



Superintendent's African American Success Framework (AASF)

Overview and Progress Update

June 16, 2021

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

2020 Umoja Elective Class at Longfellow

2020 Black Lives Matter Resolution

2021 Coordinated Early Intervention Plan (CCEIS)



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

Selecting an Expert Partner

- 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?*

Goal for an African American Success Framework:

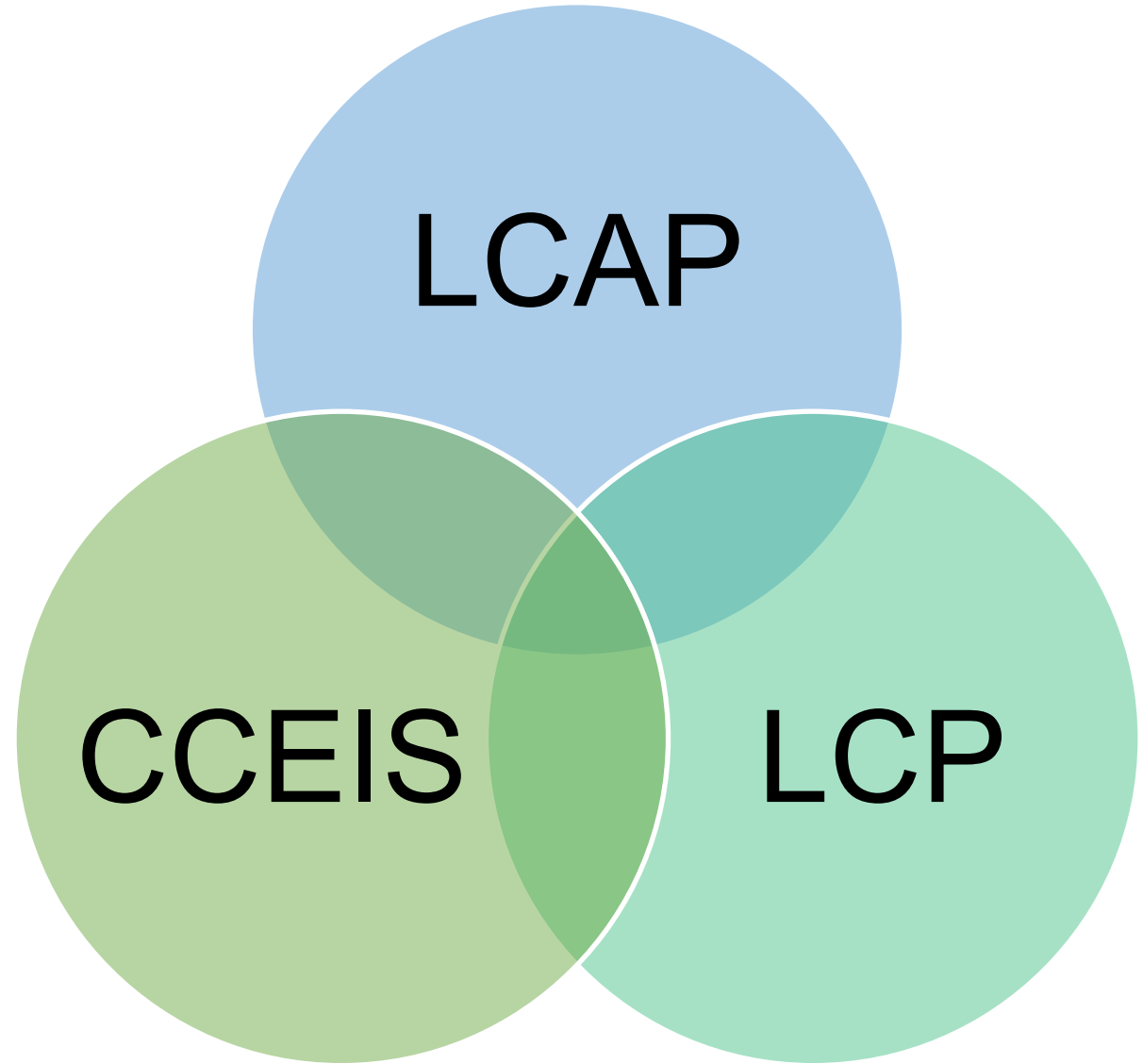
A Vision for Ongoing Investment, Support, and Accountability for African American Students and their Families

What is the African American Success Framework?

- A 3-Year Strategic Plan with Recommendations, Action Steps, and an Implementation Timeline informed by:
 - 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

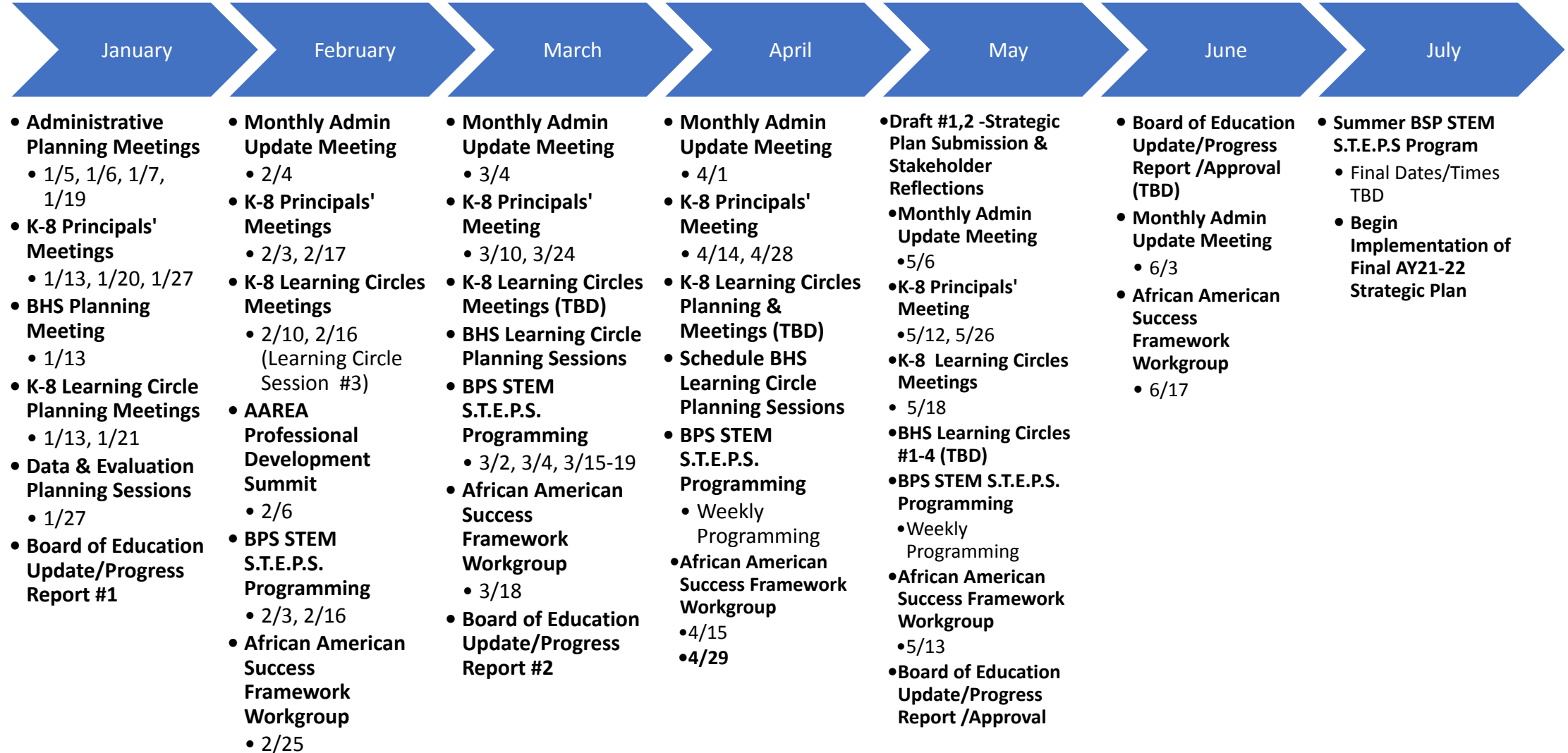
**B/AA SUCCESS
FRAMEWORK
INTERSECTION OF
ACCOUNTABILITY
PLANS**

*within the context of
BLM Resolution
High Priority Budget Items*

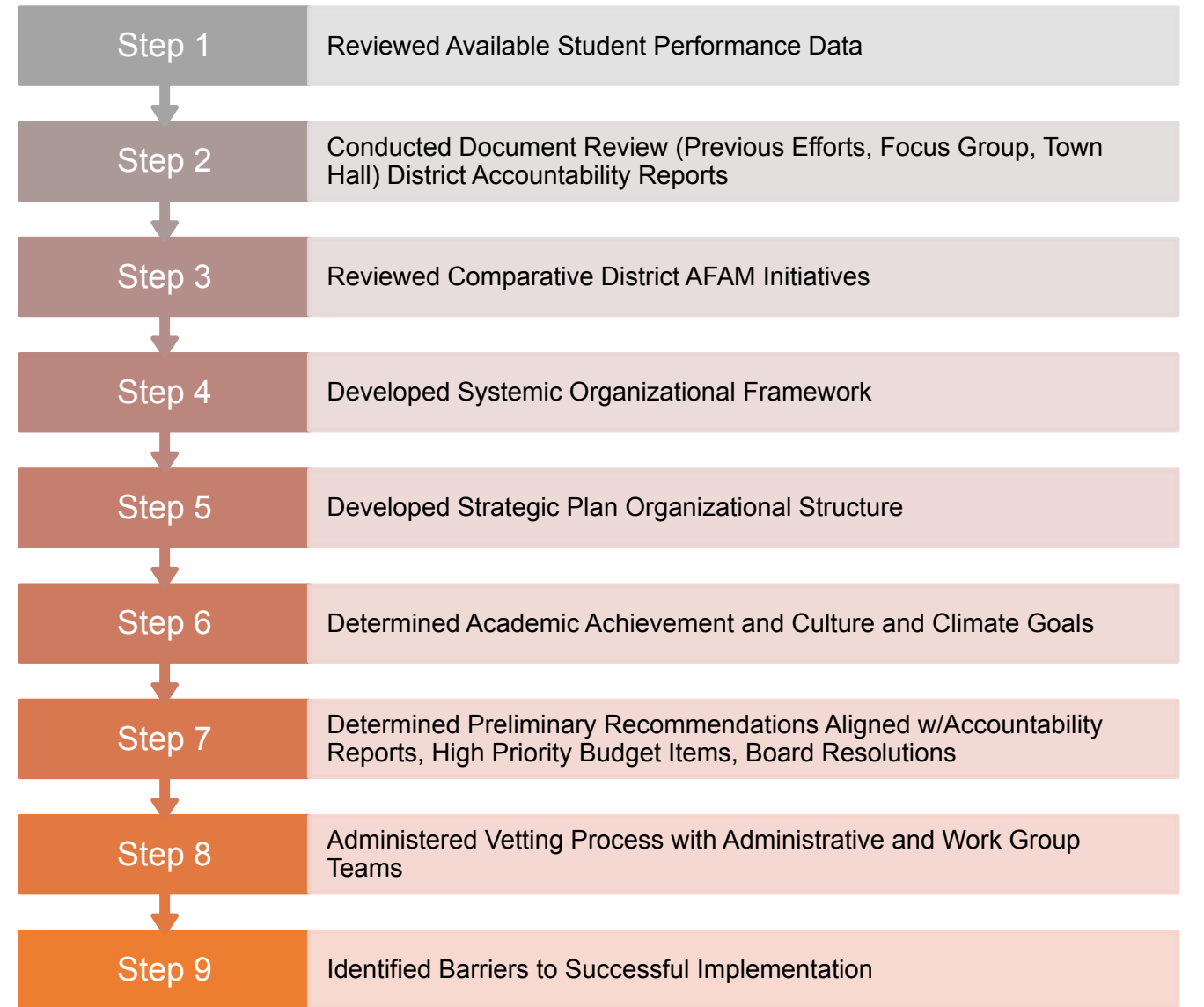


AASF Development Timeline:

January – July 2021



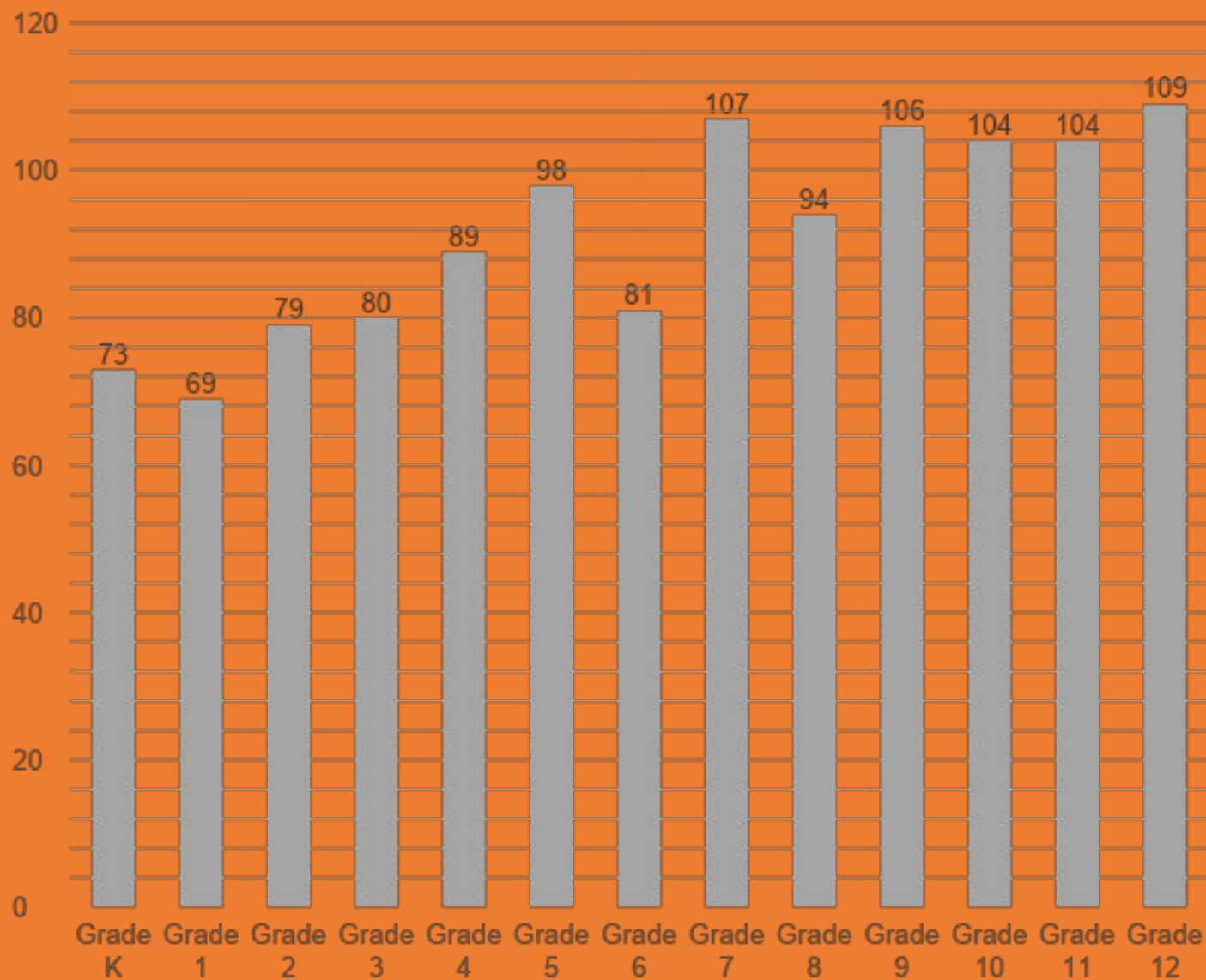
Overview of African American Success Framework Development Process



COMPARATIVE ANALYSIS

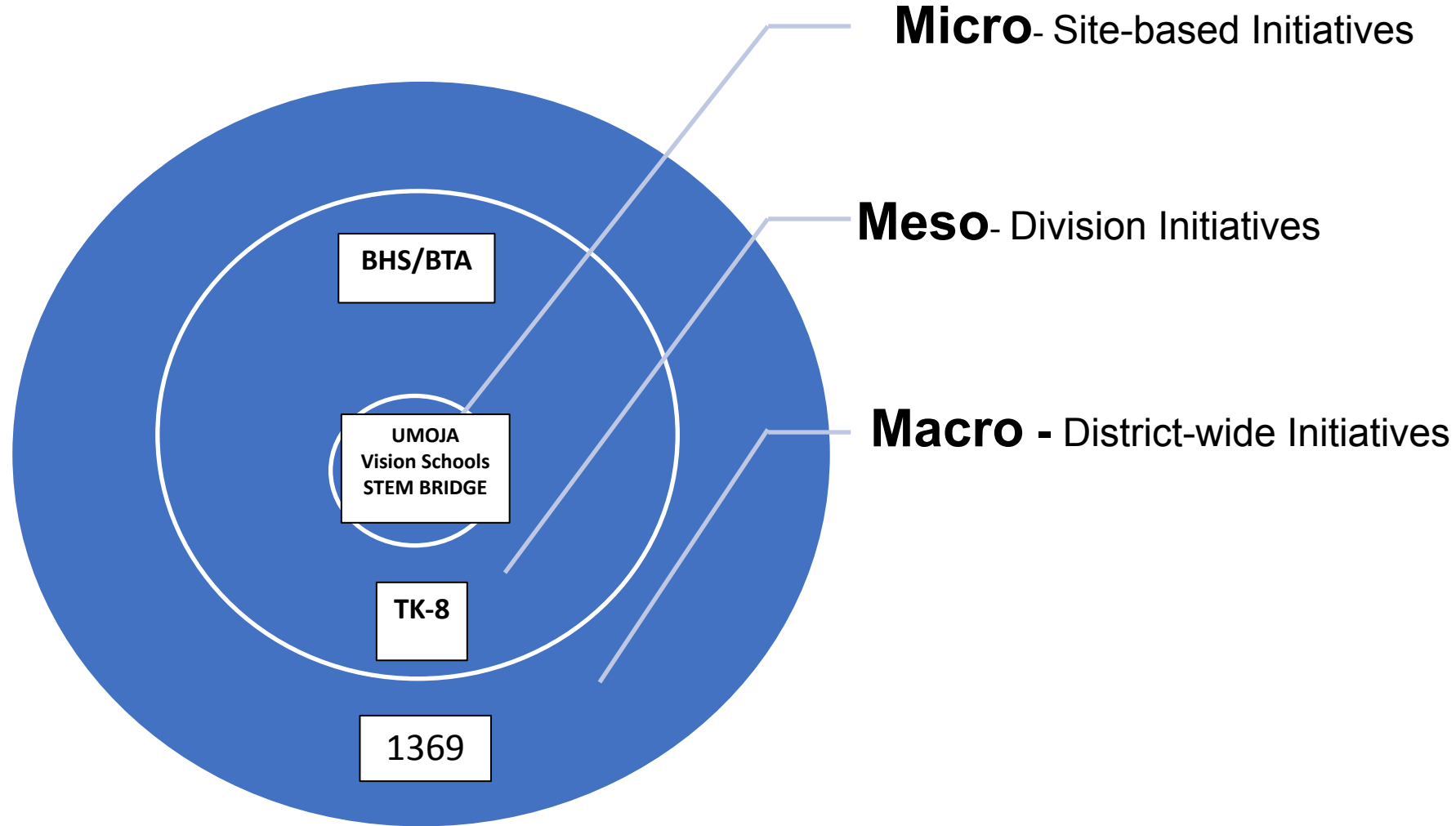
	Student well-being	Parent/family engagement	Improving academic outcomes	Racial equity	Closing the achievement gap	Transformative, systemic change	Culturally responsive pedagogy	Authentic learning and engagement	Appropriate supports, services, and resources	Community engagement
	Main issues addressed			Mission, Goals, Objectives			Recommendations			
Sacramento		X	X	X	X	X			X	X
Berkeley	X		X		X		X		X	
Hayward	X	X	X	X	X	X	X		X	
Oakland	X	X	X	X	X	X	X		X	
San Bernardino	X	X	X		X				X	X
San Francisco	X				X	X	X	X	X	X
Seattle		X		X	X	X	X	X	X	X
Riverside	X	X	X	X	X	X	X		X	

* 2014-17 LCAP Review



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

Example of a Systemic Implementation Approach



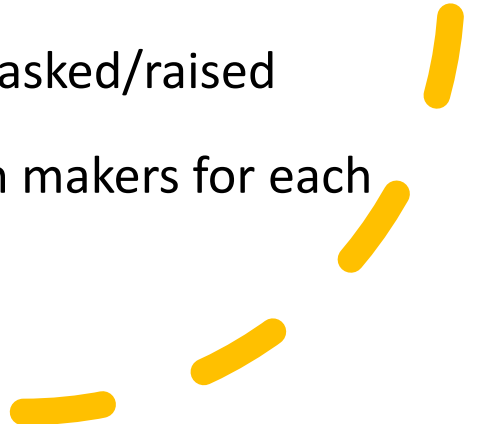
The AASF Strategic Plan is organized into (2) major categories & (6) sub- categories:



AASF RECOMMENDATION CATEGORIES	LCAP GOALS (TK-8, BHS, BTA)				CCEIS – (TK-8 (5) Vision Schools)			
	Goal 1: HIGH QUALITY CLASSROOM INSTRUCTION	Goal 2: ACADEMIC INTERVENTIONS	Goal 3: SAFE, WELCOMING, INCLUSIVE SCHOOLS	Goal 4: IMPROVEMENT SCIENCE BASED PLANS	Outcome 1: MASTERY OF GRADE LEVEL SKILLS	Outcome 2: INCREASE PARENT ENGAGEMENT	Outcome 3: INCREASE CRR SEAD PRACTICES.	Outcome 4: BUILD MTSS FRAMEWORK
1. ACADEMIC ACHIEVEMENT								
1A. ACCESS AND INCLUSION: African American students have access to and are included in rigorous and relevant courses; extracurricular activities; and college and career preparation								
	X	X		X	X		X	X
1B. OPPORTUNITY TO LEARN: Schools provide multiple opportunities and strategies for African American students to achieve academic success.								
	X	X	X	X	X		X	X
1C. ACHIEVEMENT AND OUTCOMES: African American students are expected and prepared to perform at high levels. Disparities in achievement and outcomes among student groups and disproportionality in placement in educational programs are eliminated.								
	X	X		X	X		X	X
2. CLIMATE & CULTURE								
2A. SCHOOL CLIMATE: The school community is inclusive of multiple experiences and fosters a culture of mutual respect and appreciation among all staff, students, and families.								
			X	X		X	X	X
2B. DISCIPLINARY POLICIES AND PRACTICES: African American students are not disproportionately affected by disciplinary policies and implementation.								
			X	X		X		X

Recommendations Vetting Process

Using available District resources, applied the following tests/questions to the preliminary recommendations.


- On a scale to 1-10 (0 = will not impact – 10 will greatly impact), how will this recommendation directly impact classroom instruction/teacher practice and academic achievement ?
 - What are the fiscal implications of this recommendation?
 - How aligned is this recommendation to existing Academy/Division Initiatives/Practices?
 - How will impact data be collected and measured?
 - What does the evidence or research say about how this recommendation may improve AA student achievement?
 - What additional questions need to be asked/raised relative to this recommendation?
 - Who are the stakeholders and decision makers for each recommendation?
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Four Major Recommendations

with sub-recommendations and corresponding action items.


Cross-walked with:

- *LCAP Goals*
- *LCP Strategies*
- *Black Lives Matter Resolution*
- *High Priority Budget Items*
- *Phased Implementation Timeline*

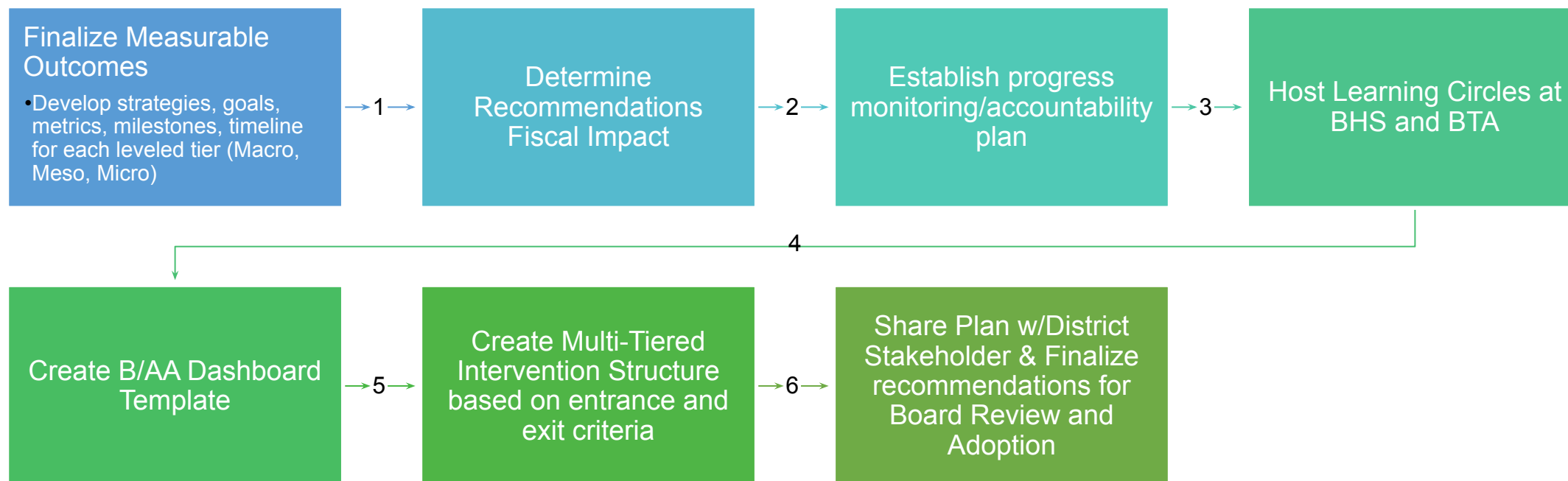
- **Recommendation #1:** Utilize approved culturally and linguistically responsive and relevant (CLRR) social, emotional, academic development (SEAD) interventions to address the academic performance of African American students.
 - **Recommendation #2:** Ensure that school personnel are in place and 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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Mitigate Potential Barriers to Successful African American Framework Implementation

(per Learning Circles, Town Hall Meetings, LCAP stakeholder meetings, CCEIS focus group summaries)

- Concern that District will fail to implement recommendations
 - Need for differentiated recommendations to support diverse African American community
 - Legacy of Mistrust of District Intent
 - Aggressive Timeline
 - Political Will and Prioritization
 - Misalignment of TK-8 through HS efforts
 - Worry about prioritization in the midst of a crisis
 - Need for community feedback particularly student engagement
 - Need for Black/African American faculty, administrator and staff input/feedback
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Plan Development Process



Next Steps

1. Summer, 2021
 - a. Create positive climate matrix and Individual Learning Plans(Special Education and Student Services)
 - b. Orient incoming Education Services members to draft AASF
2. August 11 Board Meeting: Present additional AASF plans related to
 - a. Partner organizations (For example: YGB, STEM Steps)
 - b. Professional Development
 - c. Analysis of BUSD Internal capacity to implement the African American Success Framework
 - d. CCEIS Plan: Establish Vision Scholar and Individual Learning Plans
 - e. Funding for 21-22
3. Fall, 2021: Continue final stages in the development of the African American Success Framework in the Fall of 2021
 - a. Family, student, and educator engagement
 - b. Partner Engagement (COB, BCC, Schools Fund)
4. Late Fall, 2021: Update to the Board of Education

Board of Education Discussion