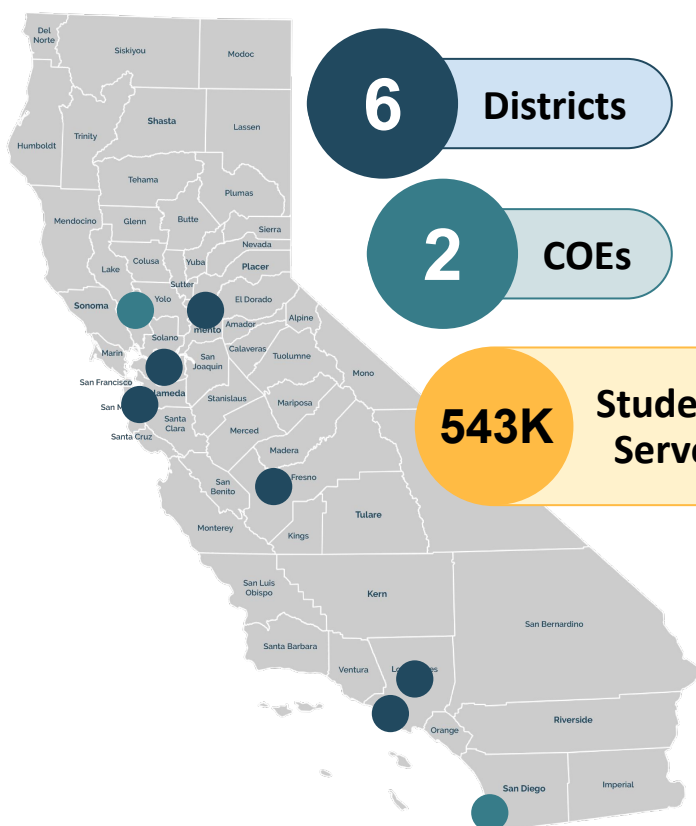







## African American Student Success Network (2024-25)

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.



### 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

**19.8%** English Learners

**14.8%** Students with Disabilities

**59.3%** Socioeconomically Disadvantaged

On average,  
participants  
rated AASSN  
meetings as:

**89%**

Very High or High  
**QUALITY**

**93%**

Very High or High  
**RELEVANCE**

**86%**

Very High or High  
**USABILITY**



## Problem of Practice

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



## Strategies

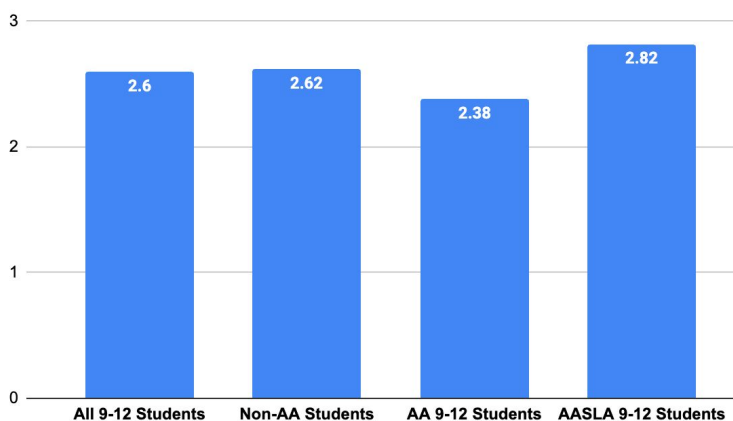
- Offer a 0.1 FTE counselor/teacher who will provide a weekly check-in
- Provide additional writing, math, and targeted intervention workshops as needed
- Offer a mentor who will support students in their personal and academic journey



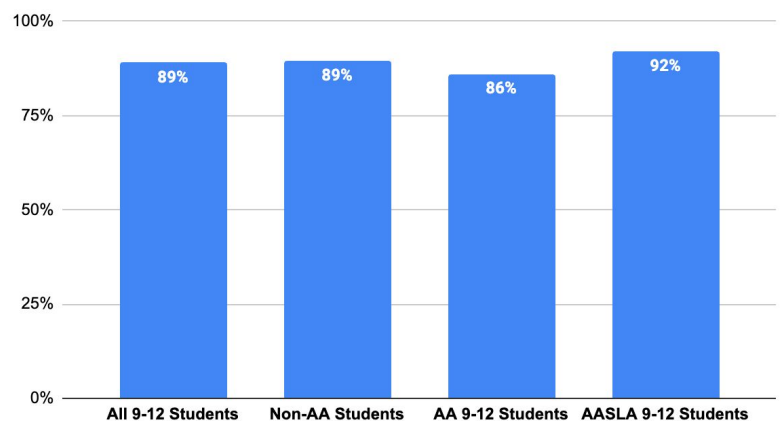
## Desired Outcomes

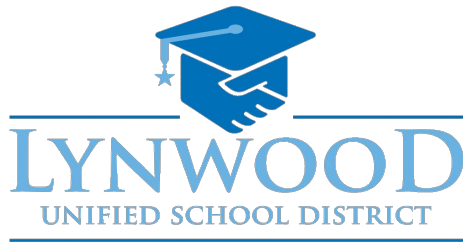
- 100% of the pilot group will check in daily with their teacher/counselor
- 100% of all other students will have quarterly check ins with counselor/teacher
- 15% increase in the graduating class meeting UC/CSU requirements

2023/24 GPA Comparison By Student Group



2023/24 Attendance Rate Comparison By Student Group





## Problem of Practice

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



## Strategies

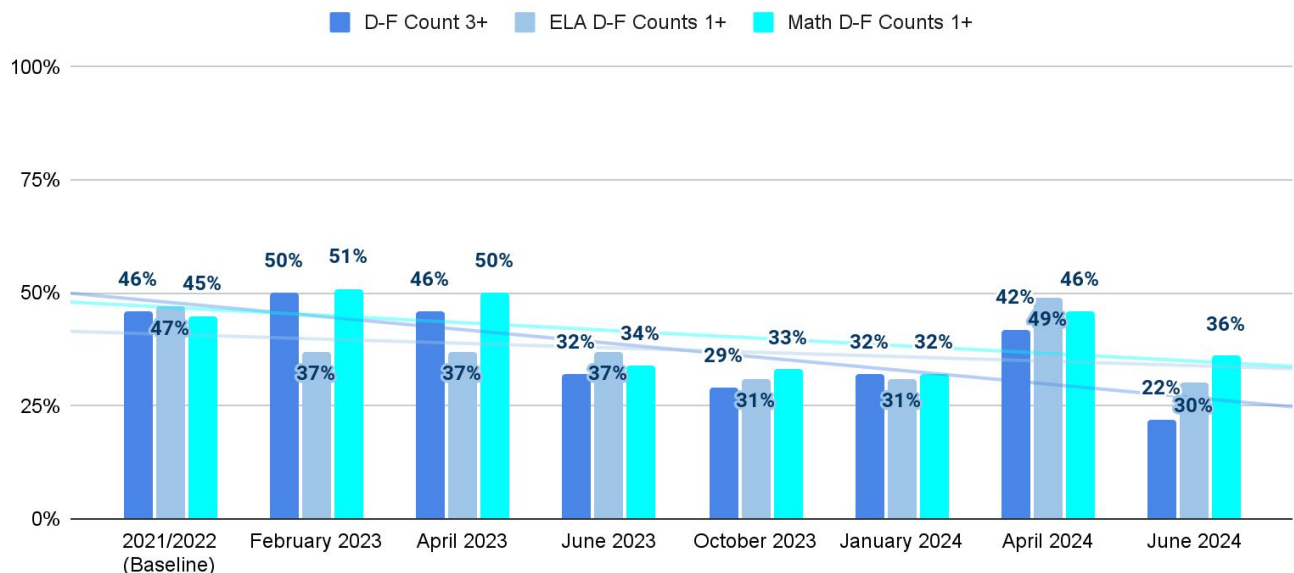
- Implement Personal Learning Plans (PLPs) for member of the target group of African American male students in grades 9 to 12
- Provide equity training for faculty
- Engage students in the "Only Thoughts of Ownership, LLC" program and related US Dept. of Health and Human Services Study
- Leverage college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

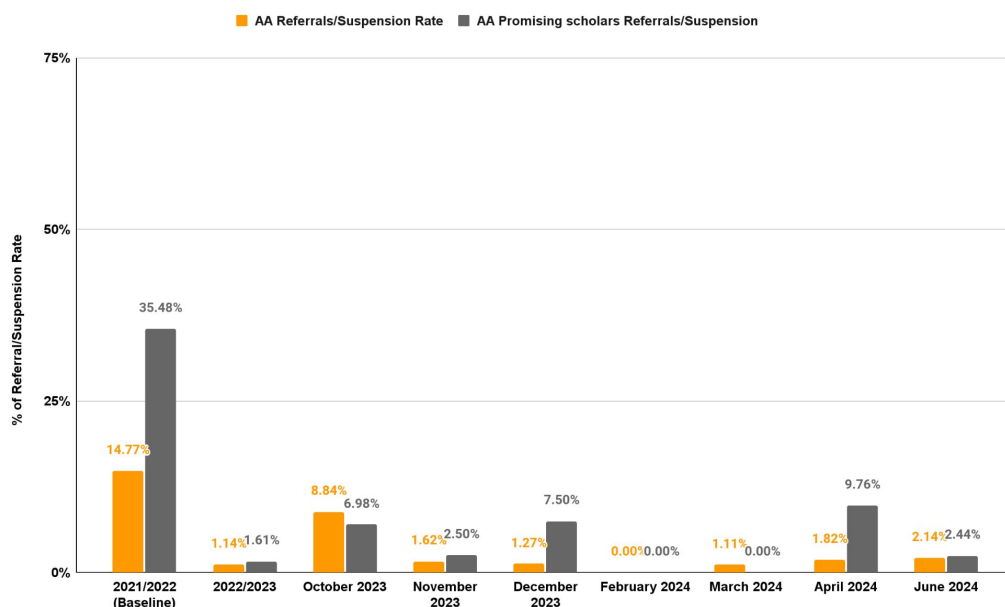
- Develop Individualized Learning Plans (ILPs) for each scholar with routine Comprehensive Coordinated Early Intervening Services (CCEIS) Specialist check-ins to monitor intervention
- Provide behavioral analysis for all scholars receiving social-emotional interventions due to identified skill deficits
- 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





## 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



## Problem of Practice

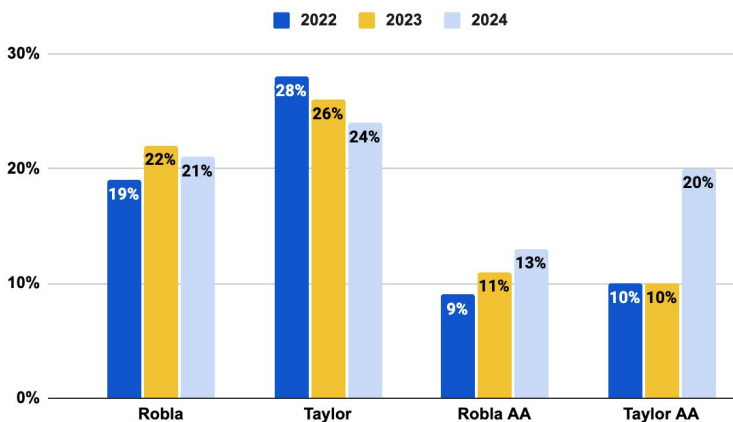
African American students at Taylor Street Elementary have high chronic absenteeism rates and low ELA and Math scores



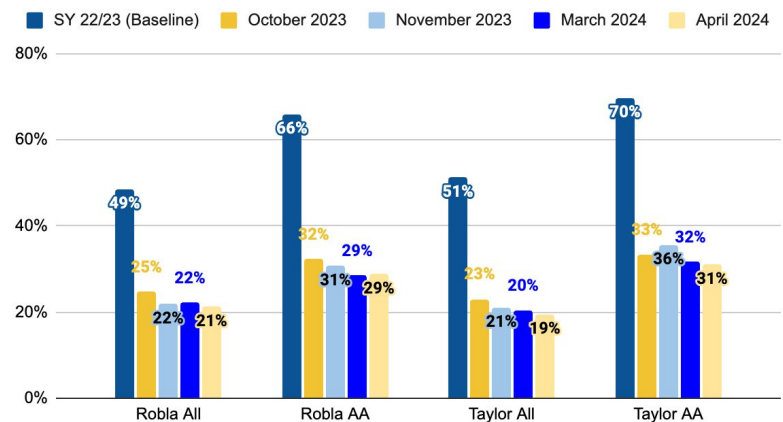
## Desired Outcomes

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

Math CAASPP Students Meeting or Exceeding Standard



Chronic Absenteeism Rates



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

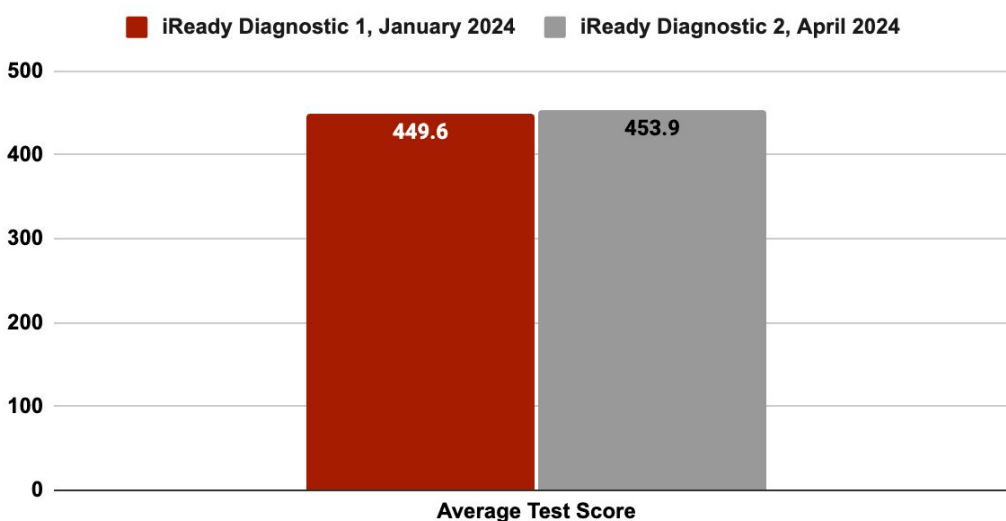
- Math teachers will engage in professional learning focused on curriculum and instructional practices to support African-American students
- 6th-grade math teachers will assess, discuss, and respond to profiles (grades, attendance, math background) of African American students at least 2-3 times per 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

### iReady Diagnostic Test - Average Scores - Edendale Middle School 6th Grade Cohort





## Problem of Practice

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



## Strategy

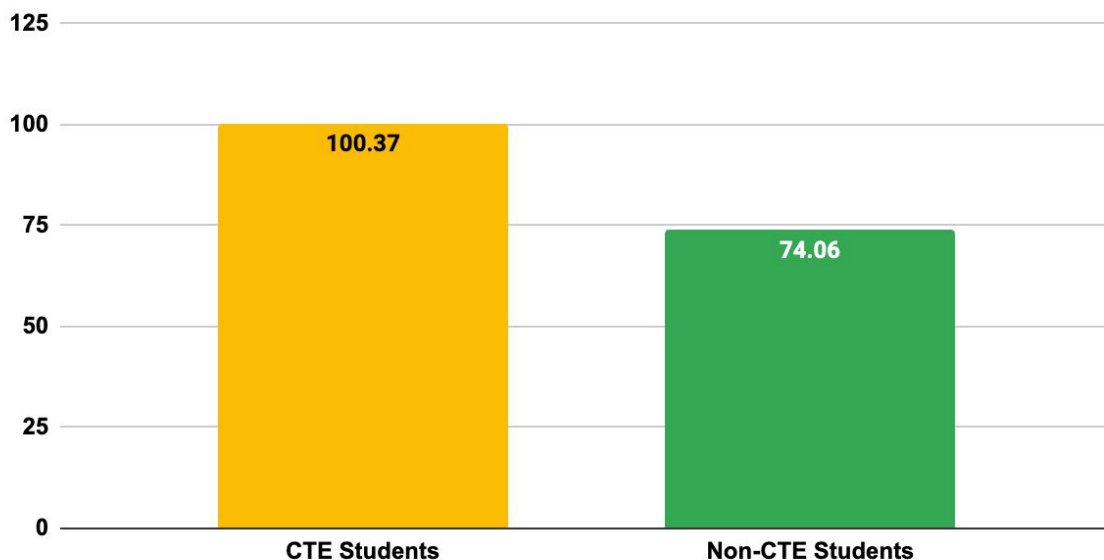
- Offer enhanced career pathway training programs in culinary arts and welding/construction in county-run community schools



## 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%)

**2023/24 SY Student Average Days Enrolled with Camille Creek School**







## 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 Student Group Comparison  
Amongst JCCS Schools**

