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Black Student Achievement Plan (BSAP)

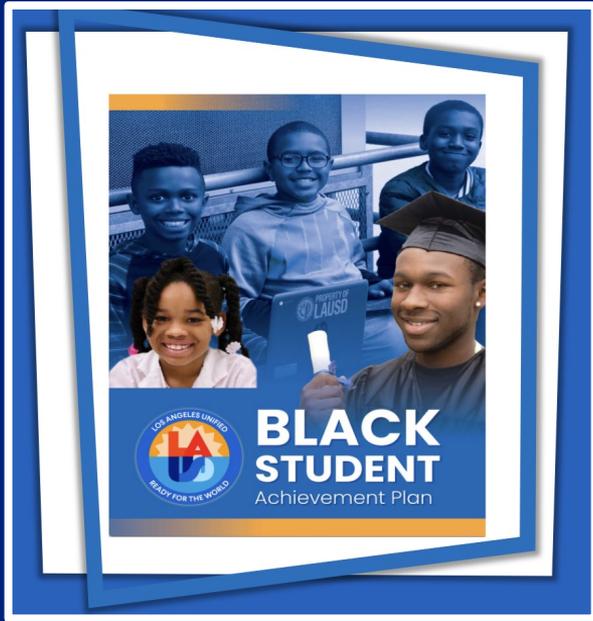
Committee of the Whole

Dr. Robert Whitman

Dr. Travis Brandy

October 24, 2023

Presentation Overview



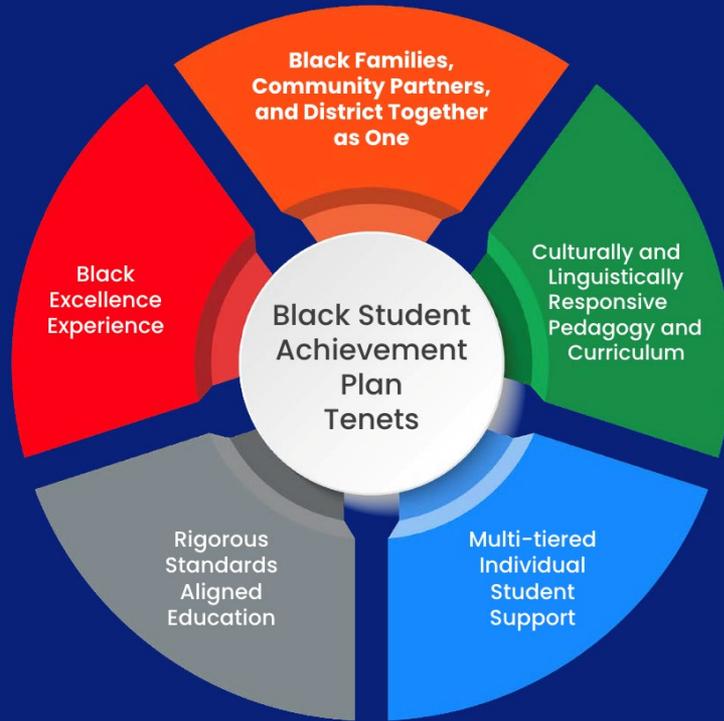
- **Strengthening BSAP Implementation**
- **RAND USC Program Evaluation Progress Report**
- **Accelerating Black Student Achievement**
- **Next Steps**



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Strengthening BSAP Implementation

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



Source: Coherence: The Right Drivers in Action for Schools, Districts, and Systems, Michael Fullan, Joanne Quinn, 2016.

BSAP Schools and Support by Region

| | Region South | Region North | Region East | Region West |
|--|--|--|--|---|
| BSAP Group 1 Schools | 41 | 0 | 0 | 12 |
| BSAP Group 2 Schools | 36 | 5 | 2 | 15 |
| BSAP Group 3 Schools | 46 | 15 | 6 | 19 |
| Total BSAP Group 1, 2, & 3 Schools | 123 Schools Black Student Count: 14,865 (65%) | 20 Schools Black Student Count: 1344 (6%) | 8 Schools Black Student Count: 469 (2%) | 46 Schools Black Student Count: 6064 (27%) |
| Regional Director, BSAP | 5 | 1 | 0 | 1 |
| Regional Admin. Coordinator, BSAP | 1 | 1 | 1 | 1 |
| Instructional Coordinator, K 12 BSAP *Average of 1 Coordinator per 5 -8 Schools | 9 | 1 | 1 | 4 |



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RAND USC

Program Evaluation

**Progress Report Key Findings
and District Remedies**

Program Evaluation Objective

The core objective of the evaluation is to examine BSAP implementation to inform continuous improvement and to determine the extent to which the BSAP levers improve academic performance, social-emotional wellness, and positive cultural identity that can contribute to Black student success.

Lever 1: Curriculum and Instruction

RAND USC Key Findings and District Remedies

RAND USC Findings: Implementation Strengths

- Academic and SEL professional development for teachers and staff
- Availability of BSAP professional development for teachers

RAND USC Findings: Critical Improvement Opportunities

- Culturally and Linguistically Responsive (CLR) math education
- Support and accountability for school-level BSAP implementation

District Remedies

- There is a Districtwide emphasis on CLR Math practices (Real-world problem-solving)
- We reorganized personnel to support Central and Region BSAP implementation and focus

Implementation: How does BSAP improve or hinder Black students' academic success, particularly considering access to diverse representation, high-quality curricula, and culturally-relevant teaching?

Source: RAND USC Program Evaluation Progress Report, Spring 2023.

Lever 2: School Climate and Wellness

RAND USC Key Findings and District Remedies

RAND USC Findings: Implementation Strengths

- BSAP staff as support system and advocates for Black students
- School-level BSAP staff support and contribute to students' well-being and positive cultural identity

RAND USC Findings: Critical Improvement Opportunities

- BSAP funded School-based staffing challenges
- Inconsistencies in how staff at Group 1 schools understand BSAP

District Remedies

- Consistent monthly BSAP updates given to Region and school-based leaders and families.
- We continue to make progress in hiring all BSAP-funded school-based positions.

Implementation: How does BSAP improve or hinder students' access to a supportive school climate and mental and social-emotional supports?

Source: RAND USC Program Evaluation Progress Report, Spring 2023.

Lever 3: Community Partnerships

RAND USC Key Findings and District Remedies

RAND USC Findings: Implementation Strengths

- Presence of School partnerships with community-based organizations (CBOs)

RAND USC Findings: Critical Improvement Opportunities

- Authentic community outreach to Black parents
- Family outreach that accommodates diverse circumstances

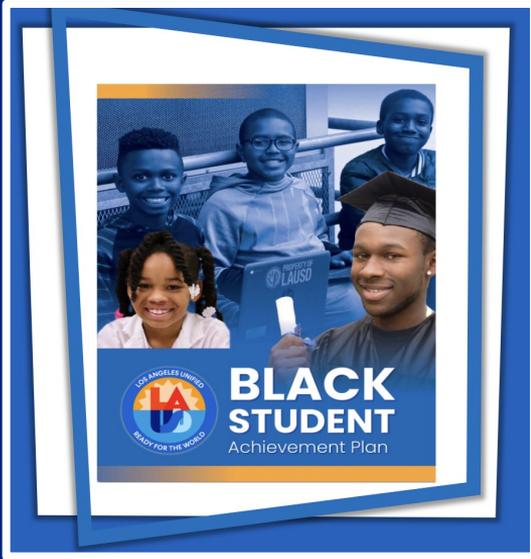
District Remedies

- Each Region has a Black Family Advisory
- There will be a District-level Student Advisory

Implementation: How does BSAP improve levels of engagement between parents/guardians and schools, Black students' engagement with extracurricular activities, and the presence of community organizations on campus?

Source: RAND USC Program Evaluation Progress Report, Spring 2023.

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)



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Accelerating Black Student Achievement

Data Monitoring Metrics
and Progress

LITERACY District Goal

Literacy

+30 pts

In order to build a strong foundation for literacy, move third-grade students, on average, 30 points closer to proficiency on Smarter Balanced Assessment English Language Arts/Literacy from 2022 to 2026.

| | <i>2022-23 Results</i> | <i>Change Since 2021-22</i> |
|-------|------------------------|-----------------------------|
| Black | -61.00 | ↑ 0.37 |

Foundational Literacy (DIBELS)

| | % DIBELS (TK-6) (M/E) (BOY) | % DIBELS (TK-6) (M/E) (MOY) | % DIBELS (TK-6) (M/E) (EOY) |
|--|--------------------------------|--------------------------------|--------------------------------|
| Black Students Districtwide 2021-22 | 44% | 48% | 54% |
| Black Students in 100 Schools 2021-22 | 31% | 35% | 42% |
| Black Students Districtwide 2022-23 | 45% | 50% | 55% |
| Black Students in 100 Schools 2022-23 | 30% | 38% | 44% |

Source: Office of Data and Accountability 9/12/23.

Academic Progress: Early Literacy

| | 2021-2022 | 2022-2023 | Difference | Percent Change |
|--|-----------|-----------|------------|----------------|
| Meeting Early Literacy Benchmarks in Kindergarten | 54.5% | 60.7% | 6.2% | 11.4% ↑ |
| Meeting Early Literacy Benchmarks in Grade 1 | 59.5% | 61.5% | 2.1% | 3.4% ↑ |
| Meeting Early Literacy Benchmarks in Grade 2 | 52.5% | 57.4% | 4.9% | 9.3% ↑ |

Source: Open Data Dashboard 10/11/23.

NUMERACY District Goal (6th-8th)

Numeracy

+40pts

In order to improve Algebra I pass rates, move students, on average, 40 points closer to proficiency on Smarter Balanced Assessment Mathematics from 2022 to 2026 in Grades 3-5 and 6-8.

| | <i>2022-23 Results</i> | <i>Change Since 2021-22</i> |
|-------|------------------------|-----------------------------|
| Black | -121.39 | ↓ -0.32 |

NUMERACY District Goal (3rd-5th)

Numeracy

+40pts

In order to improve Algebra I pass rates, move students, on average, 40 points closer to proficiency on Smarter Balanced Assessment Mathematics from 2022 to 2026 in Grades 3-5 and 6-8.

| | <i>2022-23 Results</i> | <i>Change Since 2021-22</i> |
|-------|------------------------|-----------------------------|
| Black | -72.69 | ↑5.84 |

Academic Progress: College Readiness

Ongoing Data Metrics – October Report

| | A-G Completion District Average | A-G Completion Black Students |
|--------------------------|---|---|
| Metric | % of students with C or better on A-G Courses | |
| Tracked | Every 5 Weeks | |
| Goal by June 2024 | 61.2% | |
| Current Data | 56% Grades 9 -12 52% Class of 2024 | 54% Grades 9 -12 46% Class of 2024 |

Attendance

| | % Chronic Absenteeism (K-5) | % Chronic Absenteeism (6-8) | % Chronic Absenteeism (9-12) |
|--|------------------------------------|------------------------------------|-------------------------------------|
| Black Students Districtwide 2021-22 | 59% | 54% | 56% |
| Black Students in 100 Schools 2021-22 | 70% | 65% | 67% |
| Black Students Districtwide 2022-23 | 48% | 44% | 36% |
| Black Students in 100 Schools 2022-23 | 57% | 55% | 56% |

Source: Office of Data and Accountability 9/12/23.

Attendance: September 2023 to September 2024 Comparison

| | September 2023 | September 2024 |
|--|----------------|----------------|
| % of Black Students Chronically Absent (91% or below) | 33.7% | 30.5% |

Source: Office of Data and Accountability 9/12/23.

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**

ETO/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 | ✓ | ✓ | ✓ |

Comparison Staffing 2022–2023 to 2023–2024

Percentage of Positions Filled

| | Group 1 | | Group 2 | |
|---|---------------------------|---------------------------|---------------------------|---------------------------|
| | 2022–2023 (59 Schools) | 2023–2024 (59 Schools) | 2022–2023 (59 Schools) | 2023–2024 (57 Schools) |
| Pupil Services and Attendance Counselor (PSA) - Elementary | 37% | 48% | 14% | 21% |
| Academic Counselor - Secondary | 89% | 94% | 73% | 80% |
| Community Representative | 25% | 56% | 18% | 32% |
| School Climate Advocate | 100% | 100% | 96% | 96% (secondary only) |
| Restorative Justice Teacher | 58% | 58% | N/A | N/A |
| Psychiatric Social Worker | 88% | 88% | N/A | N/A |

BSAP Budget, 2023–2024

| BSAP LCAP | Budget* |
|---|-----------------------|
| Academic Supports | \$18,834,103 |
| Community Partnerships | \$ 12,302,522 |
| African American Studies | \$1,725,484 |
| Sch. Climate Wellness Personnel Support | \$55,827,938 |
| Community–Based Safety Pilot | \$26,694,058 |
| Various BSAP LCAP 1, 2, and 4 | \$10,090,154 |
| Total | \$ 125,474,259 |

*As of 10/12/23.



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Next Steps

Tenet A: Black Families, Community Partners as One



BSAP Family Days:

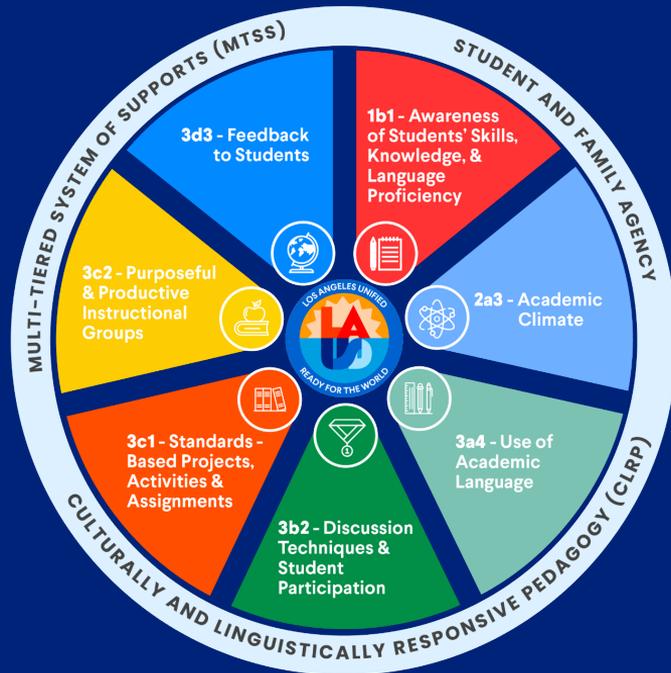
Region East: Dolores Huerta
Tuesday, November 28, 2023
2pm – 5pm

Region South: Crenshaw High School
Saturday, December 16, 2023
11am – 3pm

Region West: Los Angeles Center for
Enriched Studies
Saturday, April 20, 2024
11am – 3pm

Region North: Cleveland High School
Saturday, May 11, 2024
11am – 3pm

Tenet B: Culturally and Linguistically Responsive Pedagogy/Curriculum

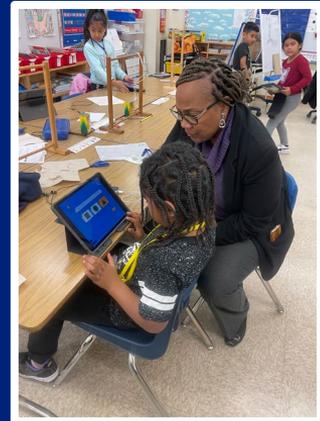


There are 300 educators participating in monthly professional development from 9am-12pm on the following Saturdays:

- **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 C: Multi-Tiered Individual Support

- i-Ready Formative Assessment Analysis (PDSA Cycles)
- Social-Emotional Learning Instruction
- BSAP Team Monitoring and Coordination of Support

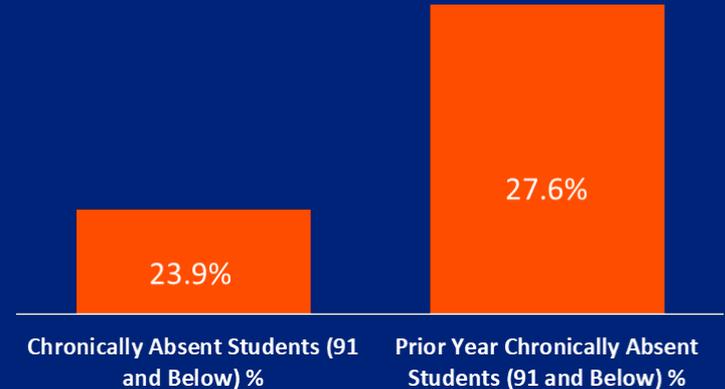


Tenet C: Multi-Tiered Individual Support Updates

iAttend 2.0

BSAP Team Members:

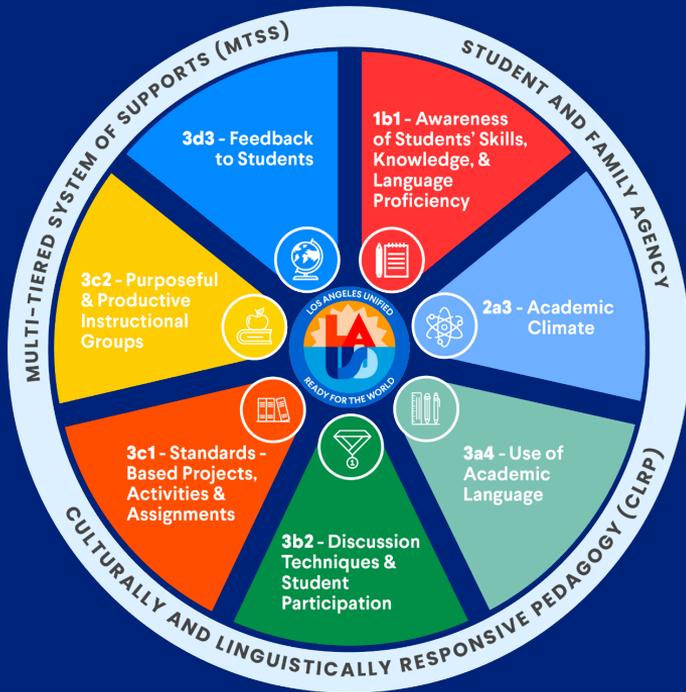
- Participate in students' home monthly visits.
- Create wrap around support for chronically absent students with daily check-ins during advisory and nutrition.
- Invite parents to learn more about the benefits of supporting a well rounded child and establishing a goal to be at school daily.



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

Tenet D: Rigorous Standards Aligned Curriculum

Classroom Observations: MyPGS



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

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 | | 2024 | |
|---------------|----------------|-------------|-------------|
| OCTOBER 9-11 | NOVEMBER 6-8 | MARCH 4-6 | APRIL 8-10 |
| OCTOBER 11-13 | NOVEMBER 8-10 | MARCH 6-8 | APRIL 10-12 |
| OCTOBER 16-18 | NOVEMBER 13-15 | MARCH 11-13 | APRIL 15-17 |
| OCTOBER 18-20 | NOVEMBER 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 BSAP 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
STEAM ENRICHMENT SERIES**



Grades 4-12

Areas

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




All students are welcome!



REGISTER NOW

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



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 "gametrepreneurs."

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 piqued interest stimulating the inventor in every child.

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

For information contact:
Michelle Bryant
mwill20@lausd.net



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Thank You