

INTEROFFICE CORRESPONDENCE  
Los Angeles Unified School District  
Educational Transformation Office

**TO:** Region Leadership Teams and Principals

**DATE:** July 31, 2023

**FROM:** Robert Whitman, Ed.D. *RW*  
Educational Transformation Officer

**SUBJECT: BLACK STUDENT ACHIEVEMENT PLAN SUPPORT AND  
STRUCTURE FOR REGIONS AND SCHOOLS, 2023-2024**

This correspondence provides an overview of the support and structure the District will provide to Regions and Schools to support the implementation of the Black Student Achievement Plan to guide school improvement efforts for the 2023-24 school year.

**OVERVIEW**

The intent of the Black Student Achievement Plan (BSAP) is to address Black students' unique needs related to historic and ongoing inequitable educational opportunities by fostering high academic performance, social-emotional awareness and management, and a positive cultural identity for all Black students (Black Student Achievement Plan – Board Amended, 2021; p. 2). The BSAP, [linked here](#), is founded upon five central tenets: Culturally and Linguistically Responsive Pedagogy and Curriculum, Multi-tiered Individual Student Support, Rigorous Standards Aligned Education, Black Excellence Experience, and Black Families, Community Partners, and District Together as One. BSAP strategies and initiatives have been identified and aligned to the five tenets.

For 2023-2024, there will be strong coherence, alignment, and collaboration among Central and Region Offices and school leadership teams to support the implementation of BSAP strategies and initiatives. This approach will include Districtwide integration of culturally responsive curriculum and instruction as the classroom norm, increasing staffing support to address Black students' academic and social-emotional needs, and leveraging partnerships with community-based organizations with proven track records of success within the Black community. Through the BSAP and our collective efforts, we will support Black students Districtwide and across all Regions.

**CULTURALLY RESPONSIVE CURRICULUM AND INSTRUCTION**

To support the integration of Culturally Responsive Curriculum and Instruction as the classroom norm, BSAP Regional Administrative Coordinators and BSAP K-12 Coordinators will provide ongoing professional development (PD) and support to school leaders and teachers.

For instance, Parts 1 and 2 of a three-part Culturally Responsive and Sustaining Education PD series have been provided to faculty and staff at BSAP Group 1 and Group 2 schools. Part 3 will be provided to BSAP Group 1 and Group 2 schools in the Fall of 2023, with a solid recommendation to provide the entire PD series at all schools. For the remaining Part 3 of the series, participants will engage in learning to facilitate self-reflection and personal growth toward

empathy and value for Black students and their families. Additionally, participants will examine the implementation of District policies to ensure Black students’ social-emotional well-being and academic success.

The PD will be accessible via MyPLN. Regional Directors will certify Part 3 completion for their BSAP Group 1 and Group 2 schools. Additional information detailing the PD is provided in Table 1 below, and further instructions will be provided to schools in July 2023.

**Table 1. Culturally Responsive and Sustaining Education PD Series.**

<b>Session</b>	<b>Title</b>	<b>Focus</b>	<b>Due Date</b>
Part 1	<b>How Culturally Responsive is Your Curriculum?</b>	Developing and improving effective pedagogical practices that center on Black people's history and current lived experiences	Fall 2022 (Completed)
Part 2	<b>Understanding and Awareness of Anti-Black Racism, Wellness &amp; Achievement</b>	Expanding understanding of anti-black racism and examining how it exists and continues to impact Black students' and their families' material conditions	Spring 2023 (Completed)
Part 3	<b>Self-Reflection and Personal Growth: Examining How MTSS/PBIS/RP Impacts the Social-Emotional Wellness of Black Students</b>	Facilitating self-reflection and personal growth toward empathy and value for Black students and their families	Fall 2023

**STAFFING**

For 2023-24, as part of our District’s effort to strengthen BSAP implementation through coherence and shared responsibility, BSAP staffing has been allocated to Regions and schools. For example, each Region has received a BSAP Regional Administrative Coordinator. Other Region-based BSAP support staff have been assigned to each Region based on the number of BSAP Group 1 and Group 2 schools in their respective region and the population of Black students they support. These include Regional Directors and/or BSAP K-12 Coordinators. Furthermore, school-based support staff positions have been allocated to schools, with the number of positions being determined by the school’s BSAP Group and/or a ratio of the number of positions to the number of Black students supported. Tables 2a and 2b provide more information on each position, their duties, assigned areas/groups, and staff counts and ratios.

**Table 2a. BSAP Region-Based Staffing.**

Position	BSAP Staff Count/ Ratio	Assigned to Region/ BSAP Group	Salient Duties and Responsibilities
<b>BSAP Regional Directors</b>	7 (South: 5 North: 1 West: 1)	Region	<ul style="list-style-type: none"> <li>● Report directly to the Region Superintendent to provide direct support and supervision to Group 1 and 2 BSAP Priority schools</li> <li>● Supervise and coach principals daily; plan, deliver, and evaluate PD; support strategies to raise student achievement</li> <li>● Support schools with implementing the five BSAP tenets</li> <li>● <a href="#">Link to primary duties/responsibilities</a></li> </ul>
<b>BSAP Regional Administrative Coordinators</b>	4 (South: 1, North: 1, East: 1, West: 1)	Region	<ul style="list-style-type: none"> <li>● Provide support to Region leadership, ensuring alignment of BSAP initiatives with Districtwide policies; foster collaboration to meet BSAP success indicators</li> <li>● Collaborate with central team BSAP Administrator to provide PD for BSAP K-12 Coordinators</li> <li>● Serve as the liaison between Region leadership, principals, and the BSAP central team</li> <li>● <a href="#">Link to primary duties/responsibilities</a></li> </ul>
<b>BSAP K-12 Coordinators</b>	15 (South: 9, North: 1, East: 1, West: 4)	Region	<ul style="list-style-type: none"> <li>● Provide support to assigned BSAP schools in designated Region</li> <li>● Provide direct support to BSAP school teams in developing, facilitating, and implementing all BSAP programs and activities</li> <li>● Monitor school-level Black student achievement data; conduct data analysis; identify patterns/trends</li> <li>● <a href="#">Link to primary duties/responsibilities</a></li> </ul>

**Table 2b. BSAP School-Based Staffing**

Position	BSAP Staff Count/ Ratio	Assigned to Region/ BSAP Group	Salient Duties and Responsibilities
<b>School Climate Advocate</b>	1:200 Black students	Group 1 Schools	<ul style="list-style-type: none"> <li>● Support school-site personnel in implementing Multi-Tiered Systems of Support (MTSS) and the District’s school-site safety policies to build positive school climates</li> <li>● Support school personnel with student mediation and conflict resolution</li> <li>● Participate in school-wide group guidance programs that support mentoring and other strategies to improve students’ nonacademic skills and engagement</li> <li>● <a href="#">Link to primary duties/responsibilities</a></li> </ul>
<b>Restorative Justice Teacher</b>	1 per school	Group 1 Schools	<ul style="list-style-type: none"> <li>● Develop lesson plans and materials to support MTSS</li> <li>● Conduct community-building activities with new teachers and support the implementation of Restorative Justice practices</li> <li>● <a href="#">Link to primary duties/responsibilities</a></li> </ul>
<b>Psychiatric Social Worker (PSW)</b>	1:250 Black students	Group 1 Schools	<ul style="list-style-type: none"> <li>● Promote Black student achievement and wellbeing by implementing culturally responsive universal/early intervention strategies aimed at promoting critical wellness and social-emotional well-being</li> <li>● Work closely with school leaders to transform school climate that is affirming and inclusive of Black students</li> <li>● Build a coherent student support infrastructure that establishes and fosters key internal and external partnerships</li> <li>● <a href="#">Link to primary duties/responsibilities</a></li> </ul>

Position	BSAP Staff Count/ Ratio	Assigned to Region/ BSAP Group	Salient Duties and Responsibilities
<b>Pupil Services and Attendance Counselor</b>	Elementary schools; 1:250 Black students	Group 1, Group 2 Schools	<ul style="list-style-type: none"> <li>● Monitor Black student attendance and academic progress to support early identification and intervention with at-promise students</li> <li>● Pair with PSWs to determine Black Student Success Plan (BSSP) caseload</li> <li>● Analyze attendance data and develop support plans</li> <li>● <a href="#">Link to primary duties/responsibilities</a></li> </ul>
<b>Secondary Counselor</b>	1:250 Black students	Group 1, Group 2 Schools	<ul style="list-style-type: none"> <li>● Monitor and case manage student progress for Black students</li> <li>● Conduct Individual Student Success Plan (ISSP) meetings during non-course classroom time and communicate information to the classroom teachers, site administration and parents</li> <li>● <a href="#">Link to primary duties/responsibilities</a></li> </ul>
<b>Site-selected BSAP Designee</b>	1 per school	Group 2, Group 3 Schools	<ul style="list-style-type: none"> <li>● Collaborate with teachers and principals in ensuring that PD plan, instructional strategies, intervention/ enrichment services, and school-wide BSAP Plan are aligned with BSAP success indicators</li> <li>● Assist the site principal with creating a school learning environment that promotes equity and high expectations for black student academic achievement (guest speakers, assemblies, parent engagement opportunities)</li> <li>● Collaborate with school teams to establish structures for small group and individually targeted skill instruction in English Language Arts (ELA) and Math and enrichment for all Black students</li> </ul>

## **PARTNERSHIPS WITH COMMUNITY-BASED ORGANIZATIONS**

Improving Black student performance is a responsibility shared among Black families, community partners, and the District. Through our shared partnership, we will leverage the assets of each to provide comprehensive support for Black students, honoring the voices of Black students and their families.

Furthermore, to support the social-emotional well-being of Black students, BSAP schools have also been provided with BSAP school-based support staff, including PSWs for Group 1 schools, whose duties will include building a coherent student support infrastructure that establishes and fosters critical internal and external partnerships.

## **BSAP STUDENT SUCCESS METRICS**

The effectiveness of the BSAP and the support and structure provided to Regions and schools will be determined by improvement in the BSAP student success metrics, quantified in the District's Local Control Accountability Plan (LCAP). BSAP Student Success Metrics are focused on School Experience and Support, Academic Achievement, and Engagement and include the metrics listed in Table 3.

**Table 3. BSAP Student Success Metrics.**

<b>Focus Area/Category</b>	<b>Metrics</b>
<b>School Experience and Support</b>	<ul style="list-style-type: none"><li>● Every student has an advocate</li><li>● Increase access to mental and social-emotional health resources</li><li>● Increase favorable school experience survey responses</li><li>● Access to culturally responsive curriculum and pedagogy</li><li>● Decrease discipline rates (arrests, suspensions, referrals)</li><li>● Elimination of policies and practices that contribute to school to prison pipeline</li></ul>
<b>Academic Achievement</b>	<ul style="list-style-type: none"><li>● Graduation rate increase</li><li>● Attendance and chronic absenteeism rate decrease</li><li>● Increase enrollment in Advanced Placement and honors courses</li><li>● Increase proficiency in Math and ELA</li><li>● Increase number of students on track in A-G requirements</li><li>● Increase number of students at or above benchmark in literacy skills</li><li>● Decrease 1<sup>st</sup> time referrals for Special Education services</li></ul>
<b>Engagement</b>	<ul style="list-style-type: none"><li>● Increase levels of parent and family engagement</li><li>● Increase participation in extracurricular activities at school</li><li>● Increase presence of community organizations on campus</li></ul>

Improving Black student performance can only be achieved through our shared partnership and responsibility. Together we will provide comprehensive support for Black students Districtwide. We look forward to working alongside you in 2023-24. If you have any questions, please contact Dr. Robert Whitman at (213) 241-1750 or [robert.whitman@lausd.net](mailto:robert.whitman@lausd.net).

c: Karla V. Estrada  
Pedro Salcido  
Kristen K. Murphy  
Amanda Wherritt  
Patricia Chambers  
Pia Sadaqatmal  
Frances Baez  
Anthony Aguilar  
Michael Romero  
Region Superintendents  
Veronica Arreguin