LOS ANGELES UNIFIED
SCHOOL DISTRICT

Black Student Achievement Plan

Board Presentation, February 8, 2022

Agenda

PART 1

Background

PART 2

What We Are Learning

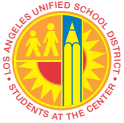PART 3

School Spotlight

PART 4

Where We Are Going

PART 5

Q&A

Background

February 2021 - Board approved Black Student Achievement Plan or targeted resources and supports for 53 schools (group 1)

- Includes approximately 33% of the district's total black student population

- Includes all Humanizing Education for Equitable Transformation (HEET) schools, which were established in 2018-2019

June 2021 - Board approved Black Student Achievement Plan funding for an additional 57 schools (group 2)

- Includes approximately 30% of the district's total black student population

Additionally, all schools serving black students are receiving supplemental one-time resources

Reinvestment in Black Student Achievement

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.

Curriculum & Instruction

Teacher Professional Development

School Curriculum Grants

African-American Studies / Ethnic Studies Auxiliary

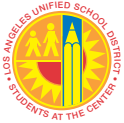**Community Partnership**

Community Schools

School Climate & Wellness

Psychiatric Social Workers

Counselors

School Climate Coaches

Restorative Justice Advisors

Flexible Climate Grants

BSAP Schools

	Group 1	Group 2	Group 3	Group 4
# of Schools	53 (32% of total district black student population)	57 (28% of total district black student population)	83 (18% of total district black student population)	588 (22% of total district black student population)
Criteria	• 200 or more total black student enrollment with 1 or more high need flags and English/math proficiency below district average; or • 100 – 199 total black students with 2 or more high need flags and English/math proficiency below district average; or • HEET schools and City of Angels	• 100 or more total black student enrollment with 0 or 1 high need flags	• 51-99 total black student enrollment	• Less than 50 total black student enrollment
Sample Supports	• Professional development (planning hours and sub time) • CR curriculum grant, audit and unit development • PSWs, Counselors, RJ Teachers, School Climate Advocates • Community Partnerships • African American Studies Auxiliary	• Professional development (planning hours and sub time) • CR curriculum grant, audit and unit development • Counselors • Community Partnerships • African-American Studies Auxiliary	• CR curriculum grant • LD BSAP grant • Site BSAP designee	• LD BSAP grant
Funding	$40.2M (ongoing)	$16.9M (ongoing)	$7.9M (one time)	$1.5M (one time)

High need flags: referral/suspension rate greater than percent of enrollment, greater than 10 percentage points more black students disagreed with school experience survey than district average, higher chronic absenteeism than district average

BSAP & HEET

BSAP AND HEET
PROGRAM INTEGRATION AND ALIGNMENT

HEET

- Established 2019
- Local District West
- Anticipated the Racial Reckoning
- HEET Instructional Advisors
- HEET Equity Coaches
- Systems of Support Advisor
- Parent Education Support Assistants
- Fall and Winter Symposia
- Annual Family and Community Day
- Monthly Teacher PD on HRL
- New Teacher Support + PD
- New Administrator Support
- Enhancement of LD Signature Instructional Strategies

(Center - Overlap)

- Grounded in Racial Equity
- Created to Disrupt Historical Egregious Inequitable Education for Black students
- Adoption of Muhammad's Culturally and Historically Responsive Literacy Framework
- Teacher PD on HRL
- Instructional Coach Support
- Counseling, Psych and Social-Emotional Supports
  - PSW
  - PSA
  - School Psych
- Parent Community Reps
- Community Partnerships

BSAP

- Established 2021
- Office of the Superintendent
- Response to the Racial Reckoning
- Administrative Coordinators, Instruction
- LEAP Administrative PD
- Instructional Coach Support
- Culturally Responsive Curriculum Audits Culturally Responsive Unit Planning
- School Climate and Wellness Supports
  - PSW
  - PSA
  - Restorative Justice
  - School Climate Advocates
- USC-RAND Program Evaluation

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Group 1 Schools

School	Black Student Enrollment	School	Black Student Enrollment
Hamilton SH	714	Manual Arts SH	224
Westchester Health/Sports Med	638	West Athens El	220
Crenshaw Magnet STEMM	525	Manhattan Place El	210
Narbonne SH	514	Markham MS	207
Dorsey SH	504	Annalee Ave El	201
Windsor Hills El Magnet	446	YES Academy	201
Washington Prep SH	381	Bradley Global Awareness Magnet	196
Gardena SH	377	Knox El	193
Hillcrest Dr El	359	Hollywood SH	188
Peary MS	336	42nd St El	181
Venice SH	334	Raymond Ave El	173
Audubon MS	321	Normandie Ave El	168
Purche Ave El	319	Paseo del Rey El Magnet	165
Fairfax SH	304	Dymally SH	164
Mann UCLA Community School	298	Griffith Joyner El	157
54th St El	294	Dana MS	140
74th St El	293	Los Angeles SH	137
Marina Del Rey MS	288	Drew MS	132
Carson SH	280	Muir MS	131
Woodcrest El	279	Crescent Heights Blvd El Magnet	129
Foshay LC	277	Harte Prep MS	124
Gompers MS	276	Brentwood El Sci Magnet	114
107th St El	270	Figueroa St El	113
La Salle Ave El	265	59th St El	101
Fremont SH	256	92nd St El	100
95th St El	251		
Cimarron Ave El	240		
Barrett El	232		

Group 2 Schools

School	Black Student Enrollment
King Drew SH	671
Ambler El	419
University SH	366
Baldwin Hills El	336
Cowan El	312
LACES Mag	310
Wright MS	306
White MS	305
Palms MS	303
Dodson MS	241
Curtiss MS	233
San Pedro SH	214
Broadacres El	211
Revere MS	205
Loyola Village El	180
Fleming MS	176
Taft SH	171
Leapwood El	164
City of Angels	162
Jordan SH	151
Rancho Dominguez Prep	151
93rd St El	147
Carnegie MS	145
Hawkins SH	144
Manchester El	143
Bethune MS	139
McKinley El	135
South Park El	135

School	Black Student Enrollment
Middle College SH	132
Century Park El	131
Burroughs MS	127
Amestoy El	125
Western El	124
75th St El	123
156th St El	120
Obama MS	120
122nd St El	119
Budlong El	119
96th St El	118
Millikan MS	116
Cochran MS	114
186th St El	113
Los Angeles Acad MS	113
Angeles Mesa El	112
Hale MS	112
118th St El	111
Flournoy El	110
Open Charter El	110
GALA King Span	107
Nobel MS	107
Webster MS	106
135th St El	105

School	Black Student Enrollment
Westside Glbl Span	104
112th St El	103
Santee SH	102
99th St El	101
Cleveland SH	100

Timeline

February 2021

Board Approves Black Student Achievement Plan

Spring 2021

Planning & Implementation

Summer 2021

Professional Development

School-based Hiring

Fall 2021

Launched Culturally Responsive Unit Development

Spring 2022

Launch Third-party Evaluation

Summer 2022

Professional Development (School Teams BSAP Team)
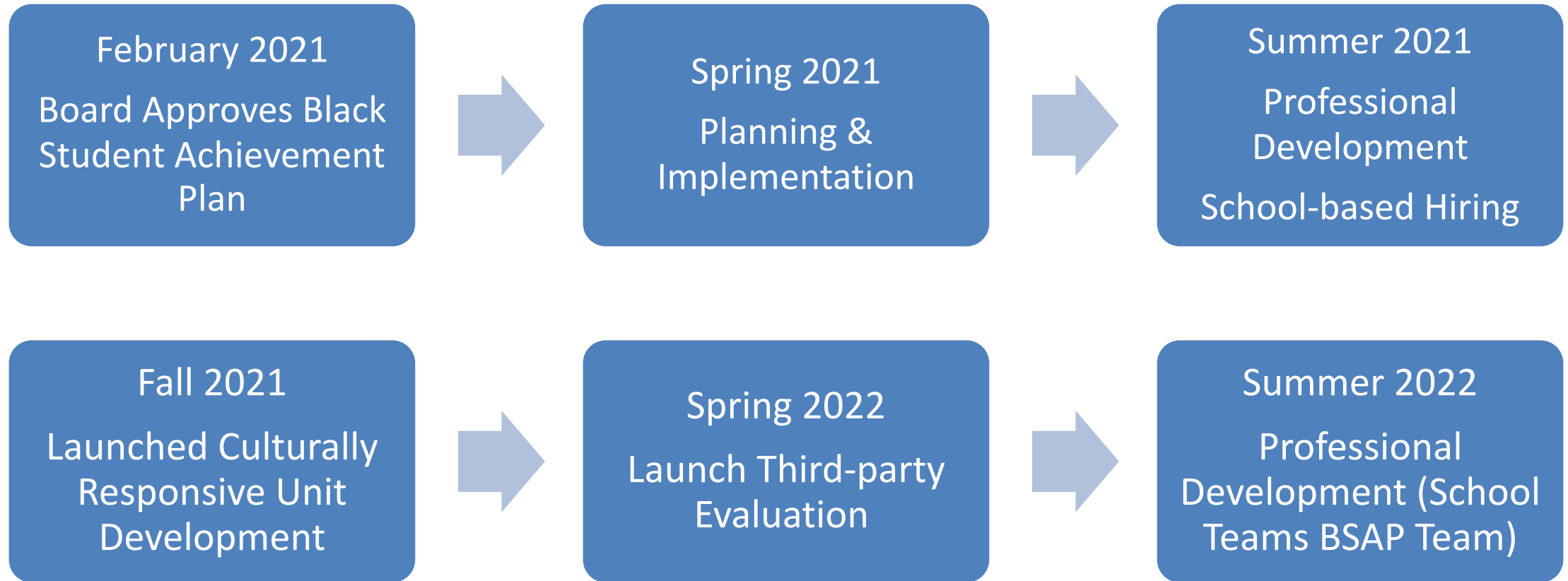
Black Student Achievement Plan

Organization Chart 2021-22

Human Resources

Office of the Superintendent

Division of School Culture, Climate and Safety

Director, BSAP

Administrator, Black Student Achievement

Lead Director

Lead Director

Administrative Coordinators, Instruction (20)

School-Based Supports

Psychiatric Social Workers (63)

Pupil Services & Attendance Counselors (55)

Secondary Counselors (67)

Restorative Justice Teachers (53)

School Climate Advocates (69)

Staffing

POSITION	Group 1				Group 2		
	TOTAL FTE	VACANCIES	FILL RATE		TOTAL FTE	VACANCIES	FILL RATE
Pupil Services & Attendance Counselors (elementary)	27	12	56%		13	13	0%
Psychiatric Social Worker	63	11	83%		N/A		
Restorative Justice Teacher	53	17	68%		N/A		
School Climate Advocates	52	3	94%		27	2	93%
Secondary Counselors	35	2	94%		22	17	23%

Additional HEET Staffing

	TOTAL FTE	HEET VACANCIES	FILL RATE
Restorative Justice Teachers	16	7	56%
Psychiatric Social Workers	16	9	44%
Secondary Counselors	5	2	60%
Special Education Instructional Specialist – Intervention/Prevention Coordinator	4	2	50%
School Nurses	16	8	50%
School Librarians	16	9	44%
Community Schools Coordinators	3	0	100%
Assistant Principals EIS	11	1	91%
Parent Representatives	16	8	50%
College Counselor/Middle School College and Career Coach	5	5	0%
Off-Norm Counselor	3	3	0%
Math Coaches	16	12	25%
Literacy Coaches	6	5	17%
HEET Equity Coaches	16	8	50%

Steering Committee Partners

Including but not limited to:

Students Deserve	Community Coalition	InnerCity Struggle
Labor Community Strategy Center	United Teachers Los Angeles	Service Employees International Union Local 99
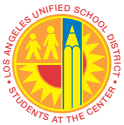
Success Indicators

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
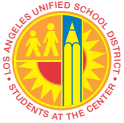- Increase presence of community organizations on campus

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.

Success Indicators

Progress Monitoring Legend

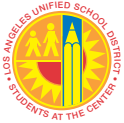| Progress Status	Symbol
On track to meet this annual measurement	🟢
Inconclusive data to determine progress towards this measurement or to be determined	🟡
Not on track to meet this annual measurement	🔴

BSAP Success Indicators

Academic Achievement			
Indicator	**Measure**	**2021-22 (vs 2020-21)**	
		Group 1	**Group 2**
Graduation rate increase	Percent of A-G "D" or Better Graduation On-track (Seniors only)	62% (-4%) 🟡	59% (-20%) 🔴
Attendance and chronic absenteeism rate decrease	Percent of Proficient, Basic, Chronic absentee rates	29% Proficient (-34%) 19% Basic (+9%)v 53% Chronic (+25%) 🔴	33% Proficient (-30%) 19% Basic (+9%) 47% Chronic (+19%) 🔴
Increase enrollment in Advanced Placement and honors courses	Number of students enrolled	1,768 districtwide (baseline data pending) 🟡	
Increase number of students at or above benchmark in literacy skills	Percent of Proficient/Advanced (DIBELS)	BOY 37% (-1%) MOY 47% (+9%) 🟢	BOY 43% (0) MOY 52% (+11%) 🟢
Decrease 1st time referrals for special education services	Number of students enrolled in Special Day Class (SDC) or Resource Specialist Program (RSP)	5,966 (-342) (baseline data pending) 🟡	

BSAP Success Indicators

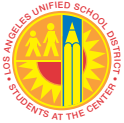| Academic Achievement			
Indicator	**Measure**	**2021-22**	
		Group 1	**Group 2**
Increase number of students on track in A-G requirements	Percent of A-G "C" or Better	Grade 9 49% (+5%) Grade 10 41% (+6%) Grade 11 44% (+13%) Grade 12 50% (+11%) 🟢	Grade 9 46% (-5%) Grade 10 41% (+11%) Grade 11 39% (+10%) Grade 12 50% (+12%) 🟢
Increase proficiency in Math and ELA/English	Multiple assessments used to collect data towards proficiency	Proficiency levels difficult to consistently measure given variety of assessments and a missing standardized approach across the local districts 🟡	

BSAP Success Indicators Group 1

English Proficiency Smarter Balanced

Grade	# of Black students tested	% of all Black students in group 1	# of proficient Black students	% of proficient Black students
3rd	107	19%	9	8%
4th	147	27%	7	5%
5th	185	31%	13	7%
6th	127	25%	11	9%
7th	120	23%	12	10%
8th	157	27%	23	15%
11th	519	49%	112	22%

Mathematics Proficiency Smarter Balanced

Grade	# of Black students tested	% of all Black students in group 1	# of proficient Black students	% of proficient Black students
3rd	220	40%	19	9%
4th	233	43%	6	3%
5th	269	45%	13	5%
6th	217	43%	15	7%
7th	186	36%	8	4%
8th	187	33%	15	8%
11th	672	63%	66	10%

- Interim assessment data as of Feb 2022
- Smarter Balanced interim assessment data offers the strongest correlation between an interim assessment and end of year proficiency.
- Wide range in the percentages of black students taking this assessment. The goal is 100%. However, there are many competing assessments.
- Proficiency rates remain low.

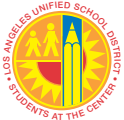# BSAP Success Indicators Group 2

○ English Proficiency Smarter Balanced

Grade	# of Black students tested	% of all Black students in group 2	# of proficient Black students	% of proficient Black students
3rd	239	30%	28	12%
4th	148	19%	17	12%
5th	233	30%	42	18%
6th	322	28%	71	22%
7th	244	21%	40	17%
8th	263	21%	67	26%
11th	382	55%	78	21%

○ Mathematics Proficiency Smarter Balanced

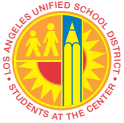| Grade	# of Black students tested	% of all Black students in group 2	# of proficient Black students	% of proficient Black students
3rd	249	31%	8	3%
4th	228	30%	16	7%
5th	256	32%	28	11%
6th	326	29%	48	15%
7th	286	25%	39	14%
8th	329	26%	49	15%
11th	628	91%	54	9%

- Interim assessment data as of Feb 2022
- Smarter Balanced interim assessment data offers the strongest correlation between an interim assessment and end of year proficiency.
- Wide range in the percentages of black students taking this assessment. The goal is 100%. However, there are many competing assessments.
- Proficiency rates remain low.

BSAP Success Indicators

School Experience and Support			
Indicator	**Measure**	**2021-22**	
		Group 1	**Group 2**
Every student has an advocate	Number of BSAP advocates or designees	Every black student has at least one advocate at 100% of schools 🟢	98% of schools have a designee 🟢
Increase access to mental and social-emotional health resources	Ratio of students to social workers and counselors	52 Psychiatric Social Workers 36 Counselors Ratio 1:250 🟢	4 Counselors Ratio 1:250 🟡
Increase favorable school experience survey responses	TBD	Survey results pending	
Access to culturally responsive curriculum and pedagogy	Schools construct culturally responsive units Students surveyed about experience	100% of schools completed CR training and engaged in unit planning 🟢	98% of schools completed CR training and engaged in unit planning 🟢
Decrease discipline rates (arrests, suspensions, referrals)	Number of suspensions and referrals	2019-20 Out-of-school suspension rate: 1.4% Other data TBD 🟢	2019-20 Out-of-school suspension rate: 0.4% Other data TBD 🟢
Elimination of policies and practices that contribute to school to prison pipeline	TBD	Data collection process to be determined	

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BSAP Success Indicators

Engagement			
Indicator	**Measure**	**2021-22**	
		Group 1	**Group 2**
Increase levels of parent and family engagement	TBD (BSAP parent survey in development)	64% of schools report increase	30% of schools report increase
Increase participation in extracurricular activities at school	Percent of students involved in one or more extracurricular activity	68% of schools report increase	28% of schools report increase
Increase presence of community organizations on campus	Number of partnerships dedicated to black student achievement	51% of schools report increase	N/A

Data are self-reported by schools until other measures are determined

Program Evaluation

Darnell Cole, Ph.D.
Shafiqa Ahmadi, J.D.
University of Southern California
Center for Education, Identity, and Social Justice

Alice Huguet, Ph.D.
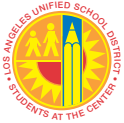RAND Corporation
Education and Labor

Purpose of the evaluation

Overarching goal: Inform education students in LAUSD and beyond

How can your leadership as principal impact implementation of BSAP?

1. Provide **formative feedback** to Black Student Achievement Plan (BSAP) committee members, LAUSD leaders, and stakeholders (e.g., principals)

2. Document **implementation** and estimate **impacts** to inform the broader, national education community
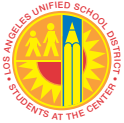
USC University of Southern California

RAND CORPORATION

Local Control Accountability Plan
Goal 3: Black Student Achievement Plan

Metric	Baseline	Desired Outcome for 2023–24
Attendance Rate: Percent of Black Students with Excellent Attendance (96% or Higher)	53% (Year: 2017-18)	62%
Black Student Chronic Absenteeism Rate (District Calculation: 91% or Lower)	Grades K-5: 25% Grades 6-8: 22% Grades 9-12: 31% (Year: 2017-18)	Grades K-5: 19% Grades 6-8: 14% Grades 9-12: 25%
Special Education Referral Rates	27% (Year: 2019-20)	20%
Black Student Suspensions	Single Student Suspension Rate: 1.5% Instructional Days Lost to Suspension: 1,170 days (Year: 2018-19)	Single Student Suspension Rate: 0.9% Instructional Days Lost to Suspension: 699 days
Black Student Early Literacy Proficiency - DIBELS	Kindergarten: 61% Grade 1: 56% Grade 2: 62% (Year: 2018-19)	Kindergarten: 73% Grade 1: 68% Grade 2: 74%

Local Control Accountability Plan
Goal 3: Black Student Achievement Plan

| Metric	Baseline	Desired Outcome for 2023–24
Smarter Balanced Results for Black Students: Proficiency Rate (ELA)	Meets/Exceeds Grade 3: 19% 4: 17% 5: 23% 6: 12% 7: 14% 8: 12% 11: 25% Overall: 18% (Year: 2018-19)	Meets/Exceeds Grade 3: 39% 4: 37% 5: 43% 6: 32% 7: 34% 8: 32% 11: 45% Overall: 38%
Smarter Balanced Results for Black Students: Proficiency Rate (Math)	Meets/Exceeds Grade 3: 15% 4: 13% 5: 11% 6: 7% 7: 3% 8: 5% 11: 7% Overall: 9% (Year: 2018-19)	Meets/Exceeds Grade 3: 35% 4: 33% 5: 31% 6: 27% 7: 23% 8: 25% 11: 27% Overall: 29%

Local Control Accountability Plan
Goal 3: Black Student Achievement Plan

Metric	Baseline	Desired Outcome for 2023–24
Advanced Placement and Honors Course Participation	19% (Year: 2019-20)	25%
AP Pass Rate for Black Students (Percent of Advanced Placement Exams with a 3 or higher)	34% (Year: 2019-20)	64%
A-G On-track Rate -C or better for Black Students	TBD (Year: 2019-20)	TBD
A-G Completion Rate for Black Students	28% (Year: 2019-20)	58%
Black Student Graduation Rate	Four-Year Cohort: 81% Five-Year Cohort: 81% (Year: 2019-20)	Four-Year Cohort: 92% Five-Year Cohort: 92%
Percent of BSAP Survey respondents agreeing that every student has an advocate.		
Percent of BSAP Survey respondents agreeing that students have increased access to mental and social-emotional health resources.		
Percent of BSAP Survey respondents sharing that students have increased favorable school experience survey responses.	Year 2021-22 TBD	Measure TBD
Percent of BSAP Survey respondents agreeing that students have access to culturally responsive curriculum and pedagogy.		
Percent of BSAP Survey respondents agreeing that discipline rates (referrals, suspensions, arrests) have decreased.		

Open Dashboard – 2022-23 Launch

Sample below is for illustrative purposes only – numbers are placeholders
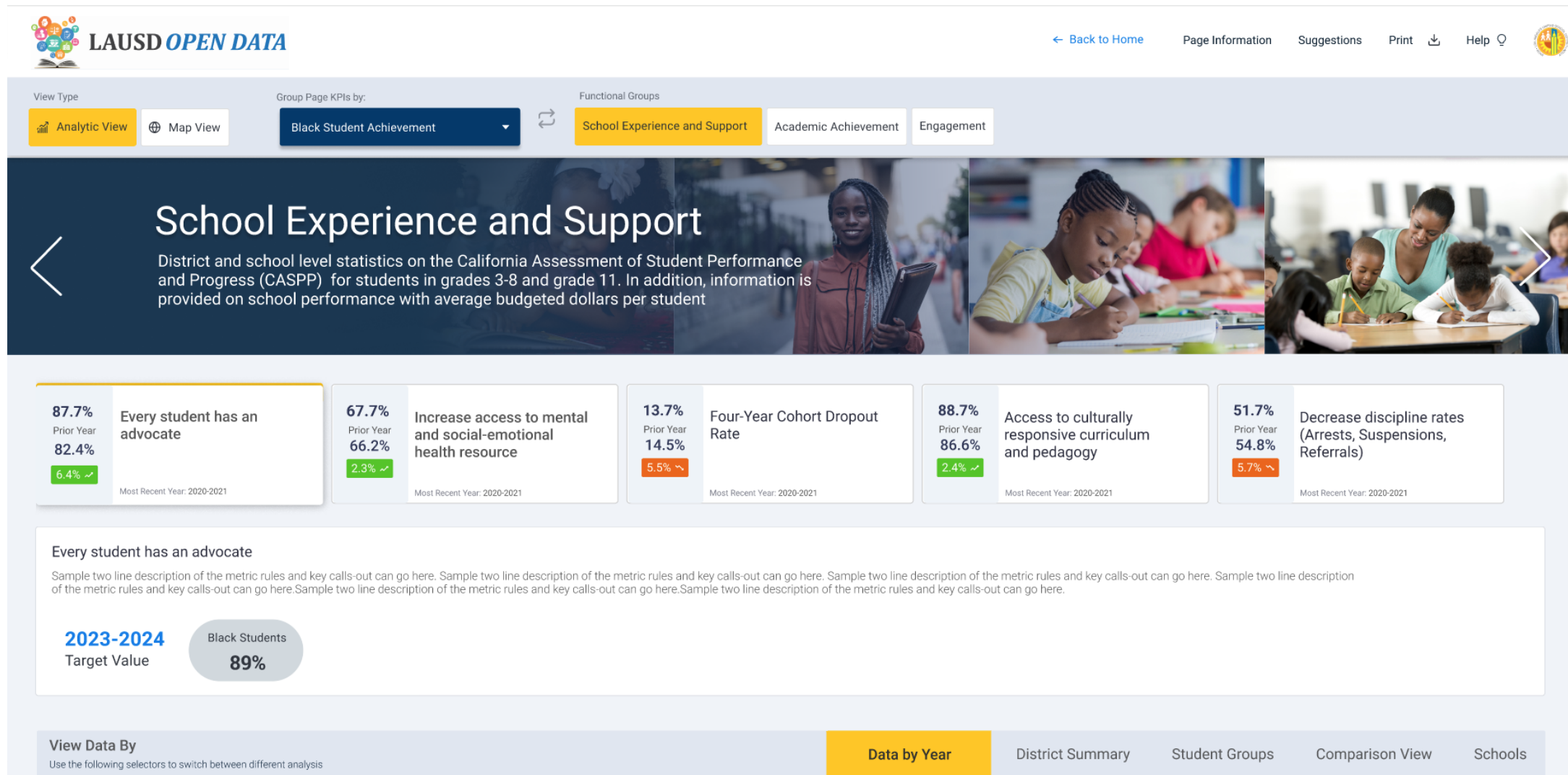
LOS ANGELES UNIFIED
SCHOOL DISTRICT

School Spotlight

54th Street Elementary

Hillcrest Elementary

Venice Senior High

School Spotlight

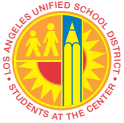Black Student Achievement Plan - LOS ANGELES UNIFIED SCHOOL DISTRICT

Glows

- Campus visits demonstrate evidence of black students feeling felt, seen and heard by BSAP staff

- Culturally responsive units have been designed and implemented in every group 1 and 2 school; work is ongoing

- African American History and Ethnic Studies courses in 80% and 100% of schools, respectively

- 68 new community partnerships (some at multiple schools) providing services aligned to success indicators

- Leadership and Equity Academy for Principals (LEAP) – a partnership between Loyola Marymount University and Local District Leadership

Grows

- Emphasis on BSAP as a district priority at all levels
- Capturing projections for end of year proficiency in literacy and numeracy is challenging due to the number of non-Smarter Balanced interim assessments given. There is wide variation across the local districts.
- Principals at some sites have attempted to repurpose BSAP Team members which directly impacts ability to address the needs of black students
- Administrative Coordinators of Instruction (ACI) at some sites have limited access to school-based professional development agendas and classroom observations
- Staff shortages
- Monitoring and supporting number of black students in City of Angels

Future Actions & Requests

Spring 2022

Develop African American Studies course for University of California approval

Work with Division of Instruction to include BSAP Culturally Responsive professional development in school site professional development Interoffice Correspondence (IOC)

June 2022

End-of-year BSAP board update

2022-23 School Year

Increase emphasis on numeracy and literacy proficiency, including consistent measures

Questions & Answers

LOS ANGELES UNIFIED
SCHOOL DISTRICT