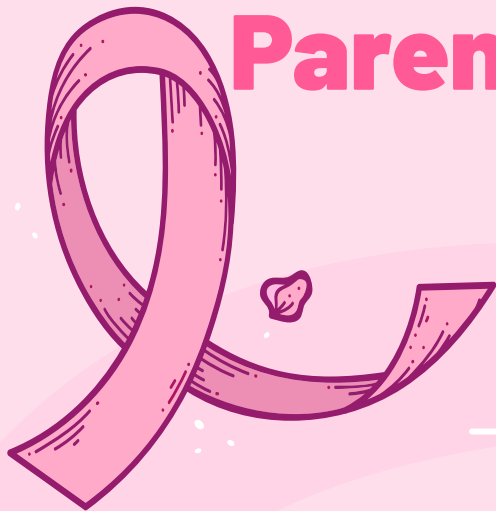




Black Student Achievement **Parent Advisory Committee**

Tuesday, October 18, 2022

Norma Spencer, Administrator
Karima Gillenwaters, Lead Director
Kimberly Wright, ACI



Agenda

1 Introductions

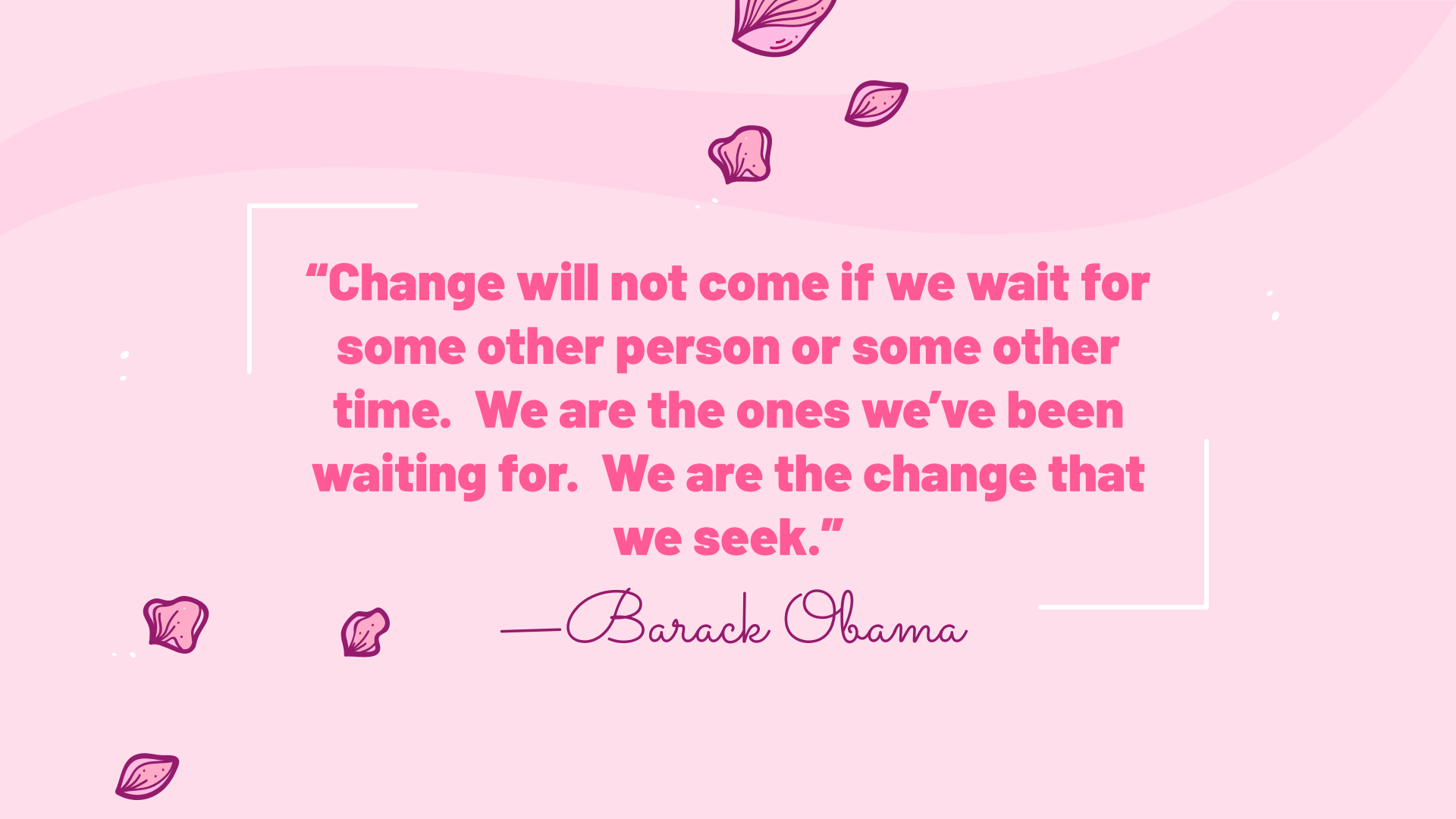
2 Definition of
Success/ Metrics
of Success

3 2021-2022
Data/ 2022 -
2023 Goals

4 Budget

5 Parent
Roles

6 Next
Steps/ Closing



**"Change will not come if we wait for
some other person or some other
time. We are the ones we've been
waiting for. We are the change that
we seek."**

—Barack Obama



Introductions **1**

Parent Advisory Committee Members

Northwest

Craig Holliman
Kadija Reeves

Northeast

Katrina Griffin

West

Ife Hines Chatman
Rhonda O'Neal Medlock
LouKisha Mims-Brackett (Board Member)

Central

Alexandra Evans Thirus
Nicole Dixon

East

Glenda Lugay

South

Everil Nelson
Kendra Madrid

2 BSAP Success Indicators



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.

We Believe



EQUITY

→ ...we must unapologetically call out and close persistent opportunity gaps.

COLLABORATION

→ ...we exist to serve the students and families of Los Angeles Unified in partnership with the many voices who have a vested interest in the success of Los Angeles Unified.

EXCELLENCE

→ ...the communities served by Los Angeles Unified deserve the most exemplary education.



Goals

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.

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-Making

Modernizing
Infrastructure

Sustainable
Budgeting

District
of Choice

Pillar 5: Investing in Staff

Diverse
Workforce

Professional
Learning

Staff
Wellness

High Performance
Standards

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)



2021-2022 Data

3

2022-2023 Implementation

Overview



BSAP DATA~ 2021-2022

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%

Data Portal~ Open Data Dashboard

<https://achieve.lausd.net/opendata>

LOS ANGELES UNIFIED SCHOOL DISTRICT

Data Portal

ODA About Research Support FAQ Announcements Subscribe Feedback [Go to Dashboard](#)

Open Data Dashboard
Analytic view of Los Angeles Unified School District Data.

Open Data Map
Map view of Los Angeles Unified School District Data.

Open Data Catalog
Access Los Angeles Unified School District Data Sets.

LAUSD OPEN DATA

User Manual Help Feedback Subscribe Español

Black Student Achievement Plan
Dashboard

Facilities Capital Projects Dashboard
Analytic View Map View

Elementary Schools' Scorecard

School: _____	Local District: West _____	School Year: 2022-23 _____
---------------	----------------------------	----------------------------

Black Student Success Metrics	EOY Goals 6/15/22	Baseline EOY 2022	10 Week 10/14/22	20 Week 12/16/22	30 Week 3/24/23	EOY Goals 6/15/23	EOY Results 6/15/23
Graduation Rate (SECONDARY ONLY)							
English/ELA Proficiency Grades 3-11 (IABs as Interim Assessments Data)	N/A		N/A	N/A		+40 (2026)	
Mathematics Proficiency Grades 3-11 (IABs as Interim Assessment Data)	N/A			N/A		+50 (3rd-8th) (2026)	
DIBELS Proficiency K-2	N/A			N/A			
A-G Completion (UC & CSU Reqs) (SECONDARY ONLY)							
Attendance – Chronic Absenteeism	N/A						
Advanced Enrollment (SECONDARY ONLY)							
Special Education Referral	N/A	N/A	N/A	N/A	N/A	N/A	
Every student has an advocate (BSSP) Question: Is there an adult at school who you trust and can talk to?	N/A		#	#	% of Yes		
Increase access to mental and social-emotional health resources (BSSP) Question: Do you have staff at school who help students build confidence, manage emotions, resolve conflict, and communicate with others?	N/A		#	#	% of Yes		
Increase favorable school experience survey responses (School Experience Survey)	N/A		#	#	% of Yes		
Access to culturally responsive curriculum and pedagogy (BSSP) Question : How often do you learn about Black people and Black culture in school?	N/A		#	#	% of Everyday, Once Wk/Month, Twice Wk/Month		
Decrease discipline rates (referrals, suspensions, arrests) (BSSP) Question: How often are you recognized for positive behavior at school?	N/A		#	#	% of Yes		
Increase levels of parent and family engagement (Parent Survey)	N/A		#	#	% of Yes		

School: _____	Local District: West _____	School Year: 2022-23 _____
---------------	----------------------------	----------------------------

Black Student Success Metrics	EOY Goals 6/15/22	Baseline EOY 2022	10 Week 10/14/22	20 Week 12/16/22	30 Week 3/24/23	EOY Goals 6/15/23	EOY Results 6/15/23
Increase participation in extracurricular activities at school (BSSP) Question: Do you participate in extracurricular activities at school or outside of school?	N/A		#	#	% of Yes		
Increase community organization presence (Principal Survey)	N/A		#	#	% of Yes		

Assessment for Proficiency

ELA Assessment(s)-

Math Assessment(s)-

Frequency- Both ELA and Math quarterly

Secondary Schools' Scorecard

School: _____	Local District: Local District _____	School Year: Year _____
---------------	--------------------------------------	-------------------------

Black Student Success Metrics	EOY Goals 6/15/22	Baseline EOY 2022	10 Week 10/14/22	20 Week 12/16/22	30 Week 3/24/23	EOY Goals 2023	EOY Results 6/15/23
Graduation Rate (June Data Mark)			N/A	N/A		+30 (2026)	
English/ELA Proficiency Grades 3-11 (IABs as Interim Assessments Data)			N/A			+40 (2026)	
Mathematics Proficiency Grades 3-11 (IABs as Interim Assessment Data)			N/A			+30 (2026)	
DIBELS Proficiency K-2 ELEMENTARY ONLY							
A-G Completion (UC & CSU Reqs) (Data is available in June)						+25% (2026)	
Attendance – Chronic Absenteeism							
Advanced Enrollment		N/A	N/A	N/A	N/A		
Special Education Referral		N/A	N/A	N/A	N/A	N/A	
Every student has an advocate (BSSP) Question: Is there an adult at school who you trust and can talk to?	#		#	#	% of Yes		
Increase access to mental and social-emotional health resources (BSSP) Question: Do you have staff at school who help students build confidence, manage emotions, resolve conflict, and communicate with others?	#		#	#	% of Yes		
Increase favorable school experience survey responses (School Experience Survey)	#		#	#	% of Yes		
Access to culturally responsive curriculum and pedagogy (BSSP) Question : How often do you learn about Black people and Black culture in school?	#		#	#	% of Everyday, Once Wk/Month, Twice Wk/Month		
Decrease discipline rates (referrals, suspensions, arrests) (BSSP) Question: How often are you recognized for positive behavior at school?	#		#	#	% of Yes		

School: _____	Local District: Local District _____	School Year: Year _____
---------------	--------------------------------------	-------------------------

Increase levels of parent and family engagement (Parent Survey)	#		#	#	% of Yes		
Increase participation in extracurricular activities at school (BSSP) Question: Do you participate in extracurricular activities at school or outside of school?	#		#	#	% of Yes		
Increase community organization presence (Principal Survey)	#		#	#	% of Yes		

Assessment for Proficiency
ELA Assessment(s)-
Math Assessment(s)-
Frequency- Both ELA and Math quarterly

2022-2023 Implementation Overview



Black Student Achievement Plan

2022-2023 Implementation Overview

Group 1 and Group 2 Schools

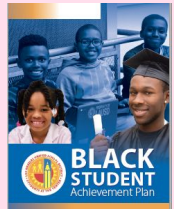


	Culturally Responsive Units of Instruction – 1 Additional Unit / Semester <p>Create at least one additional culturally responsive unit of instruction (Elementary: 1 unit in ELA and 1 unit in math; Secondary: 1 unit per core subject area) per semester. These units are in addition to the units created 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</p>	
	Individual Student Support Block – ELA/English and Mathematics <p>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 DXL during this block of time.</p>	
	African-American Studies Course <p>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.</p>	
	Honors and Advanced Course Placement <p>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.</p>	
	Social Emotional Learning and Mental Health Support – HEART Initiative <p>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.</p>	
	Banked Tuesday Memo <p>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</p>	
	Community Partnership Funding <p>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 partnership proposals to the BSAP Lead Director/Personnel, Michelle Bryant (mwill20@laed.net). Applications for safe passages and peace building initiatives should be sent to Director, Deborah Brandy (deborah.brandy@laed.net).</p>	
	Leadership and Equity Academy for Principals (LEAP) <p>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.</p>	

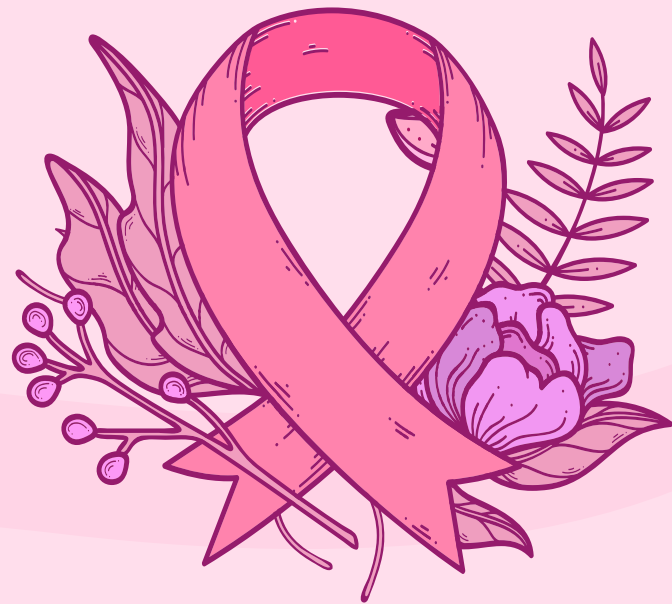
Community Partnership Funding

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 partnership 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).

Funding for community partnerships that support the plan:
School Site, Community of Schools, and Local Districts.



4 Budget



Allocation

Site Team PD (RJ Teachers, Counselors, PSAs, PSWs, SCAs)

-General supplies allocation for BSAP team

Black Student Union Grant - Group 1 – 3 Secondary Schools

Spotify Math Education Units – Group 1 and Group 2 Schools

-Intersection of music and math to increase student motivation aligned to major math clusters

-Teacher PD

-Spotify technology grant for the math units

HBCU Experience— Atlanta University Center (Morehouse, Clarke, and Spelman) Junior and Senior Student Tour – Group 1 and Group 2 schools

Internship and Externships Secondary Students – Group 1 and Group 2

Juniors and seniors

Elementary Teacher Math Planning Period – Groups 1 – 3 Schools

-Differentiation planning time, develop small group structures

-Individual student support data analysis and weekly plan development

-Promethean board

Community Representative: Job Description

Assists in the identification and resolution of school-community problems specific to African American/Black students.

Participates in or leads discussions or workshops on supporting African American/Black parents.

Assists African American/Black parents with communication to teachers and other school personnel. Interprets to individuals or groups the community attitudes, needs, and desires as they relate to the local educational process.

Incorporates the African American/Black community attitudes and ideas into suggestions and proposals regarding the most effective utilization of facilities, methods, and materials to meet local educational needs.

Collaborates with other school personnel (i.e. Administration, Teachers, BSAP Counselors, BSAP PSA, BSAP PSW, School Climate Advocate, BSAP RJ Advisors, etc.) to coordinate services for African American/Black parents and provide additional resources aligned to the BSAP Initiative.

Participates with committees as members or advisers in matters concerning school programs and the African American/Black community.

Participates in meetings and individual discussions with African American/Black pupils, parents, community, and ethnic organizations regarding District policies and school programs.

Maintains the learning and instructional environment of the Parent/Family Center. Attends professional development and training offered by the Local District Parent and Community Engagement (PACE) Team. Attends professional development and training offered by BSAP, and the African American/Black Parent Advisor meetings.

Writes or speaks on school-community relations matters.



PILLAR 3

Engagement and Collaboration

Authentic Engagement to Leverage the Power of Our Families, Communities, and Educational Partners

Providing an exceptional learning experience for our students during the pandemic brought our priorities and opportunities for growth into sharper focus and highlighted one of our greatest assets: the strength of the Los Angeles Unified community. Our families and communities are critical partners in preparing students to be **ready for the world** and in building a world that is ready for our students. We recognize the incredible knowledge, traditions, and resources these partners contribute, and we commit to strengthening these connections so that we may jointly create more opportunities for our youth. We must model for our students what collaboration and respect for others looks like by creating transparent and empowered systems of engagement to ensure that everyone has an opportunity to contribute.

Priorities

- 3A Strong Relationships:** Strengthen relationships between families, students, and their schools to improve student success
- 3B Accessible Information:** Provide clear, consistent, and accessible information to the community
- 3C Leading for Impact:** Lead and leverage our role as an impactful, key member of local, state, national, and global communities
- 3D Honoring Perspectives:** Honor and act upon the perspectives of students and everyone we serve

Strong Relationships

PILLAR 3 Engagement and Collaboration

OUR PRIORITY

Strengthen relationships between families, students, and their schools to improve student success

WHY THIS MATTERS

Positive family-school partnerships cultivate students' social and emotional well-being, create a sense of belonging in the school community, and build families' capacity to engage in and support student learning

STRATEGIES

- Support all school sites in developing a cohort of school volunteers and parent leaders
- Develop resources and activities to promote regular school community events that engage family and staff
- Link every student to a parent or guardian on the Los Angeles Unified App and Parent Portal
- Expand community schools to identify and build on community assets and relationships
- Establish a Family Academy to equip families with the skills, information, and networking opportunities to support students' academic and social-emotional success
- Provide opportunities for robust stakeholder engagement in the school budget development process
- Offer professional development opportunities for educators to build capacity on strengthening relationships with families



Strong Relationships

PILLAR 3 Engagement and Collaboration

MEASURES OF SUCCESS

By 2026, we will:

- ✓ Increase the percentage of parents reporting on the School Experience Survey they feel welcome to participate at their school to 94% (from 86.3% in 2021-22)
- ✓ Increase the percentage of students and parents or guardians linked on Parent Portal by 4% annually (from 81% in 2021-22)
- ✓ Graduate at least 1,000 participants from Equity Course Pathways annually
- ✓ Average at least 300 participants on Family Academy course catalog webinars
- ✓ Host Annual School Goals and Budget Consultation processes at 100% of schools
- ✓ Increase the percentage of volunteer applications that are processed within 30 days by 10% annually
- ✓ Increase the percentage of families responding favorably on the School Experience Survey around overall customer service by 2% annually
- ✓ Increase the number of school sites with employees completing the Family Empowerment micro-credential
- ✓ Increase the number of community school initiative programs available in the District

RESOURCES

- [Parent and Family Engagement professional development modules and tools](#) (for school personnel)
- [Parent Portal](#)
- [Los Angeles Unified Mobile App](#)
- [Parent and Community Services Branch](#)
- [Birth to Eight Roadmap](#)
- [Community Schools Initiative](#)



Honoring Perspectives

PILLAR 3 Engagement and Collaboration

OUR PRIORITY

Honor and act upon the perspectives of students and everyone we serve

WHY THIS MATTERS

Listening to, elevating, and acting upon the voices of our students and community members promotes deeper engagement and improves our ability to serve responsibly

STRATEGIES

- Establish advisory councils with students, families, staff, and other key partners to inform action plans at the school and District levels
- Regularly survey students and other stakeholders to capture multiple perspectives on their educational experience and establish ways we can collectively support our students
- Collaborate with community partners and students to create meaningful leadership opportunities and internships to advance student leadership development and enrichment experiences
- Ensure multiple methods of participation for accessing community events and opportunities to provide feedback

MEASURES OF SUCCESS

By 2026, we will:

- ✓ Increase the percentage of parents completing the annual School Experience Survey to 60% (from 52% in 2021-22)
- ✓ Increase the percentage of students responding favorably on the School Experience Survey around overall opportunities for participation and leadership by 2% annually
- ✓ Increase the number of participants in Thought Exchanges and other feedback/input surveys
- ✓ Increase the number of Local Control Accountability Plan (LCAP) educational partner engagement opportunities

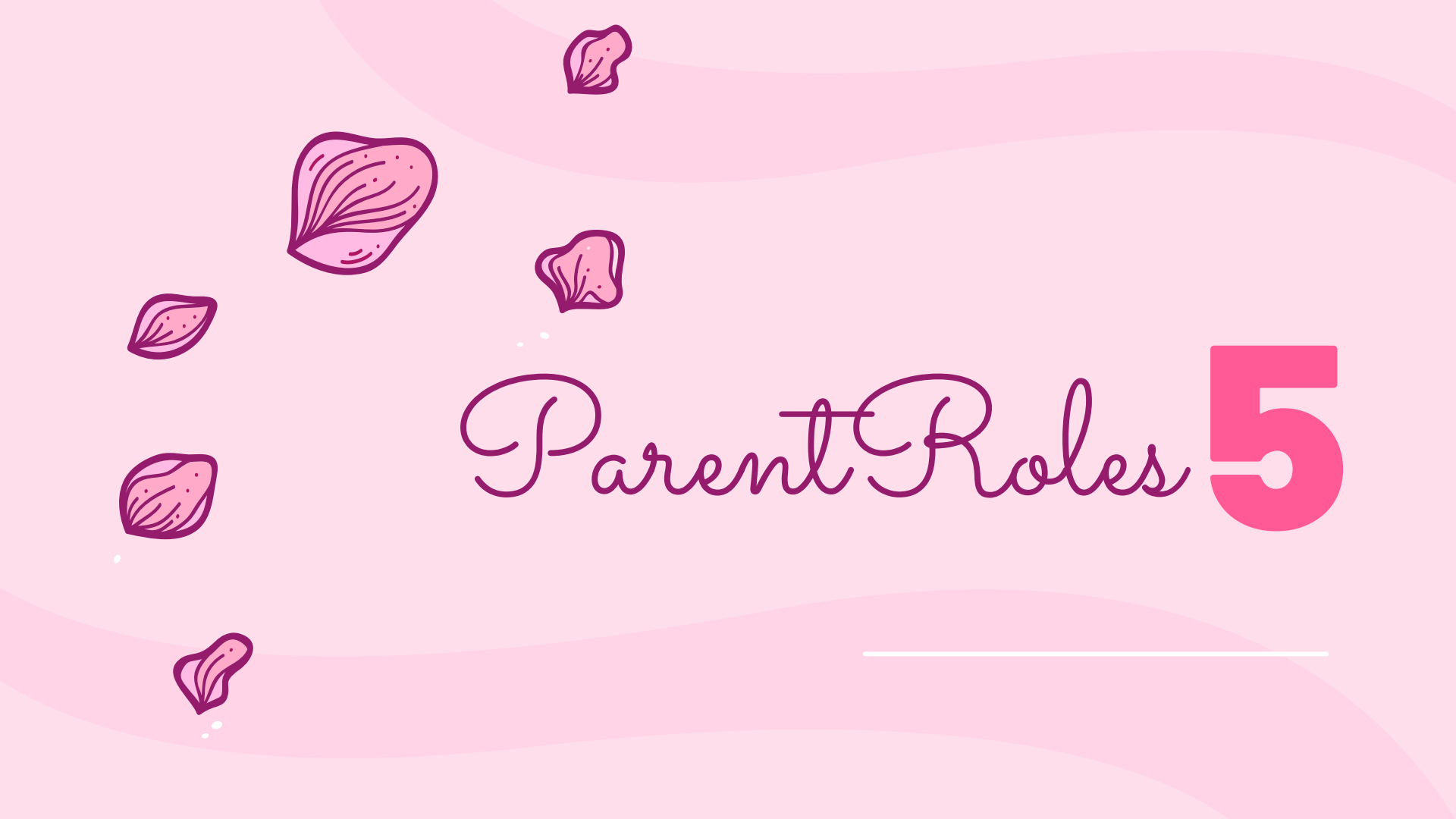
RESOURCES

- [School Experience Survey](#)
- [LCAP Resources: Students and Families | External Partners](#)
- [Advisory Committees](#)



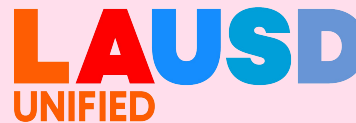
Parent Engagement

- Parent and Student Weekend Workshops
- Local District Family and Community Fairs
- Parent Culturally Responsive Book Clubs
- Literacy and Numeracy Workshops for Parents



Parent Roles **5**

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.

"My" Role

How would you use your opportunity to share what you learn from the Office of the Superintendent's PAC meeting with your local district?

6

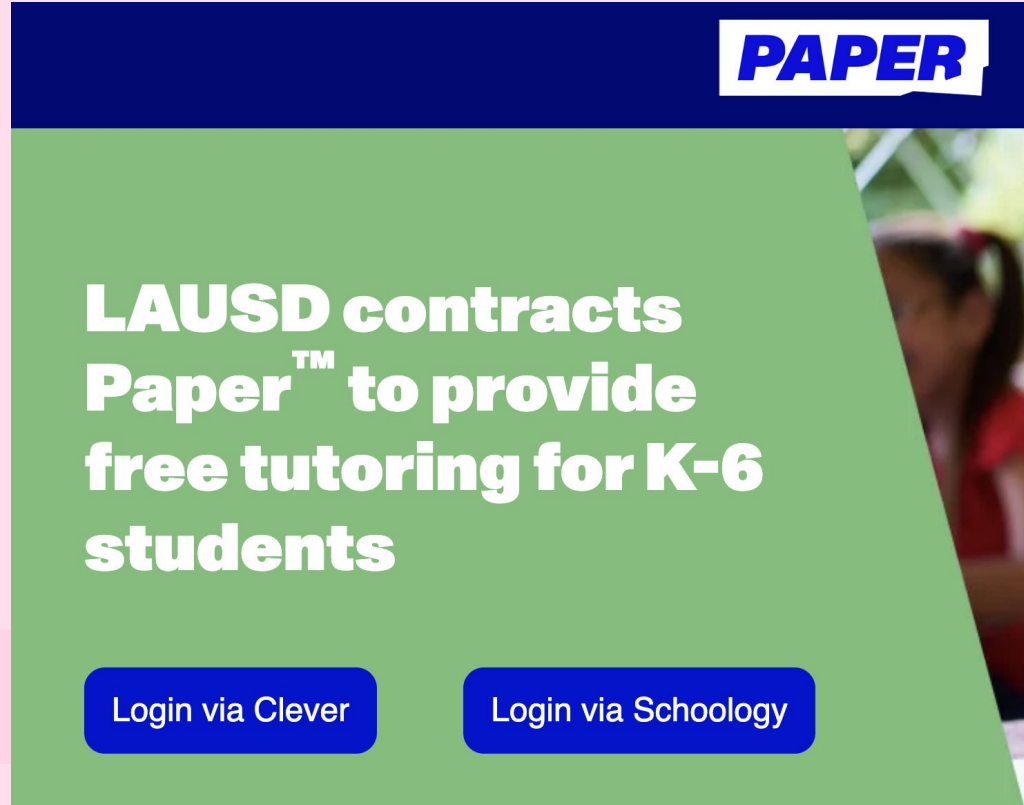
Next Steps/
Resources/Closing

Next Steps

1. What 2 questions will you take back to your local district?
2. What 2 “look fors” you will purposefully observe for in your schools?

On Demand Tutoring K-6/Tk-8

[Paper.co/lausd](https://paper.co/lausd)



The image is a promotional graphic for LAUSD's partnership with Paper. It features a dark blue header with the 'PAPER' logo in white. The main body is green with white text stating 'LAUSD contracts Paper™ to provide free tutoring for K-6 students'. At the bottom, there are two blue buttons for 'Login via Clever' and 'Login via Schoology'. A blurred photo of a student is visible on the right side of the green area.

PAPER

**LAUSD contracts
Paper™ to provide
free tutoring for K-6
students**

Login via Clever

Login via Schoology

On Demand Tutoring 6-12


[Tutor.com/lausd](https://www.tutor.com/lausd)

FOR SECONDARY STUDENTS

FREE ON DEMAND


1-TO-1 HOMEWORK HELP/TUTORING

To support students and families, LAUSD is providing on demand homework help with a personal virtual tutor. This support is available to all LAUSD students at no cost to families in multiple languages. We have contracted with tutor.com ensure 24/7 instant support for all students and families.




- 1 SECURE ACCESS THROUGH SCHOOLLOGY
- 2 24/7 INSTANT ACCESS
- 3 TUTORS SUPPORT MULTIPLE LANGUAGES
- 4 PROVIDES HOMEWORK SUPPORT, FEEDBACK ON WRITING, STUDYING SUPPORT
- 5 LIVE CHAT AND INTERACTIVE WHITE BOARD SUPPORT

FOR MORE INFORMATION PLEASE VISIT
<https://www.tutor.com/lausd>



LAUSD tutor.com

BSAP Website: achieve.lausd.net/bsa




Home > Superintendent > Black Student Achievement Plan > Home

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[Community Organizations](#) | [BSAP Spotlight](#) | [School Directory](#)

Welcome to the Black Student Achievement Plan homepage! 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.

Black Student Achievement Plan



Schoology

BSAP Parent Group

Join the Group
JM4G-MQVR-J6KDT



Meeting Dates:

Tuesday, October 18, 2022 @ 6pm

Tuesday, November 15, 2022 @ 6pm



Tuesday, January 17, 2023 @ 6pm

Tuesday, February 7, 2023 @ 6pm

Tuesday, March 14, 2023 @ 6pm

Tuesday, April 11, 2023 @ 6pm

Tuesday, May 16, 2023 @ 6pm

Questions

&

Answers

A decorative pink wavy shape at the bottom of the page, consisting of several overlapping curved bands of varying shades of pink.

Thank You!

Norma Spencer, Administrator

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Karima Gillenwaters

karima.gillenwaters@lausd.net

Kimberly Wright, ACI

kmw0987@lausd.net

213-574-0284

achieve.lausd.net/bsa