



LAUSD
UNIFIED

Black Student Achievement Plan (BSAP)

Council of Great City Schools

Dr. Robert Whitman
Dr. Travis Brandy
Ms. Norma Spencer

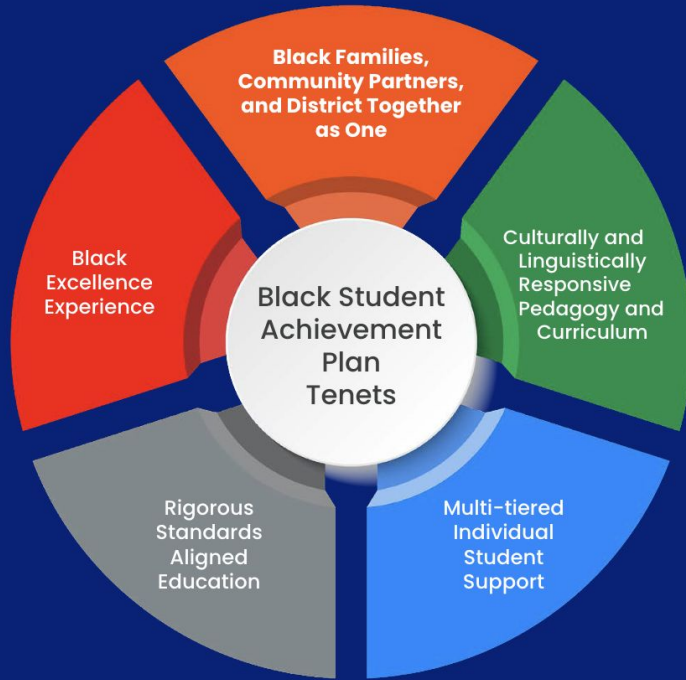
October 25, 2023

Presentation Overview



- District Coherence to Implementation
- Actualization of BSAP Tenets
- Accelerating Black Student Achievement
- Progress Monitoring

Definition of Black Student Success:



We believe that successful Black Student Achievement is defined by **high academic performance, strong social-emotional awareness and management, and positive cultural identity**. Furthermore, strategies and methods utilized to cultivate these things shall be directly **responsive to the unique needs of Black students** due in large, to the historic and ongoing social and economic conditions experienced by Black people.

Strengthening BSAP Implementation through Districtwide Coherence



Strategic Plan and Framework Alignment

Pillar 1: Academic Excellence

High-Quality Instruction

Enriching Experiences

Eliminating Opportunity Gaps

College and Career Readiness

Pillar 2: Joy and Wellness

Welcoming Learning Environments

Whole-Child Well-Being

Strong Social-Emotional Skills

Outstanding Attendance

Pillar 3: Engagement and Collaboration

Strong Relationships

Accessible Information

Leading for Impact

Honoring Perspectives

Pillar 4: Operational Effectiveness

Data-Driven Decision-Making

Modernizing Infrastructure

Sustainable Budgeting

District of Choice

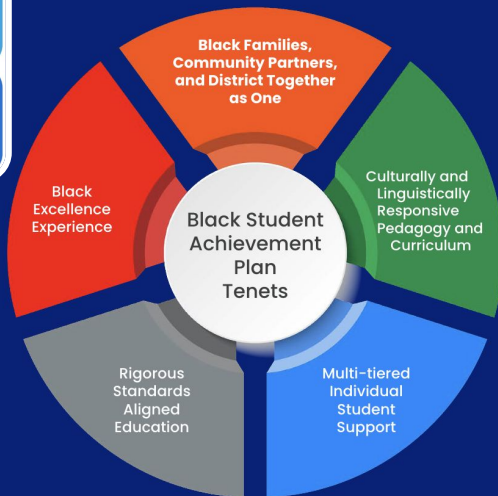
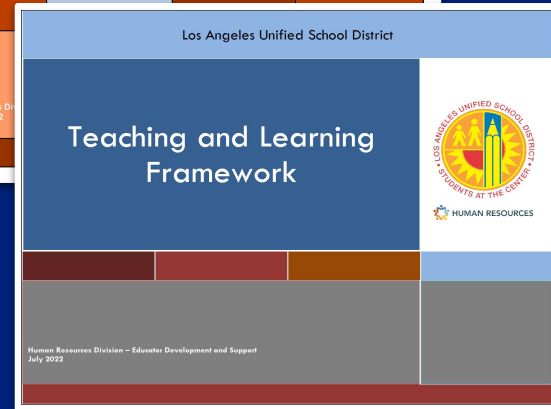
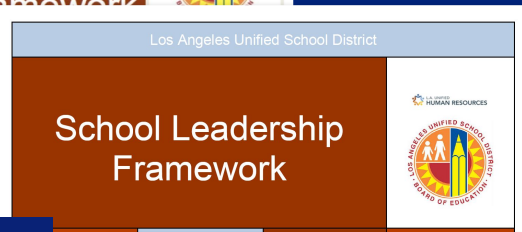
Pillar 5: Investing in Staff

Diverse Workforce

Professional Learning

Staff Wellness

High Performance Standards



BSAP Theory of Action

When We

- A. **Black Families, Community Partners, and District Together as One:** Learn from the Black community, bring the lived experiences of our Black students and families into our instructional planning, engage Black students and their families in shared ownership to improve conditions for Black students, including personal value attached to education
- B. **Culturally and Linguistically Responsive Pedagogy and Curriculum:** Support our teachers, school administrators, and staff to deliver and promote relevant and academically challenging learning opportunities and classroom environments
- C. **Multi-tiered Individual Student Support:** Establish data-informed wrap-around support structures that are culturally and linguistically responsive and equity-driven
- D. **Rigorous Standards Aligned Education:** Support teachers with providing students projects, activities, and assignments that require higher-level thinking, cultural relevance, and have real-world applications
- E. **Black Excellence Experience:** Expand our students' vision of who they are and what they can achieve by providing learning experiences steeped in Black excellence that identify contributions within the Black community that serve as motivation and models to further developing positive Black student identity

Then

All LAUSD Black students will graduate READY FOR THE WORLD – to thrive in college, career and life.

BSAP Group Identification

BSAP Group 1 Schools

11,111 students / 34,510 total students 32% of all Black students (59 Schools)

- Greater than or equal to 200 total black student enrollment with 1 or more high need flags* and English and math proficiency below the district average or
- Less than 200 and greater than or equal to 100 total Black student enrollment with 2 or more high need flags and English and math proficiency below the district average or

BSAP Group 2 Schools

9,465 students / 34,510 total students 28% of all Black students (57 Schools)

- Greater or equal to 100 total Black student enrollment with 0 or 1 high need flags*

BSAP Group 3 Schools

6,228 students / 34,510 total students 18% of all Black students (86 Schools)

- $100 > \text{total Black student enrollment} > 50$

* High Need Flags:

- Referral and suspension rates were greater than their percentage of enrollment at the school
- Greater than 10 percentage points more Black students disagreed with the school experience survey items than the District average
- Experienced more chronic absenteeism than the District average

Staffing Resources by School Group

| Position | Group 1 | Group 2 |
|---|---------|-----------------------|
| Pupil Services and Attendance Counselor (PSA) - Elementary | ✓ | ✓ |
| Academic Counselor - Secondary Only | ✓ | ✓ |
| Community Representative | ✓ | ✓ |
| School Climate Advocate | ✓ | ✓ (secondary only) |
| Restorative Justice Teacher | ✓ | N/A |
| Psychiatric Social Worker | ✓ | N/A |

BSAP Success Indicators

School Experience and Support

- Every student has an advocate.
- Increase access to mental and social-emotional health resources
- Increase favorable school experience survey responses
- Access to culturally responsive curriculum and pedagogy.
- Decrease discipline rates (arrests, suspensions, referrals)
- Elimination of policies and practices that contribute to school to prison pipeline.

Academic Achievement

- Graduation rate increase
- Attendance and chronic absenteeism rate decrease.
- Increase enrollment in Advanced Placement and honors courses.
- Increase proficiency in Math and ELA/English
- Increase number of students on track in A-G requirements.
- Increase number of students at or above benchmark in literacy skills.
- Decrease 1st time referrals for Special Education services.

Engagement

- Increase levels of parent and family engagement.
- Increase participation in extracurricular activities at school.
- Increase presence of community organizations on campus.

BSAP Key Performance Indicators (KPIs)

| Board Goal | KPI | Metric | KPI Use | | |
|------------|--|--|---------|------------|-----------|
| | | | BSAP | Elementary | Secondary |
| | Chronic Absenteeism | Percent of students who miss more than 14 days of school in a school year | ✓ | ✓ | ✓ |
| | Foundational Literacy | Percent of students who are below/well-below on DIBELS Composite on MOY and EOY assessments | ✓ | ✓ | |
| ✓ | English Language Arts | Percent of students scoring 2 or more years below grade-level | ✓ | ✓ | ✓ |
| ✓ | Mathematics | Percent of students scoring 2 or more years below grade-level | ✓ | ✓ | ✓ |
| ✓ | Post-Secondary | Percent of senior cohort students who earn "C" or better in A-G courses | ✓ | | ✓ |
| | GATE Identification | Percent of GATE Referrals/Identification for Black Students | ✓ | ✓ | |
| | Special Education Referrals (Black Students) | Percent of Black students being referred to special education | ✓ | ✓ | |
| ✓ | Social Emotional Learning | Percent of students who demonstrate growth in each of the social-emotional learning (SEL) competencies of growth mindset, self-efficacy, self-management, and social awareness | ✓ | ✓ | ✓ |

Black Student Initiative Highlights



1. Black Scholars Enrolled in Honors Courses

Currently, 10,826 Honors courses are taken by Black students, an increase of 853 Honors courses from 22/23. (MyData)

2. Black Scholar Enrollment in AP Courses:

Black scholars in AP courses have risen from 18.5% in FY 22/23 to 20.6% this year, marking an 11% increase. (MyData)

3. GATE Identification of Black Scholars

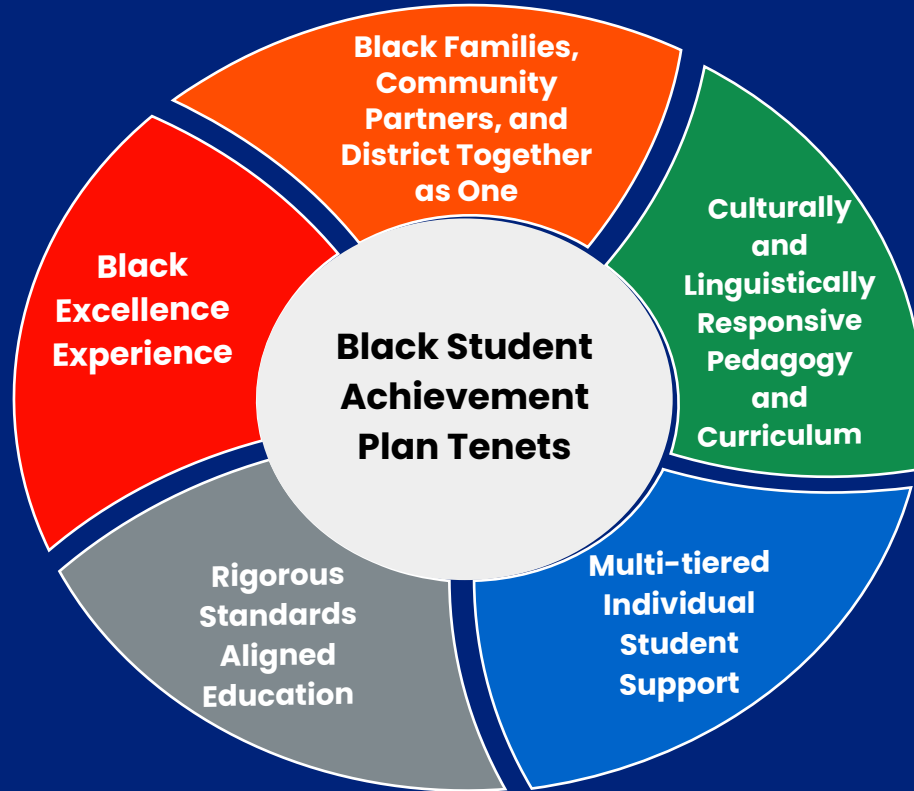
In FY 22/23, 1,000 more Black scholars were identified for GATE programs, marking a significant increase from the previous year (21/22). (Focus)

4. AP African American Studies Courses

One school piloted in 2022-2023 and 17 schools implemented the course for the 2023-2034 school year. (Focus)

BSAP Tenets

These five tenets have been established and represent BSAP critical areas of focus. Each tenet contains several strategies which are in alignment with the District's Strategic Plan.



Tenet A: Black Families, Community Partners as One



BSAP Family Days:

Region East: Dolores Huerta
Tuesday, November 28th
2pm – 5pm

Region South: Crenshaw High School
Saturday, December 16th
11am – 3pm

Region West: Los Angeles Center for
Enriched Studies
Saturday, April 20th
11am – 3pm

Region North: Cleveland High School
Saturday, May 11th
11am – 3pm

Tenet A: Black Families, Community Partners as One

Select Dashboard View

Black Student Achievement Plan ▾

Academic Achievement

School Experience and...

Engagement

Engagement

The Black Student Achievement Plan (BSAP) addresses the need for partnerships with community based organizations with proven track records of success within the Black community. The BSAP will increase levels of parent and family engagement, increase participation in extracurricular activities at school that are BSAP specific, and increase the presence of community organizations on campus.

46.0%

Parent and Family Engagement

Most Recent Year: 2022-2023

Prior Year

44.6%

1.4% ↑

67.7%

Participation in Extracurricular Activities at School

Most Recent Year: 2022-2023

Prior Year

60.5%

7.1% ↑

98.1%

Presence of Community Organizations On Campus

Most Recent Year: 2022-2023

Prior Year

52.8%

45.3% ↑

Parent and Family Engagement

Using data collected from a survey of parents of Black students in Group 1 and 2 BSAP schools, this indicator represents the percentage of parents who agreed with the following statement: "I attend Black Student Achievement (BSAP) events virtually at my child's school, like parent-teacher conferences, informational meetings, assemblies, and school performances."

Tenet A: Black Families, Community Partners as One

Select Dashboard View

Black Student Achievement Plan ▾

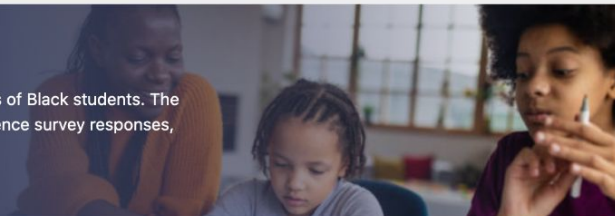
Academic Achievement

School Experience and...

Engagement

School Experience and Support

The Black Student Achievement Plan (BSAP) addresses the need for increased staffing support to address the academic and social-emotional needs of Black students. The BSAP will ensure every student has an advocate, increase access to mental and social-emotional health resources, increase favorable school experience survey responses, provide culturally responsive curriculum and pedagogy, and decrease discipline rates.



81.4%

Every Student Has An Advocate

Most Recent Year: 2022-2023

Prior Year

66.7%

14.7% ↗

60.9%

Access to Mental and Socio-emotional Health Resources

Most Recent Year: 2022-2023

Prior Year

40.9%

20.0% ↗

66.3%

Access to Culturally Responsive Curriculum and Pedagogy

Most Recent Year: 2022-2023

Prior Year

59.2%

7.0% ↗

65.9%

Parity in Feelings of Connectedness

Most Recent Year: 2022-2023

Prior Year

59.3%

6.6% ↗

59.0%

Parity in Feeling Bullied

Most Recent Year: 2022-2023

Prior Year

60.4%

-1.4% ↘

61.7%

Parity in Feelings of Safety

Most Recent Year: 2022-2023

Prior Year

55.8%

5.9% ↗

1.00%

Single Student Suspension Rate

Most Recent Year: 2022-2023

Prior Year

0.87%

0.13% ↗

745

Instructional Days Lost to Suspension

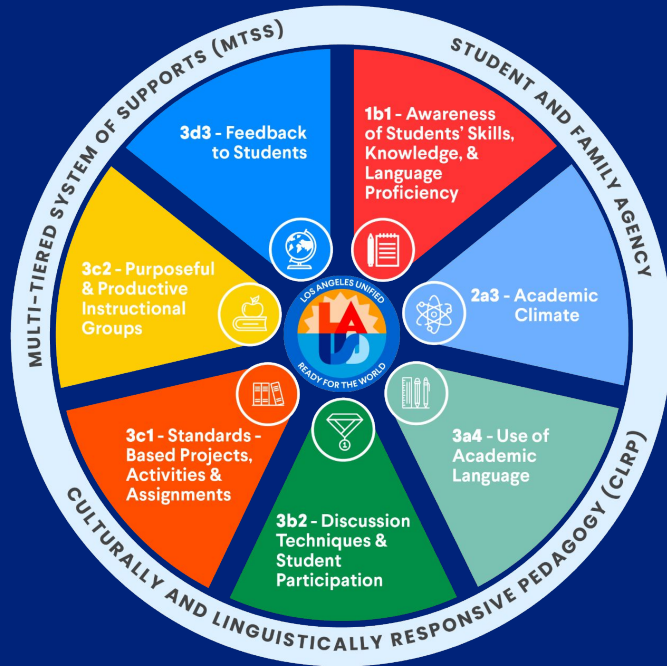
Most Recent Year: 2022-2023

Prior Year

595

25% ↗

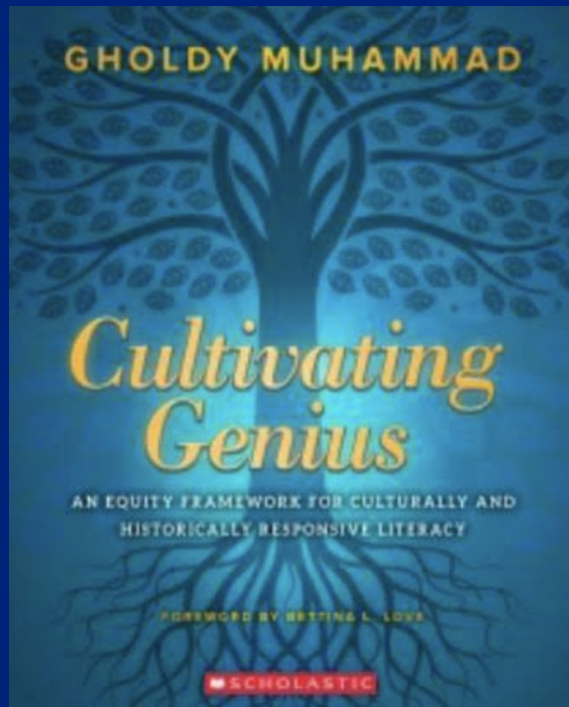
Tenet B: Culturally and Linguistically Responsive Pedagogy/Curriculum



There are 300 educators participating in monthly professional development from 9am-12pm on the following Saturdays:

- **October 21, 2023 – Gardena HS**
- **November 4, 2023 – Nobel MS**
- **January 27, 2024 – Crenshaw HS**
- **February 24, 2024 – Crenshaw HS**
- **March 2, 2024 – Armstrong MS**
- **April 27, 2024 – Crenshaw HS**
- **May 18, 2024 – Crenshaw HS**

Tenet B: Culturally and Linguistically Responsive Pedagogy/Curriculum



Black Student Achievement Plan
SATURDAY PROFESSIONAL DEVELOPMENT SERIES
September 30, October 21, November 4 (Valley),
January 27, February 24, March 2 (Valley), April 27, May 18
9:00 AM -12:00 PM

As part of LAUSD's commitment to deepening and strengthening teachers' understanding of culturally responsive pedagogy we invite you to participate in our Saturday Planning Institute. Participants will increase their knowledge of culturally responsive instructional practices and their ability to provide personalized student support. Participants will have time after the second session to integrate their learning into existing or developing CR units.
Participants must sign up for two 1 hour 20-minute sessions. Each session is limited to 30 participants.

ASSOCIATION FOR SUPERVISION & CURRICULUM DEVELOPMENT
Personalize instruction and understand the gradual release model of responsibility to accelerate student performance.

BLACK STUDENT ACHIEVEMENT PLAN
Culturally Responsive Pedagogy
Incorporate Gholdy Muhammad's 5 tenets: Joy, Identity, Skill, Criticality, and Intellectualism. *Space is unlimited.

CA ASSOCIATION OF AFRICAN-AMERICAN SPTS. & ADMIN.
Educational Equity in Action! Identify targeted solutions and strategies to positively impact educational experiences and learning outcomes for African American students.

POWER MY LEARNING
Engaging Workshops that affirm the inherent value of relationships with families and learning that builds on connections to students' lived experiences.

SESSION 1: 9:00-10:20
SESSION 2 10:40-12:00

CARNEGIE LEARNING
Equity and Access
Explore how to teach culturally responsive, the importance of creating an environment that is equitable, accessible and understand the components of culturally relevant tasks and design.

POWERFUL PUBLIC SCHOOLS
Supporting the African American Learner
Move from understanding the broader picture and context of what has shaped the experience of African American Learners to supporting the planning and implementation of practices.

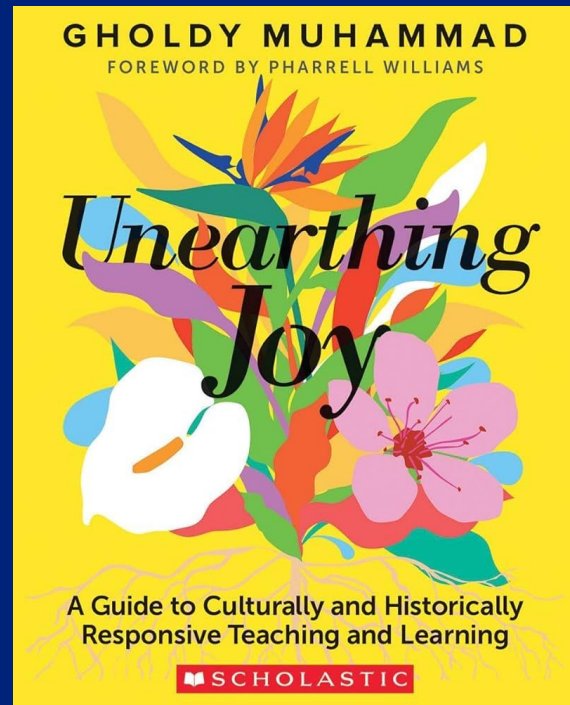
SPOTIFY SOUNDTRAP
Fostering Math & Music in the Classroom
This is an engaging and interactive unit centered around grade level standards fostering a positive association of math and music. Teachers in Grades 3-5 only.

TEACHER CREATED MATERIALS
Validate, Affirm, Build & Bridge
Embrace diversity as an empowering tool for student success.

Location
Crenshaw High School
5010 11th Ave, Los Angeles, CA 90043
September 30, October 21, January 27, February 24, April 27, May 18
Nobel Middle School
9950 Tampa Ave, Northridge, CA 91324
November 4
Louis Armstrong Middle School
5041 Sunnyslope Ave, Sherman Oaks, CA 91423
March 2

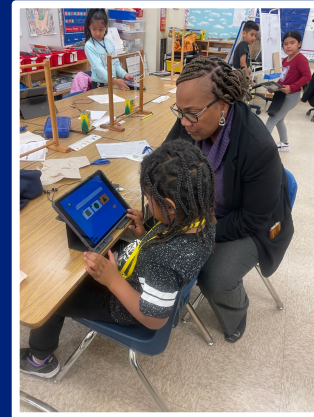
Register Now
<https://bit.ly/2324BSAPSaturdayPD>

Group 1, 2 & 3 Teachers are invited.
PARTICIPANTS WILL BE PAID X-TIME RATE
SCHOOLS ARE RESPONSIBLE FOR REPORTING TIME



Tenet C: Multi-Tiered Individual Support

- iReady Formative Assessment Analysis (PDSA Cycles)
- SEL Surveys/School Experience Survey
- Team Data Monitoring and Coordination of Support

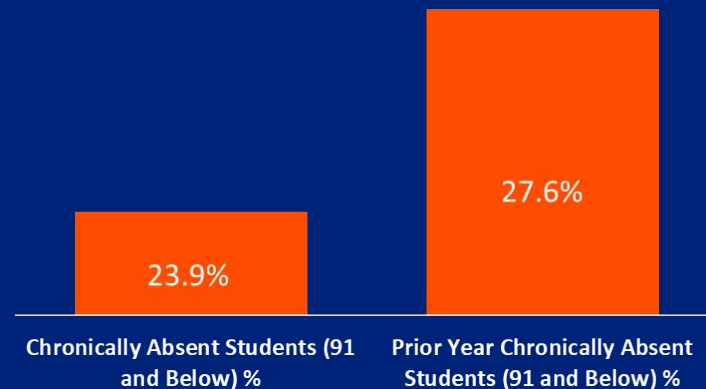


Tenet C: Multi-Tiered Individual Support Updates

iAttend 2.0

BSAP Team Members:

- Participate in students' home monthly visits.
- Create wrap around support for chronically absent students with daily check-ins during advisory and nutrition.
- Invite parents to learn more about the benefits of supporting a well rounded child and establishing a goal to be at school daily.



Source: Attendance Dashboard. Black students Districtwide as of 9/29/23.

Tenet C: Multi-Tiered Individual Support

BSAP Data Study & Action Plans: 5, 10, 15, 20, 25, 30 Week

| Black Student Success Metric |
|----------------------------------|
| Graduation Rate |
| English/ELA Proficiency |
| Mathematics Proficiency |
| DIBELS Proficiency |
| A-G Completion (UC & CSU Reqs) |
| Attendance – Chronic Absenteeism |
| Advanced Enrollment |
| Special Education Referral |

Supports Secondary:

- Transcript Analysis
- FAFSA Support
- 8th Period Intervention for Secondary

Support K-12:

- Home Visits-Attendance
- Small group instruction in class
- Interventionist small group pull out
- After School and Saturday Academies

Tenet D: Rigorous Standards Aligned Curriculum

Classroom Observations: MyPGS



LAUSD My Professional Growth System

Home Informal Observation My Staff Evaluation Plans My Evaluation Plan Staff Roster Resources User Guides Certification Reporting Administration Help TNL Support

Teaching and Learning Framework - Non-Classroom Teachers on Monday, October 16.

Prefill Create PDF Delete Share

★ Ratings Evidence Session Details

Show All Show Focused

Teaching & Learning - Non-Classroom Teacher

- STANDARD 1: PLANNING AND PREPARATION
- STANDARD 2: CLASSROOM ENVIRONMENT
- STANDARD 3: DELIVERY OF INSTRUCTION
- STANDARD 4: ADDITIONAL PROFESSIONAL RESPONSIBILITIES
- STANDARD 5: PROFESSIONAL GROWTH

ETO High-Leverage Strategies and Supports

**Priority School
Impact Reviews**

**Plan-Do-Study-
Act (PDSA)
Cycles**

**Student
Intervention
Support**

**Culturally
Responsive
Pedagogy
(7 Unified Focus
Elements)**

**Professional
Development
(PD)/ETO TLF PD
Modules**

**Informal
Observations**

**Attendance Plan
Implementation
Support**

**iReady
Implementation
Monitoring**

**Core Curriculum
Implementation
Support**

Tenet E: Black Excellence Experience

HBCU Experience



LOS ANGELES UNIFIED SCHOOL DISTRICT
EDUCATIONAL TRANSFORMATION OFFICE (ETO)

HBCU TOUR

The HBCU Tours are designed to familiarize 11th grade students with Historically Black Colleges and Universities (HBCUs).



HBCU Tours will include:

- ✓ Guided Tours of Campuses
- ✓ R/T Transportation
- ✓ 3 Meals per Day
- ✓ Hotel Accommodations
- ✓ Cultural Excursions
- ✓ HBCU Swag Bag

All LAUSD High Schools are eligible to participate.

Participants must be Juniors in High School. Each school will be allocated 12 student spaces and 1 chaperone.

HBCU TOUR DATES:

2023

OCTOBER 9-11

NOVEMBER 6-8

OCTOBER 11-13

NOVEMBER 8-10

OCTOBER 16-18

NOVEMBER 13-15

OCTOBER 18-20

NOVEMBER 15-17

2024

MARCH 4-6

APRIL 8-10

MARCH 6-8

APRIL 10-12

MARCH 11-13

APRIL 15-17

MARCH 13-15

APRIL 17-19

MARCH 18-20

APRIL 22-24

MARCH 20-22

APRIL 24-26

PLEASE COMPLETE THE FORM TO SELECT AVAILABLE TOUR DATES:

Once form is received and dates are selected, a member from the SSAP HBCU Tour Team will reach out to you with Next Steps.

<https://bit.ly/LAUSDHBCUTOUR>



If you have any questions please contact:

Dr. Krishna Smith

TK-12 Instructional Coordinator

213-574-0281. Krishna.Smith@lausd.net

Tenet E: Black Excellence Experience

STEAM Enrichment



For information contact:
Kimberly Wright
kmw0987@lausd.net



BLACK STUDENT ACHIEVEMENT PLAN



Grades 4-12

Areas

- ✓ Learn the basic of coding
- ✓ Robotics
- ✓ Droning
- ✓ Hydrogen Cars
- ✓ E-Sports
- ✓ 3-D Printing



**BLACK STUDENT ACHIEVEMENT
STEAM ENRICHMENT SERIES**

Locations:

- Chatsworth HS
10027 Lurline Ave
Chatsworth, CA 91311
Dates: 11/4; 12/2; 1/27; 2/24; 3/9; 4/6
- Valley Oaks CES
9171 Telfair Ave
Sun Valley, CA 91352
Dates: 11/11; 1/20; 2/3; 2/10; 3/2; 3/16; 4/13

All students are welcome!



REGISTER NOW



BLACK STUDENT ACHIEVEMENT PLAN



STEAM CAMP



CODING WITH SCRATCH
The perfect introduction for a beginner. Scratch puts basic coding commands onto puzzle-piece-like shapes that click together onscreen, so there's no need to memorize or type unfamiliar terms.

Dates:
October 17th, 24th, & November 7th

CARDBOARD ARCADE
Explore the world of game design using cardboard to create your own arcade. Students will learn design thinking and engineering skills to build working arcade games out of cardboard and other upcycled materials and how to market their arcade to friends and family as "gametrepeneurs."

Dates:
October 10th

Open to Student Enrolled at (Grades 3-6)

- 54th Street School**
5501 Eileen Ave
Los Angeles 90043
- 95th Street School**
1109 W 96th St
Los Angeles, CA 90044
- Harrison Elementary School**
3529 City Terrace Dr
Los Angeles, CA 90063

STEAM CAMP
5 days of playful where the learning happens in playful interest stimulating the inventor in every child.

Dates:
November 14th, 28th
December 5th, 12th, & 19th

For information contact:
Michelle Bryant
mwilli20@lausd.net

Tenet E: Black Excellence Experience

Pretty Brown Girls

Pretty Brown Girl–Pretty Brown Girl's mission is to educate and empower Black girls by encouraging self-acceptance while cultivating social, emotional & intellectual well-being. Pretty Brown Girl gives a voice and safe space for all Black girls to express themselves without the feeling of being judged. The 15-week in-person program, is designed to increase a positive attitude toward self and others by cultivating values including self-love, academic achievement, character building, community advocacy, and leadership. The goal is to show all Black girls their self-worth and educate them on their limitless possibilities

Bridge Builders Foundation

The educational focus is divided into three domains:

- Cognitive: acquisition of knowledge of information and skills
- Affective: knowledge of self
- Functional: knowledge of social terrain or manipulation of cognitive and affective knowledge for the advancement of self, community, and society

A strong emphasis is placed on Self-Esteem—Psychological, Sociological, and Cultural Awareness. This has resulted in increased positive behaviors, grades, and school attendance.



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Thank You



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Questions & Comments