

THE AFRICAN AMERICAN SUCCESS FRAMEWORK: ACADEMIC YEAR THREE IN REVIEW

EXECUTIVE SUMMARY

In June 2022, Berkeley Unified School District (BUSD) adopted the **African American Success Framework (AASF)** to address longstanding disparities in academic outcomes and ensure that Black/African American students are supported in thriving academically, socially, and emotionally. Over three years, this initiative served as a strategic, equity-driven roadmap that empowered school communities to center student wellness, utilize data for action, and strengthen partnerships that affirm identity and belonging.



GUIDING PRINCIPLES

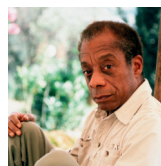
The African American Success Framework is grounded in values that offer both timeless insight and immediate direction. These principles foster a shared language and ethical compass for educators, families, and community partners throughout the three-year journey.

From Year 1 to Year 3, these principles evolved from aspirational values to embedded practices—infused into decision-making, professional learning, and student engagement strategies districtwide.



WELL-BEING FIRST

"Kasserian Ingera?" – How are the Children?



COURAGEOUS REFLECTION

"Nothing can be changed until it is faced."
–James Baldwin

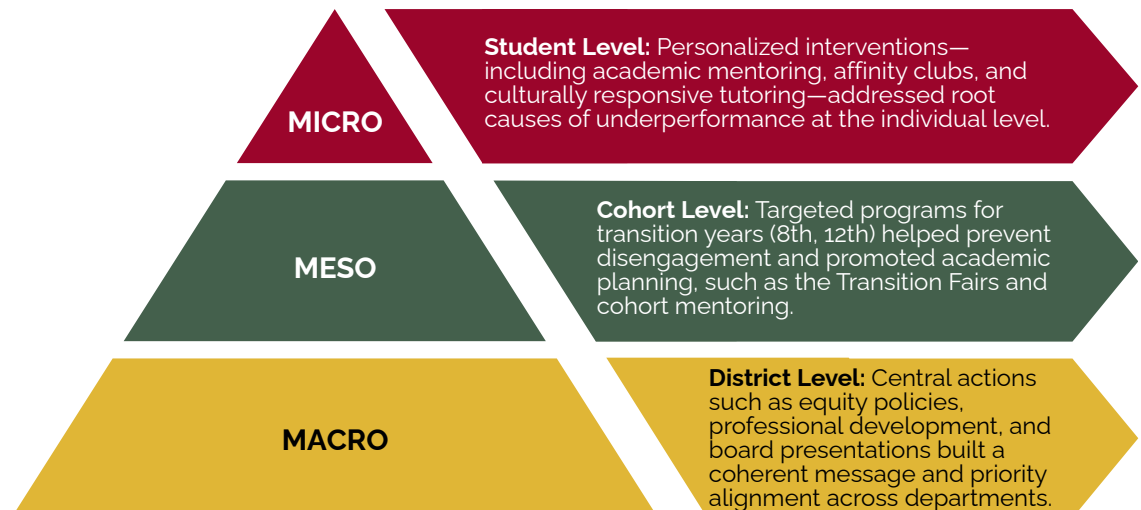


URGENCY WITH INTEGRITY

"The time is always right to do what is right."
–Dr. Martin Luther King, Jr.

THREE TIERS OF IMPACT

The AASF framework is designed with intentional alignment across three levels—district, cohort, and individual. This structure ensures no student is invisible and no initiative occurs in isolation.



GOAL 1: IMPROVE ACADEMIC PERFORMANCE

Strategic Actions	Completed	In-Progress	Not Started	Total
	18	5	0	23

- **Held the 3rd Annual Black to School event** to affirm identity, give supplies, and connect families with support.
- **Launched a Tier 3 intervention at Mendez Elementary**, piloting literacy acceleration and family engagement.
- **Co-designed culturally relevant summer programs** with Extended Learning to expand academic access.
- **Participated in “Meeting of Math Minds”** to support inclusive K–12 math practices.
- **Partnered with CIM for Sig** to expand academic and family outreach.
- **Hosted Transition Fairs** at MLK Jr. and Berkeley High to ease key grade-level transitions.
- **Maintained partnerships** with College Bound, Young, Gifted and Black, City of Berkeley, Black Girls United, Healthy Black Families, and Berkeley Public Schools Fund to align academic, cultural, and wraparound supports.



GOAL 2: PROVIDE HIGH QUALITY DIFFERENTIATED PROFESSIONAL LEARNING

Strategic Actions	Completed	In-Progress	Not Started	Total
	8	2	0	10

Led the CLRR (Culturally and Linguistically Relevant & Responsive) Professional Development Series across sites:

- **Longfellow Middle School (Year 3):** Advanced teacher skills through job-embedded PD.
- **Willard Middle School (Year 1):** Launched full-site CLRR training with strong staff buy-in.
- **BREA RTI Cohort (Year 1):** Embedded CLRR in RTI to promote equity in interventions.

GOAL 3: CREATE SAFE AND INCLUSIVE CLIMATE AND CULTURE

Strategic Actions	Completed	In-Progress	Not Started	Total
	6	1	1	8

Strengthened B-Tech (Berkeley Technology Academy) as a restorative school by:

- Coaching staff and providing professional development.
- Reconnecting students and families through outreach.
- Expanding access to college and postsecondary pathways.
- Using CA Healthy Kids Survey data to guide CLRR learning, family engagement, and site planning.

GOAL 4: ENGAGE WITH FAMILIES AND COMMUNITIES

Strategic Actions	Completed	In-Progress	Not Started	Total
	6	1	3	10

- **Facilitated AASAC meetings** to center family voice and inform district decisions.
- **Built AASAC member leadership**, increasing presence at board meetings and coordination with advisory groups.
- **Held Family Engagement Nights** with schools and partners focused on academics, wellness, and connection.
- **Shared timely updates** to keep families informed and build trust in AASF progress.

