

APPENDIX V - 88

V.G.1.q AASSD – MASSD Academic Interventions

A description of the process for providing academic intervention for struggling African American and Latino students.

The Unitary Status Plan (USP) requires the District to develop and implement a system for identifying African American and Latino students in need of targeted interventions to provide targeted support to those who are struggling or disengaged in school. In SY 2020-21, the District implemented the use of Synergy, a student information computer software program to identify students in need of targeted interventions. The Synergy program has been in use several years to document attendance, student grades, and discipline. In Synergy, staff in all schools have the capability to create student support plans as part of the Multi-Tiered System of Supports (MTSS) process.

In SY 2020-21, all schools were required to implement a multi-tiered system of support (MTSS) to address academic and behavior intervention needs. Approximately 33 schools have a full-time MTSS coordinator while the remaining schools were required to designate a site coordinator. The MTSS coordinators/site coordinators are responsible for hosting bi-weekly meetings to discuss students identified for additional support, and to facilitate the implementation of supports.

In SY 2017-18, the District created the Restorative Practices Coordinator position to provide support to 10 high-risk schools. The District continued this same level of support in SY 2020-21 to reduced dropout indicators.

In SY 2020-21, the African American Student Services Department (AASSD) and Mexican American Student Services Department (MASSD) supported the District process to identify students in need of targeted interventions and support. The AASSD continued with a site-based approach in conjunction to a holistic approach implemented by MASS to support students through program support (i.e., college planning days). Both departments implemented several strategies that supported schools to provide targeted support to students: 1) mentoring, 2) site-based MTSS team participation, 3) use of the online request for services form, 4) share tutoring resources, 5) parent engagement events, 6) assist with or host culturally responsive practices (CRP) training for school staff, and 7) culturally responsive de-escalation training. The CRP trainings were in partnership with the District curriculum department to provide proactive and preventative strategies to engage with African American and Latino students.

The AASSD, assigned Student Success Coaches to high need school-sites to support students identified as at-risk of graduating. In all, most supports provided during SY 2020-21 were virtual in nature due to COVID-19.