

Subcommittee Findings:

- The subcommittee findings are collected from PAC training seminars, African American Subcommittee meetings, as well as BSAP presentations provided throughout the 22-23 school year.

1. Much of the current BSAP funding is geared toward secondary education
2. BSAP Data metrics begin at 3rd grade
3. Black student interest in college drops from 3rd grade to 7th grade
4. Transportation gaps for after-school
5. There is a greater opportunity with increasing Black parent engagement from school site leadership
6. Opportunity to increase Black parent volunteerism
7. Black family perception of the public school system is a possible barrier
8. Low leadership effort in communicating district and BSAP resources
9. BSAP link not communicated on school site websites throughout LAUSD
10. Group 3 and 4 BSAP schools do not currently have community partnership requirements/expectations
11. Group 3 and 4 BSAP schools do not currently have a requirement to promote and implement culturally responsive evidence-based practices
12. Group 3 and 4 BSAP schools do not have a mandatory information meeting led by school site leadership at the start of the school year
13. School site diversity and cultural representation are missing in schools not classified as Groups 1 and 2
14. Opportunity for region coherence with the LAUSD BSAP goals
15. Professional development is limited to educators and not all staff with direct access to children
16. Mixed-race students who identify as Black are not being recognized in the data for funding allocation
17. Black students continue to experience racism and anti-Black hate at school sites and school site leadership is ignoring parent pleas for safety measures for Black students
18. There is no updated information on the success of recruitment efforts in hiring Black educators and staff
19. Black student leadership groups are not available at the regional levels

Subcommittee Conclusions:

- Based on the finding, the following conclusions have been identified. Supporting facts along with the information provided by the LCAP support each conclusion.

1. It can be concluded that BSAP's reach to benefit every Black student across all of LAUSD is needed. Families in group 3 and group 4 do not have the opportunity to feel the benefits of BSAP. Students at school that do not qualify for any of the BSAP groups face isolation and lack access to information.
2. It can be concluded that children as young as 5 are already having negative experiences that are affecting their social-emotional management and academic success. There is a gap in resources for growing district or community partnerships for children under 7 within the LAUSD system (including TK, Pre-K, EEC, or PAL). Studies have shown that educators view Black students having emotions as negative, and being disruptive, and Black students often experience disciplinary action when expressing themselves in the same way as non-Black students.
3. Data has provided that there is a drop in interest in undergraduate education while a Black student is in Middle school. In order to support the goals for high school graduation, interventions for middle school-aged students must be provided.
4. Transportation needs following afterschool care have not been examined as a need.
5. School leadership is the key to increased parent engagement and involvement. It can be concluded that school leadership is also the largest barrier to parent engagement and involvement.
6. It can be concluded consistent recruitment of parent volunteerism is needed at all school sites across LAUSD. It can also be concluded that parents do not know all of the various ways they can participate in volunteering.
7. It can be concluded that Black families have a psychologically unsafe perception of the public school system. The district's efforts to transform parent perceptions are undone by parent experience at the school site level.
8. It can be concluded there is no consistency among LAUSD school sites in the dissemination of information to families (new resources, grant opportunities, or meetings).
9. It can be concluded that direct access to BSAP and its information is not required on school site websites.
10. It can be concluded that Groups 3 and 4 do not have any measurable deliverables to ensure commitment to BSAP and the district strategic plan.
11. As stated in conclusion #10, Groups 3 and 4 do not have any measurable deliverables to ensure commitment to the BSAP and the district strategic plan.
12. As stated in conclusion #10, Groups 3 and 4 do not have any measurable deliverables to ensure commitment to the BSAP and the district strategic plan.
13. It can be concluded that principals neglect hiring staff that is reflective of their student demographic.
14. It can be concluded that there is an opportunity for regional offices to have a stronger presence and accessibility for every school they reside under. Regional BSAP leadership does not have knowledge of many school site climates.
15. It can be concluded that professional development around BSAP is not required of ALL school teachers and staff. It is also concluded that school social workers are not trained in servicing Black families and students. Racial bias is well documented in mental healthcare and there is an opportunity to protect students from the lack of cultural fluency.
16. It can be concluded that data for BSAP funding is flawed, due to many LAUSD schools that are supporting students of mixed race that identify as Black not being counted in the data.
17. It can be concluded that racism and anti-Black harassment is occurring at school sites. It can also be concluded that acts of racist terrorism continue to be ignored and downplayed. It can

be concluded that parent engagement is affected and student performance is affected when a student is experiencing acts of racism and anti-Black violence.

18. It can be concluded that there continues to be an opportunity to find more Black educators and staff.
19. It is concluded that there is a perception that no BSAP student advisory groups exist at the regional level.

Subcommittee Recommendations:

- **These recommendations are based on the subcommittee's findings and conclusions. Recommendations as to considerations and/or next steps aim to address identified gaps and opportunities, as well as provide an opportunity to continue the conversation with the subcommittee for the next school year.**

1. It is recommended that a BSAP parent center be made available in regional offices (specifically with Groups 3 and 4). These centralized offices will be open during regular business hours once or twice a week, where parents can come to get information, have questions or concerns answered, and have an engagement touch point.
2. It is recommended that unconscious bias training be required for educators in grades TK-2. It is also recommended that school site councilors and social workers be trained in cultural fluency in order to effectively support the classroom as a whole. It is recommended that all LAUSD staff be trained in psychological safety and creating an effective learning environment.
3. It is recommended that LAUSD provide a mentorship program aimed at middle school-aged students. To pilot the mentorship program, each region would identify 10 schools, and those schools will have support (from community partnerships, identified and secured at each region level).
4. It is recommended that the transportation department present to the PAC, to give further education and learning, and possibly receive recommendations on how to effectively support families in need.
5. It is recommended that parent engagement efforts be tracked on the principal portal. It is recommended that principals be required to post weekly any new information on resources to their desired mode of communication. It is also recommended that all LAUSD school websites be required to list links to the district website, ELAC, ESL, BSAP, and other resource links that directly affect their unique student demographic and it is also recommended that CoSAs monitor school websites for quality and updating of information.
6. It is recommended that parent reps or those who work in the parent center be responsible for supporting volunteer recruitment efforts with the school site and that parent reps have deliverables showing recruitment efforts.

7. It is recommended that communication from the teacher increase with a weekly email blast to parents sharing the curriculum or any relevant academic information or in-class event. The emails can be scripted for teacher convenience. It is also recommended that the principal access the demographics of the community that is being served and provide community partnerships and events that reflect the interests of the community.
8. It is recommended that there be consistency in website hosting (at minimum, consistency on the regional level).
9. It is recommended that all LAUSD school websites be required to dedicate a section of their website to sharing LAUSD links to the central office as well as essential district programs and plans (ie. BSAP, ELAC).
10. It is recommended that CoSAs work with the principal at each school site to formulate action plans and goals that are focused on Black student empowerment.
11. It is recommended that commitment to Black student achievement not be limited to BSAP-designated school sites. It is recommended that CoSA's throughout LAUSD, require principals (which will require documentation to be uploaded onto the principal portal) to show the execution of an empowerment program at least once a year (hopefully not just for Black Heritage Month).
12. It is recommended that BSAP schools group 3 and 4 have a school site BSAP meeting.
13. It is recommended that CoSA's initiate crucial conversations with principals that have not hired staff or teachers reflective of the student demographic.
14. It is recognized that BSAP does continue to evolve and grow. If time and resources permit, it is recommended that regional BSAP offices have the opportunity to visit as many schools in their jurisdiction throughout the year. It is recommended to allow for at least 2 calendar schools to make contact with each school in the region.
15. It is recommended that cultural fluency be a required training for all LAUSD employees. It should also be required certification and/or training for any social workers or counselors.
16. It is recommended that LAUSD upgrade its student classification system. An email alert can be sent through the parent portal and it will request an action to be completed, and the parent will be sent to a page where they can update the student's race **and** ethnicity. It is recommended that families be able to select multi-racial or mixed-race and has a drop-down to clarify if they would like to identify as Black.
17. It is recommended that LAUSD create a Bulletin and Policy around hate crimes. It is recommended to **NO LONGER** associate racially motivated hate crimes with harassment and bullying. It is recommended that response expectations be clearly stated and that hate crime resources (hotlines) be required and to be posted at school sites and school websites. School principals or site administrators' responsibilities must be clearly communicated to families.
18. It is recommended that LAUSD continue to provide transparency and share progress in the recruiting efforts to hire more Black teachers and staff.
19. It is recommended that each BSAP regional office have a student advisory group.

Other items / Otros asuntos:

1. The subcommittee has found that currently participating Black parents are experiencing racial battle fatigue. Many of the efforts of LAUSD (with BSAP, SSC, LCAP, PAC, ELAC, and others) are being undermined by members in school site leadership positions. It can be concluded that the school site's unwillingness to embrace transformation, operating from a closed mindset and unexamined racial biases, will sabotage Pillar 3 of the strategic plan. It is recommended that CoSAs commit to challenging the racial competencies of all principals. CoSAs must engage principals in crucial conversations and coach them on the importance of a psychologically safe school environment.

It is recommended that there be documentation placed in the files of principals who received complaints about racial bias, racism, and patterns of microaggressions. It is recommended that in recruiting and training new principals, special attention must be made to their DEI history and/or participation. It is recommended that aspiring principals have a plan for an equitable school site, that is to be shared with their leadership.

Below is a link to an article on racial battle fatigue:

https://teach.ucmerced.edu/sites/crte.ucmerced.edu/files/page/documents/racial_battle_fatigue_-_handout.pdf

The subcommittee also encourages LAUSD to be cognizant that this battle fatigue is also affecting their Black LAUSD staff and leaders.