

100-Day Plan REPORT



ACT

Black Student Achievement Plan

June 15, 2022

I. EXECUTIVE SUMMARY

The Board of Education approved the Black Student Achievement Plan (BSAP) in February 2021, and funds have been earmarked to address the longstanding disparities in educational outcomes between Black students and their non-Black peers. In the landmark 1950s case, *Brown v. Board of Education of Topeka*, the U.S. Supreme Court declared that segregated schools were unconstitutional. To this day, Black students and their communities continue to fall below the District and national averages of their non-Black counterparts.

The BSAP addresses the need for culturally responsive curriculum and instruction as the classroom norm, fosters partnerships with community-based organizations with proven track records of success within the Black community and provides increased staffing support to address the academic and social-emotional needs of Black students.

During 2021-22, the first year of implementation, there has been an increase in community-based partnerships providing mentoring, parent education and academic enrichment. There has also been an increase in school staffing to support mental health, restorative justice practices and school climate.

Teachers are creating units of instruction that are culturally responsive to the needs of Black students aligned with Dr. Gholdy Muhammad's five pursuits – Cultivating Genius.

However, Superintendent Carvalho's 100-Day Plan will address existing areas of challenge. Black students are still not demonstrating an increase in English and mathematics proficiency. There is a need to increase access to Honors and Advanced Placement courses for Black students. Black students also need additional social-emotional learning (SEL) and mental health support.

II. INPUTS

What Our Stakeholders Are Telling Us

- Communities of schools list their top needed strategy as additional interventions for Black students.
- There is a need to standardize the assessment tool aligned with the English and math proficiency metric.
- Schools must make time during the school day to provide academic support for each Black student.
- The curriculum must be culturally relevant to students, especially Black and Brown students.
- Help more Black and Brown students realize that there is a path to community college and universities
- There is a need to increase social-emotional and mental health support for Black students.

Key Data Findings and Insights¹

Black Student Success Metric	LAUSD	LDC	LDE	LDNE	LDNW	LDS	LDW
English/ELA Proficiency	32.3%	25.8%	26.4%	42.4%	46.7%	30.2%	31.7%
Mathematics Proficiency	20.3%	16%	13.8%	27.7%	31.1%	20.4%	18.6%

(Smarter Balanced Assessment Data, 2018-19 - grades 3-8 and 11 comprehensive, July 2021 pull)

¹Visit opendata.lausd.net to view District and school-level data related to the Black Student Achievement Plan.

III. OUTPUTS

Key Opportunities and/or Recommendations

- In August 2022, schools will implement individual student support structures to address areas of challenge and reinforce areas of strength within the school day in English and mathematics. A designated block of time each week will be established.
- [22 of 49 BSAP secondary schools](#) offer at least five advanced course offerings in each core subject area. To increase access to and success in advanced courses, schools will a) increase the range of courses, b) monitor enrollment and proficiency and c) increase student readiness to be successful in advanced courses. Implementation will be monitored monthly to determine progress towards the goal.
- Schools are defining interim level proficiency using a variety of tools.
- Recommendation is to standardize the progress monitoring tool considering correlation to the end of year Smarter Balanced Assessment Consortium (SBAC) state standards-aligned assessments
- Conduct regular instructional feedback for BSAP teachers specifically aligned to grade-level standards and rigorous lessons
- School staff cohorts will participate in [social emotional pedagogy training](#) starting in the fall 2022 semester.

Actions Taken to Date

- Schools have created individual student support plans for 2022-23 implementation. Student areas of challenge in mathematics and English will be addressed for all students in a designated block of time during the school day.
- Schools have created honors and advanced course development plans for 2022-23 implementation. Schools will increase the range of course offerings based on student interests, advise students on all course options and support student readiness for advanced courses through critical and creative skill development in honors courses and prerequisite non-honors courses.
- Developed a [plan to increase social-emotional learning and mental health supports](#) in conjunction with Student Health & Human Services and outside expert partner organization.