



Focus Area



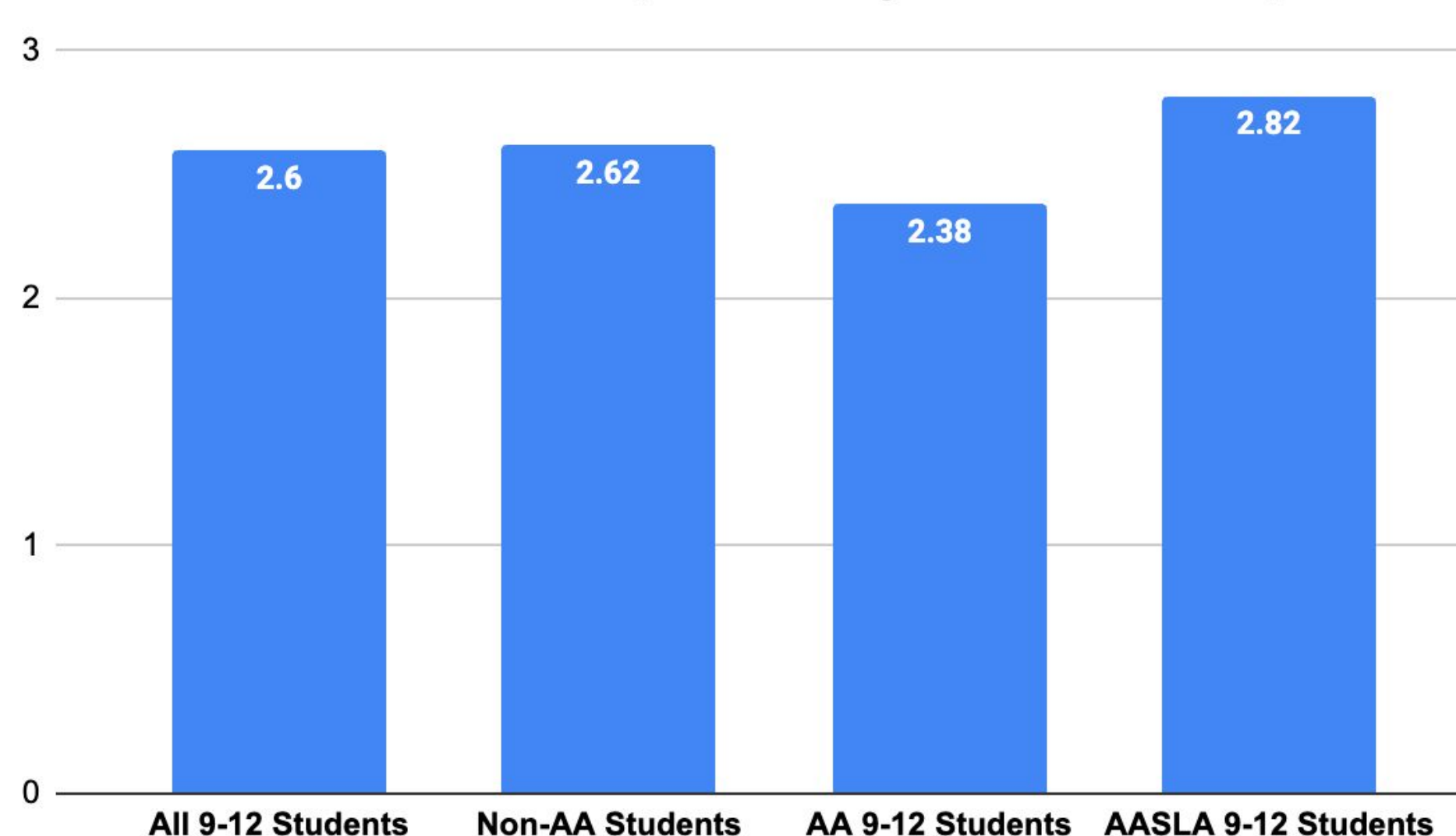
Increase the number of African-American student leaders who are UC/CSU college-bound



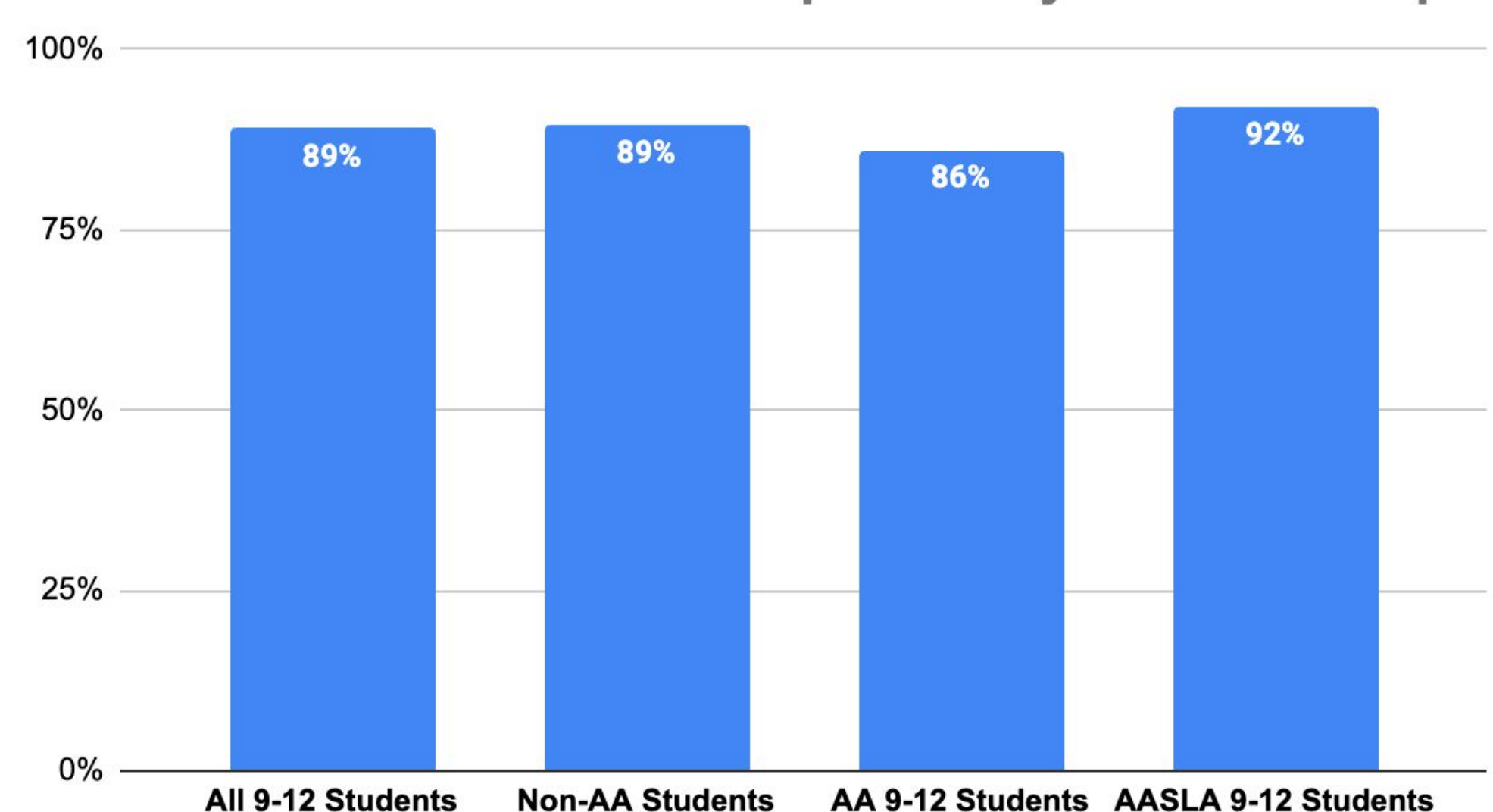
Strategies

- 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

2023/24 GPA Comparison By Student Group



2023/24 Attendance Rate Comparison By Student Group



Lessons Learned



- Intervention group size is too small (about 15% of the total student population) to significantly impact district-wide dashboard metrics
- Street data collection validated the FUSD Team's understanding of students' needs
- Using diverse methods to collect student voices (Parsec partnership) uncovered previously unknown student needs
- Value of collaboratively working with Administration staff to ensure accountability and support at the school site level

Street Data



- Collect student self-assessment of progress survey
- Students individual appointments with mentors
- Implement Parsec Reel platform for mobile devices to gather student feedback in real time
- Focus groups with students and parents

Most Proud



- Demonstrated the importance of this work through street data and other data, highlighting the need for continuation
- Sparked the opportunity to focus on the entire 9th-grade African American student population (392 freshmen), allowing us to test our strategy and hypotheses in future years to meet our goals



Focus Area



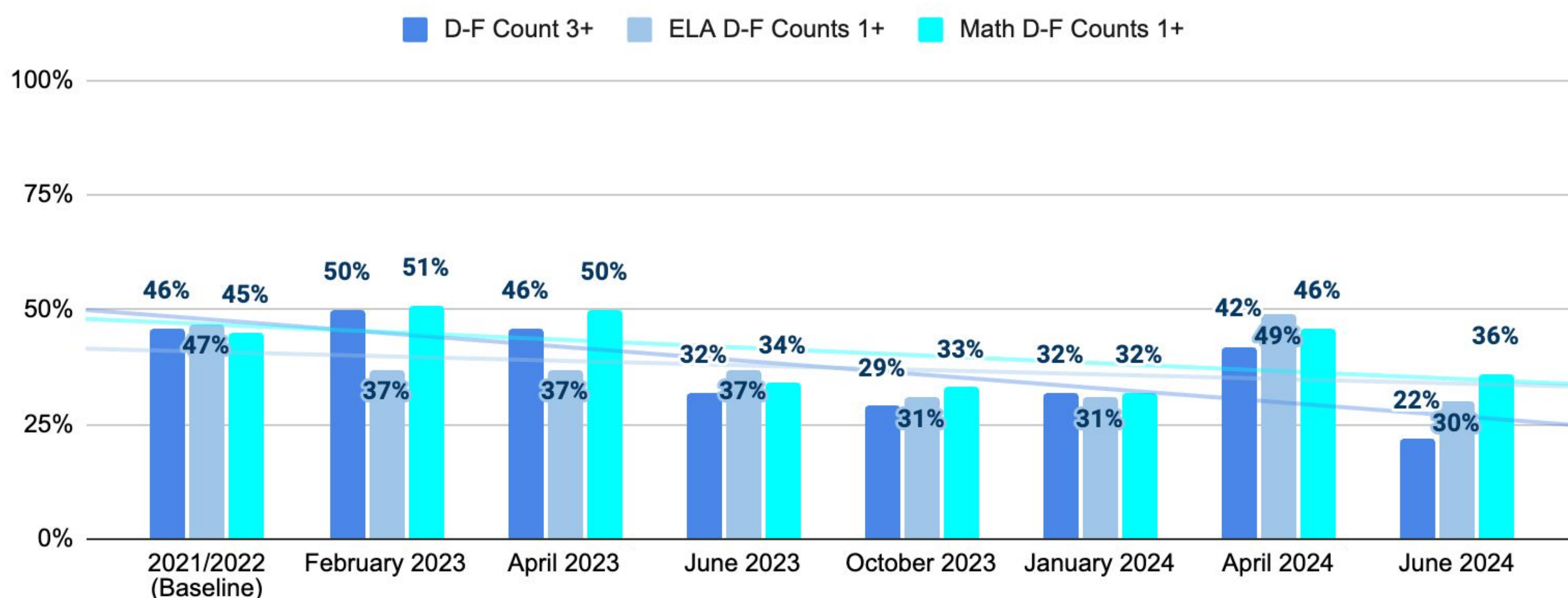
Overrepresentation of African American male students among those receiving non-passing grades in core classes



Strategies

- Implement Personal Learning Plans (PLPs) for African American male students in grades 9-12
- Provide equity training for faculty on Anti-Blackness and Bias
- Engage students in the “Only Thoughts of Ownership, LLC” program and related US Dept. of Health and Human Services Study along with Dr. Earley and Mr. Eugene Hamilton
- Leverage college pathway support from the National College Resources Foundation

Percentage of Ds and Fs in Core Classes for Male African American Students in Grades 9 thru 12



Lessons Learned



- Intentionality leads to results: Focused attention on specific student groups yields positive outcomes
- Wraparound support and collaboration are essential: Partner with other LEAs, CCEE, CAAASA, community partners, and organizations
- Male students highly value relationships with people who care about them
- Align fiscal resources with your goals: Make it a financial priority to grow and succeed in programs

Street Data



- Qualitative interviews with students during PLP plans
- YouthTruth survey data
- YBASU survey - Young Black Achievers Student Union
- Teen Summit Small group Sessions

Most Proud



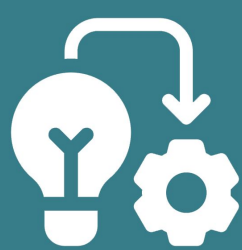
- Decrease in D & F grade rates
- Principal's investment led to additional workshops on equitable grading; equitable grade metrics to be used in all courses (next SY)
- Empowered young men! Students want the program to continue next year



Focus Area



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 ILPs 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

Street Data



- Identify current “street data” collection protocols being utilized
- Implement empathy interviews with Promising Scholars student group
- Collect and analyze parent feedback through surveys administration

Most Proud



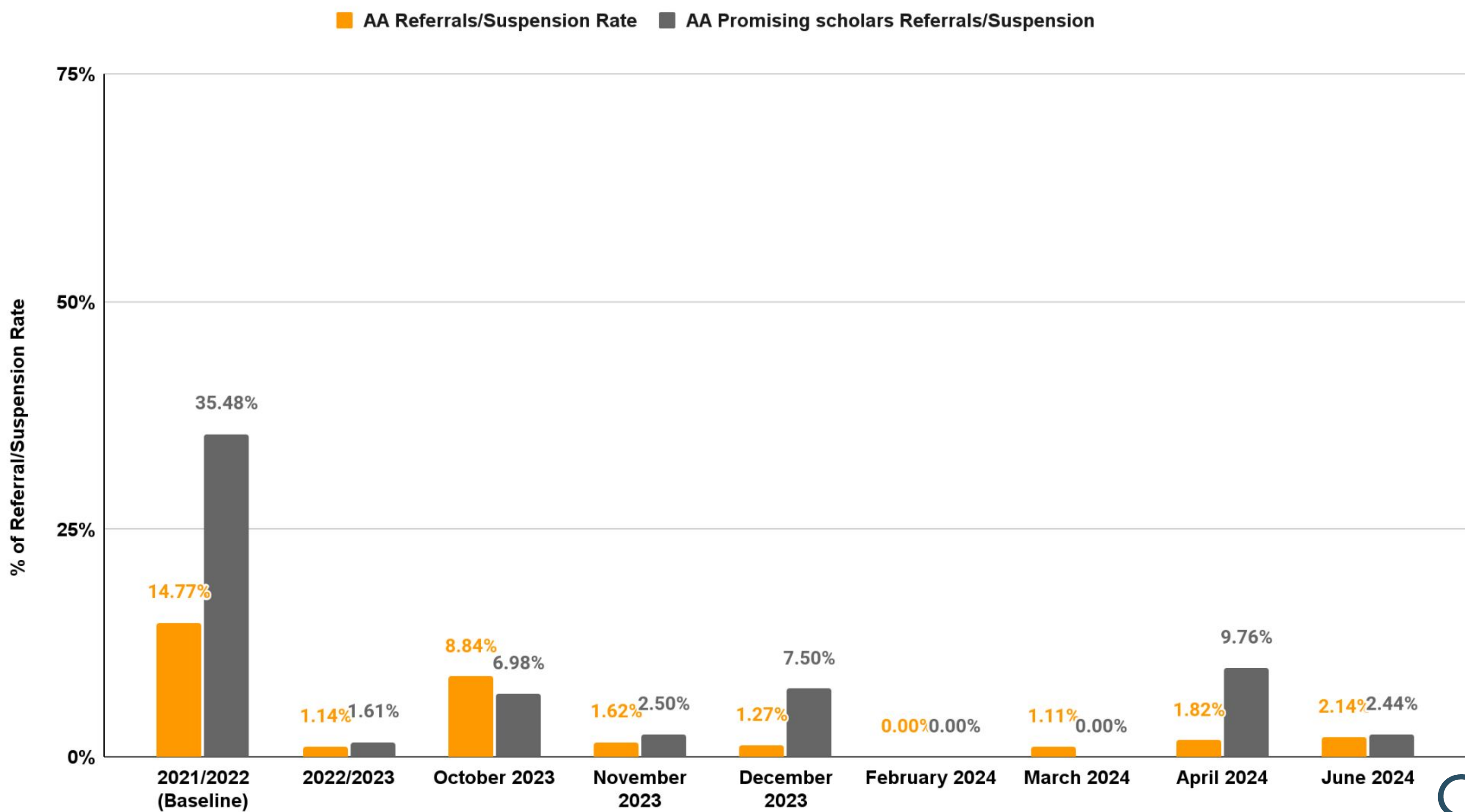
- Achieved removal from CCEIS identification in special education for our African American student group
- Reduced suspensions for AA scholars and implemented more equitable methods to address misconduct and root cause issues
- Demonstrated commitment to the work by engaging in difficult conversations about disproportionalities affecting our AA students

Lessons Learned



- Purposeful data collection has been essential in understanding our scholars' experiences
- Street data collection (classroom walkthroughs) has highlighted gaps in student experience
- Supporting students outside the classroom is valuable, but additional instructional support may be needed to close the opportunity gap
- Capturing the academic experience from the scholars' perspectives has proven challenging

Referrals/Suspension Rate Comparison





Focus Area



African American students high chronic absenteeism and low English Language Arts/Math scores in elementary school



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
- Reaching out to parents around attendance and school involvement
- Provide additional academic support to students during school day
- Serve as liaison between parents and school
- Walkthrough tool for PK-3 Coherence Collaboration (P3CC) - district initiative around math

Street Data



- Collection of “Attendance Challenges” Data
- Freedom School Program empathy interviews
- Student feedback survey
- Parent feedback Surveys

Lessons Learned



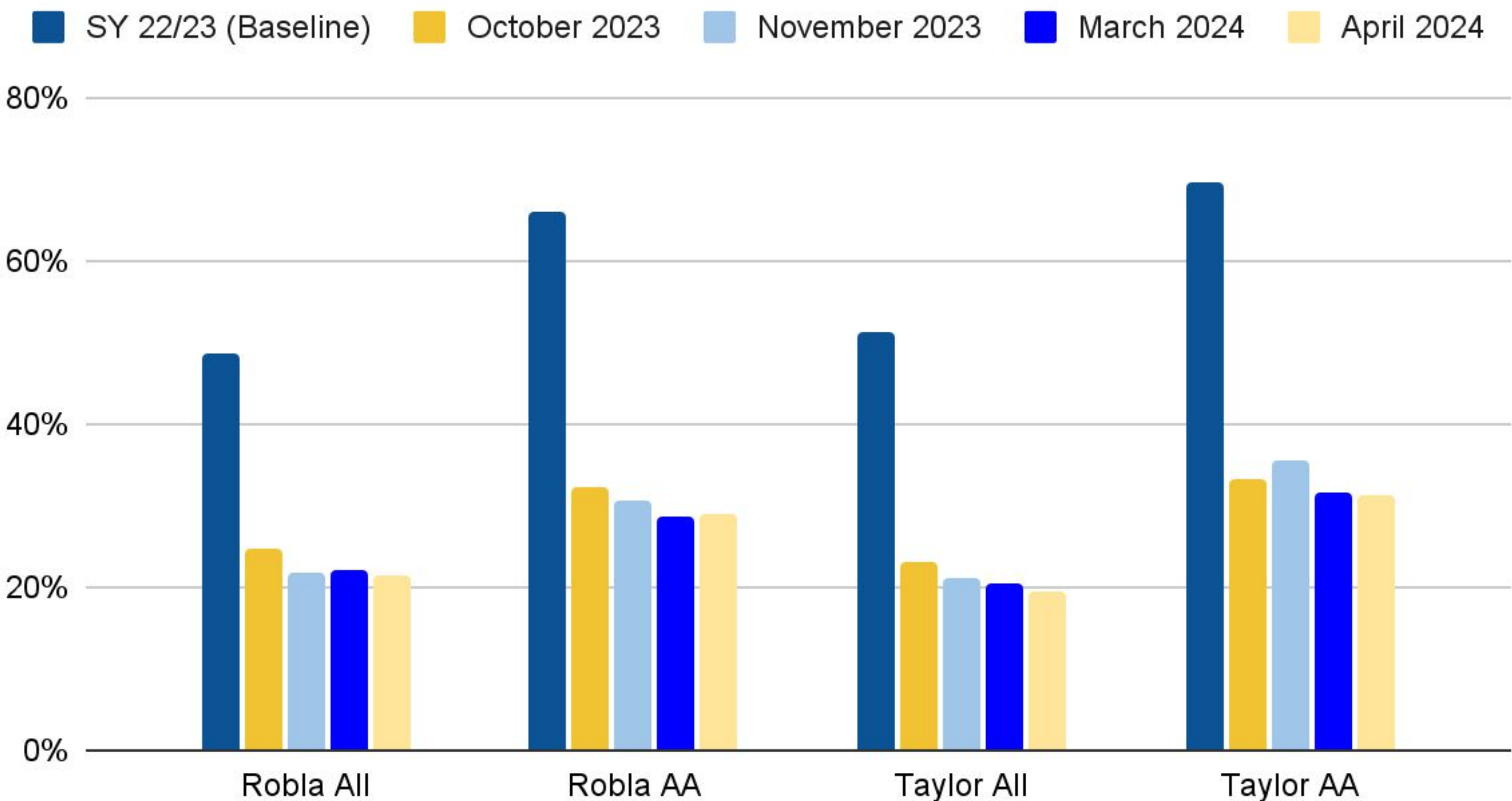
- Strengthen implementation of the RIC (reading curriculum) into the after-school program
- Provided more targeted support for students by having SLI on campus
- Promote the program more intentionally with a focus on its intent for AA students
- The importance of incorporating Harambe activities daily instead of just on Thursdays

Most Proud



- Successfully implemented the Expanded Learning Opportunity Program (ELOP) program for the 23/24 school year
- Achieved good daily attendance for Academic Success Program/ Freedom School programs.
- Maintained open communication with community partners
- Normalized conversations about data and specific student groups

Chronic Absenteeism Rates





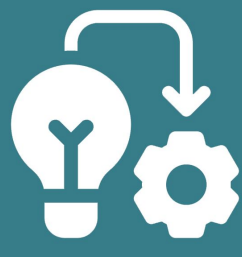
San Lorenzo

Unified School District

Focus Area



Middle school African American students meeting and exceeding mathematics CAASPP standards



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

Most Proud



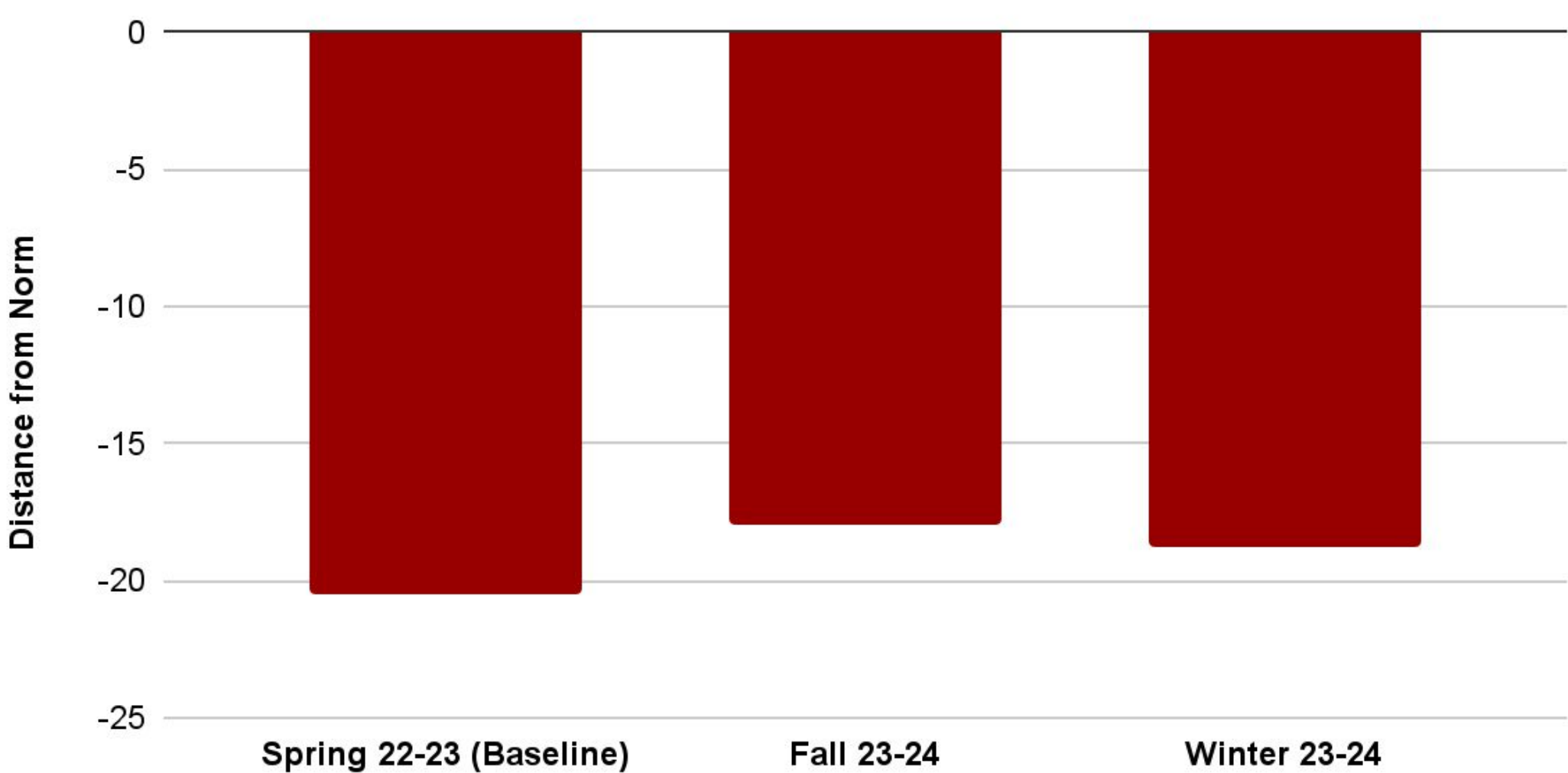
- Prioritizing this work is a collective point of pride, from the superintendent to teachers and staff. Everyone recognized its importance and urgency for the benefit of all students.
- Successfully transitioned to iReady as an assessment platform, providing real-time data instead of summative data. This significant accomplishment required a cultural shift and offered an opportunity to expand learnings district-wide.



Lessons Learned

- Peer learning walks enabled teachers and admins to observe classrooms and address instructional gaps, fostering significant staff buy-in
- iReady implementation highlighted the importance of utilizing data as a decision-making tool at all levels, not just district-wide, and use of data to guide teacher strategy/planning
- The value of data-informed practice (District has incorporated cycles of data review into the school year calendar for next year).
- The power of pilot proof: Edendale Middle School pilot provided valuable insights, paving the way for expansion to two additional middle schools
- The importance of Identifying strong instructional practices and developed strategies to scale them district-wide
- The power of creating space and time for teachers to collaborate beyond regular school/work hours

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



Street Data



- California School Climate, Health, & Learning Survey for students, staff, and parents - Caring Adults, School Connectedness, Meaningful Participation
- Student foci (10) shadowing by district leaders, school administrators, and math teacher
- Student foci (10) empathy interviews



Focus Area

County Community Schools/Program (expelled and/or on probation) completion rates

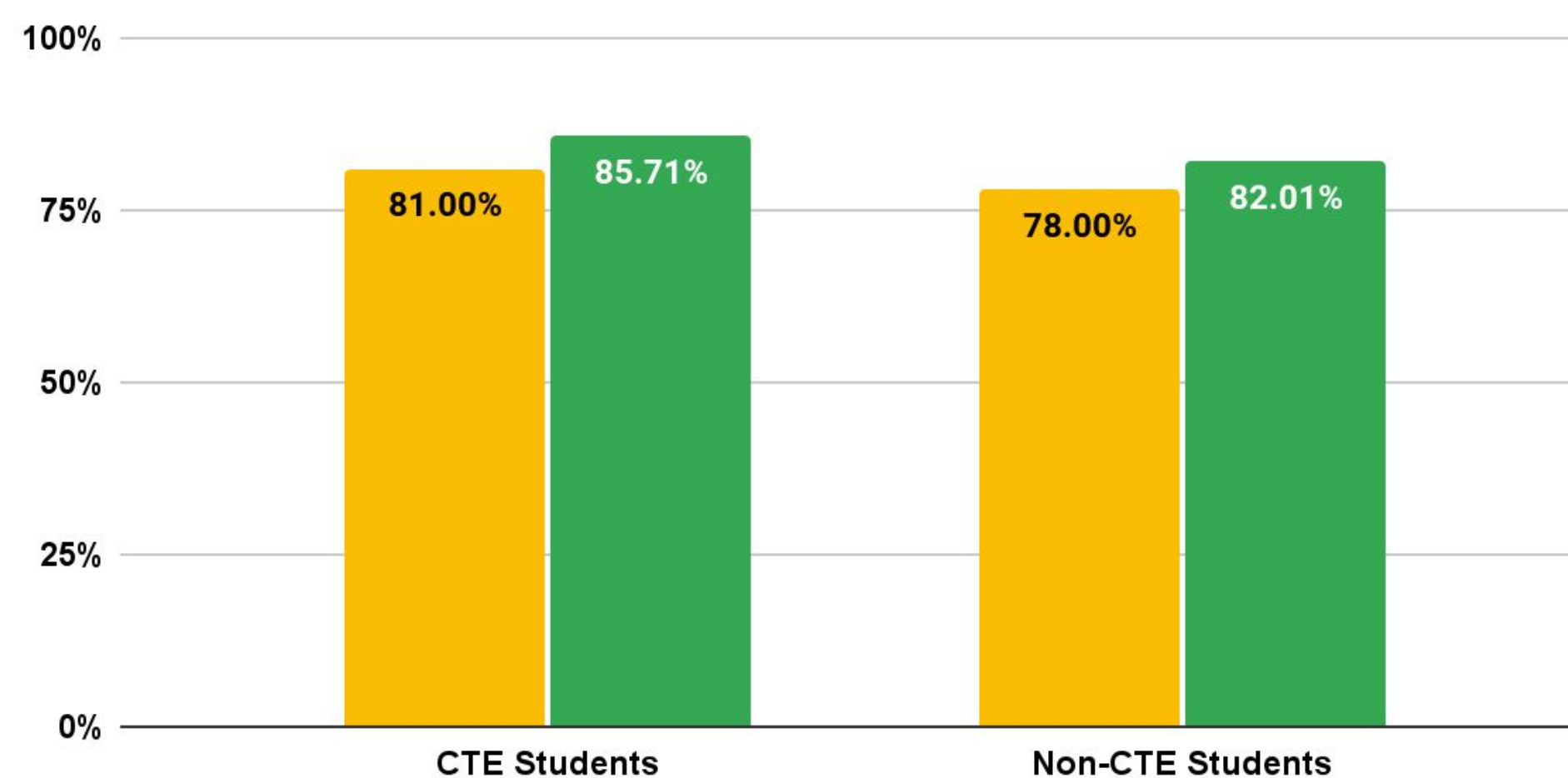
Strategies



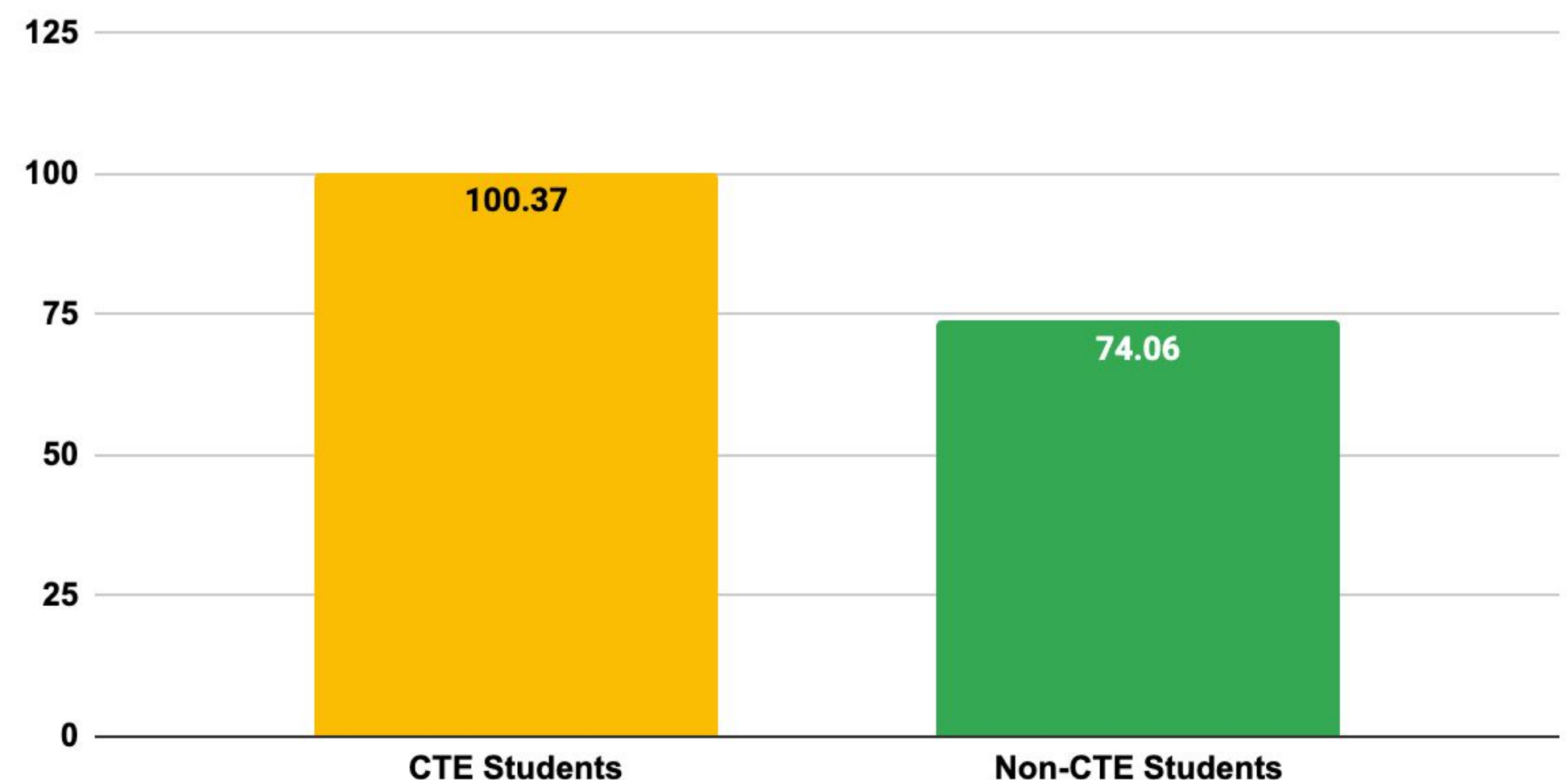
Offer enhanced career pathway training programs in culinary arts and welding/construction in county-run community schools

Attendance Rates

2022/2023 (Baseline) 2023/2024 (YTD)



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



Lessons Learned



- Highlight the value of the Career Technical Education (CTE) program through street data and focus groups.
- Recognize that while satellite/map data doesn't yet show the impact, street data clearly demonstrates the CTE program benefits
- Gain insights from other network participants
- Observe how articulate and confident our students are about their goals

Street Data



Camille Creek CTE Program focus groups in Winter and Spring

- Students enrolled in CTE courses
- Students not enrolled in CTE courses
- Teachers
- Empathy interview with AA students attending CTE courses

Most Proud



Level of progress in developing our programs:

- Enhanced culinary pathway now articulated with Napa College (welding pathway articulation planned for next year)
- Initiation of the "Food Track Project" to enable collaboration between pathways
- Introduction of paid internships for CTE students
- College and Career Ready Labs featuring hands-on career exploration in six industries

Focus Area



African American students
engagement and chronic absenteeism
rates in the Community Schools
Program



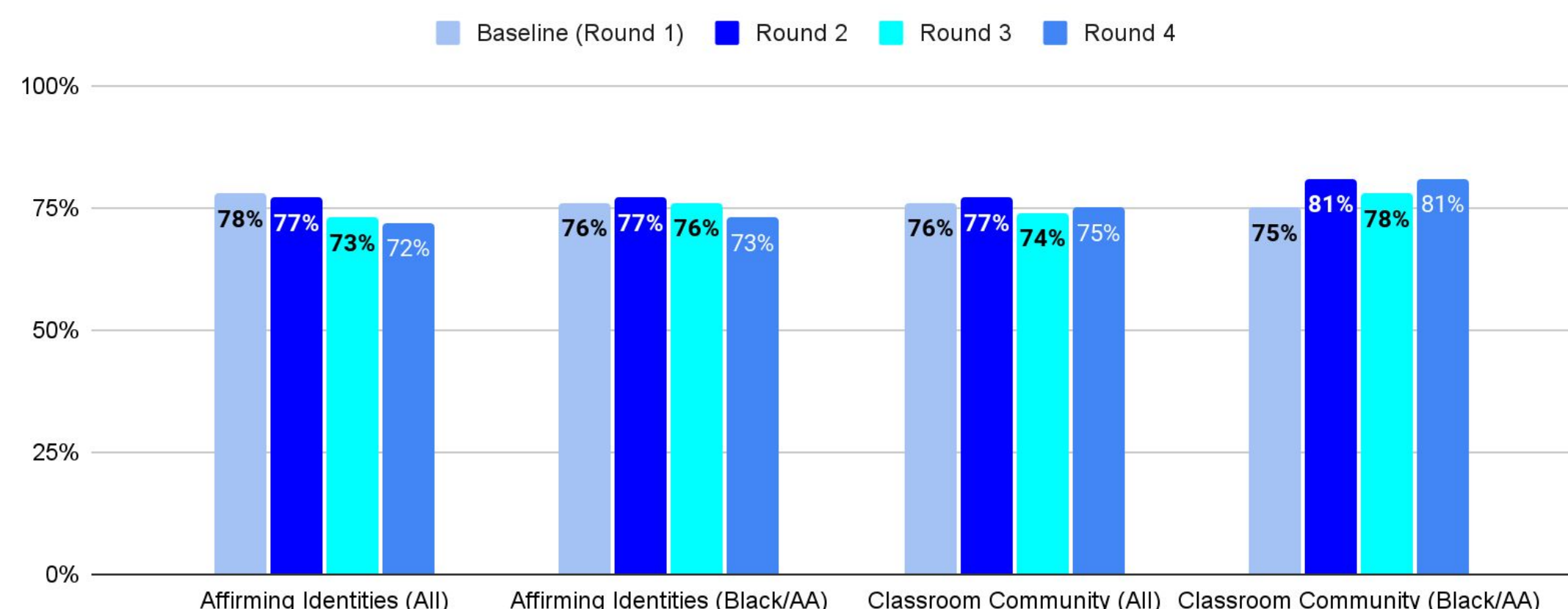
Strategies

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

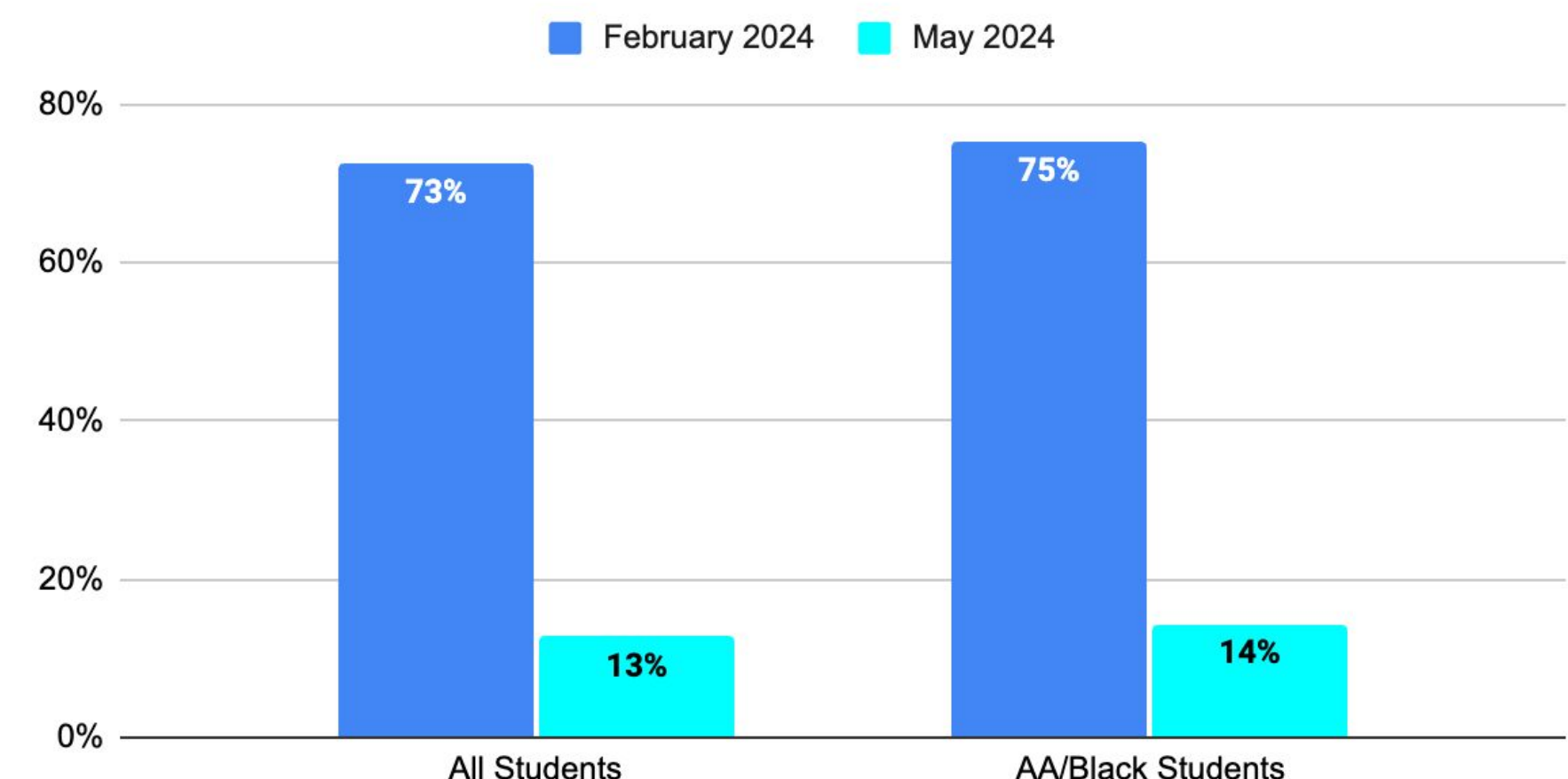
The Elevate survey will be administered to all school sites every six weeks:

- 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.

Overall Survey Results for Affirming Identities and Classroom Community



Chronic Absenteeism Student Group Comparison Amongst JCCS Schools



Lessons Learned



- Importance of having the “buy-in” from principals and school site admins to ensure teachers receive support with survey results and review
- Ensure social workers receive data to address survey findings effectively
- Engage all voices in the planning stages of the continuous improvement process and expand this process to other programs
- Added value of working with other partners across the state to share experiences and learnings
- Aligning problem of practice and strategies to be responsive to survey data, ensuring timely decisions based on survey results
- Emphasize the importance of street data collection

Street Data



- Students Empathy interview
- Schools site staff/teacher interviews
- District level staff survey and interviews
- Personal learning plants implementation
- Student led Design Jams

Most Proud



- Giving our students agency and aligning priorities across our organization through the work of this network
- Partnering with other major players across the state
- Showcasing our work while continually learning and improving through the network
- JCCS program is ranked 6th in the county for graduates going to college