



THE PEOPLE'S PLAYBOOK TO THE VALIDATED PLAN

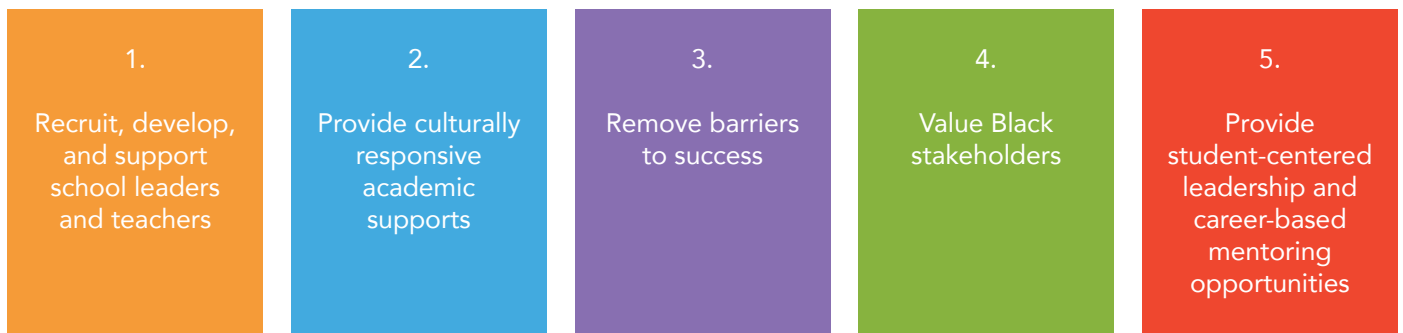
PROMOTING EQUITY AND ACCESS
FOR BLACK STUDENTS



Innovate
Public Schools

THE PEOPLE'S PLAYBOOK TO THE VALIDATED PLAN

PROMOTING EQUITY AND ACCESS FOR BLACK STUDENTS



The Validated Plan: Promoting and Access for Black Students is a commitment and plan to make Black student achievement a top priority in Local District South. This blueprint describes how schools will promote equity and access for Black students so that they can thrive academically, socially and emotionally. The creation of this plan was made possible by Black parents, educators, community members, and district leaders.

The People's Playbook to the Validated Plan for Black Students is a guide for parents and advocates to hold the district and schools accountable to what was promised for Black students in Local District South. Under each action step you can find what was promised by the district, what to ask and look for at your school, and how we will know we were successful. Parents can use this tool to advocate not only for their own children, but to also hold the district accountable for the academic and social-emotional well-being of all Black students in Local District South.

Action Step 1

Recruit, develop, and support school leaders and teachers

Local District South will recruit, develop, and support school leaders and teachers, especially Black school leaders and teachers so that they can better support Black students.

Allocation of human resources

What was promised in the Validated Plan

- Recruit and place effective Black leaders and teachers at schools
- Provide our most challenged schools with the most innovative staff

What to ask and look for

- ☐ Are Black educators being placed in leadership positions, particularly Black males?
- ☐ Are Black parents represented on interview committees for new school leaders and teachers?
- ☐ Are high potential and effective candidates being recruited (e.g., paraprofessionals, teacher education candidates)?
- ☐ Are teaching vacancies being filled with high potential or credentialed teachers?
- ☐ How many “Must Place” teachers have been assigned to our school?

How will we know we were successful?

- ☐ Strong pathways for Black educators to get promoted into leadership positions
- ☐ Strong pipeline from residency programs and other programs designed to attract teachers of color
- ☐ Multiple high-qualified candidates being interviewed early on in the prior school year
- ☐ No more than one must-place assignment per school in a given year¹

Professional learning

What was promised in the Validated Plan

- Provide training that provides culturally responsive instructional practices in English and math
- Provide resources and training to accelerate Black student achievement

What to ask and look for

- ☐ Have all teachers received comprehensive training in culturally responsive pedagogy?
- ☐ Have all school leaders, teachers, and support staff received cultural proficiency and implicit bias training?
- ☐ Is my student learning material that affirms his/her identity and culture?
- ☐ Are teachers using culturally responsive materials and resources?
- ☐ Are teachers using a growth mindset approach to teaching?

How will we know we were successful?

- ☐ Black students feel culturally affirmed and valued. This will be measured using the *LAUSD School Experience Survey* to assess how connected Black students feel to their school.
- ☐ There are more Black students in grades K-2 that are at/above benchmark on the DIBELS assessment (a 5% increase in 2021-22)
- ☐ There are more Black students in grades K-2 that are on grade level in early numeracy (a 5% increase in 2021-22)

Increase student academic engagement

What was promised in the Validated Plan	What to ask and look for	How will we know we were successful?
<ul style="list-style-type: none">• Coach administrators and teachers to better engage and improve the academic progress of Black students• Establish Equity Director position to support the Validated Plan	<ul style="list-style-type: none">■ Do school leaders and teachers feel supported in implementing culturally responsive strategies?■ Are teachers receiving meaningful feedback and sharing best practices amongst each other?■ Are teachers monitoring the academic progress of their Black students and responding to their needs?■ Are principals meeting regularly with teachers about the progress of the Black students in their classrooms?	<ul style="list-style-type: none">■ Black students feel culturally affirmed and valued. This will be measured using the <i>LAUSD School Experience Survey</i> to assess how connected Black students feel to their school.■ There are more Black students in grades K-2 that are at/above benchmark on the DIBELS assessment (a 5% increase in 2021-22)■ There are more Black students in grades K-2 that are on grade level in early numeracy (a 5% increase in 2021-22)

Action Step 2

Ensure culturally responsive academic supports

Local District South will ensure culturally responsive academic support for Black students including culturally responsive course materials and affirming school environments where Black students feel seen, heard and affirmed.

Core academic enhancements and support

What was promised in the Validated Plan

- Ensure culturally responsive instruction in all classrooms
- Teach, highlight, include historical events, monuments, and figures related to the Black experience in history and social science

What to ask and look for

- Is my student learning material that affirms his/her identity and culture?
- Is the teacher using culturally responsive materials and resources?
- Is my student learning about significant historical events, moments and figures related to the Black experience in his/her history and social science lessons?
- Are teachers using a growth mindset approach to teaching?

How will we know we were successful?

- Black students feel culturally affirmed and valued. This will be measured using the *LAUSD School Experience Survey* to assess how connected Black students feel to their school.
- There are more Black students in grades K-2 that are at/above benchmark on the DIBELS assessment (a 5% increase in 2021-22)
- There are more Black students in grades K-2 that are on grade level in early numeracy (a 5% increase in 2021-22)

Affirming school environments

What was promised in the Validated Plan

- Share models of school spaces that affirm Black students and evoke a sense of belonging
- Dedicate spaces inside and outside the classroom to celebrate and affirm Black heritage

What to ask and look for

- Does my student have an adult in school who knows about them and cares about them as a person?
- Does my student have a group of peers they interact with and feel affinity with?
- Does my student engage in activities helping others either directly or indirectly?
- Does my student believe school is a welcoming space to be?

How will we know we were successful?

- Black students feel culturally affirmed and valued. This will be measured using the *LAUSD School Experience Survey* to assess how connected Black students feel to their school.
- Black students feel safe and welcome in their school. This will be measured using the *LAUSD School Experience Survey* to assess how safe Black students feel in school.

Action Step 3

Remove barriers to success

Local District South plans to eradicate Black students' barriers to success by increasing their access and participation in advanced learning opportunities, implementing restorative practices, providing social emotional support, and informing and engaging Black parents.

High quality academic support and intervention

What was promised in the Validated Plan

- Monitor Black student grades monthly
- Provide personalized academic support
- Identify more Black students for the Gifted and Talented Education (GATE) program
- Increase participation in classes that prepare Black students for college

What to ask and look for

- Is my student being provided with personalized academic support?
- How many Black students are currently enrolled in GATE?
- How many Black high school students are currently enrolled in AP courses?
- How many Black high school students are currently enrolled in Dual Enrollment College Courses?
- How is the school intentionally identifying students for GATE?
- How is the school intentionally recruiting Black students to enroll in AP courses?
- How is the school communicating about these advanced learning options with parents?
- How are parents being supported in understanding the value of these programs and the opportunities to enroll their child?

How will we know we were successful?

- Each Black student has a personalized academic plan tailored to their needs
- There are more Black students in grades 2- 5 enrolled in GATE (an increase of 7% in 2021-22)
- There are more Black students enrolled in AP courses (an increase of 10% in 2021-22)
- There are more Black students eligible to apply for a UC/CSU (an increase of 5% in 2021-22)

Model and reinforce positive behavior

What was promised in the Validated Plan

- Use restorative practices to enhance community building
- Emphasize positive teacher-student relationships

What to ask and look for

- How is the school approaching discipline?
- What restorative justice practices are being implemented?
- Are parents engaged in the process of restorative justice?

How will we know we were successful?

- Black students feel culturally affirmed and valued. This will be measured using the *LAUSD School Experience Survey* to assess how connected Black students feel to their school.
- There are less Black students missing 15 days of school or more (a decrease of 7% in chronic absenteeism in 2021-22)

Social-emotional wellness

What was promised in the Validated Plan	What to ask and look for	How will we know we were successful?
<ul style="list-style-type: none">• Enhance school and community-based mental health services• Provide regular check-ins by local district support staff to schools in need of a mental health provider	<ul style="list-style-type: none">■ What school and/or community based mental health services are being offered on campus?■ How are parents being informed about the availability of these services?■ Is my school being supported by the Local District System of Support to provide social emotional support?	<ul style="list-style-type: none">■ There are more school and community based mental health services on campus■ Black students feel culturally affirmed and valued. This will be measured using the <i>LAUSD School Experience Survey</i> to assess how connected Black students feel to their school.■ Black students feel safe and welcome in their school. This will be measured using the <i>LAUSD School Experience Survey</i> to assess how safe Black students feel in school.

Action Step 4

Value Black stakeholders

Local District South will value Black stakeholders by providing opportunities and spaces for Black parents and community members to elevate their voices and provide feedback on decisions to put the “Validated” plan into action.

Parental empowerment

What was promised in the Validated Plan

- Provide clear communication to elevate Black voices
- Host Black parent workshops and meetings

What to ask and look for

- ☐ What meetings and workshops is the school organizing specifically for Black parents?
- ☐ Is the school communicating with parents in a consistent and clear way on a monthly basis (e.g., via newsletters, social media, etc.)?
- ☐ How are the voices of Black parents and community members being elevated?

How will we know we were successful?

- ☐ Black parents are being informed about opportunities to effectively advocate for their children
- ☐ Black parents have dedicated spaces and opportunities to elevate their voices
- ☐ Schools are communicating clearly and consistently with Black parents

Parents as partners

What was promised in the Validated Plan

- Establish a Black Parent Advisory Council to provide feedback on the implementation of the Validated Plan
- Celebrate Black student success stories

What to ask and look for

- ☐ How can I get involved in the Black Parent Advisory Council (BPAC)?
- ☐ Is the school sharing this opportunity to get involved with BPAC with all Black parents?
- ☐ Is my school providing opportunities for Black families to celebrate their students' success and tell their stories (e.g., college acceptance, scholar athletes, etc.)?

How will we know we were successful?

- ☐ Black parents are being engaged as thought partners and decision-makers
- ☐ Black families and their students are celebrated

Action Step 5:

Provide student-centered leadership and career-based mentoring opportunities

Local District South will provide student-centered leadership and career-based mentoring opportunities for Black students. The district will leverage the collective power of relationships with community and faith-based organizations to provide college and career options.

Student empowerment

What was promised in the Validated Plan

- Establish a Black Student Advisory Council (BSAC) to provide feedback on the implementation of the Validated Plan
- Encourage high schools to create a Black Student Union or leadership group
- Encourage elementary schools to increase leadership opportunities for Black students

What to ask and look for

- How can my student get involved in the Black Student Advisory Council (BSAC)?
- Is there a Black Student Union or Young Black Scholars at my middle or high school?
- What equity and inclusion activities are being offered at my elementary school? (These activities are designed to support understanding of racial/cultural differences and to sustain mutual respect to build a more inclusive school community).

How will we know we were successful?

- Black students are being engaged as thought partners and decision-makers
- There are more high schools with a Black Student Union or Young Black Scholars
- Black students feel connected to their school. This will be measured using the *LAUSD School Experience Survey* to assess how connected Black students feel to their school.

Community partnerships

What was promised in the Validated Plan

- Motivate schools to ensure Black students are represented in leadership groups and positions
- Expand partnerships with faith-based organizations and community groups to support Black students

What to ask and look for

- Are Black students represented on school site student leadership cabinets and clubs?
- Does my school have a partnership with a local faith-based and/or active community association to provide mentoring and other support (e.g., tutoring, internships, college and career strategizing, etc.)?

How will we know we were successful?

- % of schools with a representative number of Black students on school site student leadership positions
- % of schools that have partnerships with local faith-based organizations or community-based organizations to provide mentoring and other support for students
- There are more Black students in grades K-2 that are at/above benchmark on the DIBELS assessment (a 5% increase in 2021-22)
- There are more Black students in grades K-2 that are on grade level in early numeracy (a 5% increase in 2021-22)
- There are more Black students eligible to apply for a UC/CSU (a 5% increase in 2021-22)

1. Recommendations pulled from Partnership For Los Angeles Schools' "[Beneath the Surface: Ensuring LA schools have equitable access to educators](#)" report.

About Innovate Public Schools

Innovate Public Schools is a nonprofit organization working to make sure that all students — especially low-income students and students of color — receive a world-class public education that prepares them for success in college, careers and beyond. We're building a movement of families, educators, and business and elected leaders who together will make this vision a reality. We build the capacity of parents and educators to innovate and act together to create world-class public schools, and we publish easy-to-understand school quality data and research that highlights both problems and solutions.

Since launching in 2018, Innovate Public Schools Los Angeles has organized parents throughout Los Angeles to advance education equity efforts and help address systemic issues that exist within our public school system. We've cultivated deep relationships with over 500 Latino and Black parent leaders to build power and challenge decision-making processes that lack sufficient parent engagement.

About Citywide Black Student Achievement

The Citywide Black Student Achievement (CWBSA) parent leader team is a group of parents, educators, and community members working to eliminate the achievement gap for Black students in Los Angeles Unified. We do this by organizing ourselves and our community to find and work toward solutions that will improve the academic experience and social-emotional well-being of Black students in LAUSD.

www.innovateschools.org/cwbsa

Download the playbook

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