



LAUSD
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Support for Black Students and Black Educators

Board of Education Meeting
Superintendent's Reports

February 7, 2023





Support for Black Students and Black Educators

Academic Excellence

Joy and Wellness

Engagement and Collaboration

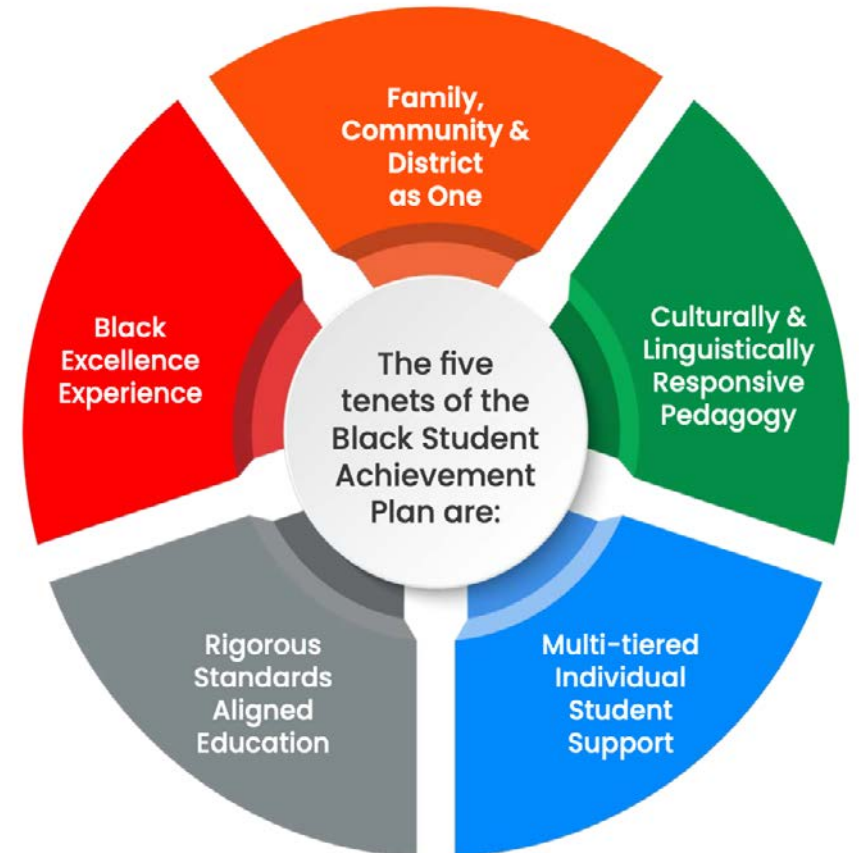
Operational Effectiveness

Investing in Staff



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.

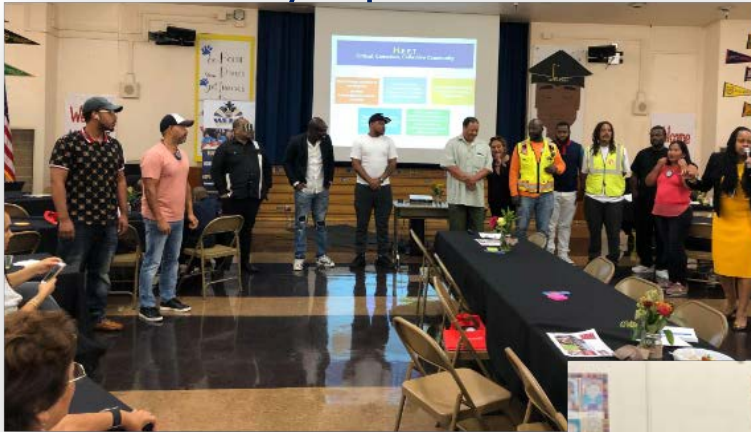


Strong Relationships

PILLAR 3 Engagement and Collaboration

Family, Community and District Together as One

Parent and Community Symposium



Community Fair



Culturally and Linguistically Responsive Pedagogy and Curriculum



African American (AA) Studies Course

- AA Studies course approved by University of California, Office of the President
- AA content embedded in middle school Ethnic Studies course

Culturally Responsive (CR) Curriculum

- Group 1-3 schools create culturally responsive units aligned with Gholdy Muhammad's Cultivating Genius Framework
- Through each Region, all LAUSD schools will create CR libraries (February launch)



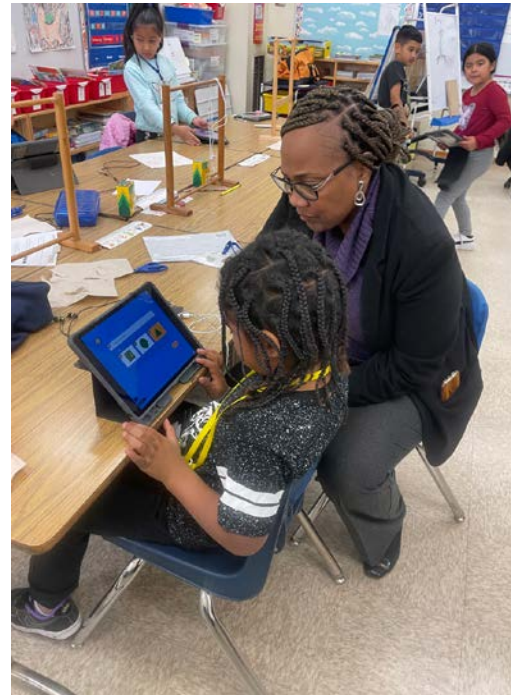
Culturally Responsive Pedagogy and Leadership Development

- Vendor supported PD series (ASCD, Power My Learning, California Association of African-American Superintendents and Administrators (CAAASA), Carnegie Learning, Teacher Created Materials, Public Consulting Group, Curriculum Consortium)

Wraparound Investments

BSAP Positions

- Secondary Counselor
- Psychiatric Social Worker
- Pupil Student Attendance Counselor
- Restorative Justice Teacher Advisor
- School Climate Advocate
- Community Representative
- BSAP Designee - Group 2 and Group 3 schools



Black Excellence Experience

- Historically Black Colleges and Universities Tour
- Black Student Unions
- Black History Month Celebration
- Black Family Summit and Gala



District Goals

Postsecondary

70%

The percentage of students in a graduating 9th–12th grade cohort demonstrating college and career readiness with a “C” or better on University of California/California State University A–G approved courses will increase to 70% by June 2026.

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.

Numeracy

+40_{pts}

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.

Social-
Emotional/
Wellness

+8%

At each school level, students in elementary, middle school, and high school will demonstrate growth of 8% in each of the social-emotional learning (SEL) competencies of growth mindset, self-efficacy, self-management, and social awareness, by June 2026 as preliminarily measured by the School Experience Survey with full transition to a portfolio rubric to be implemented by the 2023–24 school year.

Black Student Achievement Highlights

- Attendance
- Graduation Rates
- Advanced Placement Enrollment
- A–G Completion
- DIBELS Proficiency
- Decrease in Discipline Referrals
- Favorable Student Experience

Academic Growth Data

Black Students	2020-2021	2021-2022	Difference
Graduation Rate	78.8%	86.6%	+7.8 pts
DIBELS (EOY) Proficiency	47.0%	53.9%	+6.9 pts
A-G Completion: UC/CSU requirements	40.0%	45.7%	+5.7 pts

Black Students	2021-2022	2022-2023	Difference
Advanced Placement Enrollment	15.7%	18.3%	+2.6
Attendance (Prof & Adv)	25.1% (Jan)	36.8% (Jan)	+11.7

Data as of 2/6/2023

Source: Grad. Rate & A-G Open Data/Focus
 DIBELS, All Others - MyData

Student Attendance Progress

Black Students	January 2021-22	January 2022-23	Difference
Advanced (100%)	6.7%	9.3%	+2.6 pts
Proficient (96%-99%)	18.4%	27.5%	+9.1 pts
Basic (92%-95%)	15.2%	17.2%	+2.0 pts
Below Basic (87%-91%)	18.7%	17.9%	-0.8 pts
Far Below Basic (< 87%)	41%	28.1%	-12.9 pts

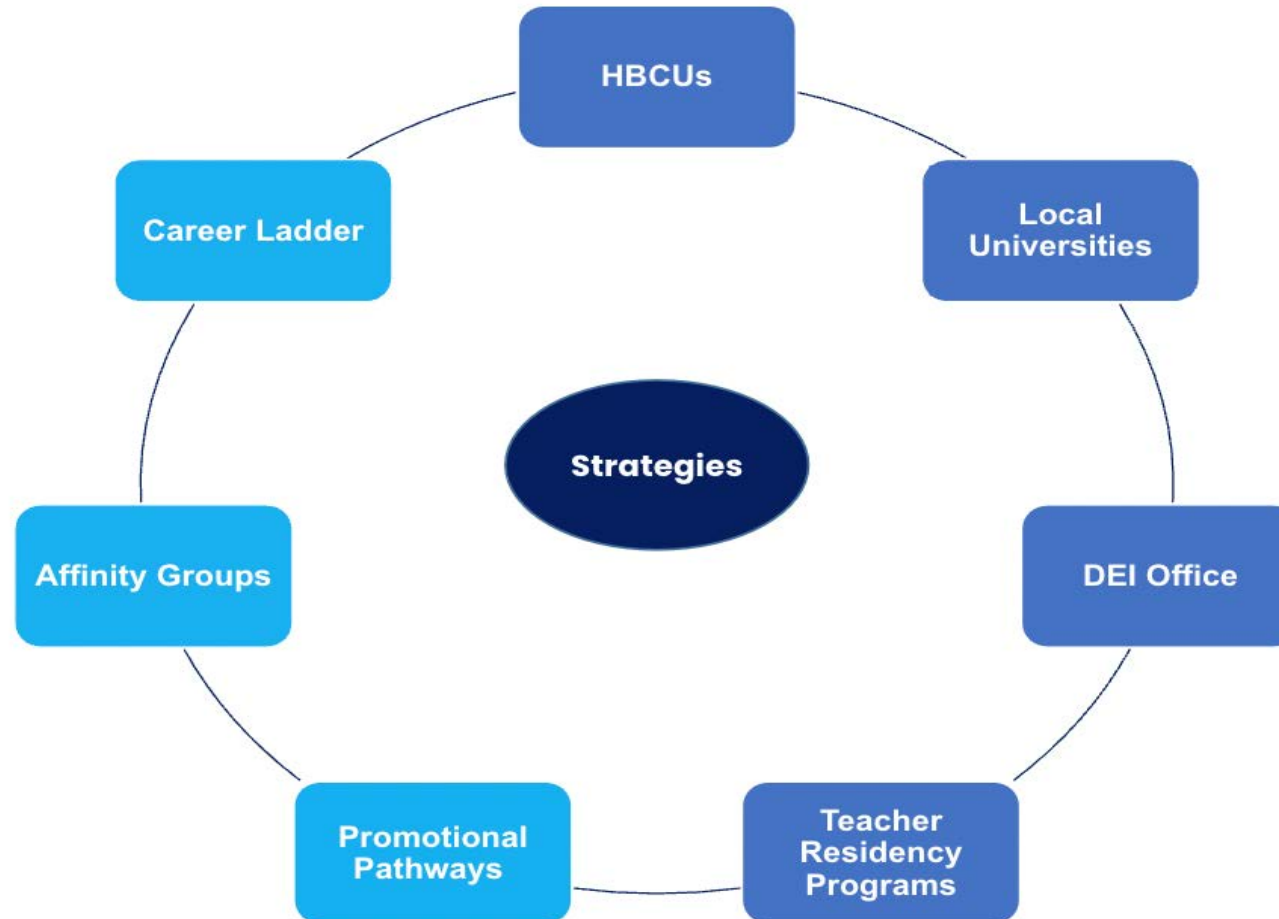
Source: MyData as of 2/6/23

District Strategies

- Increase investments in the marketing, recruitment, selection, staffing, and retention of under-represented employees at all levels of the District to reflect our student population
- Create new and promotional pathways for staff to become proficient or certified in specialized classifications and areas of need



Recruitment and Retention



Teacher New Hire Data

	2021-2022				2022-2023			
	Female	Male	Nonbinary	TOTAL	Female	Male	Nonbinary	TOTAL
American Indian / Alaskan Native	8	4	-	12	7	5	-	12
Asian	160	54	1	215	157	56	1	214
Black or African American	152	56	-	208	153	58	-	211
Filipino	43	24	-	67	32	16	-	48
Hispanic/Latino	846	288	3	1,137	876	287	2	1,165
Pacific Islander	2	1	-	3	2	-	-	2
Two or More	158	82	1	241	149	84	2	235
Undeclared	10	2	-	12	6	2	-	8
White	398	204	4	606	373	171	4	548
TOTAL	1,777	715	9	2,501	1,755	679	9	2,443

Black Teacher Preparation in Los Angeles Unified

iCAAP District Intern Enrollment	521
Black Teachers Enrolled in District Intern Program	55
% District Interns Identifying as Black	10.6%
% State Residents Identifying as Black*	5.7%
% Enrollees in CA Teacher Prep Programs Identifying as Black*	4.5%

*Source: Teacher Supply in California, 2020–2021 <https://www.ctc.ca.gov>

School Highlight: Fremont High School



Black Excellence Experience

Fostering purposeful learning and meaningful relationships



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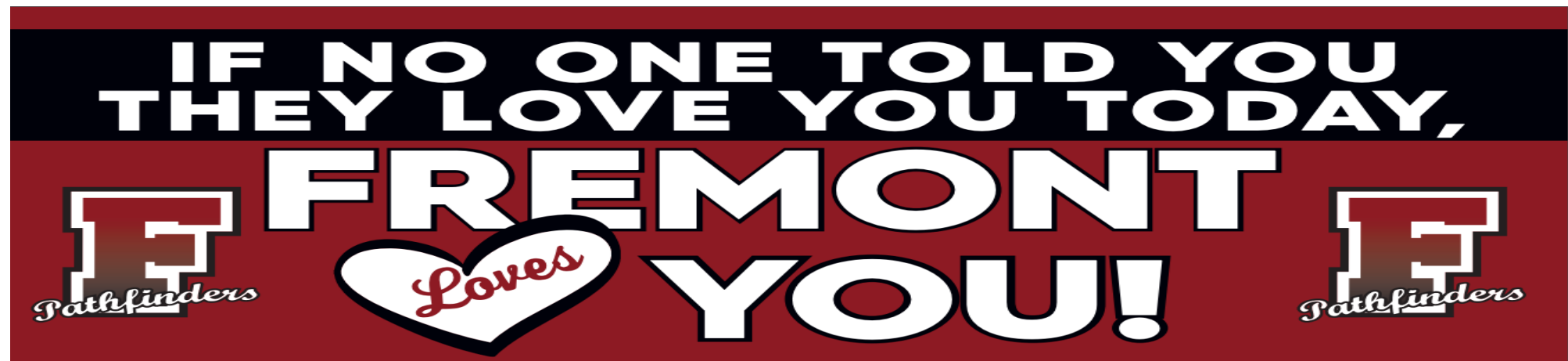
Creating inviting, safe, inclusive, and supportive learning environment



Cultivating Strong Social-Emotional Skills



**"Love is a combination of care, commitment,
knowledge, responsibility, respect and trust."
– Bell Hooks**





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