CAAASA
California Association of African-American
Superintendents & Administrators
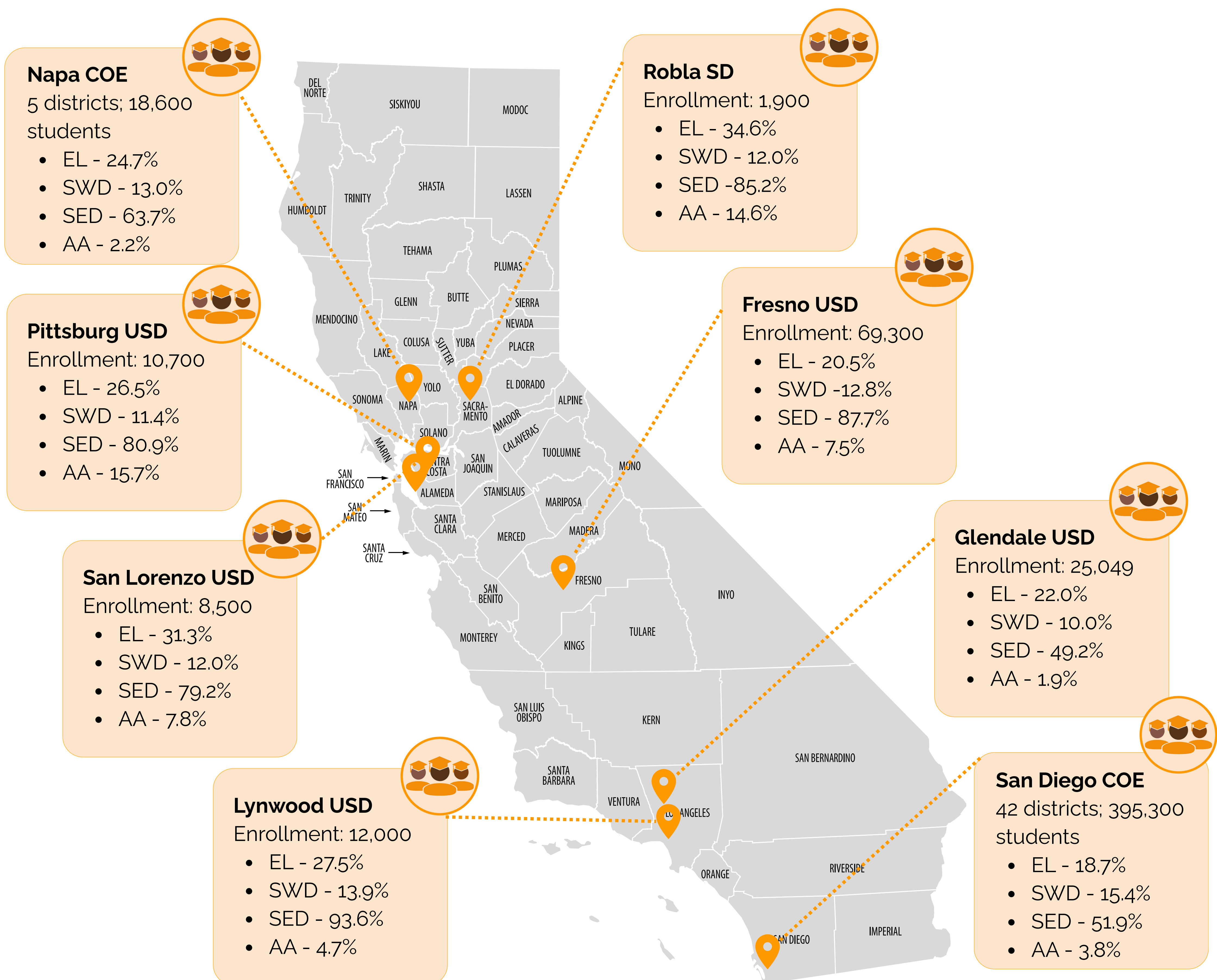
ccee
California Collaborative
for Educational Excellence

African American Student Success Network

Collaborating for Equity, Innovation, and Student Success Across California

The African American Student Success Network (AASSN) is a statewide professional learning network uniting district and county office leaders committed to improving educational outcomes for African American students. Through collaboration, shared learning, and data-driven strategies, the network addresses systemic barriers and advances equity in access, achievement, and belonging. Members focus on targeted areas such as increasing A–G completion rates, expanding CTE pathways, reducing chronic absenteeism, and eliminating disproportionality in special education identification. Grounded in trust and partnership, AASSN fosters innovation and leverages collective expertise to transform systems and support student success.

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

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%

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

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

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

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

San Diego COE
42 districts; 395,300 students
- EL - 18.7%
- SWD - 15.4%
- SED - 51.9%
- AA - 3.8%

DEL NORTE, SISKIYOU, MODOC, TRINITY, SHASTA, LASSEN, HUMBOLDT, TEHAMA, PLUMAS, MENDOCINO, GLENN, BUTTE, SIERRA, NEVADA, LAKE, COLUSA, SUTTER, YUBA, PLACER, SONOMA, YOLO, NAPA, SACRAMENTO, EL DORADO, ALPINE, SOLANO, AMADOR, MARIN, CONTRA COSTA, SAN JOAQUIN, CALAVERAS, TUOLUMNE, MONO, SAN FRANCISCO, ALAMEDA, STANISLAUS, SAN MATEO, SANTA CLARA, MARIPOSA, SANTA CRUZ, MERCED, MADERA, FRESNO, SAN BENITO, INYO, MONTEREY, KINGS, TULARE, SAN LUIS OBISPO, KERN, SANTA BARBARA, SAN BERNARDINO, VENTURA, LOS ANGELES, ORANGE, RIVERSIDE, SAN DIEGO, IMPERIAL

Scan me for more info

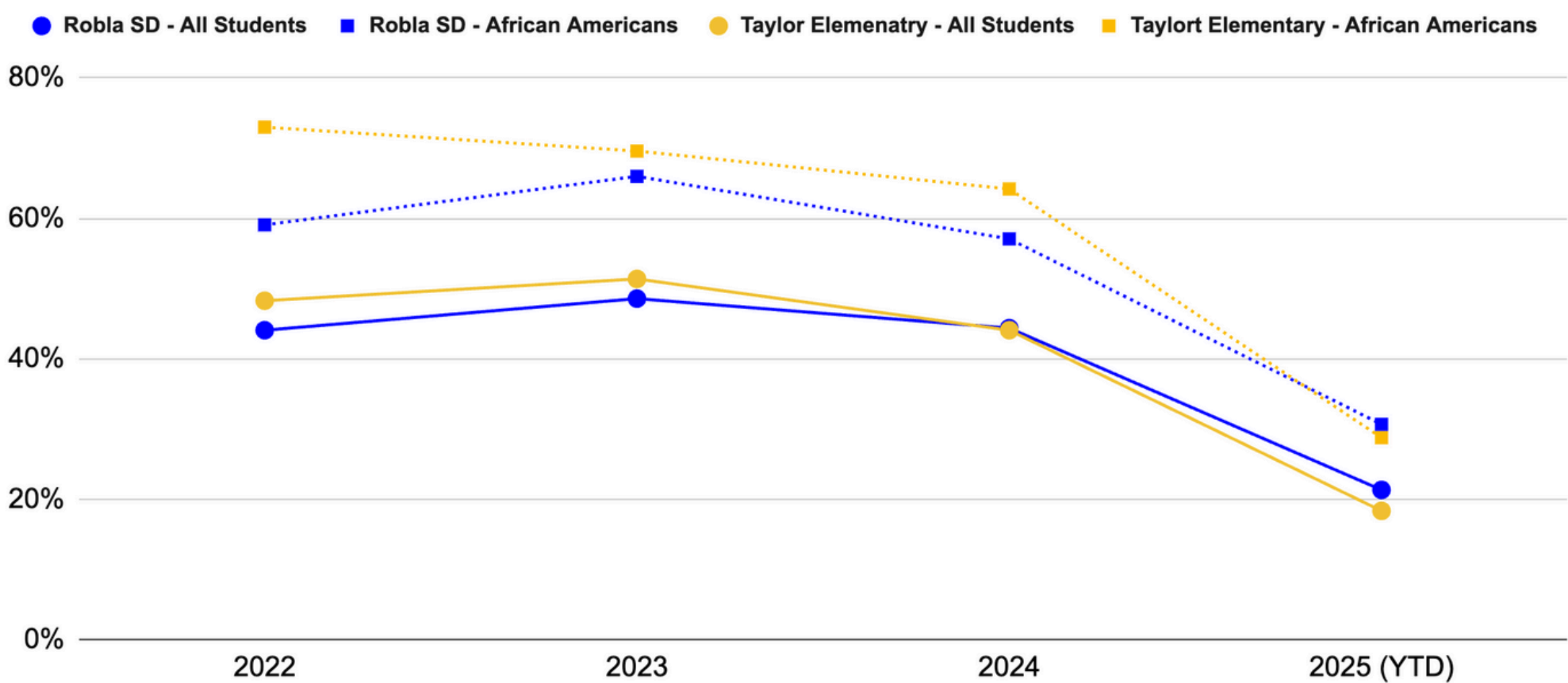# ROBLA SCHOOL DISTRICT

Focus Area

African American students' high chronic absenteeism and low English Language Arts/Math scores in elementary school

Strategies

- **Implementation of Freedom School Program within Expanded Learning Program**
  - Harambee- African coming together ceremony before engaging in school work
  - SLI- (Servant Leader Interns) supporting classrooms during the school day
  - Integrated Reading Curriculum reflecting student demographic
- **Dedicated Community Outreach Assistant (COA) for Taylor Street Elementary School**
  - African American COA with a focus on African American students, providing academic support
  - Parent engagement and school-home bridge
- **Walkthrough Tool: PK-3 Coherence Collaboration (P3CC) for math**

Robla Elementary School District Chronic Absenteeism Rates

Legend: Robla SD - All Students | Robla SD - African Americans | Taylor Elementary - All Students | Taylort Elementary - African Americans
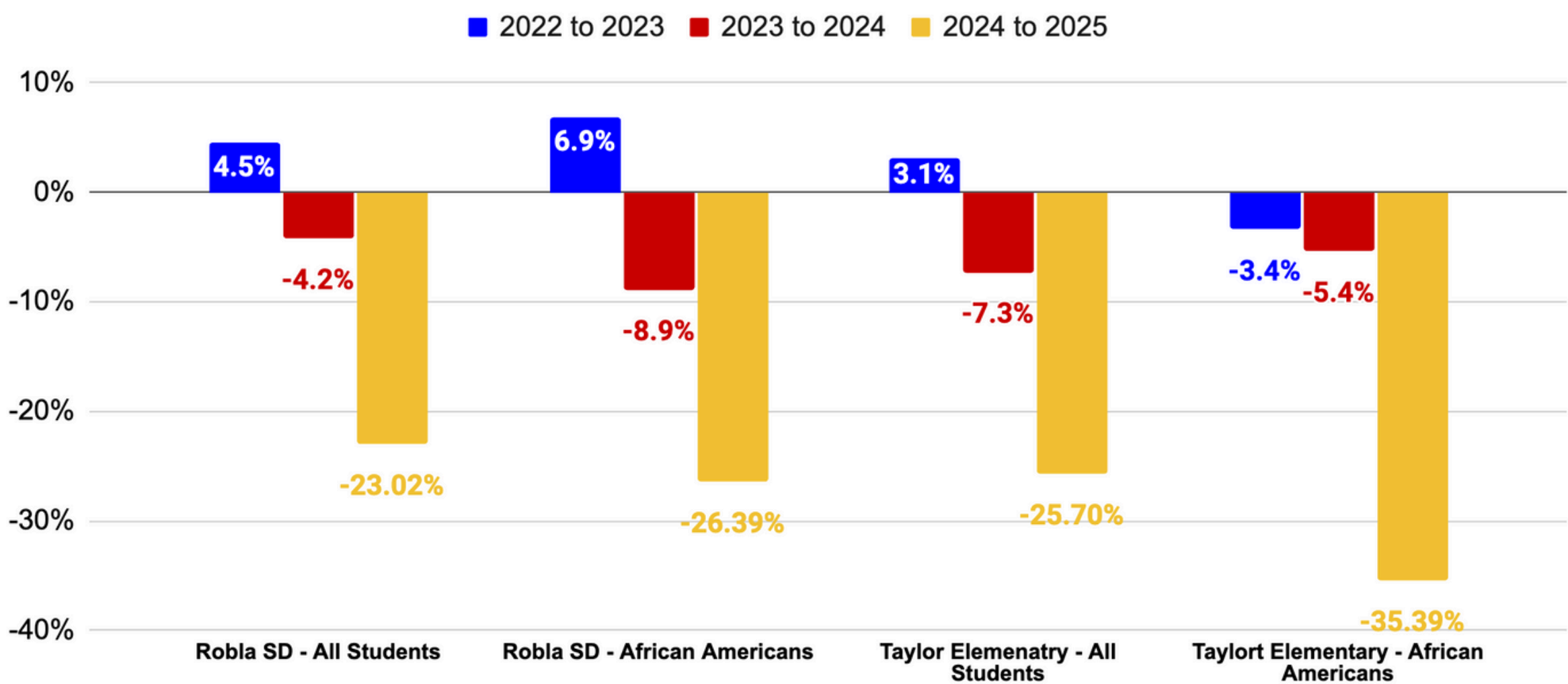

Data Learnings

- Intentional focus on attendance has made a significant impact as evident with Taylor Street winning the majority of Attendance Challenges
- Attendance increases when Harambee is scheduled

Robla Elementary School District - Chronic Absenteeism Year to Year % Difference

Legend: 2022 to 2023 | 2023 to 2024 | 2024 to 2025

	Robla SD - All Students	Robla SD - African Americans	Taylor Elementary - All Students	Taylort Elementary - African Americans
2022 to 2023	4.5%	6.9%	3.1%	-3.4%
2023 to 2024	-4.2%	-8.9%	-7.3%	-5.4%
2024 to 2025	-23.02%	-26.39%	-25.70%	-35.39%

Evidence of Impact

- More student and parent engagement at Taylor Street
- AACOE has been impactful in making connections

Next Steps for Growth

- Increased focus on attendance and family engagement, along with a deeper analysis of academic data in relation to attendance. This includes comparisons from Benchmark-to-Benchmark, Benchmark-to-CAASPP, and CAASPP-to-CAASPP assessments.
- Increased evaluation of our expanded learning programs to assess their effectiveness and potential impact on academic performance.
- Maintain quality and expand effective programming and strategies.

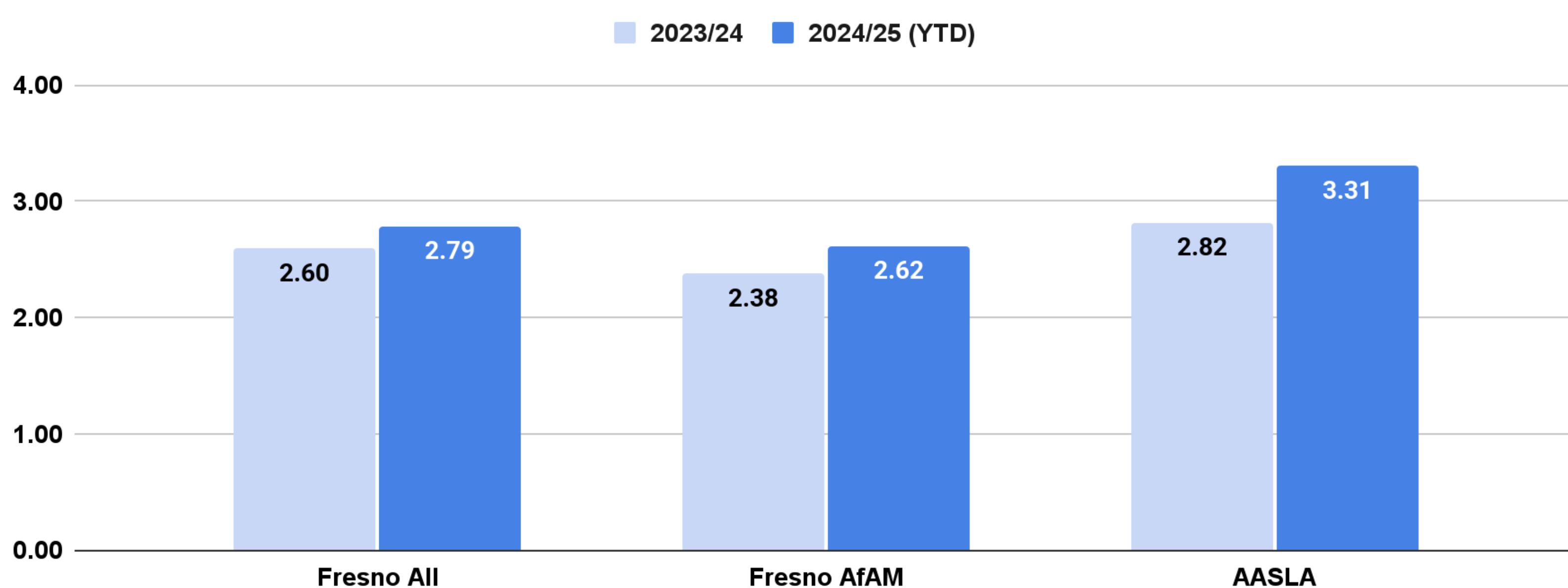# Fresno Unified School District

Focus Area

Increase the number of
African American students
who are UC/CSU college-bound

Strategies

- **Assign Dedicated Champions to Support 9th Grade Black Students (AA9A):** each high school designates a mentor who builds authentic, consistent relationships with targeted students.
- **Implement Weekly Goal-Setting and Progress Monitoring:** champions meet weekly with students to review academic performance, attendance, and behavior, helping them set and track individualized goals.
- **Coordinate Proactive Communication with Families and School Leadership:** champions provide regular updates to administrators and share progress with families, especially for students identified as off-track.

Fresno USD - 12th Grade GPA Comparison

2023/24 **2024/25 (YTD)**

	Fresno All	Fresno AfAM	AASLA
2023/24	2.60	2.38	2.82
2024/25 (YTD)	2.79	2.62	3.31

Evidence of Impact

- **Quantitative**
  - Grades (D/F), A-G (on-track), attendance, and behavior
- **Qualitative**
  - Student Feedback - "Needs Assessment - (over 900 received)
  - Admin Feedback - "what needs to change" principals and staff enjoyed their Student Support Specialists and believed they were effective

Data Learnings

- We had a lot of data, but the student outcomes were not changing enough
- We left a lot up to chance with our vender (need a partnership - training/check-ins)
- Caseload too large per counselor

Next Steps for Growth

- **Conversations with principals/admin** helping us make changes and shifts (protect the integrity of the work)
- **Maintain focus** - must be mindful of how our Student Support Specialists are utilized at the site
- **Ask the following questions** - What are you most proud of? What's the evidence of impact? Are there any barriers we can help you with?

Focus Area

African American student engagement and chronic absenteeism rates in the Community Schools Program
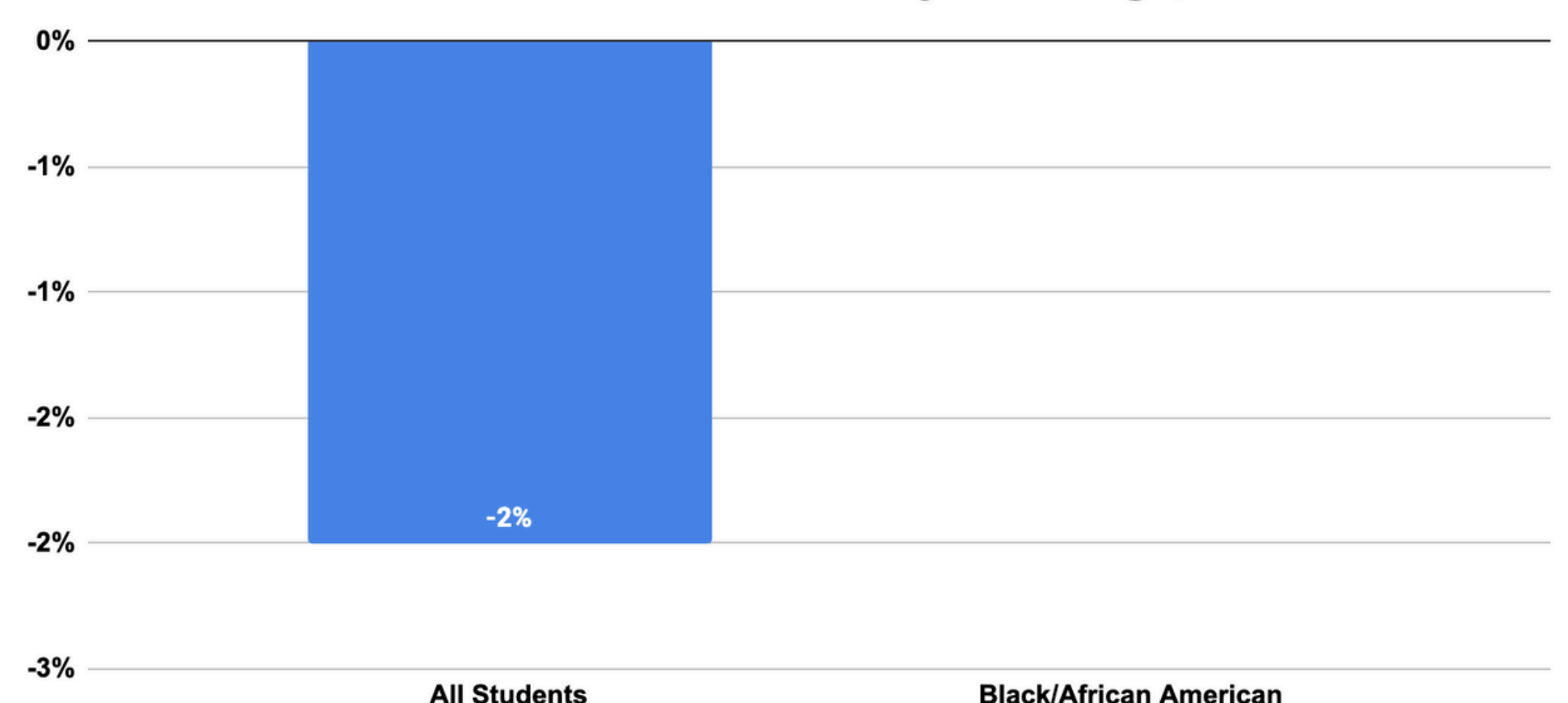
Strategies

- **Expand Use of the PERTS Elevate Survey Across Community Schools:** implement the Elevate survey system wide (excluding court schools) to assess student engagement and monitor learning conditions across all community school sites.
- **Build Staff Capacity to Interpret and Act on Survey Data:** train teachers, social workers, principals, and coaches to understand survey results and lead effective conversations to identify and respond to student needs.
- **Establish Ongoing Professional Learning Communities Focused on Student Engagement:** facilitate monthly PLC sessions for educators to analyze Elevate survey data, share strategies, and implement changes to improve classroom and school conditions.
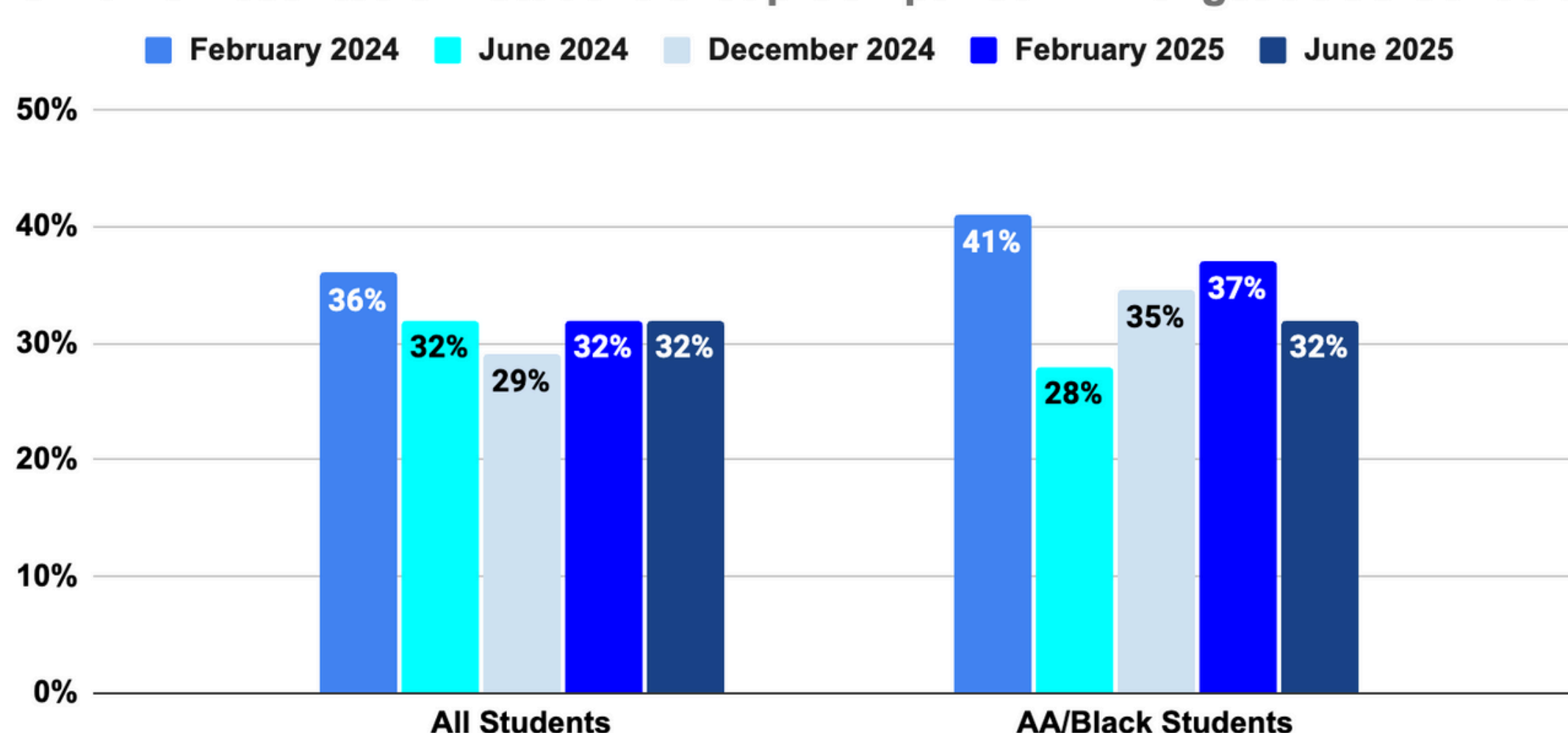
PERTS Elevate - Affirming Identities % Change, 2024/25 SY

	% Change from Baseline
All Students	1%
Black/African American	6%
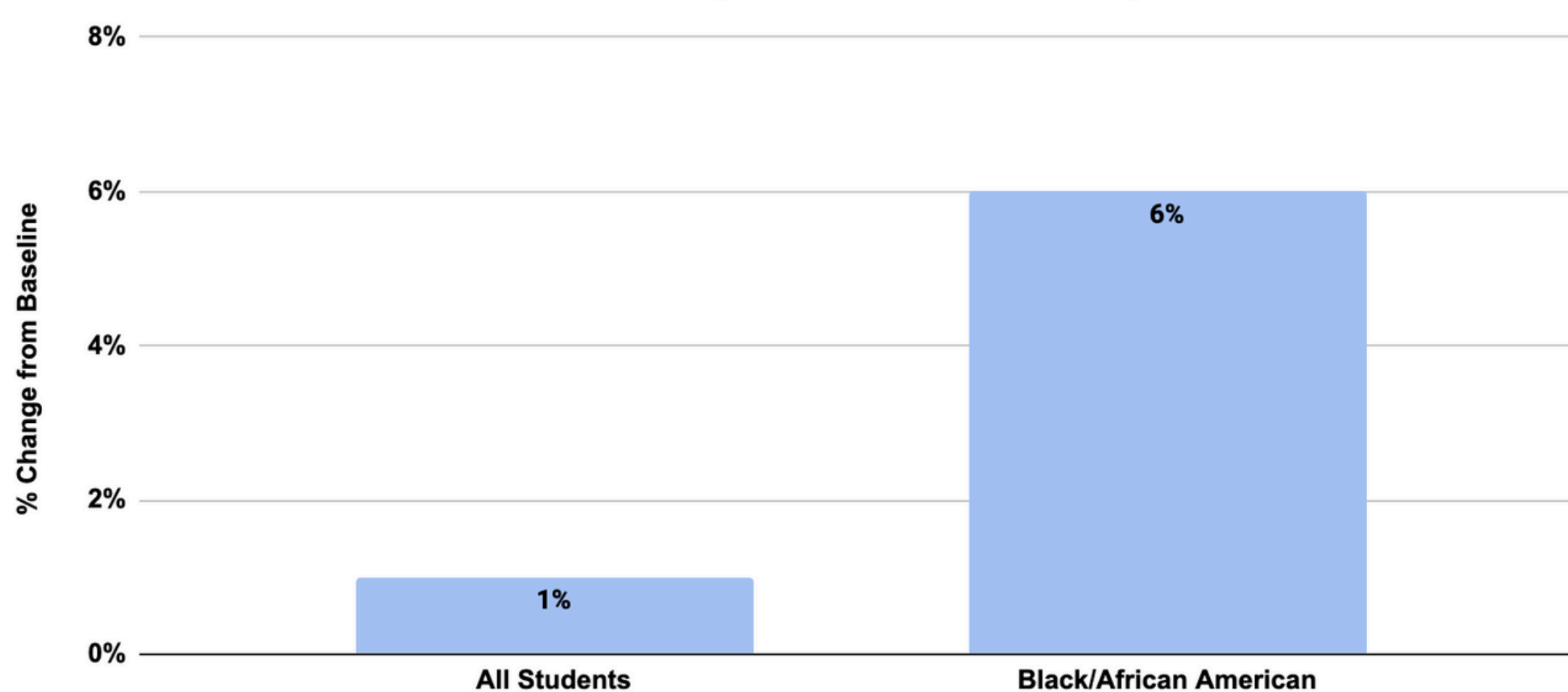
PERTS Elevate - Classroom Community % Change, 2024/25 SY

All Students	-2%
Black/African American	

Chronic Absenteeism Student Group Comparison Amongst JCCS Schools

Legend: February 2024, June 2024, December 2024, February 2025, June 2025

	February 2024	June 2024	December 2024	February 2025	June 2025
All Students	36%	32%	29%	32%	32%
AA/Black Students	41%	28%	35%	37%	32%

Next Steps for Growth

- Continuity of practice - survey and strategy implementation

Evidence of Impact

- PERTS Elevate survey scores are consistently around 80% despite transition of teachers, students, administrators. Students continue to feel affirmed and part of the community.

Data Learnings

- Attendance is highly impacted over the last six months due to immigration concerns amongst students/families.
- Implementation dip

Glendale, California | www.gusd.net

Preparing our students for their future!

Overidentification of African American students being referred to Special Education for Other Health Impairment (OHI), leading to the district's identification of Significant Disproportionality.
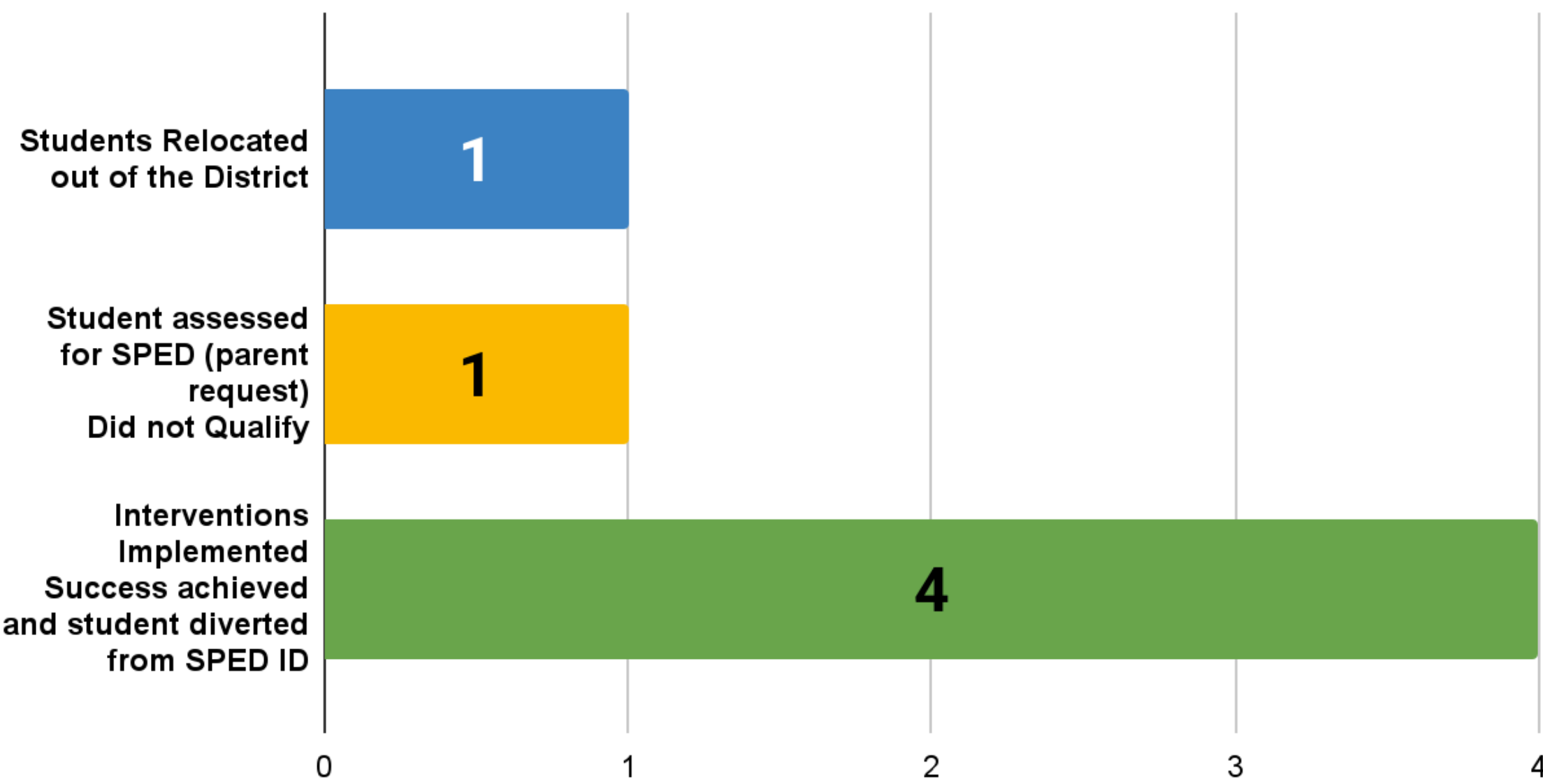
Strategies

- In-depth data analysis of **SST referral** and Special Education qualification process
  - Identify **each step** of the process
  - **Case studies** used to explore interventions and actions that can be leveraged to ensure effectiveness and reduce overidentification
- Implementation of **Individualized Learning Plans (ILPs)** with attendance/discipline progress monitoring
- **Parent meetings** focused on African American student needs
- Expanding **support** for selected African American scholars, focusing on exclusionary discipline practices

African American Students Referred to SST

- ● Referred for ADHD-type Behavior (OHI) ● Referred for Academic Concerns

3   3

Case Study Process Results for African American Students

Students Relocated out of the District	1
Student assessed for SPED (parent request) Did not Qualify	1
Interventions Implemented Success achieved and student diverted from SPED ID	4

0   1   2   3   4

Evidence of Impact

The **case review process served** as a powerful intervention, allowing school teams to collaboratively examine each student's needs and implement previously untried, targeted strategies. As a result, **four** students who were **initially slated for Special Education referrals received effective interventions instead, with full agreement from school teams and families**. Only one student advanced to assessment and did not qualify, and another transferred out of the district. This shift in approach demonstrates a measurable reduction in unnecessary referrals and highlights stronger alignment between team decision-making and student support.

Data Learnings

- **"Using Data to Drive the Movement"**: We unpacked what Significant Disproportionality means for all (administrators, psychologists, counselors) to ensure clear and strategic communication.
- The data have revealed a need to focus on **systematic interventions** Districtwide.

Next Steps for Growth

- Continue refining our strategic approach to initiative rollout and deepen our use of shared language around advocacy and intervention.
- Provide teachers and school teams with expanded tools and strategies to support students before considering referral.
- Monitoring will continue for the identified students, with an emphasis on tracking progress and adapting interventions as needed to ensure ongoing success.
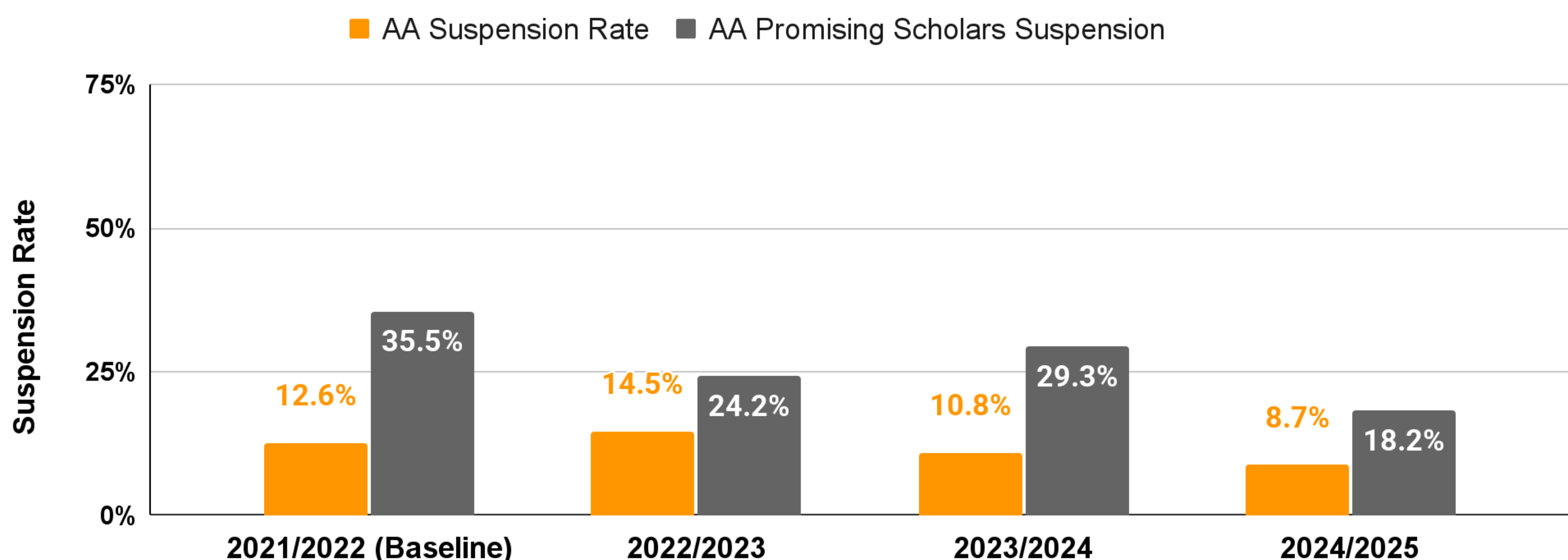
ccee
California Collaborative
for Educational Excellence

Pittsburg Unified School District
Building Tomorrow's Scholars and Leaders Today · Est. 1933

Focus Area

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

Strategies

- **Implement Individualized Learning Plans with Ongoing Monitoring and Family Engagement:** use cycles of inquiry and CCEIS check-ins to refine ILPs, analyze effective strategies, and share progress with students and their families.
- **Strengthen Early Literacy and Behavioral Supports through Coaching and Targeted Interventions:** Provide phonemic awareness and phonics support in 2nd and 3rd grades, along with behavioral analysis for scholars receiving social-emotional interventions.
- **Advance Restorative Practices and Family Participation:** reframe restorative justice as a preventative approach and expand engagement of African American families through the African American Advisory Group.
- **Equity Walkthroughs**: Informal observations focused on the experience of African-American scholars. Close examination of what is happening instructionally for A.A. scholars in the areas of culture and community, tasks and materials, and engagement and ownership.

Suspension Rate Comparison (YTD for 2024/25)

Legend: ■ AA Suspension Rate ■ AA Promising Scholars Suspension

Year	AA Suspension Rate	AA Promising Scholars Suspension
2021/2022 (Baseline)	12.6%	35.5%
2022/2023	14.5%	24.2%
2023/2024	10.8%	29.3%
2024/2025	8.7%	18.2%

Y-axis: Suspension Rate (0% – 75%)

Evidence of Impact

- We will continue to evaluate disaggregated suspension and attendance data.
- We will also conduct data analysis collected from Equity Walkthroughs. We will continue to inspect the quality of instruction and use the data to inform professional development, and problems of practice.

Data Learnings

- The data indicates that the need for more emphasis on providing scholars with opportunities to engage in Academic Discourse.
- PUSD also needs to incorporate more culturally responsive curriculum and instruction. An emphasis on first best instruction, with the lens of cultural responsiveness.

Next Steps for Growth

- Provide professional development on culturally responsive practices.
- Work with teachers to build in more collaborative opportunities to increase academic discourse and engagement.
- Continue to implement tier 1 restorative practices to increase a sense of belonging and care for African-American scholars.

ccee
California Collaborative
for Educational Excellence

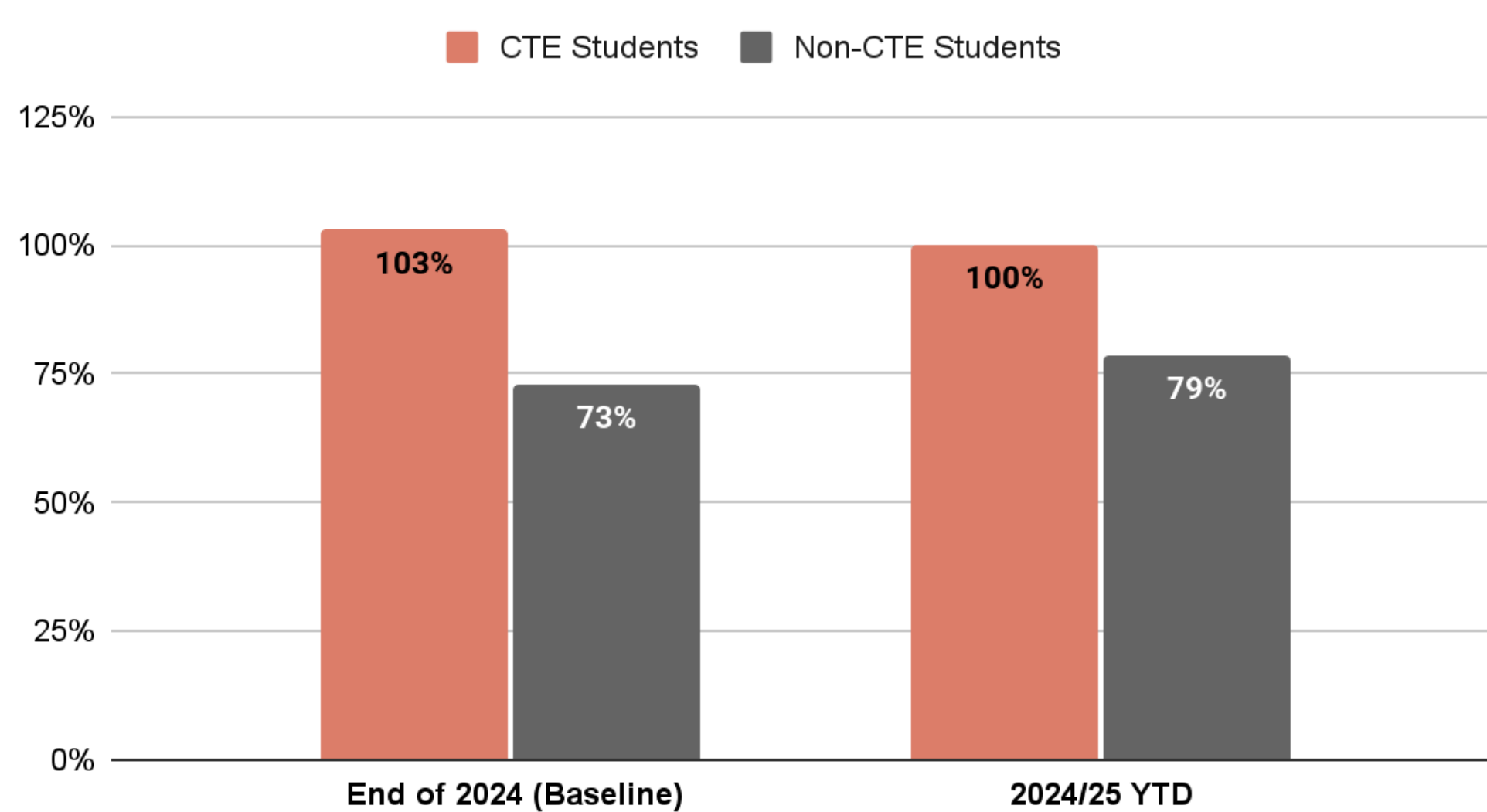# NAPA COUNTY OFFICE OF EDUCATION

Focus Area

Low high school completion rate for students enrolled in the County Community Schools/Program (expelled and/or on probation)
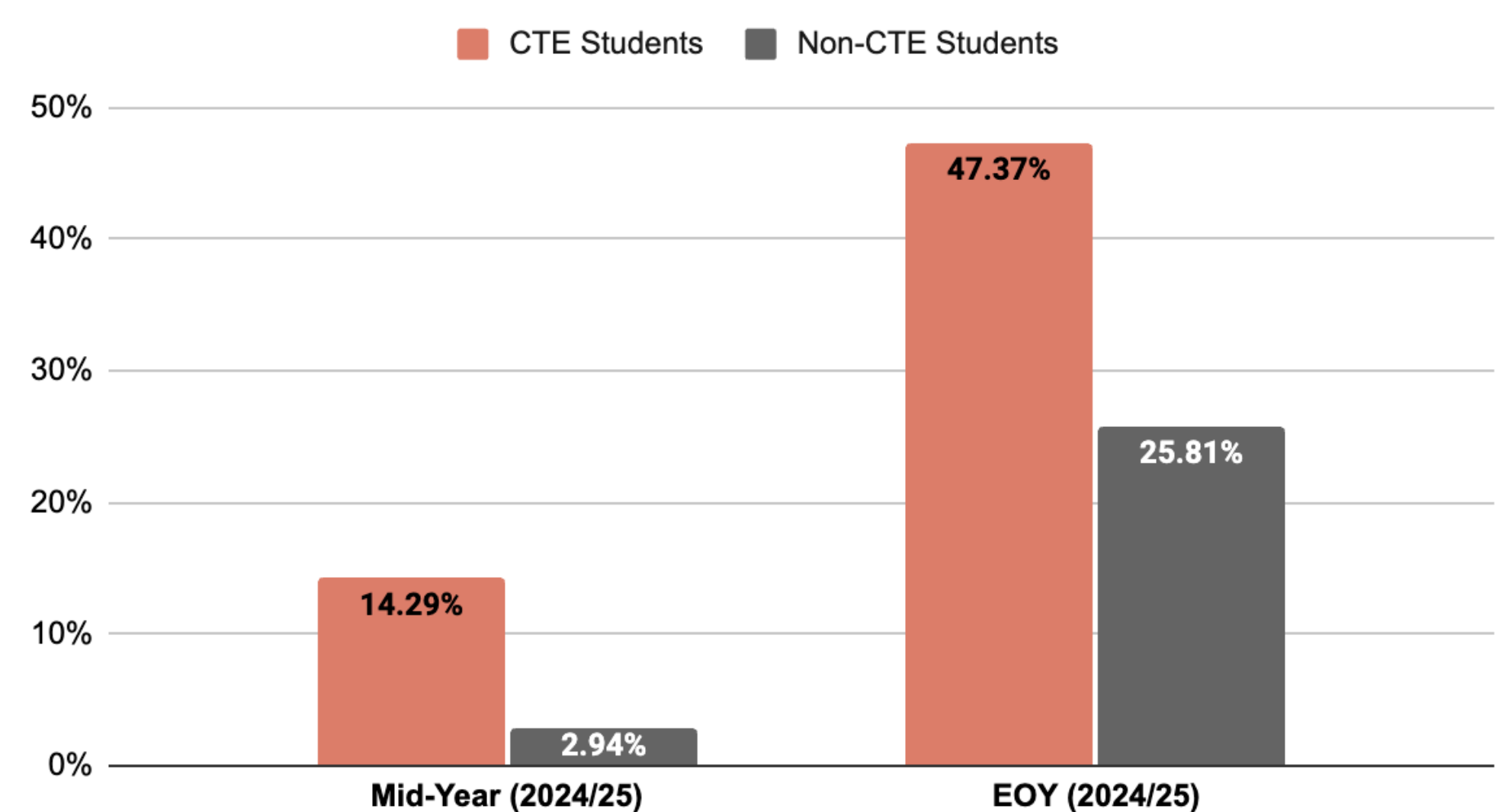
Strategies

- **Expand and Deepen CTE Pathways with Real-World Learning Experiences:** offer high-quality Culinary and Welding programs supported by hands-on learning, including the Camille Mobile food truck, to ensure student engagement and completion.
- **Enhance Career Readiness Through Paid Internships and Exploration Labs:** implement a range of career readiness activities such as work experience opportunities, paid internships, and exploration labs to build skills and confidence.
- **Incorporate Student Voice and Monitor Pathway Fidelity:** use focus groups to gather student feedback and maintain fidelity of pathway implementation to ensure students stay on track to earn credits and meet graduation goals.

Credit Completion Rate Comparison
Legend: CTE Students, Non-CTE Students

- End of 2024 (Baseline): CTE Students 103%, Non-CTE Students 73%
- 2024/25 YTD: CTE Students 100%, Non-CTE Students 79%

Internship Participation at Camille Creek School
Legend: CTE Students, Non-CTE Students

- Mid-Year (2024/25): CTE Students 14.29%, Non-CTE Students 2.94%
- EOY (2024/25): CTE Students 47.37%, Non-CTE Students 25.81%

Evidence of Impact

- More students enrolling in college to pursue postsecondary education connected to their CTE experience. Pathway completers enter college with a minimum of five college credits.
- Students in CTE programs are more likely to complete credits, earn college credit, be employed, and stay enrolled in school.

Data Learnings

- The data continues to indicate that CTE programing and career readiness skills help keep our students engaged.
- We will continue to expand and refine programming designed to provide real world skills and enhance career readiness.

Next Steps for Growth

- Launching a career readiness initiative campus wide including portfolios, mock interview experience, and resumes, etc.
- Expand entrepreneurship elements of the food truck enterprise.
- Align PD, data collection, and instruction with the Portrait of a Graduate.
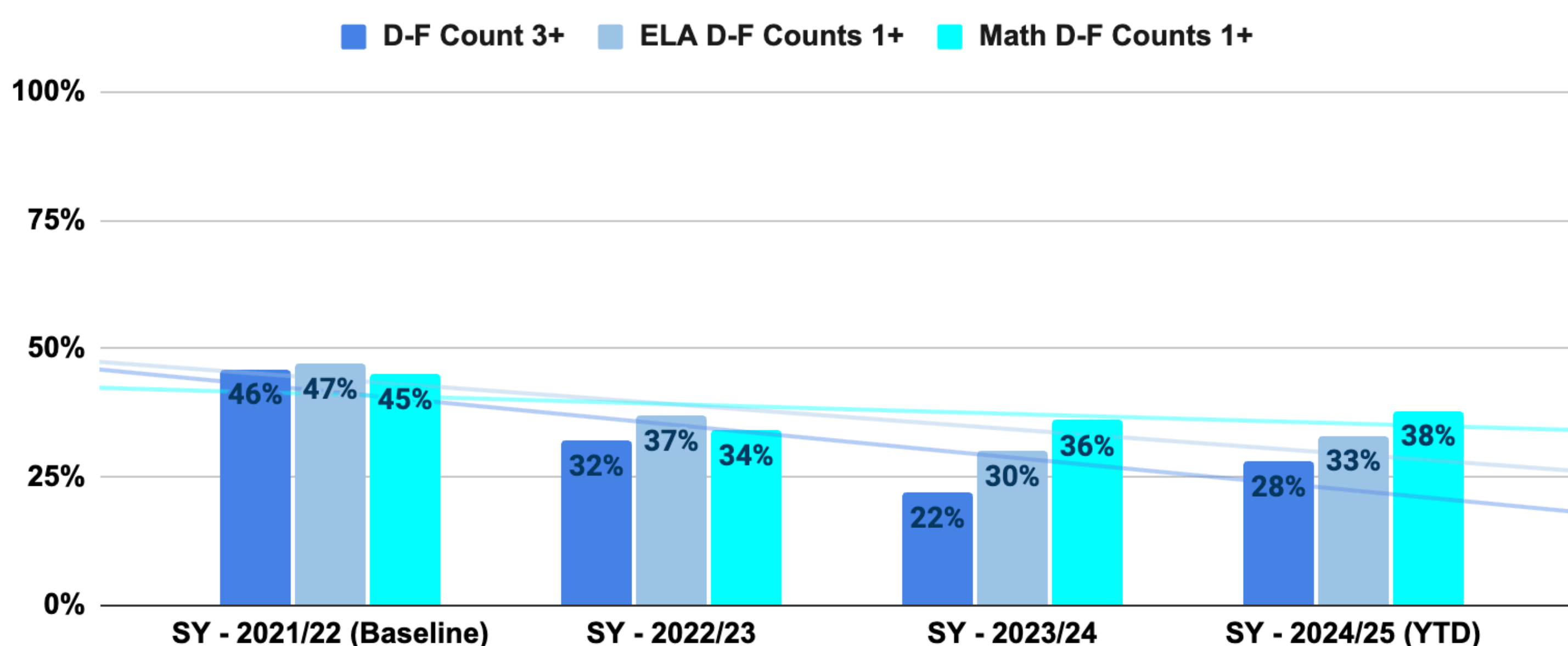- Partnership with Goodwill.

LYNWOOD
UNIFIED SCHOOL DISTRICT

Strategies

- **Implement and Monitor Personal Learning Plans (PLPs) for African American Male Students:** develop and review PLPs each semester for students in grades 9–12, using them to guide goal-setting, monitor progress, and celebrate growth.
- **Strengthen Mentorship and Academic Support Systems:** provide targeted mentoring through athletics and small group settings across grade levels, with additional academic support via push-in and virtual tutoring.
- **Foster Cultural Empowerment and College Readiness:** integrate ethnic studies, equity training for faculty, and programs like "Only Thoughts of Ownership" to deepen student engagement—while leveraging partnerships like the National College Resources Foundation to support postsecondary pathways.

Percentage of Ds & Fs for AA Male Students in Grades 9 to 12

Legend: ■ D-F Count 3+ ■ ELA D-F Counts 1+ ■ Math D-F Counts 1+

	D-F Count 3+	ELA D-F Counts 1+	Math D-F Counts 1+
SY - 2021/22 (Baseline)	46%	47%	45%
SY - 2022/23	32%	37%	34%
SY - 2023/24	22%	30%	36%
SY - 2024/25 (YTD)	28%	33%	38%

Evidence of Impact

- Quantitative D and F rate data indicates a significant decrease in the number of students receiving non passing grades in core classes. Graduation rates for African American students as a whole increased 6.3% in 2024 to 89.2% compared with the state average of 79.1%
- Qualitative data on student voice from YouthTruth surveys indicate that African American male students are feeling an increased sense of inclusion and support.

Data Learnings

- Data indicates that the program is working and needs to continue with consistent monitoring in the 25-26 school year.
- We learned that an increased focus on this subgroup with multiple layers of support such as the PLP's and data reflection sessions work to keep students on track.

Next Steps for Growth

- During our annual Black Teen Summit, male students indicated that they would like additional opportunities to meet together with mentors and community leaders.
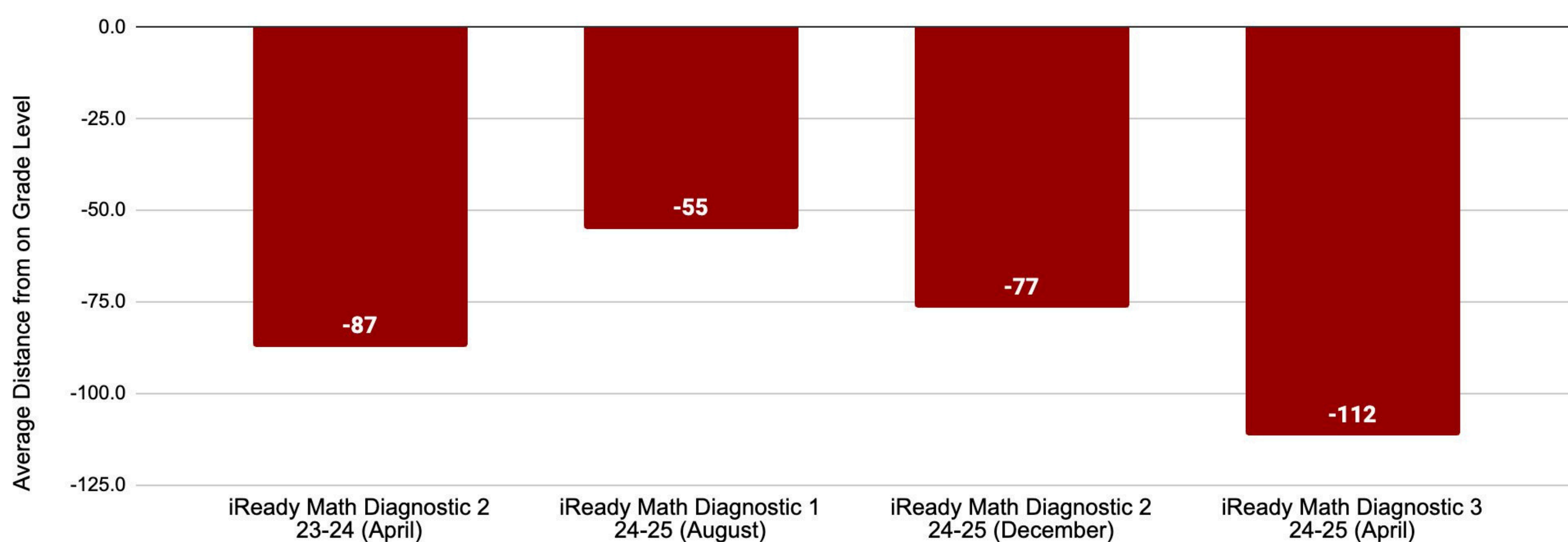- A male conference and small group "King Convo's" will be planned.

San Lorenzo
Unified School District

Educating for Success

Strategies

- **Implement Individualized Learning Plans and Goal-Setting for African American Students:** use ILPs, progress profiles, and focal student monitoring to tailor academic support, with collaborative goal-setting involving staff, students, and families.
- **Strengthen Math Instruction Through Professional Learning and Collaborative Practices:** engage math teachers in curriculum-focused PD, support math PLTs, and build thinking classrooms that emphasize essential math standards and cross-disciplinary practices.
- **Promote Family Engagement and Data Conversations Around Math Achievement:** Host Family Math Nights and facilitate regular data discussions with families and students to build awareness, foster collaboration, and celebrate growth.

Edendale Foci Students - iReady Math Distance from on Grade Level

Average Distance from on Grade Level

iReady Math Diagnostic 2 23-24 (April)	iReady Math Diagnostic 1 24-25 (August)	iReady Math Diagnostic 2 24-25 (December)	iReady Math Diagnostic 3 24-25 (April)
-87	-55	-77	-112

Evidence of Impact

- iReady data suggests that students are collectively regressing, particularly from the Diagnostic 1 held in August '24 (55 points from grade level) to Diagnostic 3 held in April '25 (112 points from grade level). However, when digging deeper a different story emerges around student motivation, interest and engagement more than capacity.
- The strengthening of math instruction through professional learning and collaborative best practices has been highly successful.
- The promotion of family engagement and data conversations centered on Math achievement failed (didn't happen), resulting in a significant loss of opportunity to broaden the conversation, engagement, capacity building, and achievement to include families in their child's progress.

Data Learnings

- School wide patterns indicate considerable growth among students, including African-American students in math. Students within this research group in some cases regressed in reading as well. The sample size may not mirror larger patterns.
- iReady sample data results suggests more need for street data to accompany the satellite and map data.

Next Steps for Growth

- ILPs need to be modified for specific class/teacher with baseline, current, and typical and stretch growth goals for iReady, CAASPP, grades, and attendance, and share them with families for quarterly check in.
- More rigorous, explicit, and strategic use of iReady individualized MyPath time in class for strategic tier 2 interventions and extensions with small groups.
- Continued Math Professional Learning Team work around best practices, analyzing student work, and designing collaborative lessons

ccee
California Collaborative
for Educational Excellence