

# CAAASA-CCEE Research Practice Partnership

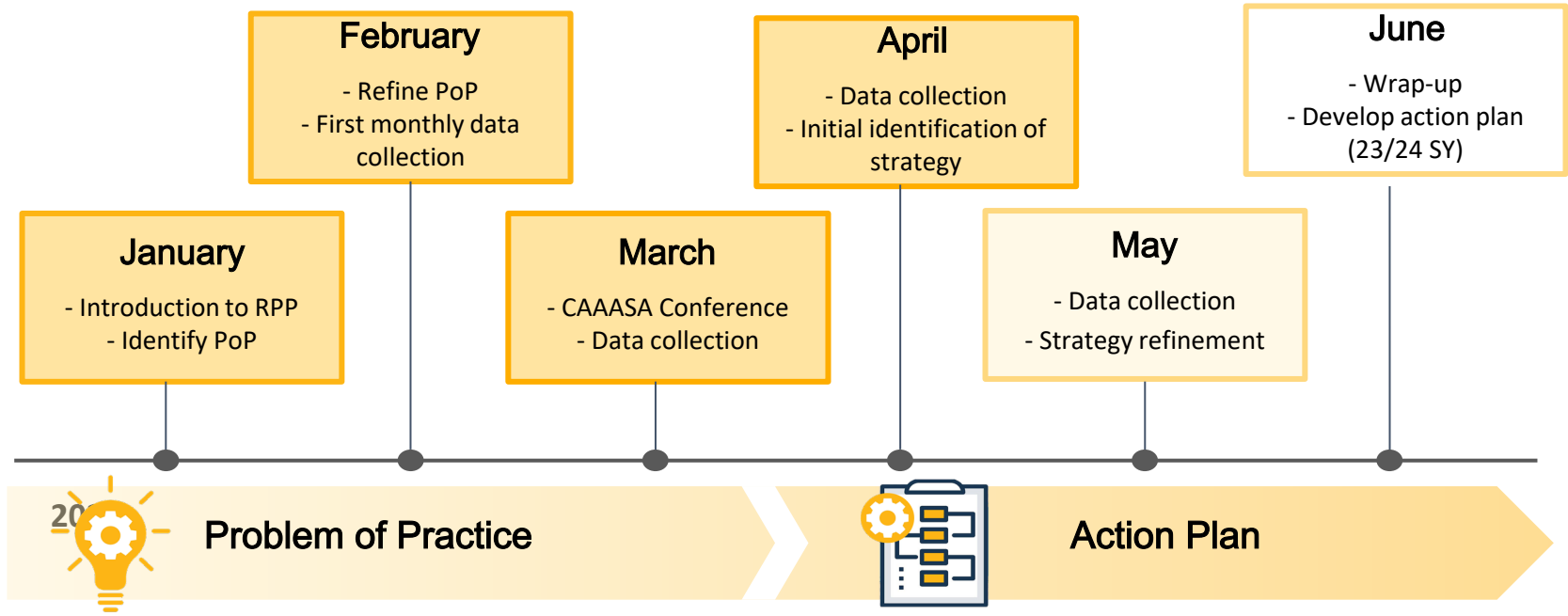
Tuesday, May 23 2023, 9 AM – 2 PM  
In-Person Meeting: Napa County Office of Education



# Agenda

Time Allocation	Activity	Person(s)
8:30-9:00 am	Breakfast & Networking	
9:00 am to 9:30 am	Welcome and Overview of the RPP	Dwight, Sujie, Matt
9:30 am to 10:15 am	Individual LEA Updates: Data and Insights Sharing Learnings, Barriers, Successes	LEA representatives from Pittsburg, Lynwood, San Diego (12 mins. each)
10:15 am to 10:30 am	Break	
10:30 am to 11:10	Individual LEA Updates: Data and Insights Sharing Learnings, Barriers, Successes	LEA representatives from Fresno and Napa (12 min. each)
11:10–11:30	RPP 2023/24 Cycle - Planning Discussion (Sujie)	Sujie
11:30 am to 12:30 pm	Napa CTE Program Tour: Culinary Arts and Welding Career Technical Education Pathways, Student Interviews	Napa County Faculty, Staff and Students
12:30 pm to 1:30 pm	Lunch & Closing  <ul style="list-style-type: none"> <li>● Appreciations</li> <li>● In-Meeting Survey Completion: <a href="#">QRU Survey Link</a></li> </ul>	Group
	Meeting Adjourned	
	<b>Next Meeting will be virtual on June 20, 2023</b>	

# Research Practice Partnership (RPP) Timeline





## Problem of Practice

Increase the number of African American student leaders who are UC college bound



## Strategies

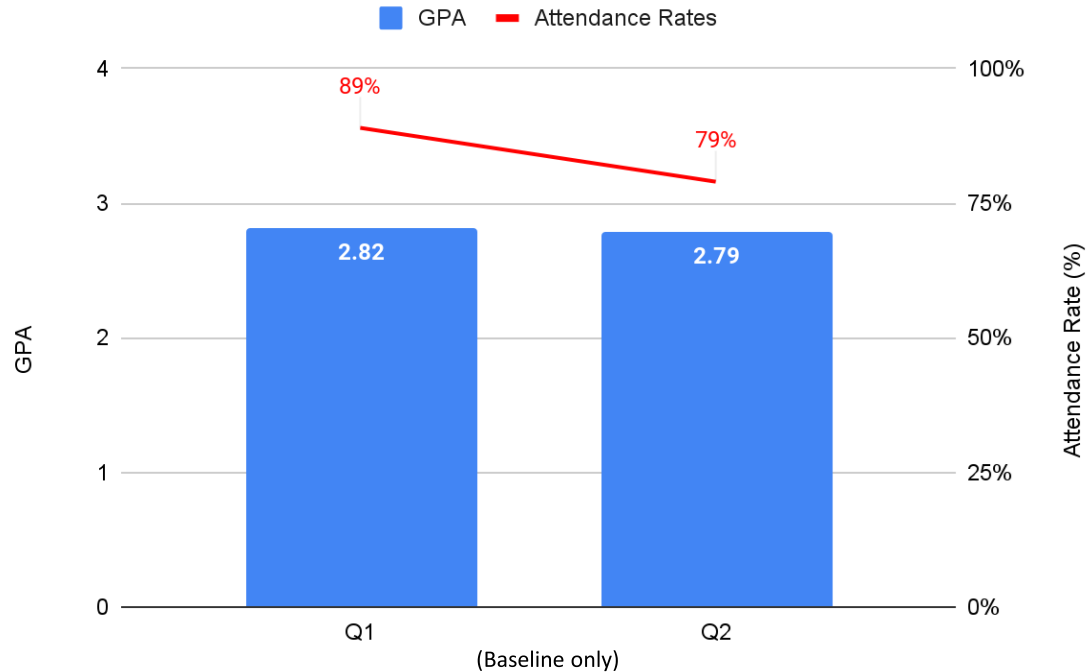
- Offer a 0.1 FTE counselor/teacher who will provide a weekly check-in
- Provide additional writing, math, and targeted intervention workshops as needed



## Desired Outcomes

- 100% of the pilot group will check in weekly with their teacher/counselor
- 100% of all other students will have quarterly check ins with counselor/teacher
- 15% increase in the graduating class meeting UC/CSU requirements

## African American Student Leadership Academy (AASLA) Baseline GPA and Attendance Rate





## Problem of Practice

Overrepresentation of African American male students among those receiving non-passing grades in core classes



## Strategies

- Implement Personal Learning Plans (PLPs) for member of the target group of African American male students in grades 9 to 12
- Provide equity training for faculty
- Engage students in the “Only Thoughts of Ownership, LLC” program and related US Dept. of Health and Human Services Study
- Leverage college pathway support from the National College Resources Foundation

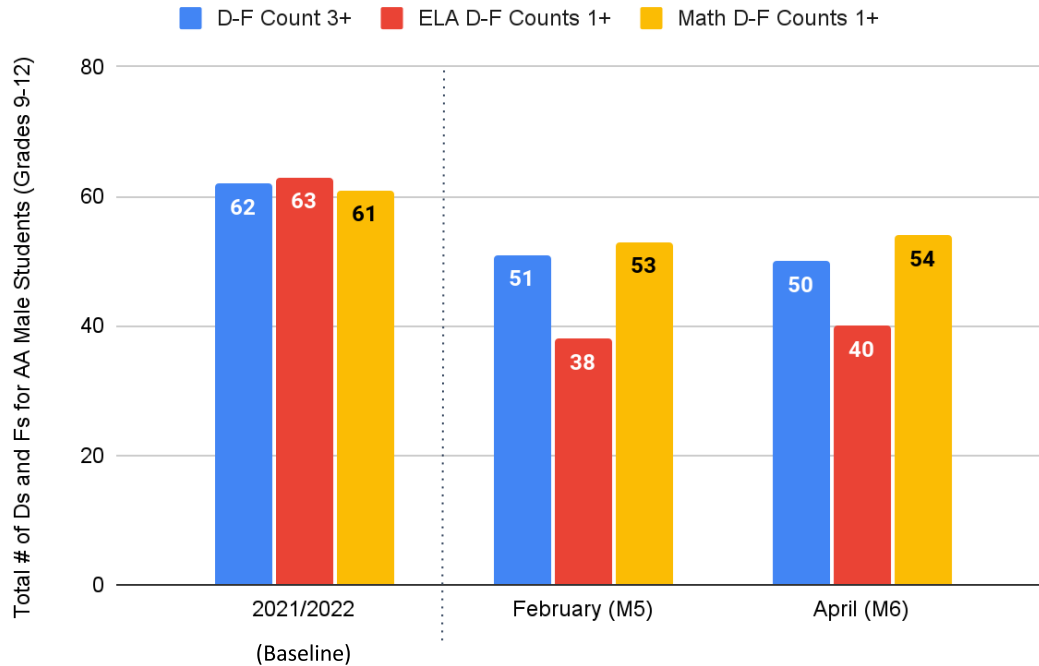


## Desired Outcomes

- 100% African American male students in Lynwood USD will have PLPs
- 100% of post-secondary teachers, counselors, and administrators will have equity training
- 35% of African American male students will reduce the number of non-passing grades in at least one core class
- 40% of targeted students will have parent or guardian attendance for at least one school- or district-sponsored event



## Total Number of Ds and Fs (by Course Type) for African American Students (Grades 9-12)





## Problem of Practice

Overidentification of African American students in Special Education via “Other Health Impairment” and “Emotional Disturbance”



## Strategies

- Develop Individualized Learning Plans (ILPs) for each scholar with routine Comprehensive Coordinated Early Intervening Services (CCEIS) Specialist check-ins to monitor intervention
- Provide behavioral analysis for all scholars receiving social-emotional interventions due to identified skill deficits
- Support promising scholars in 2nd and 3rd grade phonemic awareness and phonics instruction with intentional teacher coaching
- Adopt cycles of inquiry to monitor and adjust individual learning plans to maximize promising scholar performance and share these data with each scholar’s family
- Collaborate with teachers, counselors, and staff to engage and increase the participation of our promising families in the African American Advisory Group



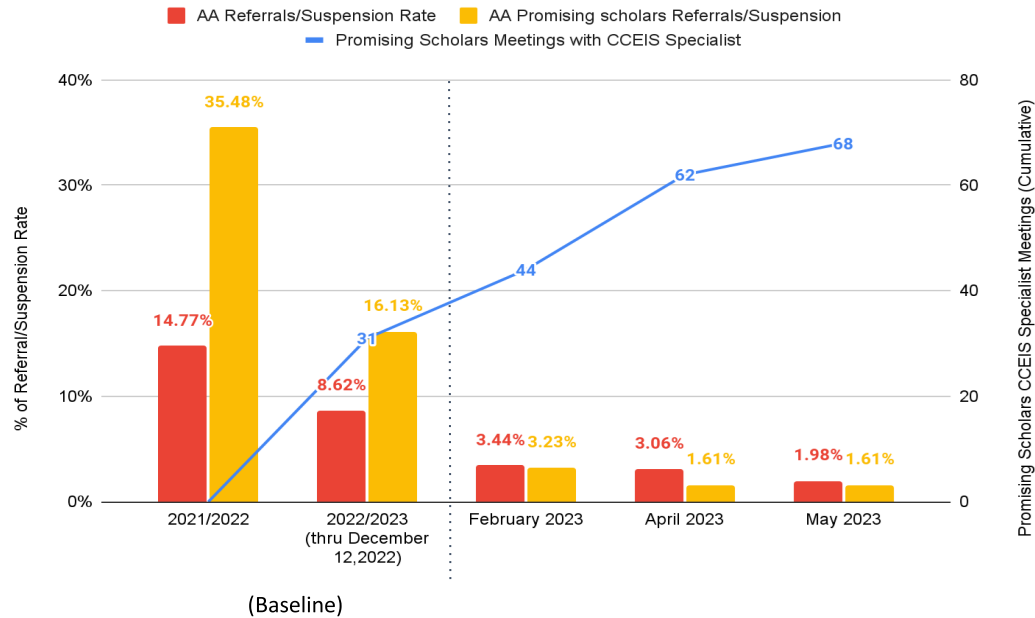
## Desired Outcomes

- A reduction below 3 in Pittsburg USD’s risk ratio for Emotional Disturbance (ED) and Other Health Impairment (OHI)
- 100% of all CCEIS identified students will meet with the program Specialist twice a year to complete and update their ILPs
- 5% reduction in referral and suspension rate
- 80% of promising scholars will have family engagement via at least 2 in-person events or meetings per year





## Promising Scholars Referral/Suspension Rates & Cumulative Count of Meetings with CCEIS Specialists





## Problem of Practice

Low high school completion rate for students enrolled in the County Community Schools/Program (expelled and/or on probation)



## Strategies

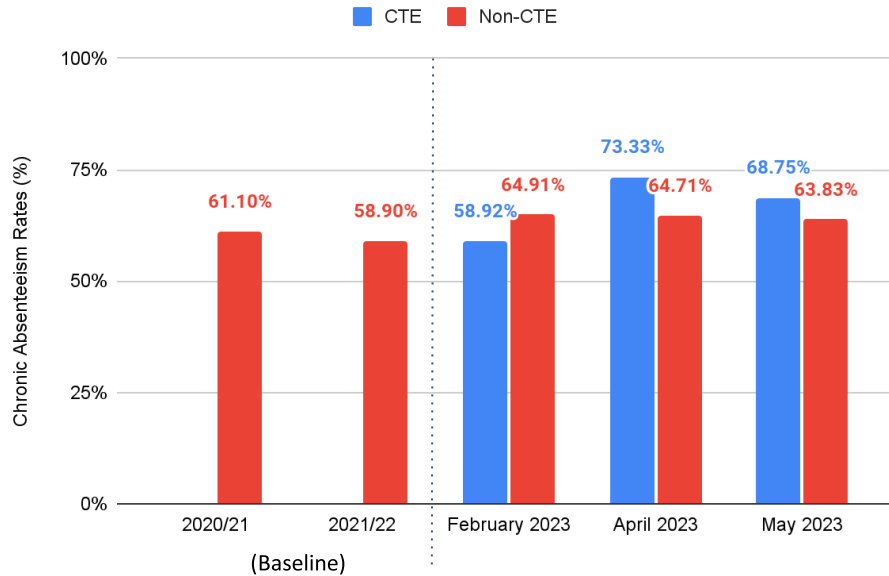
- Offer enhanced career pathway training programs in culinary arts and welding/construction in county-run community schools



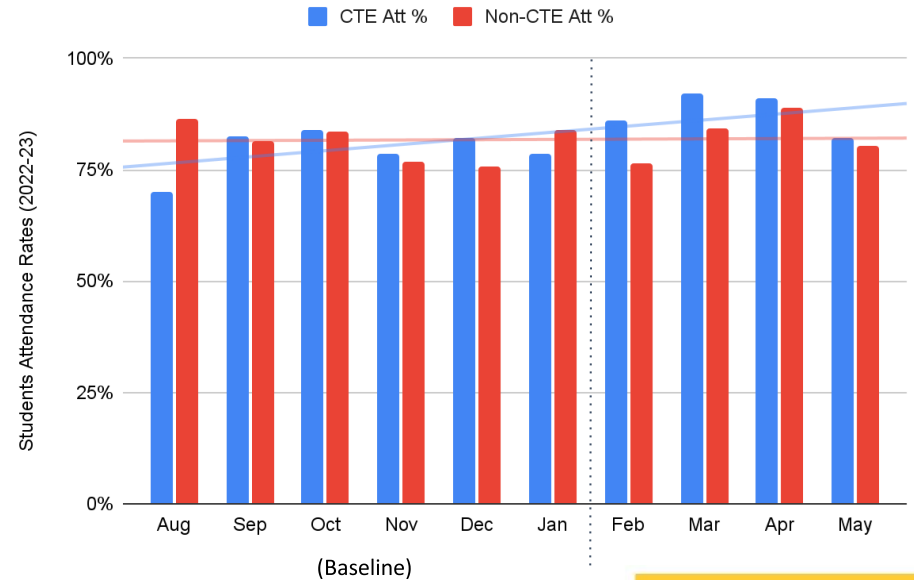
## Desired Outcomes

- Chronic absenteeism for Career Technical Education (CTE) students will be at least 10% lower than for non-CTE students (e.g. if 20% of non-CTE students are chronically absent, CTE student rate will be < 18%)
- Graduation rate (one-year graduation rate) for seniors enrolled in CTE will be at least 5% higher than for non-CTE seniors (e.g. if rate for non-CTE students is 70%, CTE student goal is > 73.5%)
- CTE-enrolled students will complete at 5% more credits attempted than non-CTE students (e.g. if non-CTE students complete 80% of credits attempted, CTE students will complete >84%)

Chronic Absenteeism Rates: CTE (YTD) vs Non-CTE (YTD)



Student Attendance Rates by Month: CTE vs Non-CTE





## Problem of Practice

Increase student engagement and decrease chronic absenteeism rates for Black students in four pilot schools, which are part of the Community Schools Program



## Desired Outcomes

- Decrease chronic absenteeism rate by 5% overall and per school site (four school sites)
- Administer survey to 100% of students in target group



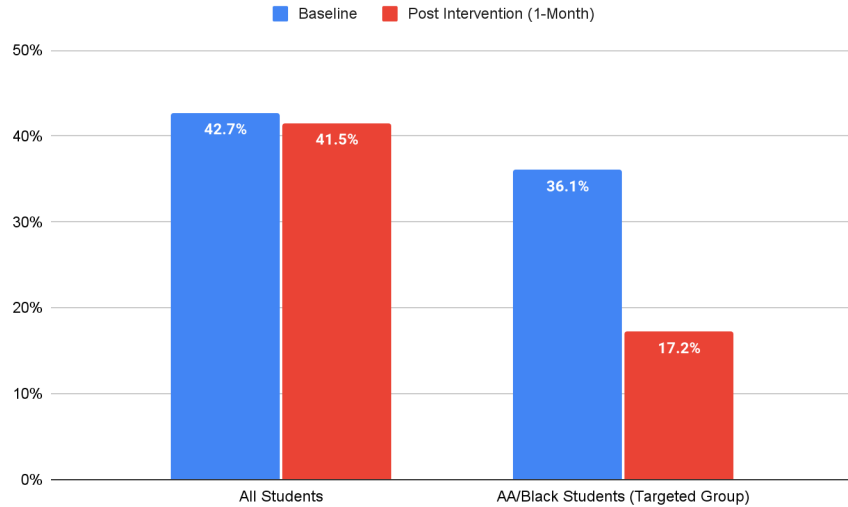
## Strategies

Implement PERTS Elevate (Project for Education Research That Scales) to aid educators in measuring the quality and equity of learning conditions, and provide practical recommendations for cultivating equity in each condition.

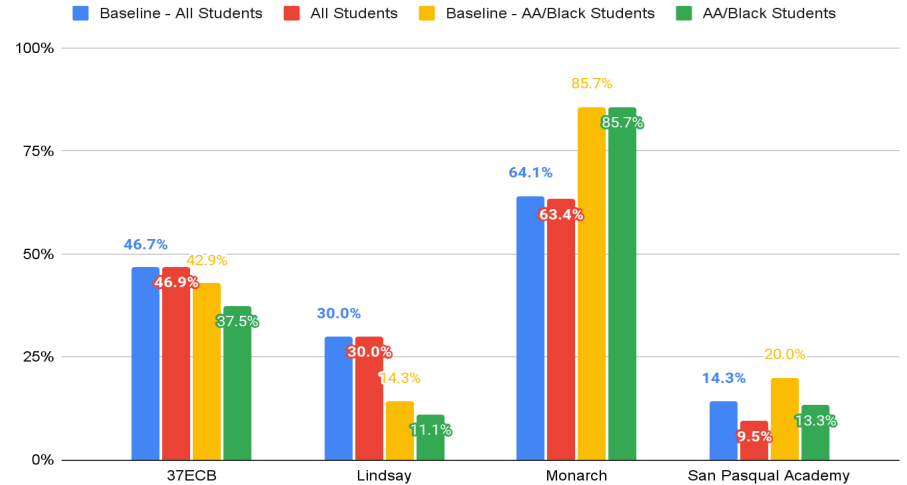
The Elevate survey will be administered to all school sites every six weeks:

- The “Affirming Identities” and “Classroom Community” questions will be disaggregated by the focus group participants.
- Data will be analyzed by the Social Worker and classroom teachers will create actions to increase student outcomes on the identified questions.
- Additional interventions and supports include Personal Learning Plans (PLPs), student-led Conferences, dual enrollment in college, CTE and VAPA certification programs, and civic engagement.

### Targeted Group vs Baseline Chronic Absenteeism Rates After 1st Month of Intervention



### Chronic Absenteeism Rates for the Four Pilot Schools



# Next Steps



**Next meeting:**  
Individual LEAs June checkins , June 6 to 16  
CAAASA:CCEE PLN Meeting (Virtual), June 20



**Post-session feedback survey QR Code:**



URL: <https://www.surveymonkey.com/r/M6F99W7>