



BLACK STUDENT

Achievement Plan

Los Angeles Unified School District Board of Education

Board District 1 – Dr. George McKenna

Board District 2 – Monica Garcia

Board District 3 – Scott Schmerelson

Board District 4 – Nick Melvoin

Board District 5 – Jackie Goldberg

Board District 6 – Kelly Gonez, President

Board District 7 – Tanya Ortiz Franklin

Office of the Superintendent

Megan K. Reilly, Interim Superintendent

Jared DuPree, Senior Director

Norma Spencer, Administrator – BSAP

Carmen Moody, Lead Director – BSAP

Erica Thomas, Lead Director – BSAP

Dominique Morris, Program & Policy Adviser

Mayra Madero, Senior Secretary

Office of School Culture, Climate & Safety

Roberto Martinez, Associate Superintendent

Al Webb, Senior Director

Deborah Brandy, Director

Staff Working Group

School Health and Human Services

Human Resources

Division of Instruction

Division of Special Education

Community of Schools Administrators

Transformation Directors

Steering Committee

Community Coalition

InnerCity Struggle

Labor and Community Strategy Center

LAUSD Parents

LAUSD Students

SEIU Local 99

Students Deserve

United Teachers of Los Angeles

Local District Superintendents

Frances Baez, LDC

Jose Huerta, LDE

Andres Chait, LDNE

Joseph Nicorda, LDNW

Michael Romero, LDS

Adaina Brown, LDW

Human Resources

Jacob Guthrie, Director - BSAP

Successful Black student achievement is defined by high academic performance, strong social-emotional awareness and management, and a 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.

Contents

- 1** BSAP Overview
- 2** School Selection & Criteria
- 8** Curriculum & Instruction
- 9** Local District Focus
- 16** Academic English Mastery Program (AEMP)
- 17** Leadership and Equity Academy for Principals (LEAP)
- 19** Community Partnerships
- 19** Advisory Councils
- 20** Staffing
- 23** Student Success Metrics
- 24** Appendix



Black Student Achievement Plan Overview

The Black Student Achievement Plan (BSAP) was approved by the LAUSD Board of Education in February of the 2020-21 school year. Funding allocations have been earmarked to address the longstanding disparities in educational outcomes between Black students and their non-Black peers. Dating back to the landmark case, Brown v. Board of Education of Topeka in which the U.S. Supreme Court declared that segregated schools were unconstitutional, favorable outcomes for Black students and their communities continue to fall below district and national averages of their non-Black counterparts.

The perennial trend of black student underperformance paired with the current landscape of local and national advocacy for racial equity have served as the inspiration to act now. The BSAP administrative team will work collaboratively with Local District leadership, school communities, the staff working group comprised of division points, and the steering committee comprised of community organizations, labor partners, parents and students to implement and monitor the plan.

The BSAP addresses the need for culturally responsive curriculum and instruction as the classroom norm, fosters partnerships with community based organizations with proven track records of success within the Black community and provides increased staffing support to address the academic and social-emotional needs of Black students.

The creation and implementation of this plan is a joint effort shared across LAUSD and our community partners. We will hold each other accountable for the realization of the Black Student Achievement Plan. The plan will serve as a dynamic document, adjustments made based on its responsiveness to black students, parents and their communities. The support will remain until parity and beyond is achieved.

School Selection & Criteria

Group 1 Schools

Selection Criteria	<ul style="list-style-type: none"> 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 HEET schools
Number of Black Students	11,111 students / 34,510 total students 32% of all Black students
Resource Overview	<ul style="list-style-type: none"> 24 hours/ teacher PD & Planning 3 sub release days/teacher Culturally responsive curriculum grant (per Black student allocation) Culturally responsive curriculum audit and unit development Community schools funding (up to 10 schools) Community partnership grants (per Black student COS allocation) Secondary social studies auxiliary period (African-American studies) Leadership and Equity Academy for Principals (LEAP) School Climate Advocate (1:200 Black student count) Restorative Justice Teacher (1 per school) PSW (1:250 Black student count) PSA Counselor (Elementary schools 1:250 Black student count) Secondary Counselor (1:250 Black student count) Administrative Coordinators of Instruction (support 2-4 sites)

*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

Group 1 Schools	BD 1	BD 4	BD 7
LDC	Foshay Span Manual Arts SH Normandie ES		
LDS	Barrett ES Purche ES		Narbonne SH Gardena SH Peary MS Carson SH 107th St ES Fremont SH Annalee ES Markham MS Gompers MS Dymally SH Dana MS Knox ES Drew MS Griffith Joyner ES 92nd St ES Figueroa St ES
LDW	Hamilton SH Dorsey SH Winsor Hills ES Crenshaw SH Washington Prep SH Mann UCLA Span Audubon MS Hillcrest ES 74th St ES Cimarron ES 54th St ES 95th St ES La Salle ES Woodcrest ES West Athens ES YES Academy Manhattan ES Bradley Gbl Awr ES 42nd St ES Raymond ES Muir MS Los Angeles SH Harte Prep MS Crescent Hts ES 59th St ES	WESM SH Venice SH Fairfax SH Marina Del Rey MS Hollywood SH Paseo Del Rey ES Brentwood ES	

Group 2 Schools

Selection Criteria	Greater or equal to 100 total Black student enrollment with 0 or 1 high need flags*
Number of Black Students	9,465 students / 34,510 total students 28% of all Black students
Resource Overview	<ul style="list-style-type: none"> ■ 12 hours/ teacher PD ■ 10 hours/ teacher Planning Time ■ 3 sub release days/teacher ■ Culturally responsive curriculum grant (per Black student allocation) ■ Culturally responsive curriculum audit and unit development ■ Community partnership grants (per Black student COS allocation) ■ Secondary social studies auxiliary period (African-American studies) ■ PSA Counselor (Elementary schools 1:250 Black student count) ■ Secondary Counselor (1:250 Black student count)

*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

Group 2 Schools	BD 1	BD 2	BD 3	BD 4	BD 7
LDC	Obama Span	Santee SH			Los Angeles MS
LDNE			Millikan MS		
LDNW			Hale MS Nobel MS Cleveland SH	Taft SH	
LDS	Manchester ES 135th St ES				King Drew SH Ambler ES White MS Dodson MS Curtiss MS San Pedro SH Broadacres ES Fleming MS Leapwood ES Jordan SH Rancho Domgz Span 93rd St ES Carnegie MS Bethune MS McKinley ES South Park ES Amestoy ES 75th St ES 156th St ES 122nd St ES 96th St ES 186th St ES 118th St ES Flournoy ES 112th St ES 99th St ES
LDW	Baldwin Hills ES LACES Span Palms MS Middle College SH Century Park ES Burroughs MS Western Tech ES Budlong ES Cochran MS Angeles Mesa ES GALA King Span Hawkins SH			University SH Cowan ES Wright MS Revere MS Loyola Villg ES Open Chtr ES Webster MS Westside Glbl Span	

Group 3 Schools

Selection Criteria	100 > total Black student enrollment with > 50
Number of Black Students	6,228 students / 34,510 total students 18% of all Black students
Resource Overview	<ul style="list-style-type: none"> School Site BSAP Grant (CR Curriculum Design) Local District BSAP Grant Site BSAP Designee

Group 3 Schools	BD 1	BD 2	BD 3	BD 4
LDC	32nd St Span King Jr ES Alexander SCS	Cortines SH West Adams SH DBM SH		
LDNE			No Hollywood SH Reed MS Kester ES Grant SH	
LDNW			Chatsworth SH SOCES Span Lawrence MS Canoga Park SH Henry MS Porter Ranch Span	Portola MS Serrania ES
LDS	Miller ES Yth Opp SH			
LDW	Weemes ES Virginia Rd ES Carthay ES 61st St ES Bright ES Coliseum St ES Lawson Acad ES 52nd St ES BALA Span 6th Ave ES Cienega ES Saturn ES			Emerson MS Mark Twain MS Playa Vista ES Westport Hts ES Grand Vw ES Bancroft MS Kentwood ES Westminster ES Rosewood ES Johnson STEM MS

Group 3 Schools	BD 5	BD 6	BD 7
LDC	Carver MS Jefferson SH King Mag MS		Angelou Comm SH Main ES
LDNE		Van Nuys SH	
LDNW		Reseda Charter HS	
LDS			153rd St ES 116th St ES Avalon Gardens ES Grape ES Lomita Mag ES Normont ES Narbonne Harts SH Carson Acad Ed SH Denker ES Barton Hill ES Drew Pub Srvs MS Garcetti ES Caroldale Span President Es 109th St ES Meyler ES Compton ES Russell ES Del Almo ES Carson Med Arts SH Weigrand ES Eshelman ES Carson ES Chapman ES Ritter ES Rivera Per Arts SH 66th St ES Edison MS Gompers Med MS Taper ES Banning SH Bonita ES Wisdom ES Vladovic Harbor SH

Group 4 Schools

Selection Criteria	Less than 50 total Black student enrollment
Number of Black Students	7706 students / 34,510 total students 22% of all Black students
Resource Overview	<div> <div></div> Local District BSAP Grant </div>

Total	BD 1	BD 2	BD 3	BD 4	BD 5	BD 6	BD 7
588 schools	32	131	88	57	120	108	52

Curriculum & Instruction

Culturally Responsive Curriculum Audit: Schools will analyze their curriculum to determine the extent to which the curriculum is responsive to Black students. They will develop at least two units of instruction each semester aligned with culturally responsive tenets. Administration and school teams will observe implementation of the units and continue to refine based on student performance. The district will collect units in order to create a library of resources. These units will be shared across the district.

Diagnostic Tool: Every student has unique areas of strength and challenge. In order to improve student performance, schools will identify grade level and non-grade level target areas using a literacy and numeracy diagnostic tool. In order to close the achievement gap, we must accelerate learning while concurrently addressing existing knowledge and skill gaps. Sound universal tier 1 instruction is key paired with specific support for each student. Local districts are designing these structures, diagnostic tools and systems that allow for support within the school day.

Math Support: The BSAP team will coordinate efforts with each local district math team to ensure that learning experiences are aligned with the standards, rigorous (balance of conceptual knowledge development, procedural knowledge development and the application in a real world setting) and incorporate inquiry models of instruction (concept development) and not solely direct instruction (skill development). Instruction will incorporate meaningful student discourse and argument construction. Due to coherence between all math content, mathematics comprehension is highly dependent upon prerequisite knowledge of math topics needed to access each daily lesson. As a result, knowledge gaps accumulates and persists, hindering the ability for many students to become ready for college and career – The Iceberg Problem ([LINK](#)).

Social Studies Auxiliary: Each secondary school in Group 1 and Group 2 will receive an auxiliary period to add a Social Studies course aligned with African-American culture, literature, and history to the master schedule. A team of teachers across local district working with DOI will collaborate to build the course and apply for future A-G approval. Selected teachers for the course will receive planning time to increase their understanding of the content and continue to develop their understanding of culturally responsive instructional practices.

Individual Student Success Plan: The BSAP counselor will meet with each student and parents to develop an Individual Student Success Plan (ISSP). The plan is aligned with the BSAP success metrics (academic achievement, engagement, school experience and support). There is often a disconnection between the implications for participating in school and the impact on the student's life after school. Students must be motivated to learn in a meaningful way. The ISSP will be used to use harness the motivation that lives within each student. The ISSP will be shared with teachers and school administration. The ISSP will work in conjunction with the Individual Graduation Plan.

District Coherence: The BSAP team will work with each local district and community of schools to reinforce the instructional foci listed below. The BSAP team will also work with the Access, Equity, and Acceleration unit to reinforce the Academic English Mastery Program (AEMP).

Focus

The foci in LD Central in the area of Instructional Leadership are:

- Data analysis to deeply know our students
- Student and Staff Re Entry Plans
- Lessons that promote integration of knowledge and ideas
- Engagement strategies
- Professional development, coaching and feedback

Equity

The themes that center our work are:

- Black Students and At-Promise Students
- Black Students Matter: We See You, We Hear You
- Student Re Entry Learning Plans
 - Address unfinished learning
 - Academy Time
 - Best instruction and tutoring
- Standards-aligned tasks
- Primary Promise Early Literacy and Math
- Implicit Bias Modules
- Culturally Responsive Teaching Practices
- Mastery Learning and Grading

Acceleration & Innovation

- Anti-Racist Deeper Learning
 - Thematic Inquiry
 - Social justice
- Project Lead the Way
- Project based learning
- Computer Science
- STEAM
- K-12 Dual Language Programs
- Internationals Program
- Career Development/Job Training at under-enrolled sites
- [Universal Design for Learning](#)

Transformation

- Positionality
- Decolonize Classroom Ecology
- Habits of Mind
- Problematize Subtractive Deep Structures of Schooling
- Disrupt Curriculum
- Representation
- Mirrors and Windows
- Educators as Warm Demanders
- Restoration and Healing

Diagnostic

Math and English. LD Central will use cycles of continuous improvement; MTSS; and tier at-promise schools and provide appropriate support. LD Central will monitor the administration and progress monitoring of IAB, ICA, DIBELS, Edulastic, and Renaissance STAR assessments at the beginning, middle and end of the year.

Funding

Equity Director, Transformation Director and Acceleration & Innovation Director; Partnership with Center for Love and Justice for 8 schools to engage in Anti-Racist Deeper Learning; Professional Development series with Joyful Disruption-Creating Healthy School Ecologies; Culturally Responsive Classroom

Focus

Clarity, Precision of Pedagogy, and Capacity Building (Get Better Faster Scope and Sequence)

- Student Voice- Academic discourse in tasks that are at grade level with language supports for ELs, SELs, and Sped Students (UDL) through cultures that cultivate engagement. Students have a voice and choice.
- Create school cultures that help students ensure a sense of self-worth, articulate aspirations, feel a sense of purpose, and inspire student accountability towards academic goals
- Examine and enhance equity through the gathering and analyzing of “satellite”, “map” and “street” data. Specifically expanding and contracting the data to track the academic success and school experience of Black students, Latinx students, ELs, Special Ed, girls, boys, foster youth, etc.
- Examine the curriculum in each content area to ensure it reflects the home culture and relevance for students
- Embrace the individual genius and talents of each student
- Empower and support teachers or create a student-led learning environment
- See each student through the lens of a whole person mentality
- Student voice at the core of grade level planning (street data)
- Warm Demander PD

Diagnostic

- DIBELS, Edulastic, ELPAC, common CIAs, IABs, and FIABs
Backwards planning with learning targets at the center, Mastery Learning and Grading and assessments. Cycles of inquiry with data analysis to make course corrections and develop

Funding

- Embrace the individual genius and talents of each student
- Empower and support teachers or create a student-led learning environment
- See each student through the lens of a whole person mentality
- Student voice at the core of grade level planning (street data)

LDNE

Focus

- **Culturally & Linguistically Responsive Pedagogy (CLRP)** infused into every content area professional development meeting offered to administrators, teachers, and instructional leads.
- **CLR lessons** that first validate and affirm the student's home culture and language and then build on the student's assets and bridges them to academic success
 - Culturally and linguistically diverse and relevant texts used in lessons where Black students can see themselves represented
 - Engagement strategies used throughout the lessons that embrace the common cultural behaviors of our Black students
- Data analysis
 - Culturally and linguistically diverse and relevant texts used in lessons where Black students can see themselves represented
 - Engagement strategies used throughout the lessons that embrace the common cultural behaviors of our Black students
 - Improvement Science cycles with Empathy Interviews at select schools
- Continued **community partnerships** with the Village Nation, NAACP, African American Leadership Organization, and other partners to break the isolation of Black students and their families in the Northeast Valley and change the trajectory of our Black students
 - L.A. Valley College College Fest - African American Parent Workshop, September 2021
 - African American Parent Empowerment Summit, February 2022
 - Monthly virtual meetings after the two annual African-American parent summits
 - Organized student activities with Black role models (L.A. Valley College Umoja Scholars partnership)
- **Responsive Language** Professional Development
 - Contrastive Analysis lessons with African American Language
- **Responsive Vocabulary** Professional Development
 - Rigorous and standards based strategies and activities to promote reading comprehension
- **Implicit Bias and Anti-Racist** Modules and follow-up Meetings for all LDNE leadership and staff

LDNW

Focus

The Instructional Foci for LD Northwest will center on:

- Professional development w/ coaching and feedback in the following areas:
 - Student engagement strategies
 - Lessons that promote
 - peer collaboration and integration of knowledge and skills
 - Identity, Diversity, Awareness and Social Justice
 - STEAM enrichment opportunities
 - Focus on math instruction using A Pathway to Equitable Math Instruction: Dismantling Racism in Mathematics Instruction
 - Partner with InnovateEd providing support in implementing cycles of inquiry to ensure equity in math instruction

As a local district we are committed to providing all students with robust learning opportunities that validate and affirm who they are. LD Northwest will continue to lead with an assets-based philosophy that honors the cultural heritages, languages, and histories of our students, and families.

Diagnostic

Local District Northwest will continue to utilize the following diagnostics to analyze and disaggregate data to inform our decision making:

- DIBELS
- Edulastic
- STAR Assessments
- LAS Links (Academic English Mastery Program) Network Schools

Funding

For 2021-22 school year LD Northwest has funded a position of **Equity Director** to support schools in knowing and serving our students and families by name, needs, and assets.

Focus

- K-2 Early Literacy- increase by 5% measured by EOY
- K-2 Early Numeracy - increase by 5% measured by Edulastic
- College and Career Readiness - High School Graduation- increase "C" or Better graduation rate by 5%
- Increase GATE Identification by 7%
- Increase percent of students taking Advance Placement courses by 10%

Validated Plan

Action Step 1: Recruit, Develop, and Support School Leaders, Teachers

- Allocation of Human Resources
- Professional Learning
- Equity Director Support

Action Step 2: Culturally Responsive Academic Supports

- Core Academic Enhancements and Support
- Affirming School Environments

Action Step 3: Remove Barriers to Success

- High Quality Academic Support and Intervention
- Model and Reinforce Positive Behavior
- Social Emotional Support
- Parental Empowerment

Action Step 4: Value Black Stakeholders

- Parents as Partners

Action Step 5: Student-Centered Leadership and Career Based Mentoring Opportunities

- Student Empowerment
- Community Partnerships

Diagnostic

- Secondary Math Edulastic
- Secondary ELA Renaissance
- Elementary Math Edulastic
- Elementary ELA DIBELS

Funding

Purchased Equity Director and Equity Coordinator to support our Validated Plan - purchased via TSP

LDW	Focus	
	<u>LAMC</u> Virginia Road Bright 6th Ave Cienega	<ul style="list-style-type: none"> ■ Small group instruction -Intervention ■ RJ & SEL lessons ■ Counseling ■ Differentiated instruction ■ Targeted Instruction (data-driven) ■ AEMP program ■ MELD lessons
	<u>Hamilton</u> Carthay	<ul style="list-style-type: none"> ■ Engage black students in participating in project-based learning ■ Build partnerships with Black families and caregivers through regular meetings hosted by their Parent Center ■ Library Aide hosts parent meetings to educate parents on black authors' accomplishment ■ Teachers teach MELD lessons and facilitate ongoing conversations about multicultural histories in the classroom
	<u>SMC</u> 61st Coliseum Lawson Academy 52nd	<ul style="list-style-type: none"> ■ Progress Monitoring Growth Mindset seminars for all stakeholders Increased Black voices in curriculum, project based learning assignments, and school activities Increased student/family/community partnerships through family engagement plan AEMP Trainings and CRL Strategies Increased Partnerships (SJLI Children Youth & Family Collaborative, Think Watts) Restorative Justice trainings for staff members (including Second Step) SEL Strategies Data monitoring/Targeted and Differentiated Instruction/Intervention Black Parent Advisory Quarterly Black parent/student seminars Consistent Review of discipline, Special Education data and referrals.

HEET

Although BALA is small in numbers they have a significant percentage of African American Students which is approximately 75-80% African American which is one of, if not the highest percentage in LAUSD.

As part of HEET School leaders and staff are receiving ongoing Training throughout the year around culturally responsive Pedagogy

- Progress Monitoring
 - Growth Mindset seminars for all stakeholders
 - Increased Black voices in curriculum, project based learning assignments, and school activities
 - Increased student/family/community partnerships through family engagement plan
 - AEMP Trainings and CRL Strategies
 - Increased Partnerships (SJLI Children Youth & Family Collaborative, Think Watts)
 - Restorative Justice trainings for staff members (including Second Step)
 - SEL Strategies
 - Data monitoring/Targeted and Differentiated Instruction/Intervention
 - Black Parent Advisory
 - Quarterly Black parent/student seminars
 - Consistent Review of discipline, Special Education data and referrals.
- Leadership Equity Principals Academy w LMU Dr. Early
- Bridge Builders Family Support Workshops
- The Howard Group Staff PD Series on Cultural Relevancy
- AEMP Trainings and CRL strategies
- HEET Symposiums (Summer, FALL, Winter, Spring)
- Assigning Counselor aides to support students A-G Counseling
- Establishing A Black Parent Advisory
- Establishing A Black Student Union
- Assigning Black Male Mentor programs to support students:
 - Kappa League
 - Alpha Mentors
 - Brotherhood Crusade
 - Bridge Builders
 - Becoming A Man

Lastly regularly reviewing and progress monitoring LCAP data of African American and Equity & Access as it pertains to :

- GATE Identification
- Access to Honors, AP Courses
- Graduation
- Attendance
- Proficiency
- Suspensions, Expulsions, OTs
- Special Education Initial Referrals

Also working with our HEET Instructional Team to provide differentiated support to BALA based on lack of funding for such African American students who make up nearly 80% of the student body.

Fairfax

Saturn
Rosewood

Lastly regularly reviewing and progress monitoring LCAP data of African American students and Equity & Access as it pertains to :

- Fairfax CoS is working to identify a partner to provide 1:1 or small group mentoring programs for our African American students.
- Data Chats & Data-Driven PD
- Culturally Responsive Teaching

West LA

Emerson

- Data driven PD with teachers to develop strategies to improve African American student achievement.
- Establishment of an African American parent support group.
- Hopefully provide African American parents with community outreach to support academic opportunities.
- Possible partnership with the LA Urban League for student mentors and parent support.

Venice

Mark Twain
Grand View
Westminster

- Data driven PD structures to target the academic achievement of African American students.
- Disaggregated data chats to promote ongoing monitoring of African American students.
- Promote Culturally Relevant and RJ practices
- Link African American parents with community outreach supports to enhance academic opportunities.
- (more to come)

Westchester

Playa Vista
Westport Heights
Kentwood
Johnson STEM

- Westchester CoS will be partnering with LMU Family of Schools, Dr, Darin Early, to provide professional development on Race & Equity, Culturally Responsive teaching, parent workshops, and mentorship opportunities.
- Provide African American parents with targeted outreach to support academic and SEL

Hollywood

Bancroft

- Data driven PD with teachers to develop strategies to improve African American student achievement and support culturally relevant pedagogy
- Establish BSU
- Provide African American parents with targeted outreach to support academic and SEL opportunities.
- Possible partnership with the Westchester COS /LMU to continue the work around equity

Diagnostic

LD West will have a pd series for the academic year that will incorporate the use of common formative assessments (CFA) that will be developed on the Edulastic platform. PD will also focus on the development of culturally relevant tasks within numeracy and literacy.

LD West PD Calendar

Funding

Director position that will help reinforce the BSAP success indicators.

Academic English Mastery Program (AEMP) Foci

The BSAP team will work with the Access, Equity and Acceleration unit to reinforce AEMP Culturally and Linguistically Responsive Pedagogy.

Responsive Environment : creating a learning environment for student success

- Validating and Affirming
- Building and Bridging
- Culturally and Linguistically Responsive Libraries with a focus on Black students
- Writing Center
- Student Work Displayed
- Authentic Posters and Charts Displayed

Responsive Management

- Discussion Protocols
- Participation Protocols
- Non-Voluntary Protocols

Responsive Vocabulary

- Personal Thesaurus
- Personal Dictionary
- Vocabulary Thermometer

Responsive Literacy

- Culturally and Linguistically Responsive Text with a focus on Black Students
- Interactive Read Alouds
- Shared Writing
- Word Work

Responsive Language: Situational Appropriateness

- Contrastive Analysis
- Linguistic Screeners
- Language Assessment Scale (LAS) Links
- Culturally and linguistically responsive texts

Leadership and Equity Academy for Principals (LEAP)

LEAP is a collaboration between the Los Angeles Unified School District and Loyola Marymount University School of Education supporting principals through the Black Student Achievement Plan.

Leadership is second only to teaching in terms of its impact on student learning. Educational leaders must focus on how they are promoting the learning, achievement, development, and well-being of each and every student. At the core, students learn when educational leaders foster safe, equitable, caring, and supportive school learning communities and promote rigorous curricula and culturally relevant and sustaining instructional practices and supports.

LEAP Guiding Question For Principals:

How does your leadership directly impact favorable outcomes for Black students?

Program Directors

Jared DuPree, Ed.D.

Senior Director, Office of the Superintendent

Darin C. Earley, Ed.D.

Director, LMU Family of Schools

Objectives

The purpose of LEAP is to collaborate with local districts and school site leaders to further develop and enhance the knowledge, skills, and tools necessary to support black students and their communities.

Participants in LEAP will:

- A** develop workplace conditions for teachers and staff using professional development aligned with black student outcome data;
- B** create an imperative for improvement, instilling mutual commitment and accountability;
- C** create and sustain a school environment in which black students are accepted and valued, cared for, and encouraged to be an active and responsible member of the school community;
- D** build and sustain productive partnerships with public and private sector stakeholders to promote school improvement and student learning; and
- E** address matters of equity and cultural responsiveness in all aspects of leadership.

Overview

LEAP is a two-year program to support principals of the schools in the LAUSD Black Student Achievement Plan (BSAP). Principals will participate in professional development that is practical, research-based and job embedded.

Year 1:

9-monthly workshops (Online or in-person TBD)

- A** Culturally Responsive Leadership (PSEL Standard 3)
- B** Accountability and Progress Monitoring (PSEL Standard 4 & 10)
- C** Developing Teacher Capacity and Leadership (PSEL Standard 6 & 7)
- D** Networking and Strategic Partnerships (PSEL Standard 8) (1 day)
- E** Creating Healthy School Culture and Climate (PSEL Standard 5)

Thursday Dates:

August 26, 2021	Unit 1: Culturally Responsive Leadership Part I
September 23, 2021	Unit 2: Accountability and Progress Monitoring Part I
October 21, 2021	Unit 3: Developing Teacher Capacity and Leadership Part I
November 18, 2021	Unit 4: Culturally Responsive Leadership Part II
January 20, 2022	Unit 5: Accountability and Progress Monitoring Part II
February 17, 2022	Unit 6: Networking and Strategic Partnerships
March 17, 2022	Unit 7: Creating Healthy School Culture and Climate
April 21, 2022	Unit 8: Culturally Responsive Leadership Part III
June 16, 2022	Unit 9: Developing Teacher Capacity and Leadership Part II

Year 2:

- A** Gap analysis leadership improvement project tied to student the Black Student Achievement student success outcomes.
- B** Principal network improvement community meetings – principals across local district establish collegial support.
- C** LMU Certification

Community Partnerships

Community Schools: BSAP schools have the option to apply to become LAUSD Community Schools. Funding has been reserved for up to ten schools annually.

Community Schools include an integrated wraparound education that transforms the school into a community center coordinated by a partnership between the school site, civic leaders, and community-based organizations with a shared purpose to accelerate student achievement, 100 percent graduation, college and career readiness. This approach transforms the school site into a hub for the community where families access health, socio-emotional, mental health, and enrichment support for students during and following normal school hours. Use the link for more information - <https://achieve.lausd.net/Page/17394>

Community Partnerships Grant: Each Community of Schools for BSAP Group 1 and Group 2 schools receive partnership allocations based on their Black student total count. Each COSA will collaborate with site principals to identify specific root causes for black student underperformance. COSAs will submit a partnership proposal to the Office of the Superintendent ensuring alignment between the school's needs and the resources provided by the prospective partner. Partnership opportunities may include but are not limited to the following:

Internships	Career Mentoring	Job Training
Externships	Parent Education	Academic Intervention
Job-shadowing	Social-Emotional Support	Academic Enrichment

Community of Schools Administrators will complete a partnership inventory for review. This will include interim monitoring checks throughout the year to measure progress towards addressing the root causes noted in the plan.

Advisory Councils

Student Advisory: The BSAP student advisory will be comprised of one student from each secondary school from both Group 1 and Group 2 schools. Monthly meetings will be used to determine individual site implementation and to receive feedback regarding the responsiveness of the BSAP to the needs of Black students.

Parent Advisory: The Community of Schools and Local District leadership will create a BSAP parent advisory committee. The LD parent advisory committee designee will meet with the district BSAP team to provide feedback on implementation ensuring responsiveness to the needs of parents.

Professional Business Advisory: Professionals across business sectors will provide feedback on creating real-world opportunities for students enhancing the connection between the classroom and life after graduation.

Staffing

BSAP positions will not replace existing personnel at the school site. BSAP personnel will provide supplemental support for black students. Monitoring of budgets and staffing will take place to ensure that resources are not being supplanted.

Secondary counselors will

- A** Monitor and case manage student progress for Black students
- B** Pair with PSWs to determine Individual Student Success Plan (ISSP) caseload
- C** Conduct ISSP meetings during non-course classroom time and communicate information to the classroom teachers, site administration and parents
- D** Participate in data review with BSAP site team every grade period
- E** Participate in multidisciplinary teams, such as Student Success Team (SST), Coordination of Services Team (COST), Resource Coordinating Team (RCT), and Crisis Team to identify necessary support services (e.g. counseling, assessment, and interventions).
- F** Work with academic counselor and BSAP team to identify intervention, enrichment, or prevention opportunities for Black students
- G** Provide professional development for parent education around Black student achievement
- H** Assist in master schedule development
- I** The BSAP counselor does conduct IGPs or program students (Secondary)

Elementary PSAs will

- A** Monitor Black student attendance and academic progress to support early identification and intervention with at promise students
- B** Pair with PSWs to determine Individual Student Success Plan (ISSP) caseload
- C** Conduct ISSP meetings during non-course classroom time and communicate information to the classroom teachers, site administration and parents
- D** Analyze attendance data and develop support plans
- E** Provide evidence-based child welfare and attendance services, including advocacy and targeted case management to facilitate Black student engagement, attendance, academic achievement, and improve social well-being and school stability
- F** Regularly review, assess and share with school-community stakeholders data and trends related to Black student enrollment, attendance/engagement, social-emotional learning/behavior support, adjustment, academic achievement, and progress toward graduation
- G** Assist in the development of a multi-tiered system of support for Black student, family, and school-community stakeholder well-being
- H** Support the development, planning, and implementation of services to increase the attendance, academic achievement, graduation and career/college readiness of Black students served
- I** Ensure protection of educational and due process rights for Black students
- J** Support and monitor program services, activities, and documentation in alignment with program funding, as well as federal, state, District, and program accountabilities and)
- K** Provide on-going support, professional development/training, and technical assistance to school/agency-based staff and other stakeholder groups

Psychiatric Social Workers will

- A** Pair with counselors to determine Individual Student Success Plan (ISSP) caseload
- B** Promotes Black student achievement and wellbeing by implementing culturally responsive universal/early intervention strategies aimed at promoting critical wellness and social-emotional well-being.
- C** Build a coherent student support infrastructure that establishes and fosters key internal and external partnerships, thereby increasing Black student academic success, and prevents the disproportionality of Black students in special education, suspension and juvenile justice.
- D** Work closely with school leaders to transform school climate that is affirming and inclusive of Black, Indigenous, People of Color (BIPOC) students and culture.
- E** Serve as a resource to school sites by providing culturally responsive mental health consultation
- F** Assist with crisis team response
- G** Plan, coordinate, and facilitate staff development workshops and trainings to address barriers to learning, as well as restoring and maintaining a safe and healthy learning environment.
- H** Provide support and consultation for targeted student threat/risk assessments
- I** Provide community referrals
- J** Promote and implement culturally response evidence-based practices.
- K** Promote Black parent engagement and provides support that addresses social-emotional barriers to learning, including facilitation and/or participation in SSPT meetings
- L** Maintain effective documentation of services in Welligent and the Medi-Cal Reimbursement Program in compliance with LAUSD and LAC-DMH guidelines.
- M** Conduct home visits as needed.

RJ Teachers will

- A** Develop lesson plans and material to support Multi-Tiered Systems of Support (MTSS), leveraging evidence-based Positive Behavior Interventions and Supports/-Restorative Practices (PBIS/RP), including community building activities in classrooms for the targeted student populations
- B** Co-teach and conduct community building activities with new teachers and supports the implementation of Restorative Practices/Justice.
- C** Support school site teams in the development of safe, healthy, welcoming and affirming school and classroom environments.
- D** Support teachers in developing procedures and routines that cultivate connectedness and trust that are taught, modeled and reinforced.
- E** Conduct demonstration lessons on classroom management techniques, SWPBIS, Restorative Practices/Justice, interpersonal skills and conflict resolution.
- F** Assist school staff with the implementation of the Discipline Foundation Policy at designated site/sites.
- G** Review school data and reports to provide support, monitor implementation progress and effectiveness of the Discipline Foundation Policy at designated schools.
- H** Support classroom teachers with the implementation of Positive Behavior Interventions and Supports/Restorative Practices.
- I** Support school administrators and other key staff in developing the infrastructure needed to provide multi-tiered supports and interventions for the targeted student population.
- J** Provide professional development, training, and/or presentations to assist school site personnel in the implementation of Positive Behavior Interventions and Supports/Restorative Practices aligned with culturally responsive strategies.
- K** Assist school in developing strategies that emphasize prevention and whole school implementation of SWBIS and Restorative Practices.
- L** Assist teacher with evidence-based classroom management approaches that support Community Building and use of Restorative Practices.
- M** Collaborate with community agencies and provides a range of services that address the psycho-social/educational needs of black students.

School Climate Advocate will

- A** Support school site personnel in implementing multi-tiered systems of support and the District's school site safety policies to build positive school climates.
- B** Support school personnel with student mediation and conflict resolution.
- C** Provide support to traditionally marginalized groups and identify available resources within the school, the District, and community per the site administrators' direction.
- D** Participate in school-wide group guidance programs that support mentoring and other strategies to improve students' nonacademic skills and engagement.
- E** Participate in school site committees, Safe Passages Collaborative meetings, and collaborative problem solving to develop student action plans with school personnel.
- F** Provide information to school site administrators regarding causes and effects of campus and community tension.
- G** Collect and disseminate information regarding disorderly or disruptive conduct or other situations and alert school site administrators when an emergency exists.
- H** May reference District dashboard data and respond accordingly as per the site administrators' direction.
- I** May assist a site administrator in counseling and/or mentoring individuals or groups of students.
- J** Collaborate with community agencies that provide a range of support and services that address at-risk students' needs per the site administrators' direction.
- K** Maintain confidentiality when dealing with students, families, staff, and community members.

BSAP team will work together to

- A** Conduct group BSAP sessions during advisory, lunch, after school and individual sessions as needed based.
- B** Plan with Administrative Coordinators of Instruction and site administration
- C** Submit quarterly reports to ACs forwarded to school administration. Office of the Superintendent and LD leadership will have access to reports through a shared drive.
- D** Collaborate with AC to analyze BSAP success metric data every 5 weeks.

Administrative Coordinators of Instruction will

- A** Serve as the site principal's key instructional leader to co-plan, implement, and develop instructional monitoring structures to ensure effective teacher development aligned with the BSAP.
- B** Effectively uses data to identify and appropriately address the instructional needs of black students.
- C** Coordinate intensive instructional support at school sites that are not meeting the Black Student Achievement Plan outcomes.
- D** Coordinate service support for site BSAP personnel (ie. counselors, RJ Teachers, PSWs, School Climate Advocates)

Math Coaches will

- A** Develop and model culturally responsive mathematics lessons.
- B** Work with the local district math team to design school structures to provide support for each student based on diagnostic results.
- C** Work with the local district math team and school sites to ensure that units of study are rigorous (conceptual, procedural, and real-world application).
- D** Work with the local district math team and school sites to understand the relatedness between IABs (interim formative assessments) and their current scope and sequence and summative end of the year SBAC results.

Student Success Metrics

The effectiveness of the Black Student Achievement Plan will be determined based on improvement in the BSAP student success metrics. Our overarching definition of successful black student achievement is as follows.

Successful Black student achievement is defined by high academic performance, strong social-emotional awareness and management, and a 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.

All Students	LAUSD
Graduation Rate	80.9%
English/ELA Proficiency	44.2%
Mathematics Proficiency	33.5%
DIBELS Proficiency	57.2%
A-G Completion (UC & CSU Reqs)	37.7%
Attendance – Chronic Absenteeism	18.2%
Advanced Enrollment	25.2%
Special Education Referral	3%

Black Student Success Metric	LAUSD	LDC	LDE	LDNE	LDNW	LDS	LDW
Graduation Rate	80.9%	71.8%	78.9%	86.9%	81.4%	86.8%	83.5%
English/ELA Proficiency	32.3%	25.8%	26.4%	42.4%	46.7%	30.2%	31.7%
Mathematics Proficiency	20.3%	16%	13.8%	27.7%	31.1%	20.4%	18.6%
DIBELS Proficiency	51.1%	50.3%	44.2%	58%	59.9%	44.9%	54.2%
A-G Completion (UC & CSU Reqs)	28.2%	27.5%	26.8%	30.3%	24.7%	31.8%	28.9%
Attendance – Chronic Absenteeism	30.7%	42.1%	41%	20.3%	18.9%	31.6%	29.3%
Advanced Enrollment	19.3%	17.8%	14.4%	20.2%	16.6%	17.8%	22%
Special Education Referral	26.9%	26.4%	2.9%	6.7%	15.9%	36.3%	56.6%
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 (referrals, suspensions, arrests)	•	•	•	•	•	•	•
Increase levels of parent and family engagement	•	•	•	•	•	•	•
Increase participation in extracurricular activities at school	•	•	•	•	•	•	•
Increase community organization presence	•	•	•	•	•	•	•

Will work with local district leadership to provide formative data indicating progress throughout the year. The BSAP will be evaluated by an independent firm. This information will be updated.

APPENDIX

Human Resources

Students benefit from a diverse workforce. Educators of different backgrounds are able to draw on their own cultural contexts when determining instructional strategies and interpreting students' behavior. In an effort to increase the number of Black male educators, the BSAP has allocated funding for a Human Resources Director for exclusive support of recruitment, retention, and the overall awareness.

Recruitment

- A** Partner with local colleges and universities to create teacher residency programs
- B** Develop and reinforce high school pathway options
- C** Second career professionals outreach

Retention

- A** Black male educators network
- B** Mentoring program
- C** Professional development

Current Data

10%	of District Employees are Black or African American	Total Black or African American Employees	3,404
		Total District Employees	32,609
9%	of Classroom teachers are Black or African American	Total Black or African American Classroom Teachers	1,889
		Total Classroom Teachers	22,097
55%	of All Black or African American employees are Classroom Teachers	Total Black or African American Classroom Teachers	1,889
		Total Black or African American Employees	3,404
6%	of Black or African American Employees in the District are Classroom Teachers	Total Black or African American Classroom Teachers	1,889
		Total District Employees	32,609
19%	of District Administrators are Black or African American	Total Black or African American Administrators	505
		Total District Administrators	2,616
15%	of Contract Management Administrators are Black or African American	Total Black or African American Contract Administrators	5
		Total District Contract Management Administrators	33

1	Number of Black teachers Districtwide, broken down by gender	Female	Male	Total
		1,398	495	1,893

2	Number of Black teachers by LD, broken down by gender	Female	Male	Total
		1,398	495	1,893
		175	73	248
		65	32	97
		72	30	102
		83	46	129
		90	39	129
		11	6	17
		425	122	547
		477	147	624
	Grand Total	1,398	495	1,893

3	Number of Black administrators by LD, broken down by gender	LAUSD Locations	Female	Male	Total
		Central	38	9	47
		East	11	2	13
		Northeast	11	5	16
		Northwest	16	6	22
		Option Schools	2	-	2
		South	82	16	98
		West	86	25	111
		Division of Adult and Career Education (DACE)	7	3	10
		Non-School Location	150	36	186
	Total	1,398	495	1,893	

4	Number of Black administrators by LD, broken down by gender	LAUSD	Certificated Contract		Certificated Contract
		Locations	Female	Male	Mgmt. Total
		East	-	-	-
		Northeast	-	-	-
		Northwest	-	-	-
		Option Schools	-	-	-
		South	-	-	-
		West	-	-	-
		Division of Adult and Career Education (DACE)	-	-	-
		Grand Total	Non-School Location	2	3

21-22 Black New Hires by Gender	Female	Male	Total
Curr & Instr, Elementary		1	1
Local District Central	3	1	4
Local District Northeast	1	1	2
Local District Northwest	2	1	3
Local District South		1	1
Local District West	7		7
Related Servs/Dis-Cent Of	3		3
Student Health & Human Sv	3		3
Grand Total	19	5	24

21-22 Black New Hires by LD, Broken down by Gender	Female	Male	Total
Black or African American	19	5	24
Grand Total	19	5	24



Individual Student Success Plan (ISSP)

Black Student Achievement Plan

The Individual Student Success Plan is a plan developed in collaboration with students, parents and the school team. The ISSP addresses each student's needs and interests to help them stay connected to the school community and to achieve post-secondary educational and career goals. The plan is aligned with the LAUSD board approved BSAP student success metrics.

Student _____ School _____ Initial Date _____

1. What are your life goals? (post-secondary plans, careers)

2. How does being in school impact your life goals? What support are you receiving in school to help you reach these goals? What additional support do you want?

3. What challenges do you experience in school? (include specific in and out of the classroom information? Let's develop a plan to address these challenges.

Progress Update 1: Date _____

Progress Update 2: Date _____

4. What do teachers need to know about you that would influence how they teach and support you in and out of the classroom?

5. What motivates you in life? What motivates you in school?

BSAP Student Success Metrics – School Experience Support	Response
Who is your campus advocate that you can go to when needed?	
How often are you receiving mental and social-emotional health support and resources?	
School Experience Survey: Describe your feelings about your school. Strengths and areas of improvement.	
Do you have access to culturally responsive curriculum and pedagogy in your classroom? Describe	
What are your current discipline rates (ie. referrals)?	

BSAP Student Success Metrics – Engagement	Response
How are your parents engaged in the school community?	
How are you participating in out of classroom extracurricular activities?	
How are you benefitting from community organization partnerships?	

BSAP Student Success Metrics – Academic Achievement	Current	Target Goal
A-G on-track data - Graduation/Culmination status		
Attendance Data		
Participation in honors or AP courses		
Mathematics SBAC proficiency		
DIBELS proficiency (elementary)		
Special education support (if applicable)		

Student Signature _____ Date _____

Parent Signature _____ Date _____

Counselor Signature _____ Date _____

This ISSP will be shared with the student’s parents, teachers and school administration. The counseling team will meet with the student to review progress. Access will be provided to the Local District and the Office of the Superintendent.



Los Angeles Unified School District
Office of the Superintendent – Office of School Culture, Climate & Safety

Community of Schools Black Student Achievement Plan Community Partnership Inventory

Please complete this plan detailing the rationale for community partner selection including monitoring protocols.
Return with the logic model to Erica Thomas, Lead Director emt0904@lausd.net by **September 10, 2021**.

Community of Schools _____ COSA _____ Date _____

1. Describe the requested community program(s). What services are provided? Consider the following areas: academic enrichment, arts/music/cultural programs, internships and externships for secondary students, college and career readiness, job training, parent education, mental health services, mentoring)

2. How will the partnership(s) address root causes that are adversely impacting outcomes for black students and their communities? Be specific about each school community.

3. Selected community partners must have a demonstrated track record of proven performance including positive outcomes supporting black students, black families and or black communities. Please describe their performance history.

4. Detail how parents and students were involved in the process of determining what partnerships are needed to meet their explicit needs? How is their feedback used to inform the partnership selection?

5. What specific BSAP success measures will this partnership primarily impact? Provide a rationale. Provide the current data level for the success metric and your targeted goal.

BSAP Success Measure	Current Rate	Goal Rate

6. How will you monitor the partnership to determine if the BSAP success indicators are improving? This includes making adjustments before the end of the school year.

7. What specific schools will participate in the partnership program? What is the targeted number of black students that will participate in the partnership?

School	# of black students	School	# of black students

8. Provide the requested allocation amount for each partnership.

Partner Organization	Allocation Amount

COSA Signature _____ Date _____

Local District Leadership Signature _____ Date _____

===== Office Use Only =====

BSAP Director Signature _____ Date _____

☐ Approved ☐ Not Approved (see feedback below)

☐ Logic model submitted and approved ☐ Allocation Balance _____

Feedback

Progress will be reviewed with each COSA throughout the year.

BSAP Designee Role and Responsibilities

Job Purpose

Collaborates with teachers and assist principal to ensure that professional development plan, instructional strategies, intervention/enrichment services and SWBP are aligned with the BSAP success indicators.

Essential Functions

- Assists 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).
- Collaborates with school team to establish structures for small group and individual targeted skill instruction in ELA and Math and enrichment for all Black students.
- Attend monthly district BSAP professional development meetings. Share and implement learning with school community.
- Monitor 16 BSAP success metrics for the black students on the campus.
- Attend district professional development on culturally responsive education.

Student Success Metrics

Engagement

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

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

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

BSAP (Black Student Achievement Plan) Grant Plan

In order to receive funding to support Curriculum and Instruction at your school site please complete this form. Thank You!

* Required

1. School

2. Principal Name *

3. Principal Email *

4. BSAP Designee *

5. Date *

Example: January 7, 2019

6. What is your plan for the BSAP Funding Grant? *

7. How was the school community involved in the creation of the plan (teachers, parents, students)?

8. How will your plan impact student learning (aligned to BSAP Success Indicators) for Black student? *

9. How often will you progress monitor? *

Check all that apply.

- ☐ 5 weeks
- ☐ 2 - 4 weeks

10. How will you progress monitor and use data to improve outcomes? *

Choose size and number per color

BSAP Itemized Grant Plan Budget

<https://docs.google.com/document/d/1FZa66ZlWTY2p9scqc71L60ddp4yTAAaq8s1HGmPRsIE/edit?usp=sharing>

11. *Mark only one oval.*

☐ Option 1

12. *Mark only one oval.*

☐ Option 1

13. Questions and comments

This content is neither created nor endorsed by Google.