

This is our story

A Joint Collaborative Effort
Black Student and Family Task Force Volunteers
African American Parent Council (AAPC)
Pasadena Unified School District
Equation 2 Success, Inc.



Agenda



Background

Dr. Shannon Malone (PUSD)
Ms. Nia Bailey (AAPC)



The Why

Dr. Helen Chan Hill (PUSD)
Mr. John Lynch (AAPC)



The What

Dr. Maria Toliver (PUSD)
Dr. KiMi Wilson (E2S)

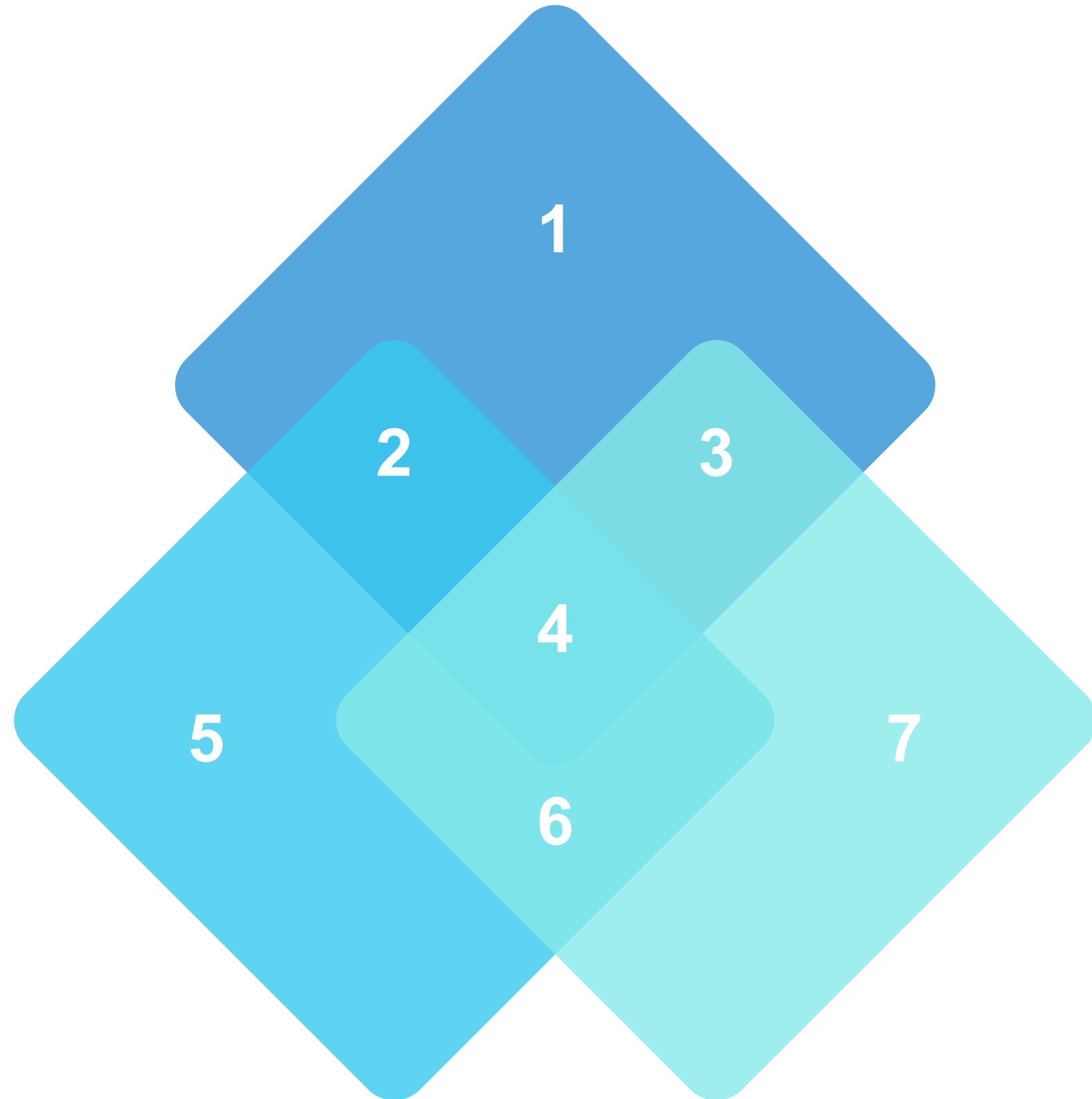


So What

Dr. David Rennie (PUSD)
Dr. KiMi Wilson (E2S)

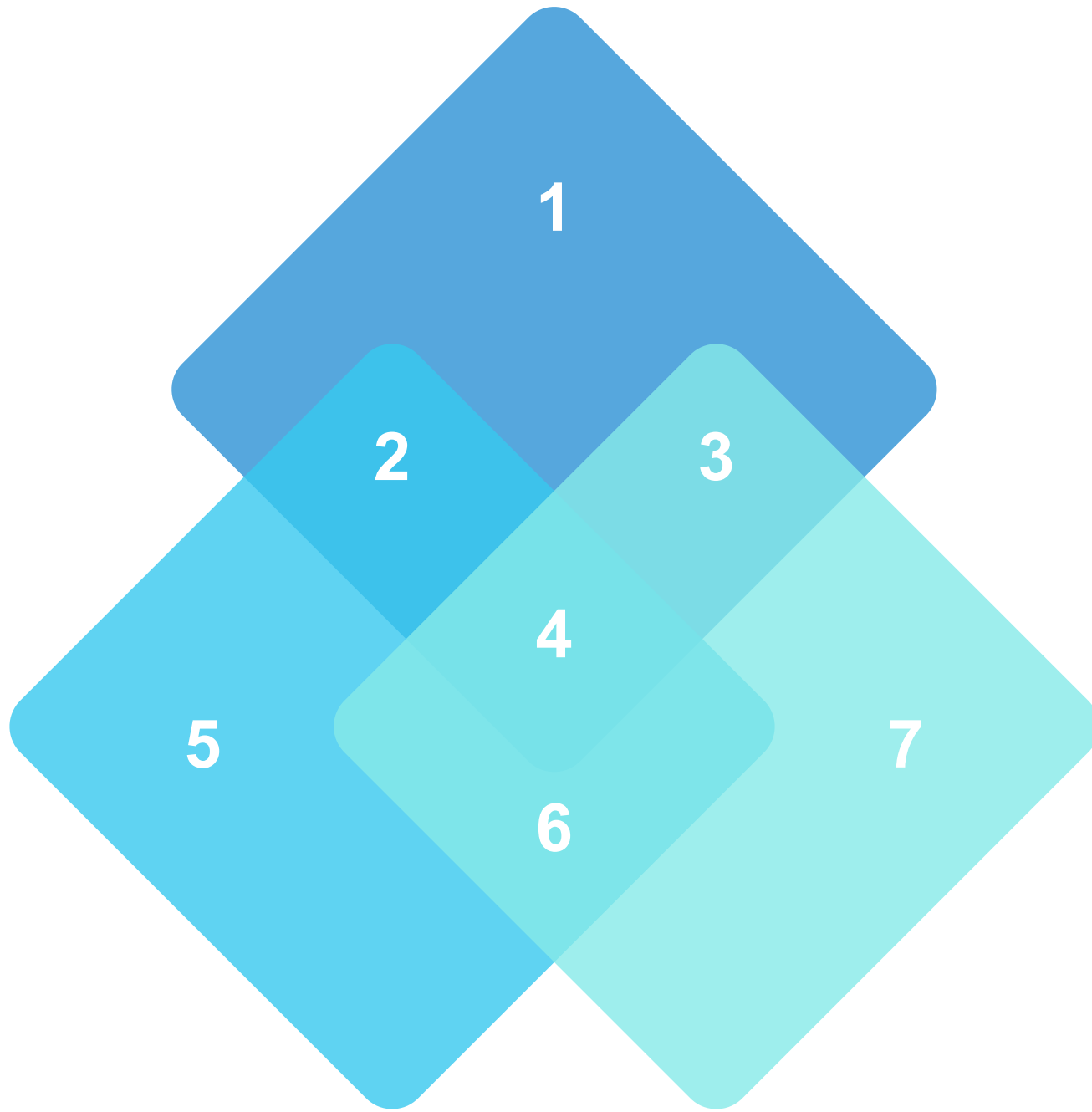


Resolution 2566: PUSD's Promise to Black Children



- 1** Equal access and opportunities for academic excellence
- 2** Culturally responsive and sustaining educational experiences
- 3** Performing on or above grade level, rigorous academics
- 4** Students with disabilities, discipline, and advanced placement
- 5** Social emotional well-being, and well balanced citizens
- 6** Alleviate disenfranchisement, racial issues
- 7** Community and Family Partnerships

Dissecting Resolution 2566 within the Black Student and Family Task Force: Learnings



- 1** Access = trusted space to take full advantage of their education
- 2** Culturally responsive = Pan African track to learn about their history
- 3** Performance = gross underperformance demands a climate of support
- 4** Students with disabilities = IEP accountability, transition & educator performance
- 5** Social emotional well-being = incumbent on caring & academically supportive staff
- 6** Disenfranchisement = empathic instruction, interpersonal relationships
- 7** Community and Family Partnerships = home visitations & strategic partnerships with CBO's already being successful with Black students

Background: What we learned along the way

MANAGING EXPECTATIONS OF OUR INTERVENTION

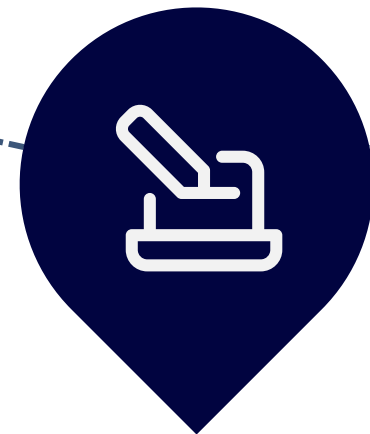
1. We are not SOLVING the whole of systemic racism, but we are addressing it

2. We want SUCCESS for all Black students to be addressed and this is our initial step to build upon

3. We are committed to the diversification of our educational system



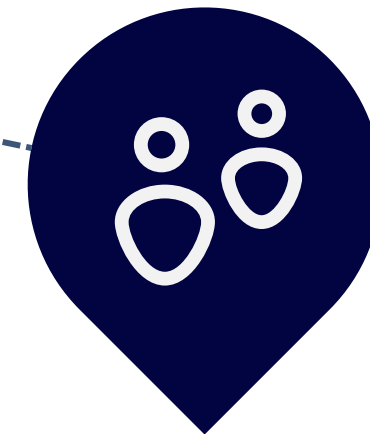
Systemic Racism



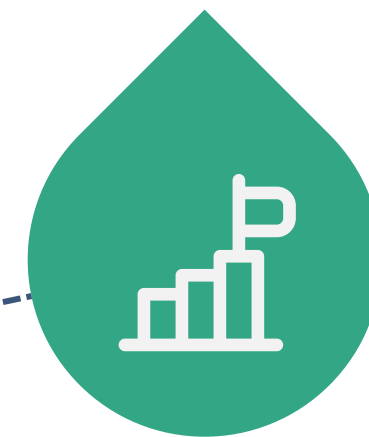
Historical Educational Disparities



Lack of Representation and Cultural Relevance



Limited Access to Enrichment Academic Opportunities



Stereotype Threat and Implicit Bias

CHANGE ACTION: PAN AFRICAN IMMERSIVE STORYTELLING ACADEMY

STRATEGIC GOAL ALIGNMENT

Learner-Focused Instruction

- **Personalized Learning:** Immersive technology (VR, XR, AR) combined with customized learning experiences
- **Cultural relevance:** Pan African curriculum to foster a deeper connection to learning
- **Interactive and engaging:** Immersive storytelling allows active participation in content knowledge

Outstanding and Respected Employees

- **Professional Development:** Investment in continuous training of staff on latest advancements in immersive technology and best pedagogical practices for Black children
- **Diverse and Inclusive Staff:** Hiring a team of educators and staff who care about Black children
- **Collaboration and Feedback:** Valuing staff and collaborative working environment

Quality Learning Environment

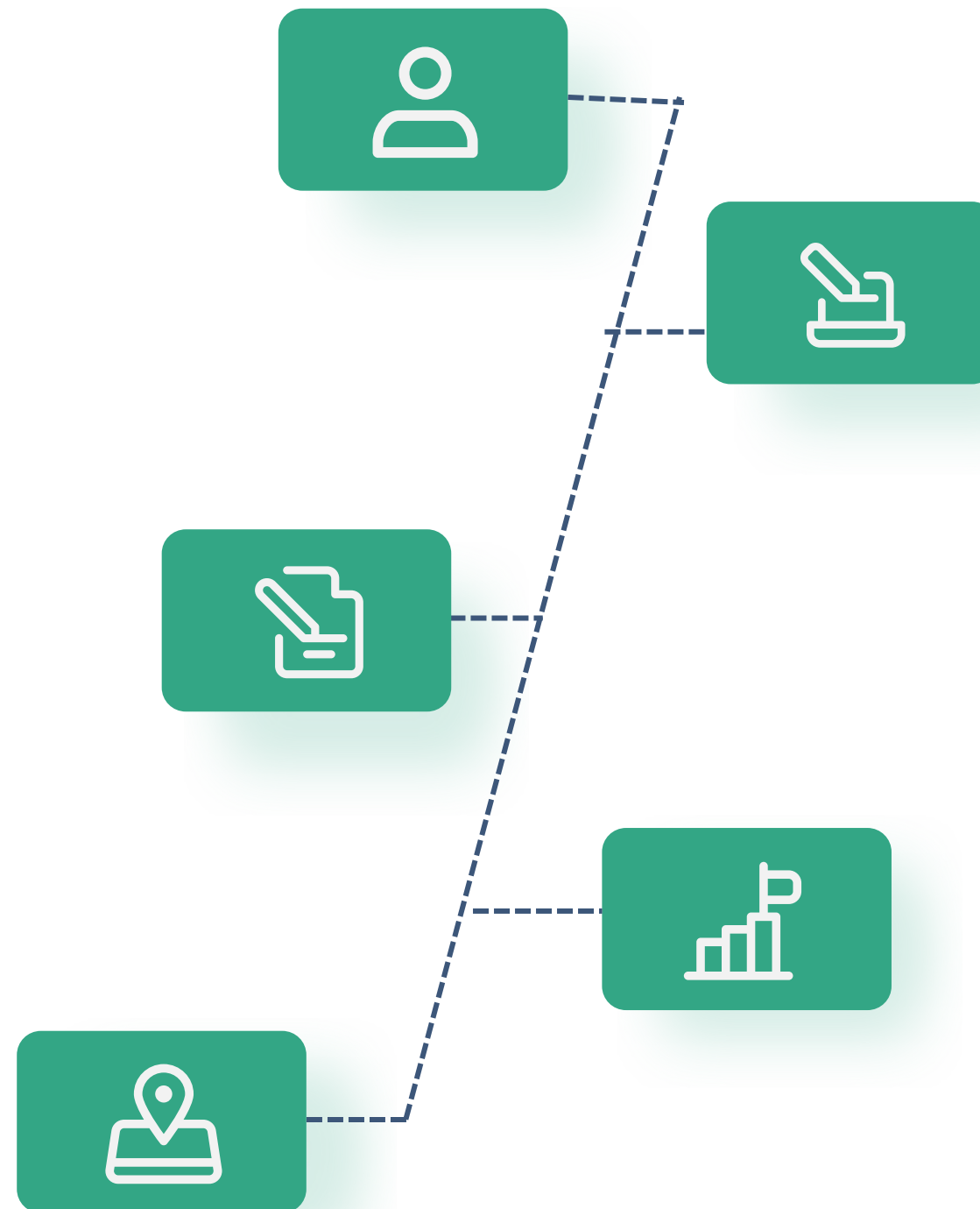
- **Innovative Classroom Spaces:** Advanced technology and flexible classroom design to create immersive learning spaces that supports various learning styles and students with disabilities
- **Safe and Inclusive Environment:** Creating a safe environment for all students
- **Resource Availability:** Access to high quality resources and materials for learning transferrable to amazing career opportunities

Effective , Responsive, and Accountable Academy

- **Transparent Decision Making:** Clear lines of communication with stakeholders
- **Feedback and Adaptation:** Regular assessments and feedback from students, staff and community adapting programming and operations to meet stakeholders needs
- **Data driven planning:** Leveraging data and evidence to inform strategic planning and decision making, the academy remains responsive to emerging needs and opportunities

Collaboration with Families and Communities to Increase Trust

- **Open Communication:** Open lines of communication with families and community members established during the Task Force
- **Partnerships:** Black student and family task force members, CBO, businesses, and local leaders to offer programs and initiatives for the academy
- **Involvement Opportunities:** By inviting families and community members to actively participate in academy activities
- **Cultural events and celebrations:** Hosting events that celebrate Pan African culture and heritage



The What: Change Idea/ Action

PHASE IN BUILD OUT

Pan African Immersive Storytelling Academy

Joint Collaboration Every Step of the Way = AAPC + PUSD + E2S

**FALL 2024 -
SUMMER
2025**



Incubation Year

Foundation

Enrollment/Engagement

6th grade curriculum
development

Teacher

Recruitment/Training

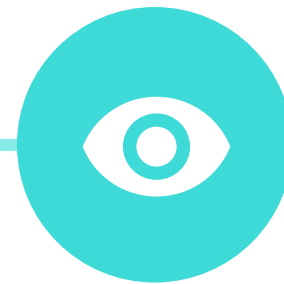
Parent engagement

Enrollment focus

Summer Bridge

Year 1 evaluation

**FALL 2025 -
SUMMER
2026**



**6th grade cohort
begins**

7th grade

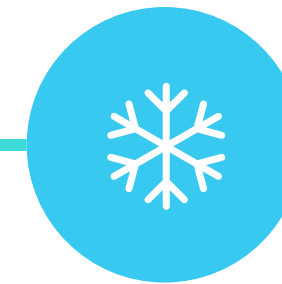
curriculum

development

Year 2 evaluation

Summer Bridge

**FALL 2026 -
SUMMER
2027**



**6th and 7th grade
cohorts begin**

8th grade

curriculum

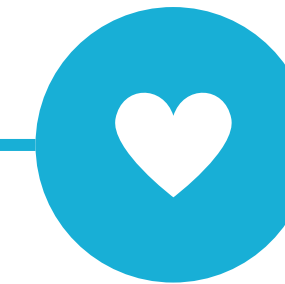
development and

culminating project

Year 3 evaluation

Summer Bridge

**FALL 2027 -
SUMMER
2028**



**6th, 7th and 8th
grade cohorts
begin**

8th grade

curriculum

development and

culminating project

Year 4 evaluation

Summer Bridge

Hand off to district

The What: Build In Phase

What The Academy Addresses



Objectives

Supportive learning community

Improved academic achievement

Enhance ELA and Math performance by providing a culturally relevant engaging curriculum through immersive technology integration

Foster engagement and interest

Immersive technology (AR, VR, XR) increases student engagement and motivation by incorporating hands on learning experiences

Celebrate Pan African cultures and histories

Promote a sense of identity, pride, and cultural awareness by centering the rich diversity of Pan African cultures and histories within the curriculum

Develop critical thinking and creativity

Cultivate critical thinking, problem-solving, and creativity through collaborative and experiential activities to think outside of the box

Enhance digital literacy

Equip students with digital literacy skills critical to participate in STEM majors and careers, navigating the modern world, and excelling in their academic and future professional pursuits..

Professional development for educators

Offering professional development that marries immersive technology with content knowledge

Inclusive, and supportive learning environment that encourages collaboration, mutual respect, and shared learning.

What The Academy Addresses: Data Connection



Improved academic achievement

Foster engagement and interest

Celebrate Pan African cultures and histories

Develop critical thinking and creativity

Enhance digital literacy

Professional development for educators

Supportive learning community

So What: What it Addresses and the Connection

Panorama 2022 Elementary and Secondary Student Climate Survey (disaggregated by Black student experience)
SBAAC proficiency data
Chronic Absenteeism
Local benchmark assessments (I-ready ELA, Math)
State assessments (CAASPP, ELA, Math)
A-G requirements & Black student graduation rates
Enrollment Trend data
Enrollment counts by Student Ethnicity and Student group
Facilities Master Plan - Capacity and Enrollment
Disproportionality Data for Indicator 9 and 10 for PUSD
Enrollment percentages of students with IEP's
Data of students with eligibility of Emotional Disturbance disaggregated
5 year bond plan



Vision and Mission Alignment



Financial Planning & Sustainability



Curriculum Development



Marketing and Enrollment



Community Engagement



Governance and Leadership



Technology Infrastructure



Evaluation and Assessment



Diversity, Equity, and Inclusion



Legal and Regulatory Compliance



So What: Metrics and How will we know we are successful

THE PAN AFRICAN IMMERSIVE STORYTELLING ACADEMY



Addressing underperformance

Black children have been uncared for and disregarded indicative of ELA, Math, and science scores which persistently lag behind other racial/ethnic groups since 1973 (NAEP, 2023). The academy seeks to reverse the trend of educational debt for Black children (Ladson-Billings, 2006; Anderson, 1988; Fields-Smith, 2005; Edwards, Reynolds, 2024)

Aspirational Education

A commitment to stronger professional preparation and professional learning opportunities so all educators can embrace strategies allowing all PUSD schools to become places where Black children’s aspirations can materialize (Siddle-Walker, 2018; Nasir, 2024)

Immersive Technology

AR, VR, and XR provides the ability to share content knowledge in new and engaging ways modernizing outdated learning and providing educators and students with interactive and engaging tools which include libraries of immersive content, experiences for specific students and learning objectives and tools for students with learning disabilities (Roche, Wilson, & Goode, 2024; Silseth, Steier, & Arnseth, 2024)



Access

Access requires a laser focused equity lens centered on student achievement, effective leaders and teachers, holistic student support, and family and community engagement. (Darling-Hammond, 2006; Kumar, Zusho, and Bondie, 2018)

Constructivist approach

Asserts that all knowledge, and all meaningful reality is contingent upon human practices being constructed in and out of interaction between human beings and their world and developed and transmitted within an essentially social context (Crotty, 1998; Virella & Liera, 2024)

Student-Teacher Relationships

Understanding Black students, the importance of student teacher relationships, social categorization and geographical space will foster academic development and growth supporting the holistic development of Black children as they progress within the academy (Yarime, Masaru, et. al 2012)

The Why: Reasoning Behind It and the research



thank you!

