

Equity in Action: A Systems Change Approach to Improving the Learning Landscape for African American and Other Underserved Students in California

Power of Equity in Education Symposium
October 20, 2022



Dwight Bonds
Executive Director

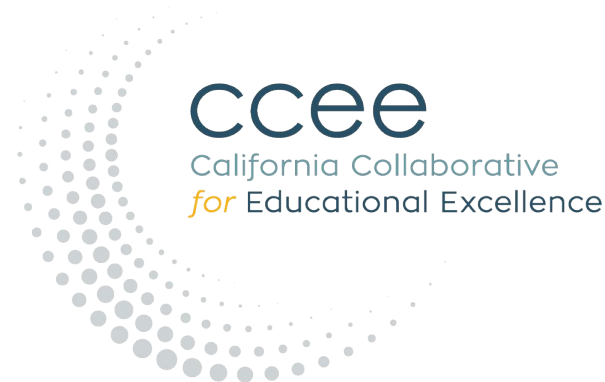


California Association of African-American
Superintendents & Administrators

CAAASA-CCEE Partnership



Sujie Shin
Deputy Executive Director



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

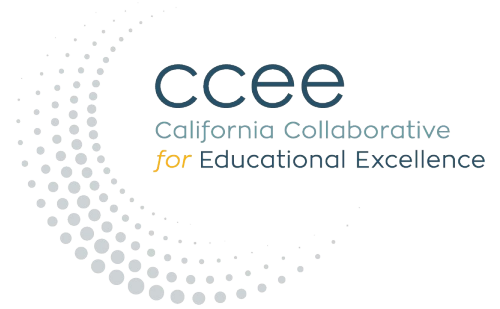
- Statewide organization led by African American educators
- Devoted more than 25 years to educational equity and advocacy to disrupt the decades-long trends at the root of California's stubborn opportunity gap for Black and Brown students
- Engages teachers, paraeducators, principals, district leaders, 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)

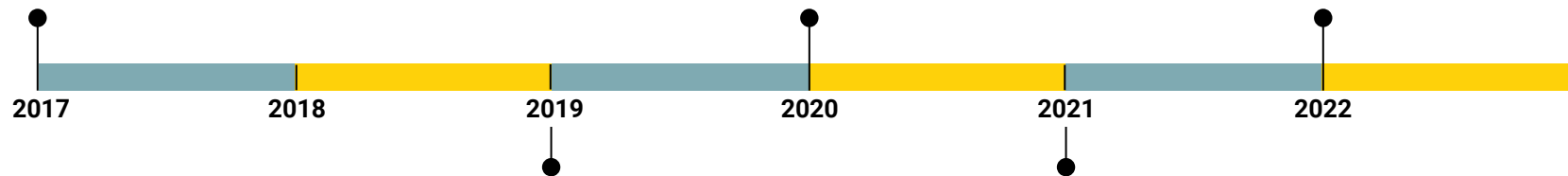
Comprised of four districts and three county offices, the [CAAASA PLN](#) focused on identifying the inequities experienced by African American students in California K-12 schools and addressing them through a systems-change approach.

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.



2017

2018

2019

2020

2021

2022

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

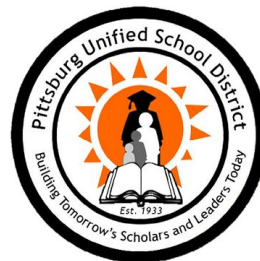
Districts and County Offices that Participated in the CAAASA/CCEE PLN



**Los Angeles County
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NAPA COUNTY OFFICE
OF
EDUCATION



Fresno Unified School District





Dr. Kimberly Hendricks-Brown

Principal on Special Assignment

kimberly.hendricks-brown@fresnounified.org



Fresno Unified School District

 <p>Problem of Practice</p>	<p>The number of students identified as chronically absent increased. The African American student group had the most significant increase in grades TK-3.</p>
 <p>Key Activities</p>	<p>A "Cross-Department" team studied the problem. The African American Attendance Action Team was comprised of the following department's Prevention & Intervention (Attendance & SARB, Behavioral Intervention, Climate & Culture, Social Emotional & Wellness Support), Instruction, Project ACCESS, Community & Family Services, Equity & Access, and African American Academic Acceleration (A4). The data for all sites was compiled, and the sites with significant chronic absenteeism were shared, discussed, and prioritized. The team discussed and identified supports based on site needs. Timelines were set, enlisted CWAs to do home visits. A Community-Based Organization (CBO) partner was identified. This partner has a team of African American members who have worked in many neighborhoods in the district. The CBO established relationships at the family's home or they contacted the homes weekly.</p>

Fresno Unified School District



Outcomes

Relationships were built with African American families whose children were chronically absent. We didn't begin by telling them what they needed to do or what we expected regarding attendance. We asked them what they needed. Our CBO also enlisted support from other community organizations in the city. We were able to build relationships with our families and work **with** them instead of against them. We listened and provided what they needed, not what we wanted them to need. Their needs were not typical. These families were able to trust us and our intentions. Chronic absenteeism decreased at each of the four targeted sites.



Lessons Learned

- The importance of building genuine relationships with our families is essential
- Families are now not afraid to come and ask for support
- Taking time to conduct home visits is a valuable use of time and resources

Los Angeles County Office of Education



Dr. Darryl Brown





Coordinator III, Charter School Office

brown_darryl@lacoed.edu



**Los Angeles County
Office of Education**

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 <p>Problem of Practice</p>	<p>The LCFF-LCAP system was passed into law in 2014. The Local Control Accountability Plan (LCAP) was intended as a comprehensive planning tool to support student outcomes. LEAs were given considerable flexibility about how to use the money they received, but in exchange for this flexibility, they were expected to provide transparency about how they spent funds, and on which students. LCAPs must include annual goals for all students and each student group.</p>
 <p>Key Activities</p>	<ul style="list-style-type: none"> ● Reviewed LCAPs looking for annual goals/services for African-American students ● Discussed beliefs around appropriate use of LCFF funds for African-American students with PLN participants ● Reviewed LEAs' engagement with African-American stakeholders around the LCAP, including input taken and included in the LCAP (*Not completed due to the onset of COVID-19)
 <p>Outcomes</p>	<ul style="list-style-type: none"> ● Twenty-three 2019-2020 LCAPs were reviewed representing LEAs from across the state ● Sixteen had no specific actions/services for African-American students
 <p>Lessons Learned</p>	<ul style="list-style-type: none"> ● Actions and goals written for all students were assumed to include African-American students ● Confusion around which student groups must be included in the LCAP

Thank You!

