

Advancing Student Equity Through District Learning Networks

November 3, 2022

CAAASA-CCEE Partnership



Dwight Bonds
Executive Director



**California Association of African-American
Superintendents & Administrators**



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Who is the California Association of African American Superintendents & Administrators (CAAASA)?

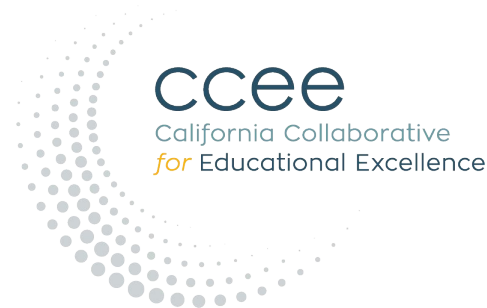
- Statewide organization led by African American educators
- Devoted more than 25 years to educational equity and advocacy to disrupt the decades-long trends at the root of California's stubborn opportunity gap for Black and Brown students
- Engages teachers, paraeducators, principals, district leaders, students, and families to implement evidence-based equity interventions that reduce barriers faced by children of color in California schools



California Association of African-American
Superintendents & Administrators

Who is the California Collaborative for Educational Excellence (CCEE)?

- Statewide leader whose mission is to deliver on California's promise of quality, equitable education for every student
- Established by the California State Legislature and Governor to advise and assist local educational agencies (LEAs) in achieving the goals and objectives in their Local Control and Accountability Plans (LCAPs)
- Provides universal, targeted, and intensive supports and resources for LEAs, often working in collaboration with community-based nonprofit organizations



Timeline of the CAAASA/CCEE Partnership

CAAASA PLN (2017-19)

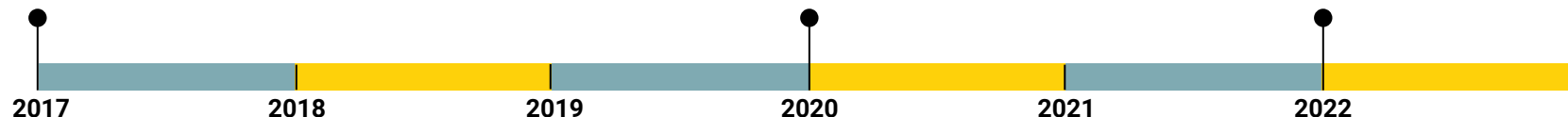
Comprised of four districts and three county offices, the [CAAASA PLN](#) focused on identifying the inequities experienced by African American students in California K-12 schools and addressing them through a systems-change approach.

Advancing Equity in an Era of Crisis webinar series (Spring 2020)

This [webinar series](#) provided educators and families with tools and strategies to ensure greater equity for students who were impacted by the COVID-19 school closures.

Reunion as the CAAASA-CCEE Working Group (June 2022)

CAAASA and CCEE reconvened the original seven PLN participants for an in-depth discussion on the impact of the COVID-19 pandemic. This [brief](#) highlights the participants' individual trajectories, their anonymized problem of practice summaries, data findings, and lessons learned.



Bridge PLN (2019-20)

CAAASA convened a Bridge PLN focused on examining the role of Local Control & Accountability Plans (LCAPs) in realizing equity shifts. The PLN's work considered shifts in LCAP design and implementation to make it a more effective tool in reaching African American students.

Lifting Our Voices Field Guides (2021-22)

Designed to serve as meaningful professional learning opportunities, these [Field Guides](#) document the impact of the COVID-19 pandemic on our schools, students, families, teachers, as well as school site, district, and county leadership.

CAAASA-CCEE Learning Network

Focus: Identifying barriers and evidence-based solutions to improving the academic and social-emotional learning (SEL) outcomes of Black students in California.

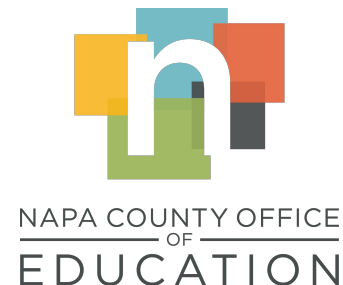
Identified root causes for poor educational outcomes (including, but not limited to):

- Insufficient teacher qualifications
- External and internal politics
- Racial bias/belief systems
- Awareness and focus of leadership at site and district
- System-wide accountability

Successful Practices:

- Implementing early warning systems
- Incorporating culturally conscious teaching principles into SEL
- Developing a literacy program specifically for African-American students

Districts and County Offices that Participated in the CAAASA/CCEE PLN



Compton Unified School District



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Compton Unified School District



Problem of Practice



Key Activities



Outcomes



Lessons Learned

Compton Unified School District



Problem of Practice

Of CUSD's 21,249 students, AAs make up 19%. While CUSD has doubled its A-G rates since 2014-15 and given that Black students represented the group with the highest graduation rate in 2021, their A-G completion rate is lower than the district average.

Prior to the pandemic in 2018-2019, the A-G completion rate gap was beginning to close. At that time, there was a **9%** percent gap. Currently there is a **12%** percent gap. There is a **2%** gap for AA Females. There is a **20%** gap for AA Males.



Key Activities

- A-G Analysis: 1 Class deficient
- A-G: World Lang/English
- 7-8 World Language
- State Minimum
- A-G Grad Req. 2024 & beyond (current juniors and below)
- AB 288 & Dual Enrollment
- EWI/Freshmen On Track Dashboards
- Grading Equity
- AA focused courses
- Dual Immersion (AA Targeted flier [here](#) over 100 calls made to AA parents to encourage enrollment)
- Targeted intervention (tutoring, PD, Block schedule)
- Brain Drain (Charter Schools)

Compton Unified School District



Outcomes

- Since 2014-2015: A-G 16%-42%
- EWI Decreased: 2%-15%
- A-G Grad Requirement
- “B” English: AA Literature, Hip Hop Poetry, College Essay
- College Courses: Spanish 1, Ethnic Studies
- Goal 75% A-G
- 5x Spanish Enrollment 15-77
- MS Spanish K-8 Expansion
- Dual Immersion:
 - 10 additional AAs were enrolled in Dual Immersion in the 2022-2023 school year due to AA targeted recruitment. The BSA department created and sent [targeted fliers](#), made over 100 phone calls to AA parents reviewing the long term benefits and encouraged their enrollment.
- 96 AAs out of 768 students =13% overall 19% AA enrollment
- 77 AAs out of 595 students =13%



Lessons Learned

- Analyzing Data
- Differentiated/Targeted Supports
- High Expectations
- Interventions
- Grading Equity
- Differentiated/Targeted Supports

Napa County Office of Education



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NAPA COUNTY OFFICE
OF
EDUCATION

Napa County Office of Education



Problem of Practice



Key Activities



Outcomes



Lessons Learned

Napa County Office of Education



Problem of Practice

Napa County

African American students comprise less than 2% of Napa County's public school students, and only one of the five school districts in the county has a large enough African American student population to show up on the Dashboard indicators. Nonetheless, many of the same gaps exist in opportunity, access and outcomes as in other parts of California and the country.

(SPP-TAP)

Local Educational Agencies (LEAs) are identified annually as having significant disproportionality in special education (identification, placement, and discipline) based on race and ethnicity. In 2022, 114 LEAs were found to have disparities of at least 3 times greater for one student group for three years or more. (e.g., African American students are three times as likely to be identified as having an Emotional Disturbance than students of other races/ethnicities.)



Key Activities

Napa County

Napa COE and all the school districts have engaged in a countywide PLN focused on using data to inform decisions since 2017. In addition the LEAs cooperated in the development of countywide infrastructure to make data readily accessible and digestible. Together these systems are making the open examination of state and local data in a disaggregated manner an ongoing expectation, and districts are taking action to address the inequities surfaced in the data.

(SPP-TAP)

NCOE's State Performance Plan Technical Assistance Project (SPP-TAP) provides technical assistance, guidance and resources to LEAs, SELPAs and the California Department of Education to identify root causes and develop programmatic improvement plans to address the racial disparities.

Napa County Office of Education



Outcomes

Napa County

Pre-pandemic, trends for African American students were solidly positive across multiple indicators, with consistent gains in graduation rates, a significant reduction in suspensions, and improvements in ELA scores.

(SPP-TAP)

Addressing long term inequities requires systemic changes that take time (three to five years on average). Pre-pandemic data (2010 - 2017), over 90% of LEAs that engaged in this systemic improvement process were no longer identified as significantly disproportionate based on improved student outcomes.



Lessons Learned

Napa County

Data infrastructure and a willingness to honestly and openly review data is necessary but not sufficient for consistent improvement. Focus and momentum has to be maintained despite distractions and changes in personnel.

(SPP-TAP)

Characteristics common to LEAs that successfully address the disparate student outcomes include: strong engagement from the LEA superintendent; understanding of the general education policies, practices and procedures that must be addressed in order to create racial equity in special education; and culture of examining and addressing adult mindsets and implicit bias.

Thank You!

