

BOARD OF EDUCATION OF THE CITY OF LOS ANGELES
GOVERNING BOARD OF THE LOS ANGELES UNIFIED SCHOOL DISTRICT

COMMITTEE OF THE WHOLE

333 South Beaudry Avenue, Board Room, Los Angeles, CA 90017

9:00 a.m., Tuesday, October 24, 2023

Method for Accessing the Meeting and Providing Public Comment

There are three ways members of the public may access this Committee Meeting: (1) online ([Granicus stream](#) or join the [zoom webinar](#)), (2) by telephone by calling (888) 475-4499 and entering the Meeting ID: **841 3628 9341**, or (3) in person.

The Board of Education encourages public comment on the items on this agenda and all other items related to the District. Any individual wishing to address the Board must register to speak using the Speaker Sign Up website: <https://boardmeeting.lausd.net/speakers>, and indicate whether comments will be provided over the phone or in person. Registration will open 24 hours before the meeting. **20** speakers may sign up for general Public Comment, and each speaker will have three minutes to present. Each speaker will be allowed a single opportunity to provide comments to the Committee.

Speakers who do not register online to provide comments may use the following alternative methods to provide comments to Board Members:

- Email all Board Members at boardmembers@lausd.net;
 - Mail comments via US Mail to 333 S. Beaudry Ave., Los Angeles, CA 90017; and
 - Leave a voicemail message at (213) 443-4472, or fax (213) 241-8953.
- Communications received by 5 p.m. the day before the meeting will be distributed to all Board Members.

Speakers registered to provide public comments over the phone need to follow these instructions:

1. Call (888) 475-4499 and enter Meeting ID: **841 3628 9341** at the beginning of the meeting.
2. Press #, and then # again when prompted for the Participant ID.
3. Remain on hold until it is your turn to speak.
4. Call in from the same phone number entered on the Speaker Sign Up website. If you call in from a private or blocked phone number, we will be unable to identify you.
5. When you receive the signal that your phone has been removed from hold and/or unmuted, please press *6 (Star 6) to be brought into the meeting.

The Office of the Inspector General would like to remind you that they investigate the misuse of LAUSD funds and resources as well as retaliation for reporting any misconduct. Anyone can make a report via the OIG hotline on their website (<https://www.lausd.org/oig>), by telephone at 213-241-7778, or by emailing inspector.general@lausd.net. Reports are confidential, and you can remain anonymous if you wish.

Please contact the Board Secretariat at 213-241-7002 if you have any questions.

AGENDA

- I. Welcome and Introductions**Mr. Scott Schmerelson
Chairperson
- II. Labor Partners**
- III. Presentations**
1. Community Schools InitiativeDr. Sylvia Rousseau

Dr. Frances Baez
Chief Academic Officer

Cora Watkins
Director, Community Schools Initiative

Barbara Avilez
Principal, Carlos Santana Arts Academy
2. Black Student Achievement Plan.....Dr. Robert Whitman
Educational Transformation Officer

Dr. Travis Brandy
Senior Director, Black Student Achievement Plan
- IV. Public Comment**
- V. Adjournment**

Requests for disability related modifications or accommodations shall be made 24 hours prior to the meeting to the Board Secretariat by calling (213) 241-7002.

Materials related to an item on this agenda distributed to the Board of Education are available for public inspection at the Security Desk on the first floor of the Administrative Headquarters, and at:

<https://www.lausd.org/site/Default.aspx?PageID=18628&DomainID=1057#calendar73805/20231024/event/69450>

TAB 1



LAUSD

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Community Schools Initiative

October 24, 2023
Committee of the Whole

Dr. Sylvia Rousseau
Dr. Frances Baez
Cora Watkins
Barbara Avilez

- **Introduction**
- **Framing**
- **District and School Implementation**
- **Impact**
- **Voices from the Field**

Our Work to Advance Community Schools

Board passed resolution for creation of a CS Plan. CS Implementation Team (CSIT) was established

July 13th, 2017

Board passed *"Charting Progress and Expanding Support for Community Schools"* identifying and funding additional schools

July 9, 2020

Community Schools office established:
centralized support to schools

Winter 2022

Spring 2019

Schools apply for CS Cohort 1 Status:
17 schools selected

June 8, 2021

Board passed *"Sustaining, Deepening, and Expanding the District's CS Initiative,"* expanding to 70 schools, supporting infrastructure & funding until 2025

Collective Bargaining Agreement guarantees CS infrastructure:

- Community Schools Steering Committee (CSSC)
- Funding CS Coordinator
- Funding 4 district-wide CS Coach positions
- LSLC purview expanded
- Annual funding of \$250,000 for each CS

Spring 2023

WHAT ARE COMMUNITY SCHOOLS?

What the Four Pillars of Community Schools Look Like in Action

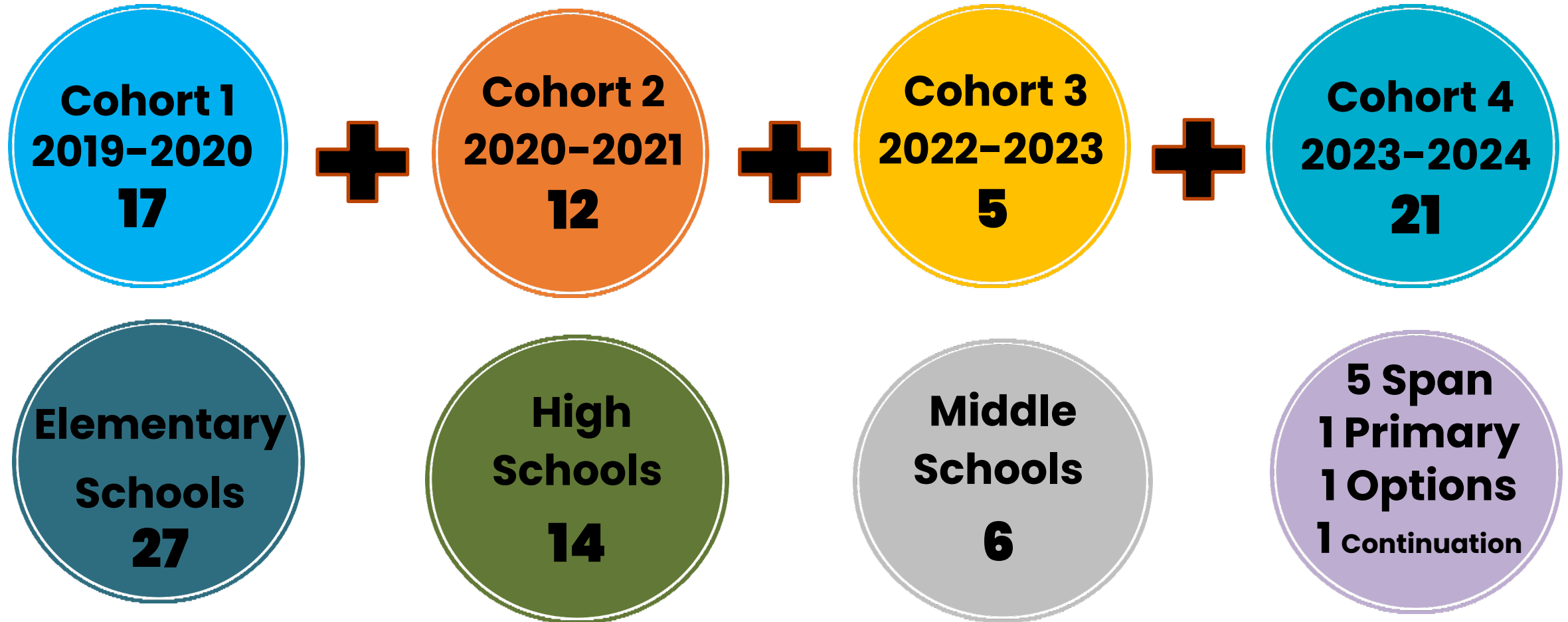


Partnerships between schools, the community, public agencies, CBO, and other community resources

Holistic supports students by the integrated focus on academics, health and social services, youth and community development, and community engagement

Schools at the Center under the community schools model schools become the hubs within the community where students and families can receive all available community services in one place

Community Schools– 55 schools



Community Schools by Board District

Board	Cohort	Campus Name	Region
1	1	74th St El	South
1	2	Audubon MS	South
1	2	Hawkins SH C/DAGS	South
1	2	Dorsey SH	South
1	3	Hillcrest Dr El	South
1	4	Mann UCLA Comm Sch	South
1	1	Alta Loma El	West
1	2	Baldwin Hills El	West
1	4	Cheviot Hills HS	West
1	4	Cochran MS	West
1	4	Marlton School	West
1	4	Marvin El	West
1	2	Palms El	West

Board	Cohort	Campus Name	Region
2	4	4th St PC	East
2	4	Aldama El	East
2	4	Belvedere El	East
2	1	Euclid Ave El	East
2	1	Farmdale El	East
2	2	Logan Academy	East
2	4	McAlister HS CYESIS	East
2	3	Contreras LC ALC	East
2	1	Contreras LC Gbl St	East
2	4	Contreras LC Bus Tr	East
2	4	Contreras LC Soc Jus	East
2	1	Mendez SH	East
2	1	Wilson SH	East

Board	Cohort	Campus Name	Region
3	4	Northridge MS	North
3	1	Van Nuys El	North

Board	Cohort	Campus Name	Region
4	4	Bertrand Ave El	North
4	2	Gardner St El	West
4	1	Marina Del Rey MS	West
4	3	Venice SH	West
4	1	Vine St El	West
4	4	WESM Hlth/Sports Med	West

Board	Cohort	Campus Name	Region
5	2	Carver MS	East
5	4	Jefferson SH	East
5	2	Roybal-Allard El	East
5	2	Ochoa LC	East
5	3	Trinity St El	East
5	1	Walnut Park El	East
5	4	West Vernon Ave El	East

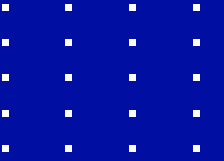
Board	Cohort	Campus Name	Region
6	1	Alta California El	North
6	2	Santana Art Ac	North
6	4	Maclay MS	North
6	4	Monroe SH	North
6	1	Panorama SH	North
6	1	Polytechnic SH	North
6	2	Sharp Ave El	North
6	4	VOCES Mag	North

Board	Cohort	Campus Name	Region
7	1	93rd St El	South
7	1	Catskill Ave El	South
7	4	Leland St El	South
7	1	Miramonte El	South
7	3	Purche Ave El	South
7	4	Towne Ave El	South

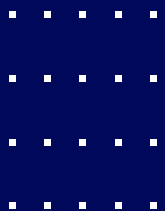
Community Schools Steering Committee (CSSC)

CSSC supports implementation, expansion, and maintenance of the Community Schools program. The CSSC is composed of sixteen (16) members, eight (8) appointed by UTLA and eight (8) appointed by the District.





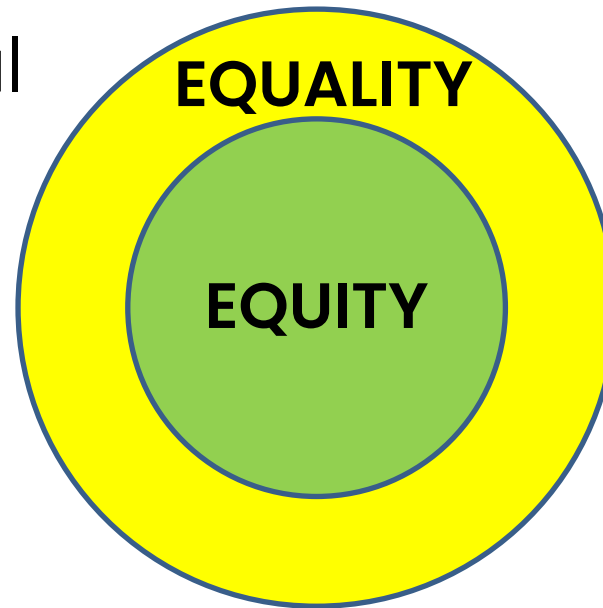
Framing Community Schools



Historical, Social, and Cultural Context of Schooling

Equality

- People
- Transformational



Equity

- Things
- Transactional

What Is Choice?

- **Every child's right and first choice for schooling is to a quality public school in their own neighborhood governed by a democratically elected school board committed to every child's human right to learn.**
- **What the best and wisest parent wants for his own child, that must be what the community wants for all of its children.**

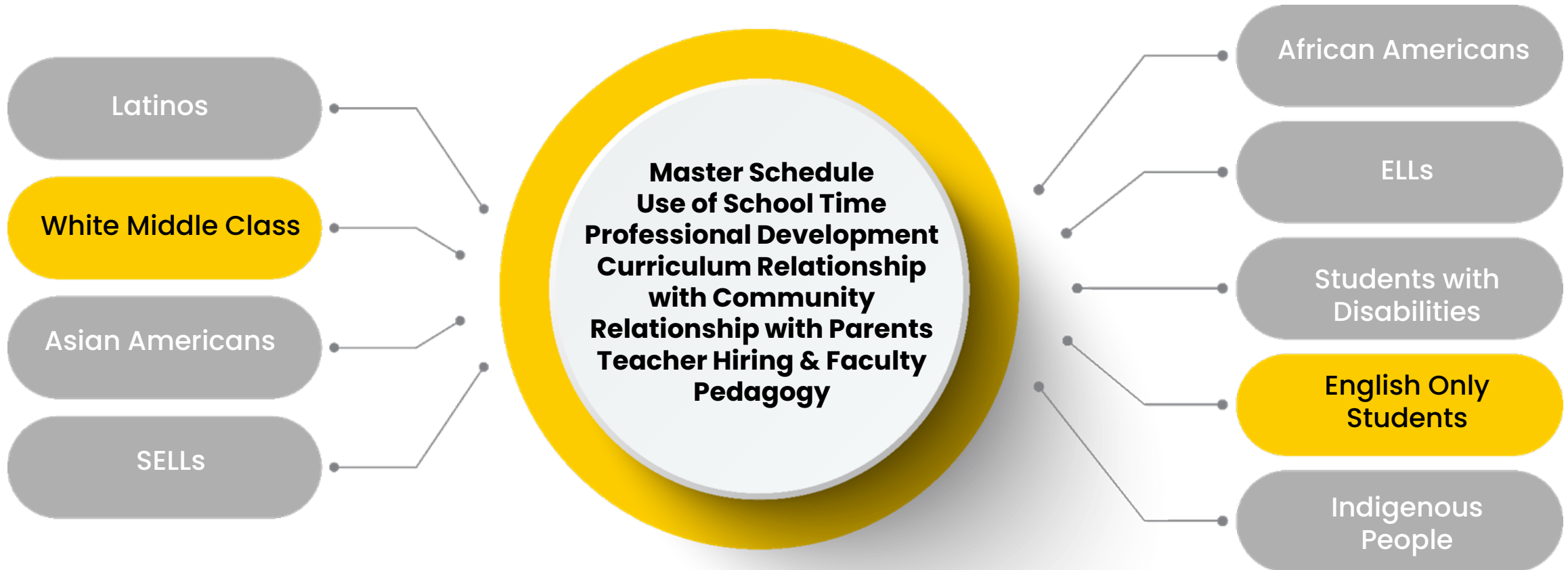
Habitus: Schools Reproduce the Social Order

The 'social order is progressively inscribed in people's minds' through 'cultural products' including systems of education, language, judgments, values, methods of classification and activities of everyday life (1986: 471)

~Bourdieu

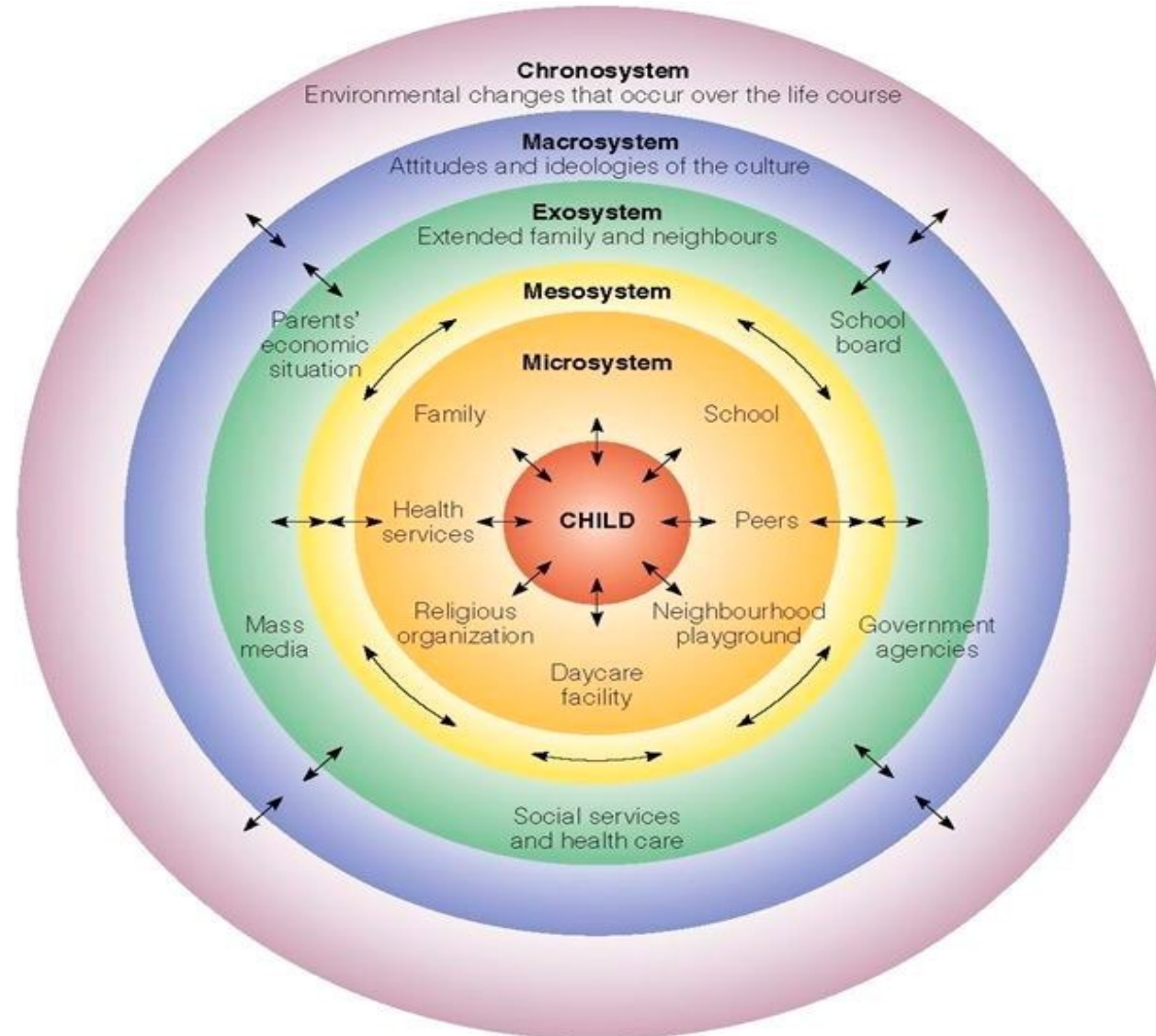
For Whom Do Schools Exist?

Legacy Model of School Organization



Based on the work of Dr. Sylvia G. Rousseau

Ecological Systems for Child Development



Addressing the Humanity of Schooling: The Four Pillars



1 Integrated Student Supports



2 Active Family and Community Engagement



3 Expanded Learning Time and Opportunities



4 Collaborative Leadership and Practices

MASLOW'S NEW HIERARCHY OF NEEDS



Learning is a Human Endeavor

Reclaim our



Equality and Equity Model of School Organization



Research Supports Community Schools



- 1. Rand Corporation Study (2020)**
New York City Community Schools had a positive impact on
 - One time grade progression
 - High school graduation rates
 - Reduction in disciplinary incidents



- 1. Albuquerque Study (2023)**
 - \$7 return on investment for every \$1 spent on Community School Coordinator salary.



- 1. Learning Policy Institute**
Meaningful family and community engagements leads to:
 - Reduced absenteeism
 - Positive school climate
 - Improved academic outcomes

Systemic and Structural Change

DISTRICT

- LAUSD in partnership with UTLA

REGIONS

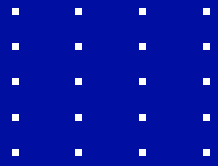
- Working directly with schools

SCHOOLS

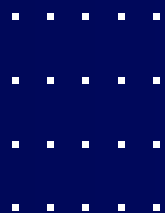
- In Collaboration with Community

CLASSROOMS

- Culturally & Linguistically Responsive Pedagogy & Climate



LAUSD Community Schools within the California Community Schools Context



California Community Schools Framework: 4x4x4x4

The Four Pillars

1. Expanded learning time and opportunities
2. Integrated student supports
3. Collaborative leadership and practices
4. Active family and community engagement

The Four Cornerstone Commitments

1. A commitment to assets-driven and strength-based practice
2. A commitment to racially just and restorative school climates
3. A commitment to powerful, culturally proficient and relevant instruction
4. A commitment to shared decision-making and participatory practices

The Four Key Conditions of Learning

1. Supportive environmental conditions that foster strong relationships and community
2. Productive instructional strategies that support motivation, competence, and self-directed learning
3. Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior
4. System of supports that enable healthy development, respond to student needs, and address learning barriers

The Four Proven Practices

1. Community Asset Mapping and Gap Analysis
2. A Community School Coordinator
3. Site-Based and LEA-Based Advisory Councils
4. Integrating and Aligning with Other Relevant Programs

California Community Schools Framework: 4x4x4x4

The Four Pillars

1. Expanded learning time and opportunities
2. Integrated student supports
3. Collaborative leadership and practices
4. Active family and community engagement

CS Four Pillars Partners

1. Division of Instruction, Beyond the Bell & CTE/Linked Learning
2. Student Health and Human Services Division, ETO & BSAP
3. Community Schools Steering Committee
4. Student, Family and Community Engagement Branch & Division of Adult and Career Education

The Four Cornerstone Commitments

1. A commitment to assets-driven and strength-based practice
2. A commitment to racially just and restorative school climates
3. A commitment to powerful, culturally proficient and relevant instruction
4. A commitment to shared decision-making and participatory practices

CS Four Cornerstone Commitments

1. Year 1- Schools map their community & conduct Asset and Needs Assessment
2. Years 1-2: Schools participate in EGI training & work on their restorative practices
3. District and region offices provide PD for teachers in creating respectful and relevant environments and instruction
4. Schools create productive CS Implementation Teams and Local School Leadership Councils & CSI provides PD to support collaboration and participatory practices

California Community Schools Framework: 4x4x4x4

The Four Key Conditions of Learning

1. Supportive environmental conditions that foster strong relationships and community
2. Productive instructional strategies that support motivation, competence, and self-directed learning
3. Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior
4. System of supports that enable healthy development, respond to student needs, and address learning barriers



CS Four Key Conditions of Learning

1. PD on Anti -Bias and Anti -Racist classroom environments
2. Professional Development creating culturally relevant and responsive interdisciplinary units of studies.
3. Professional Development through Sandy Hook Foundation and the Division of Instruction fosters skills, habits, and mindsets that enable academic progress
4. Schools pull from resources offered from [Wellness Programs Partner Directory](#)

The Four Proven Practices

1. Community Asset Mapping and Gap Analysis
2. A Community School Coordinator
3. Site-Based and LEA-Based Advisory Councils
4. Integrating and Aligning with Other Relevant Programs



CS Four Proven Practices

1. Year 1 Planning: Mapping, Assets and Needs Assessment
Year 2 Implementation: Gap analysis and engage in PDSA cycles to address priorities
1. CS Coordinator responsible for overall implementation of community school processes, programs, partnerships, and strategies at the school site.
2. CS Implementation Teams, LSLCs and CS Steering Committee engage in authentic decision making.
3. CS budgets align, integrate & cross-stitch with other education, justice and equity initiatives.



Asset & Needs Assessment: Emerging Themes

FAMILIES

- Clear Communication and Information
- Inclusivity in Decision Making
- Safe and Secure Campuses
- Student Behavior and Discipline
- Enrichment and Opportunities



TEACHERS

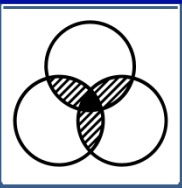
- Communication and Collaboration
- Support with Enriched Learning Environments
- Student Supports and Engagement
- School Culture and Community Building



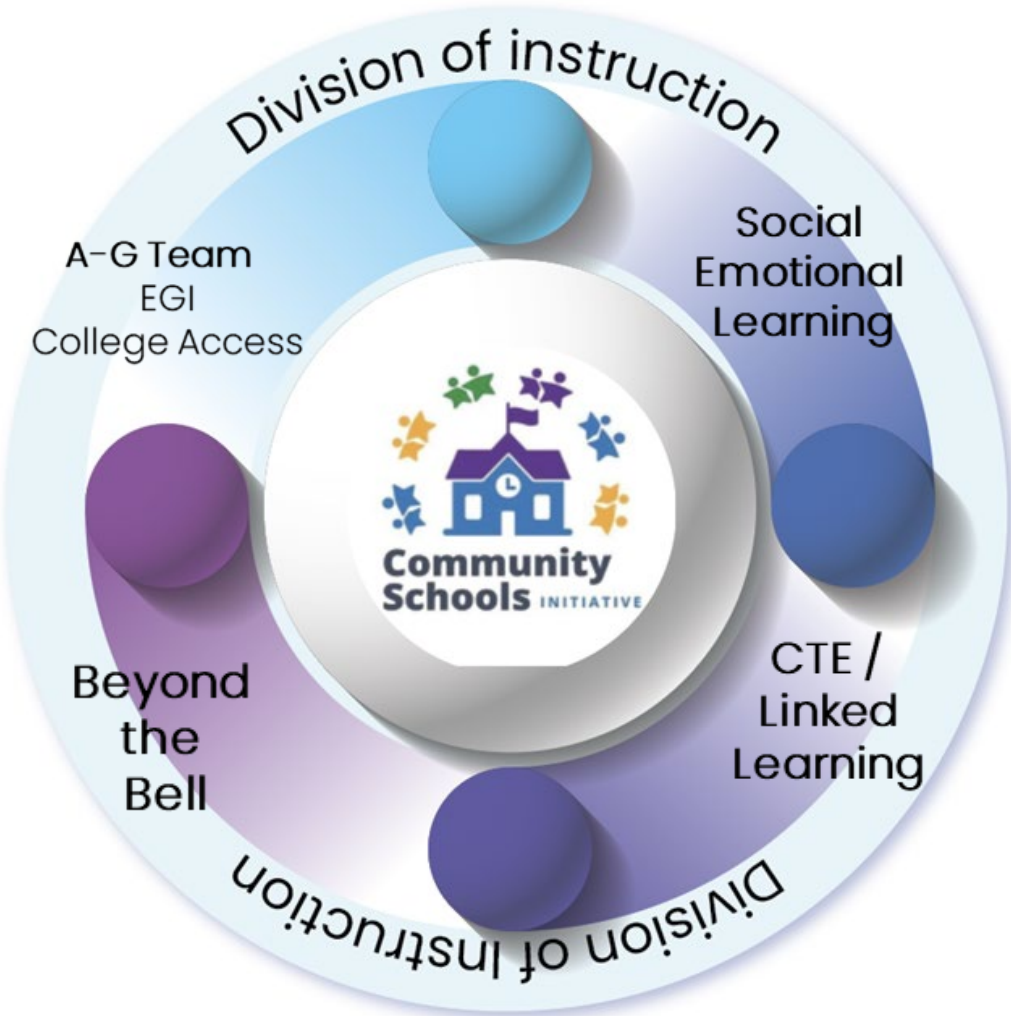
STUDENTS

- Social Emotional Supports
- School Spirit and Engagement
- Communication
- Diversity and Inclusivity
- Specialized Services
- Academic Enrichment, Arts and Creativity Opportunities
- Extracurricular Activities





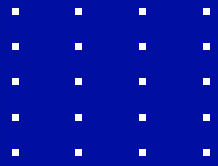
Coordinating and Aligning the Work of LAUSD to meet School Needs



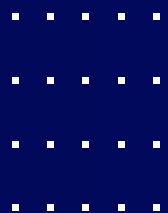
**Student, Family
and Community
Engagement**

**Student Health
and
Human Services**

**Division of Adult
and
Career Education**



Community Schools: Evidence of Implementation

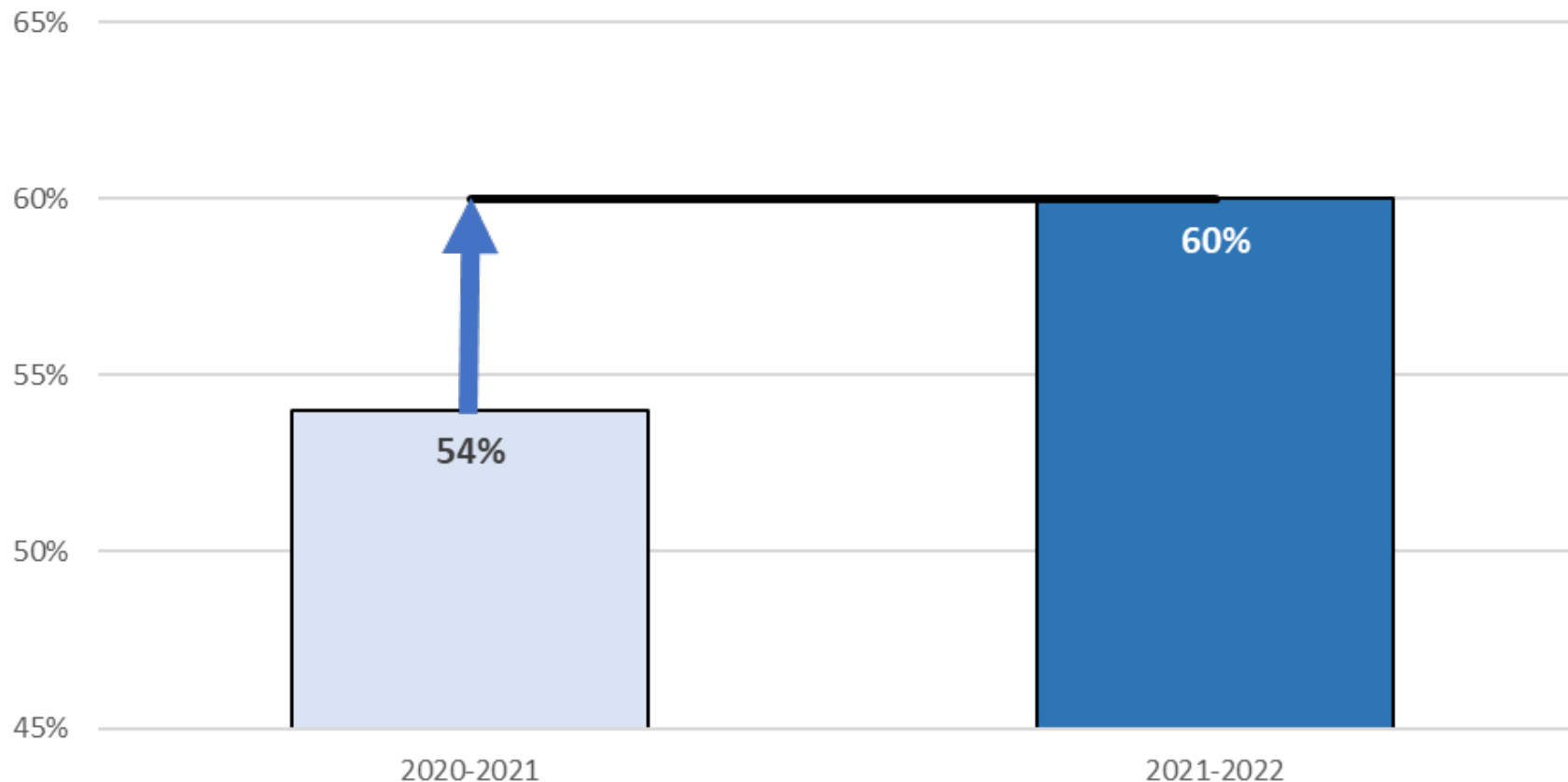


We assess the impact of Community Schools implementation through:

1. School Experience Survey Results
2. Annual School Site Self –Reviews
3. Tracking Leading Indicators
4. Formal Evaluation Process
 - a. 2022 LAUSD
 - b. 2023–2027 RAND Corporation

School Experience Survey Findings: Elementary

Elementary Teachers Response to: *"Teachers collaborate with one another by department, SLC, or grade level about curricular or instructional issues"*

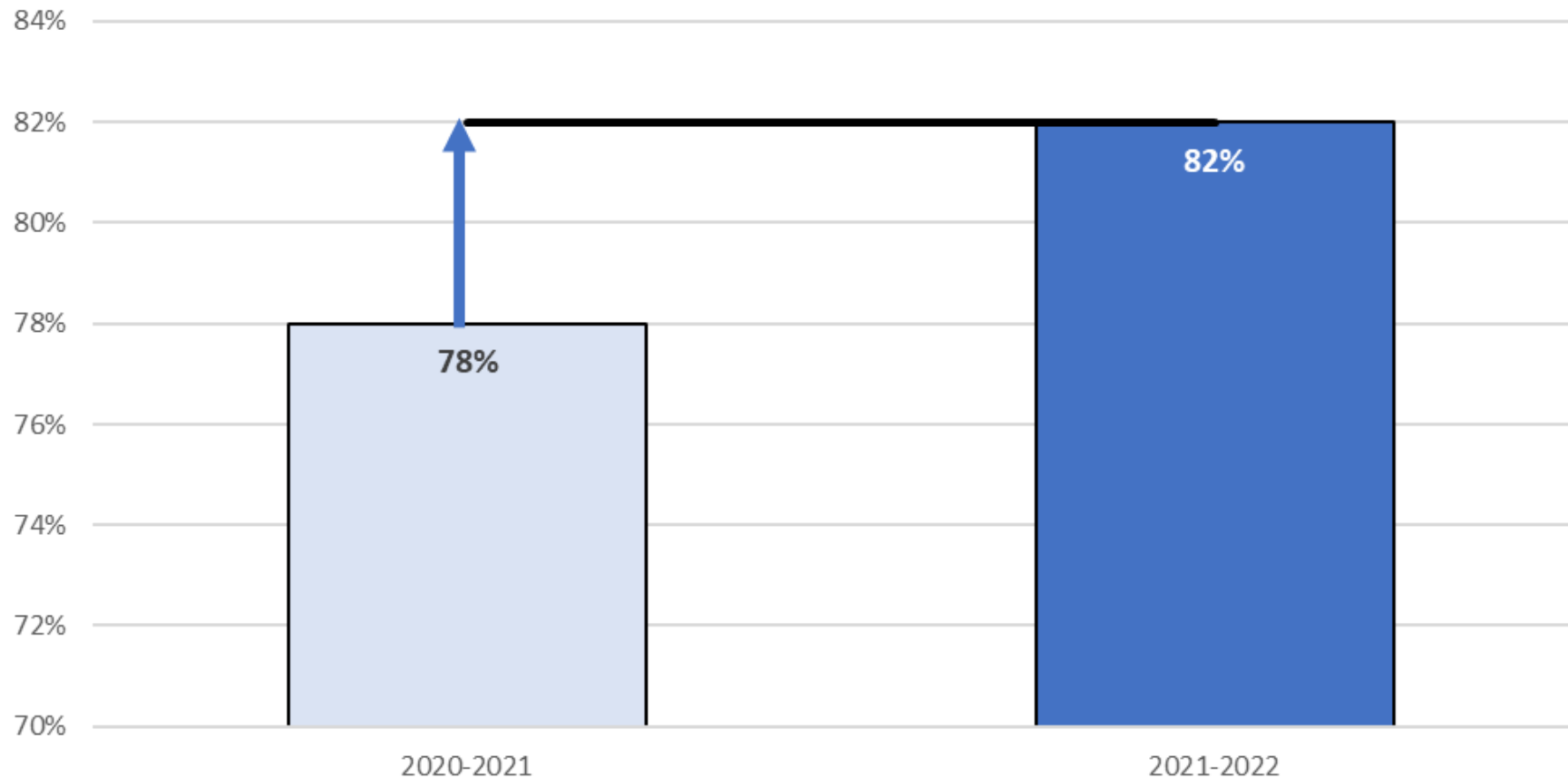


Results:

An increased number of teachers feel that the school offers opportunities for collaborative practices

School Experience Survey Findings: Middle School

Middle School Parents Response to: *"This school offers extra activities for my child's personal growth"*

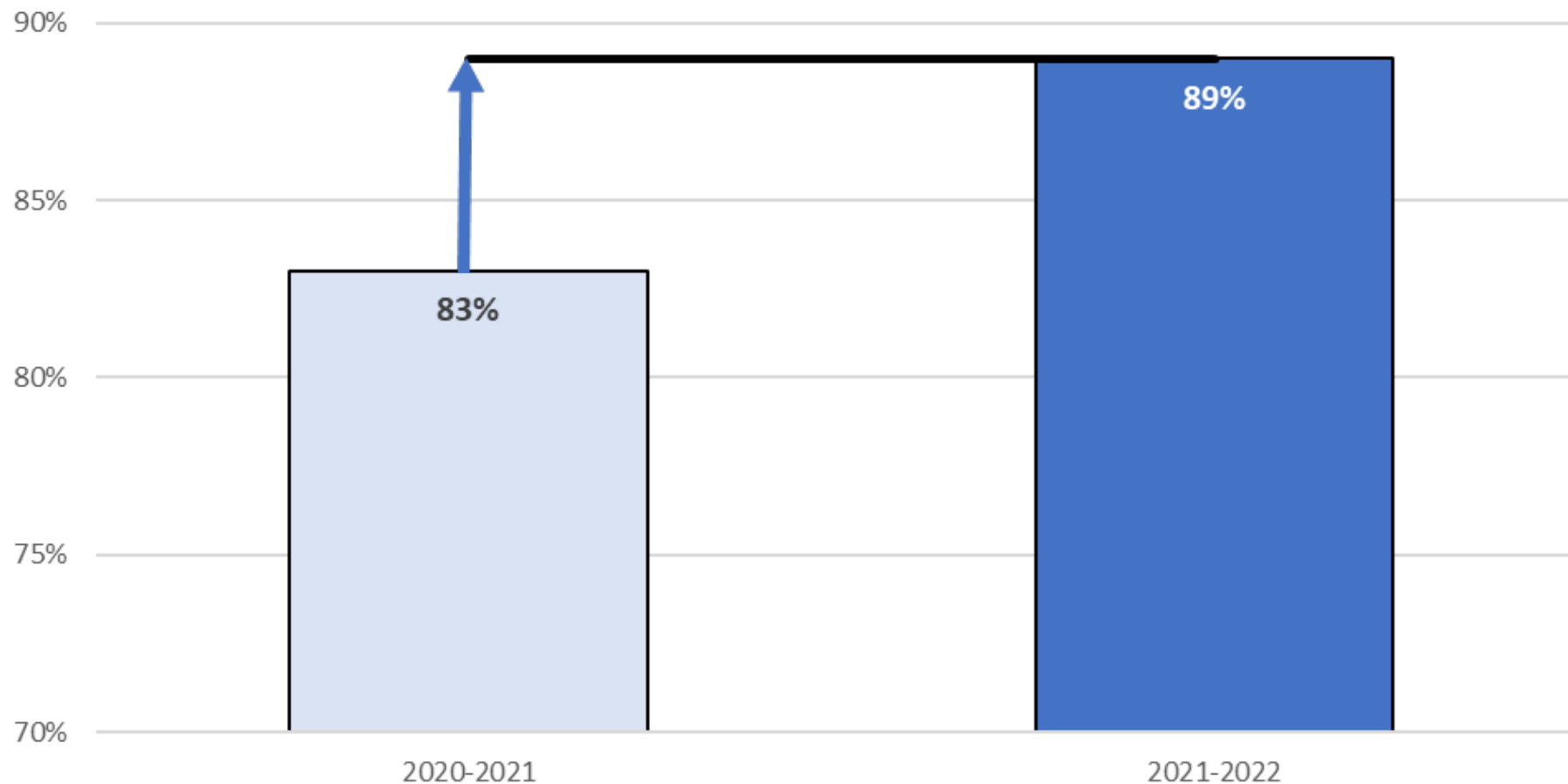


Results:

An increased number of Parents feel that the school offers their children extra activities.

School Experience Survey Findings: High School


High School Parents Response to: *"This school includes me in important decisions about my child's education"*



Results:

An increased number of Parents feel included in decision making.

School Self-Review 2023 Findings

CS Pillar	Strategic Plan Pillar Correlation	Visioning	Engaging	Transforming
				
Integrated Student Supports	Pillar 1 Academic Excellence Pillar 2 Joy and Wellness	8%	58%	34%
Collaborative Leadership and Practices	Pillar 3: Engagement and Collaboration	26%	56%	18%
Active Family and Community Engagement	Pillar 3: Engagement and Collaboration	33%	45%	22%
Enhanced and Enriched Learning Opportunities	Pillar 1 Academic Excellence	22%	65%	12%

Results:

The majority of School Teams report feeling that they are deeply engaging with each of the pillars.

Tracking Leading Indicators

**Proficient
Attendance**

**Increased by
4%**

**DIBELS EOY
Scores**

**Improved
average of
6%
in Grades 1-2**

**Chronic
Absenteeism**

**Decreased
by 8%**

**Volunteer
Application**

**Submittal up
370%**

**School
Experience
Survey:
Teachers**

**5.5% increase
in
Teacher
Collaboration**

**School
Experience
Survey:
Parents**

**7% increase
in "high
quality
instruction"**

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.

Highlights from the Field



Carlos Santana Arts Academy
Principal Barbara Avilez

A Pillar in Action: Partnerships that Make an Impact

PASS	FAIL	WEARS GLASSES	ABSENT	UNCOOPERATIVE/ DECLINED	TOTAL
11	10	Ø	1	3	21
16	5	3	1	Ø	24
9	2	2	1	Ø	13
5	4	Ø	2	Ø	9
10	2	4	2	Ø	16
9	6	2	Ø	Ø	17
11	5	4	1	Ø	20
17	1	2	3	Ø	20
15	5	3	3	Ø	23
9	4	5	1	Ø	18
8	6	1	2	Ø	15
10	3	7	1	Ø	20
13	3	1	3	Ø	17
8	5	2	Ø	Ø	15
9	5	2	3	Ø	16
206	89	46	36	3	341



A Pillar in Action: Partnerships that Make an Impact



A Pillar in Action: Development of Collaborative Leadership



Proud to Celebrate America's Healthiest Schools

All-Star Awardee:

Crestwood Street Elementary STEAM Magnet

Los Angeles Unified Awardees:

Audubon Middle School

Carlos Santana Arts Academy

Columbus Avenue Elementary School

Euclid Avenue Elementary School

Farmdale Elementary School

Judith F. Baca Arts Academy

Maple Primary Center

New Heights Charter School



A Pillar in Action: Development of Collaborative Leadership

Student
Voices



What does it mean to be a Community School?

Que significa ser una escuela comunitaria?

Impact of the CSI as a Priority School

Actions:

Steps supported by Community Schools Initiative:

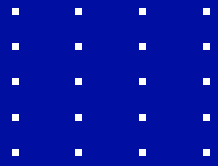
1. Funding for Collaborative Planning
2. Opportunities for Collaborative Professional Development

Outcome: Provide High Quality Instruction

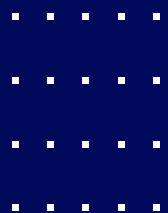
Impact:

- Met and Exceeded Targets for 2022–2023
- 5th grade SBAC Math exceeded District average





Moving Forward and Next Steps



Next Steps

September 2023		Work has begun with RAND Corporation on multi-year evaluation plan
October– November 2023		Recruitment Efforts for Cohort 5
November 2023		Begin writing the CCSPP Implementation Grant for Cohort 5
December 2023		CS Steering Committee will score applications and make recommendations for CS designation
January 2024		Present to Curriculum and Instruction Committee
February 2024		Submit California CS Partnership Program Grant
May 2024		Cohorts 1, 2 & 3 Engage in Self-Review Process Cohort 4 Completes Asset and Needs Assessment

On-going: Building Capacity of CS Coordinators, Teachers and Administrators

Comments and Questions

- [Community Schools Master List 2023–2024](#)
- [Wellness Programs Partner Directory](#)
- [Community Schools Steering Committee Members 23/24](#)
- [Community Schools Cohort 1 Evaluation 2022](#)
- [Community Schools Self Review Tool 2023](#)

TAB 2



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[Return to Agenda](#)

Black Student Achievement Plan (BSAP)

Committee of the Whole

Dr. Robert Whitman
Dr. Travis Brandy

October 24, 2023

Presentation Overview



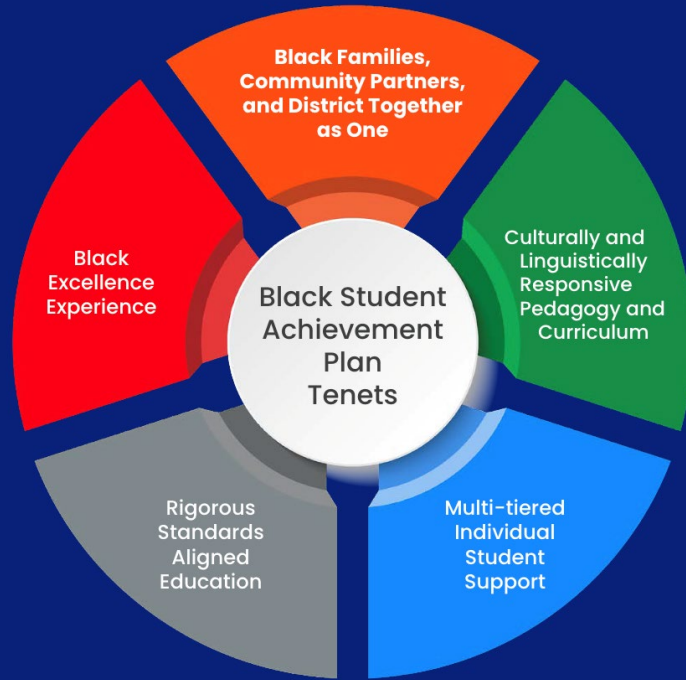
- **Strengthening BSAP Implementation**
- **RAND USC Program Evaluation Progress Report**
- **Accelerating Black Student Achievement**
- **Next Steps**



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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 District-wide 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?

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, 10,056 Black scholars are taking one or more Honors courses, making up 6% of all LAUSD students Districtwide. (MyData)

1. Black Scholar Enrollment in AP Courses:

Black scholars in AP courses have risen from 18.5% in FY 22/23 to 20.3% this year, marking a 1.8% increase. (MyData)

1. 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)

1. 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 District Wide 2021-22	44%	48%	54%
Black Students in 100 Schools 2021-22	31%	35%	42%
Black Students District Wide 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

+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.

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

NUMERACY District Goal (3rd-5th)

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.

	<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 District Wide 2021-22	59%	54%	56%
Black Students in 100 Schools 2021-22	70%	65%	67%
Black Students District Wide 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:

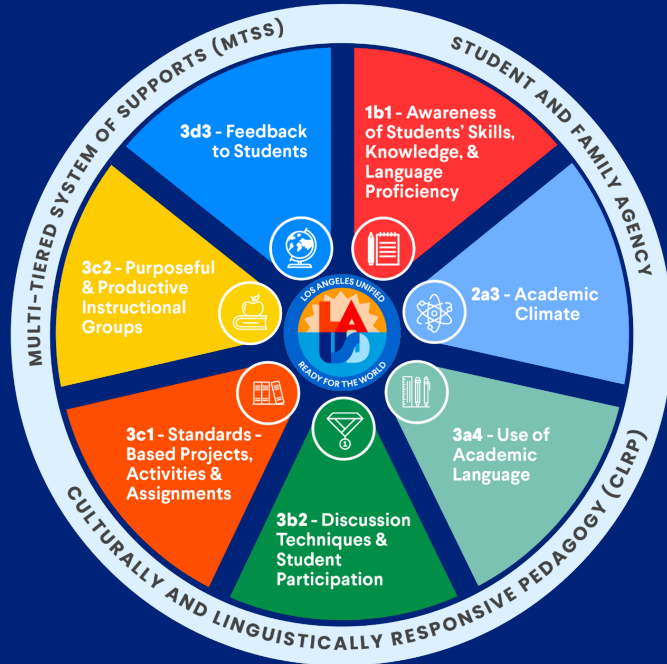
Region East: Dolores Huerta
Tuesday, November 28th
2pm – 5pm

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

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

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

Tenet B: Culturally and Linguistically Responsive Pedagogy/Curriculum

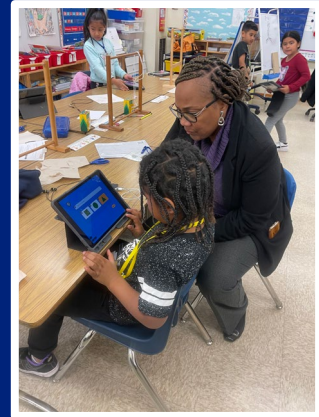


There are 300 educators participating in monthly professional development from 9am-12pm on the following Saturdays:

- **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

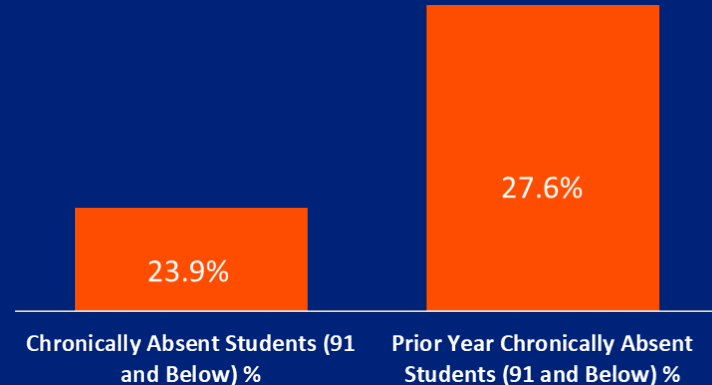


Tenet C: Multi-Tiered Individual Support Updates

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

OCTOBER 9-11

NOVEMBER 6-8

OCTOBER 11-13

NOVEMBER 8-10

OCTOBER 16-18

NOVEMBER 13-15

OCTOBER 18-20

NOVEMBER 15-17

2024

MARCH 4-6

MARCH 6-8

MARCH 11-13

MARCH 13-15

MARCH 18-20

MARCH 20-22

APRIL 8-10

APRIL 10-12

APRIL 15-17

APRIL 17-19

APRIL 22-24

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!

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



REGISTER NOW



**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 "gametrepeneurs."

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
mwilli20@lausd.net



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DRAFT

Thank You