Leveraging Networked Learning to Improve Outcomes for African American Students

Lessons Learned from the African American Success Learning   Network

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ccee
California Collaborative
for Educational Excellence

CAAASA
California Association of African-American
Superintendents & Administrators

Presenters

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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

- Design and implement initiatives that facilitate the application of evidence-based continuous improvement processes within LEAs, coupled with regular collection and analysis of relevant data to support student outcomes

- Share lessons learned from our work, as well as emerging/best practices, strategies, and resources that address current high priority needs in the field

Teaching, Learning, and Leading

Innovation, Instruction, and Impact

Transformative Systems for Equitable Educational Outcomes

Why 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

California Association of African-American
Superintendents & Administrators

- 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

Timeline of the CAAASA/CCEE Partnership

CAAASA-CCEE PLN (2017-19)

Comprising 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.
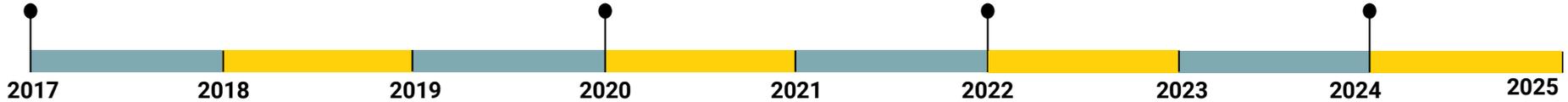
Advancing Equity in an Era of Crisis (Spring 2020)

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.

Reconvening of CAAASA-CCEE Working Group (June 2022)

CAAASA and CCEE reconvened the original seven PLN participants for a discussion about the impact of the COVID-19 pandemic on their work to support their African American students, summarized in this brief.

Network Sustainability

The AASS Network participants focus on moving their work into a sustainability phase while expanding their network to encourage new local educational agency teams to join.

2017   2018   2019   2020   2021   2022   2023   2024   2025

Bridge PLN (2019-20)

The Bridge PLN continued the work through examining the role of Local Control & Accountability Plans (LCAPs) to make it a more effective tool in designing and implementing instructional shifts to support African American students

Lifting Our Voices (2021-22)

Designed to serve as a basis for creating meaningful professional learning opportunities around community voices, 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 (AASS) Learning Network (2023-2024)

The African American Student Success Learning Network, comprising 5 LEAs who had participated in the original CAAASA/CCEE PLN and two new districts, launched with a focus on measuring the outcomes of strategies implemented to support Black student achievement.

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.

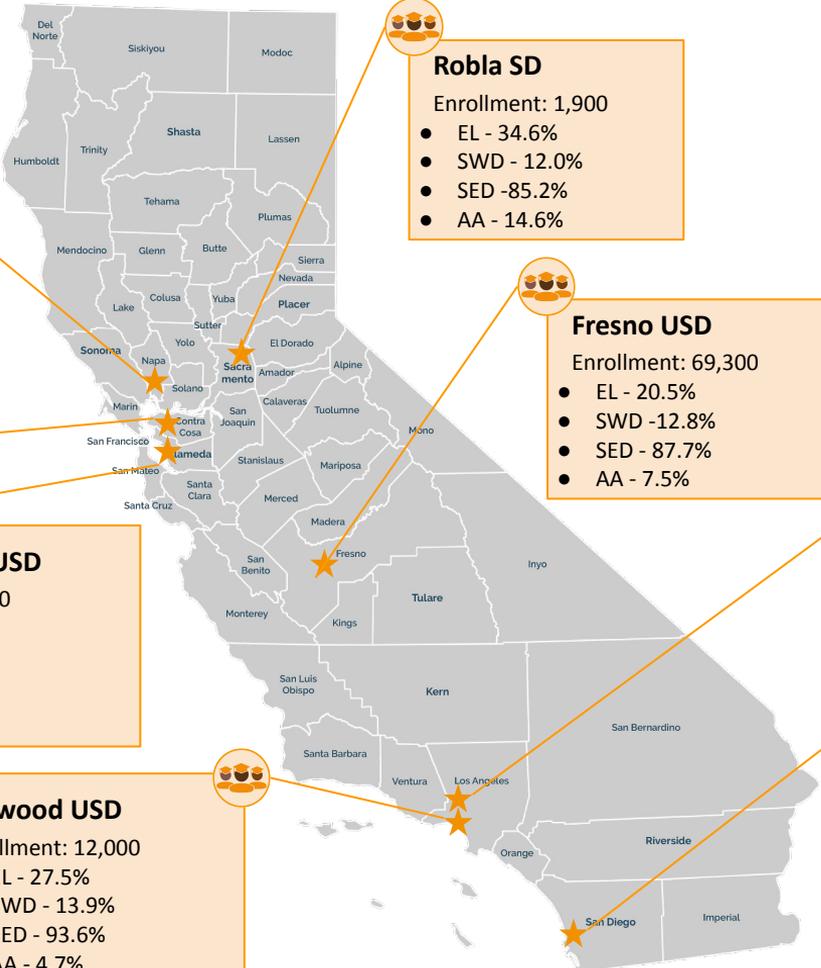**Identified root causes** for poor educational outcomes (including, but not limited to):

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

Successful Practices:

- Implementing practices measuring the quality and equity of learning conditions
- Incorporating culturally conscious teaching principles
- Implementation of expanded learning programs and career technical pathways
- Including student, teachers, and administrators voices

The African American Student Success Network

Robla SD

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

Napa COE

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

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%

Glendale USD

Enrollment: 25,049
- EL - 22.0%
- SWD - 10.0%
- SED - 49.2%
- AA - 1.9%

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%

Fresno USD

Problem of Practice
African American students college and career readiness

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

Strategies
- Targeted support for black 9th grade students through champion/mentor
- Weekly check-in meeting between students and champion/mentor
- Monitoring progress process aimed at notifying administrators and families if students are off track
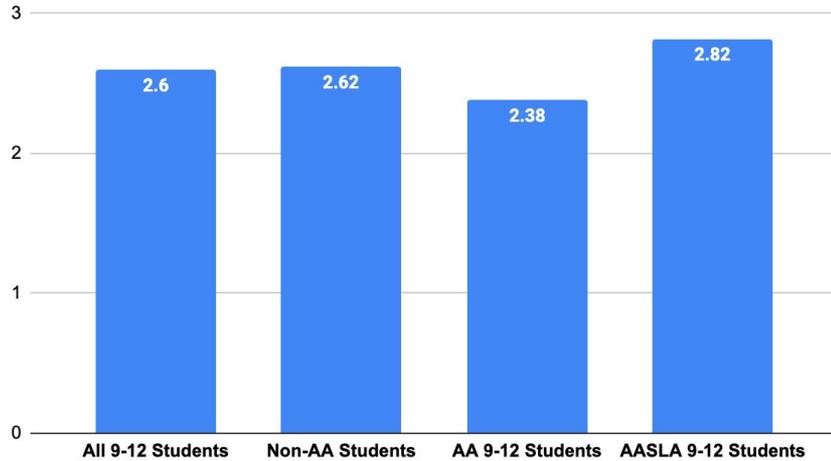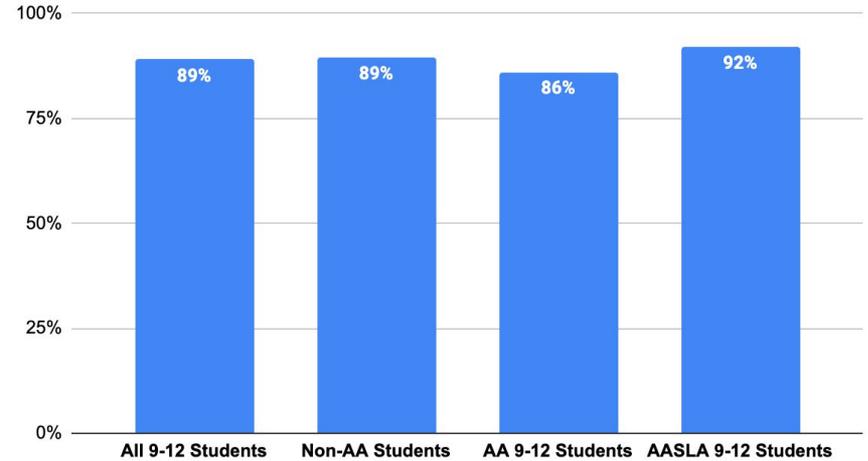
Desired Outcomes
- 8% increase in the number of students who obtain a "C" or higher in A-G course grades (each semester)
- .5% increase in 4th quarter GPA averages
- 2% increase in 4th quarter attendance averages

2023/24 GPA Comparison By Student Group

Student Group	GPA
All 9-12 Students	2.6
Non-AA Students	2.62
AA 9-12 Students	2.38
AASLA 9-12 Students	2.82

2023/24 Attendance Rate Comparison By Student Group

Student Group	Attendance Rate
All 9-12 Students	89%
Non-AA Students	89%
AA 9-12 Students	86%
AASLA 9-12 Students	92%

Lynwood USD

Problem of Practice

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

Demographics

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

Strategies

- Provide equity training for faculty
- Implement Personal Learning Plans (PLPs) for target group ⇒ African American male students in grades 9 -12
- Implement culturally responsive leadership program for target group
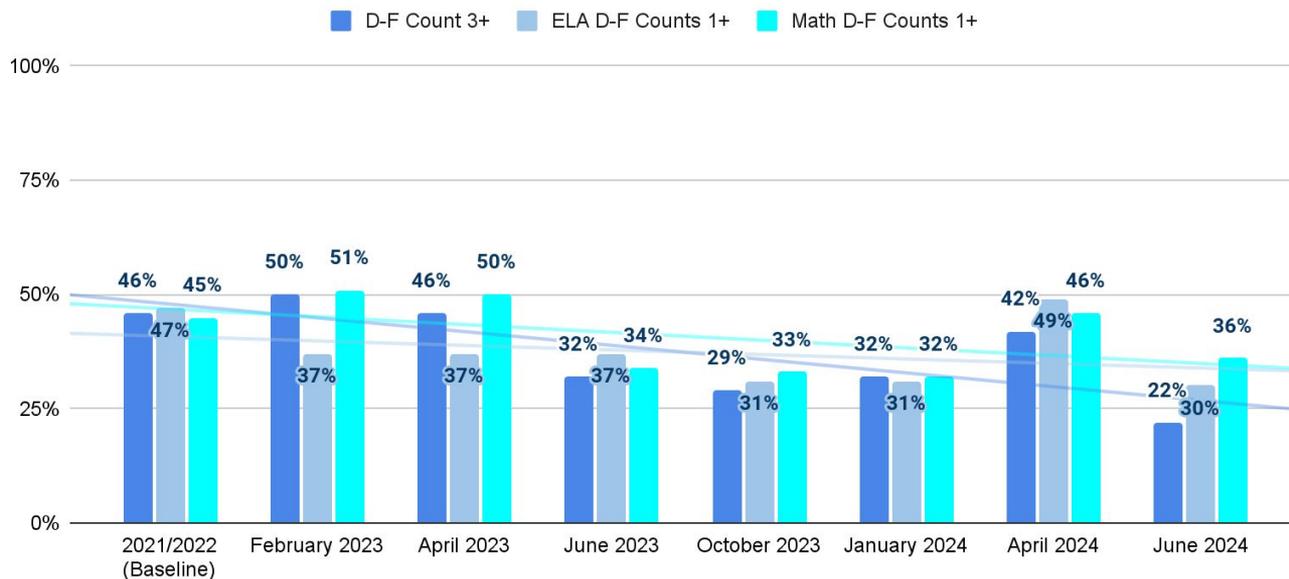- Leverage college pathway support from the National College Resources Foundation

Desired Outcomes

- 100% African American male students in Lynwood Unified will have a Personalized Learning Plan
- 55% of targeted students will have parent or guardian attendance for at least one school- or district-sponsored event
- 35% of African American male students will reduce the number of non-passing grades in at least one core class

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

Pittsburg USD

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

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

Strategies
- Develop Individualized Learning Plans (ILPs) for each scholar check-ins to monitor intervention
- Provide behavioral analysis for all scholars receiving SEL interventions due to identified skill deficits
- Support phonemic awareness and phonics instruction with intentional teacher coaching
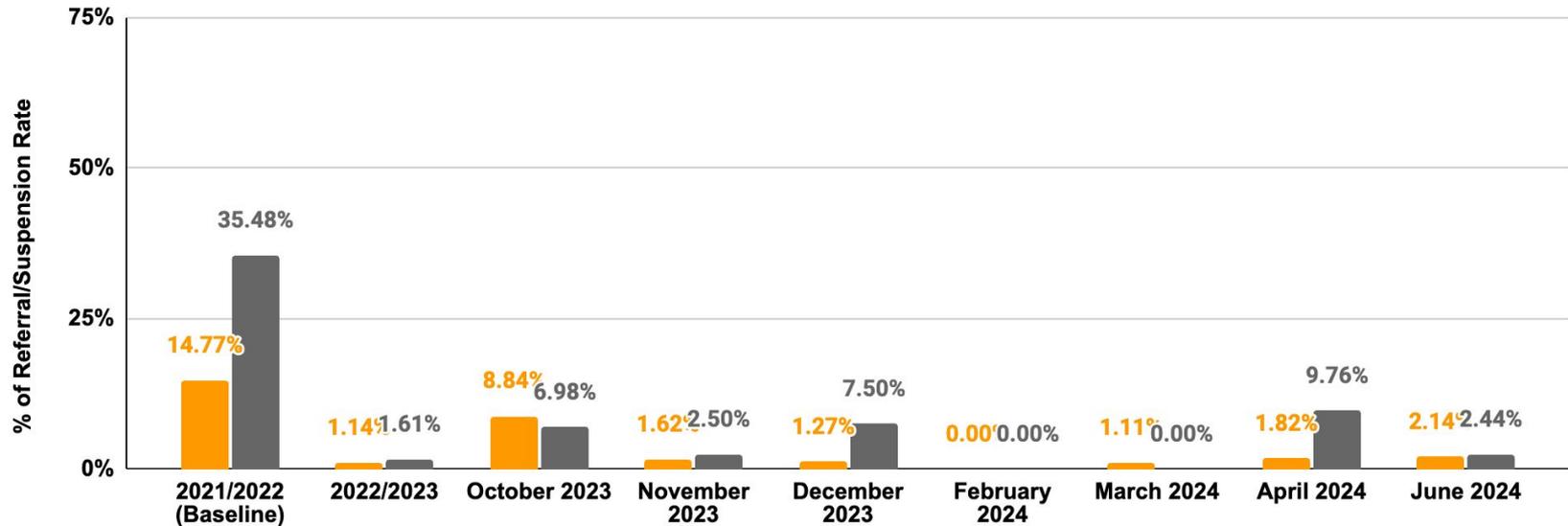
Desired Outcomes
- A reduction below 3 in Pittsburg USD's risk ratio for Emotional Disturbance (ED) and Other Health Impairment (OHI)
- 5% reduction in referral and suspension rate
- 80% of promising scholars will have family engagement via at least 2 in-person events or meetings per year

Referrals/Suspension Rate Comparison

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

% of Referral/Suspension Rate

- 2021/2022 (Baseline): 14.77%, 35.48%
- 2022/2023: 1.14%, 1.61%
- October 2023: 8.84%, 6.98%
- November 2023: 1.62%, 2.50%
- December 2023: 1.27%, 7.50%
- February 2024: 0.00%, 0.00%
- March 2024: 1.11%, 0.00%
- April 2024: 1.82%, 9.76%
- June 2024: 2.14%, 2.44%

Robla SD

Problem of Practice
African American students high chronic absenteeism and low ELA/Math scores in elementary school

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

Strategies
- Implementation of Freedom School Program in the Expanded Learning Program
- AA Community Outreach Assistant (COA) assisting AA students at Taylor
- Walkthrough tool for PK-3 Coherence Collaboration (P3CC) - district initiative around math

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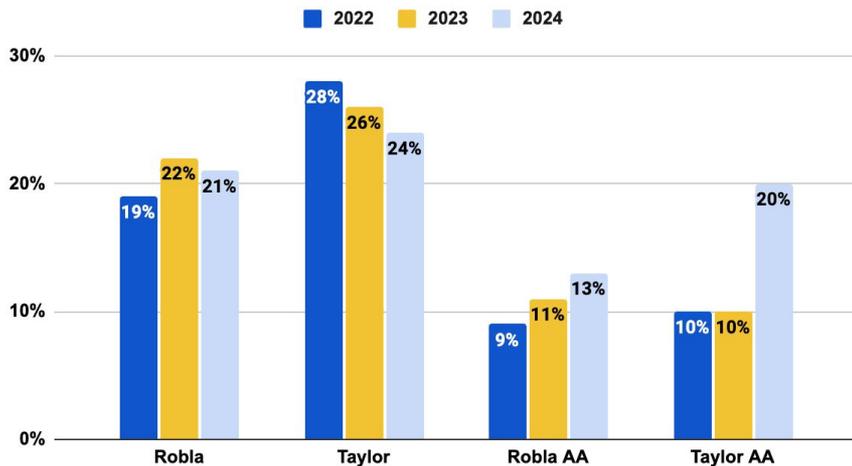- Increase in ELA and Math assessment scores
- Decrease in chronic absenteeism rates

San Lorenzo USD

Problem of Practice
Increase the number of African American students meeting or exceeding math standards on the CAASPP at Edendale Middle School

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

Strategies
- Math teachers will participate in professional learning to support African American students
- Teachers will assess student profiles (grades, attendance) 2-3 times per year
- Staff will support 10 focal African American students in goal-setting for the 2023-24 school year
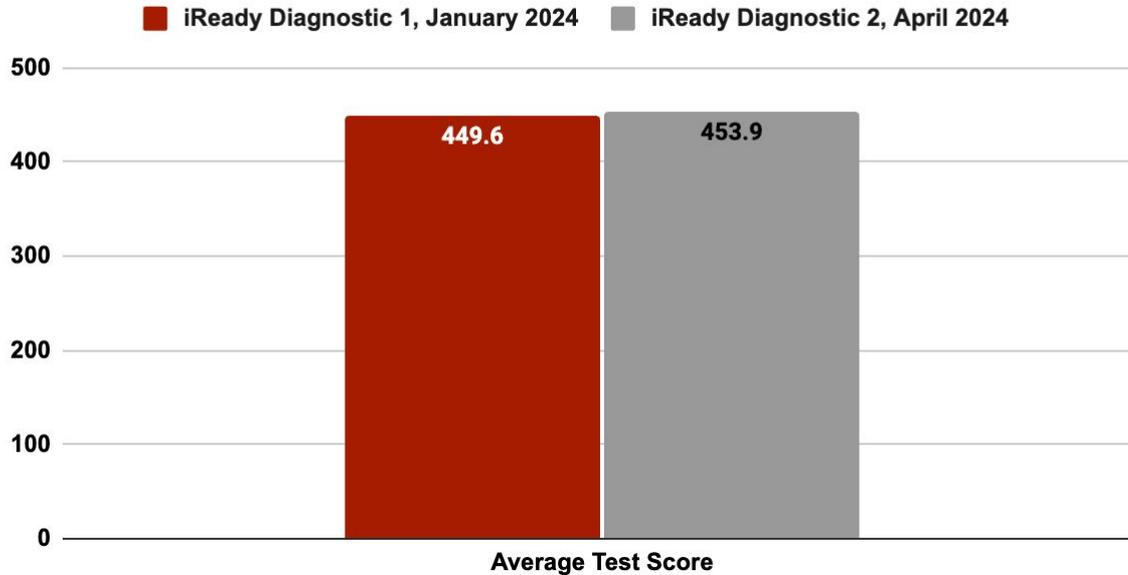
Desired Outcomes
- A higher percentage of 6th-grade African American students will meet or exceed standards on the 2024 CAASPP compared to the past four years
- Over 10% of African American 6th-grade students will meet or exceed standards on local academic progress measures

San Lorenzo
Unified School District
Educating for Success

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

Questions

CCEE Learning Networks
https://bit.ly/3r6DcVO

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Reach Out to Learn More!

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We would love your feedback!