

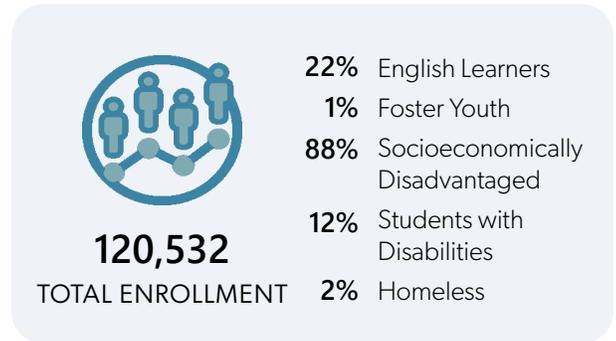
California Collaborative for Educational Excellence

SUMMARY SHEET – CAAASA

INTRODUCTION

The Professional Learning Network theory of action and mission aligns closely with the larger theory of action driving the California Collaborative for Educational Excellence (CCEE)'s work: engagement with CCEE results in capacity building that allows for decision making based on data and stakeholder engagement, which in turn drives improved student outcomes. The focus and purpose of capacity building is continuous improvement (PACE, 2019).

The California Association of African American Superintendents and Administrators (CAAASA) PLN supported four unified school districts and three county offices of education with a systems-improvement approach to support educational equity. Based on evidence-based practices for achieving improved outcomes for African American students, the CAAASA PLN invested resources to support its participants with strategies that strengthened high quality and culturally responsive instruction, increased awareness of external and internal politics, racial bias and belief systems, and improved school site and district leadership, and systems structure. CAAASA also received \$50,000 in 2019-20 as a participant in the Bridge PLN Program.



	Number of LEAs Demonstrating Improvement...	ELA	Math	College/ Career Indicator	Chronic Absenteeism	Graduation Rate ¹	Suspension Rate
All Students	2 out of 3 years (2017-18 or 2018-19)	7/7	6/7	5/7	2/7	4/7	6/7
		100%	86%	71%	29%	57%	86%
	3 out of 3 years ² (2017-2019)	4/4	1/4	1/4	NA	0/4	2/4
		100%	25%	25%	-	0%	50%
African American (AA)	2 out of 3 years ³ (2017-18 or 2018-19)	6/6	4/6	6/6	1/6	4/6	6/7
		100%	67%	100%	17%	67%	86%
	3 out of 3 years ² (2017-2019)	2/4	0/4	1/4	NA	0/6	2/4
		50%	0%	25%	-	0%	50%

¹ The graduation rate for the four school districts ranged from 86.1% to 93.5% with an average of 89% for the total student group. The AA student group ranged from 80.2% to 95.7% with an average of 88% across all three years.

² County offices of education do not have three years of data (total n=4).

³ One LEA had less than 11 students in the AA student group for all indicators except suspension rate, so its scores were not reported in the Dashboard (total n = 6).