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Authors
Dumas, Travis
Howard, Jaleel R.
James, Angela
et al.

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BRIGHT SPOTS

Schools & Organizations Cultivating Excellence in Los Angeles Black Youth

TRAVIS DUMAS, PH.D.
JALEEL HOWARD, M.ED.
ANGELA JAMES, PH.D.
TYRONE HOWARD, PH.D.

UCLA Center for the Transformation of Schools

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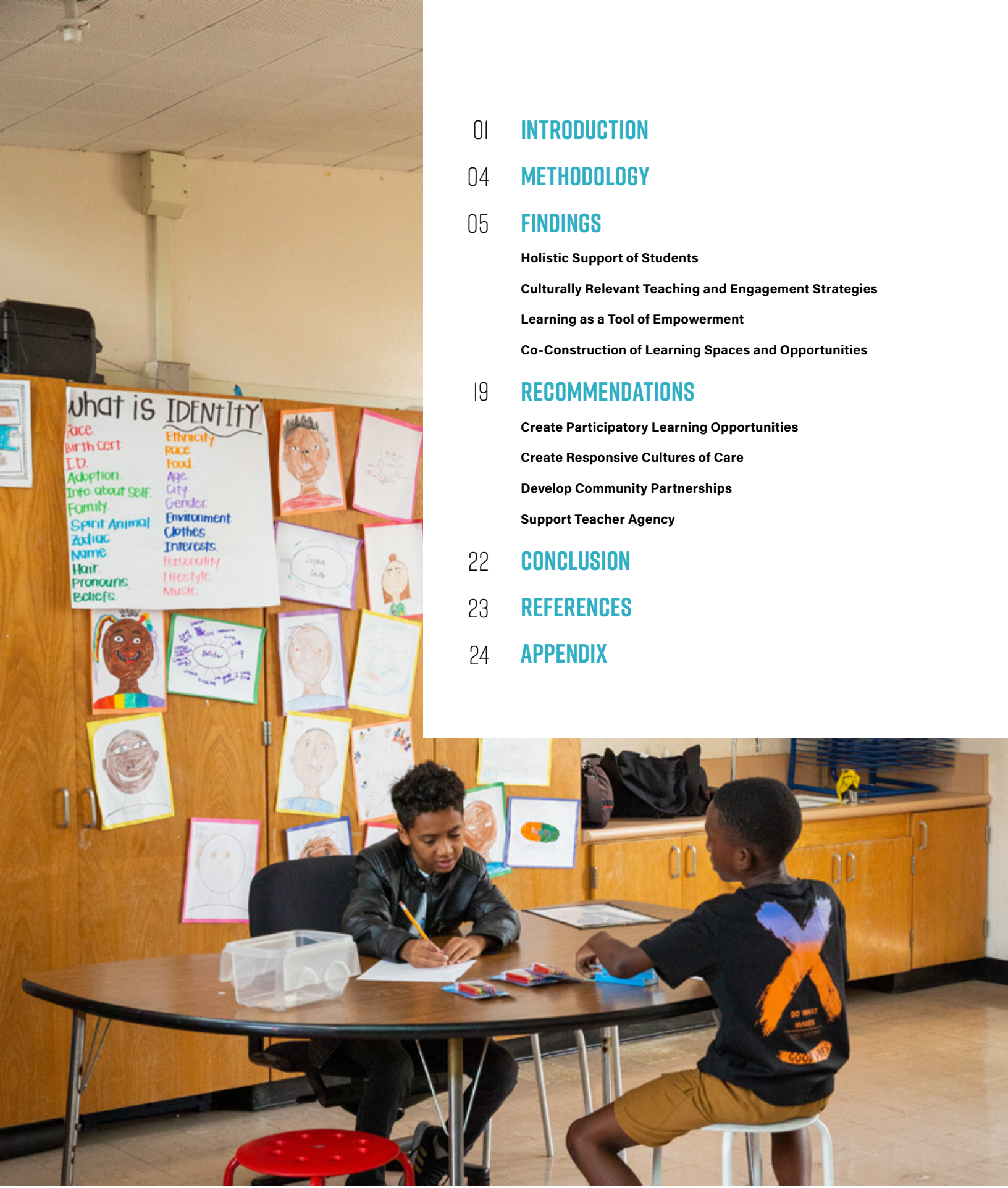


INTRODUCTION

Historically, educational institutions in the United States have not been inclusive of Black students *(Ladson-Billings, 2006).* Since the turn of the 20th century, Black students have been located on the periphery of educational opportunity in the U.S. and relegated to structurally inequitable schools within an overarching system not intended to truly serve them.

The result is that Black students continue to disproportionately attend underfunded schools *(Pitre, 2014; Shedd, 2015);* are subjected to hyper-punishment and policing compared to their peers *(Noguera; 2008; Wolf and Kupchik, 2017);* have less access to college preparation *(Delpit, 2012; Howard et al., 2016)* and career development opportunities *(Arbona, 2005; Castro, 2013; Medvide and Blustein, 2010);* and are typified using deficit-based notions of academic ability *(Douglas et al., 2008; Lewis et al., 2008).*

In 2019, UCLA's Center for the Transformation of Schools (CTS) released Beyond the Schoolhouse: Overcoming Challenges & Expanding Opportunity for Black Children in Los Angeles County, which documented academic, social, and environmental patterns of Black students across L.A. County. In 2021, CTS revisited that analysis with a more detailed examination of 14 districts with considerable Black student enrollment. The resulting report, Beyond the Schoolhouse: Digging Deeper | COVID-19 & Reopening Schools for Black Students in Los Angeles, additionally documented promising practices,

both in and out of school, for fostering academic success for Black students. Despite the pronounced structural disadvantages affecting Black students—many of which have been exacerbated by pandemic-impacted educational conditions—these schools and organizations represent "bright spots" that have a history of illuminating paths toward academic success for the Black students they serve. As such, their strategies are also illuminative for practitioners and scholars concerned with charting a course toward broader equity within educational systems.

In this report we offer a focused analysis of these bright spots, expounding the practices, approaches, techniques, and collaborations that sustain these sites' effectiveness in supporting Black students. The bright spots include public schools and community-based organizations that are well known for their long-standing reputations of offering quality educational services in Los Angeles and were selected because of their strong reputations and a review of Black student academic outcomes. **Table 1** provides a list and brief description of each organization.

Each of the organizations engage predominantly Black and Brown student populations. In a city where Black people constitute less than 10% of the overall population, Black students constitute 22-68% of the population served by these schools and organizations. The schools and organizations highlighted in this report are located in high-poverty communities where over 80% of students qualify for free or reduced lunch, and the despite the challenges of racial and economic inequality, each school and organization has remarkable histories of fostering student achievement.

Table 1: Bright Spots

These are brief descriptions of the bright spots highlighted in this report.

BALDWIN HILLS ELEMENTARY
K-12 School

Academic outcomes meet or exceed state averages in Math and English Language Arts. Student population is **77% Black** and **71% economically disadvantaged.**

NINETY-NINTH STREET ELEMENTARY
K-12 School

Strong academic performance despite extreme social-economic challenges. Student population is **22% Black; 29% English language learners; 95% economically disadvantaged.**

KING/DREW MAGNET HIGH SCHOOL
K-12 School

Strong college-going culture and outcomes with **97% of the freshman cohort graduating and 68% of the graduates meeting UC/CSU requirements for admission.**

COMMUNITY COALITION (COCO)
Community Organization

Many youth programs and supportive programs, including academic counseling, writing assistance, and college and career preparation.

SOCIAL JUSTICE LEARNING INSTITUTE (SJLI)
Community Organization

Central mission of leveraging education as a tool of empowerment. Offers students a social justice-based learning curriculum, participatory youth action-based learning opportunities, and academic tutoring.

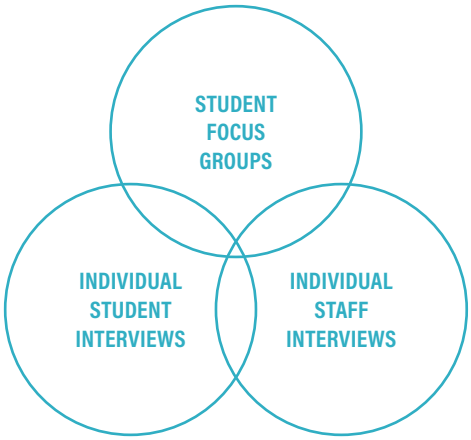
METHODOLOGY

Through professional networks, alumni recommendations, and nominations by community members, our research team identified five sites, including three schools within the Los Angeles Unified School District and two community organizations offering educational supportive services.

These bright spots were selected because they are continually promoting the outcomes and well-being of the Black students they serve despite structural disadvantages and history of racism, exclusion, and discrimination that many Black children and families in Los Angeles experience. Data was collected in student focus groups and interviews of individual students and site staff members.

Data analysis procedures utilized inductive thematic analysis, with a priori codes grounded in the literature relevant to this study's topic to identify successful forms of support for Black students *(Fereday and Muir-Cochrane, 2006)*.[1]

Figure 1. Data Components Used in the Analyses



1 Finalized codes used to collaboratively inform and summarize the thematic findings of the study can be found in the appendix.

FINDINGS

Analysis yielded four major thematic findings as contributing to our bright spots' cultures of excellence:

Figure 2. Thematic Findings: Identified Components of Cultures of Excellence

1. HOLISTIC SUPPORT OF STUDENTS
2. CULTURALLY RELEVANT TEACHING AND ENGAGEMENT STRATEGIES
3. LEARNING AS A TOOL OF EMPOWERMENT
4. CO-CONSTRUCTION OF LEARNING SPACES AND OPPORTUNITIES

HOLISTIC SUPPORT OF STUDENTS

The sites do not divorce academic preparation from the nonacademic or socio-emotional needs of Black students. Rather, each of the bright spots uses approaches of holistic support in which academic resourcing is paired with practices that promote the overall well-being of students, creating a comprehensive network of support.

Figure 3. Supporting Student Holistic Needs

1. Academic Preparation and Resourcing
2. Addressing Non-Academic Needs
3. Socio-Emotional Supports

At King/Drew Magnet High School, Dr. Stone[2], a veteran science teacher, described the variety of long-standing academic support programs at the school:

2 All names used in the report are pseudonyms.

"I feel like as a school community, there is a strong emphasis on academic excellence, and that runs the gamut. It runs from our college counselor, who does amazing work to get the word out to students about pursuing a college pathway. There are other programs within the school like Senior Mentors and Principal's Counsel that work with students who are struggling to make sure that they're able to be successful. I just feel like there's a schoolwide philosophy about our students being successful."

Dr. Stone's explanation of King/Drew's emphasis on academic excellence included a description of the schoolwide philosophy of student success sustained by the academic preparation programs and resources available to students. Additionally, he described the school's pointed efforts to support students' mental health, particularly during remote learning:

"There's been a strong emphasis on mental health. It comes up a lot in our staff meetings. We focus on that a lot in our schoolwide webinars. We had two wellness days that were specifically about focusing on student well-being. We had a segment focused on it in our Black History Month event. So that, to me, has been the main factor, [it] is that there's been a big push from administration down. We even hired a second psychiatric social worker, so now we have two to support our students. So, I feel like that has been a positive effort to support our Black students."

As a result of the abrupt transition to remote learning during the pandemic, Black students were especially impacted by heightened mental and emotional stress *(Dorn et al., 2020).* In a responsive manner, King/Drew administrators and teachers devised a coordinated effort to meet the mental health needs exacerbated by Covid-related learning conditions. Dr. Stone's response gave an example of how King/Drew is dedicated to serving both the academic and nonacademic needs of students.

Mary, a student of Dr. Stone, remarked on the generally caring and supportive relationships between King/Drew students and teachers, citing her own interactions with Dr. Stone as an example:

"He's been my teacher for three years now so the connection there is pretty strong, you feel me? So, I can go and talk to [Dr. Stone] about anything. I can go and talk to Ms. Lopez about anything. I feel like teachers are really caring here and they really care about the students. And it gives students a feeling of knowing that, 'Oh, I can go to this teacher and talk to them if I really need to'."

Mary's appraisal of the relationship between teachers and students is especially poignant. Where Dr. Stone points to academic and mental health support, Mary provides a student perspective that identifies the pronounced caring nature of teachers.

At Baldwin Hills Elementary, there are similar practices of combining academic demands with awareness of the socio-emotional needs of students. Ms. Ellis, a Principal at Baldwin Hills Elementary described that, while a proponent of nurturing and affirming learning spaces, she is also dedicated to upholding Baldwin's commitment to student academic excellence. In her words, it is important that students

"have a positive sense of self, which of course is important; that they have that sense of affirmation and validation, but [our approach] is also tied very much to providing standards-based learning experiences with high levels of rigor."

She described a process for differentiated instruction and monitoring in a very relational manner.

"There's tons of things just around data-driven instruction to make sure that we know where our babies are and help push them to make sure they're where they need to be to meet grade level [expectations] and [our] expectations."

The principal was adamant that both student wellness and academic performance should be simultaneously prioritized for Black students. In this manner she described how affirming learning spaces for Black students are coupled with data-informed instruction to ensure a targeted and impactful curriculum.

To further emphasize how Baldwin simultaneously

prioritizes the well-being of students along with data-driven instruction, Ms. Ellis discussed the integration of wellness resources at the school:

"We do a lot with just creating healing spaces, and, of course, restorative justice practices. [We believe] our children have within them what they need to make righteous decisions, so we have a whole piece around virtuous conduct. We address [issues of discipline] differently [with a much more] holistic, nurturing, responsive approach so that [the students] are not kept out of class and are actually in the classroom receiving instruction."

Ms. Ellis demonstrates a clear understanding of how traditionally Black students are disproportionately and overly punished within schools and how Baldwin does things differently. Restorative justice practices and healing approaches are used to resolve student behavior incidents in a manner that does not cause further harm to the student or the campus community. This approach prevents students from losing valuable instruction time as well as complements the school's efforts to ensure academic success.

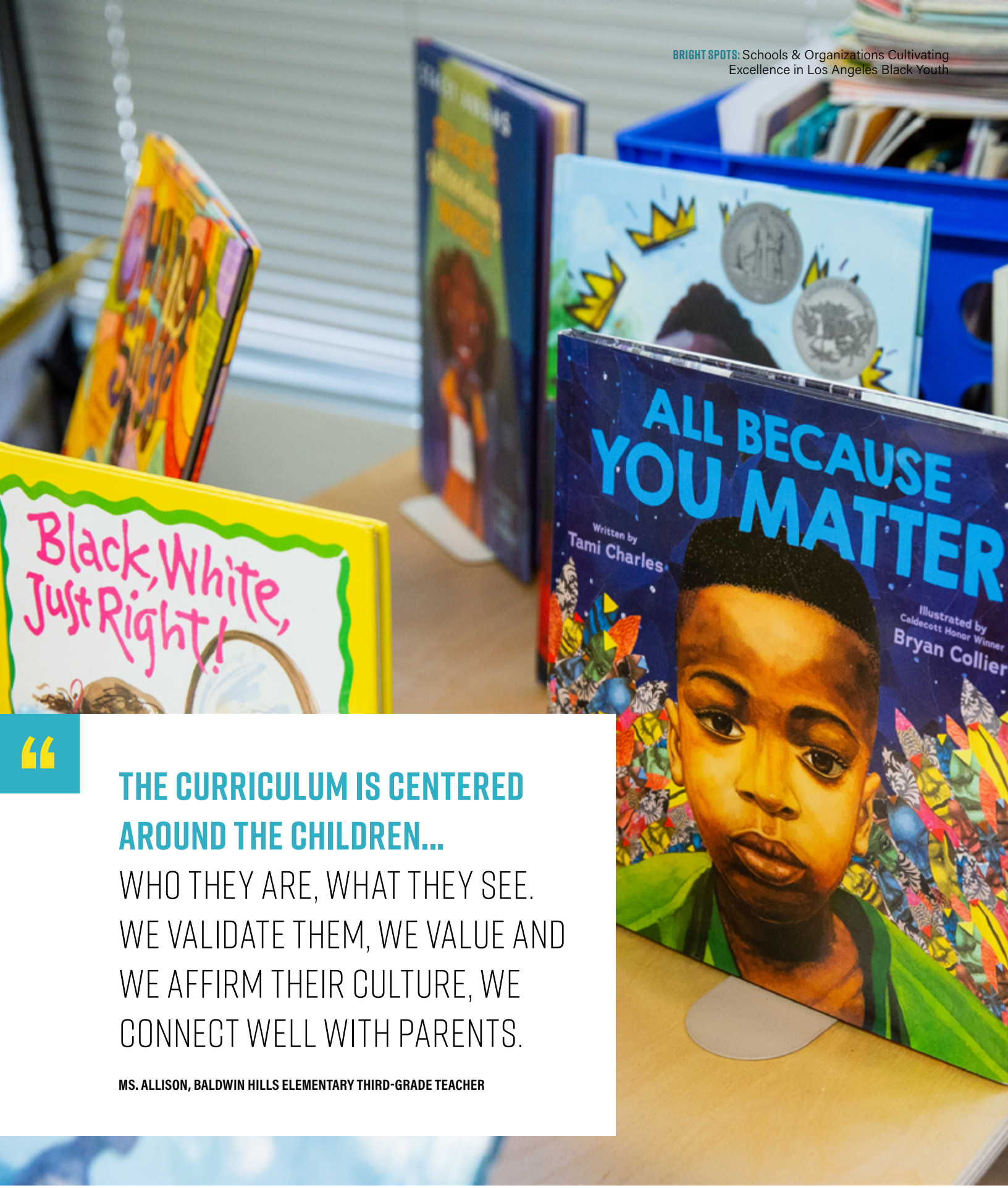
Across all of the sites, it was evident from teachers, staff, and students that holistic models of support tending to the academic, nonacademic, and socio-emotional needs of students have a profound impact on the performance outcomes of students and their overall experiences. The promising models and accounts from study participants provide examples of how the wide-ranging needs of Black students can be met responsively.

CULTURALLY RELEVANT TEACHING AND ENGAGEMENT STRATEGIES

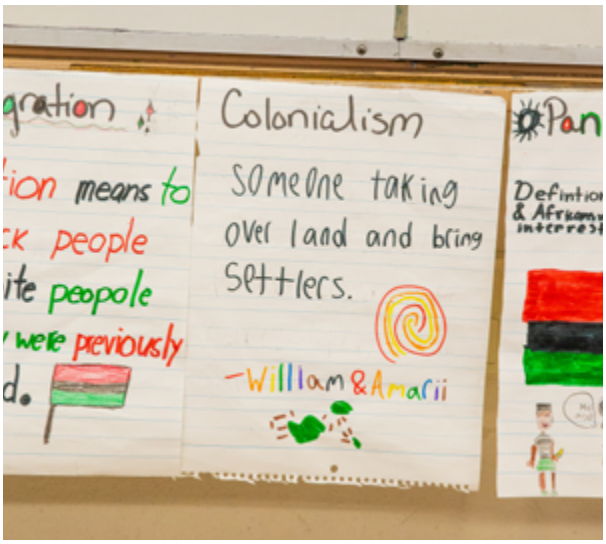
Culturally relevant teaching and engagement strategies are a prominent practice at the sites we studied. Teachers, staff, and facilitators at all our sites identified using culturally relevant curriculum to create engaging lessons tailored to Black students to promote academic outcomes, identity affirmation, and representation within their learning. Ms. Allison, a third-grade teacher at Baldwin Hills Elementary, described how her school's curriculum supports Black student achievement:

"We are a student-centered, culturally responsive school in our community. And I think that our mission and vision as a social justice school, as well as a culturally responsive school, is what sets us apart from the typical elementary school. As far as supporting student achievement, the curriculum is centered around the children [...] who they are, what they see. We validate them, we value and affirm their culture, we connect well with parents."

For Ms. Allison, a culturally relevant curriculum is seminal to the social justice orientation at Baldwin. In being



> **THE CURRICULUM IS CENTERED AROUND THE CHILDREN...**
> WHO THEY ARE, WHAT THEY SEE. WE VALIDATE THEM, WE VALUE AND WE AFFIRM THEIR CULTURE, WE CONNECT WELL WITH PARENTS.
>
> **MS. ALLISON, BALDWIN HILLS ELEMENTARY THIRD-GRADE TEACHER**



able to provide students with material applicable and observable within their world as young Black people, she can create lesson plans that are particularly engaging and affirming for Black students.

Related to Ms. Allison's responses, students at Baldwin also explained how relevant and satisfying the curriculum is for them as young Black people. Tyler, a third grader at Baldwin, remarked:

"We study Black history, and we study different cultures in Black history, and it's fun to learn about. Because for me, I want to learn more about my past and my ancestors and what they had to go through back then, and because I'm Black that makes me curious to understand my culture."

As a young Black student, Tyler's interest in Black and African American culture and history fuels his enthusiasm for more lessons centered in Black history. He says having this interest met explicitly by his classroom curriculum was constructive, rewarding, and "fun."

At our high school sites, teachers also shared the importance, impact, and utility of culturally relevant teaching and curriculum. Ms. Day, an English teacher at King/Drew, recounted targeted efforts from teachers and administration to properly incorporate culturally relevant teaching into school curriculum. Ms. Day explained:

"I actually gave a staffwide professional development session about some of the linguistic needs of African American students as it related to math and English. A while ago we had two speakers on campus. Dr. Sharroky Hollie led a series of workshops over spring break on Culturally Responsive Teaching in pedagogy. We also had Dr. Noma LeMoine lead a professional development session on Black English and rigor. And those were targeted things that I remember. I also remember Dr. Woods, our former administrator, had a targeted program for African American boys, specifically, that was a pullout program in which African American male students at King/Drew could elect to have an English teacher, and they were in the same cohort. And they were provided with academic support, veteran teachers, teachers who have been trained in culturally responsive teaching."

As a veteran teacher of King/Drew, Ms. Day is able to reflect on the ongoing efforts of King/Drew to provide students with a culturally relevant and beneficial curriculum. Professional development from renowned scholars on culturally responsive teaching and tailored

English intervention programs centered on Black authors to support the language arts skills of Black male students were some of the ways King/Drew has implemented culturally relevant teaching and engagement strategies.

At our community organization sites, similar practices were also employed. Terrance, the youth service coordinator at Social Justice Learning Institute, explains:

"I think remaining culturally relevant, remaining in tune with what's going on, not just what's on the news but what's going on within social [media], what's going on in music? I think being able and being flexible in incorporating that in our lessons and just in the work that we do in general allows students to feel engaged, allows them to feel like they can connect with you, that they can trust you, that there's something about you that they can communicate with you."

Like the schoolteachers and educators included in this study, Terrance emphasizes that culturally relevant teaching has been shown to increase Black student engagement. Additionally, Terrance identifies student engagement as also improving connectedness between Black students and their teachers. Terrance has found that proper use of relevant teaching can communicate cultural competency on part of teachers, staff, and officials—facilitating healthy communication and trusting relationships.

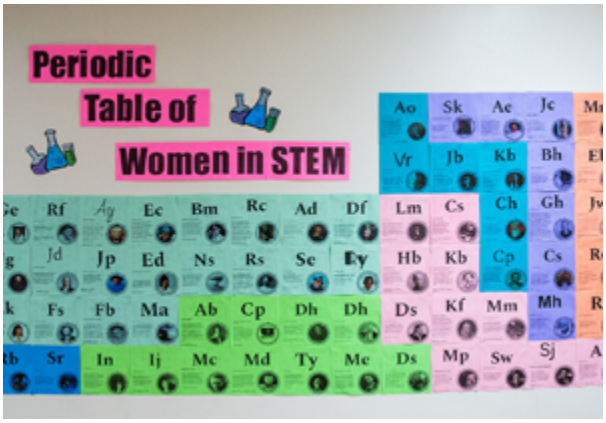
To the benefit of Black students, culturally relevant teaching and engagement strategies offer an opportunity to expose Black students to lessons and curriculum that are applicable and representative of their lived experiences and collective/communal histories and conditions. This approach resists the tendency of school curricula to be dominated by Eurocentrism and a subsequent lack of diversity. More so, while culturally relevant teaching can at times seem abstract in practice due to the extensive variety of ways it can take shape, the sites provided diverse and well-grounded examples of how it can be optimally employed. At all the sites, culturally relevant teaching and curriculum promoted student engagement, aided academic outcomes, and supported the overall experience of Black students, adding to the proficiency of the sites.

LEARNING AS A TOOL OF EMPOWERMENT

A common pedagogical practice at the sites was using learning spaces and activities to empower Black students to be active learners and civil participants. Teachers often leveraged culturally relevant instruction as a means of fostering a critical consciousness for students to employ in their engagement of material, real-world circumstances, and experiences. At King/Drew, for example, Mariah, a 12th grader, shared:

"Under Leadership (a student body government course), there are many programs like broadcasts, which I'm a part of. I am learning how to make videos and edit them, so I'm connecting with the students through that. I also am part of the events committee, so I get to help with other school events, and that is one of the ways we can connect. Actually, we have Women's Day coming up, and I'm a facilitator for that, so I get to teach other people and my peers about the problems that are going on with women and how we can empower women, so that's pretty cool. And I like that King/Drew just makes our students so aware of other problems that are going on in the world. We don't have a limited view of things."

In her reflection, Mariah detailed opportunities she has had to implement outreach and communication skills. Additionally, Mariah discussed that as part of her Leadership course, she is organizing and facilitating workshops to raise awareness about issues of violence impacting women and ways to empower women. Mariah



shared that this kind of civil awareness and engagement, facilitated by the school curriculum and activities, is schoolwide and that she appreciates how aware of and engaged with the "things going on in the world" she and her peers are.

Learning opportunities doubling as empowerment spaces were a cornerstone of the community organizations. Dr. Stanton, the interim executive director of Social Justice Learning Institute, when asked about the programs it offers to help Black students, stated:

"The mission of our organization is to improve the overall health education and well-being of youth in communities of color. We do that through empowering them."

Dr. Stanton went on to explain:

"Our work starts with the Urban Scholars Program and YPAR (Youth Participatory Action Research). [The program] is fundamental because the YPAR project excites them about education and learning. With the YPAR projects, students are identifying the social ills that exist in their community that they collectively want to be able to study and transform."

Dr. Stanton cites the YPAR program at the Social Justice Learning Institute as both empowering students

and providing them with transferable research skills. According to Dr. Stanton, YPAR offers active learning projects in which students apply research skills learned at the Institute to investigate social inequities within their communities. In this manner, the skills students gain at SJLI are transferable to their civic engagement efforts outside school, as well as their formal academic performance. SJLI staff as well as students emphasized the broad academic and social impact of this "empowering" component of the curriculum.

Aiden, an alum of SJLI, participated in "100 Seeds of Change," an SJLI program to create community gardens and other green spaces in local Black communities and promote access to healthy foods. In our interviews, Aiden described the impact of his participation. The initiative served as a learning space in which he began to confidently engage in participatory curriculum, as well as to translate acquired skills and networks into specific community improvement efforts that were important

to him. This example illustrates how SJLI students are empowered through these kinds of learning experiences. Aiden described how participation in the program helped him gain confidence to voice both his opinions and critiques as he collaborated with peers on community projects. Aiden shared:

"The way that the programs lifted me up to be able to speak on my own allowed me to gain a lot of confidence to build community, and I learned that building community is so important."

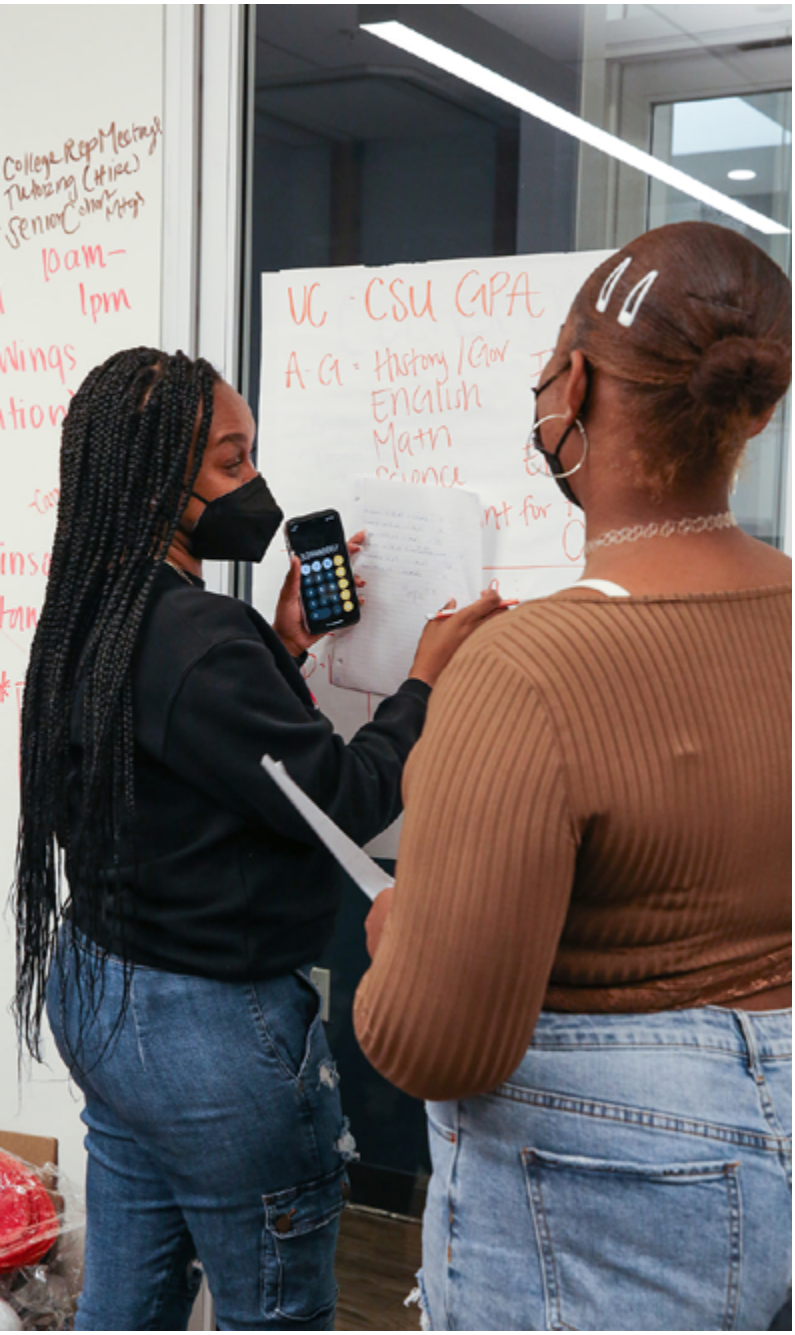
CO-CONSTRUCTION OF LEARNING SPACES AND OPPORTUNITIES

To promote student engagement and maximize the benefit of applied learning experiences, the sites often co-constructed learning spaces and opportunities with their students. At Baldwin Hills Elementary, Ms. Andrews, the magnet coordinator, said that project-based learning is a technique used to create opportunities for students to practice critical thinking and problem-solving skills. When asked how students benefit from connectedness and engagement with their community, she shared:

"Project-based learning. We did a big project one year, fourth grade. And the children went to go and find things that needed to be changed. And one of the students, he said, 'There are always a lot of men just hanging out in the apartments where I live, they just hang out.' I said, 'Well, what should they be doing?'. 'They should be at work' [the student replied]. I said 'OK; so then what can we develop that would help them?' And he started thinking and he came up with an app that will alert you when there's a job. So, you give them the tools, and their little minds will create."

The project-based learning approach at Baldwin Hills Elementary allowed students the opportunity to investigate community conditions and work with teachers to develop solutions, as in the example Ms. Andrews described. With this learning opportunity, her student was able to leverage his ability to evaluate his surrounding community while being guided by Ms. Andrews to use ingenuity and problem-solving skills to develop appropriate solutions. It should also be noted

> **YOU GIVE THEM THE TOOLS,** AND THEIR LITTLE MINDS WILL CREATE.
>
> **MS. ANDREWS, BALDWIN HILLS ELEMENTARY MAGNET COORDINATOR**



that Ms. Andrews' problem-posing teaching technique intentionally avoided replicating normalized and deficit preconceptions of loitering men, which the student adopted in his solution development in choosing instead to center on job accessibility.

Another example of co-constructed learning spaces and opportunities came from Dr. Mason, who at the time of this interview served as the director of Community Coalition (CoCo). Dr. Mason stated:

"This generation of students really enjoy anything that centers art. So we have a new art and culture department that focuses on what we call 'art activism'. It's the intersection between art and activism, and students talk about their imagination of what the built environment could look like. They talk about the need for green parks and outdoor spaces for cultural programming. They talk about walkability and safety and lighting and community design. That's a big one. They also love anything around social, and emotional. We have these unity rap groups facilitated by a mental health professional who works with students."

Dr. Mason highlighted the importance of students collaborating with educators to build effective learning spaces. He described a recent initiative from CoCo that combines arts education and activist teaching, encouraging students to use art mediums as a means of community critique and reimagining their historically underserved communities.

At both school sites and community organizations, faculty and staff were able to identify and describe the immediate benefits students experience when they actively participate in the design and execution of their learning spaces and lessons. Particularly, students were able to apply critical thinking skills, evaluation, and problem-solving as it related to either the structural conditions impacting their communities or personal challenges affecting them as Black youth.

“

THIS GENERATION OF STUDENTS REALLY ENJOY ANYTHING THAT CENTERS ART. SO WE HAVE A NEW ART AND CULTURE DEPARTMENT THAT FOCUSES ON WHAT WE CALL ‘ART ACTIVISM’. IT’S THE INTERSECTION BETWEEN ART AND ACTIVISM, AND STUDENTS TALK ABOUT THEIR IMAGINATION OF WHAT THE BUILT ENVIRONMENT COULD LOOK LIKE... THE NEED FOR GREEN PARKS AND OUTDOOR SPACES FOR CULTURAL PROGRAMMING, WALKABILITY AND SAFETY AND LIGHTING AND COMMUNITY DESIGN.

DR. MASON, FORMER DIRECTOR OF COMMUNITY COALITION (COCO)

RECOMMENDATIONS

The specific practices and outcomes presented in this report may have an impact that varies depending on a range of factors in any specific context. We therefore offer the following broad recommendations —informed by our data analysis—for use by organizations seeking to better support Black students. These teaching practices and school policies have been uniquely designed and shown to be effective in promoting the outcomes, experiences, and excellence of Black students.

CREATE PARTICIPATORY LEARNING OPPORTUNITIES

Student engagement and buy-in have shown to be significant factors that contribute to students' ability to grapple with and master classroom material. Just as culturally relevant pedagogies and teaching approaches allow students to attain an applied understanding of content, so do participatory learning opportunities. Within our analysis of the promising models of practices for Black students, teaching methods that encouraged students to co-construct lessons and curriculum were shown to substantially benefit them. To that end, the more that teachers can co-create with students through thought-provoking, student-centered learning opportunities, the more that engagement increases noticeably for Black students. Participatory learning opportunities afford students interactive modes of learning that position them as the drivers of their own learning. To achieve the goal of high academic

performance among Black students, we recommend the creation of dynamic, culturally embedded, and collaborative learning spaces through participatory learning opportunities as often as appropriate.

CREATE RESPONSIVE CULTURES OF CARE

Many Black students and families are adversely impacted by racism and structural inequity; therefore, it is incumbent on school professionals to offer students culturally embedded care; meaning that the support educators provide is responsive to the particular culture, realities, and challenges facing Black youth. For example, findings from the sites reveal that students benefit substantially from being able to discuss the race-related stressors affecting many Black students resulting from national civil unrest in recent years. Race awareness (versus race evasion) of the particular socio-emotional vulnerabilities impacting Black students informed tenderness, grace, and consideration (commonly denied from Black students in schools) for our student

participants. As such, we recommend that educators and program officials incorporate culturally and racially relevant content and curricula to create responsive models of care and affirmation designed to support and affirm Black students. Moreover, cultures of care are manifested through students'' belief that educators have high expectations for them, regular use of rigorous instruction, and the creation of supportive learning environments that explicitly and implicitly communicate care for students'' holistic well-being.

DEVELOP COMMUNITY PARTNERSHIPS

This report, as well as the Digging Deeper report, shows that Black students (and other students) benefit profoundly and substantially from school partnerships with community organizations and entities. Accounts from teachers, staff, students, and community members collectively highlight that in addition to these partnerships supplementing many learning resources and extracurricular opportunities, community partnerships also provide a presence of cultural competency within schools. Schools must take steps to actively form partnerships with community-based organizations that share a common mission of supporting Black youth. Many of the community organization members serving Black youth are Black themselves and often can communicate and engage with Black students from a stance of relatability, having experienced and navigated similar community conditions, personal experiences, and in-school encounters. This report's findings also suggest that community partnerships can serve a strong role in bolstering Black students' sense of connectedness with school. As such, we recommend that schools and districts pursue strategic community partnerships with youth-

serving organizations rooted and located in students' neighborhoods, as a method of supporting the outcomes and experiences of Black students.

SUPPORT TEACHER AGENCY

As noted with adult participants represented in our data analysis, teachers and educators must have the space and freedom to incorporate content and approaches that complement responsive curriculum and care. Educators from community-based organizations are freely able to employ relevant, flexible, and creative teaching approaches to create impactful learning environments for Black students largely in part because they are uninterrupted by bureaucratic, administrative, or policy barriers. We recommend school policies that allow teachers and educators the agency to imagine, design, and incorporate teaching elements/practices and content that are culturally sustaining and beneficial to Black students. Teachers are required to meet content and grade level standards, but school and district leaders must recognize the importance of teacher autonomy and expertise to use alternative teaching approaches to meet those objectives. Indeed, the school sites here demonstrated how teachers can simultaneously meet content and grade level standards while incorporating content that is outside their normative curriculum.

CONCLUSION

At the local level in Los Angeles, several schools, community organizations, and other groups are doing substantial work to improve the learning conditions and opportunities for Black students. We believe that within any district, 'bright spots' such as these can be found. These particular kinds of sites continue to do well at disrupting troubling outcome trends impacting Black students, and as such, warrant visibility and inclusion within the intervention, achievement, and learning partnership discourse. The schools and community organizations featured in this report model approaches and practices that have proven successful in supporting their Black students. Additionally, these models exemplify standards of care, curriculum, and collaboration that create environments that comprehensively aid the learning and development of students. We recognize the ability of these sites—their staff, and students—to promote and sustain cultures of excellence as informative of how other organizations and entities can improve the outcomes and experiences of Black students.

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APPENDIX

Appendix A: Coding Scheme

CODE	DEFINITION
Community Partnerships	Refers to the collaborative element, component, or nature that identified schools and community organizations work in tandem to support the students.
Responsive Approaches to Care	Identifies approaches and styles of support and interventions designed/implemented in response to structural conditions impacting students.
Culturally Responsive Curriculum	Refers to the manners in which school and programmatic curriculum are designed to promote student learning in ways that are inclusive of cultural identities and supportive of students' ability to recognize and critique relevant inequitable conditions.
Navigating the Demands of Rigor	Refers to how schools and community organizations are supporting the academic outcomes of students and subsequently their navigation of academic rigor.
Student Outcomes and Achievement	Identifies the most immediate and direct outcomes that schools and community organizations have on students, not limited to academic outcomes.