

Black Student Achievement Plan Parent Advisory Committee Meeting

Wednesday, February 23, 2022

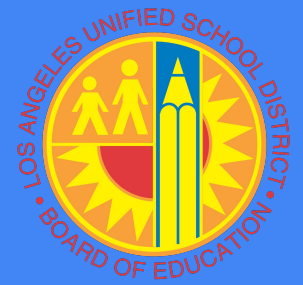


Team Members:

Norma Spencer, Administrator

Kimberly Wright, Administrative
Coordinator of Instruction

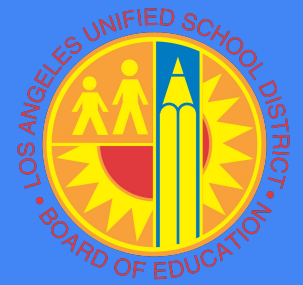
Agenda



- ☐ Welcome
- ☐ Inclusion Activity
- ☐ Introductions
- ☐ BSAP Organizational Chart
- ☐ BSAP Definition of Success
- ☐ 16 BSAP Success Indicators
- ☐ BSAP Testimonial Video
- ☐ BSAP PAC Members Responsibilities
- ☐ BSAP PAC Discussion
- ☐ Q & A
- ☐ Closing



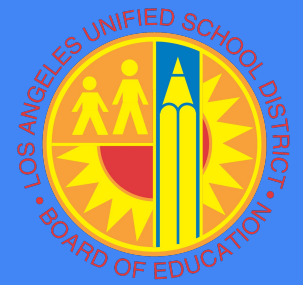
Objectives



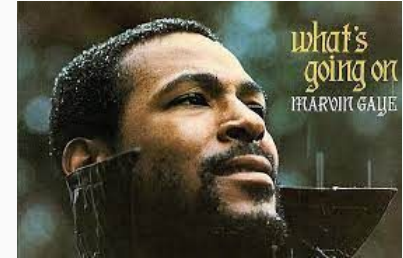
- ❖ Members will be able to identify the make-up of the BSAP PAC.
- ❖ Members will be able understand the BSAP organization.
- ❖ Members will know the BSAP PAC responsibilities.
- ❖ Members will be able to give input to the goals of the BSAP PAC.



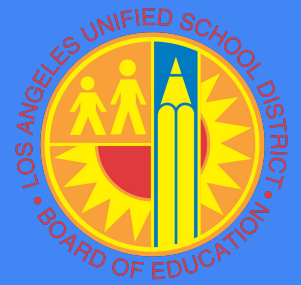
Inclusion Activity



If your child's educational experience were a song, what would it be? Why?



BSAP Parent Advisory Council Members



LD Central - Ms. Nicole Dixon

LD West - Mr. Reggie Green

LD South - Ms. Everil Nelson

LD East - Mrs. Glenda Lugay Denis

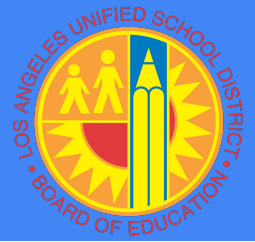
LD Northwest - Mr. Craig Holliman

LD Northeast - Ms. Brittany Dixon

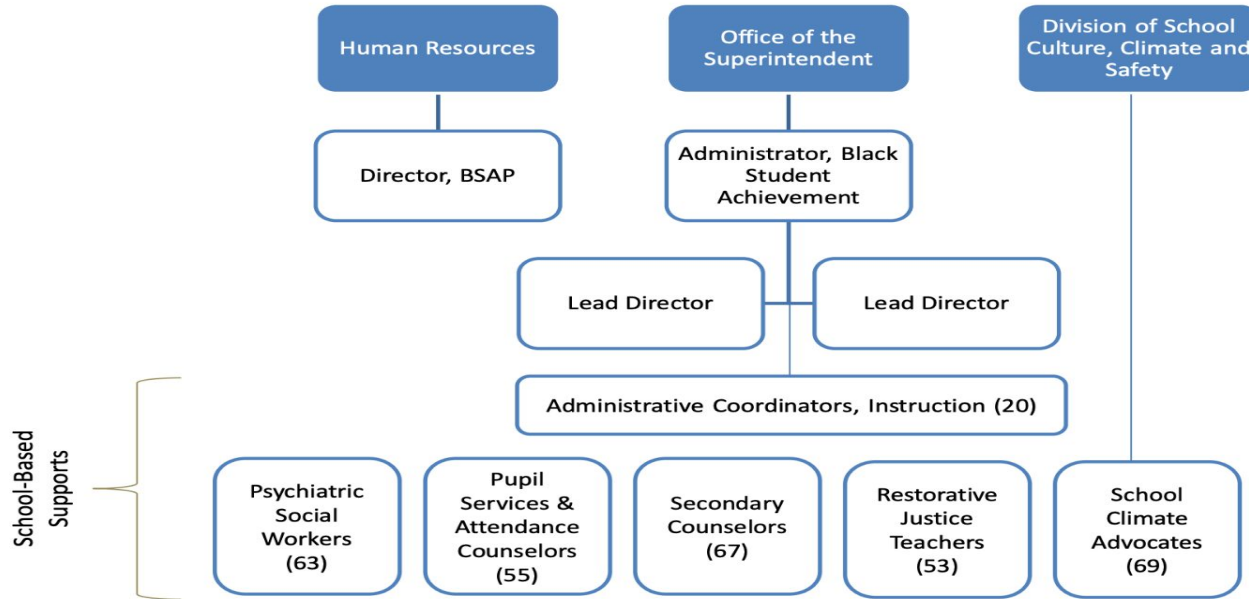
Please take 1 minute to explain
“**WHY**” you want to represent your
local district.



BSAP Organizational Chart



Black Student Achievement Plan Organization Chart 2021-22



Black Student Achievement Plan Definition of Success

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 experience by Black people.



16 BSAP Success Indicators



BSAP Success Indicators



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

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

Engagement

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

BSAP Indicators	Baseline	10 Week	20 Week	30 Week	EOY Goals)
Graduation Rate	N/A	N/A	N/A		
English/ELA Proficiency	7.4%	N/A	N/A		
Mathematics Proficiency	1.5%	N/A	7%		
DIBELS Proficiency	32.9%	27%	N/A		
A-G Completion (UC & CSU Reqs)	N/A	N/A	N/A		
Attendance – Chronic Absenteeism	47.2%	63%	60%		
Advanced Enrollment	N/A	N/A	N/A		
Special Education Referral	100.0%	4%	5%		
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	#	#	#	#	

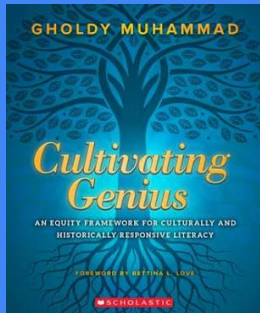
Will work with local districts and schools sites to capture this data.

Assessments for Proficiency
ELA Assessment (s): IABs
Math Assessment (s): IABs,
Frequency: Both ELA and Math quarterly



Dr. Gholdy Muhammad - Cultivating Genius

“The need for Culturally Relevant Education (CRE) and Historically Responsive Literacy (HRL) is clear- racism and the dehumanizing of Black people in and outside of schools. This is why HRL specifically calls for urgent pedagogies that are not just responsive to the social time but pedagogies that are anti-racist and overall, anti-oppressive.”



Dr. Gholdy Muhammad
Cultivating Genius



Gholdy Muhammad: Culturally & Historically Responsive Equity Framework

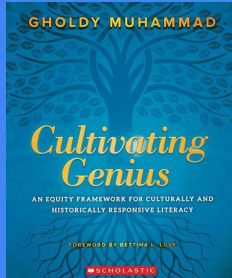
Skill: Targeted standards (ie. common core, next generation science)

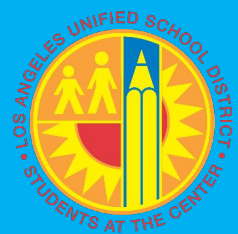
Identity: How will my instruction help students to learn something about themselves and/or about others?

Intellect: How will my instruction build student's knowledge and mental powers?

Criticality: How will my instruction engage students' thinking about power and equity and the disruption of oppression?

Joy: How will my instruction advance students' happiness through the use of beautiful and truthful images, representations and narratives about themselves and/or others?





Purpose of the Scorecard

The scorecard is designed to determine the extent to which our curricula are (or are not) culturally responsive.

This process will provoke thinking about:

How will my instruction help students to learn something about themselves and/or about others?

How will my instruction build student's knowledge and mental powers?

How will my instruction engage students' thinking about power and equity and the disruption of oppression?

Statements	Very Satisfied (5)	Satisfied (4)	Neutral (3)	Not Satisfied (2)	Average Score (out of 5)
14. Curriculum highlights non-dominant perspectives and their strengths and assets, so that students of diverse race, class, gender, ability, and social orientation can learn and participate fully.					
15. The curriculum encourages an equal representation for representing people of diverse race, class, gender, ability, and social orientation through their strengths, talents and knowledge rather than their perceived flaws or weaknesses.					
16. The curriculum does not perpetuate negative or harmful stereotypes of race, class, gender, ability, or social orientation.					
17. The curriculum does not perpetuate negative or harmful stereotypes of race, class, gender, ability, or social orientation.					
18. The curriculum does not perpetuate negative or harmful stereotypes of race, class, gender, ability, or social orientation.					
19. The curriculum does not perpetuate negative or harmful stereotypes of race, class, gender, ability, or social orientation.					
20. The curriculum does not perpetuate negative or harmful stereotypes of race, class, gender, ability, or social orientation.					
21. The curriculum does not perpetuate negative or harmful stereotypes of race, class, gender, ability, or social orientation.					
22. The curriculum does not perpetuate negative or harmful stereotypes of race, class, gender, ability, or social orientation.					
23. The curriculum does not perpetuate negative or harmful stereotypes of race, class, gender, ability, or social orientation.					
24. The curriculum does not perpetuate negative or harmful stereotypes of race, class, gender, ability, or social orientation.					
25. The curriculum does not perpetuate negative or harmful stereotypes of race, class, gender, ability, or social orientation.					
Total					
Average Score					

Comments: Please write any observations about social justice that are not captured by the questions.

NYU | STEINHARDT

Culturally Responsive Curriculum Scorecard

BSAP Culturally Responsive Curriculum

Culturally Responsive Units

1. Skill
2. Identity
3. Intellect
4. Criticality
5. Joy

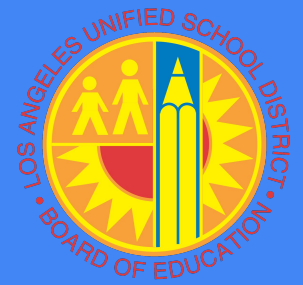
Scorecard

1. Representation
2. Social Justice

Lesson Plan Template

[Lesson Template](#)

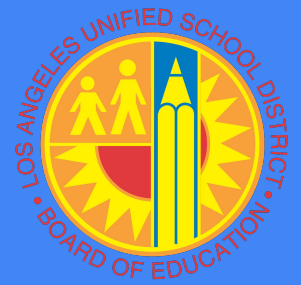
BSAP Testimonial Video



BSAP Testimonial Video



BSAP PAC Members' Responsibilities



- Assist by providing input on the educational priorities of the school based on achievement data.
- Offer perspective on a variety of school issues (school climate, social-emotional learning, special education, attendance, extracurricular activities, etc.).
- Provide feedback on culturally responsive practices in the classroom.
- Promote and encourage parent and community participation in the school.

- Provide a communication link between the school and the community.
- Help identify the concerns of students, parents, and community members and assist in developing solutions.
- Parents or guardians whose children attend the local district schools are eligible to serve as members of the BSAP parent advisory council.

What Are Your Desired BSAP PAC's Outcomes?

1. How would you describe BSAP PAC, at large?
2. What topics would you like to address?
3. How do you wish to represent your local district?



BSAP Parent and Community Schoology Group



To login to Schoology please select an option below:

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Student
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Dual Language Unified Enrollment



Elementary Principal's Organization Meeting



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Classic View

LOS ANGELES UNIFIED SCHOOL DISTRICT



BLACK STUDENT Achievement Plan

[BSAP Webpage](#)





Thanks for giving
us your time!

