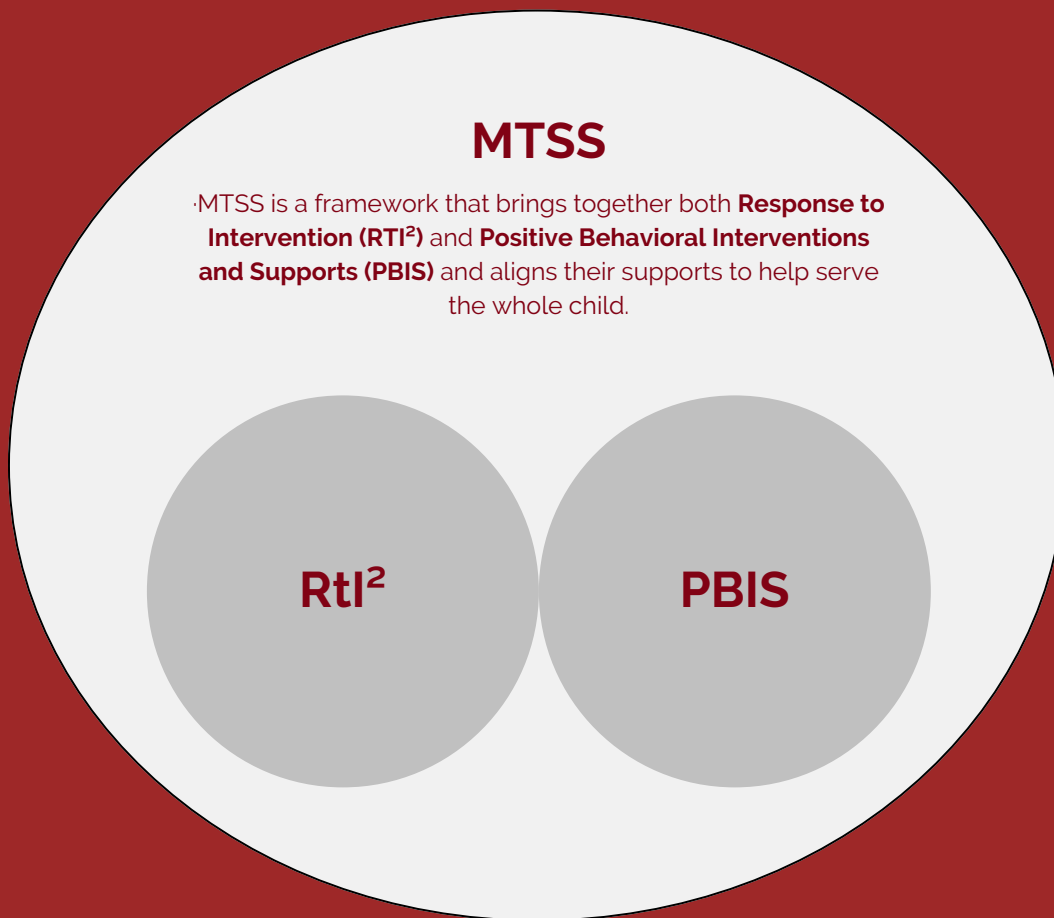# HOW IS THE AFRICAN AMERICAN SUCCESS FRAMEWORK ORGANIZED?

## DEFINITION OF AASF TERMS

- **Benchmark Research** - a way of discovering what is the best performance being achieved
- **Focus Group** - a research technique used to collect data through group interaction. Identifies and explores behavior, attitudes, and processes.
- **Goal** - the objective you want to achieve at the end of your three-to-five-year strategic plan.
- **Listening Session** - a type of facilitated discussion with a group of people, aimed at collecting information about their experience. Participants in a listening session are asked to talk about what they know and think and sometimes answer specific questions about a topic.
- **Multi-Tiered System of Support** - a framework that brings together both Response to Intervention (RTI[2]) and Positive Behavioral Interventions and Supports (PBIS) and aligns their supports to help serve the whole child. An effective Multi-Tiered System of Support (MTSS) brings together two key classroom strategic responses, including the response to intervention and positive behavior intervention system. These provide the frames for whole child support.
- **Strategic Action** - projects or programs outside of an organization's day-to-day operational. activities that are meant to help the organization achieve its strategy.
- **Strategic Impact**
  - **Micro** – Every African American Student at a school site receives the intervention
  - **Meso** – Targeted group of African American Students (e.g. 8th graders, 12th graders, etc.) receives the intervention
  - **Macro** – Every African American Student in the school District receives the intervention
- **Theory of Action/Transformation** - incorporates and integrates multiple theories of change operating at many levels that, knitted together, explain how major systems transformation occurs.

# A MULTI-TIERED SYSTEM OF SUPPORT

The AASF operates as an intervention **Multi-Tiered System of Support (MTSS)** that is initiated when students are not meeting Districtwide thresholds as defined by the Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA), and the Superintendent's defined academic expectations.

## MTSS

·MTSS is a framework that brings together both **Response to Intervention (RTI²)** and **Positive Behavioral Interventions and Supports (PBIS)** and aligns their supports to help serve the whole child.
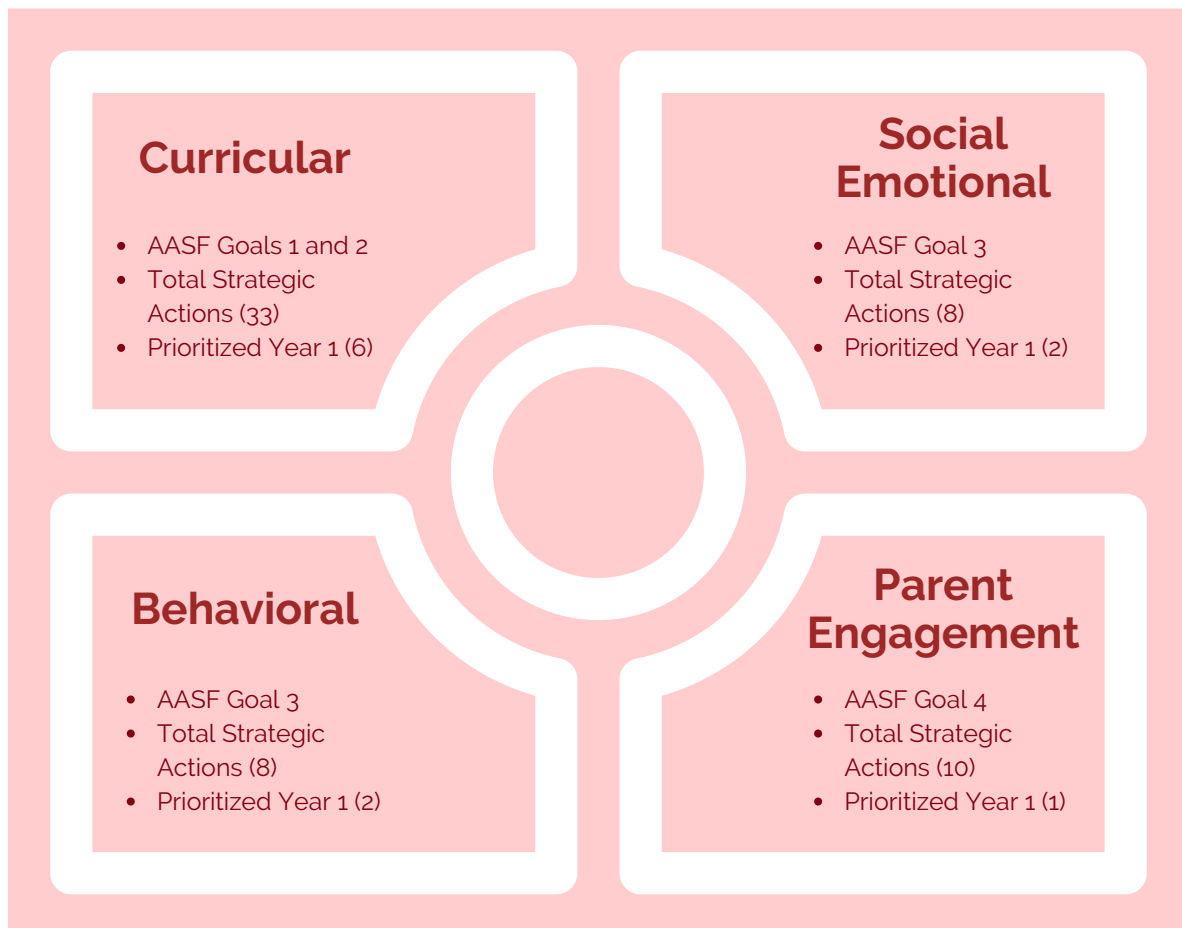
**RtI²**

**PBIS**

An effective **Multi-Tiered System of Support (MTSS)** brings together two key classroom strategic responses, including the response to intervention and positive behavior intervention system. These provide the frames for whole child support.

# AN INTEGRATED MULTI-TIER APPROACH AND SYSTEM OF SUPPORT

The AASF operates as an additional supplemental intervention with 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.

As these Tiers increase, the intensity of student support increases. There are direct supports across the full MTSS continuum of services. Below is a matrix that illustrates the integration of the AASF goals, its strategic actions, and the proposed prioritization over a three-year period.

## Curricular

- AASF Goals 1 and 2
- Total Strategic Actions (33)
- Prioritized Year 1 (6)

## Social Emotional

- AASF Goal 3
- Total Strategic Actions (8)
- Prioritized Year 1 (2)

## Behavioral

- AASF Goal 3
- Total Strategic Actions (8)
- Prioritized Year 1 (2)

## Parent Engagement

- AASF Goal 4
- Total Strategic Actions (10)
- Prioritized Year 1 (1)

For instance, all BUSD students receive the District's Tier 1 services (left column). Depending on the agreed upon AASF Thresholds, Black/African American students would receive additional supports as noted in the right column. Intensity of support increases with each Tier; a student at Tier 3 receives all of Tiers 1, 2, and 3.

**Tier 1**

| All BUSD Students | African American BUSD Students |
|---|---|
| In the RTI$^2$ 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. | Serve approximately 1,100 African American students: Targeted dissemination of information about additional District- sponsored support resources and programs (e.g., transition supports, middle/high school supports, Bridge, AVID, and STEM Bridge. |

## Tier 2

| All BUSD Students | African American BUSD Students |
|---|---|
| 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 instruction that develops necessary skills to achieve student mastery. | Serve approximately 300 Unduplicated African American students: Invitation to participate in supplemental program supports, including schools participating in the Early Adopter School Network; the STEP UP! Academy intervention; College Bound; Black Girls United; Sigma/Longfellow partnership; Young, Gifted, and Black |

# Tier 3

|  |  |
|---|---|
| **All BUSD Students** | **African American BUSD Students** |

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.

Serve approximately 60 African American students in designated Early Adopter Schools (e.g. Longfellow, BAM and BTA): Coordinate with Early Adopter school site Tier 3 teams to provide Direct case management supports and school based Response to Intervention teams.

# A SYSTEMIC IMPLEMENTATION FRAMEWORK AND APPROACH

## Macro, Meso, and Micro

As we think about the implementation of the AASF, it is important to note that it is designed to impact all African American students across the District. To that end, the Framework's Strategic Actions are plotted to function at **three structural levels**: Macro, Meso, and Micro.



**MACRO**

- **District**
- **Schools**
- **All Students**

(Leverages District Accountability Plans)



**MESO**

- **Classroom**
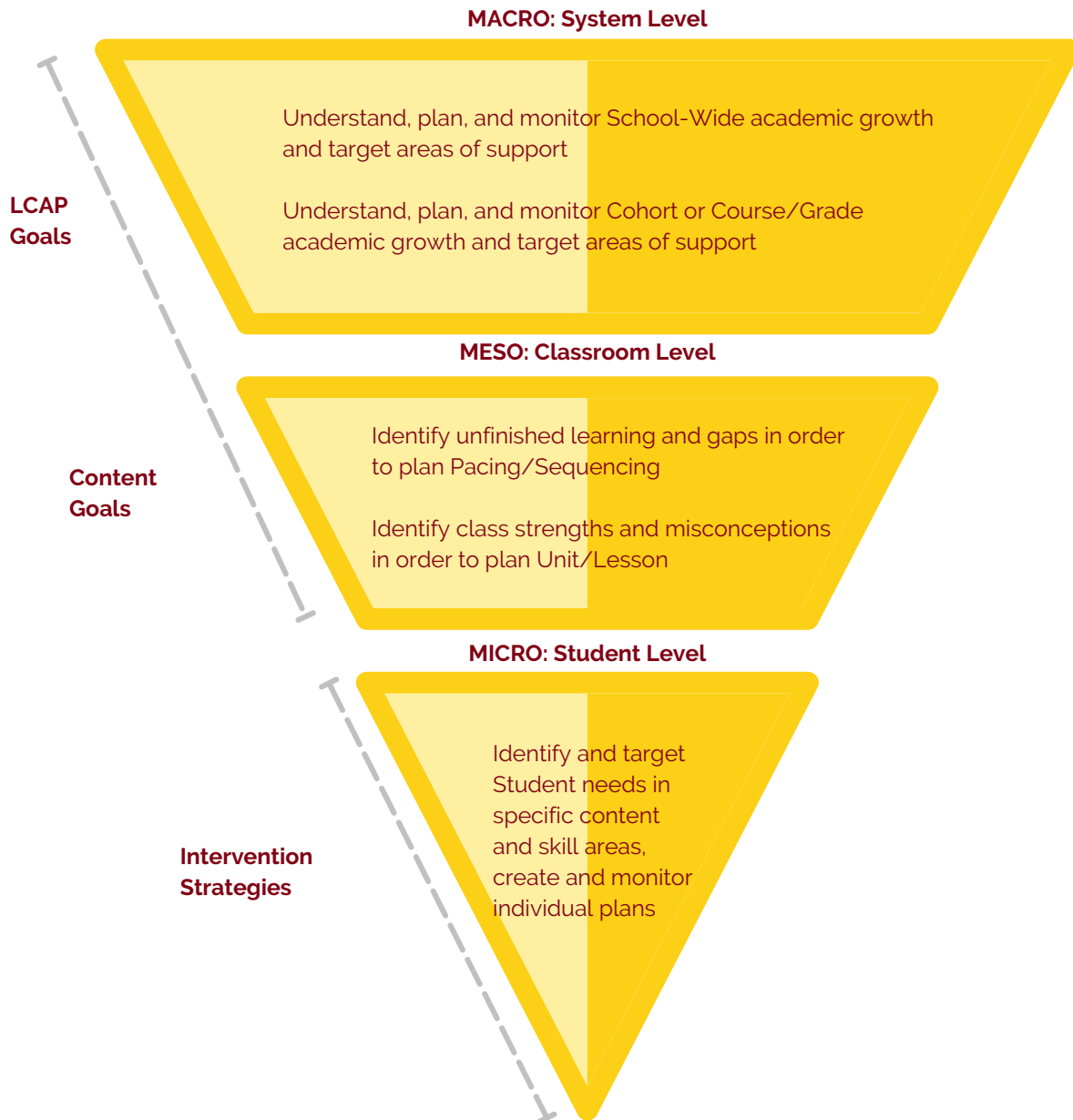- **Targeted student population**

(Addresses unfinished teaching and leverages professional development)



**MICRO**

- **Small group**
- **Individual student**

(Addresses unfinished learning)

This systemic implementation framework will also be used to organize and analyze student diagnostic data. This data analysis, along with the application of the threshold criteria, will be used to identify which AASF Goals and Strategic Actions are best suited to meet students' academic, social, and emotional needs.

**MACRO: System Level**

**LCAP Goals**

Understand, plan, and monitor School-Wide academic growth and target areas of support

Understand, plan, and monitor Cohort or Course/Grade academic growth and target areas of support

**MESO: Classroom Level**

**Content Goals**

Identify unfinished learning and gaps in order to plan Pacing/Sequencing

Identify class strengths and misconceptions in order to plan Unit/Lesson

**MICRO: Student Level**

**Intervention Strategies**

Identify and target Student needs in specific content and skill areas, create and monitor individual plans

As the District implements the Framework, the goal is to reach every African American student. This second illustration demonstrates how these three levels are manifested specifically to meet the needs of the District's Black/African American students. The AASF Goals and Strategic Actions all operate within the bands of Macro: District-wide Initiatives; Meso: Division Initiatives; and Micro: Site-based Initiatives.

**Macro:** District-wide Initiatives

**Meso:** Division Initiatives

All Black/African American Families

TK-5th

6th-8th

9th-12th

Early Adopter School Network

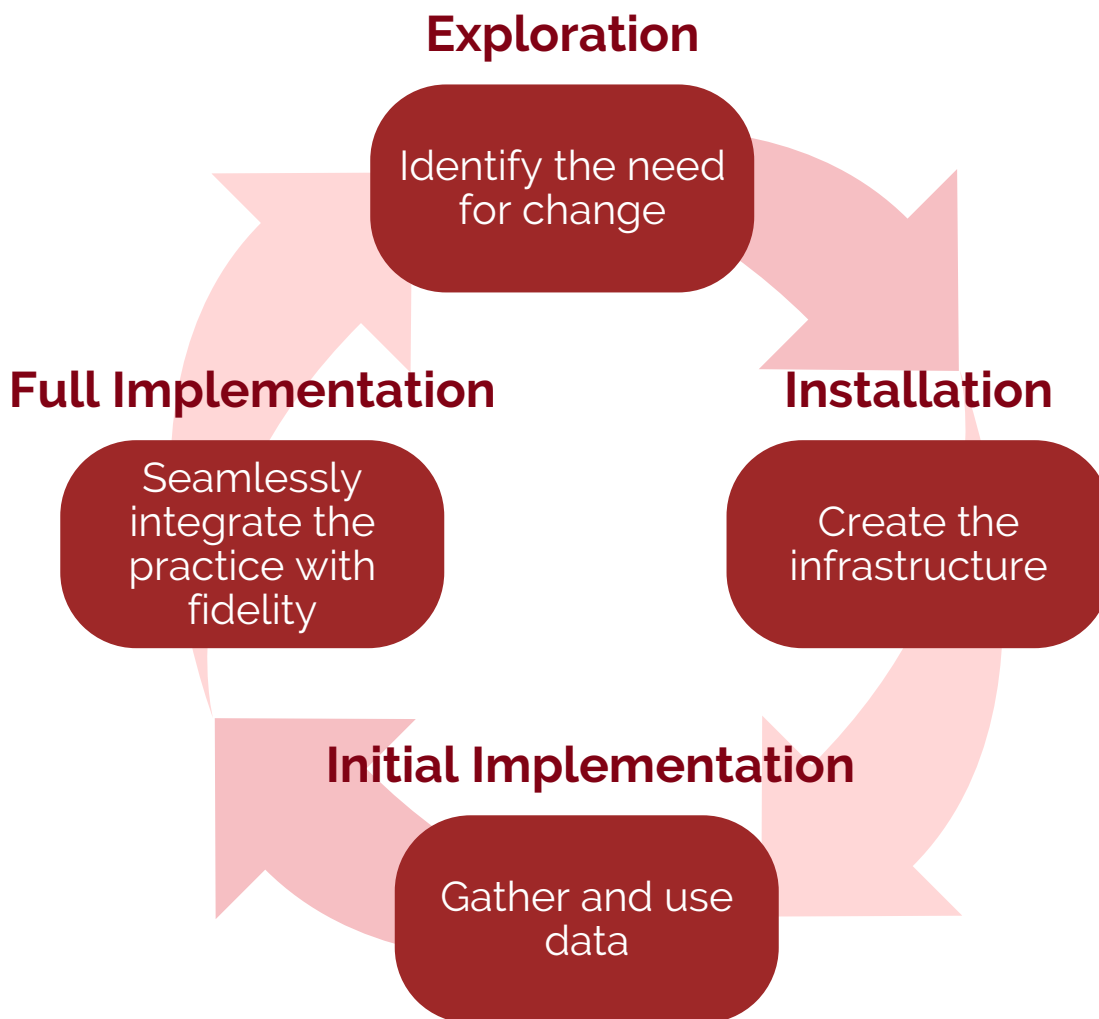**Micro:** Site-based Initiatives
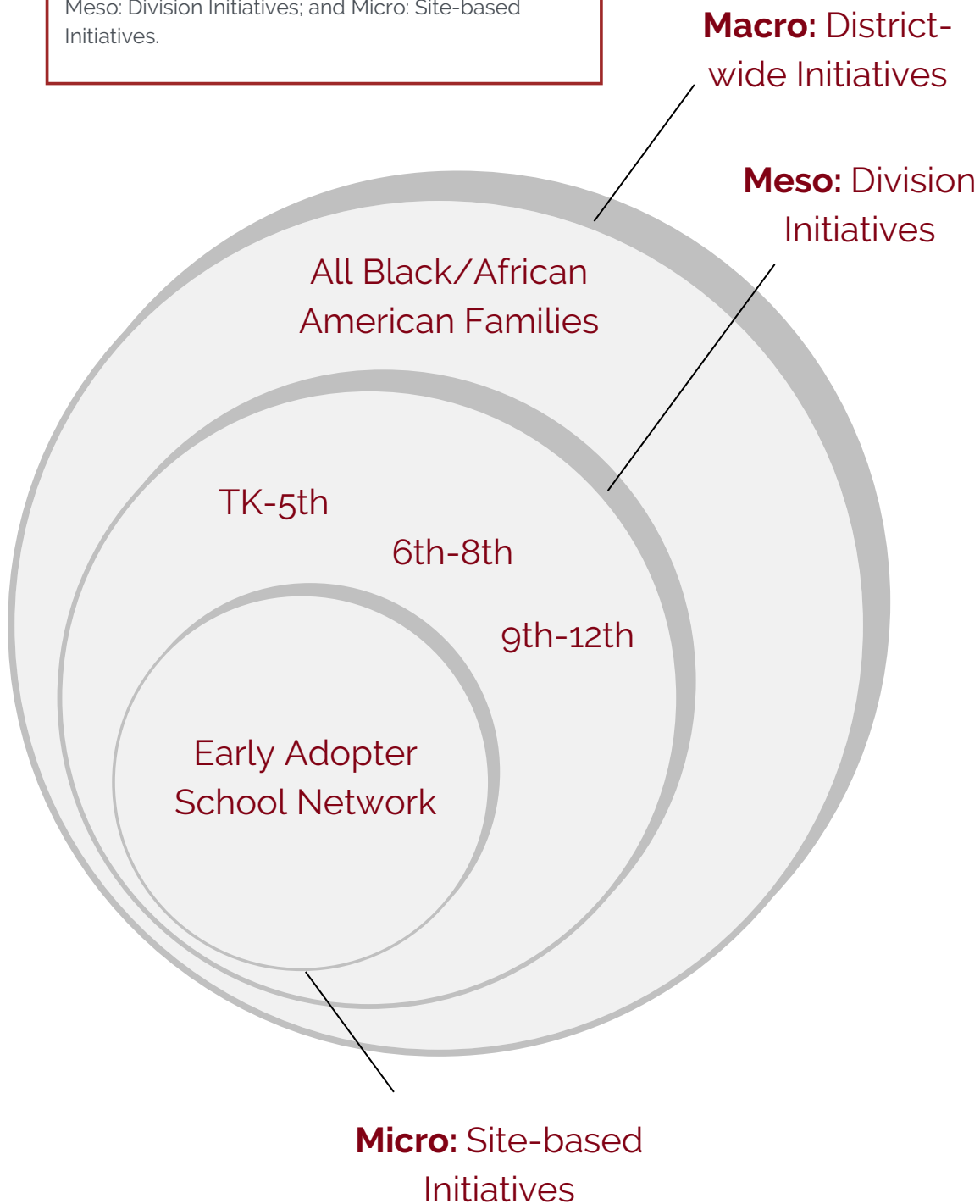
# FRAMEWORK THEORIES OF TRANSFORMATION AND ACTION

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 **Theory of Action** anchors the "How" of AASF implementation, defining its overall cycle. The cycle begins with a Needs Assessment and speaks to the challenges at hand, e.g. increasing reading scores, reducing the behaviors that lead to suspension, etc.). The next step calls for an infrastructure to deliver the intervention. As the implementation takes shape, the ability to gather and use data plays a critical role in pressure testing the infrastructure and determining its impact. The emerging data becomes the basis for seamlessly integrating the practice with fidelity.

## Exploration

Identify the need for change

## Full Implementation

Seamlessly integrate the practice with fidelity

## Installation

Create the infrastructure

## Initial Implementation

Gather and use data

Bringing the Theory of Transformation to life requires the implementation of a strong and deliberate **Theory of Action** over the 3-year course of this work. This **Theory of Action** explains the process steps required to activate and sustain the Theory of Transformation. Those four steps are as follows:

| Stage | Strategies |
|---|---|
| Exploration | Supports the District in identifying the need for change, learning about practices that may provide solutions and what it would take to implement them effectively, developing a team to support the work as it progresses, assessing and creating readiness for change, engaging all interested parties, and building effective communication processes. |
| Installation | Supports the District with creating the infrastructure and putting necessary organizational supports in place to effectively implement evidence-based practices in school sites (e.g. materials, professional development, data systems, assessments, etc.). RT Fisher also supports the District with developing feedback loops between all parties. |
| Initial Implementation | Supports the District with gathering and using data to monitor and assess how well the implementation is going and to make course corrections. |
| Full Implementation | Supports the District with seamless integration of the practice(s), ensuring the practices are implemented with fidelity, and scaling implementation. |

# WHY IS THE AFRICAN AMERICAN SUCCESS FRAMEWORK NEEDED?

Why is there a need for an African American Success Framework? The answer is in the fundamental problem statement: Despite long-standing efforts to disrupt the status quo, Berkeley Unified School District finds its African American Students continuing to perform lower than almost every student group or program on academic, behavioral, and college-going metrics as evidenced by the following:

Black/African American students are **3 to 7 times** more likely to be suspended than other racial groups. Latinx students are second highest.

**1 in 3** African American students are proficient readers by the 3rd grade.

**1 in 5** African American students are chronically absent.

**1 in 3** African American students are prepared for college/careers per the California Dashboard.

**1 in 5** 8th grade African American students scored at or above on the Math benchmark.

**1 in 4** African American students complete A-G requirements.

According to the BUSD LCAP, disparities in performance in markers such as Graduation, English Language Arts and Math Achievement; A-G; and Suspensions are persistent among historically underperforming student groups, including students with disabilities, English Learners, Foster Youth, and those who are homeless and socio-economically disadvantaged. However, among the District's diverse racial and ethnic groups, the under-performance of African American/Black students on an array of measures is particularly acute especially when viewed in relation to their percentage in the District's general population.

Despite comprising just about 12.5% of the total BUSD student population, Black/African American (B/AA) students represent the highest percentage of students receiving special needs services; receiving academic suspensions; and falling under academic proficiency levels, graduation rates, and A-G college eligibility rates.

**"Despite long-standing efforts to disrupt the status quo, Berkeley Unified School District finds its African American Students continuing to perform lower than almost every student group or program on academic, behavioral, and college-going metrics."**

# GOALS, MEASURABLE OUTCOMES, AND STRATEGIC OUTCOMES CROSSWALK

The AASF explores the recommendations and corresponding Strategic Actions in detail, as noted in the Appendices on page 36. These recommendations, which have now evolved into a set of goals, have been identified to effectively resolve BUSD's pain points.

| **Goal #1**<br>**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**<br>**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**<br>**Create Safe and Inclusive Climate and Culture** | Review and update District-wide behavioral policies and procedures. |
| **Goal #4**<br>**Engage with Families and Communities** | Promote parent and community partnerships and alliances with local school sites. |

To disrupt the predictability and persistence of the academic disparity outcomes within BUSD's system, the African American Success Framework was not created in isolation. The Framework was created in careful alignment with the District's Accountability Plans, the Black Lives Matter Resolution, and the District's high priority budget items. In summary, the chart below provides a breakdown of the strategic actions by Goal. As expected, Goal 1 has the greatest number of strategic actions.

| Goal | Number of Strategic Actions |
|---|---|
| **#1: Improve Academic Performance** | 23 |
| **#2: Provide High Quality Differentiated Professional Learning** | 10 |
| **#3: Create Safe and Inclusive Climate and Culture** | 8 |
| **#4: Engage with Families and Communities** | 10 |
| **Total** | **51** |

# MEASURABLE OUTCOMES

Ultimately, the success of this framework will lie in its ability to support the achievement of the LCAP Measurable Outcomes for African American students. This intersection is key. It speaks to the importance of integrating the AASF into the overall work of the District.

| Local Control and Accountability Plan 2021-2024 Measurable Outcomes for African American Students | Baseline | Goal by 2024 |
|---|---|---|
| Percent of 3rd, 5th, 6th, 8th, and 11th Graders who meet/exceed ELA Standards on CAASPP: Increase the percent of students meeting/exceeding standards in 2024 for the following student groups in ELA and Math on the CAASPP | 29% ELA 22% Math | 50% ELA 40% Math |
| Percent of high school students with 1 or more D or F | 47% | 25% |
| CTE Pathway Completion Rate | 33% | 60% |
| A-G Completion Rate | 38% | 60% |
| Percent of students prepared for College/Career as measured by the California School Dashboard | 33% | 50% |
| 4 Year Cohort Graduation Rate | 90% | 93% |
| Percent of Teachers who are Black/African American | 7% | 8% |
| Chronic Absentee Rate | 20% | 10% |
| Suspension Rate | 5% | 3% |

# INTEGRATION ACROSS DISTRICT ACCOUNTABILITY PLANS

The District has effectively integrated many of the AASF goals and its accompanying actions in its strategic planning documents, including the Local Control and Accountability Plan (LCAP), the annual Comprehensive Coordinated Early Intervening Services (CCEIS) plan, and the Learning Continuity and Attendance Plan (LCP). These efforts are key in creating and galvanizing ongoing opportunities to support African American students and, ultimately, all students.

In terms of the AASF, the CCEIS Root Causes are integrated as the AASF's Root Causes, and the LCAP measurable outcomes for African American Students are integrated in the AASF's own measurable outcomes.

Local Control and Accountability Plan (LCAP)

Comprehensive Coordinated Early Intervening Services (CCEIS) Plan

Learning Continuity and Attendance Plan (LCP)

This chart represents the concentration and alignment of the District's strategic plans. The AASF functions as a supplement to the District's key strategic areas as defined in the chart below, operating in parallel and in support of the strategic actions defined in other District plans.

| Strategic Plan | Academic Support and Intervention | School Climate and Culture | Student Behavioral and Mental Health Supports | Parent Engagement | Staff Capacity Building | Data Governance/ Infrastructure |
|---|---|---|---|---|---|---|
| LCAP (2021-24) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| CCEIS (2021) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| AASF (2022-25) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Literacy Plan (2022-25) | ✓ | | | | ✓ | ✓ |

# AFRICAN AMERICAN SUCCESS FRAMEWORK ALIGNMENT AND INTEGRATION EFFORTS

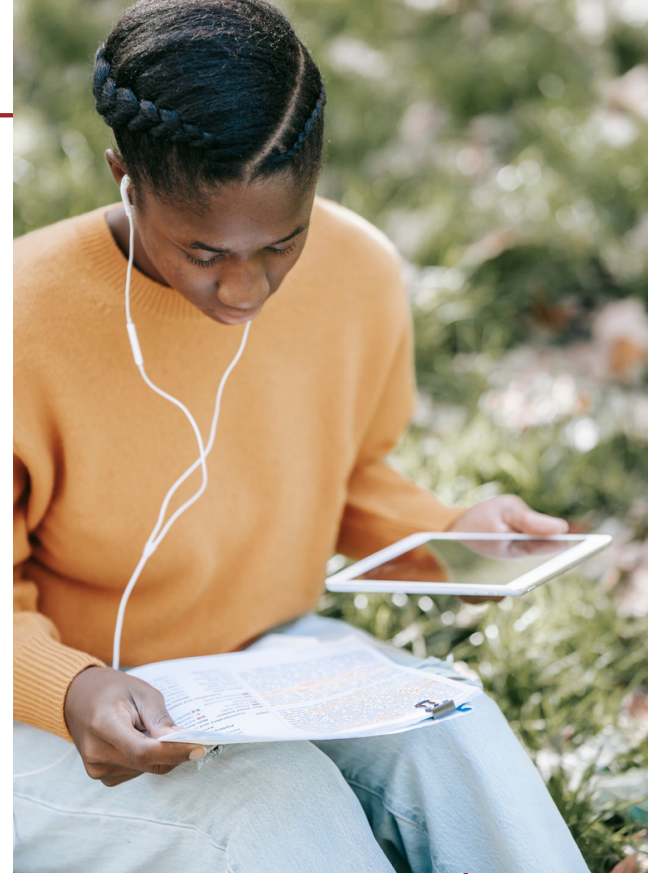| Accountability Plan | Framework Elements |
|---|---|
| **Local Control and Accountability Plan (LCAP)** | • Identified key direct connection between Strategic Actions and LCAP Goal(s)<br>• Incorporated African American Student LCAP Measurable Outcomes as the AASF Measurable Outcomes<br>• R.T. Fisher was included in the 2021-2024 <u>BUSD LCAP</u> on page 69 of 125 supporting the creation of the African American Success Framework |
| **Comprehensive Coordinated Early Intervening Services (CCEIS) plan** | • CCEIS Root Causes were included in the AASF as the Root Causes for the current challenges of the African American students<br>• R.T. Fisher was included in the 2019-2020 <u>CCEIS plan</u> as a partner in creating STEM STEPS, Parent Listening Circles and Academic Interventions (pages 15-18) |
| **School Plan for Student Achievement (SPSA)** | • Targeted site goal targets around student achievement, student behavior, and family engagement were provided to AASF Early Adopter School Sites to effectively pilot the AASF Strategic Actions where applicable |

## RESEARCH CONTEXT

This report is supported by a broad range of research. It is important to note that the research is organized by goal and includes a combination of written periodicals and current news stories relevant to the framework's development. An extensive bibliography is included at the end of the report. The primary role of the research was to affirm best practices in the Framework implementation across all its defined goals. These best practices offered key constructs for increasing student achievement, professional learning implementation, culture and climate supports, and parent/family engagement. Research themes focused on:

- **Building rigorous and sustained academic rigor**
- **Developing differentiated academic supports**
- **Ensuring culturally relevant curriculum**
- **Monitoring student performance and target supports**
- **Providing culturally relevant training**
- **Supporting students in their school experiences and conflict resolution**
- **Engaging families in supporting their child's education**

| Goal | Capstone Research (Details in Appendix) | Number of Research Artifacts |
|---|---|---|
| **#1** | • Education Trust – West: 2015 and 2022 "Black Minds Matter" Reports<br>• "Teachers Deliver Less to Students of Color, Study Finds. Is Bias the Reason?"<br>• "Public education is facing a crisis of epic proportions"<br>• "Teachers second-guess letter grades as they search for a fairer way"<br>• "Black and Latino students in Berkeley Unified are overrepresented in special ed"<br>• "Troubling the Waters: Fulfilling the Promise of Quality Public Schooling for African American Children." Beachum, F. (2010)<br>• "The silenced dialogue: Power and pedagogy in educating other people's children." Delpit, L. (1998). Harvard Educational Review, 59, 280-298.<br>• "A Case Study: The Birth, Death and Resurrection of an African American Community Based Educational Organization." Fisher, R. (2015). Dissertation. Mills College. | 36 |
| **#2** | • "New Report: How to Build Culturally Affirming Schools, According to Over 100 Black Teachers"<br>• "Far Too Many Educators Aren't Prepared to Teach Black and Brown Students"<br>• "Districts Are Screening for Racial Biases During Teacher Job Interviews. Here's How" | 13 |
| **#3** | • "Why, Really, Are So Many Black Kids Suspended?"<br>• "The Students Returned, but the Fallout from a Long Disruption Remained"<br>• "School Counselors on How to Help Students Recover from Pandemic Stress"<br>• "Schools are struggling to meet rising mental health needs, data shows" | 16 |
| **#4** | • "Miguel Cardona: Schools Must Work to Win Trust of Families of Color as They Reopen"<br>• "California families confronted Covid and became invested in education"<br>• "Lessons Teachers Have Learned from Students' Families" | 5 |

# IMPLEMENTATION ORGANIZATIONAL STRUCTURE

The implementation of the AASF will require organizational alignment. There are many structural opportunities. Perhaps the most important alignment is among the Board of Education, Superintendent, Associate Superintendent, Director of Equity, Achievement and Belonging, and African American Success Manager. From an operational perspective, a new role (African American Success Coordinator) has been created to build implementation linkages with the Office of Family Engagement and Equity and BREA.

Another important organizational structure is the creation of working groups to build capacity for the plan's adoption and enlisting the appropriate internal and external partners. The summary below identifies the appropriate teams. R.T. Fisher functions as a facilitator in support of the proposed operating framework below.

**BOARD OF EDUCATION**

**SUPERINTENDENT**

**DIRECTOR OF EQUITY, ACHIEVEMENT AND BELONGING**

**AFRICAN AMERICAN SUCCESS MANAGER**

**WORK GROUPS**
(See next page)
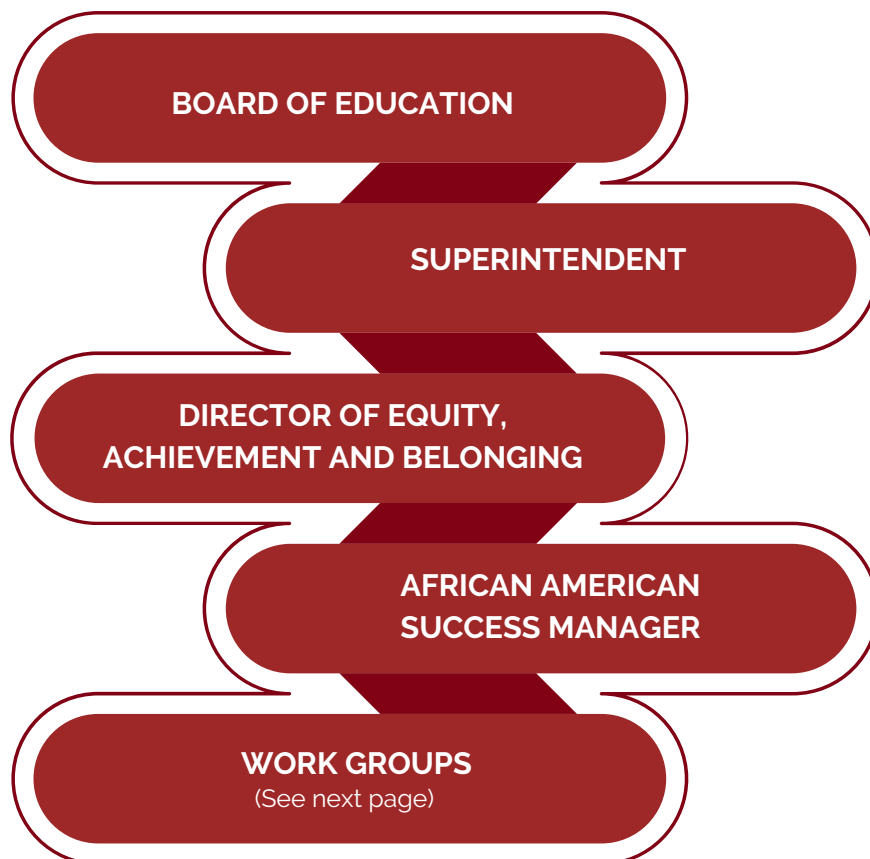
# IMPLEMENTATION PLANNING GROUPS

The Framework suggests the following monthly Implementation Planning Groups to meet:

| | |
|---|---|
| **Board Policy and Governance**<br>Ensure the Board of Education understands the framework and provides strategic direction | • Superintendent<br>• Associate Superintendent<br>• Director of Equity, Achievement and Belonging<br>• African American Success Manager<br>• Board President<br>• Board Vice President<br>• RTF Facilitation Team |
| **Senior Leader**<br>Resolve implementation bottlenecks and engage District leaders in the framework | • Superintendent<br>• Associate Superintendent<br>• Director of Equity, Achievement and Belonging<br>• African American Success Manager<br>• RTF Facilitation Team |
| **District Partner**<br>Support District staff in framework implementation and provide feedback on District effectiveness | • Director of Equity, Achievement and Belonging<br>• African American Success Manager<br>• Berkeley Public Schools Fund<br>• College Bound<br>• Young, Gifted and Black<br>• City of Berkeley<br>• RTF Facilitation Team |
| **High School**<br>Coordinate the AASF implementation at the high school with a focus on program response | • Principal<br>• Administrative Team Members<br>• Intervention Program Leaders<br>• African American Success Manager<br>• RTF Facilitation Team |
| **Early Adopter School Network**<br>Monitor and facilitate Early Adopter implementation | • K-8 Director<br>• Early Adopter School Site Principals<br>• African American Success Manager<br>• RTF Facilitation Team |

# WHAT ARE THE CONDITIONS FOR SUCCESS?

Any strategic plan implementation requires strong organizational commitment, leadership, and resources. The successful implementation of the African American Success Framework will require the following:

- BUSD Senior Leader Commitment (e.g., Board of Education and Superintendent)
- Consistent focus with sustained and regular oversight
- Fiscal resources and data sharing/quality commitment
- Process for surfacing concerns and issues
- Regular reporting out to the broader Berkeley community
- Flexibility to adapt implementation plans to current conditions
- Alignment and integration in LCAP, CCEIS, and SPSA plans
- Community Based organization engagement and coordination

# NEXT STEPS

The immediate next steps include:

- Use the STEP UP! Academy results to establish baseline for school year partnership
- Complete planning process with Early Adopter School Sites
- Develop oversight process for the AASF Implementation
- Schedule working group meetings

# ACKNOWLEDGEMENTS

With a report of this magnitude and depth, it is difficult to appropriately thank all the key participants in the development of this report. Over the past two years, through a series of community meetings, listening sessions and focus groups, we have gained invaluable insights on the current condition of African American students in Berkeley Unified. The list below provides a big thank you to the many partners in this effort:

- Community of Berkeley
- Berkeley Students
- Berkeley Parents, Families, and Caregivers
- Berkeley Teachers
- Berkeley Counselors
- Berkeley Administrators
- Berkeley Community Based Organizations
- Berkeley Unified Board of Education
- Superintendent Enikia Ford Morthel
- Associate Superintendent Jill Hoogendyk
- Former Superintendent Brent Stephens
- African American Success Manager Kamar O'Guinn

- Director of Equity, Achievement and Belonging Mathew Espinosa
- Berkeley Unified Educational Services
- Early Adopter School Network Schools
  - Berkeley Arts Magnet
  - Cragmont
  - Mendez
  - Longfellow
  - Willard
  - Berkeley Technology Academy
- Berkeley High School
- Concerned Parents Alliance, Inc./College Bound
- City of Berkeley
- Youth, Gifted and Black
- Berkeley Public Schools Fund

## APPENDICES

The purpose of this section is to provide additional information and context to the summary report findings. Please see the links below to access additional details on the African American Success Framework.

## INTRODUCTION TO FRAMEWORK AND THE EVOLUTION OF ITS DEVELOPMENT

**Superintendent's African American Success Framework Overview**
- Presented June 16, 2021 to the Board of Education
- Superintendent Dr. Brent Stephens and Dr. Robyn Fisher of R.T. Fisher Educational Enterprises, Inc. presented a culminating year-to-date report called "The Superintendent's African American Success Framework: Overview and Progress update". Dr. Fisher presented the findings and insights that have since informed the Framework's Recommendations and Strategic Actions.
- Link: AASF Presentation (Item 12.1 PDF attachment)



**Black Lives Matter Update**
- Presented September 22, 2021 to the Board of Education
- Kamar O'Guinn, BUSD African American Success Manager provided the Board with a progress update on the Black Lives Matter Resolution's resolved clauses, data reviews, partnerships, and timelines incorporating key action items associated with the African American Success Framework implementation.
- Please navigate to 1:44:40 of this meeting's recording: Link to Meeting Recording

**Public Launch of African American Success Framework**
- Presented December 8, 2021 to the Board of Education
- Superintendent Dr. Brent Stephens launched the AASF for the 2021-2022 school year. This presentation apprised the Board and community members of the Framework's role and impact in the context of BUSD's larger African American Success Initiative.
- Please navigate to 1:09:34 of this meeting's recording: Link to Meeting Recording

# APPENDICES

**Share Draft African American Success Framework**

- Presented June 8, 2022 to Board of Education
- R.T. Fisher presented the draft AASF for the Board's consideration and feedback, providing key updates emerging action items including the Early Adopter School Network and STEP UP! Academy.
- Please navigate to 36:45 of this meeting's recording: Link to Meeting Recording

**Berkeley Unified School District Black Lives Matter Resolution** (Link)

**Berkeley Unified Comprehensive Coordinated Early Intervening Services Plan (CCEIS)** (Link)

**Berkeley Unified Local Control and Accountability Plan (LCAP)** (Link)

## APPENDICES

### FOUNDATIONAL RESEARCH
### FOR THE FRAMEWORK

It is important to note that research is foundational to the AASF. Part of the research is driven by listening sessions, focus groups and other community member feedback. There is also significant academic research as well. The framework represents the intersection of the stakeholder feedback, academic and other action research. The link below provides all of the research incorporated in the African American Success Framework.

**FOUNDATIONAL RESEARCH**

# APPENDICES

## FRAMEWORK METHODOLOGY AND FINDINGS

All the links below provide examples of the community engagement response through listening sessions and Town Halls. These provide the background on how the community voice was captured and incorporated in the framework.



**January 26th Community Listening Session** (Link)

**February 24th Community Listening Session** (Link)

**March 23rd Board of Education Update** (Link)

**May 31st Community Town Hall** (Link)

# APPENDICES

## FRAMEWORK SUMMARY

These links provide a detailed overview of all of the strategic actions by Key Goal Area including important details regarding timing, point person, intersections with the LCAP and other relevant data points. This also includes the draft planning calendar for framework implementation.

| Goal | Number of Strategic Actions and Full List |
|---|---|
| **#1**: Improve Academic Performance | 23 (Link) |
| **#2: Provide High Quality Differentiated Professional Learning** | 10 (Link) |
| **#3: Create Safe and Inclusive Climate and Culture** | 8 (Link) |
| **#4: Engage with Families and Communities** | 10 (Link) |
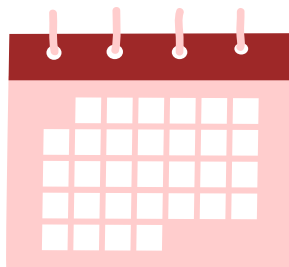
## YEAR-AT-A-GLANCE PLANNING CALENDAR