Black Student Achievement Plan (BSAP)

Council of Great City Schools

Dr. Robert Whitman
Dr. Travis Brandy
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October 25, 2023
Presentation Overview

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

ETO Leadership

- Focusing Direction
- Cultivating Collaborative Cultures
- Securing Accountability
- Deepening Learning

Division of Instruction
Special Education, Equity & Specialized Programs

Human Resources

Student Health / Human Services

School Operations

Region Offices

Michael Fullan, 2016
Strategic Plan and Framework Alignment
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.
<table>
<thead>
<tr>
<th>BSAP Group</th>
<th>Students</th>
<th>Percentage of Black Students</th>
<th>Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td>11,111</td>
<td>32%</td>
<td>59</td>
</tr>
<tr>
<td>Group 2</td>
<td>9,465</td>
<td>28%</td>
<td>57</td>
</tr>
<tr>
<td>Group 3</td>
<td>6,228</td>
<td>18%</td>
<td>86</td>
</tr>
</tbody>
</table>

### 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 > 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

<table>
<thead>
<tr>
<th>Position</th>
<th>Group 1</th>
<th>Group 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil Services and Attendance Counselor (PSA) - Elementary</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Academic Counselor – Secondary Only</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Community Representative</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>School Climate Advocate</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>School Climate Advocate (secondary only)</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Restorative Justice Teacher</td>
<td>✔</td>
<td>N/A</td>
</tr>
<tr>
<td>Psychiatric Social Worker</td>
<td>✔</td>
<td>N/A</td>
</tr>
</tbody>
</table>
## 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)

<table>
<thead>
<tr>
<th>Board Goal</th>
<th>KPI</th>
<th>Metric</th>
<th>BSAP</th>
<th>Elementary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Chronic Absenteeism</td>
<td>Percent of students who miss more than 14 days of school in a school year</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td>Foundational Literacy</td>
<td>Percent of students who are below/well-below on DIBELs Composite on MOY and EOY assessments</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>✔</td>
<td>English Language Arts</td>
<td>Percent of students scoring 2 or more years below grade-level</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>✔</td>
<td>Mathematics</td>
<td>Percent of students scoring 2 or more years below grade-level</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>✔</td>
<td>Post-Secondary</td>
<td>Percent of senior cohort students who earn “C” or better in A-G courses</td>
<td>✔</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td>GATE Identification</td>
<td>Percent of GATE Referrals/Identification for Black Students</td>
<td>✔</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Special Education Referrals (Black Students)</td>
<td>Percent of Black students being referred to special education</td>
<td>✔</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>✔</td>
<td>Social Emotional Learning</td>
<td>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</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
</tbody>
</table>
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

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.

- **Parent and Family Engagement**
  - Most Recent Year: 2022-2023
  - Prior Year: 44.6%
  - Change: 1.4%

- **Participation in Extracurricular Activities at School**
  - Most Recent Year: 2022-2023
  - Prior Year: 60.5%
  - Change: 7.1%

- **Presence of Community Organizations On Campus**
  - Most Recent Year: 2022-2023
  - Prior Year: 52.8%
  - Change: 4.3%

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."
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.

- **Every Student Has An Advocate**
  - Most Recent Year: 2022-2023
  - Prior Year: 66.7%
  - Improvement: 14.7%

- **Access to Mental and Socio-emotional Health Resources**
  - Most Recent Year: 2022-2023
  - Prior Year: 40.9%
  - Improvement: 20.0%

- **Access to Culturally Responsive Curriculum and Pedagogy**
  - Most Recent Year: 2022-2023
  - Prior Year: 59.2%
  - Improvement: 7.0%

- **Parity in Feelings of Connectedness**
  - Most Recent Year: 2022-2023
  - Prior Year: 59.3%
  - Improvement: 0.8%

- **Parity in Feelings of Safety**
  - Most Recent Year: 2022-2023
  - Prior Year: 61.7%
  - Improvement: 55.8%

- **Single Student Suspension Rate**
  - Most Recent Year: 2022-2023
  - Prior Year: 1.00%
  - Improvement: 0.87%

- **Instructional Days Lost to Suspension**
  - Most Recent Year: 2022-2023
  - Prior Year: 745
  - Improvement: 26%
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 designing and implementing robust 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 take one of the second session to integrate their learning into existing or developing CS units.

Participants must sign up for two hour 30-minute sessions. Each session is limited to 30 participants.

LOCATION:
Crenshaw High School
3757 11th Ave, Los Angeles, CA 90053
September 30, October 21, January 27, February 24, April 27, May 18

Register Now:

LAUSD
UNIFIED

Unearthing Joy
A Guide to Culturally and Historically Responsive Teaching and Learning

GHOLOGY MUHAMMAD
Foreword by Pharrell Williams

Scholastic
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.

Tenet C: Multi-Tiered Individual Support

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

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

<table>
<thead>
<tr>
<th>Black Student Success Metric</th>
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<tbody>
<tr>
<td>Graduation Rate</td>
</tr>
<tr>
<td>English/ELA Proficiency</td>
</tr>
<tr>
<td>Mathematics Proficiency</td>
</tr>
<tr>
<td>DIBELS Proficiency</td>
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<tr>
<td>A-G Completion (UC &amp;CSU Reqs)</td>
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<tr>
<td>Attendance – Chronic Absenteeism</td>
</tr>
<tr>
<td>Advanced Enrollment</td>
</tr>
<tr>
<td>Special Education Referral</td>
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</tbody>
</table>
Tenet D: Rigorous Standards Aligned Curriculum

Classroom Observations: MyPGS

Teaching and Learning Framework - Non-Classroom Teachers on Monday, October 16.
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
- Cultural Excursions
- 3 Meals per Day
- Hotel Accommodations
- 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
- November 13-15
- November 20-22

2024
- March 4-6
- March 11-13
- April 15-17
- April 22-24

Please complete the form to select available tour dates:

If you have any questions please contact:
Dr. Krishna Smith
TK-12 Instructional Coordinator
213-574-0281. Krishna.Smith@lausd.net

23
Tenet E: Black Excellence Experience

STEAM Enrichment

For information contact: Kimberly Wright
ktwo087@lausd.net

Black Student Achievement
STEAM Enrichment Series
Grades 4-12

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

Locations:
- Chatsworth HS
  15027 Lufline Ave
  Chatsworth, CA 91311
  Dates: 10/16; 10/23; 10/30; 11/6; 11/13
- Valley Oaks CES
  9771 Telfair Ave
  Sun Valley, CA 91352
  Dates: 10/16; 10/23; 10/30; 11/6; 11/13

All students are welcome!

Enroll Now!

Black Student
Achievement Plan

STEAM CAMP

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

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 “gamepreneurs.”

KIDSAW CAMP
5 days of playful workshops the learning happens in shared, ancient, generational the invents in every child.

Open to Students Enrolled at (Grades 3-6)

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

Dates: October 10th

For information contact:
Michelle Bryant
me@tl@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.
Thank You
Questions & Comments