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California Collaborative
for Educational Excellence

Supporting Black Student Achievement

Lessons Learned from Year One of the African American Student Success Network

November 13, 2023

California Educational Research Association Conference

Agenda

- Overview of the CCEE/CAAASA Partnership and the Learning Networks

- Why an African American Student Success Learning Network

- Deep Dive: San Diego County Office of Education & the PERTS Elevate to Collect Student Voice

Presenters

Sujie Shin

Deputy Executive
Director, CCEE

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Executive Director,
CAAASA

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Who is the California Association of African American Superintendents & Administrators (CAAASA)?
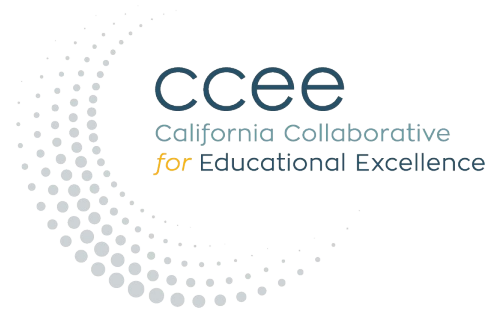
- Statewide organization led by African American educators

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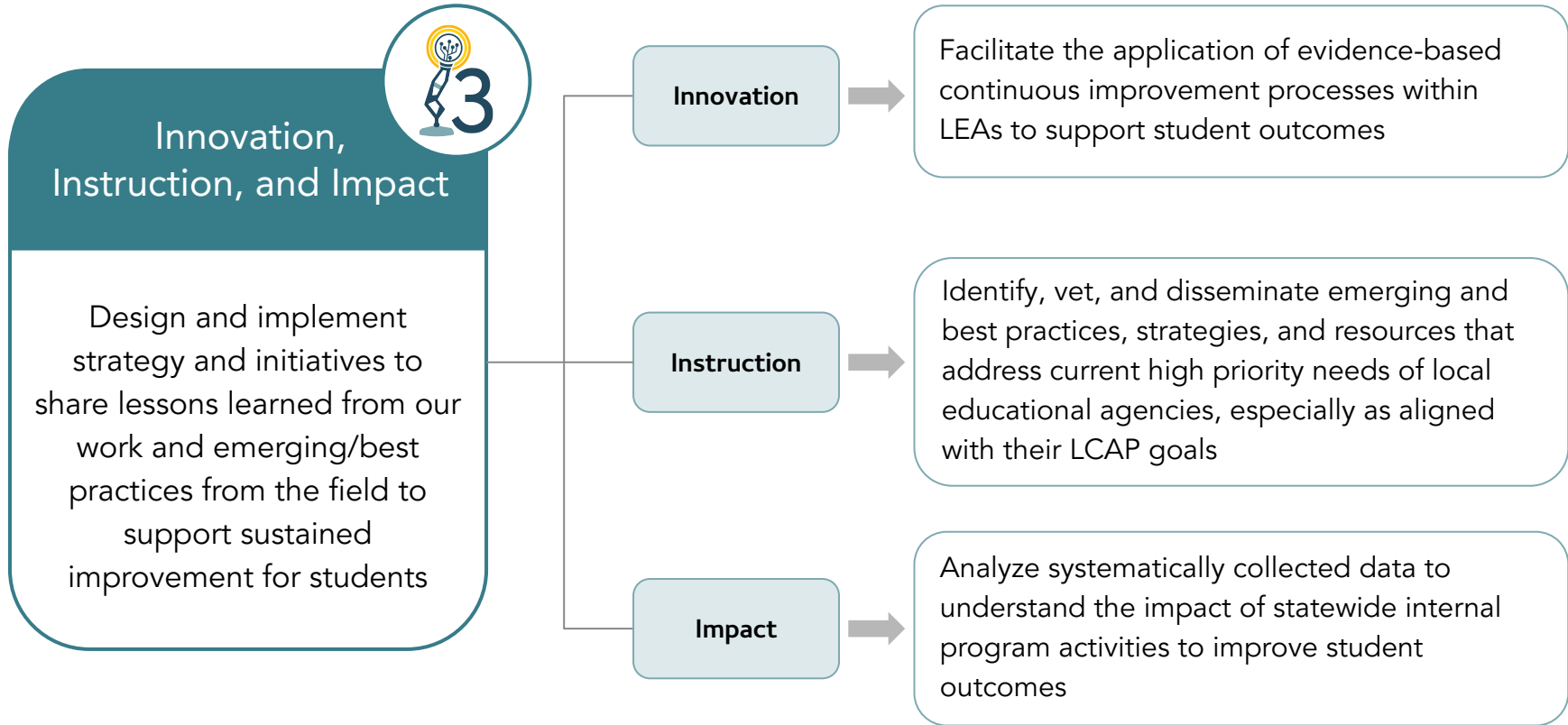
Who is the California Collaborative for Educational Excellence (CCEE)?

- 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

Innovation, Instruction, and Impact

Design and implement strategy and initiatives to share lessons learned from our work and emerging/best practices from the field to support sustained improvement for students

Innovation → Facilitate the application of evidence-based continuous improvement processes within LEAs to support student outcomes

Instruction → Identify, vet, and disseminate emerging and best practices, strategies, and resources that address current high priority needs of local educational agencies, especially as aligned with their LCAP goals

Impact → Analyze systematically collected data to understand the impact of statewide internal program activities to improve student outcomes

# 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   2023
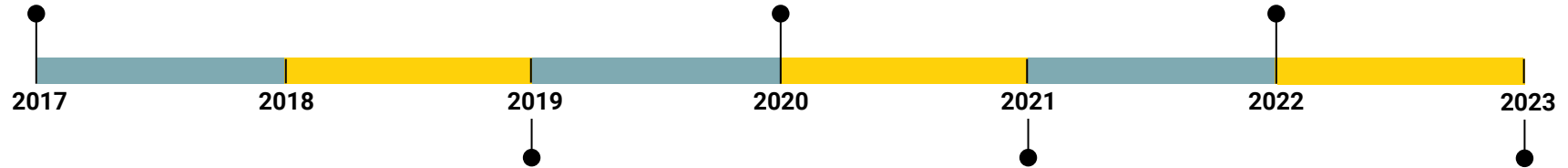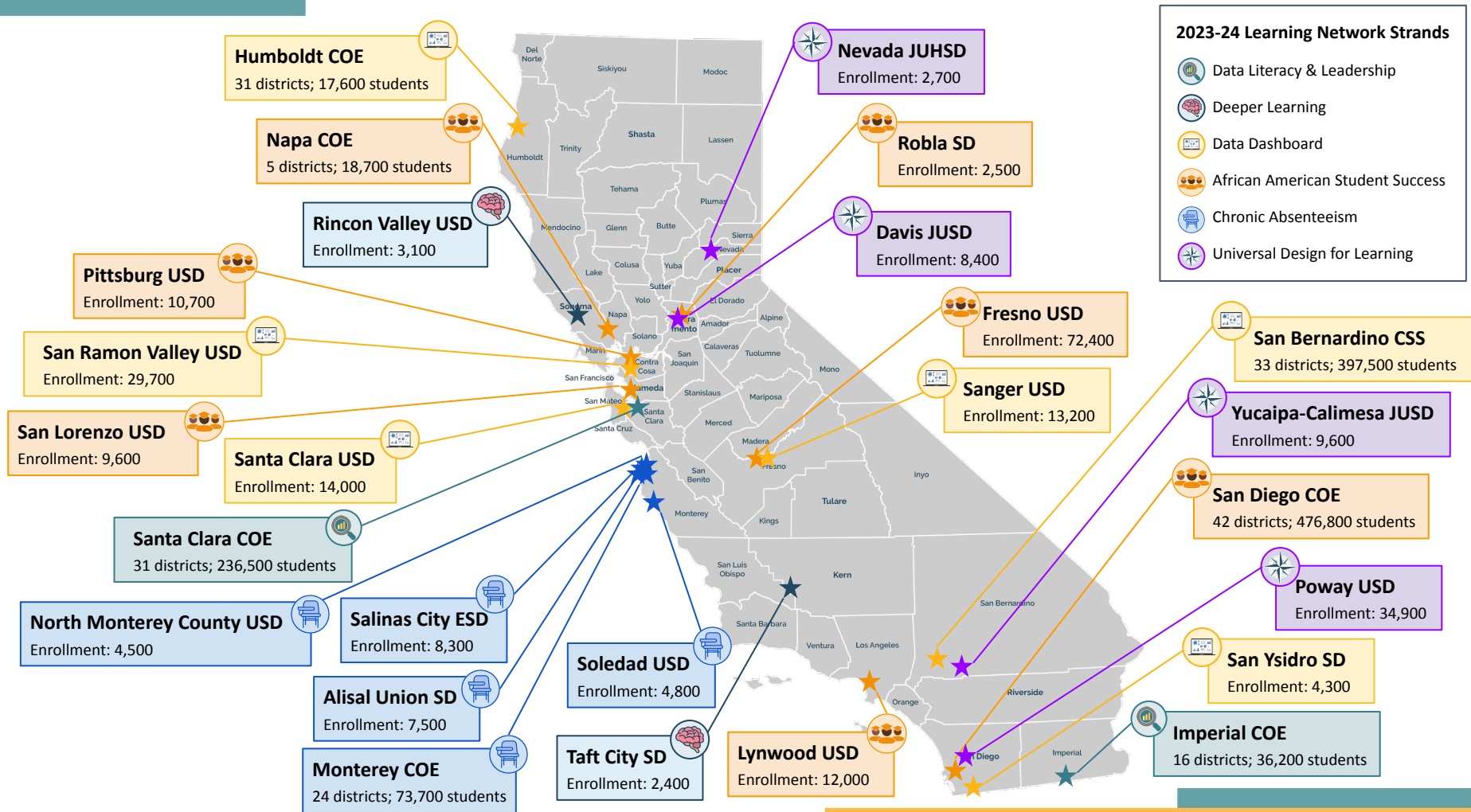
Bridge PLN (2019-20)

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.

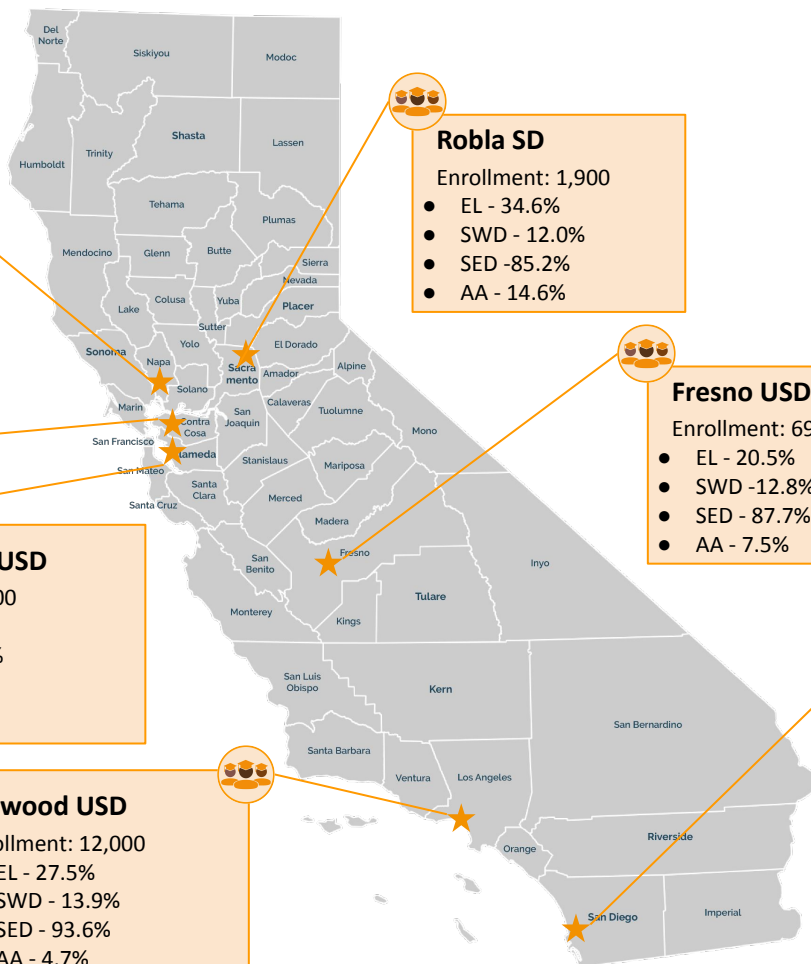**Lifting Our Voices Field Guides (2021-22)**

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.

African American Student Success Learning Network (Jan 2023)

Launched the African American Student Success learning network, comprising five LEAs who had participated in the original CAAASA/CCEE PLN to focus on specific strategies to support Black student outcomes.

2023-24 Learning Network Strands

- Data Literacy & Leadership
- Deeper Learning
- Data Dashboard
- African American Student Success
- Chronic Absenteeism
- Universal Design for Learning

Humboldt COE
31 districts; 17,600 students

Napa COE
5 districts; 18,700 students

Rincon Valley USD
Enrollment: 3,100

Pittsburg USD
Enrollment: 10,700

San Ramon Valley USD
Enrollment: 29,700

San Lorenzo USD
Enrollment: 9,600

Santa Clara USD
Enrollment: 14,000

Santa Clara COE
31 districts; 236,500 students

North Monterey County USD
Enrollment: 4,500

Salinas City ESD
Enrollment: 8,300

Alisal Union SD
Enrollment: 7,500

Monterey COE
24 districts; 73,700 students

Soledad USD
Enrollment: 4,800

Taft City SD
Enrollment: 2,400

Lynwood USD
Enrollment: 12,000

Nevada JUHSD
Enrollment: 2,700

Robla SD
Enrollment: 2,500

Davis JUSD
Enrollment: 8,400

Fresno USD
Enrollment: 72,400

Sanger USD
Enrollment: 13,200

San Bernardino CSS
33 districts; 397,500 students

Yucaipa-Calimesa JUSD
Enrollment: 9,600

San Diego COE
42 districts; 476,800 students

Poway USD
Enrollment: 34,900

San Ysidro SD
Enrollment: 4,300

Imperial COE
16 districts; 36,200 students

The African American Student Success Network

Napa COE

5 districts; 18,600 students
- EL - 24.7%
- SWD - 13.0%
- SED - 63.7%
- AA - 2.2%

Robla SD

Enrollment: 1,900
- EL - 34.6%
- SWD - 12.0%
- SED -85.2%
- AA - 14.6%

Fresno USD

Enrollment: 69,300
- EL - 20.5%
- SWD -12.8%
- SED - 87.7%
- AA - 7.5%

Pittsburg USD

Enrollment: 10,700
- EL - 26.5%
- SWD - 11.4%
- SED - 80.9%
- AA - 15.7%

San Lorenzo USD

Enrollment: 8,500
- EL - 31.3%
- SWD - 12.0%
- SED - 79.2%
- AA - 7.8%

Lynwood USD

Enrollment: 12,000
- EL - 27.5%
- SWD - 13.9%
- SED - 93.6%
- AA - 4.7%

San Diego COE

42 districts; 395,300 students
- EL - 18.7%
- SWD - 15.4%
- SED - 51.9%
- AA - 3.8%

African American Student Success 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
- Developing a literacy program specifically for African-American students

Linking Challenges to Outcomes

Problem of Practice
- Challenge of problem faced by the LEA
- Evidence based (using satellite/map) data
- Linked to African American Students

Desired Outcomes
- Strategies → desired results
- Lessons Learned
- Continuous improvement cycles

Strategies
- Specific program, process, or activity being implemented to address the problem of practice
- Also evidence based
- Implementation
  - Role of the LEA (and team members)
  - Data tracking

Problem of Practice ——— **Key Activities** ——— **Outcomes** ——— **Lessons Learned**

Meet the San Diego COE Team

Tracy E. Thompson
Executive Director of Juvenile Court and Community Schools

Dr. Deborah Hernandez
Director of Continuous Improvement LCAP

Dr. Leilah Kirkendoll
Director of Equity, LCAP, MTSS, and Categorical Funds

Allison Wulf
Coordinator of Juvenile Court and Community Schools

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

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.

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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

The Why

- Serving the most marginalized and vulnerable students in the county
  - Unhoused (homelessness)
  - Probation
  - Foster youth
- Visibility and connectedness
- Historically Black/African Americans are one of our lowest performing groups
- Communication
  - LCAP forums
  - WASC committees
  - Presentations at community and faith based government organizations
  - Breaking Barriers Newsletter

The Process

- Discussions and decision-making in addition to the feedback process
    - Union leadership
    - Strategic Leadership Team
    - Teacher support- connected to school safety (sense of belonging, elevated student voice, etc.)
    - California Healthy Kids Survey- Outcome data and frequency
- Began with 4, now 7 sites involved with the survey and its benefits
- Expected to have at all 20 sites eventually

Data Collection

- Chronic absenteeism
  - Monthly reports monitoring the progress of Black/African American students at seven participating school sites and of all students in JCCS.
  - Reviewed by JCCS Leadership Team and District Equity Leadership Team (DELT)
- Street Data
  - Personalized Learning Plans (PLP)
  - DesignJam
  - Student Led Conferences
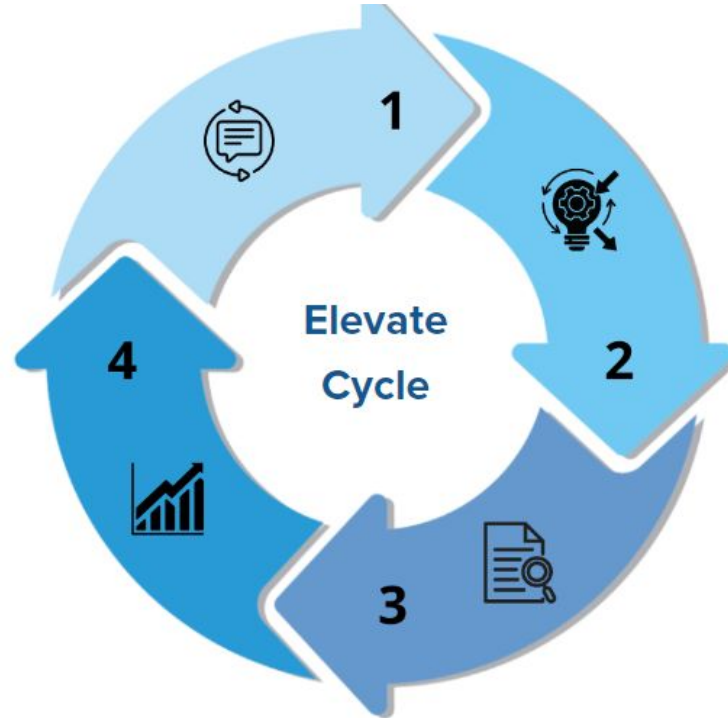 - Empathy Interviews

The Intervention: PERTS Elevate

1. Elevate Student Voice
A 5-10 minute, customizable survey shows how students experience each class.

2. Reflect on Feedback
Timely reports reveal the learning conditions in each class and how they are changing.

4. Improve & Repeat
Implement the selected strategies. Then start a new cycle to assess impact & keep growing.

3. Select New Practices
Consult practice guides and protocols to decide what new practices to test out.

Elevate Cycle

1

2

3

4

The What

Affirming Identities

Why does it matter? Students feel more connected to and motivated in classes that recognize and affirm their backgrounds and identities.

Measures:

- This teacher makes sure different backgrounds and perspectives are valued and supported.
- I see positive examples of people like me in the things we learn in this class.
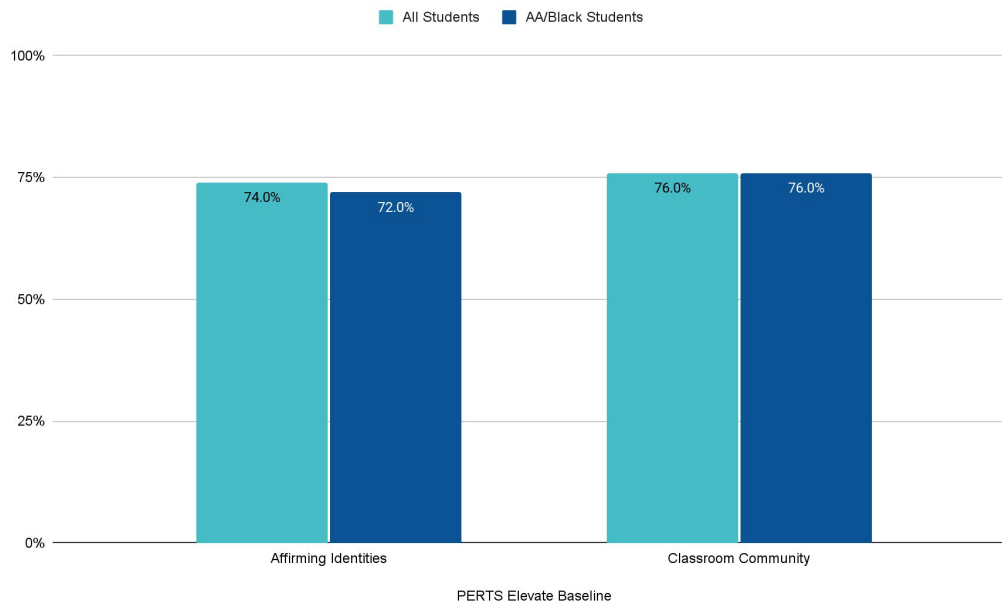
The What

Classroom Community

Why does it matter? Students feel safe to engage and succeed in school when the classroom environment encourages a sense of community and fosters mutual support among classmates.

Measures:

- In this class, we have lots of opportunities to interact with each other.
- This class is a welcoming place for everyone.
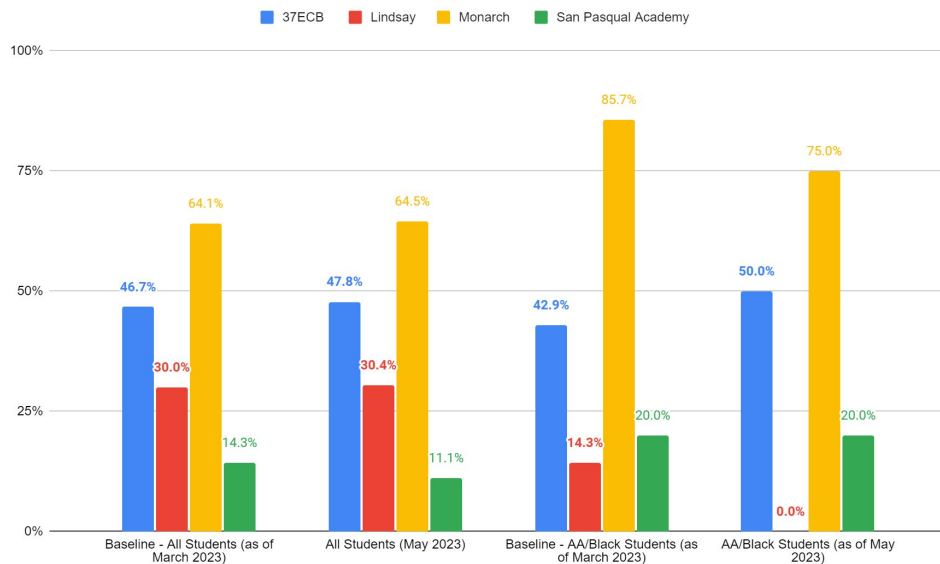- I feel comfortable sharing my thoughts and opinions in this class.

Results

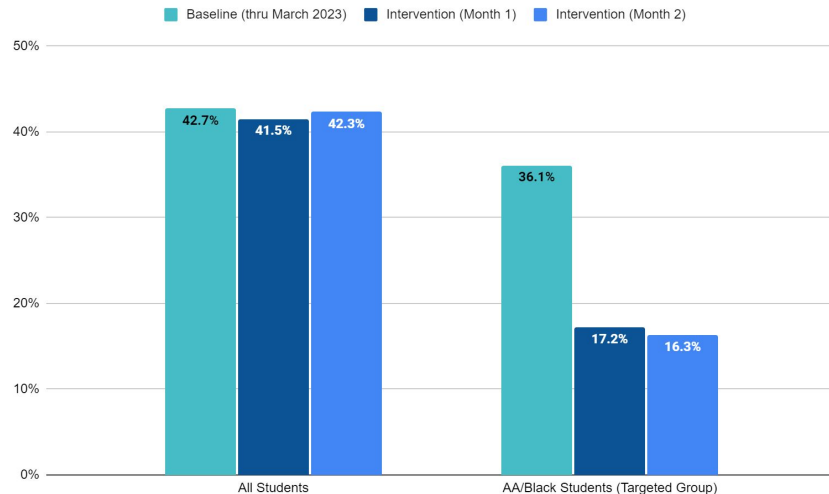## PERTS Elevate Baseline Results - November 2023

■ All Students ■ AA/Black Students

Affirming Identities: All Students 74.0%, AA/Black Students 72.0%
Classroom Community: All Students 76.0%, AA/Black Students 76.0%

PERTS Elevate Baseline

Results

2022/23 Chronic Absenteeism Rates by School Site After Two Months Intervention

Legend: 37ECB, Lindsay, Monarch, San Pasqual Academy

- Baseline - All Students (as of March 2023): 46.7%, 30.0%, 64.1%, 14.3%
- All Students (May 2023): 47.8%, 30.4%, 64.5%, 11.1%
- Baseline - AA/Black Students (as of March 2023): 42.9%, 14.3%, 85.7%, 20.0%
- AA/Black Students (as of May 2023): 50.0%, 0.0%, 75.0%, 20.0%

2022/23 Chronic Absenteeism Rates After Two Months Intervention

Legend: Baseline (thru March 2023), Intervention (Month 1), Intervention (Month 2)

- All Students: 42.7%, 41.5%, 42.3%
- AA/Black Students (Targeted Group): 36.1%, 17.2%, 16.3%

Results

Chronic Absenteeism Rates by School Site
Baseline 2023/24 (August - October)

Legend: Global Academy, Escondido, CTEC, 37ECB, Lindsay, Monarch, San Pasqual Academy

2023/23 Baseline - All Students:
- Global Academy: 73.0%
- Escondido: 50.0%
- CTEC: 12.0%
- 37ECB: 65.0%
- Lindsay: 31.0%
- Monarch: 38.0%
- San Pasqual Academy: 9.0%

2023/24 Baseline - AA/Black Students:
- Global Academy: 0.0%
- Escondido: 67.0%
- 37ECB: 64.0%
- Lindsay: 27.0%
- Monarch: 40.0%
- San Pasqual Academy: 0.0%
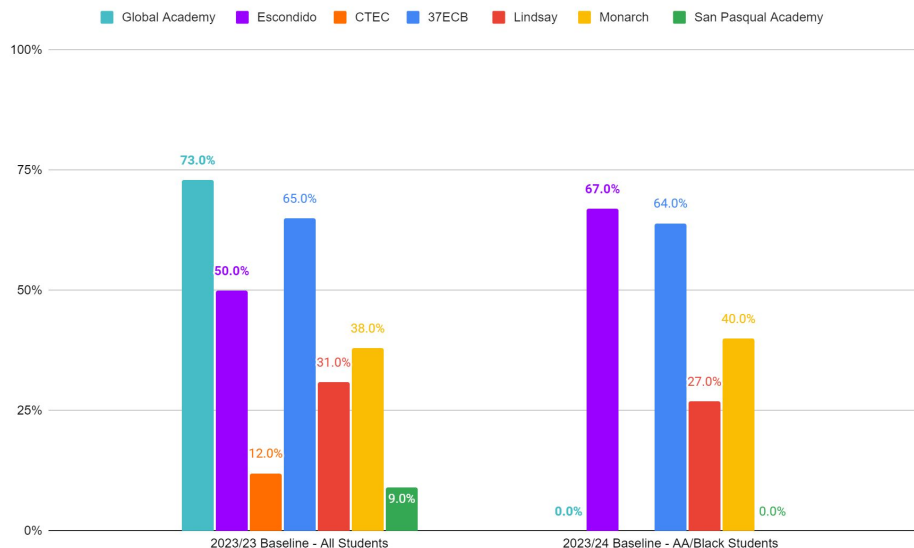
Chronic Absenteeism Rates
Baseline 2023/24 (August - October)

Legend: 2023/23 Baseline - All Students, 2023/24 Baseline - AA/Black Students

Totals (Chronic Absenteeism):
- 2023/23 Baseline - All Students: 39.7%
- 2023/24 Baseline - AA/Black Students: 33.0%
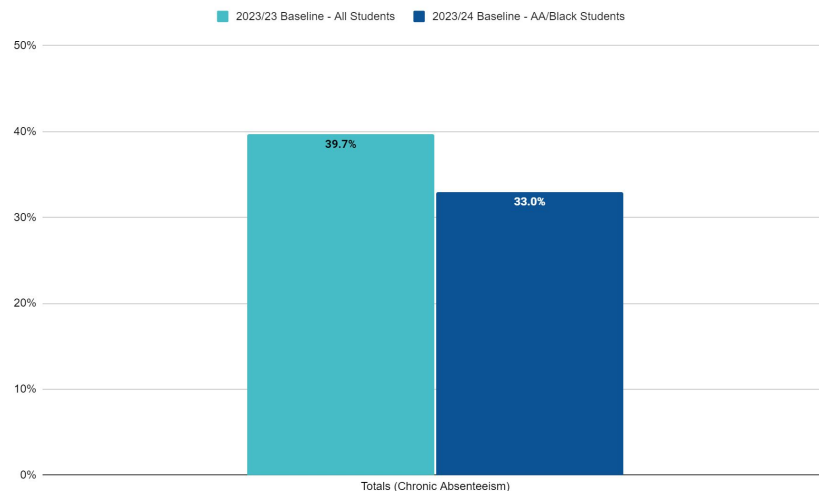
Challenges and Obstacles

- Too broad; needed to narrow focus and align problem of practice
- Late start to survey implementation
- Collaborating with PERTS staff to understand our student population
  - Highly transient student population
- Working within our student information system to provide meaningful data
  - Collecting qualitative data
- Conflicts/challenges with other COE initiatives/activities/priorities
- Student attendance (being there to do survey)
- Low population of African American students (need five per class for results)
  - Defining population to include Haitian and other student groups
- Need time to review results with staff and collaborate on implementing new practices on an ongoing basis

Recommendations

- [JCCS Our Story Video](#)
- Buy-in from Superintendent, Strategic Leadership Team, and Union was imperative for this work
- Use existing goals and priorities (LCAP, WASC, SPSA) to align the work
- Expansion throughout entire district/program
- Improving environment for marginalized students (attendance vs sense of belonging)
- Importance of how student feels impacts attendance, behavior, graduation rates, continued education, parent engagement, and society

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Sense of Belonging

Regardless of the tools utilized, it is critical to emphasize the importance of students and guardians feeling like they belong.

Questions

Learn More & Get Involved

If you're interested in learning more about these and other learning networks	**CCEE Learning Networks** https://qrco.de/beV7Z4
If you'd like to connect with the SDCOE team	**Tracy Thompson** Executive Director of Juvenile Court and Community Schools tthompson@sdcoe.net
If you'd like to learn more about getting involved	**Italo Ciccarelli** Program Specialist, Data & impact iciccarelli@ccee-ca.org