

September 27, 2022



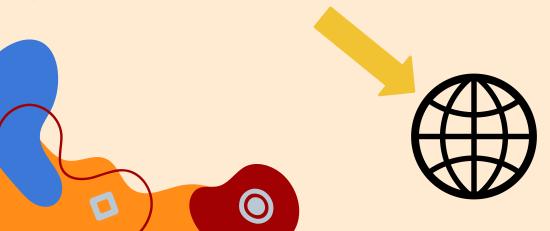




TRANSLATION IS AVAILABLE TRADUCCIÓN AL ESPAÑOL DISPONIBLE

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El soporte de idiomas está disponible. Si desea escuchar esta presentación en español, haga clic en el símbolo del globo en la parte inferior de su pantalla.



BSAP Success Indicators



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

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

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.

Agenda



Year in Review

LAUSD Strategic Plan

Local Control Accountability Plan Goal 8

Implementation Overview

School Groups: 1, 2, 3 and 4

Data

Family Academy

Scavenger Hunt

Announcements

Closing



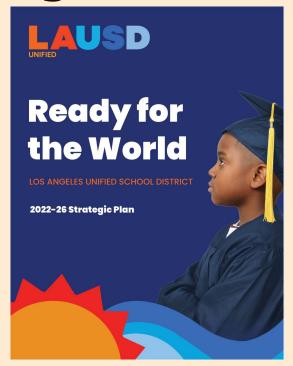


LAUSD BSAP Inaugural Year in Review

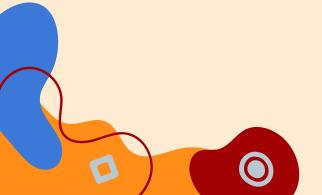




Strategic Plan



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Core Beliefs

EQUITY

We believe we must unapologetically call out and close the persistent opportunity gaps that disproportionately impact Black, Latinx, foster, unhoused, LGBTQIA+, immigrant, and other historically underserved communities. We must disrupt the generational, systemic manifestations of discrimination, racism, and bigotry affecting our schools.

We will actively identify and amplify the successes of our schools that eliminate inequities. We will strategically allocate resources to our students and families to ensure that students are celebrated and supported.

COLLABORATION

We believe we exist to serve the students and families of Los Angeles Unified, and we acknowledge the many voices who have a vested interest in the success of Los Angeles Unified. Our decisions, policies, and programs are designed with learners at the center.

All actions are informed by listening and learning from the community through open dialogue to create authentic partnership opportunities so that our entire extended community may contribute toward student success.

EXCELLENCE

We believe the communities served by Los Angeles Unified deserve the most exemplary education that prepares all students to achieve postsecondary excellence. For our community, we must deliver schools and an entire system that meets the promise of all of our unique students.





Goals

The percentage of students in a graduating 9th-12th grade cohort demonstrating college and career readiness with 70% Postsecondary a "C" or better on University of California/California State University A-G approved courses will increase to 70% by June 2026. In order to build a strong foundation for literacy, move third-grade students, on average, 30 points closer to +30_{pts} proficiency on Smarter Balanced Assessment English Language Arts/Literacy from 2022 to 2026. In order to improve Algebra I pass rates, move students, on average, 40 points closer to proficiency on Smarter +40_{pts} Balanced Assessment Mathematics from 2022 to 2026 in Grades 3-5 and 6-8. 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 +8% Emotional/ growth mindset, self-efficacy, self-management, and social awareness, by June 2026 as preliminarily measured by the Wellness School Experience Survey with full transition to a portfolio rubric to be implemented by the 2023-24 school year.

5 Pillars of the Strategic Plan

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Academic Excellence

Joy and Weliness

Engagement and Collaboration

Operational Effectiveness

Investing in Staff







5 Pillars of the Strategic

Pillar 1: Academic Excellence

High-Quality Instruction Enriching Experiences

Eliminating Opportunity Gaps College and Career Readiness

Pillar 2: Joy and Wellness

Welcoming Learning Environments Whole-Child Well-Being Strong Social-Emotional Skills Outstanding Attendance

Pillar 3: Engagement and Collaboration

Strong Relationships Accessible Information Leading for Impact Honoring Perspectives

Pillar 4: Operational Effectiveness

Data-Driven
Decision-Makina

Modernizing Infrastructure Sustainable Budgeting District of Choice

Pillar 5: Investing in Staff

Diverse Workforce Professional Learning Staff Wellness High Performance Standards

Academic Excellence: Eliminating Opportunities Gap

STRATEGIES

- Enact anti-racist, anti-bias practices and eliminate other barriers to student success through policy revisions, regular trainings, and ongoing review of instructional materials
- Expand Universal Preschool and Transitional Kindergarten offerings and use research-based curricula to provide engaging play to young learners, focused in communities most in need of academ.
 support
- Offer programs and supports that prepare students with the skills and knowledge needed to succeed as they transition to middle school or high school
- Target high-impact intervention and instructional programs to accelerate learning - such as summer school, Acceleration Days, and tutoring - for students most in need, including English Learners, students with disabilities, students in foster care, students experiencing homelessness, and other historically underserved groups

- Act upon early-warning indicators to ensure all students remain on track
- Advance the implementation of the Black Student Achievement Plan

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- Advance the imponentation of the Black Student Achievement Plan
- Advance programs and initiatives that support success for underrepresented student groups, including Asian American, Native Hawaiian, Pacific Islander, Arab, Middle Eastern, Muslim, South Asian, American Indian, and Native Alaskan students



LCAP Goals

The Los Angeles Unified Local Control and Accountability Plan (LCAP) articulates:

- Our District's vision to improve outcomes
- Opportunities for all students
- To close equity gaps across our district

LCAP Goal #8: Black Student Achievement Plan Implementation

(5 Actions)









Black Student Achievement Plan 2022-2023 Implementation Overview



Group 1 and Group 2 Schools



Culturally Responsive Units of Instruction - 1 Additional Unit / Semester

Create at least one additional culturally responsive unit of instruction (Elementary: 1 unit in ELA and 1 unit in math, Secondary: 1 unit per core subject area) per semester. These units are in addition to the units created last year. Please note the expectation is for a unit of study and not just a lesson. Units are comprised of multiple lessons with an overarching theme. CR Unit Examples



Individual Student Support Block - ELA/English and Mathematics

Schools will designate a recurring block of time (at least 55 minutes) every week in which students are working on individually identified areas of challenge or reinforcing/extending areas of strength for those students that are demonstrating grade level proficiency. Schools will use a diagnostic tool to specifically identify standards and targets for each student (grade level and non-grade level). Schools will use iReady and/or IXL during this block of time.



African-American Studies Course

Schools will continue to include African American History (HS) and Ethnic Studies (MS) as a part of their master schedules. Auxiliary funding has been provided.



Honors and Advanced Course Placement

Schools will implement their Honors and Advanced Course Placement plans as described in the Superintendent's 100-day plan. Quarterly meetings will be held with your designee to report progress and share resources. Group 1 secondary teachers (2-3 per site) will participate in monthly meetings (Z-time) and observation of practice aligned with honors pedagogy and curriculum and gifted instruction. We will also work with school teams regarding identification of Black gifted students.



Social Emotional Learning and Mental Health Support - HEART initiative

The goals and activities of the Black Youth Mental Health and Wellness Plan are designed to strategically and unconventionally address factors that most influence the mental health and wellness of Black students and to improve their academic success. School teams (PSA, PSW, SCA, RJ Teachers) will participate in monthly cohort coaching sessions. Student SEL and mental health resources will also be included. Five measurable outcomes will be associated with the plan.



Banked Tuesday Memo

Three 2022-23 banked Tuesdays are earmarked for BSAP PD. More information regarding the content and facilitation support will be provided shortly in conjunction with the local districts. Topics include a) culturally responsive textbook analysis (conducted with students, parents and community partners) and b) social emotional learning development. BSAP Banked Tuesday.



Community Partnership Funding

In addition to COSA level community partnership funding, funds will be allocated to principals for community partnerships based on the unique needs of your students and parents. Information will be provided shortly. Please submit community partnerships proposals to the BSAP Lead Director-Personnel, Michelle Bryant (mwilli20@lausd.net). Applications for safe passages and peace building initiatives should be sent to Director, Deborah Brandy (deborah.brandy@lausd.net).



Leadership and Equity Academy for Principals (LEAP)

Group 1 principals will participate in job embedded problems of practice incorporating the LEAP concepts discussed this school year. LMU certification will take place at the end of the 2022-23 school year. Additional information will be provided shortly for Group 2 principals.







Create at least one additional culturally responsive unit of instruction (Elementary: 1 unit in ELA and 1 unit in math, Secondary: 1 unit per core subject area) per semester. These units are in addition to the units created last year. Please note the expectation is for a unit of study and not just a lesson. Units are comprised of multiple lessons with an overarching theme. CR Unit Examples

This school and last school year each teacher will create a total of 4 units (2 ELA and 2 Math / 4 in content area)



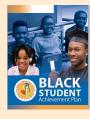




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- Two distinct sessions of individualized support for ELA and Math
- Small group instruction with teacher support







African-American Studies Course

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- Secondary Courses
 - Ethnic Studies for Middle School
 - African-American Studies for High School

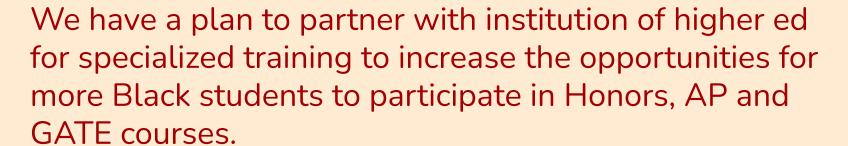






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- Trauma Informed Practices
- Provides Tier 1 and Tier 2 Interventions







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Teachers will be trained in:

- Culturally Responsive Pedagogy
- Anti-Black Racism
- Self Image and Self Esteem







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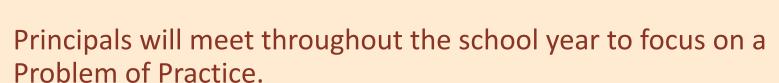






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BSAP Schools Groups 1 and 2

	Group 1	Group 2
Criteria	200+ Black students (1 marker and ELA/Math prof.) 100+ Black students (2 markers and ELA/Math prof.)) HEET Schools	100+ Black students (0-1 markers)
Resources	Teacher Training: CR Units, ISS, Cultivating Genius Staffing: PSW, RJ Teachers, PSA/Counselor, SCA, community Representative Community Partnerships Funding	Teacher Training: CR Units, ISS, Cultivating Genius Staffing: PSA/Counselor, Secondary- SCA, BSAP Designee, Community Representative Community Partnerships Funding

Community Representatives

Community representatives increases parent engagement.

Every Group 1 and 2 school has an opportunity to have a BSAP Community Representative.

Check with your school to meet your Community Representative or to inquire if your school needs one.





BSAP Schools Groups 3 and 4

	Group 3	Group 4
Criteria	50-100 Black students	Fewer than 50 Black students
Resources	Funding BSAP Designee Optional Teacher Training Local District Support	Funding Optional Teacher Training Local District Support





2020-21 Black Students	LAUSD	2021 -22 Black Students	LAUSD
Graduation Rate	80.80%	Graduation Rate	80.80%
English/ELA Proficiency	32.30%	English/ELA Proficiency	31.70%
Mathematics Proficiency	20.30%	Mathematics Proficiency	17.50%
DIBELS Proficiency	51.10%	DIBELS Proficiency	42.10%
A-G Completion (UC)	38.20%	A-G Completion (UC)	39.60%
A-G Completion (CSU)	39.40%	A-G Completion (CSU)	41.40%
Attendance-Chronic Absenteeism	30.70%	Attendance-Chronic Absenteeism	57.62%
2020-21 All Students	LAUSD	2021 -22 All Students	LAUSD
Graduation Rate	80.90%	Graduation Rate	83.10%
English/ELA Proficiency	44.20%	English/ELA Proficiency	41.80%
Mathematics Proficiency	33.50%	Mathematics Proficiency	28.80%
DIBELS Proficiency	57.20%	DIBELS Proficiency	63.10%
A-G Completion (UC)	51.70%	A-G Completion (UC)	45.80%
A-G Completion (CSU)	52.90%	A-G Completion (CSU)	46.90%
Attendance-Chronic Absenteeism	18.20%	Attendance-Chronic Absenteeism	48.30%







Family Academy

LAUSD developed 7 learning modules to help Communities of Schools meet district goals related to parent engagement, parent empowerment, and parent leadership. These modules are organized into four pathways, with common introductory classes and specialized instruction on the topics of:

- African American and Black Families
- Multilingual Learners
- Early Education
- Special Education.



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African American and Black

- Prek to College
- Language Development
- Cultural Literacy: Strengthening Identity and Skill
- Strengthening Numeracy through the Lens of Culture



Supports

As advocates for your students, you should know the various supports on their campus.

Possible BSAP Positions at Schools

Secondary Counselor

Elementary PSA

PSW

Restorative Justice Teacher

SCAs





Scenarios

Kim has been an excellent student but is now experiencing some difficulties in Mathematics. *You have already spoken with the teacher.* Who else can you speak with at school to support her?

Michael loves riding his dirt bike but unfortunately broke his arm and will not be in school for 2 weeks. Who can you speak with at the school to support his attendance?

Alison and Renee have been friends since Kindergarten and are now having difficulties getting along because Alison has new best friend. Before it becomes a larger problem, who can Alison and Renee speak to for support at school?





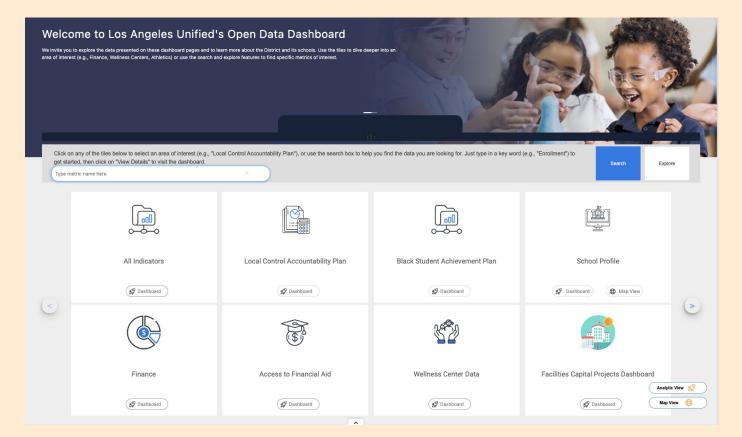


BSAP Website: achieve.lausd.net/bsa

Home | About Us | Students | Families | Educators | Student Success Metrics | Community Partnerships Community Organizations | BSAP Spotlight | School Directory



Open Data Dashboard



Schoology BSAP Parent Group

Join the Group
JM4G-MQVR-J6KDT





On Demand Tutoring K-6/Tk-8

Paper.co/lausd





On Demand Tutoring 6-12

Tutor.com/lausd





Q and A





Contacts

Norma Spencer	Administrator	norma.spencer@lausd.net
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Karima Gillenwater	Interim Lead Director	karima.gillenwaters@lausd.net
Alison O'Quinn	Administrative Coordinator of Instruction	alison.oquinn@lausd.net
Kimberly Wright	Administrative Coordinator of Instruction	kmw0987@lausd.net

Thank You!



