



March 25, 2026

Via Electronic Mail

U.S. Department of Education
Office for Civil Rights
Lyndon Baines Johnson Department of Education Building
400 Maryland Avenue S.W.
Washington, DC 20202
OCR@ed.gov

Re: Reinvestigation of OCR Case Number 09-23-1642

To Whom It May Concern:

Defending Education is a national grassroots organization dedicated to securing a high-quality, value-neutral education for every American student. I write to request that OCR reopen the civil rights complaint that DE filed against Los Angeles Unified School District on July 11, 2023. The complaint alleged that “the District is discriminating on the basis of race by offering race-based programming for Black students that is not open to students of other races through its ‘Black Student Achievement Plan’ (BSAP).” Ex. A at 1. The Office of Civil Rights dismissed DE’s claim under subsection 110(d) of the OCR Case Processing Manual on July 11, 2024, because the District represented to OCR that it had “revised” the program to eliminate its racially discriminatory components. Ex. A at 2. Thus, OCR concluded that “there [was] no evidence of a current violation.” Ex. A at 2.

Yet DE recently discovered video evidence of a LAUSD Board of Education member and the LAUSD Superintendent stating that, in fact, “nothing has changed” in the District’s BSAP programming. Ex. B at 1-2. These statements were made in October 2024, three months after OCR dismissed DE’s complaint. In light of this evidence, reopening DE’s complaint is warranted. An investigation is necessary to determine the scope of LAUSD’s ongoing racial discrimination and the extent to which it purposefully misled OCR about BSAP’s continued operations.

BACKGROUND

LAUSD launched its Black Student Achievement Plan in 2021 “to address the longstanding disparities in educational outcomes between Black students and their non-Black peers.” Ex. C at 1, 42. The District noted that the program was meant to address “[t]he perennial trend of Black student underperformance” and to achieve “racial equity.” Ex. C at 1. Under BSAP, “[r]esources are allocated to different schools” within the District according to “a race-based tiered system.” Ex. C at 1. For example, BSAP materials state that a primary purpose of the program is to “provide increased staffing support to address the academic and social-emotional needs of Black Students.” Ex. C at 1. On July 11, 2023, DE filed a federal civil rights complaint to

OCR alleging that BSAP violated Title VI of the Civil Rights Act of 1964 and the Equal Protection Clause of the 14th Amendment to the Constitution. *See* Ex. C.

On July 11, 2024, OCR dismissed DE’s complaint under subsection 110(d) of its Case Processing Manual, based on LAUSD’s representations that it had substantially changed its criteria for resource allocation to a race-neutral standard and that BSAP’s resources would be available to all students regardless of race. *See* Ex. A at 2. OCR’s dismissal letter explained that it had “obtain[ed] credible information indicating that the allegations have been resolved, [and] the facts underlying the allegations are no longer present” and that therefore “OCR [had] no evidence the law [was being] violated.” Ex. A at 2. As for the evidence “that the allegations [had] been resolved,” OCR summarized it as follows:

Since the complaint was filed, the District has revised the BSAP criteria for allocating resources to its schools. Under the revised BSAP criteria, there are two groups of schools – Group 1 and Group 2 schools. The selection criteria to be a Group 1 school are the following: one or more student groups with the highest percentage of students not meeting the standards in English Language Arts or Math, schools with less than 50% of students responding favorably to overall connectedness, safety, and bullying on the School Experience Survey, and schools with student groups with 30% or higher chronic absenteeism. All the remaining schools in the District are considered Group 2 schools. All schools in the District are able to receive the following resources identified in BSAP: culturally responsive school professional development, culturally responsive curriculum grant, community partnerships, flexible school grant, teacher professional development and resources, college/university tours, and parent workshops and a community fair. Group 1 schools receive additional resources such as a community representative, a counselor for secondary Group 1 schools, a psychiatric social worker, a pupil service and attendance counselor for elementary Group 1 schools, a restorative justice teacher, school climate advocates, and a partnership with the Safe Passages program. In addition to the foregoing steps, the District revised the BSAP to state that its resources are available to all students regardless of race, color, and national origin, and there is no evidence of a current violation.

Under subsection 110(d) of OCR’s Case Processing Manual (CPM) (July 18, 2022), OCR will close a complaint if OCR obtains credible information indicating that the allegations have been resolved, the facts underlying the allegations are no longer present, and OCR has no evidence the law is violated. Accordingly, OCR is dismissing the complaint under subsection 110(d) of its CPM.

Ex. A at 2.

Media reports about OCR’s resolution of the complaint described the changes that LAUSD claimed to have made to BSAP, generating backlash from some members of the local community. *E.g.*, Ben Chapman, *LAUSD Overhauls \$120 Million Black Students Program After Activists File Complaint*, The 74 (Nov. 14, 2024), perma.cc/LB54-DKN6.

But LAUSD’s changes to BSAP appear to be purely cosmetic, if not illusory. Video of an October 22, 2024 LAUSD Board of Education meeting published on the District’s YouTube page and recently discovered by Defending Education presents a different picture than the one LAUSD painted for OCR.¹ During the public comment period of the meeting, members of United Teachers Los Angeles and the activist group Students Deserve spoke in opposition to the District’s purported changes to BSAP. When Board Executive Officer Michael McLean announced that the public comment period had concluded, members of Students Deserve started chanting slogans opposing the changes, and the audio feed for the Board members’ microphones remained connected. This created a “hot mic” situation that inadvertently captured the following conversation between Board member Jackie Goldberg and LAUSD Superintendent Alberto Carvalho:

Goldberg: Do they not know that nothing has changed? [Referring to Protestors]

Carvalho: Nothing has changed.

Goldberg: How do they not know that?

Carvalho: [inaudible]...This is the way to proceed. Otherwise, you actually compromise more. The Office of Civil Rights sided [inaudible]. They put us on notice...²

The statements made by Goldberg and Carvalho in this video strongly suggest that LAUSD has not abandoned its discriminatory practices and never intended to do so. It is troubling enough that racial discrimination in LAUSD continues unabated, but perhaps most concerning is the indication that all levels of LAUSD leadership were aware of the discrimination and approved of it.

ANALYSIS

It is well-settled that “in the absence of a specific statutory limitation, an administrative agency has the inherent authority to reconsider its decisions.” *Macktal v. Chao*, 286 F.3d 822, 825-26 (5th Cir. 2002) (collecting cases). No statute specifically limits OCR’s authority to reopen investigations that it closed due to “credible” assurances from a school district about voluntary compliance measures. *Cf.*

¹ The video of the full meeting can be accessed at the following link: bit.ly/4uEGj3c. The relevant portion of the video begins at the 6:09:45 mark.

² A transcript of the exchange prepared by DE is attached as Exhibit B to this letter. The transcript includes statements made by other individuals immediately before and after the exchange between Ms. Goldberg and Superintendent Carvalho.

Ex. A at 2 (citing subsection 110(d) of the Case Processing Manual). To the contrary, the Case Processing Manual contemplates OCR revisiting matters when the subject of an investigation fails to honor its representations to the Office. *E.g.*, Off. for C.R., U.S. Dep’t of Educ., *Case Processing Manual*, §604 (Feb. 19, 2025) (discussing “enforcement action” when the subject of an investigation “has failed to comply with the terms” agreed upon). The facts outlined in this letter parallel the facts under which OCR might reopen an investigation due to a party’s failure to comply with a resolution agreement: in both circumstances, the subject of investigation made certain representations to OCR about its future conduct to avoid an enforcement action and then did not adhere to its commitments.

If OCR determines that no section of the Case Processing Manual specifically addresses reinvestigations in these circumstances and chooses not to rely on its inherent authority to revisit its subsection 110(d) dismissal of DE’s July 2023 complaint, the Office should treat this letter and the attached exhibits as an original OCR complaint and evaluate it accordingly. *See id.* §§101-110; *see also id.*, §401 (“The compliance review regulations afford OCR broad discretion to determine the substantive issues for investigation and the number and frequency of the investigations.”).

Prudential considerations also support a reinvestigation. Allowing one of the nation’s largest school districts to publicly evade civil rights oversight by providing misleading answers to this Office would undermine OCR’s authority. That is especially the case when a district’s leaders openly admit they have no interest in meaningfully reforming their discriminatory programs. For similar reasons, failing to reinvestigate would shake the confidence of Americans who have come to rely on this Office for protection. Worst yet, inaction in the face of this newly discovered evidence would signal to perpetrators of other discriminatory schemes that the *appearance* of compliance is all that matters. As demonstrated by the Department of Justice’s recent intervention in civil rights litigation challenging another racially discriminatory LAUSD program, *see 1776 Project Found. v. Carvalho*, No. 2:26-cv-00548, ECF 15 (C.D. Cal., Feb. 18, 2026), the District cannot be trusted to police itself.

* * *

Because LAUSD’s “revised” version of BSAP appears to be no different from the original program, it suffers from the same constitutional and legal infirmities. For the reasons explained in DE’s July 11, 2023 complaint, the program violates Title VI and the Equal Protection Clause of the Fourteenth Amendment. We respectfully request that the Office of Civil Rights reopen its investigation into OCR Case Number 09-23-1642 to protect the rights of Los Angeles schoolchildren to be free from racial discrimination in public education.

Sincerely,



Sarah Parshall Perry
Vice President, Defending Education

EXHIBIT A



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE FOR CIVIL RIGHTS

REGION IX
CALIFORNIA

50 UNITED NATIONS PLAZA
MAIL BOX 1200, ROOM 1545
SAN FRANCISCO, CA 94102

July 11, 2024

Caroline Moore
Vice President
Parents Defending Education

By email only to: [REDACTED]

Re: Los Angeles Unified School District - OCR Case Number 09-23-1642

Dear Caroline Moore:

On July 11, 2023, the U.S. Department of Education (the Department), Office for Civil Rights (OCR), received your complaint against the Los Angeles Unified School District (the District). The complaint alleged that the District is discriminating on the basis of race by offering race-based programming for Black students that is not open to students of other races through its “Black Student Achievement Plan” (BSAP). The complaint attached the BSAP page on the District’s website and a BSAP booklet. The complaint alleged that the BSAP allocates resources to different schools based on a race-based tiered system and that certain benefits of the BSAP are open to some students but not others based solely on race.

For the reasons explained below, OCR is dismissing your complaint.

OCR enforces Title VI of the Civil Rights Act of 1964 (Title VI), 42 U.S.C. §§ 2000d-2000d-7, and its implementing regulations, 34 C.F.R. Part 100, which prohibit discrimination on the basis of race, color, and national origin under any program or activity receiving federal financial assistance. As a recipient of federal financial assistance from the Department, the District must comply with Title VI and its implementing regulations.

At the time the complaint was filed, the criteria for a school to be eligible for BSAP resources was based on the number of Black students enrolled at the school in combination with other factors. The other factors the District considered when allocating BSAP resources were below-District-average student proficiency scores in English and Math, and three “high needs flags,” including higher discipline referral and suspension rates for the school than its student enrollment percentages, higher chronic absenteeism than the District average, and lower scores by Black students on the School Experience Survey. The District identified schools receiving BSAP resources as Group 1, Group 2, and Group 3 schools, with Group 1 schools receiving the

The Department of Education’s mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

largest number of BSAP resources, Group 2 schools receiving fewer BSAP resources, and Group 3 schools receiving the fewest BSAP resources. Group 1 schools included: (a) schools with 200 or more Black students, one or more high needs flags, and below-District average English and Math proficiency scores; (b) schools with 100 to 200 Black students, two or more high needs flags, and below the District-average English and Math proficiency scores; and (c) Humanizing Education for Equitable Transformation schools. Group 2 schools enrolled 100 or more Black students and had one or no high needs flag, and Group 3 schools enrolled 50 to 100 Black students.

Since the complaint was filed, the District has revised the BSAP criteria for allocating resources to its schools. Under the revised BSAP criteria, there are two groups of schools – Group 1 and Group 2 schools. The selection criteria to be a Group 1 school are the following: one or more student groups with the highest percentage of students not meeting the standards in English Language Arts or Math, schools with less than 50% of students responding favorably to overall connectedness, safety, and bullying on the School Experience Survey, and schools with student groups with 30% or higher chronic absenteeism. All the remaining schools in the District are considered Group 2 schools. All schools in the District are able to receive the following resources identified in BSAP: culturally responsive school professional development, culturally responsive curriculum grant, community partnerships, flexible school grant, teacher professional development and resources, college/university tours, and parent workshops and a community fair. Group 1 schools receive additional resources such as a community representative, a counselor for secondary Group 1 schools, a psychiatric social worker, a pupil service and attendance counselor for elementary Group 1 schools, a restorative justice teacher, school climate advocates, and a partnership with the Safe Passages program. In addition to the foregoing steps, the District revised the BSAP to state that its resources are available to all students regardless of race, color, and national origin, and there is no evidence of a current violation.

Under subsection 110(d) of OCR's Case Processing Manual (CPM) (July 18, 2022), OCR will close a complaint if OCR obtains credible information indicating that the allegations have been resolved, the facts underlying the allegations are no longer present, and OCR has no evidence the law is violated. Accordingly, OCR is dismissing the complaint under subsection 110(d) of its CPM.

This concludes OCR's consideration of your complaint.

This letter sets forth OCR's determination in an individual OCR case. This letter is not a formal statement of OCR policy and should not be relied upon, cited, or construed as such. OCR's formal policy statements are approved by a duly authorized OCR official and made available to the public.

OCR would like to make you aware that individuals who file complaints with OCR may have the right to file a private suit in federal court whether or not OCR finds a violation.

Please be advised that the District must not harass, coerce, intimidate, discriminate, or otherwise retaliate against any individual because that individual asserts a right or privilege under a law

enforced by OCR or files a complaint, testifies, assists, or participates in a proceeding under a law enforced by OCR. If this happens, the individual may file a retaliation complaint with OCR.

Under the Freedom of Information Act (FOIA), it may be necessary to release this document and related correspondence and records upon request. If OCR receives such a request, OCR will seek to protect, to the extent provided by law, personally identifiable information that could reasonably be expected to constitute an unwarranted invasion of personal privacy if released.

If you have any questions about this letter, please call our office at 415-486-5555 or contact blake.thompson@ed.gov.

Sincerely,

A handwritten signature in black ink, appearing to read 'Anamaria Loya', with a stylized flourish at the end.

Anamaria Loya
Chief Attorney

EXHIBIT B

Transcript - LAUSD Board Meeting, October 22, 2024, 11am (starting at 6:09:45)

Michael McLean:

Thank you for your time.

Rodney (Student):

My name is Rodney. I'm a senior at Hamilton, and personally, I believe that LAUSD taking away BSAP shows this blatant discrimination towards people of color and also is completely unnecessary. Why do you guys continue to deny our rights as a program, deny our rights as a community, and take away a program that we fought for and earned? So I must ask, Why come after ours? Why deny us the resources? Why deny us... Why deny us the resources that are contributing to our success? Why keep putting us African American students down? BSAP has given us a home, a community, a safe space where I can be with people just like myself, and giving me good opportunities. You guys have \$18.4 billion in funds, and aren't contributing even close to 1% of those funds to our program. We want to make a big deal out of it. If inequality is truly what you cared about, you have ample amount of funds that can be allocated towards other students. But no, you want to make sure that us African American students don't have any special opportunities or things we use to take advantage of in order to keep us down. BSAP allowed us, allowed me to take a step more into my culture and further embrace who I am as a man of color. As I've grown older, I see the unjust treatment that is directed towards us people of color. By moving our BSAP program, you aren't even attempting to hide discrimination anymore. I may be a senior, and this might be my last year, but I want generations under me to be presented with the same opportunities and guidance such as me. So I come from so I come to tell you today, put the black back BSAP.

Michael McLean:

Thank you very much, and that does now conclude all the public comment. We appreciate your time.

Jackie Goldberg:

Um, Schmerelson...

The audience starts chanting, "Put the black back in BSAP."

Jackie Goldberg:

Do they not know that nothing has changed...

Alberto Carvalho:

Nothing has changed.

Jackie Goldberg:

How do they not know that?

Alberto Carvalho:

[inaudible]...This is the way to proceed. Otherwise you actually compromise more. The Office of Civil Rights sided...[inaudible] They put us on notice...

Jackie Goldberg:

Yeah ok...All right. Schmerlson, did you want to be recognized? You have to turn your mic on.

Scott Schmerelson:

I'd like to make a correction to my vote on the New West charter and change my vote to an abstain.

Jackie Goldberg:

Well, you can't do that without moving to reconsider.

Scott Schmerelson:

Okay, I move to reconsider the vote.

EXHIBIT C



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE FOR CIVIL RIGHTS
ADMINISTRATIVE COMPLAINT

July 11, 2023

United States Department of Education
Office for Civil Rights
Lyndon Baines Johnson Department of Education Building
400 Maryland Avenue, SW
Washington, DC 20202-1100
Via Email: OCR@ed.gov

To Whom It May Concern:

This is a federal civil rights complaint pursuant to the U.S. Department of Education's (Department) Office for Civil Rights' (OCR) discrimination complaint resolution procedures.

Parents Defending Education (PDE) brings this complaint against the Los Angeles Unified School District in Los Angeles, California for discrimination on the basis of race in programs or activities that receive federal financial assistance in violation of both Title VI of the Civil Rights Act of 1964 (Title VI), 42 U.S.C. § 2000d *et seq.*, and the Equal Protection Clause of the 14th Amendment to the U.S. Constitution.

PDE makes this complaint as an interested third-party organization with members who are parents of school children throughout the country. PDE and its members oppose discrimination on the basis of race and political indoctrination in America's schools. The Los Angeles Unified School District is offering race-based programming for some students that is not open to all. Attached to this complaint is supporting evidence in the form of a "Black Student Achievement Plan" (BSAP) webpage on District's website (Exhibit A) and a "Black Student Achievement Plan" booklet (Exhibit B).

As Exhibits A and B show, participation in and benefits from BSAP are based on race. The District makes clear that the program is designed "to address the longstanding disparities in educational outcomes between Black students and their non-Black peers." Ex. A at 3; *see also* Ex. B at 4 (same). And the District notes that the program is meant to address "[t]he perennial trend of black student underperformance" and to achieve "racial equity." Ex. A at 3. The program "directly respon[ds] to the unique needs of Black students" but not students of other races. Ex. A at 1. And the program appears to declare that its race-based practices "will remain until parity and beyond is achieved." Ex. B at 4.

Resources are allocated to different schools based on a race-based tiered system. The programmatic and educational opportunities include but are not limited to "flexible school grant[s]", "Black Cultural Arts Passport", "STEM Makerspace Labs", "Parent Workshops and Community Fair", "Historically Black Colleges and Universities Tour", "Secondary African-American Studies Course", and "Community Partnerships." Ex. B at 6-8. And a primary purpose of the program is to "address the need for culturally responsive curriculum and instructional as the classroom norm, foster partnerships with community-based organizations with proven track records of success within the Black community and provide increased staffing support to address the academic and social-emotional needs of Black students." Ex. A at 3.



At bottom, the Black Student Achievement Plan and its benefits are open to some students but not others — and that exclusion is solely based on an individual’s race.

As the Department of Education is no doubt aware, discrimination on the basis of race raises concerns that the Los Angeles Unified School District has received federal funds in violation of Title VI of the Civil Rights Act of 1964, which declares that “no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

In addition, Section 1 of the 14th Amendment to the U.S. Constitution asserts: “No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.” On these grounds, the Supreme Court held in 1954 that racial segregation of students is unconstitutional. *Brown v. Board of Education of Topeka*, 347 U.S. 483 (1954).

A September 29, 2015 decision from the Department of Education Office for Civil Rights during the Obama Administration is directly on point: in 2015, following “the police actions involving African American victims in Ferguson and New York and subsequent events,” Oak Park & River Forest High School District 200 held a “Black Lives Matter” assembly during Black History Month. The assembly was convened “for African American students only” because the district wanted “to provide a comfortable forum for black students to express their frustrations.” Certain students “who self-identified as white were directed by District officials not to participate in the event as this assembly was designed for students who self-identify as black.” In the letter sent on September 29, 2015 (OCR Docket #05-15-1180), OCR found that the district violated the Equal Protection Clause and Title VI because the district’s actions could not withstand strict scrutiny. Specifically, the district failed to “assess fully whether there were workable race-neutral alternatives” and “did not conduct a flexible and individualized review of potential participants.” In a Resolution Agreement with OCR, the district agreed that its programs and activities would be “open to all students . . . regardless of their race” and to adopt policies and training to ensure the district’s compliance. OCR imposed these requirements even though the district had promised “not to hold such events in the future.”

Accordingly, we ask that the Department promptly investigate the allegations in this complaint, act swiftly to remedy unlawful policies and practices, and order appropriate relief.

Thank you for your prompt assistance with this request for investigation and resolution.
Please contact me for further information.

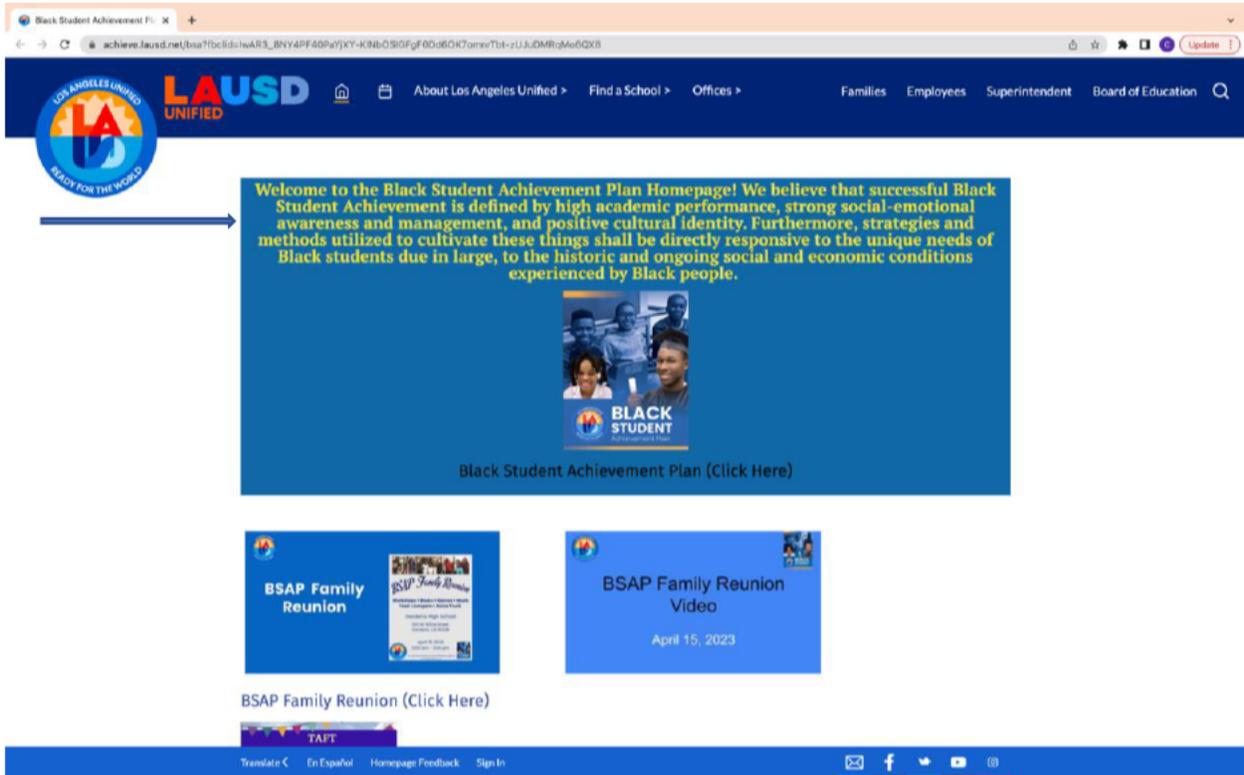
Sincerely,

Caroline Moore
Vice President
Parents Defending Education

Enc. Exhibit A-B



EXHIBIT C.1



Black Student Achievement Plan

achieve.lausd.net/bsa?fbclid=IwAR3_BVY4PF60Pa7jXY-KNB-OSIGfF0d0i6OK7omeTst-zUJjDMRzMo0QX8

LAUSD UNIFIED

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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

Black Student Achievement Plan (Click Here)

BSAP Family Reunion

BSAP Family Reunion Video

April 15, 2023

BSAP Family Reunion (Click Here)

TAPT

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Black Student Achievement Pl... x

achieve.lausd.net/bsa?fbclid=IwAR3_BNY4PF40PaYXY-KINbOSIGFgF0Dd6BK7omvTbt-zUJJuDMRqMo6QX8



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[BSAP Family Reunion \(Click Here\)](#)



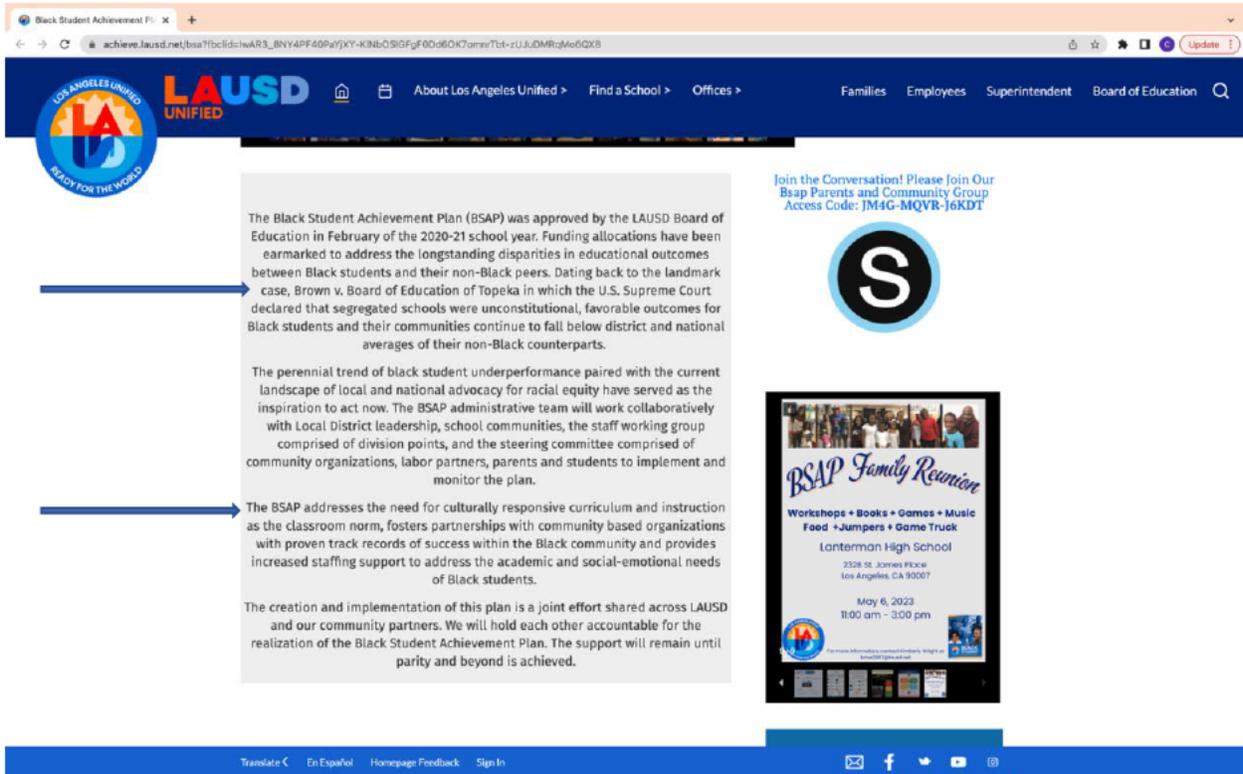
Taft Community of Schools
BSAP Family Reunion
Saturday, May 20, 2023
11:00 AM - 2:00 PM
Note Charter Academy
2023-2024 School Year
Monday, June 18, 2023

Games Books Music
Food Vendors Game Truck



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Black Student Achievement Plan

achieve.lausd.net/bsa?fbclid=IwAR3_BNY4PF40PaYjXY-KNB-OSIGFgF00d6OK7omvTbt-zUJdMRoMo0QX8

LAUSD UNIFIED

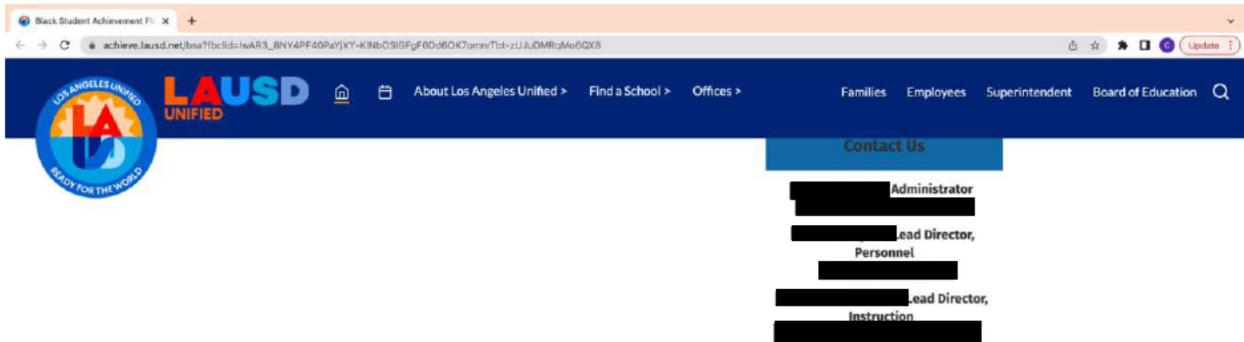
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Join the Conversation! Please Join Our Bsap Parents and Community Group
Access Code: JM4G-MQVR-J6KDT

S

BSAP Family Reunion
Workshops + Books + Games + Music
Food + Jumpers + Game Truck
Lanternman High School
2328 St. James Place
Los Angeles, CA 90007
May 6, 2023
11:00 am - 3:00 pm

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A screenshot of the Los Angeles Unified School District (LAUSD) website. The page features a dark blue header with the LAUSD logo on the left and navigation links including 'About Los Angeles Unified', 'Find a School', 'Offices', 'Families', 'Employees', 'Superintendent', and 'Board of Education'. A 'Contact Us' button is highlighted in a lighter blue. Below the button, several contact roles are listed with their names redacted by black boxes: 'Administrator', 'Lead Director, Personnel', and 'Lead Director, Instruction'.

The Kinsey African American Art & History Collection at SOFI Stadium



A blue footer bar containing utility links: 'Translate', 'En Español', 'Homepage Feedback', and 'Sign In'. On the right side, there are social media icons for email, Facebook, Twitter, YouTube, and Instagram.

PARENTS DEFENDING EDUCATION

Black Student Achievement Plan

achieve.lausd.net/bsa?fbclid=IwAR3_BNY4PF40PaYXY-KINbOSIGFgFDDd6GK7omvTbt-zUJjDMRqMo6QX8

LAUSD UNIFIED

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LOS ANGELES UNIFIED SCHOOL DISTRICT

Headquarters - 333 South Beaudry Avenue, Los Angeles, CA 90017
Phone: (213) 241-1000

OIG Hotline Harassment Hotline
Website Accessibility Non-Discrimination Policy

Site Map

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Ex. A at 5



EXHIBIT C.2



BLACK STUDENT

Achievement Plan

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BSAP Overview

BSAP Overview

The Black Student Achievement Plan (BSAP) was approved by the LAUSD Board of Education in February of the 2020–21 school year. Funding allocations have been earmarked to address the longstanding disparities in educational outcomes between Black students and their non-Black peers. Dating back to the landmark case, *Brown v. Board of Education of Topeka* in which the U.S. Supreme Court declared that segregated schools were unconstitutional, favorable outcomes for Black students and their communities continue to fall below district and national averages of their non-Black counterparts.

The perennial trend of Black student underperformance paired with the current landscape of local and national advocacy for racial equity have served as the inspiration to act now. The BSAP administrative team will work collaboratively with Local District leadership, school communities, the staff working group comprised of division points, and the steering committee comprised of community organizations, labor partners, parents and students to implement and monitor the plan.

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.

The creation and implementation of this plan is a joint effort shared across LAUSD and our community partners. We will hold each other accountable for the realization of the Black Student Achievement Plan. The plan will serve as a dynamic document, adjustments made based on its responsiveness to black students, parents and their communities. The support will remain until parity and beyond is achieved.



School Selection & Criteria

School Selection & Criteria

Group 1 Schools

<p>Selection Criteria</p>	<ul style="list-style-type: none"> • Greater than or equal to 200 total black student enrollment with 1 or more high need flags* and English and math proficiency below the district average or • Less than 200 and greater than or equal to 100 total Black student enrollment with 2 or more high need flags and English and math proficiency below the district average or • HEET schools
<p>Number of Black Students</p>	<p>11,111 students / 34,510 total students 32% of all Black students</p>
<p>Resource Overview</p>	<ul style="list-style-type: none"> • Culturally Responsive School PD – Curriculum Audit • Culturally Responsive Curriculum Grant • Teacher PD Time and Planning Time • Community Partnerships • Teacher Residency – Black Educator Pipeline • Secondary African–American Studies Course – Teacher PD and Resources • Flexible School Grant • 6 hour Community Representative • Secondary Counselors • Psychiatric Social Workers • Pupil Service & Attendance Counselors • Restorative Justice Teachers • School Climate Advocates • Safe Passages Partnerships • Parent Workshops and Community Fair • Historically Black Colleges and Universities Tour • Spotify Math and Music Technology and Teaching PD • Black Cultural Arts Passport • Black Student Union Grant • STEM Makerspace Labs

* High Need Flags

- Referral and suspension rates were greater than their percentage of enrollment at the school
- Greater than 10 percentage points more Black students disagreed with the school experience survey items than the district average
- Experienced more chronic absenteeism than the district average

Group 1 Schools	BD 1	BD4	BD 7
Region South	Barrett ES Purche ES Foshay Span Manual Arts SH Normandie ES Windsor Hills ES Crenshaw SH Dorsey SH Washington Prep SH Mann UCLA Span Audubon MS 74th St ES Cimarron ES 54th St ES 95th St ES 59th St ES La Salle ES Woodcrest ES West Athens ES YES Academy Manhattan ES Bradley Gbl Awr ES 42nd St ES Raymond ES Harte Prep MS Muir MS		Narbonne SH Gardena SH Peary MS Carson SH 107th St ES Fremont SH Annalee ES Markham MS Gompers MS Dymally SH Dana MS Knox ES Drew MS Griffith Joyner ES 92nd St ES Figueroa St ES
Region West	Hamilton SH Hillcrest ES Los Angeles SH Cresecent Htd ES	WESM SH Venice SH Fairfax SH Marina Del Rey MS Hollywood SH Paseo Del Rey ES Brentwood ES	

* High Need Flags

- Referral and suspension rates were greater than their percentage of enrollment at the school
- Greater than 10 percentage points more Black students disagreed with the school experience survey items than the district average
- Experienced more chronic absenteeism than the district average

Group 2 Schools

Selection Criteria	Greater or equal to 100 total Black student enrollment with 0 or 1 high need flags*
Number of Black Students	9,465 students / 34,510 total students 28% of all Black students
Resource Overview	<ul style="list-style-type: none">• Culturally Responsive School PD – Curriculum Audit• Culturally Responsive Curriculum Grant• Teacher PD Time and Planning Time• Community Partnerships• Teacher Residency – Black Educator Pipeline• Secondary African–American Studies Course – Teacher PD and Resources• 6 hour Community Representative• Secondary Counselors• Pupil Service & Attendance Counselors• Parent Workshops and Community Fair• Historically Black Colleges and Universities Tour• Spotify Math and Music Technology and Teaching PD• Black Cultural Arts Passport• Black Student Union Grant• STEM Makerspace Labs

* High Need Flags

- Referral and suspension rates were greater than their percentage of enrollment at the school
- Greater than 10 percentage points more Black students disagreed with the school experience survey items than the district average
- Experienced more chronic absenteeism than the district average

Group 2 Schools	BD 1	BD2	BD 3	BD4	BD 7
Region East		Santee SH			Los Angeles SH
Region North			Armstrong MS Hale MS Nobel MS Cleveland MS	Taft SH	
Region South	Manchester ES 135th St ES Obama Span				King Drew SH Ambler ES White MS Dodson MS Curtiss MS San Pedro SH Broadacres ES Fleming MS Leapwood ES Jordan SH Rancho Domgz Span 93rd St ES Carnegie MS Bethune MS McKinley ES South Park ES Amestoy ES 75th St ES 156th St ES 96th St ES

* High Need Flags

- Referral and suspension rates were greater than their percentage of enrollment at the school
- Greater than 10 percentage points more Black students disagreed with the school experience survey items than the district average
- Experienced more chronic absenteeism than the district average

Group 2 Schools	BD 1	BD2	BD 3	BD4	BD 7
Region South					King Drew SH 118th St ES Flournoy ES 112th St ES 99th St ES
Region West	Baldwin Hills ES LACES Span Palms MS Middle College SH Century Park ES Burroughs MS Western Tech ES Budlong ES Cochran MS Angeles Mesa ES GALA King Span Hawkins SH			University SH Cowan ES Wright MS Revere MS Loyola Villg ES Open Chtr ES Webster MS Westside Glbl Span	

* High Need Flags

- Referral and suspension rates were greater than their percentage of enrollment at the school
- Greater than 10 percentage points more Black students disagreed with the school experience survey items than the district average
- Experienced more chronic absenteeism than the district average

Group 3 Schools

Selection Criteria	100 > total Black student enrollment > 50
Number of Black Students	6,228 students / 34,510 total students 18% of all Black students
Resource Overview	<ul style="list-style-type: none"> • Culturally Responsive School PD – Curriculum Audit • Culturally Responsive Curriculum Grant • Teacher PD Time and Planning Time • Community Partnerships Regional Offices Culturally Responsive PD Grants

Group 3 Schools	BD 1	BD2	BD 3	BD4
Region East		Cortines SH DBM SH		
Region North			No Hollywood SH Reed MS Kester ES Grant SH Chatsworth SH SOCES Span Lawrence MS Canoga Park SH Henry MS Porter Ranch Span	Portola MS Serrania ES

* High Need Flags

- Referral and suspension rates were greater than their percentage of enrollment at the school
- Greater than 10 percentage points more Black students disagreed with the school experience survey items than the district average
- Experienced more chronic absenteeism than the district average

Group 3 Schools	BD 1	BD2	BD 3	BD4
Region South	Miller ES Yth Opp SH 32nd St Span King Jr ES Alexander SCS Iovine & Young Ctr			
Region West	Weemes ES Virginia Rd ES Carthay ES 61st St ES Bright ES Coliseum St ES Lawson Acad ES 52nd St ES BALA Span 6th Ave ES Cienega ES Saturn ES	West Adams SH		Emerson MS Mark Twain MS Playa Vista ES Westport Hts ES Grand Vw ES Bancroft MS Kentwood ES Westminster ES Rosewood ES Johnson STEM MS



* High Need Flags

- Referral and suspension rates were greater than their percentage of enrollment at the school
- Greater than 10 percentage points more Black students disagreed with the school experience survey items than the district average
- Experienced more chronic absenteeism than the district average

Group 3 Schools	BD 5	BD 6	BD 7
Region East	Carver MS Jefferson SH		Angelou Comm SH Main ES
Region North			
Region South			153rd St ES 116th St ES Avalon Gardens ES Grape ES Lomita Mag ES Normont ES Narbonne Harts SH Carson Acad Ed SH Denker ES Barton Hill ES Drew Pub Srv MS Garcetti ES Caroldale Span President ES 109th St ES Meyler ES Compton ES Russell ES Del Almo ES Carson Med Arts SH Weigrand ES Eshelman ES Carson ES Chapman ES

* High Need Flags

- Referral and suspension rates were greater than their percentage of enrollment at the school
- Greater than 10 percentage points more Black students disagreed with the school experience survey items than the district average

- Experienced more chronic absenteeism than the district average

- Experienced more chronic absenteeism than the district average

Group 3 Schools	BD 5	BD 6	BD 7
Region South			Ritter ES Rivera Per Arts SH 66th St ES Edison MS Gompers Med MS Taper ES Banning SH Bonita ES Wisdom ES Vladovic Harbor SH
Region West	King Mag MS		

Group 4 Schools

Selection Criteria	<ul style="list-style-type: none"> • Less than 50 total Black student enrollment • All remaining schools in the district
Number of Black Students	7706 students / 34,510 total students 22% of all Black students
Resource Overview	<ul style="list-style-type: none"> • Regional Offices Culturally Responsive PD Grants • Regional Offices Culturally Responsive Curriculum

* High Need Flags

- Referral and suspension rates were greater than their percentage of enrollment at the school
- Greater than 10 percentage points more Black students disagreed with the school experience survey items than the district average



District Goals

District Goals

In June 2021, the Board of Education approved a set of four powerful goals outlining the student outcomes we expect to see by 2026. These goals establish a philosophy on the primary areas of success around which we must organize – postsecondary preparedness, literacy, numeracy, and social-emotional wellness – to ensure our students are ready for the world. Most importantly, these goals serve to build greater alignment on how to best meet the needs of our students.

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 1 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, student 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.

Where Black students currently are:

2021 - 2022	Black Students	Non-Black Students	Difference
Graduation Rate	86.6%*	86.0%*	0.6%
SBA English/ELA Proficiency	31.2%	42.5%	-11.3%
SBA Mathematics Proficiency	17.4%	29.4%	-12.0%
DIBELS (EOY) Proficiency	53.9%	63.3%	-9.4%
A-G Completion - UC/CSU requirements	45.7%*	50.9%*	-5.2%
Attendance - Chronic Absenteeism	57.1%	44.3%	12.8%



Student Success Metrics

The effectiveness of the Black Student Achievement Plan will be determined based on improvement in the District Goals for Black students and the BSAP student success metrics in alignment with the District Goals. Quantifiable baseline metrics and annual goals are outlined in the Local Control Accountability Plan (LCAP) section.

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

- 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



BSAP Definition & Theory of Action

BSAP Definition of Success & Theory of Action

Definition: 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.

Theory of Action

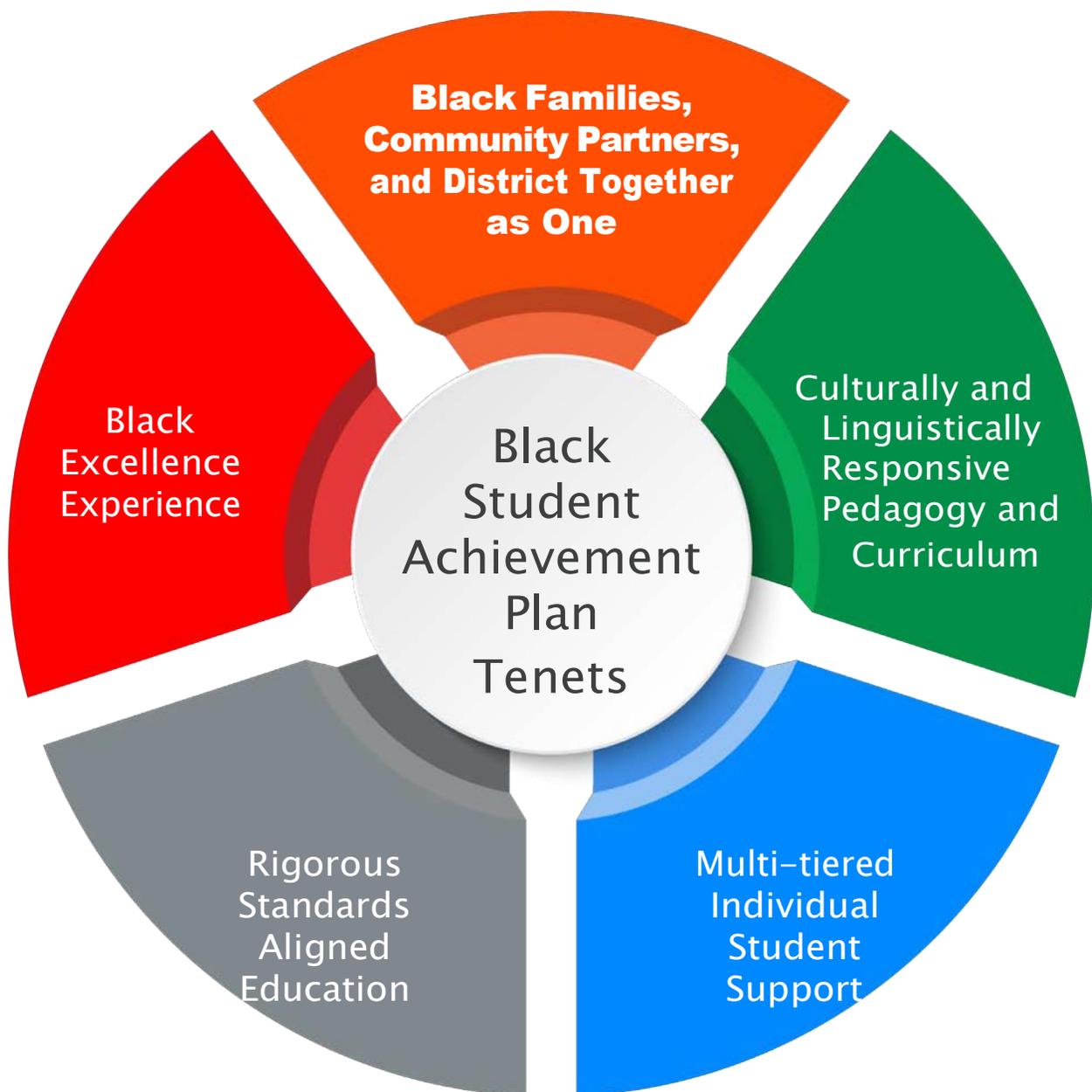
When We

- A. learn from the Black community and bring the lived experiences of our Black students and families into our instructional planning,
- B. engage Black students and their families in shared ownership to improve conditions for Black students including personal value attached to education,
- C. support our teachers, school administrators, and staff to deliver academically challenging learning environments, establish data informed multi–tiered support structures, provide culturally and linguistically responsive pedagogy and equity driven education,
- D. align all district efforts at every level to drive improvement in teaching and learning for Black students,
- E. increase internal and external accountability for the improvement of Black student performance

Then:

All LAUSD Black students will graduate **READY FOR THE WORLD** – to thrive in college, career and life.

To effectively implement this Theory of Action and reach the BSAP goals, the following five tenets have been established and represent the critical areas of focus. Each tenet contains several strategies in alignment with the Theory of Action and the overarching District Strategic Plan. These tenets are overlapping and work together to realize the BSAP student success measures. The measures of success are quantified and outlined in the Local District Accountability Plan.





BSAP Tenets

Tenet A: Black Families, Community Partners, and District Together as One

Improving Black student performance can only be achieved as Black families, community partners and the district working together as one. Through our shared partnership, we will learn from each other and leverage the assets that each bring to provide comprehensive support for Black students honoring the voices for which the plan is designed.

Strategy	Theory of Action Element	Strategic Plan Priorities
School teams and district personnel establish advisory committees with Black students, families, staff, and other key partners to inform the BSAP at the school and District levels.	A. Learn from the Black community	3D Honoring Perspectives
School teams and district personnel regularly survey Black students and families to capture multiple perspectives on their educational experience and establish ways we can collectively support them.	A. Learn from the Black community	3D Honoring Perspectives
School teams and district personnel collaborate with community partners and students to create meaningful leadership opportunities and internships to advance student leadership development and enrichment experiences	B. Personal Value of Education	3A Strong Relationships
District added BSAP Goal 8 to the Local Control Accountability Plan to increase fiscal transparency for families and community partners.	E. Internal and External Accountability	3B Accessible Information 4C Sustainable Budgeting
District created and monitors the BSAP open data dashboard to increase data transparency for families and community partners.	B. Shared Ownership E. Internal and External Accountability	3B Accessible Information
District BSAP team collaborates with all District divisions to increase coherence and vision alignment.	D. Align all efforts	3C Leading for Impact
District partners with USC to establish teacher residency programs focusing on increasing the number of Black educators.	E. Internal and External Accountability	5A Diverse Workforce

Tenet A: Black Families, Community Partners, and District Together as One

Strategy	Theory of Action Element	Strategic Plan Priorities
District and school administration partners with organizations to increase safe passages within the neighborhood community.	E. Internal and External Accountability	3C Leading for Impact
District markets, recruits, selects and retains Pupil Service & Attendance Counselors, Academic Counselors, Restorative Justice Teachers, Psychiatric Social Workers and School Climate Advocates to reflect our Black student population and increase support for Black students.	C. Equity driven education	5A Diverse Workforce
District conducts Black parent workshops to encourage numeracy and literacy support at home. District works with school sites to develop Black parent resource centers and community fairs.	D. Personal Value of Education	3A Strong Relationships

Tenet B: Culturally and Linguistically Responsive Pedagogy and Curriculum

Increase Black student proficiency in all content areas by leveraging the cultural capital and tools students bring to the classroom, ensuring inclusivity, access, and engagement. In order to reduce the opportunity gaps, we provide students with instruction that is culturally and linguistically responsive, and personalize the learning for all students.

Strategy	Theory of Action Element	Strategic Plan Priorities
Teachers create and implement culturally responsive units of instruction aligned to Gholdy Muhammad's Framework – Cultivating Genius.	C. CR Pedagogy	1A High Quality Instruction
School teams including parents, students and community members will conduct a culturally responsive curriculum audit using the curriculum scorecard. School teams will supplement and revise curriculum based on the findings to be more responsive to Black students.	C. CR Pedagogy	1A High Quality Instruction

(continued) Tenet B: Culturally and Linguistically Responsive Pedagogy and Curriculum

Strategy	Theory of Action Element	Strategic Plan Priorities
District creates African–American Studies course for UCOP approval. High schools include African–American studies course and middle schools include ethnic studies courses including African–American studies content in their master schedules.	C. CR Pedagogy	3C Leading for Impact
School teams will participate in anti–black racism professional development and implement strategies.	A. Lived Experiences of Black people	5A Diverse Workforce

Tenet C: Multi–tiered Individual Student Support

Identify and align essential resources to address each student’s unique academic, behavioral, and social–emotional learning needs. Align instructional supports and services to address Black students across universal tier 1 whole group instruction, targeted tier 2 support and intensive tier 3 individual case management within and outside the school day.

Strategy	Theory of Action Element	Strategic Plan Priorities
Schools use diagnostic English and mathematics data to design tier 2 and tier 3 individual student support structures within the school day.	C. Multi–tiered Support	1A High Quality Instruction
BSAP site team members analyze academic and social–emotional data in 5 week cycles to develop student action plans for support.	C. Multi–tiered Support	4A Data–Driven Decision Making
BSAP site team members and school staff implement social emotional learning and mental health strategies aligned with the HEART initiative (Humanize Engagement and Connectedness, Enhance Integrated Care, Advance Authentic Family Partnerships, Raise Mental Black Health Awareness, Tailor Trauma–Informed Practices.)	C. Multi–tiered Support	2C Strong Social–Emotional Skills

Tenet D: Rigorous Standards Aligned Education

Cultivating the genius of each student includes creating meaningful real-world learning experiences that are aligned to rigorous content standards, implementing anti-racist instructional practices, and developing critical independent thinkers. There is an emphasis on students' conceptual knowledge development combining procedural skill development to demonstrate mastery of the content standards.

Strategy	Theory of Action Element	Strategic Plan Priorities
Administrative Coordinators of Instruction and School Administrators conduct classroom observations and provide feedback and teacher resources aligned with standards-based lessons, rigor, and inquiry-based instruction.	C. Academically challenging environment	31A High Quality Instruction
Teachers participate in professional developing focusing on the intersection of mathematics and music production using Spotify technology.	C. Academically challenging environments	51A High Quality Instruction
Elementary teachers plan differentiated mathematics support during an after school planning period using diagnostic data for their Black students and coaching feedback.	C. Equity driven education	1A High Quality Instruction 4A Data Driven Decision Making
Honors teachers participate in professional develop aligning gifted practices with culturally responsive practices for Black students. School teams increase access to gifted and talented programs by addressing the disproportionality of Black students identified to receive services.	C. Academically challenging environments	1C Eliminating Opportunity Gaps



Tenet E: Black Excellence Experience

We expand the range of what can be for Black students within and beyond school by providing experience steeped in Black excellence. Through these rich experiences, we expand our students' vision of who they are and what they can achieve. The contributions within the Black community serve as motivation and models of what can be accomplished further developing positive Black student identity.

Strategy	Theory of Action Element	Strategic Plan Priorities
High school students participate in college tours including trips to Historically Black Colleges and Universities such as the Atlanta College Center Tour – Morehouse, Spelman and Clarke Universities.	B. Personal Value Attached to Education	1C Eliminating Opportunity Gaps
Secondary schools create and/or enhance Black Student Unions to foster Black student growth and development through diversity, academics, community services and outreach.	B. Personal Value Attached to Education	1B Enriching Experiences
District and school teams create Black Cultural Arts grade level experiences to create regular access to artistic and cultural experiences for Black students outside of the classroom.	A. Lived Experiences	1B Enriching Experiences
District and Region offices hold a Black speaker student empowerment series for students and families.	B. Personal Value Attached to Education	1B Enriching Experiences
District and community partners hold a summer Black gala for students, parents and community members.	B. Engage Black families	3A Strong Relationships

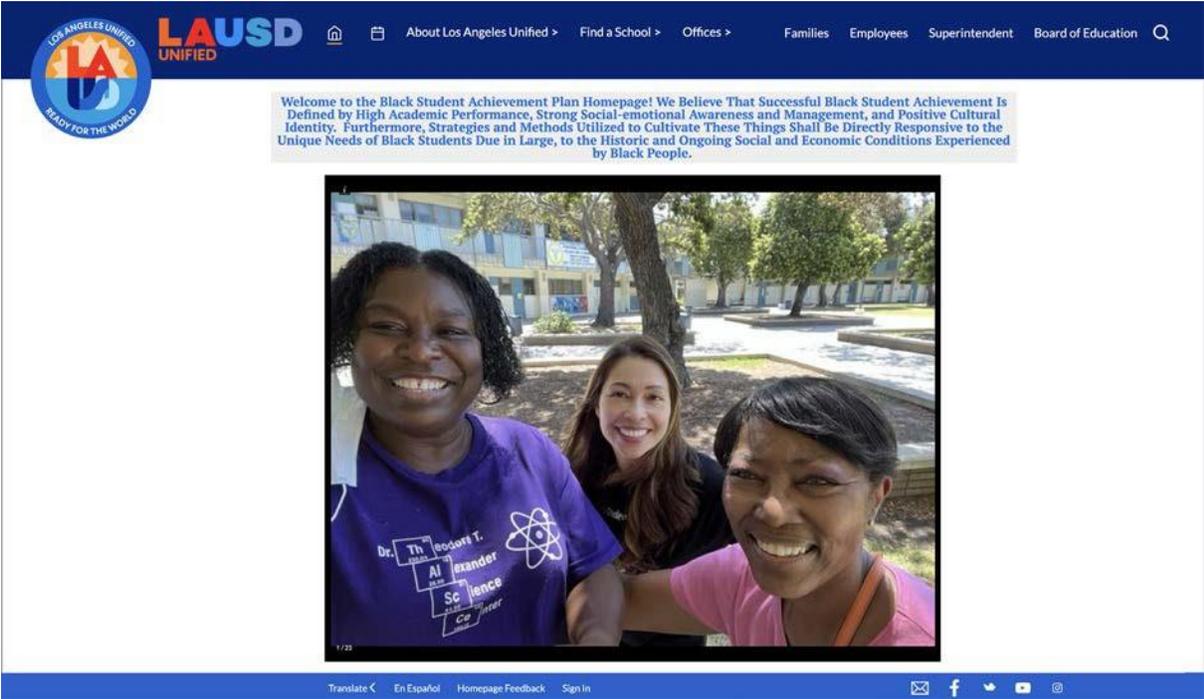


Open Data Dashboard

Open Data Dashboard

The open data dashboard represents the District’s commitment to transparency. The public can view progress towards the BSAP goals at the school level, regional level and board office level. We invite you to view the data presented on the BSAP dashboard.

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





Local Control Accountability Plan

Local Control Accountability Plan

The Los Angeles Unified Local Control and Accountability Plan (LCAP) articulates our District’s vision to improve outcomes and opportunities for all students and to close equity gaps across our district. As part of the state of California’s Local Control Funding Formula (LCFF), school districts, county offices of education and charter schools are required to develop, adopt, and annually update a three-year Local Control Accountability Plan (LCAP) to report on the funds distributed through the LCFF. The LCAP is required to identify annual goals, specific actions geared toward implementing those goals, and must measure progress for student groups across multiple performance indicators based on eight priorities set by the State.

The BSAP was added to the LCAP in the 2021–2022 school year as a standalone goal. Please visit the LCAP Goal 8 for BSAP measuring and reporting results. Current results are listed here. For the full Final 2022 LCAP.

Goal #	Description
8	Black Student Achievement Plan Implementation

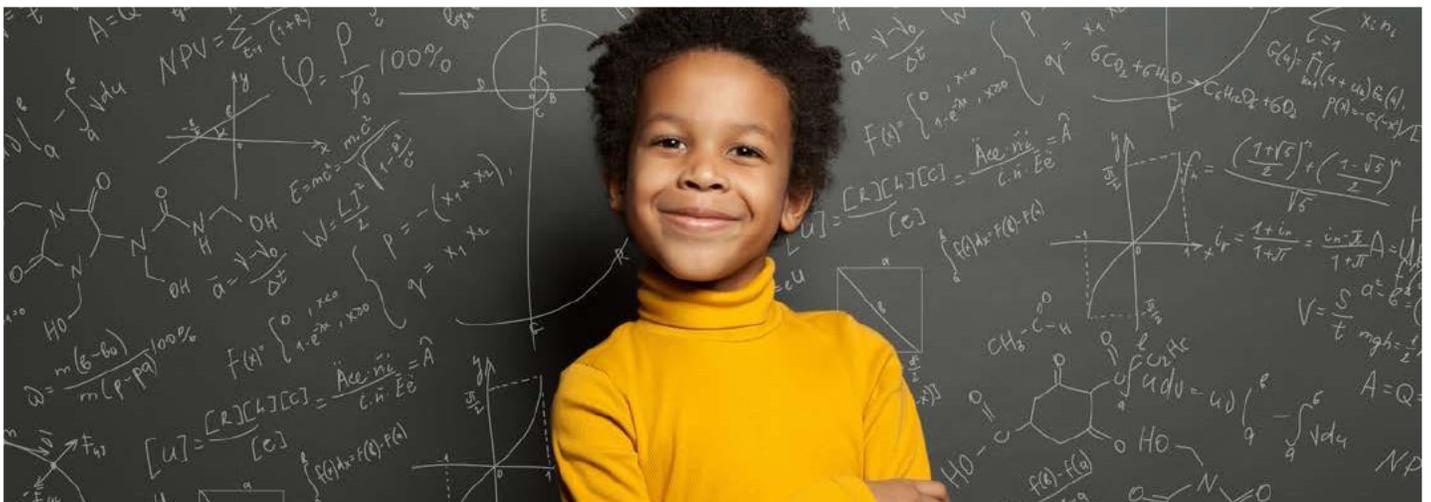
Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Desired Outcome for 2023–24
Attendance Rate: Percent of Students with Excellent Attendance (96% or Higher)	<p>All Black Students in LAUSD: 52.9%</p> <p>Students in BSAP Cohort 1 Schools: 49.8%</p> <p>Students in BSAP Cohort 2 Schools: 58.0%</p> <p>(Year: 2017–18)</p> <p>Source: LAUSD Open Data Dashboard</p>	<p>All Black Students in LAUSD: 58.0%</p> <p>Students in BSAP Cohort 1 Schools: 51.5%</p> <p>Students in BSAP Cohort 2 Schools: 65.3%</p> <p>(Year: 2020–21)</p> <p>Source: LAUSD Open Data Dashboard</p> <p>Note that this data does not capture the impact of BSAP, as BSAP’s first year of implementation was 2021–22.</p>	<p>All black students in LAUSD should be 58.0%</p> <p>Students in BSAP Cohort 1 Schools: 54.9%</p> <p>Students in BSAP Cohort 2 Schools: 68.7%</p>

* The information for year 2 Outcome and year 3 Outcome will be provided in future LCAP cycles, in compliance with the LCAP template.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Desired Outcome for 2023-24
Black Student Chronic Absenteeism Rate (District Calculation: 91% or Lower) – Grades K-5)	<p>All Black Students in LAUSD: 25.2%</p> <p>Students in BSAP Cohort 1 Schools: 27.8%</p> <p>Students in BSAP Cohort 2 Schools: 24.4%</p> <p>(Year: 2017-18)</p> <p>Source: LAUSD Open Data Dashboard</p>	<p>All Black Students in LAUSD: 32.6%</p> <p>Students in BSAP Cohort 1 Schools: 42.0%</p> <p>Students in BSAP Cohort 2 Schools: 29.9%</p> <p>(Year: 2020-21)</p> <p>Source: LAUSD Open Data Dashboard</p> <p>Note that this data does not capture the impact of BSAP, as BSAP's first year of implementation was 2021-22.</p>	<p>All black students in LAUSD should be 25.2%</p> <p>Students in BSAP Cohort 1 Schools: 34.8%</p> <p>Students in BSAP Cohort 2 Schools: 22.7%</p>
Black Student Chronic Absenteeism Rate (District Calculation: 91% or Lower) – Grades 6-8)	<p>All Black Students in LAUSD: 22.1%</p> <p>Students in BSAP Cohort 1 Schools: 30.7%</p> <p>Students in BSAP Cohort 2 Schools: 17.0%</p> <p>(Year: 2017-18)</p> <p>Source: LAUSD Open Data Dashboard</p>	<p>All Black Students in LAUSD: 25.2%</p> <p>Students in BSAP Cohort 1 Schools: 36.4%</p> <p>Students in BSAP Cohort 2 Schools: 18.6%</p> <p>(Year: 2020-21)</p> <p>Source: LAUSD Open Data Dashboard</p> <p>Note that this data does not capture the impact of BSAP, as BSAP's first year of implementation was 2021-22.</p>	<p>All Black Students in LAUSD: 22.1%</p> <p>Students in BSAP Cohort 1 Schools: 33.4%</p> <p>Students in BSAP Cohort 2 Schools: 15.6%</p>



* The information for year 2 Outcome and year 3 Outcome will be provided in future LCAP cycles, in compliance with the LCAP template.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Desired Outcome for 2023–24
Instructional Days Lost to Suspension	<p>All Black Students in LAUSD: 1,170 days</p> <p>Students in BSAP Cohort 1 Schools: 597</p> <p>Students in BSAP Cohort 2 Schools: 167</p> <p>(Year: 2018–19)</p> <p>Source: LAUSD Open Data Dashboard</p>	<p>All Black Students in LAUSD: 31.4%</p> <p>Students in BSAP Cohort 1 Schools: 30.4%</p> <p>Students in BSAP Cohort 2 Schools: 26.3%</p> <p>(Year: 2020–21)</p> <p>Source: LAUSD Open Data Dashboard</p> <p>Note that this data does not capture the impact of BSAP, as BSAP’s first year of implementation was 2021–22.</p>	<p>All Black Students in LAUSD: 699</p> <p>Students in BSAP Cohort 1 Schools: 357</p> <p>Students in BSAP Cohort 2 Schools: 100</p>
Early Literacy Proficiency – DIBELS (Kindergarten)	<p>All Black Students in LAUSD: 61%</p> <p>Students in BSAP Cohort 1 Schools: 51.7%</p> <p>Students in BSAP Cohort 2 Schools: 69.8%</p> <p>(Year: 2018–19)</p> <p>Source: LAUSD Open Data Dashboard</p>	<p>All Black Students in LAUSD: 46%</p> <p>Students in BSAP Cohort 1 Schools: 37.9%</p> <p>Students in BSAP Cohort 2 Schools: 47.0%</p> <p>(Year: 2020–21)</p> <p>Source: LAUSD Open Data Dashboard</p> <p>Note that this data does not capture the impact of BSAP, as BSAP’s first year of implementation was 2021–22.</p>	<p>All Black Students in LAUSD: 73%</p> <p>Students in BSAP Cohort 1 Schools: 63.7%</p> <p>Students in BSAP Cohort 2 Schools: 81.8%</p>



* The information for year 2 Outcome and year 3 Outcome will be provided in future LCAP cycles, in compliance with the LCAP template.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Desired Outcome for 2023–24
Black Student Chronic Absenteeism Rate (District Calculation: 91% or Lower) – Grades K–5)	<p>All Black Students in LAUSD: 31%</p> <p>Students in BSAP Cohort 1 Schools: 27.2%</p> <p>Students in BSAP Cohort 2 Schools: 24.7%</p> <p>(Year: 2017–18)</p> <p>Source: LAUSD Open Data Dashboard</p>	<p>All Black Students in LAUSD: 31.4%</p> <p>Students in BSAP Cohort 1 Schools: 30.4%</p> <p>Students in BSAP Cohort 2 Schools: 26.3%</p> <p>(Year: 2020–21)</p> <p>Source: LAUSD Open Data Dashboard</p> <p>Note that this data does not capture the impact of BSAP, as BSAP’s first year of implementation was 2021–22.</p>	<p>All Black Students in LAUSD: 30.8%</p> <p>Students in BSAP Cohort 1 Schools: 25.6%</p> <p>Students in BSAP Cohort 2 Schools: 21.5%</p>
Single Student Suspension Rate	<p>All Black Students in LAUSD: 1.46%</p> <p>Students in BSAP Cohort 1 Schools: 2.0%</p> <p>Students in BSAP Cohort 2 Schools: 0.8%</p> <p>(Year: 2018–19)</p> <p>Source: LAUSD Open Data Dashboard</p>	<p>All Black Students in LAUSD: 0.0%</p> <p>Students in BSAP Cohort 1 Schools: 0.0%</p> <p>Students in BSAP Cohort 2 Schools: 0.0%</p> <p>(Year: 2020–21)</p> <p>Source: LAUSD Open Data Dashboard</p> <p>Note that this data does not capture the impact of BSAP, as BSAP’s first year of implementation was 2021–22.</p>	<p>All Black Students in LAUSD: 0.9%</p> <p>Students in BSAP Cohort 1 Schools: 0.0%</p> <p>Students in BSAP Cohort 2 Schools: 0.0%</p>



* The information for year 2 Outcome and year 3 Outcome will be provided in future LCAP cycles, in compliance with the LCAP template.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Desired Outcome for 2023–24
<p>Smarter Balanced Results:</p> <p>Proficiency Rate (ELA) – Grades 3–5</p> <p>For reference: Distance from Standard Met (ELA)</p>	<p>All Black Students in LAUSD: 31.4%</p> <p>Students in BSAP Cohort 1 Schools: 22.0%</p> <p>Students in BSAP Cohort 2 Schools: 32.9%</p> <p>(Year: 2018–19)</p> <p>Source: LAUSD SBAC Data</p> <p>All Black Students in LAUSD: –49.5</p> <p>(Year: 2018–19)</p> <p>Source: LAUSD Open Data Dashboard</p>	<p>This information is not available for the 2020–21 year.</p> <p>Note that this data does not capture the impact of BSAP, as BSAP’s first year of implementation was 2021–22.</p>	<p>All Black Students in LAUSD: 42.0%</p> <p>Students in BSAP Cohort 1 Schools: 32.6%</p> <p>Students in BSAP Cohort 2 Schools: 43.5%</p> <p>All Black Students in LAUSD: –45.2</p>
<p>Smarter Balanced Results:</p> <p>Proficiency Rate (ELA) – Grades 6–8</p> <p>For reference: Distance from Standard Met (ELA)</p>	<p>All Black Students in LAUSD: 32.3%</p> <p>Students in BSAP Cohort 1 Schools: 16.1%</p> <p>Students in BSAP Cohort 2 Schools: 40.2%</p> <p>(Year: 2018–19)</p> <p>Source: LAUSD SBAC Data</p> <p>All Black Students in LAUSD: –54.4</p> <p>(Year: 2018–19)</p> <p>Source: LAUSD Open Data Dashboard</p>	<p>This information is not available for the 2020–21 year.</p> <p>Note that this data does not capture the impact of BSAP, as BSAP’s first year of implementation was 2021–22.</p>	<p>All Black Students in LAUSD: 43.0%</p> <p>Students in BSAP Cohort 1 Schools: 26.8%</p> <p>Students in BSAP Cohort 2 Schools: 50.9%</p> <p>All Black Students in LAUSD: –49.7</p>

* The information for year 2 Outcome and year 3 Outcome will be provided in future LCAP cycles, in compliance with the LCAP template.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Desired Outcome for 2023–24
Early Literacy Proficiency – DIBELS (Grade 1)	<p>All Black Students in LAUSD: 56%</p> <p>Students in BSAP Cohort 1 Schools: 49.2%</p> <p>Students in BSAP Cohort 2 Schools: 54.9%</p> <p>(Year: 2018–19)</p> <p>Source: LAUSD Open Data Dashboard</p>	<p>All Black Students in LAUSD: 59.6%</p> <p>Students in BSAP Cohort 1 Schools: 54.7%</p> <p>Students in BSAP Cohort 2 Schools: 58.7%</p> <p>(Year: 2020–21)</p> <p>Source: LAUSD Open Data Dashboard</p> <p>Note that this data does not capture the impact of BSAP, as BSAP’s first year of implementation was 2021–22.</p>	<p>All Black Students in LAUSD: 68%</p> <p>Students in BSAP Cohort 1 Schools: 61.2%</p> <p>Students in BSAP Cohort 2 Schools: 66.9%</p>
Early Literacy Proficiency – DIBELS (Grade 2)	<p>All Black Students in LAUSD: 62%</p> <p>Students in BSAP Cohort 1 Schools: 54.0%</p> <p>Students in BSAP Cohort 2 Schools: 63.8%</p> <p>(Year: 2018–19)</p> <p>Source: LAUSD Open Data Dashboard</p>	<p>All Black Students in LAUSD: 53.6%</p> <p>Students in BSAP Cohort 1 Schools: 44.9%</p> <p>Students in BSAP Cohort 2 Schools: 61.2%</p> <p>Source: LAUSD Open Data Dashboard</p> <p>Note that this data does not capture the impact of BSAP, as BSAP’s first year of implementation was 2021–22.</p>	<p>All Black Students in LAUSD: 74%</p> <p>Students in BSAP Cohort 1 Schools: 66%</p> <p>Students in BSAP Cohort 2 Schools: 75.8%</p> <p>All Black Students in LAUSD: 45.2</p>



* The information for year 2 Outcome and year 3 Outcome will be provided in future LCAP cycles, in compliance with the LCAP template.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Desired Outcome for 2023–24
<p>Smarter Balanced Results: Proficiency Rate (Math) – Grades 6–8</p> <p>For reference: Distance from Standard Met (Math)</p>	<p>All Black Students in LAUSD: 18.6%</p> <p>Students in BSAP Cohort 1 Schools: 6.9%</p> <p>Students in BSAP Cohort 2 Schools: 24.4%</p> <p>(Year: 2018–19)</p> <p>Source: LAUSD SBAC Data</p> <p>All Black Students in LAUSD: –103.6</p> <p>(Year: 2018–19)</p> <p>Source: LAUSD Open Data Dashboard</p>	<p>This information is not available for the 2020–21 year.</p> <p>Note that BSAP’s first year of implementation was 2021–22.</p>	<p>All Black Students in LAUSD: 33.0%</p> <p>Students in BSAP Cohort 1 Schools: 21.3%</p> <p>Students in BSAP Cohort 2 Schools: 38.8%</p> <p>All Black Students in LAUSD: –43.6</p>
<p>Smarter Balanced Results: Proficiency Rate (Math) – Grade 11</p> <p>For reference: Distance from Standard Met (ELA)</p>	<p>All Black Students in LAUSD: 13%</p> <p>Students in BSAP Cohort 1 Schools: 9.1%</p> <p>Students in BSAP Cohort 2 Schools: 21.2%</p> <p>(Year: 2018–19)</p> <p>Source: LAUSD SBAC Data</p> <p>All Black Students in LAUSD: –133.2</p> <p>(Year: 2018–19)</p> <p>Source: LAUSD Open Data Dashboard</p>	<p>All Black Students in LAUSD: 18.0%</p> <p>Students in BSAP Cohort 1 Schools: 13.4</p> <p>(Year: 2020–21)</p> <p>Source: LAUSD SBAC Data</p> <p>All Black Students in LAUSD: –99.3</p> <p>(Year: 2020–21)</p> <p>Source: LAUSD Open Data</p> <p>Dashboard Note that this data does not capture the impact of BSAP, as BSAP’s first year of implementation was 2021–22.</p>	<p>All Black Students in LAUSD: 33.0%</p> <p>Students in BSAP Cohort 1 Schools: 29.1%</p> <p>Students in BSAP Cohort 2 Schools: 41.2%</p> <p>All Black Students in LAUSD: –127.2</p>

* The information for year 2 Outcome and year 3 Outcome will be provided in future LCAP cycles, in compliance with the LCAP template.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Desired Outcome for 2023–24
<p>Smarter Balanced Results: Proficiency Rate (ELA) – Grade 11</p> <p>For reference: Distance from Standard Met (ELA)</p>	<p>All Black Students in LAUSD: 36.3%</p> <p>Students in BSAP Cohort 1 Schools: 31.2%</p> <p>Students in BSAP Cohort 2 Schools: 48.9%</p> <p>(Year: 2018–19)</p> <p>Source: LAUSD SBAC Data</p> <p>All Black Students in LAUSD: –44.1</p> <p>(Year: 2018–19)</p> <p>Source: LAUSD Open Data Dashboard</p>	<p>All Black Students in LAUSD: 42.6%</p> <p>Students in BSAP Cohort 1 Schools: 35.7%</p> <p>Students in BSAP Cohort 2 Schools: 58.0%</p> <p>(Year: 2020–21)</p> <p>Source: LAUSD SBAC Data</p> <p>Source: LAUSD Open Data Dashboard Note that this data does not capture the impact of BSAP, as BSAP’s first year of implementation was 2021–22.</p>	<p>All Black Students in LAUSD: 55.0%</p> <p>Students in BSAP Cohort 1 Schools: 49.9%</p> <p>Students in BSAP Cohort 2 Schools: 67.6%</p> <p>All Black Students in LAUSD: –39.4</p>
<p>Smarter Balanced Results: Proficiency Rate (Math) – Grades 3–5</p> <p>For reference: Distance from Standard Met (Math)</p>	<p>All Black Students in LAUSD: 23.4%</p> <p>Students in BSAP Cohort 1 Schools: 14.7%</p> <p>Students in BSAP Cohort 2 Schools: 27.0%</p> <p>(Year: 2018–19)</p> <p>Source: LAUSD SBAC Data</p> <p>All Black Students in LAUSD: –64.4</p> <p>(Year: 2018–19)</p> <p>Source: LAUSD Open Data Dashboard</p>	<p>This information is not available for the 2020–21 year.</p> <p>Note that BSAP’s first year of implementation was 2021–22.</p>	<p>All Black Students in LAUSD: 36.0%</p> <p>Students in BSAP Cohort 1 Schools: 27.3%</p> <p>Students in BSAP Cohort 2 Schools: 39.6%</p> <p>All Black Students in LAUSD: –4.4</p>

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Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Desired Outcome for 2023–24
Four-Year Cohort Graduation Rate	<p>All Black Students in LAUSD: 80.89%</p> <p>Students in BSAP Cohort 1 Schools: 86.4%</p> <p>Students in BSAP Cohort 2 Schools: 89.9%</p> <p>(Year: 2018–19)</p> <p>Source: LAUSD SBAC Data</p> <p>All Black Students in LAUSD: ~103.6</p> <p>(Year: 2019–20)</p> <p>Source: LAUSD Open Data Dashboard</p>	<p>All Black Students in LAUSD: 78.8%</p> <p>Students in BSAP Cohort 1 Schools: 86.9%</p> <p>Students in BSAP Cohort 2 Schools: 88.2%</p> <p>(Year: 2020–21)</p> <p>Source: LAUSD Open Data Dashboard</p> <p>Note that this data does not capture the impact of BSAP, as BSAP’s first year of implementation was 2021–22.</p>	<p>All Black Students in LAUSD: 89.0%</p> <p>Students in BSAP Cohort 1 Schools: 94%</p> <p>Students in BSAP Cohort 2 Schools: 98%</p>
Five-Year Cohort Graduation Rate	<p>All Black Students in LAUSD: 81.40%</p> <p>Students in BSAP Cohort 1 Schools: 87.4%</p> <p>Students in BSAP Cohort 2 Schools: 87.6%</p> <p>(Year: 2019–20)</p> <p>Source: LAUSD Open Data Dashboard</p>	<p>All Black Students in LAUSD: 82.8%</p> <p>Students in BSAP Cohort 1 Schools: 87.4%</p> <p>Students in BSAP Cohort 2 Schools: 90.1%</p> <p>(Year: 2020–21))</p> <p>Source: LAUSD Open Data Dashboard</p> <p>Note that this data does not capture the impact of BSAP, as BSAP’s first year of implementation was 2021–22.</p>	<p>All Black Students in LAUSD: 89.0%</p> <p>Students in BSAP Cohort 1 Schools: 95%</p> <p>Students in BSAP Cohort 2 Schools: 95</p>

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Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Desired Outcome for 2023–24
Percent of Advanced Placement Exams with a 3 or higher	<p>All Black Students in LAUSD: 34%</p> <p>Students in BSAP Cohort 1 Schools: 22.5%</p> <p>Students in BSAP Cohort 2 Schools: 41.6%</p> <p>(Year: 2019–20)</p> <p>Source: LAUSD Open Data Dashboard</p>	<p>All Black Students in LAUSD: 19.8%</p> <p>Students in BSAP Cohort 1 Schools: 12.7%</p> <p>Students in BSAP Cohort 2 Schools: 24.1%</p> <p>(Year: 2020–21)</p> <p>Source: LAUSD Open Data Dashboard</p> <p>Note that this data does not capture the impact of BSAP, as BSAP’s first year of implementation was 2021–22.</p>	<p>All Black Students in LAUSD: 64.0%</p> <p>Students in BSAP Cohort 1 Schools: 52.5%</p> <p>Students in BSAP Cohort 2 Schools: 71.6%</p> <p>All Black Students in LAUSD: –39.4</p>
A–G Completion Rate	<p>All Black Students in LAUSD: 28.2%</p> <p>Students in BSAP Cohort 1 Schools: 27.2%</p> <p>Students in BSAP Cohort 2 Schools: 42.9%</p> <p>(Year: 2019–20)</p> <p>Source: LAUSD Open Data Dashboard</p>	<p>All Black Students in LAUSD: 40.0%</p> <p>Students in BSAP Cohort 1 Schools: 42.1%</p> <p>Students in BSAP Cohort 2 Schools: 53.1% (Year: 2020–21)</p> <p>Source: LAUSD Open Data Dashboard</p> <p>Note that this data does not capture the impact of BSAP, as BSAP’s first year of implementation was 2021–22</p>	<p>All Black Students in LAUSD: 57.8%</p> <p>Students in BSAP Cohort 1 Schools: 56.8%</p> <p>Students in BSAP Cohort 2 Schools: 72.5%</p> <p>All Black Students in LAUSD: –4.4</p>



* The information for year 2 Outcome and year 3 Outcome will be provided in future LCAP cycles, in compliance with the LCAP template.



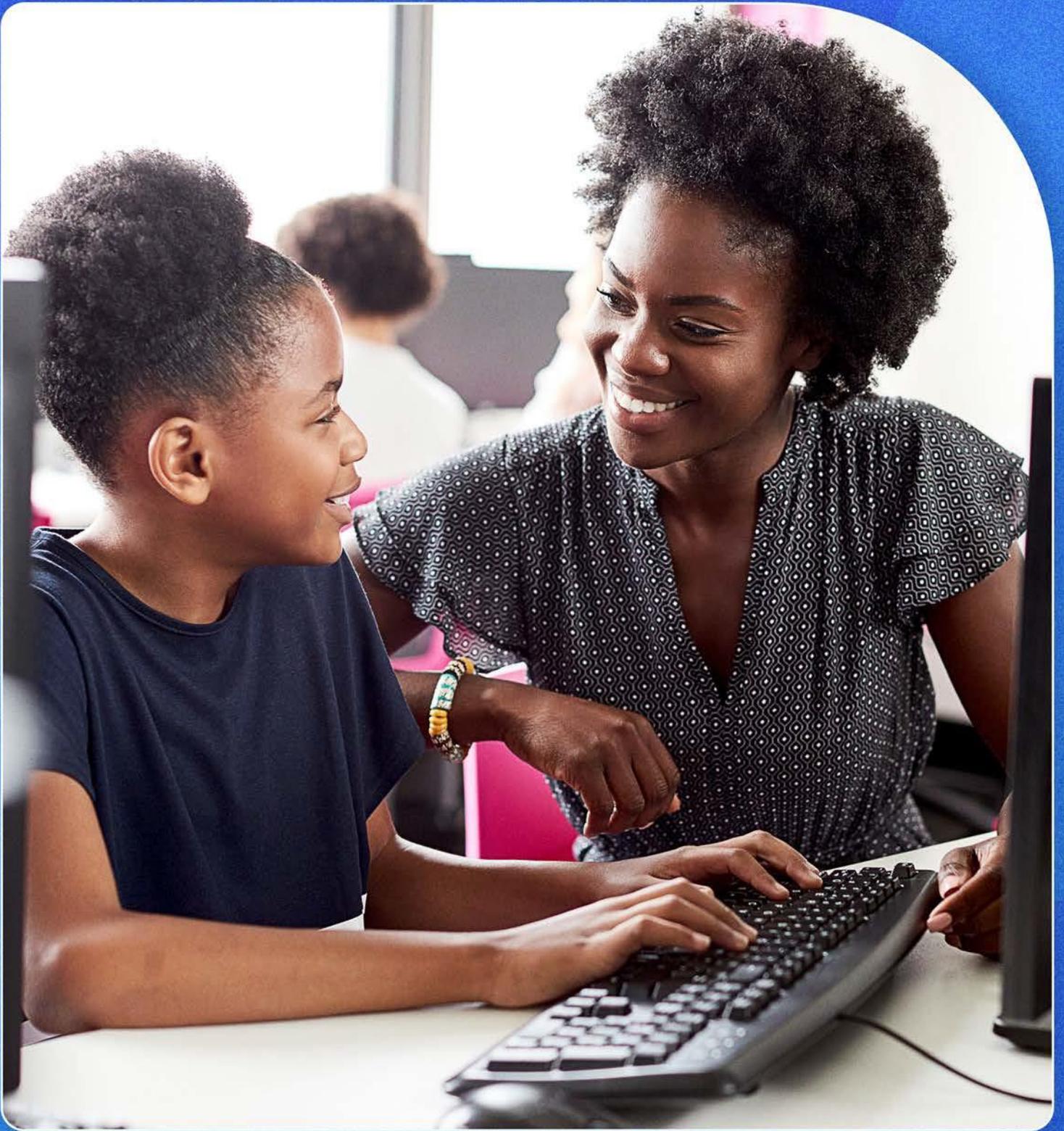
Steering Committee

Steering Committee

The steering committee has been instrumental in the development and providing recommendations for implementation of the BSAP. The BSAP steering committee is comprised of Black students, parents, community members and district staff. The Regions (formerly Local Districts) selected students and parents. One half of the committee is comprised of the following community partners: Students Deserve, Community Coalition, InnerCity Struggle, Labor and Community Strategy Center and labor partners, UTLA and SEIU Local 99. The committee has been charged with the following tasks.

- Develops and monitors strategies to improve achievement
- Review and cast advisory votes on the initial allocations under this program
- Review and report back to the Board of Education on the district's progress realizing the academic promise and providing for the social-emotional wellbeing of black students informed by the LCAP goals, actions and metrics and make recommendations on further strategies and equitable allocation of resources needed to realize the goals
- Provides recommendations to the Black Student Achievement Staff Working Group and Oversight and Accountability team
- Meets monthly with additional meetings as needed





External Evaluation

External Evaluation

External evaluation conducted by the RAND corporation, primary investigator Dr. Alice Huguet and the University of Southern California, Center for Education, Identity and Social Justice, primary investigators, Dr. Darnell Cole and Dr. Shafiqah Ahmadi.

The desired outcomes of BSAP are “high academic performance, social–emotional awareness and management, and a positive cultural identity” for Black students. In addition, BSAP addresses Black students’ unique needs due to the historic and ongoing inequitable and inextricably interconnected social and economic conditions in schools. As a result, the proposed evaluation plan is designed to inform operations and implementation changes, and determine the impact of BSAP on these vital outcomes for Black students.

The evaluation assesses the BSAP over two academic years. This evaluation is mixed methods in design, and will employ quasi–experimental techniques and case study methods. The core objective of the BSAP evaluation is to examine implementation of BSAP across school sites to inform continuous improvement, and to determine the extent to which the BSAP levers improve academic performance, social–emotional awareness and management, and positive cultural identity that can contribute to Black student success (Black Student Achievement Plan – Board Amended”, p. 2, 2021).

As a result, three research questions guide this work:

To what extent does BSAP increase Black students’ access to a supportive school climate, mental and social–emotional health supports, and high–quality curricula? How does BSAP work to improve or hinder access to these supports, and move from a punitive to a supportive school climate?

To what extent does BSAP improve indicators of Black student success, such as attendance, grades, test scores, disciplinary events, participation in extracurricular activities, and responses to the School Experience Survey? How does BSAP engage Black students to improve or hinder their academic success?

To what extent does BSAP improve engagement indicators, such as parent/guardian and family connections with the school community, student participation in extracurricular activities, and the presence of community organizations on campus? How does BSAP work to improve levels of engagement between parents/guardians and school, Black students’ engagement with extracurricular activities, and the presence of community organizations on campus?

The organizations collaborating on this evaluation, RAND and USC Rossier Center for Education Identity and Social Justice (RossierJustice), have a strong track record for conducting evaluations and empirical research across K-12 and post-secondary settings. In addition, the project leads and essential staff have expertise and experience studying schools serving Black students.

The evaluation strategies and research tools used are sensitive to how identities such as race, ethnicity, gender, sexual orientation, religion, disability, etc., intersect to identify systemic issues, inform solutions that create equity, and foster shared values and democratic ideals.





Appendix

- 1. Website Information
- 2. Social Media
- 3. Advisory Committees
- 4. Staffing
- 5. MyPLN PG Links
 - A. Culturally Responsive Scorecard PD on My PLN
<https://lausd.csod.com/ui/lms-learning-details/app/curriculum/6c9f0c0e-a174-46f1-9c32-7a335e404a64>
- 6. Culturally Responsive Units
<https://drive.google.com/drive/folders/1D78B8bKOCt3pSvFqxY4KAMdubx6Egh4q>
- 7. Appendix Documents

Website

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

Social Media

Instagram: BSAP_LAUSD
Twitter: BSAP_LAUSD
Facebook:BSAP_LAUSD

Advisory Councils

Student Advisory:	The BSAP student advisory will be comprised of one student from each secondary school from both Group 1 and Group 2 schools. Monthly meetings will be used to determine individual site implementation and to receive feedback regarding the responsiveness of the BSAP to the needs of Black students.
Parent Advisory:	The Community of Schools and Local District leadership will create a BSAP parent advisory committee. The LD parent advisory committee designee will meet with the district BSAP team to provide feedback on implementation ensuring responsiveness to the needs of parents.
Professional Business Advisory:	Professionals across business sectors will provide feedback on creating real-world opportunities for students enhancing the connection between the classroom and life after graduation.

Staffing

BSAP positions will not replace existing personnel at the school site. BSAP personnel will provide supplemental support for black students. Monitoring of budgets and staffing will take place to ensure that resources are not being supplanted.

Secondary counselors will

1. Monitors and case manage student progress for Black students
2. Pair with PSWs to determine Individual Student Success Plan (ISSP) caseload
3. Conduct ISSP meetings during non-course classroom time and communicate information to the classroom teachers, site administration and parents
4. Participate in data review with BSAP site team every grade period
5. Participate in multidisciplinary teams, such as Student Success Team (SST), Coordination of Services Team (COST), Resource Coordinating Team (RCT), and Crisis Team to identify necessary support services (e.g. counseling, assessment, and interventions). Pair with PSWs to determine Individual Student Success Plan (ISSP) caseload
6. Work with academic counselor and BSAP team to identify intervention, enrichment, or prevention opportunities for Black students
7. Provide professional development for parent education around Black student achievement
8. Assists in master schedule developmen
9. Administer Black Student Success Plans (BSSPs)
10. The BSAP counselor does conduct IGP's or program students (Secondary)



Elementary PSAs will

1. Monitor Black student attendance and academic progress to support early identification and intervention with at risk students
2. Pair with PSWs to determine Black Student Success Plan (BSSP) caseload
3. Conduct BSSP meetings during non-course classroom time and communicate information to the classroom teachers, site administration and parents
4. Analyze attendance data and develop support plans
5. Provide evidence-based child welfare and attendance services, including advocacy and targeted case management to facilitate Black student engagement, attendance, academic achievement, and improve social well-being and school stability
6. Regularly review, assess and share with school-community stakeholders data and trends related to Black student enrollment, attendance/engagement, social-emotional learning/behavior support, adjustment, academic achievement, and progress toward graduation
7. Assist in the development of a multi-tiered system of support for Black student, family, and school-community stakeholder well-being
8. Support the development, planning, and implementation of services to increase the attendance, academic achievement, graduation and career/college readiness of Black students served
9. Administer Black Student Success Plans (BSSPs)
10. Ensure protection of educational and due process rights for Black students
11. Support and monitor program services, activities, and documentation in alignment with program funding, as well as federal, state, District, and program accountabilities and
12. Provide on-going support, professional development/training, and technical assistance to school/agency-based staff and other stakeholder groups



Psychiatric Social Workers will

1. Pair with counselors to determine Black Student Success Plan (BSSP) caseload
2. Promote Black student achievement and wellbeing by implementing culturally responsive universal/early intervention strategies aimed at promoting critical wellness and social-emotional well-being.
3. Build a coherent student support infrastructure that establishes and fosters key internal and external partnerships, thereby increasing Black student academic success, and prevent the disproportionality of Black students in special education, suspension and juvenile justice.
4. Work closely with school leaders to transform school climate that is affirming and inclusive of Black, Indigenous, People of Color (BIPOC) students and culture.
5. Serve as a resource to school sites by providing culturally responsive mental health consultation
6. Assist with crisis team response
7. Plan, coordinate, and facilitate staff development workshops and trainings to address barriers to learning, as well as restoring and maintaining a safe and healthy learning environment.
8. Provide support and consultation for targeted student threat/risk assessments
9. Administer Black Student Success Plans (BSSPs)
10. Provide community referrals
11. Promote and implements culturally response evidence-based practices
12. Promote Black parent engagement and provides support that addresses social-emotional barriers to learning, including facilitation and/or participation in SSPT meetings
13. Maintain effective documentation of services in Welligent and the Medi-Cal Reimbursement Program in compliance with LAUSD and LAC-DMH guidelines.
14. Conduct home visits as needed.

RJ Teachers will

1. Develop lesson plans and materials to support Multi-Tiered Systems of Support (MTSS), leveraging evidence-based Positive Behavior Interventions and Supports/-Restorative Practices (PBIS/RP), including community building activities in classrooms for the targeted student populations
2. Co-teach and conducts community building activities with new teachers and supports the implementation of Restorative Practices/Justice.
3. Support school site teams in the development of safe, healthy, welcoming and affirming school and classroom environments.
4. Support teachers in developing procedures and routines that cultivate connectedness and trust that are taught, modeled and reinforced.
5. Conduct demonstration lessons on classroom management techniques, SWPBIS, Restorative Practices/Justice, interpersonal skills and conflict resolution.

(continued) RJ Teachers will

6. Assist school staff with the implementation of the Discipline Foundation Policy at designated site/ sites.
7. Review school data and reports to provide support, monitor implementation progress and effectiveness of the Discipline Foundation Policy at designated schools.
8. Support classroom teachers with the implementation of Positive Behavior Interventions and Supports/Restorative Practices
9. Administer Black Student Success Plans (BSSPs)
10. Support school administrators and other key staff in developing the infrastructure needed to provide multi-tiered supports and interventions for the targeted student population.
11. Provide professional development, training, and/or presentations to assist school site personnel in the implementation of Positive Behavior Interventions and Supports/Restorative Practices aligned with culturally responsive strategies.
12. Assist schools in developing strategies that emphasize prevention and whole school implementation of SWPBIS and Restorative Practices.
13. Assist teachers with evidence-based classroom management approaches that support Community Building and use of Restorative Practices.
14. Collaborate with community agencies and provides a range of services that address the psycho-social/educational needs of black students

School Climate Advocate will

1. Support school site personnel in implementing multi-tiered systems of support and the District's school site safety policies to build positive school climates.
2. Support school personnel with student mediation and conflict resolution.
3. Provide support to traditionally marginalized groups and identify available resources within the school, the District, and community per the site administrators' direction.
4. Participate in school-wide group guidance programs that support mentoring and other strategies to improve students' nonacademic skills and engagement.
5. Participate in school site committees, Safe Passages Collaborative meetings, and collaborative problem solving to develop student action plans with school personnel.
6. Provide information to school site administrators regarding causes and effects of campus and community tension.
7. Collect and disseminate information regarding disorderly or disruptive conduct or other situations and alert school site administrators when an emergency exists.
8. May reference District dashboard data and respond accordingly as per the site administrators' direction.

(continued) School Climate Advocate will

9. May assist a site administrator in counseling and/or mentoring individuals or groups of students.
10. Collaborate with community agencies that provide a range of support and services that address at-risk students' needs per the site administrators' direction.
11. Maintain confidentiality when dealing with students, families, staff, and community members.

BSAP team will work together to

1. Conduct group BSAP sessions during advisory, lunch, after school and individual sessions as needed based.
2. Plan with Administrative Coordinators of Instruction and site administration
3. Submit quarterly reports to ACs forwarded to school administration. Office of the Superintendent and LD leadership will have access to reports through a shared drive.
4. Collaborates with AC to analyze BSAP success metric data every 5 weeks.
5. Administer Black Student Success Plans (BSSPs)

Administrative Coordinators of Instruction will

1. Serve as the site principal's key instructional leader to co-plan, implement, and develop instructional monitoring structures to ensure effective teacher development aligned with the BSAP.
2. Effectively uses data to identify and appropriately address the instructional needs of black students.
3. Coordinate intensive instructional support at school sites that are not meeting the Black Student Achievement Plan outcomes.
4. Coordinate service support for site BSAP personnel (ie. counselors, RJ Teachers, PSWs, School Climate Advocates)

Math Coaches will

1. Develop and model culturally responsive mathematics lessons.
2. Work with the local district math team to design school structures to provide support for each student based on diagnostic results.
3. Work with the local district math team and school sites to ensure that units of study are rigorous (conceptual, procedural, and real-world application).
4. Work with the local district math team and school sites to understand the relatedness between IABs (interim formative assessments) and their current scope and sequence and summative end of the year SBAC results.

BSAP Designees will

1. Collaborate with teachers and assist principal to ensure that professional development plan, instructional strategies, intervention/enrichment services and SWBP are aligned with the BSAP success indicators.
2. Assist the site principal with creating a school learning environment that promotes equity and high expectations for black student academic achievement. (Guest speakers, assemblies, parent engagement opportunities).
3. Collaborate with school team to establish structures for small group and individual targeted skill instruction in ELA and Math and enrichment for all Black students.
4. Attend monthly district BSAP professional development meetings. Share and implement learning with school community.
5. Monitor 16 BSAP success metrics for the black students on the campus.
6. Attend district professional development on culturally responsive education.

