# African American Student Success Network (2023–24)

The African American Student Success Network is a learning network developed in collaboration with the California Association of African-American Superintendents and Administrators (CAAASA) focused on supporting local educational agencies (LEAs) Identify barriers and evidence-based solutions to improve the academic and social-emotional learning (SEL) outcomes of Black students in California.

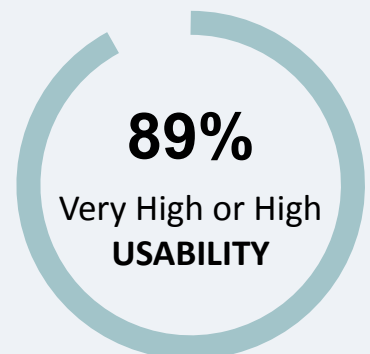**5** Districts

2 COEs

517K Students Served
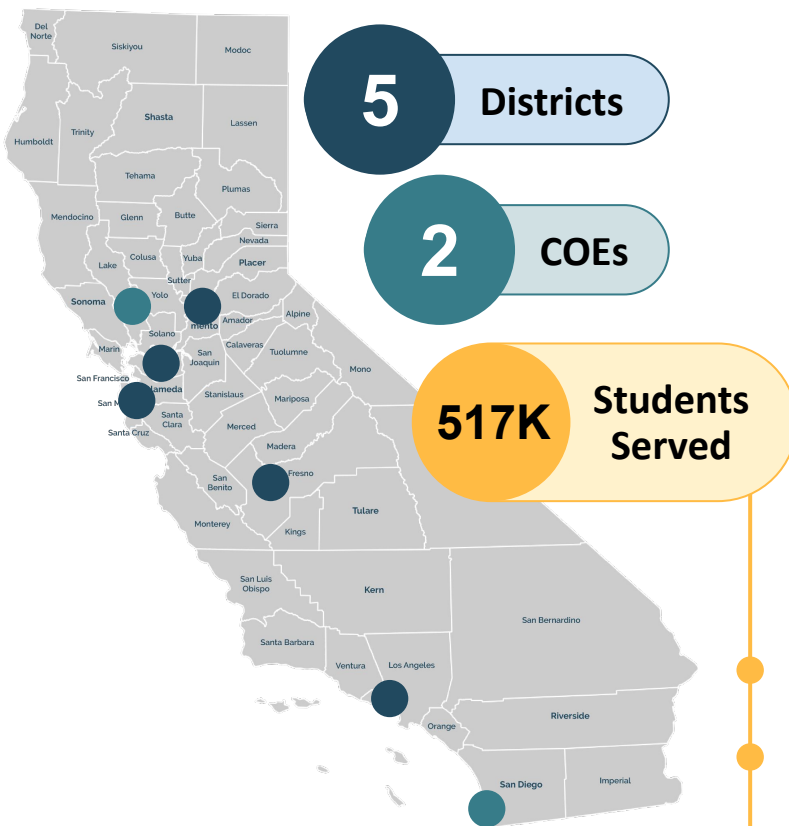
Innovation Ideas focus on:

- Improving **career & college** readiness
- Decreasing **overidentification** of AA students in Special Ed
- Decreasing **chronic absenteeism** and increasing **student engagement**
- Improving **CAASPP standards** for AA students
- Decrease **overrepresentation** of AA students receiving non-passing grades in core classes

19.7% English Learners

14.7% Students with Disabilities

58.9% Socioeconomically Disadvantaged

On average, participants rated AASSN meetings as:

90% Very High or High **QUALITY**

95% Very High or High **RELEVANCE**

89% Very High or High **USABILITY**

Fresno Unified School District

Problem of Practice

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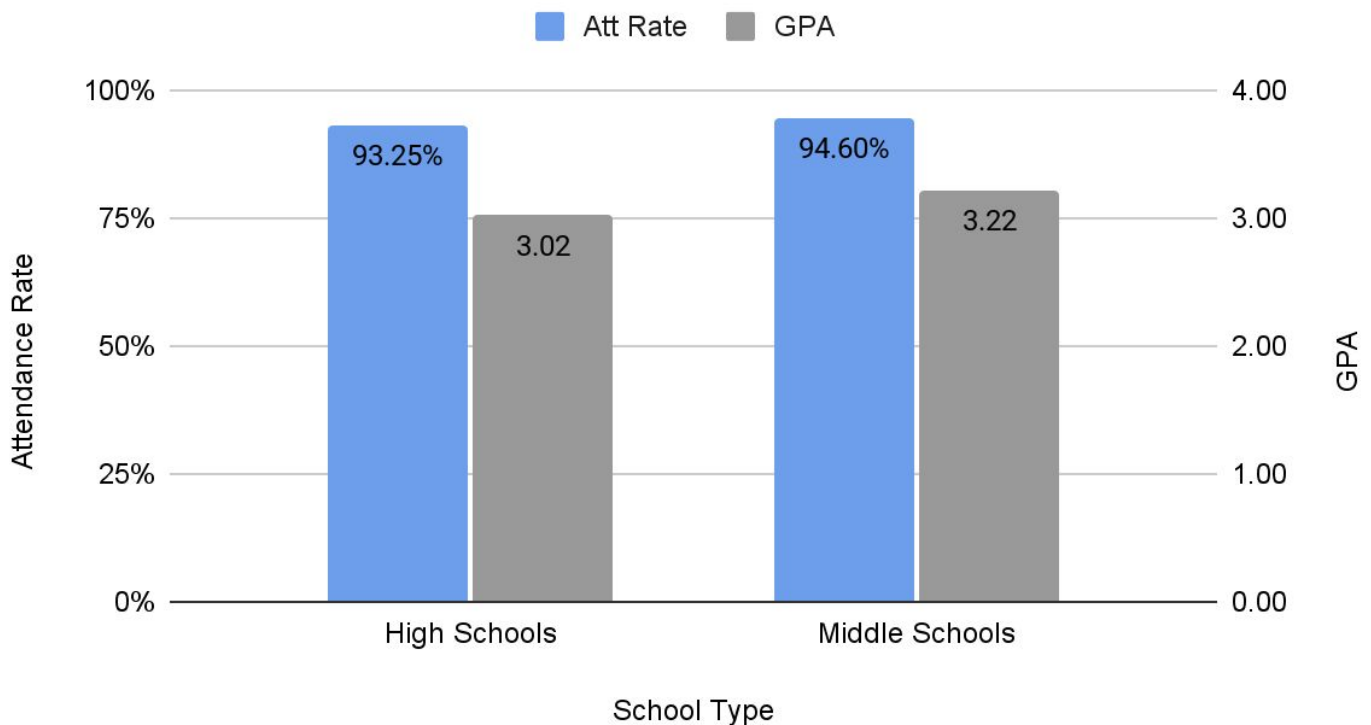
Strategies

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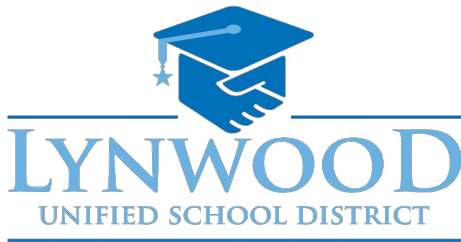- Provide additional writing, math, and targeted intervention workshops as needed

Desired Outcomes

- 100% of the pilot group will check in daily 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

2023/24 Baseline (Quarter 1) Data for All AASLA Students

Legend: Att Rate | GPA

High Schools: Att Rate 93.25%, GPA 3.02
Middle Schools: Att Rate 94.60%, GPA 3.22

Y-axis (left): Attendance Rate — 0% to 100%
Y-axis (right): GPA — 0.00 to 4.00
X-axis: School Type

LYNWOOD
UNIFIED SCHOOL DISTRICT

Problem of Practice

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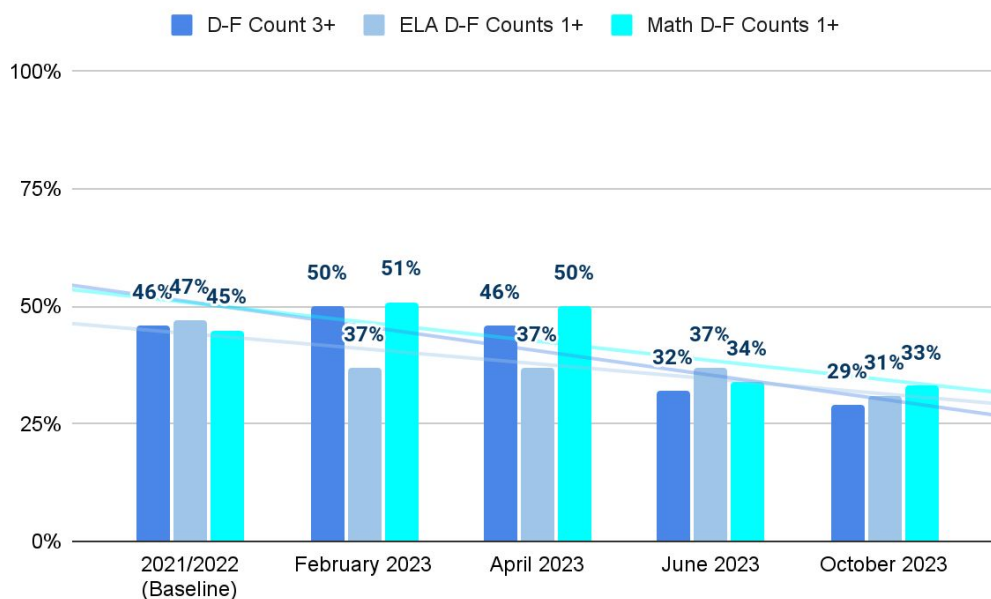
Strategies

- 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

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

Legend: ■ D-F Count 3+ ■ ELA D-F Counts 1+ ■ Math D-F Counts 1+

Period	D-F Count 3+	ELA D-F Counts 1+	Math D-F Counts 1+
2021/2022 (Baseline)	46%	47%	45%
February 2023	50%	37%	51%
April 2023	46%	37%	50%
June 2023	32%	37%	34%
October 2023	29%	31%	33%

Problem of Practice

Overidentification of African American students in Special Education via "Other Health Impairment" and "Emotional Disturbance"
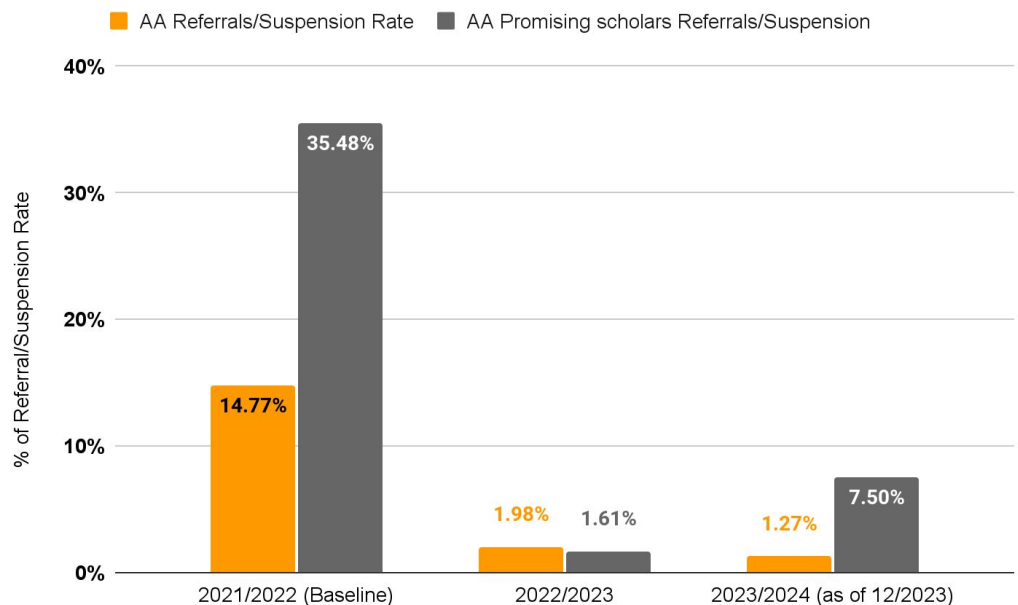
Strategies

- 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

Legend: ■ AA Referrals/Suspension Rate ■ AA Promising scholars Referrals/Suspension

Y-axis: % of Referral/Suspension Rate (0% – 40%)

Year	AA Referrals/Suspension Rate	AA Promising scholars Referrals/Suspension
2021/2022 (Baseline)	14.77%	35.48%
2022/2023	1.98%	1.61%
2023/2024 (as of 12/2023)	1.27%	7.50%

ROBLA
SCHOOL DISTRICT

💡 Problem of Practice

African American students at Taylor Street Elementary have high chronic absenteeism rates and low ELA and Math scores
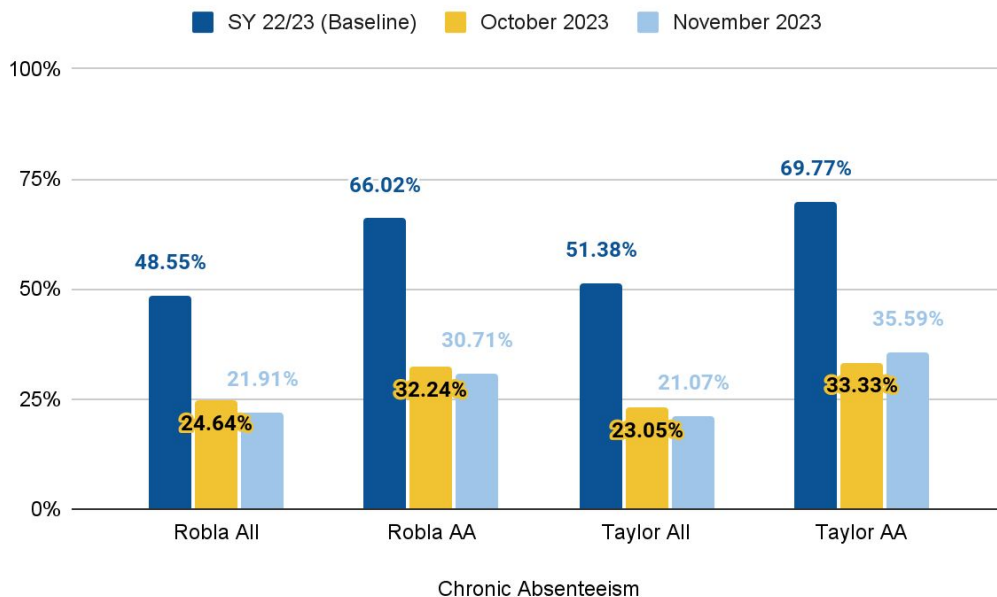
⚙ Desired Outcomes

- Increase in ELA and Math assessment scores
- Decrease in chronic absenteeism rates

🛠 Strategies

- Implementation of Freedom School Program in the Expanded Learning Program
  - Harambee- coming together ceremony before engaging in school work
  - SLI- (Servant Leader Interns) supporting classrooms during the school day
  - Integrated Reading Curriculum- reading program that focuses on reading literature that reflects student demographic
- AA Community Outreach Assistant (COA) assisting AA students at Taylor
  - Will reach out to parents around attendance and school involvement
  - Provides additional academic support to students during school day
  - Serves as liaison between parents and school
- Walkthrough tool for PK-3 Coherence Collaboration (P3CC) - district initiative around math

Chronic Absenteeism Rates- District vs Taylor Elementary

Legend: SY 22/23 (Baseline) | October 2023 | November 2023

Chronic Absenteeism	SY 22/23 (Baseline)	October 2023	November 2023
Robla All	48.55%	24.64%	21.91%
Robla AA	66.02%	32.24%	30.71%
Taylor All	51.38%	23.05%	21.07%
Taylor AA	69.77%	33.33%	35.59%

Educating for Success

San Lorenzo
Unified School District
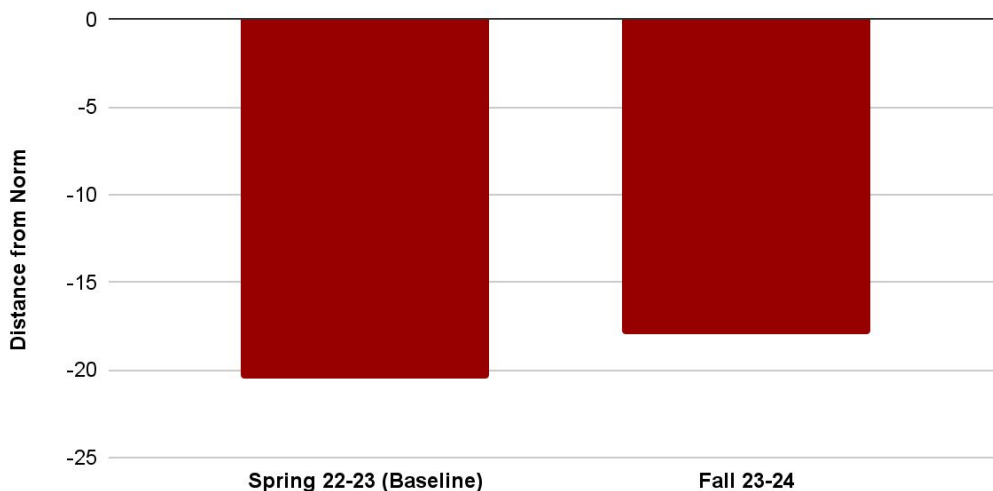
Problem of Practice

Increase the number of African American students meeting or exceeding standards in mathematics as measured by the California Assessment of Student Performance and Progress (CAASPP) at Edendale Middle School

Strategies

- Math teachers will engage in professional learning focused on curriculum and instructional practices to support African-American students
- 6th-grade math teachers will assess, discuss, and respond to profiles (grades, attendance, math background) of African American students at least 2-3 times per year
- Site and central office support staff will select, monitor, and support at least 10 focal 6th-grade African American students during the 2023-24 school year, who will participate in a collaborative performance goal-setting process

Desired Outcomes

- An increased percentage of 6th-grade African American students at Edendale Middle School will meet or exceed standards on the 2024 CAASPP when compared to the results of the previous four reporting years
- More than 10% of African American 6th-grade students will meet or exceed standards on the local measurements of academic progress

Edendale Middle School 6th Grade AA Students Average MAP Score Distance from Grade Norm

NAPA COUNTY OFFICE
OF
EDUCATION

Problem of Practice

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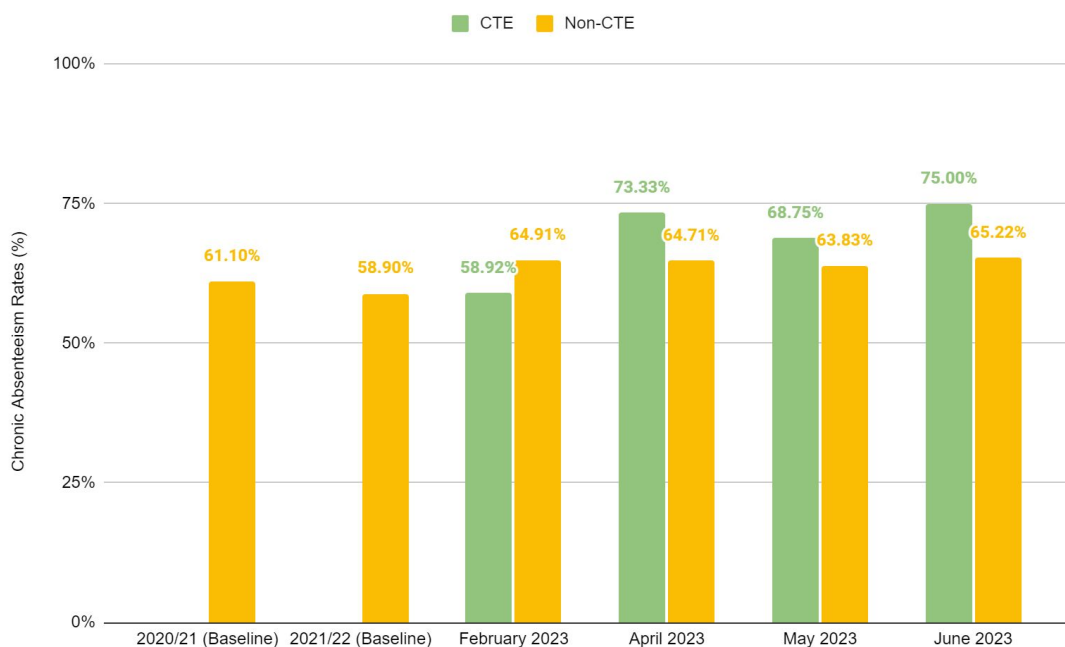
Strategy

- 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 - CTE (YTD) vs Non-CTE (YTD)

Legend: CTE (green), Non-CTE (yellow)

Period	CTE	Non-CTE
2020/21 (Baseline)		61.10%
2021/22 (Baseline)		58.90%
February 2023	58.92%	64.91%
April 2023	73.33%	64.71%
May 2023	68.75%	63.83%
June 2023	75.00%	65.22%

Y-axis: Chronic Absenteeism Rates (%)

san diego county office of
EDUCATION
FUTURE WITHOUT BOUNDARIES℠

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.

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

Chronic Absenteeism Rates for the Four Pilot Schools

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%