

PROPOSED 2019-20 SCHOOL SITE BUDGET

School: LPS

<i>Resource</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>	<i>Resource</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>
21st Century Community Learning Centers	\$0.00	\$0.00	\$0.00	Measure N	\$406,300.00	\$406,300.00	\$0.00
After School Education & Safety (ASES)	\$0.00	\$0.00	\$0.00	Measure G	\$0.00	\$0.00	\$0.00
General Purpose Discretionary	\$0.00	\$48,080.00	-\$48,080.00	Measure G1	\$0.00	\$0.00	\$0.00
LCFF Supplemental	\$0.00	\$0.00	\$0.00	Perkins	\$0.00	\$0.00	\$0.00
LCFF Concentration	\$0.00	\$0.00	\$0.00	Atlantic Philanthropies	\$0.00	\$0.00	\$0.00
Title I: Basic	\$0.00	\$0.00	\$0.00	California Partnership Academy	\$0.00	\$0.00	\$0.00
Title I: Parent Participation	\$0.00	\$0.00	\$0.00				

BUDGET AMOUNT	BUDGET RESOURCE	STRATEGIC ACTION	ASSOC. SPSA AREA	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	LINKED LEARNING PILLAR	BUDGET ACTION NUMBER
		Admin team explicit work on monitoring and supporting development of entrepreneurial mindsets across the school.	Schoolwide Enabling Conditions	Goal 1: Students are ready for college, career and community leadership					Career Technical Education	LPS-1
		ILT explicit work on monitoring and supporting development of entrepreneurial mindsets across the school in classroom instruction.	Schoolwide Enabling Conditions	Goal 1: Students are ready for college, career and community leadership					Career Technical Education	LPS-2
\$1,600.00	General Purpose Discretionary	Provide professional learning for new AP Computer Science Principles teacher AP Training for CS teacher + transportation and lodging	Rigorous Academics	Goal 1: Students are ready for college, career and community leadership		Travel And Conference			Rigorous Academics	LPS-3

\$2,000.00	General Purpose Discretionary	Provide professional learning to school culture time to reground in restorative practices on campus, to support goals of decreased suspension and chronic absence rates Conference fees and transportation for Campus Coordinator and Dean of Students to attend restorative practices training	Comprehensive Student Supports	Goal 3: Engage students and families		Travel And Conference			Comprehensive Student Supports	LPS-4
\$5,000.00	General Purpose Discretionary	Provide professional learning to Tier 2 staff members to improve efficacy of the tiered support program on campus, and to support goals of decreased suspension and chronic absence rates Conference fees, transportation and lodging and food for 5 team members to attend annual PBIS conference	Comprehensive Student Supports	Goal 3: Engage students and families		Travel And Conference			Comprehensive Student Supports	LPS-5
\$25,480.00	General Purpose Discretionary	Continue reading support courses for students still requiring reading intervention. Build explicit connections for students to use the strategies learned in Reading and the connection to dual enrollment and college experiences. Reading Teacher 0.4 FTE	Rigorous Academics	Goal 2: Students have equitable access to high school success	1101	Certified Teacher Salaries	Reading Teacher	0.40	Rigorous Academics	LPS-6

\$5,000.00	General Purpose Discretionary	Continue to implement Summer Bridge to support transition to 9th grade year. Stipends for staff at Summer Bridge	Comprehensive Student Supports	Goal 3: Engage students and families	1105	Stipends - Certified			Comprehensive Student Supports	LPS-7
\$9,000.00	General Purpose Discretionary	Ongoing data analysis in ILT and administrative teams to inform schoolwide decisions, including pathway programs, Tier 2 interventions, and teacher support and PD. Stipends for ILT Members	Schoolwide Enabling Conditions	Goal 2: Students have equitable access to high school success	1105	Stipends - Certified			Comprehensive Student Supports	LPS-8
\$3,500.00	Measure N	Professional learning for CCLC, Pathway Teacher, and Administrator attendance at Linked Learning Alliance 2020 Conference to deepen understanding of Linked Learning on campus Conference fees, transportation, food and lodging for 3 staff members	Work-Based Learning	Goal 1: Students are ready for college, career and community leadership		Travel And Conference			Work-Based Learning	LPS-9

\$5,000.00	Measure N	Continue Measure N funded Lower School Counselor position from 2016-2019. Support incoming 9th graders and provide early intervention for those students already entering HS at risk of not graduating Summer stipend for Lower School Counselor and Campus Coordinator to complete two weeks of early intervention meetings with students and families of incoming 9th graders identified with low attendance rates, GPA, high suspension rate, or other challenges in middle school	Comprehensive Student Supports	Goal 3: Engage students and families		Stipends - Certified and Noncertified			Comprehensive Student Supports	LPS-10
\$15,600.00	Measure N	Continue AP Computer Science pathway course 0.2 FTE AP Computer Science Teacher	Rigorous Academics	Goal 1: Students are ready for college, career and community leadership	1101	Certified Teacher Salaries	AP Computer Science Teacher	0.20	Rigorous Academics	LPS-11
\$62,400.00	Measure N	Continue 10th grade Business Management pathway course 0.8 FTE Business Management Teacher	Rigorous Academics	Goal 1: Students are ready for college, career and community leadership	1101	Certified Teacher Salaries	Business Teacher	0.80	Rigorous Academics	LPS-12

\$66,300.00	Measure N	Maintain cohort of students taking communications and Merritt dual enrollment classes aligned to pathway theme, and incorporate schoolwide ELA strategies into the facilitation of the course. Course Facilitator 1.0 FTE (COMM and BUS)	Rigorous Academics	Goal 1: Students are ready for college, career and community leadership	1101	Certified Teacher Salaries	College Course Facilitator	1.00	Rigorous Academics	LPS-13
\$85,238.00	Measure N	Dual enrollment statistics course to support pathways articulation for students on track to remedial college math. Course Facilitator 0.8 FTE	Rigorous Academics	Goal 1: Students are ready for college, career and community leadership	1101	Certified Teacher Salaries	College Course Facilitator	0.80	Rigorous Academics	LPS-14
\$39,650.00	Measure N	Continue Measure N funded Lower School Counselor position from 2016-2019. Support incoming 9th graders and provide early intervention for those students already entering HS at risk of not graduating 0.5 FTE Lower School Counselor	Comprehensive Student Supports	Goal 2: Students have equitable access to high school success.	1201	Counselor	Lower School Counselor	0.50	Comprehensive Student Supports	LPS-15
\$5,000.00	Measure N	Career and Community Leadership Coordinator 1.0 FTE to work with pathway teachers to develop WBL experiences and career preparedness in school Stipend for coaching of new CCLC to ensure cohesion during staffing transition	Work-Based Learning	Goal 1: Students are ready for college, career and community leadership	2251	Noncertified Stipend			Work-Based Learning	LPS-16

\$80,689.00	Measure N	Career and Community Leadership Coordinator 1.0 FTE to work with pathway teachers to develop WBL experiences and career preparedness in school 1.0 FTE Career & Community Leadership Coordinator	Work-Based Learning	Goal 1: Students are ready for college, career and community leadership	2251	Noncertified Support Salaries	Career and Community Leadership Coordinator	1.00	Work-Based Learning	LPS-17
\$1,200.00	Measure N	Newcomer Internship Program differentiated by language acquisition and area of student interest. Stipend for LPS staff member supporting internship program (spring evening training sessions for students & summer coordination and support)	Work-Based Learning	Goal 2: Students have equitable access to high school success	2305	Noncertified Stipend			Career Technical Education	LPS-18
\$1,600.00	Measure N	Maintain cohort of students taking communications and Merritt dual enrollment classes aligned to pathway theme, and incorporate schoolwide ELA strategies into the facilitation of the course. Course textbooks/readers for 6 sections of COMM & BUS students, two semesters	Rigorous Academics	Goal 1: Students are ready for college, career and community leadership	4110	Approved Textbooks and Core Curricula Materials			Rigorous Academics	LPS-19

\$14,813.00	Measure N	Dual enrollment statistics course to support pathways articulation for students on track to remedial college math. Textbooks and online licenses for 60 students enrolled in Stats courses, two semesters	Rigorous Academics	Goal 1: Students are ready for college, career and community leadership	4110	Approved Textbooks and Core Curricula Materials			Rigorous Academics	LPS-20
\$60.00	Measure N	Create sustainable, impactful WBL activities for students and host sites Folders for students to organize materials in Advisory Career unit	Work-Based Learning	Goal 1: Students are ready for college, career and community leadership	4320	Supplies & Materials			Work-Based Learning	LPS-21
\$500.00	Measure N	Create sustainable, impactful WBL activities for students and host sites Thank you cards for students to write to hosts, LPS Oakland items (small bags, pens, etc) for guest speakers and industry visit hosts	Work-Based Learning	Goal 1: Students are ready for college, career and community leadership	4320	Supplies & Materials			Work-Based Learning	LPS-22
\$200.00	Measure N	Create sustainable, impactful WBL activities for students and host sites Snacks for internship meetings and end of semester intern celebration to raise up learnings from the experience	Work-Based Learning	Goal 1: Students are ready for college, career and community leadership	4710	Food			Work-Based Learning	LPS-23
\$300.00	Measure N	Create sustainable, impactful WBL activities for students and host sites AC transit & BART tickets for internship students	Work-Based Learning	Goal 1: Students are ready for college, career and community leadership	5812	Student Transportation			Work-Based Learning	LPS-24

\$2,000.00	Measure N	Offsite industry focused (WBL) activity in entrepreneurship pathway classes, through collaboration with the Career and Community Leadership Coordinator Transportation (busses) to NFTE events - one event per semester	Work-Based Learning	Goal 1: Students are ready for college, career and community leadership	5812	Student Transportation			Career Technical Education	LPS-25
\$4,000.00	Measure N	Create sustainable, impactful WBL activities for students and host sites Transportation (busses) to unique industry visits for all grade levels- four total industry visits	Work-Based Learning	Goal 1: Students are ready for college, career and community leadership	5812	Student Transportation			Work-Based Learning	LPS-26
\$3,750.00	Measure N	Create sustainable, impactful WBL activities for students and host sites Intern stipends (\$100 fall semester, \$150 spring semester). Allocate for 15 interns per semester	Work-Based Learning	Goal 1: Students are ready for college, career and community leadership	5885	Professional /Consulting Services			Work-Based Learning	LPS-27
\$5,500.00	Measure N	Provide professional learning for new Business Management teacher (10th grade pathway course) - summer training for curriculum, community of practice, and coaching through NFTE. Fees to NFTE for one teacher 2019-2020 school year (annual program support and one-time teacher training costs)	Rigorous Academics	Goal 1: Students are ready for college, career and community leadership	5885	Professional/Consulting Services			Rigorous Academics	LPS-28

\$9,000.00	Measure N	Newcomer Internship Program differentiated by language acquisition and area of student interest. Fees to Faith Network for internship costs	Work-Based Learning	Goal 2: Students have equitable access to high school success	5885	Professional /Consulting Services			Work-Based Learning	LPS-29
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Action Research	LPS Oakland R&D
School:	LPS Oakland R&D
Pathway/s:	Business and Communications (formerly Entrepreneurial Leadership)
Top 5 Measure N Funding Commitments	<ol style="list-style-type: none"> 1. Utilize Measure N funds to continue dual enrollment model with on-site course facilitators, and provide necessary tools for students to be successful in those classes, including physical resources (textbooks, licenses, etc) and staff supports (Counselor/Teacher/Student status updates) to prevent unnecessary dropout. 2. Utilize Measure N funds to provide career technical education through pathway theme courses, including Ethnic Studies, Business Management, and Computer Science. 3. Utilize Measure N funds to provide career readiness, exploration, and WBL opportunities to students at the site (includes off-site industry visits, job shadows, internship stipends, and WBL Coordinator). 4. Utilize Measure N funds to continue tiered support system for students at risk for dropout (includes tiered support staff and interventions for students). 5. Utilize Measure N funds to execute strong transition programming in the 9th grade (Summer Bridge, family intake meetings, etc), and 12th grade (college support staff, dual enrollment courses, etc).
What inquiry question is driving your reasearch to develop a quality Linked Learning pathway/school?	How are we continuing to leverage the four pillars of linked learning to support students in being self sufficient upon graduation?

Funding Commitment 1

We have discovered that our dual enrollment model is transferrable with sufficient campus supports. This school year we had three new college course facilitators (LPS Oakland teachers) working with Communications, Business and Statistics courses. While our learning regarding a community college instructor who is the “right fit” continued to be true, we found that our refined model has developed into a sustainable one. In the business and communications courses, our site course facilitators (both new to college course facilitation) were able to collaborate with our previous course facilitator to learn the model and execute it successfully. One of these teachers was an experienced (in teaching and at LPS) English teacher who is a strong collaborator and leader, and the other a LPS alumni. Both were a strong fit to support students academically and in the soft skills necessary for success in the course. In the statistics course, we had a new teacher (to LPS) with years of math teaching experience facilitating the course. He was able to continue the strong start we had in our first year, and sustained an already positive and strong relationship with the college instructor.

We also have found the sweet spot with the third semester college course (senior year pathway course)! After years of exploring (computer science, real estate), we have found a course (Business Management) and community college instructor who are a good fit. Most importantly, students found the course interesting and connected to their larger goals for themselves.

Funding Commitment 2

This year we continued to experience firsthand the intensive supports needed to support new teachers. In the 9th and 10th grade pathway courses (Ethnic Studies and Business Management) the teachers were both in their first year. While their interest in and connection to the course content was very high, we struggled to bring these two core pathway courses to be more robust and pathway aligned, and to engage the teachers in the work of deeply understanding the pathway, because they had to focus on the challenges of first year teaching. As a result, we were unable to facilitate new alignment between the lower school pathway classes and core curriculum, and to reap the benefits of the curriculum. For example, we were unable to engage Business Management students in some of the critical NFTE opportunities that help to enhance the curriculum and build connection between what students are learning and their futures. (Example: Mock NFTE Business Challenge at Salesforce.)

While engaging our staff with our school’s pathway, the work based learning coordinator (at LPS, we call this our Career and Community Leadership Coordinator aka CCLC) presented on the research and gave specific examples about how to incorporate WBL in their classrooms. Prior to this, two teachers had some form of early career awareness in their classroom and one teacher was successfully executing PBL in her classroom. After the presentation, an overwhelming number of returning staff were eager and interested in bringing WBL into their classes.

We have discovered that it is hard to maintain full participation in pathway courses for students when they get off track from their graduation plan. For example, students who need to repeat a ninth grade course might not have room in their schedule to take Business Management (an elective). The same challenge arises in junior year for students who we would like to enroll in a college course, but still need to complete core A-G courses to get back on track to graduation), as the courses are electives.

In September, our Pathway Team engaged staff to modify NFTE’s entrepreneurial mindsets as a way to establish pathway consistency across all classes. Staff acknowledge the importance and relevancy of the entrepreneurial mindsets, but controversy ensued about the word “entrepreneur” in both the mindset and as a pathway name. We had a hearty discussion as a team regarding the core aspects of our pathway, and alignment to our values as a school. As a result, the pathway team decided to rename the pathway to reflect our actual pathway courses: Business and Communication. This was done with strong support from our entire staff.

Returning pathway staff are interested in Linked Learning and feel excited about incorporating WBL into their classes. We found that new teachers have a different set of needs and interests, which require differentiation when it comes to school PD

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How do you anticipate this will improve Measure N outcomes for your students moving forward?

Goal 1: Decrease the dropout rate & **Goal 2:** Increase the high school graduation rate.

1. Our Tier 2 program is in place to identify and support students at-risk of drop out, as well as usher students towards graduation.
2. Our career exploration and Industry visits/1:1 professional encounters are encouraging students to form, pursue and realize post-secondary goals, as well as form professional relationships to assist this process. We aim to adjust these experiences as described above to increase the impact for students.
3. We will continue to staff an Attendance Coordinator to do targeted, early interventions for students struggling with attendance.

Goal 3: Increase HS student readiness to succeed in college and career.

1. We will continue to offer dual enrollment courses to support students in college and career. We will offer the college Pre-Statistics and Statistics classes to approximately 50% of our senior class again. This class supports student success in college and career, as successful completion fulfills the GE Math requirement for non-STEM majors at UCs and CSUs. We will also continue in our COMM course offerings, beginning in the junior year, and the 12th grade Business Management course which is pathway aligned.
2. The goal of our in-depth career awareness and exploration units in 11th and 12th grade are to help solidify and prepare students for their unique post-secondary plans. In addition to career awareness and exploration, these units include soft-skills, professional expectations and job searching skills.
3. The benefits of the entrepreneurial mindset, taught in the 10th grade NFTE course, will hopefully diffuse in these students to help them persist and use this mindset and abilities in college and career. In addition, our entire staff is familiar with growth mindset concepts and uses this framework in all classes. We will continue to see staff use the entrepreneurial mindsets in non-pathway classes.
4. The T2 team has identified students in need of more refined social-emotional skills and formed two therapeutic groups to address and treat these higher-need students. The therapeutic groups focused on interpersonal-communication, emotional intelligence, self-advocacy as well as other skills necessary to be successful in college and career.
5. We will continue our use of Open Up Resources as our math curriculum in Algebra 1, Algebra 2, and Geometry.

Goal 4: Transition from middle school.

1. Our Lower School Counselor works to engage and identify freshman who were academically and emotionally challenged in 8th grade. In addition, she has also attended several community outreach events to engage/recruit middle school students to our school, in a hope to build early relationships with incoming 9th graders. Our counselor also attends Summer Bridge and communicates support options to students before school starts. This summer she will be engaging in additional work to analyze data for incoming 9th graders and identify priority families to engage in the summer, support in attending Summer Bridge, and place on a caseload (if needed) upon the start of school.
2. We will continue to offer Summer Bridge during the summer for our incoming freshmen. The goal of Summer Bridge is to support students in the transition to LPS, learning about our school values, expectations, and planning for their high school goals. We are in the planning process to develop intentional work during Summer Bridge to ensure that as many students as possible attend. (Historically, our students who enroll late or miss Summer Bridge are most likely to struggle academically, socially, or otherwise during high school)

Goal 5: Close the equity gap.

1. Data driven practices are necessary to closing the equity gap. We use data to identify students with academic and behavioral needs. We then use this data to engage students in services and monitor their progress in Tier 2.
2. Our Tier 2 program has also moved to target special supports for Black/African American students via Black Women's empowerment group, a Historically Black College tour for 10-12th graders, and increasing the number of Black/African American students at our school.

2019-20 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

1A: ABOUT THE SCHOOL

Instructions

Please choose the name of your school from the drop-down menu. Your school ID and 18-19 description, mission, and vision will automatically populate the cells below. Update this information as needed.

Tip: If you would like to edit the text and are seeing a formula, click on the cell and copy it (Command-C on a Mac or Ctrl-C on a PC/Chromebook). Then right-click on the cell, choose "Paste special," and select "Paste values only." You can now edit the text directly.

School: LPS Oakland R&D

School Description

LPS Oakland R&D was established as a school in August of 2012. In early 2012, a committee of concerned constituents (staff, representatives of the LPS College Park community) met to discuss strategies to provide a new model of schooling for students in the East Oakland region. With the support of the Leadership Public Schools Superintendent, Louise Waters, a charter petition was filed and approved in May of 2012.

Over the last six years, our school has developed a strong reputation for creating a safe and supportive learning environment for students of a varying skill levels and learner profiles. LPS Oakland R&D currently serves 9th-12th grade students. Our student body consists of approximately 481 students, of which approximately 97% qualify for Free and Reduced Lunch.

School Mission and Vision

Committed to excellence and equity, Leadership Public Schools' and LPS Oakland R&D's mission is to serve diverse and traditionally underserved urban students, their teachers, and the public by sending 100% of our graduates to and through college. We believe that all students, regardless of SES, ethnicity, or neighborhood, have the right to an education that prepares them for admission to and success in college. The majority of our students enter ninth grade scoring below grade level across multiple subjects. A key component of fulfilling our mission thus consists in bringing our students up to or above grade level as rapidly as possible. Further, we collectively aim to narrow the achievement and opportunity gaps between the highest and lowest performing students; eliminating the predictability of which student groups (race, gender, language profile, learning designation) occupy the highest and lowest achievement categories.

In addition to our primary mission we also strive to:

- Improve the academic achievement of all students
- Close the achievement gap of educationally disadvantaged students
- Foster student leadership and dedication to public service
- Create differentiated supports for college access and success for students via our College Launch program

1B: 19-20 NEEDS ASSESSMENT

Instructions: Identify schoolwide strengths and challenges related to each data point.

- What strengths and challenges do you see in your 17-18 end-of-year data and any new fall data?
- Consider additional information from the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?
- Looking at your current site plan, what is being implemented as planned at your school? Where have you encountered barriers? What are some high-leverage actions you might take to address these barriers?

IMPORTANT: Be sure to discuss strengths and challenges related to the performance of your low-income students, English learners, foster youth, students with disabilities, African-American students, Latinx students, and other subgroups.

Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."

State Dashboard Indicators	Strengths	Challenges/Barriers
Graduation Rate	<p>Our cohort graduation rate in 17-18 had a slight increase, from 84.1 to 84.6%.</p> <p>The CA Dashboard also identifies 5-year graduation rates. We have strong (100%) 5-year rates for African American and Foster youth (compared to 88.9% overall). As a school we work closely with students who are not able to graduate in 4 years to ensure they continue enrollment at LPS as much as possible and graduate with an A-G diploma over a five year period. (This year we have four students completing their fifth year with us.)</p>	<p>Our graduation rate for students with IEPs continues to be lower than our general education students. (71% in 17-18). We have been working very closely with our SPED team to increase attendance rates, implement earlier career and transition planning, and support as many students as possible to earn an A-G diploma. Our current cohort of seniors will have several who continue into a fifth year. The class of 2020 students are on track to graduate with strong rates - this is the cohort of students who have received all of the mentioned interventions since their ninth grade year.</p> <p>When studying our graduation rate data by subgroup, it is of note that our students who entered high school with no incoming MAP data have the lowest graduation rates at our school (70% graduation rate). This subgroup of students is reflective of those who transfer to LPS after 9th grade, or who start 9th grade with us after the school year begins. For those who transfer in later years, we must continue to attend to strong graduation plans when they enter LPS to support them academically (most are catching up academically) and socially. For those who start 9th grade after the school year starts, we are revamping our 9th grade intake process with our Lower School Counselor to support stronger case management from before their first day of school.</p>
On Track to Graduate (11th Grade)	<p>We have seen an increase in the percentage of 11th graders on track to graduate over the past few years. In 17-18, 86% of 11th graders were on track to graduate. This includes the previously mentioned cohort of 11th grade SPED students who have demonstrated strong academic progress given their case management and implemented supports. Students who are not on track to graduate in 11th grade receive tier 2 services, participate in summer school, and utilize Cyber High where appropriate.</p>	<p>Given the small size of our classes, reviewing the student list of who is off-track to graduate is important for LPS Oakland. Each year the students on this list are on a support provider's caseload to stay on track. We see that nearly every student off track in 11th grade is one who began high school having repeated a grade when younger. This cohort of students are some who we will have the CCLC in 19-20 pilot a caseload in which they do early career planning, as most students on the list tend to feel the push to begin working full time while in high school.</p>
A-G Completion	<p>Our A-G graduation rate continues to be nearly the same as our overall graduation rate. (83% and 86% respectively)</p> <p>In 17-18 our male students had an 88% A-G graduation rate and 91% overall graduation rate, slightly higher than our female students. We have been diligent about implementing supports for male students every year, including strong case management of male students who are struggling with some aspect of school that impedes their progress toward graduation.</p>	<p>In 17-18 our female students had a 77% A-G completion rate (compared to 88% for male students). However, 16% of female students from this cohort are still enrolled in high school and are taking five years to complete school.</p> <p>As discussed above, we are also working to ensure our SPED A-G completion rate increases. In 17-18, 57% of SPED students completed A-G requirements compared to 86% of their Gen Ed peers. We have been doing work in the SPED department to support students in earlier post-secondary planning conversations and adjusting supports to ensure that a higher portion of our students complete A-G in SPED. However, we recognize that as we continue to increase the numbers of students in need of intense SPED supports, we may struggle to increase this A-G completion rate.</p>

SBAC ELA	While we had a drop in our SBAC ELA scores this year (47%), we are proud to have received a CORE High Growth award in ELA for this cohort of students. LPS Oakland has the highest ELA value adds for students among Oakland high schools, and is one of the highest in the state (higher than 93% of other schools in the state for ELA). This is calculated by aggregating actual individual change from 8th to 11th grade SBAC compared with the predicted gain for students with similar persona and school demographics. The difference between overall performance and growth may reflect our renewed commitment to prioritize the admission of students with significant academic gaps as codified in our enrollment priorities.	Our English Learner SBAC performance was again significantly lower than the average (12%). This includes an increased cohort of Newcomer students taking the English SBAC. (And will increase more significantly in the current junior class) We have been continuing intensive reflection and differentiation in English 3 to support this student group to access high rigor content. 0% of our SPED students in this cohort met/exceeded standard.
SBAC Math	Our math SBAC scores were a challenge for LPS Oakland this year. Again considering the CORE aggregation of individual student change, in math LPS oakland is mid-range in value add for math among schools in Oakland.	Our low scores are consistent across subgroups for this past year. In order to improve our SBAC data next school year, we have implemented many changes to our math program to increase access and performance. These include: a full time math coach for math teachers, a new curriculum (Open Up Resources), and more intensive SBAC mindset and academic practice with students. We were hit hard this school year when our 11th grade math teacher resigned in November.
AP Pass Rate/Dual Enrollment Pass Rate	<p>We offered 3 AP classes in 2017-2018: AP Computer Science (46% pass rate), AP English Language (8% pass rate) and AP Spanish Language and Culture (91% pass rate).</p> <p>We saw an increase in the pass rate percentage for AP Spanish (from 72% to 91%) this past year. This teacher has been working to closely monitor student progress and preparation for the exam through intentional activities in the classroom and use of the PISA as an instructional tool.</p> <p>We also continued to have very high pass rates in our dual enrollment courses. This past semester in COMM our students had a 91% pass rate, and 96% in Statistics. The statistics pass rate translated into 38% of our seniors graduating having met their college GE math graduation requirement.</p>	<p>The students who are not successful in Statistics (2 students in the cohort last semester, for example) continue to be students who struggle with attendance. We are continuing to monitor their attendance and problem solve with students and families to increase attendance.</p> <p>We will also continue to support vertical alignment in the humanities to support student success on the AP English Language assessment.</p>
Pathway Participation/CTE Enrollment*	<p>Our 9th grade pathway course is Ethnic Studies. In 17-18, 83% of 9th graders were enrolled in Ethnic Studies. Accounting for first year Newcomers (who take the course in 10th grade), 89% of non-Newcomer 9th graders enrolled in Ethnic Studies.</p> <p>This percentage increased in 18-19. While 82% of 9th graders are enrolled in Ethnic Studies, accounting for first year Newcomers, 93% of non-Newcomer 9th graders are enrolled in Ethnic Studies.</p> <p>We also increased the percentage of 10th graders enrolled in the pathway course (Business Management). It was in it's first year in 17-18, with 56% of 10th graders in the course. This year, 71% of 10th graders are enrolled in Business Management.</p>	<p>While we have made strides to ensure Newcomer students enroll in Ethnic Studies (through our intentional course progression with Ethnic Studies as a 10th grade class), we need to do the same for our students who begin 9th grade enrolling in Reading. This small number of students tend to be those who are not in Ethnic Studies. For some we have begun to place them in the course in 9th or 10th grade.</p> <p>We are continuing to increase the percentage of 10th grade students enrolled in Business Management.</p>
English Learner Progress	20% of English Learners were reclassified in 17-18, staying consistent with our 16-17 reclassification rate.	We anticipated our reclassification rate to go down since we have a significantly greater number of English Learners, particularly Newcomer students, however we maintained our rate this year.

<p>Suspension Rate</p>	<p>From 16-17 to 17-18, we saw a slight decrease in overall suspensions (7.6% to 7%) and broken down as follows: EL students: drop from 8.9% to 7.6% Latino students: drop from 6.9% to 5.7% SPED students: drop from 15% to 14%</p> <p>As of the writing of this report, our overall suspension rate is lower, with notable improvement for African American students (currently 7.5% suspension rate).</p> <p>This year we increased staffing for an additional Campus Coordinator, which has helped with small behaviors on campus as well as supported preventative work to avoid larger situations.</p>	<p>From 16-17 to 17-18, the suspension rate for our African American students was 13.3% and 13.9% respectively.</p>
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1C: 19-20 STUDENT GOALS & TARGETS

Instructions: For each District measure, identify a related school goal and set 19-20 school targets. Also choose a related WASC goal from the drop-down menu. Complete any **yellow** cells below; all other cells are automatically populated based on your school data. For some indicators, you will need to select a target student group in Column C based on your school's needs.

Note: Your school goal may be the same as the District goal or may be a targeted goal for a subgroup of students.

LPS Oakland LCAP Goals: Ready for College, Career & Community Leadership (#1); Equitable Access to High School Success (#2)

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Graduation Rate	91% cohort graduation rate by June 2021	All Students	84.6%	87%	89%	Accelerate achievement for underperforming students (EL, Male) through: revised intervention systems, targeted supports for EL students, and summer intervention.
Dropout Rate	Ensure all students off track for graduation enroll in an alternate program (CHSPE, Adult Ed, GED, still enrolled)	All Students	3.1%	2%	1%	Accelerate achievement for underperforming students (EL, Male) through: revised intervention systems, targeted supports for EL students, and summer intervention.
A-G Completion Rate	98% A-G completion by June 2021 **Note: we may need to revisit these goals given our commitment to late-arriving and over age Newcomer students and to serving SPED students with intense IEP needs.	All Students	96.4%	97%	98%	Accelerate achievement for underperforming students (EL, Male) through: revised intervention systems, targeted supports for EL students, and summer intervention.

FAFSA Completion Rate	95% FAFSA completion rate annually	All Students	95%	95%	95%	Improve college and career readiness and persistence through: development of a career pathway, use of Naviance (career exploration) and ACT Aspire, PD regarding the needs of students with IEPs, expand Merritt courses, and increase college and career exposure.
College Enrollment	78% enrollment in 2- or 4-year colleges by June 2021	All Students	68.97%	72%	75%	Improve college and career readiness and persistence through: development of a career pathway, use of Naviance (career exploration) and ACT Aspire, PD regarding the needs of students with IEPs, expand Merritt courses, and increase college and career exposure.
Grade 10 Pathway Participation	90% of 10th graders enroll in Business Management by June 2021	All Students	56%	71%	80%	Improve college and career readiness and persistence through: development of a career pathway, use of Naviance (career exploration) and ACT Aspire, PD regarding the needs of students with IEPs, expand Merritt courses, and increase college and career exposure.

LPS Oakland LCAP Goals: Engage Students and Families (#3)

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Connectedness	60% of students respnd favorable ("quite a bit or completely") to "overall, how well do you feel you belong at your school?" by June 2021	All Students	38% "quite a bit or completely" 77% "somewhat, quite a bit or completely"	45% "quite a bit or completely" 85% "somewhat, quite a bit or competely"	52% "quite a bit or completely" 93% "somewhat, quite a bit or completely"	Improve school culture through: revised tardy/attendance policies and incentives, continued focus on culturally responsive pedagogy and restorative justice training, 9th grade Summer Bridge, and social emotional learning supports.

Suspensions	5% African American student suspension rate by June 2021	African-American Students	13.9%	11%	8%	Improve school culture through: revised tardy/attendance policies and incentives, continued focus on culturally responsive pedagogy and restorative justice training, 9th grade Summer Bridge, and social emotional learning supports.
Suspensions	5% SPED student suspension rate by June 2021	Students with Disabilities	14.0%	11%	8%	Improve school culture through: revised tardy/attendance policies and incentives, continued focus on culturally responsive pedagogy and restorative justice training, 9th grade Summer Bridge, and social emotional learning supports.
Chronic Absence	22% African American student chronic absence rate by June 2021	African-American Students	31.4%	28%	25%	Improve school culture through: revised tardy/attendance policies and incentives, continued focus on culturally responsive pedagogy and restorative justice training, 9th grade Summer Bridge, and social emotional learning supports.

LPS Oakland LCAP Goals: Ready for College, Career & Community Leadership (#1)

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELA SBAC	77% met or exceed standard by June 2021	All Students	42.11% met/exceeded standard	67%	72%	Improve overall student achievement through: mastery based grading, backwards planning PD, increased course offerings, vertical articulation of writing skills, and articulation of core science skills linked to NGSS.

ELA SBAC	20% met or exceed standard by June 2021	Students with Disabilities	0% met/exceeded standard	11%	15%	Accelerate achievement for underperforming students (EL, Male) through: revised intervention systems, targeted supports for EL students, and summer intervention.
ELA SBAC	25% met or exceed standard by June 2021	English Learners	12% met/exceeded standard	16%	20%	Accelerate achievement for underperforming students (EL, Male) through: revised intervention systems, targeted supports for EL students, and summer intervention.

LPS Oakland LCAP Goals: Ready for College, Career & Community Leadership (#1)

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Math SBAC	35% met or exceed standard by June 2021	All Students	5.77% met/exceeded standard	25%	30%	Improve overall student achievement through: mastery based grading, backwards planning PD, increased course offerings, vertical articulation of writing skills, and articulation of core science skills linked to NGSS.
Math SBAC	9% met or exceed standard by June 2021	Students with Disabilities	0% met/exceeded standard	3%	6%	Accelerate achievement for underperforming students (EL, Male) through: revised intervention systems, targeted supports for EL students, and summer intervention.
Math SBAC	12% met or exceed standard by June 2021	English Learners	0% met/exceeded standard	4%	8%	Accelerate achievement for underperforming students (EL, Male) through: revised intervention systems, targeted supports for EL students, and summer intervention.

LPS Oakland LCAP Goals: Equitable Access to High School Success (#2)

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
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ELL Reclassification	30% ELL reclassification by June 2021	English Learners	20.00%	24%	28%	Accelerate achievement for underperforming students (EL, Male) through: revised intervention systems, targeted supports for EL students, and summer intervention.
LTEL Reclassification	33% LTEL reclassification by June 2021	Long-Term English Learners	21.05%	25%	29%	Accelerate achievement for underperforming students (EL, Male) through: revised intervention systems, targeted supports for EL students, and summer intervention.

LPS Oakland LCAP Goals: Equitable Access to High School Success (#2)

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
MAP Reading Growth of One Year or More	85% of students starting with a grade level equivalency of <9th grade grow by at least one year as measured by MAP by June 2021	All Students	77.30%	80.00%	83.00%	Accelerate achievement for underperforming students (EL, Male) through: revised intervention systems, targeted supports for EL students, and summer intervention.
MAP Multiple Years Below Grade Level	76% of 9th graders who started school reading more than two years below grade level (6th grade or lower) and grew >1 years on MAP by EOY	All Students	58.16%	64%	70%	Accelerate achievement for underperforming students (EL, Male) through: revised intervention systems, targeted supports for EL students, and summer intervention.

School: LPS Oakland R&D

2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING

<p>Instructions: Please complete this self-assessment for your school. Click here for the full Measure N rubric.</p>	<p>KEY: 1: <i>Not at all</i> 3: <i>Mostly</i> 2: <i>Somewhat</i> 4: <i>Completely</i></p>
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1. SCHOOL LEADERSHIP AND VISION	Current Score	Justification	Areas of Growth
<p>School Leadership: To what extent do school/site leaders consistently demonstrate and communicate a commitment to the school vision and mission with pathways as the central strategy for school improvement?</p>	3: Mostly	<p>We have made a concerted effort this year to focus on the career pathway in our regrounding in vision, mission, and mindsets as a staff. School leaders (both administrative team and the instructional leadership team) have engaged in work with the staff around our key priorities highlighted in the 18-19 plan, including: -supporting and uplifting the work based learning/career work across the grade levels (ex: creating time and space in Advisory and courses) -engaging our Newcomer students and teachers in career exposure work; developing a board approved policy for Newcomer students who enter LPS at age 17 or 18 that incorporates work experience -continued focus on dual enrollment/early college as a key model for accelerating student growth and supporting increased graduation rates -infusing the entrepreneurial mindsets into our school (ex: PD sessions, informal conversations with students)</p>	<p>Our next stage as a leadership team and school is to ensure pathways work as integral to school improvement through core courses. This will include increased collaboration between core and pathway classes (ex: Ethnic Studies & English 1, Business Management & Algebra 2). We also can continue to utilize our Business and Communications pathway as a core piece of our enrollment outreach with prospective students and families.</p>
<p>To what extent can school leaders identify the connections between all the enabling conditions (listed in this rubric) and align systems and structures to each other in service of the vision/ mission?</p>	4: Completely	<p>We have made progress as a school in integrating pathway work as part of our vision, mission, and staff mindsets. Specifically, we have worked with core admin team members (ex: Academic Dean supporting Science and SPED) to deepen her knowledge of and connection to the pathway so that it is a focus of the work happening in those teams.</p>	<p>There will be a transition in school site leadership for the 19-20 school year. It will be vital to support the new school leader to understand the depth of the work that has been completed and the rational for sturctures and systems that are in service of pathways work.</p>
<p>Leadership Identity: To what extent do school leaders act as change leaders with pathways as the core driver?</p>	3: Mostly	<p>Our team has focused on a deeper understanding of the entrepreneurial mindsets this school year, and supported the infusion of them into our school. We have a strong focus on the majority of the aspects of our pathway (dual enrollment, WBL experiences across the grade levels, tiered support programming to increase graduation rates) and use the pathway work as a guiding focus.</p>	<p>To support integration of pathways into core classes as the next driver for pathway development and student supports/rigorous academics.</p>

School Leadership & Vision Goal for 2019-20:

By the end of 2019-2020, LPS Oakland leadership will demonstrate and communicate a commitment to pathways as the central strategy for school improvement by increasing integration between pathway courses/experiences and core courses.

2. SYSTEMS AND STRUCTURES TO SUPPORT EQUITY AND COHERENCE	Current Score	Justification	Areas of Growth
Staffing Structure Aligned to Purpose: To what extent is the staffing structure of the school in direct support of the school vision and mission such that admin team, counseling team, CCRS, SPED, EL, and support staff are all deeply connected to pathway teams and see their work as in support of effective pathway work?	3: Mostly	Last year we identified our area of growth related to staffing structure as "to build an explicit connection across all staff and roles on campus to our pathway work." We have achieved this through a sequence of PDs linked to our pathway history and development, and the use of the entrepreneurial mindsets.	To increase embeddedness into the work for non-teachers on staff.
Alignment and Coherence of Leadership Bodies To what extent do all leadership teams (culture & climate, ILT, PAC, CSSC, PTSA, etc.) have a shared understanding of the school's goals within the context of pathway development and see themselves as contributors to and supporters of those goals?	3: Mostly	Our growth area last year was "to support the leadership teams in connecting their work to the larger body of work on our campus, and explicitly name the work around pathway development." We have done this explicitly with the admin team, ILT, SSC.	To engage the tiered support team in the content area and WBL pathway work more explicitly.
Decision-Making Structure: To what extent are decision-making structures and processes clear, consistent, inclusive of all stakeholders (e. g., students, teachers, parents, community members) and leadership bodies, and in support of the school's vision and mission?	3: Mostly	All stakeholders at LPS Oakland engage in decision-making around our work on a broad level, including pathway development. All stakeholders engage in the work around decision-making. We are continuing to work to ensure that all stakeholders understand each decision-making structure.	Continue to ensure that every decision-making structure and process is clear to all stakeholders.
Master Schedule, Budget, Facilities & Resource Allocation: To what extent are master schedule, budget, facilities, and resource allocation aligned to the school's mission/vision and in service of equitable, high quality pathways (e.g., students can be cohorted, teachers can collaborate effectively, resources are equitably distributed, facility assignments support purpose)?	4: Completely	We have continued to be very intentional in building a master schedule, budget, etc that are in service of equitable, high quality pathways. We have created staffing for all pathway courses and supports that we identify as areas of need, including college course facilitators, pathway teachers, and student support staff.	Continue to reflect on our areas of need and ensure that master schedule and budget are able to maintain alignment with our high quality pathway through the leadership transition next school year.
Equity Stance: To what extent do school leaders support the creation and implementation of policies and procedures that facilitate equity of access (to resources, programs, pathways, opportunities, etc.) and achievement across the school (specifically to pathways)?	4: Completely	School leadership at LPS Oakland is consistently exploring equity issues for student groups, and identifying resources, programs, etc to fill those gaps. Last year we focused on Newcomer students and continue to do so, with additional (minor) changes for next year related to their coursework.	A new area of focus for LPS Oakland with respect to equity stance is to ensure that our students with IEPs are experiencing success in their upper level pathway (dual enrollment) courses. This school year we experienced some challenges, specifically for our 12th grade SPED students, in successful completion of the dual enrollment COMM and BUS courses.
Systems & Structures Goal for 2019-20:	To increase pathway embeddedness in our tiered support team.		

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
Admin team explicit work on monitoring and supporting development of entrepreneurial mindsets across the school.							Career Technical Education	Schoolwide Enabling Conditions	Goal 1: Students are ready for college, career and community leadership
ILT explicit work on monitoring and supporting development of entrepreneurial mindsets across the school in classroom instruction.							Career Technical Education	Schoolwide Enabling Conditions	Goal 1: Students are ready for college, career and community leadership
<i>Ongoing data analysis in ILT and administrative teams to inform schoolwide decisions, including pathway programs, Tier 2 interventions, and teacher support and PD.</i> Stipends for ILT Members	General Purpose Discretionary	\$9,000.00	1105	Stipends - Certified			Comprehensive Student Supports	Schoolwide Enabling Conditions	Goal 2: Students have equitable access to high school success

RIGOROUS ACADEMICS & CTE

School: LPS Oakland R&D

[Link to 2018-19 SPSA](#)
RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT

PROGRAM OF STUDY AND MASTER SCHEDULING	16-17 Score	17-18 Score	18-19 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Pathway Theme	2+	3-	3	This year we completed an engagement process with our staff and students to sharpen our pathway theme. Through engaging our team around entrepreneurial mindsets, we identified a clearer theme and focus as Business and Communications. We have continued our partnership with NFTE for the 10th grade Business Management course, and Merritt's Communications department for the 11th grade courses and 2nd semester senior year course. We have found a senior level Business course (through Peralta - BUS10) that aligns with the pathway, has a professor with the right fit for our school, and is fully pathway aligned. Next year we will continue to include this course as the 1st semester senior year pathway class.
Integrated Core	2+	2+	3-	This year we engaged our staff in exploration of the entrepreneurial mindsets. Every returning teacher identified one entrepreneurial mindset to develop in their students this school year. We had also hoped to show further growth in this area this school year in the lower school grades, with Ethnic Studies and Business Management (9th and 10th grade pathway courses) being more fully established and poised to build collaboration with core courses in the lower school. However, this school year we had first year teachers in both of the courses and were unable to push the collaboration across content areas due to the coaching needs for both teachers. Next year we have plans to build integration between Ethnic Studies & English, and Business Management & Algebra 2 more explicitly.
Cohort Scheduling	2-	2	2+	<p>We have continued to ensure that our master schedule ensures access to pathway classes for all students. This year we integrated Newcomer students more explicitly into our pathway classes - ensuring that they have access to Ethnic Studies (9th grade pathway course) was vital for this integration and we have seen these students experience success in the class! Older Newcomer students also took the other pathway courses this year, namely the COMM and BUS courses.</p> <p>Given the staffing challenges named earlier, we were unable to make significant growth in the area of multidisciplinary projects and flexible instructional methodologies. We have hired an experienced, former SPED teacher for the 9th grade Ethnic Studies pathway course who has experience collaborating across disciplines at our site and will help to build the work. We are working to hire a CTE credentialed teacher for the 10th grade Business Management courses.</p>
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Rigorous, Relevant and Integrated Learning	2+	3-	3	Our NFTE and COMM pathway classes continued with the public defenses of their work, and our new Merritt BUS course also included this public defense. We increased the number and percentage of students enrolled in College of Alameda Statistics this year, and are continuing to see students in the course identify connections between math and content areas they are interested in post-high school, including a small group of our seniors who are looking to enter an apprenticeship program after high school.

Collaborative Learning	3-	3-	3	Students continue to work in heterogenous groups across their pathway and non-pathway courses. Students now create group business plans in the Merritt BUS course during senior year. There has also been more explicit work on this soft skill development in our 10th and 11th grade Advisory curriculum aligned to the WBL experiences students engage in. Our students also continue to utilize the school values as a foundation for engaging in discussions of group accountability, project management, and conflict resolution.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Sharing Best Practice	3	3	3+	This year in addition to our standard department and grade level collaboration experiences, our ILT engaged in peer observations to continue to increase an understanding of the strong practices being used across the curriculum. We had a cohort of new-to-LPS teachers this year, and these teachers were each provided release days to engage in peer observations to strengthen their practice and understand the level of expectation in our LPS Oakland classes. We have also continued ELD integration and observation as we've shifted from a model of many sheltered classes into one that utilized heterogenous classes with support.
Collaboration Time	2-	3-	3	This year we focused on building out our grade level teams. This began at our staff retreat in August where teams built norms and a shared understanding of common grade level behavioral and academic expectations. This collaboration has continued into the school year with shared leadership on each team - different grade level team members have served as facilitator and collaborated to build the agendas. This has helped to increase leadership across roles on campus, as in previous years we have had a struggle with teacher/support staff collaboration. The intentionality with grade level team collaboration this year has greatly impacted the positive feedback on grade level team time.
Professional Learning	3-	3-	3	With new teachers in several of our pathway courses this school year, professional learning was vital. We built collaboration time between the new Ethnic Studies teacher and former teacher, the new Business Management teacher continued with NFTE PD and coaching, and the college course facilitators all worked in collaboration with the college instructors while also working consistently with the prior course facilitator. We also built cross-collaboration between pathway and non-pathway teachers through our explicit work in grade level teams.

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve standards-based instruction, graduate capstone, standards-aligned interdisciplinary units/thematic units at each grade level, and improved course passage rates for students this year?

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
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<ol style="list-style-type: none"> 1. Revised Newcomer/ELD course sequence (integration in school courses) 2. Reading support for students reading below grade level 3. Increased cohort in COMM 4. Implement Math Game Lab for 9th graders entering <3rd grade level 5. Continue dual enrollment Stats class 	Fully Implemented	Highly Effective	<p>#1 highly effective - in 17-18 our second year Newcomer students were enrolled in a large number of sheltered courses (Navigate Math, World History, Science, English). This year students were only in sheltered science and 2nd year English, and had access to pathway courses, including Ethnic Studies, Business Management, and college courses!</p> <p>#2 highly effective - we had a smaller cohort of 9th graders entering reading at a 1st-3rd grade level this year. MAP reading growth for this cohort of students was 0.86 years during first semester (with a first year teacher!)</p> <p>#3 effective - 125 students took Merritt COMM this school year.</p> <p>#4 not implemented due to staffing. (The teacher scheduled to teach the course took a leave during 1st semester, and we did not feel confident offering the course with a long term sub.)</p> <p>#5 highly effective - we doubled the cohort size for the course and maintained the pass rate first semester of 96%. (We continue to see that the only students who do not pass are those with attendance challenges). They are on track for success in the 2nd semester class.</p>
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IMPLEMENTATION GOALS

Identify four 2018-19 implementation goals related to Rigorous Academics, in addition to your Math SBAC goals from Part 1: Needs & Goals.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Math SBAC	35% met or exceed standard by June 2021	All Students	5.77% met/exceeded standard	25%	30%	Improve overall student achievement through: mastery based grading, backwards planning PD, increased course offerings, vertical articulation of writing skills, and articulation of core science skills linked to NGSS.
Math SBAC	9% met or exceed standard by June 2021	Students with Disabilities	0% met/exceeded standard	3%	6%	Accelerate achievement for underperforming students (EL, Male) through: revised intervention systems, targeted supports for EL students, and summer intervention.
Math SBAC	12% met or exceed standard by June 2021	English Learners	12% met/exceeded standard	4%	8%	Accelerate achievement for underperforming students (EL, Male) through: revised intervention systems, targeted supports for EL students, and summer intervention.

<p>Standards Based Instruction/ Project-Based Learning</p>	<p>Develop entrepreneurial mindset pillars with all staff and implement them through all courses. Develop rubric about entrepreneurial mindsets to be utilized in multiple ways, such as projects, assignments, and student reflection on collaboration and learning.</p>	<p>All Students</p>	<p>Yearly pathways reflections incorporated in Student Led Conferences in all pathways courses</p>	<p>Develop an explicit capstone, cross-course pathways reflection in junior year Student Led Conference</p> <p>Engage staff in work with entrepreneurial mindsets pillars</p>	<p>Iterate on capstone SLC pathways/WBL reflection in junior year SLC.</p> <p>Infuse entrepreneurial mindsets across the school through reflection in classes and teacher/staff engagement in mindsets.</p>	<p>Improve college and career readiness and persistence through: development of a career pathway, use of Naviance (career exploration) and ACT Aspire, PD regarding the needs of students with IEPs, expand Merritt courses, and increase college and career exposure.</p>
<p>Career Technical Education Sequence</p>	<p>Implement cohesive CTE/Pathway course that involves industry partner collaboration and defense of work.</p>	<p>All Students</p>	<p>Pathway courses in each grade level (Ethnic Studies, Bus Mgmt, COMM sequence, Real Estate & COMM sequence)</p> <p>Defense of work in Bus Mgmt & COMM</p>	<p>Pathways courses in each grade level, with addition of BUS college course in place of Real Estate</p> <p>Defense of work in Bus Mgmt, COMM & BUS</p>	<p>Pathways courses in each grade level</p> <p>Defense of work in all courses. (Ethnic Studies formal presentation of 10 point plan end of S1)</p>	<p>Improve college and career readiness and persistence through: development of a career pathway, use of Naviance (career exploration) and ACT Aspire, PD regarding the needs of students with IEPs, expand Merritt courses, and increase college and career exposure.</p>

<p>Graduate Capstone/ Culminating Experience</p>	<p>Student Led Conference in spring of senior year explicitly incorporates a presentation and reflection on pathway journey</p>	<p>All Students</p>	<p>Yearly pathways reflections incorporated in Student Led Conferences in all pathways courses</p>	<p>Develop an explicit capstone, cross-course pathways reflection in senior year Student Led Conference</p>	<p>Iterate on capstone SLC pathways/WBL reflection in junior year. Class of 2020 full reflection on pathways experience in spring SLC through reflection on college and career plans.</p>	<p>Improve college and career readiness and persistence through: development of a career pathway, use of Naviance (career exploration) and ACT Aspire, PD regarding the needs of students with IEPs, expand Merritt courses, and increase college and career exposure.</p>
<p>Course Passage Rates</p>	<p>Improved performance as measured by course grades pass rate in Algebra 1. Open Up Resources curriculum (new in 18-19) will continue to be implemented, and coaching provided to support teachers in implementation and data analysis.</p>	<p>All Students</p>	<p>75% pass rate</p>	<p>70% pass rate (note: may increase due to students completing D remediation before submission of Measure N plan)</p>	<p>85% pass rate</p>	<p>Improve overall student achievement through: mastery based grading, backwards planning PD, increased course offerings, vertical articulation of writing skills, and articulation of core science skills linked to NGSS.</p>

THEORY OF ACTION

<p>Theory of Action</p>	<p>If we provide all students with rigorous, relevant instruction and develop their entrepreneurial mindsets in all courses, then they will be able to increase their self-awareness, deepen their sense of purpose, as well as develop the skills and mindsets to identify and achieve their postsecondary goals, so that they are empowered to be agents of their own learning and leaders in their community.</p>
<p>How are you supporting English Language Learners?</p>	<p>We are supporting ELLs by: - Utilizing a built out Newcomer/sheltered instructional sequence that provides a course sequence that ensures A-G access and supports for students - Strong instructional practices and supports for long term EL students in courses, including a built out humanities approach to supporting SPED and EL students through vertically aligned scaffolds across the grade levels - Schoolwide tier 1 instructional practices - Tiered support program for students in need of additional supports</p>

<p>How are you building conditions for students and adult learning?</p>	<p>We are building conditions for student learning by utilizing:</p> <ul style="list-style-type: none"> - Trauma-informed practices across entire school, including common schoolwide values, schoolwide agreements, student support system (consequences in classroom), and restorative conferences - Consistent classroom observations to support teacher practice and highlight equity issues within the classroom - Schoolwide tier 1 instructional practices - Continued implementation of tier 2 program <p>We are building conditions for adult learning by utilizing:</p> <ul style="list-style-type: none"> - Consistent coaching for all teachers, regardless of experience level - Differentiated professional development by teacher level of experience, grade level, and department - Continued, explicit conversations about student equity - Consistent data-driven PD and coaching - Consistent reflection and whole-staff brainstorming for school action planning
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STRATEGIC ACTIONS									
STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
Continue reading support courses for students still requiring reading intervention. Build explicit connections for students to use the strategies learned in Reading and the connection to dual enrollment and college experiences. Reading Teacher 0.4 FTE	General Purpose Discretionary	\$25,480.00	1101	Certified Teacher Salaries	Reading Teacher	0.40	Rigorous Academic s	Rigorous Academics	Goal 2: Students have equitable access to high school success
<i>Maintain cohort of students taking communications and Merritt dual enrollment classes aligned to pathway theme, and incorporate schoolwide ELA strategies into the facilitation of the course.</i> Course Facilitator 1.0 FTE (COMM and BUS)	Measure N	\$66,300.00	1101	Certified Teacher Salaries	College Course Facilitator	1.00	Rigorous Academic s	Rigorous Academics	Goal 1: Students are ready for college, career and community leadership
<i>Maintain cohort of students taking communications and Merritt dual enrollment classes aligned to pathway theme, and incorporate schoolwide ELA strategies into the facilitation of the course.</i> Course textbooks/readers for 6 sections of COMM & BUS students, two semesters	Measure N	\$1,600.00	4110	Approved Textbooks and Core Curricula Materials			Rigorous Academic s	Rigorous Academics	Goal 1: Students are ready for college, career and community leadership

<i>Dual enrollment statistics course to support pathways articulation for students on track to remedial college math.</i> Course Facilitator 0.8 FTE	Measure N	\$85,238.00	1101	Certified Teacher Salaries	College Course Facilitator	0.80	Rigorous Academic s	Rigorous Academics	Goal 1: Students are ready for college, career and community leadership
<i>Dual enrollment statistics course to support pathways articulation for students on track to remedial college math.</i> Textbooks and online licenses for 60 students enrolled in Stats courses, two semesters	Measure N	\$14,813.00	4110	Approved Textbooks and Core Curricula Materials			Rigorous Academic s	Rigorous Academics	Goal 1: Students are ready for college, career and community leadership
<i>Provide professional learning for new Business Management teacher (10th grade pathway course) - summer training for curriculum, community of practice, and coaching through NFTE.</i> Fees to NFTE for one teacher 2019-2020 school year (annual program support and one-time teacher training costs)	Measure N	\$5,500.00	5885	Professional/Consulting Services			Rigorous Academic s	Rigorous Academics	Goal 1: Students are ready for college, career and community leadership
<i>Continue AP Computer Science pathway course</i> 0.2 FTE AP Computer Science Teacher	Measure N	\$15,600.00	1101	Certified Teacher Salaries	AP Computer Science Teacher	0.20	Rigorous Academic s	Rigorous Academics	Goal 1: Students are ready for college, career and community leadership
<i>Continue 10th grade Business Management pathway course</i> 0.8 FTE Business Management Teacher	Measure N	\$62,400.00	1101	Certified Teacher Salaries	Business Teacher	0.80	Rigorous Academic s	Rigorous Academics	Goal 1: Students are ready for college, career and community leadership
<i>Provide professional learning for new AP Computer Science Principles teacher</i> AP Training for CS teacher + transportation and lodging	General Purpose Discretionary	\$1,600.00	5215 & 5230	Travel And Conference			Rigorous Academic s	Rigorous Academics	Goal 1: Students are ready for college, career and community leadership

WORK-BASED LEARNING

School: LPS Oakland R&D

[Link to 2018-19 SPSA](#)

WORK-BASED LEARNING MEASURE N SITE ASSESSMENT

WORK-BASED LEARNING	16-17 Score	17-18 Score	18-19 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Types of Student Experiences	2	3	3	<p>According to the WBL Continuum, our WBL activities cover Career Awareness through Career Preparation, we maintained many of the same activities, and expanded to new grade levels and classes. This year we served 159 students with career awareness activities. All sophomores received career awareness curriculum in advisory, which culminated in each advisory attending an advisory-specific industry visit, 107 (85% of the class) students attended this visit. In an attempt to incorporate more Linked Learning in our pathway, our AP Computer Science class attended a career visit at Zynga, a large gaming company. Lastly, all of 12th grade was invited to apply to a career visit related to business, technology and marketing, 25 students applied, 2 students were unable to attend due to grades. These students attended a day-long career visit at Pandora. All of these career awareness visits included small group informational interviews with multiple professionals, hands-on activities and some live technical demos.</p> <p>We continued with our 11th grade career exposure unit, which includes all 11th graders completing a Career Interest Profiler, several in-depth career pathway searches, apply and attend a small group job shadow (10 - 15 students on average), email their host and craft a next steps plan which they present to their parents during Spring Student Led Conferences.</p> <p>Our Reading Partners Internship program served 20 students this year (down 10 students from last year due to attendance issues), in addition to administering literacy curriculum to K-5 students, interns receive professional mentoring and technical skills training.</p> <p>New additions to our WBL opportunities are after-school job/internship application sessions, where students learn job finding skills and apply to jobs and internships - this activity has served 30 students thus far and plans to serve another 20 before the end of the year. The WBL coordinator also intends to conduct 1:1 career counseling with most seniors, specifically aimed at helping them pursue internship or career-related summer programs.</p>
Pathway Outcomes	2-	3-	3-	<p>Two of our identified pathway courses received WBL support, AP Computer Science and the NFTE Business course. The Computer Science class hosted one guest speaker and 30 out of 34 enrolled students attended a hands-on, informational career visit at a technology company. NFTE hosted 4 guest speakers. All 10th and 11th graders complete career awareness and career exposure curriculum in advisory.</p>

Pathway Evaluation	2	3	3+	All WBL activities are designed to achieve the outcomes outlined by the Linked Learning Publication, "Work Based Learning in Linked Learning: Definitions, Outcomes and Quality Criteria". The defined outcomes drive all the WBL activities. After all WBL activities, students, stakeholders and teachers and asked for feedback to improve the quality, assess student learnings, and improve processes.
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ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve career awareness, career exploration, and career preparation for students this year?

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
1. Move Career Readiness to lower school	Partially Implemented	Somewhat Effective	This year we successfully offered 10th grade a robust career experience. Students and hosts reported the event was very enjoyable. Students reported increased comfort gathering career information from adults and were able to name pathways connected to multiple professions and observe professional soft skills. The original plan was to move WBL into 9th grade, but after evaluating other factors: the sequence, teachers, 10th grade proved to be the best option.
2. Create sustainable, impactful WBL activities for students and host sites	Fully Implemented	Effective	This year we condensed our job shadow from approximately 35 industry host sites to 7 industry host sites. This helped create more consistent quality experiences and ensure increased attendance, since it was much easier to track students and placements, allowing the WBL coordinator to reinforce with students multiple times (in advance of the visit) about the importance of attendance. Students were able to identify multiple pathways, gather career information from adults and assess themselves on their soft skill development.
3. Offer internship opportunities to SPED and African American males	Partially Implemented	No Impact/Not Effective	Last year, in an effort to increase opportunity to the most underserved at our school, we planned to give internship enrollment priority to SPED and African American male students. This was done through special identification and recruiting efforts. Internship entry rates for SPED students were very low despite interests, and 3 out of the 5 African American students who entered the program dropped out due to attendance issues in the first month. Our assessment was that we failed to offer early and frequent mentorship and monitoring to the entire internship cohort Semester 2. Opportunities for effective equity based opportunities will be reevaluated next year.

IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Work-Based Learning.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
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<p>Career Awareness</p>	<p>Build and implement stronger Career Awareness in lower school, to increase early career awareness, build a career culture at our school, and prepare students for more in-depth experiences</p>	<p>All Students (focus: lower school)</p>	<p>Implementation of NFTE Exploring Careers curriculum within 9th grade advisory</p>	<p>Career Awareness Curriculum + quality industry visits for all 10th grade students</p>	<p>Move Career Awareness into Pathway courses, Ethnic Studies and NFTE, both lower school classes. This will include guest speaker and interdisciplinary work between Ethnic Studies and English.</p> <p>Offer opt-in sector based industry visits to 9 - 10th grade students</p>	<p>Improve college and career readiness and persistence through: development of a career pathway, use of Naviance (career exploration) and ACT Aspire, PD regarding the needs of students with IEPs, expand Merritt courses, and increase college and career exposure.</p>
<p>Career Exploration</p>	<p>Adapt current Job Shadow Program to be long-term and sustainable (meeting student and industry needs) and involve families in students' career interest search. Career exposure activities will prioritize developing student skills, such as: initiating professional contact, practical career search methods (informational interviewing) and soft skill development.</p>	<p>All Students (focus upper school)</p>	<p>Job shadows for all students, job shadow sizes were 3-4 students / industry placement</p>	<p>larger group job shadows for all 11th grade students, group sizes ranged from 8 - 15 on average.</p>	<p>Continue extensive career pathway research in 11th grade. Possibly replace job shadows with students initiating informational interview w/ professionals of their choice. Continue to involve parents in students' career interest search and include soft skill assessment.</p>	<p>Improve college and career readiness and persistence through: development of a career pathway, use of Naviance (career exploration) and ACT Aspire, PD regarding the needs of students with IEPs, expand Merritt courses, and increase college and career exposure.</p>

Career Preparation	Address school educational inequity through career preparation activities.	African-American Students and SPED students	Establish internship infrastructure program with local partner.	Target SPED and African American Students to enter internship program.	Rethink student engagement and ensure WBL coordinator is able to provide frequent and early mentorship to students in internship. Consider other internship opportunities for students	Improve college and career readiness and persistence through: development of a career pathway, use of Naviance (career exploration) and ACT Aspire, PD regarding the needs of students with IEPs, expand Merritt courses, and increase college and career exposure.
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THEORY OF ACTION

Theory of Action	If we provide all students with meaningful self and community exploration opportunities, and high quality work based learning experiences across all grade levels, then they will be able to increase their self-awareness, deepen their sense of purpose, as well as develop the skills and mindsets to identify and achieve their postsecondary goals, so that they are empowered to be agents of their own learning and leaders in their community.
How are you supporting English Language Learners?	Last year we began a Summer internship program for our newcomer students. All newcomers were invited to participate. The internship program is co-run by our Newcomer Case Manager and an outside agency. Students learn about 1-2 industries, practice professional technical and soft skills in and out of the classroom. This program was designed to support students in development of English skills as well as ensure that they have access to career preparation and exploration opportunities, particularly given that their access to pathway courses is out of the standard sequence given their ELD courses in 9th grade.
How are you building conditions for students and adult learning?	WBL activities are designed around students needs, wants and learning gaps and intended WBL outcomes. Student needs, wants and learning gaps are evaluated by interviewing students and using student feedback to identify the elements that help engage students in the process to make WBL activities meaningful and useful. This year we devoted an entire PD session to inform adults about the purpose of WBL in Linked Learning, WBL evidence and share student, teacher and industry host feedback. Teachers were able to give input about this process. All of the teachers involved in WBL activities (10th and 11th grade advisors) are solicited for feedback during all the stages of the process and the WBL Coordinator shares learnings and student outcomes with the staff involved in the process.

STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
<i>Create sustainable, impactful WBL activities for students and host sites Intern stipends (\$100 fall semester, \$150 spring semester). Allocate for 15 interns per semester</i>	Measure N	\$3,750.00	5885	Professional /Consulting Services			Work-Based Learning	Work-Based Learning	Goal 1: Students are ready for college, career and community leadership

<i>Create sustainable, impactful WBL activities for students and host sites</i> Snacks for internship meetings and end of semester intern celebration to raise up learnings from the experience	Measure N	\$200.00	4710	Food			Work-Based Learning	Work-Based Learning	Goal 1: Students are ready for college, career and community leadership
<i>Create sustainable, impactful WBL activities for students and host sites</i> AC transit & BART tickets for internship students	Measure N	\$300.00	5812	Student Transportation			Work-Based Learning	Work-Based Learning	Goal 1: Students are ready for college, career and community leadership
<i>Create sustainable, impactful WBL activities for students and host sites</i> Folders for students to organize materials in Advisory Career unit	Measure N	\$60.00	4320	Supplies & Materials			Work-Based Learning	Work-Based Learning	Goal 1: Students are ready for college, career and community leadership
<i>Create sustainable, impactful WBL activities for students and host sites</i> Transportation (busses) to unique industry visits for all grade levels-four total industry visits	Measure N	\$4,000.00	5812	Student Transportation			Work-Based Learning	Work-Based Learning	Goal 1: Students are ready for college, career and community leadership
<i>Newcomer Internship Program differentiated by language acquisition and area of student interest.</i> Fees to Faith Network for internship costs	Measure N	\$9,000.00	5885	Professional /Consulting Services			Work-Based Learning	Work-Based Learning	Goal 2: Students have equitable access to high school success
<i>Newcomer Internship Program differentiated by language acquisition and area of student interest.</i> Stipend for LPS staff member supporting internship program (spring evening training sessions for students & summer coordination and support)	Measure N	\$1,200.00	2305	Noncertified Stipend			Career Technical Education	Work-Based Learning	Goal 2: Students have equitable access to high school success
<i>Offsite industry focused (WBL) activity in entrepreneurship pathway classes, through collaboration with the Career and Community Leadership Coordinator</i> Transportation (busses) to NFTE events - one event per semester	Measure N	\$2,000.00	5812	Student Transportation			Career Technical Education	Work-Based Learning	Goal 1: Students are ready for college, career and community leadership

<p><i>Create sustainable, impactful WBL activities for students and host sites</i> Thank you cards for students to write to hosts, LPS Oakland items (small bags, pens, etc) for guest speakers and industry visit hosts</p>	Measure N	\$500.00	4320	Supplies & Materials			Work-Based Learning	Work-Based Learning	Goal 1: Students are ready for college, career and community leadership
<p><i>Career and Community Leadership Coordinator 1.0 FTE to work with pathway teachers to develop WBL experiences and career preparedness in school</i> 1.0 FTE Career & Community Leadership Coordinator</p>	Measure N	\$80,689.00	2251	Noncertified Support Salaries	Career and Community Leadership Coordinator	1.00	Work-Based Learning	Work-Based Learning	Goal 1: Students are ready for college, career and community leadership
<p><i>Career and Community Leadership Coordinator 1.0 FTE to work with pathway teachers to develop WBL experiences and career preparedness in school</i> Stipend for coaching of new CCLC to ensure cohesion during staffing transition</p>	Measure N	\$5,000.00	2251	Noncertified Stipend			Work-Based Learning	Work-Based Learning	Goal 1: Students are ready for college, career and community leadership
<p><i>Professional learning for CCLC, Pathway Teacher, and Administrator attendance at Linked Learning Alliance 2020 Conference to deepen understanding of Linked Learning on campus</i> Conference fees, transportation, food and lodging for 3 staff members</p>	Measure N	\$3,500.00	5215 & 5230	Travel And Conference			Work-Based Learning	Work-Based Learning	Goal 1: Students are ready for college, career and community leadership

COMPREHENSIVE STUDENT SUPPORTS

School: LPS Oakland R&D

[Link to 2018-19 SPSA](#)

COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT

COMPREHENSIVE STUDENT SUPPORT	16-17 Score	17-18 Score	18-19 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Support of Student Needs	3+	3+	4-	Students at LPS Oakland are well known and their progress is consistently monitored. Tiered support, administrative, grade level, and department teams consistently review student data to identify trends and support student progress academically, personally and socioemotionally. Our personalized supports are culturally responsive and aligned to student needs. We have worked to increase parent involvement this year with attendance intervention visits during the summer for students who were at risk of chronic truancy, and targeted meetings with lower school tier 2 meetings at the start of the school year with our Dean of Students, Student Support Coordinator, and Lower School Counselor. These are two examples of how our tier 2 services have continued to be refined this school year.
College & Career Plan	3	3	3+	We continue to have a counseling program that serves the full range of student needs, ranging from mental health to college counseling. Our families are actively engaged in college counseling planning and receive supports in navigating the decisions for post-secondary plans. This school year our College Counselor collaborated closely with our Career and Community Leadership Coordinator to improve the alignment of our college and career services and implement a more integrated college and career plan for all students. Students also review their progress once per semester with their families and advisors.

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve differentiated supports for targeted populations, college readiness, social emotional supports, and conditions for student learning this year?

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
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<ol style="list-style-type: none"> 1. Early intervention summer attendance meetings 2. Graduation planning for students at risk of not graduating (CCLC, Attendance Coordinator, College Counselor) 3. Lower School Counselor 4. Refine tier 2 program 5. Continue Summer Bridge 	Fully Implemented	Effective	<p>#1 highly effective - early intervention summer attendance meetings took place with all students with low attendance rates during the summer with our Attendance Coordinator and Campus Coordinator. These meetings were solution oriented and helped many of the students to problem solve around causes of attendance challenges. They also created the conditions for a non-accusatory parent:student:school relationship since the meetings took place in the summer when students were on break.</p> <p>#2 somewhat effective - the Attendance Coordinator participated in the tier 2 team this year which helped build collaboration between her and the college counselor and other tiered support team members. The CCLC did not participate on this team</p> <p>#3 effective - the Lower School Counselor continues to serve our 9th and 10th grade students. In particular, she manages a large caseload of tier 2 students, facilitates various groups, and provides targeted college and career readiness sessions for lower school students. Her tier 2 students continue to make strong progress</p> <p>#4 effective - we have made strides in improving our tier 2 program this year including: cohesion of the team, improved collaboration with teachers and the attendance coordinator, and support for students.</p> <p>#5 highly effective - Summer Bridge continues to be highly attended by our students, and builds student connection to our school values, schoolwide structures (Student Support System, Schoolwide Agreements), and to build a sense of team.</p>
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IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Comprehensive Student Supports.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Conditions for Student Learning (School Climate and Culture)	Decrease the suspension rate for all students, and specifically African American students and students with IEPs	All Students	7%	6%	5%	Improve school culture through: revised tardy/attendance policies and incentives, continued focus on culturally responsive pedagogy and restorative justice training, 9th grade Summer Bridge, and social emotional learning supports.

College Access	Decrease the chronic absence rate and provide targeted intervention for students with chronic absences to ensure access to college as demonstrated by A-G completion, college acceptance, and participation in enrichment activities such as college tours, internships, etc.	All Students	30.60%	25%	20%	Improve school culture through: revised tardy/attendance policies and incentives, continued focus on culturally responsive pedagogy and restorative justice training, 9th grade Summer Bridge, and social emotional learning supports.
Differentiated Interventions	Improve the Tier 2 services provided to be aligned with academic and socioemotional supports, and consistently transition students out of Tier 2 services after a strong 5-6 week cycle.	All Students	Refined Tier 2 services, weekly team meetings. Service providers complete goal setting with all students and manage caseload of students with progress monitoring and documentation.	Tier 2 services range socioemotional and academic needs. Students are consistently cycling out of Tier 2 services on 5-6 week cycles.	Continued range of tier 2 services, with an increase in the percent of students who cycle out of tier services after 5-6 week cycle.	Accelerate achievement for underperforming students (EL, Male) through: revised intervention systems, targeted supports for EL students, and summer intervention.

THEORY OF ACTION

Theory of Action	If we identify and offer individualized supports and opportunities to students in need of tiered support and interventions, then they will be able to increase their self-awareness, deepen their sense of purpose, as well as develop the skills and mindsets to identify and achieve their postsecondary goals, so that they are empowered to be agents of their own learning and leaders in their community.
How are you supporting English Language Learners?	We are supporting ELLs by: - Tiered support program for students in need of additional supports - Providing access to mental health services for students and families and connecting students and families with community resources - Strong case management of Newcomer students on campus-
How are you building conditions for students and adult learning?	We are supporting student learning conditions by continue to reflect on and implement structures and systems that support student sense of belonging on campus and in enrichment activities. We also continue to explicitly discuss equity issues as a staff and reflect on how we support all students, and specifically those who are historically and currently underserved by our school. We are supporting adult learning conditions in a variety of ways. We continued a staff culture working group to address the gaps we see on our campus across student support staff and teaching staff and have seen significant growth in these relationships this year. We continue to work to build skill in the Tier 2 team, supporting students with academic interventions, and align our work with that team to similar structures that are used by the SPED team on campus.

STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
<p><i>Continue Measure N funded Lower School Counselor position from 2016-2019. Support incoming 9th graders and provide early intervention for those students already entering HS at risk of not graduating</i></p> <p>0.5 FTE Lower School Counselor</p>	Measure N	\$39,650.00	1201	Counselor	Lower School Counselor	0.50	Comprehensive Student Supports	Comprehensive Student Supports	Goal 2: Students have equitable access to high school success.
<p><i>Provide professional learning to Tier 2 staff members to improve efficacy of the tiered support program on campus, and to support goals of decreased suspension and chronic absence rates</i></p> <p>Conference fees, transportation and lodging and food for 5 team members to attend annual PBIS conference</p>	General Purpose Discretionary	\$5,000.00	5215 & 5230	Travel And Conference			Comprehensive Student Supports	Comprehensive Student Supports	Goal 3: Engage students and families
<p><i>Provide professional learning to school culture time to reground in restorative practices on campus, to support goals of decreased suspension and chronic absence rates</i></p> <p>Conference fees and transportation for Campus Coordinator and Dean of Students to attend restorative practices training</p>	General Purpose Discretionary	\$2,000.00	5215 & 5230	Travel And Conference			Comprehensive Student Supports	Comprehensive Student Supports	Goal 3: Engage students and families
<p><i>Continue Measure N funded Lower School Counselor position from 2016-2019. Support incoming 9th graders and provide early intervention for those students already entering HS at risk of not graduating</i></p> <p>Summer stipend for Lower School Counselor and Campus Coordinator to complete two weeks of early intervention meetings with students and families of incoming 9th graders identified with low attendance rates, GPA, high suspension rate, or other challenges in middle school</p>	Measure N	\$5,000.00	1105 & 2305	Stipends - Certified and Noncertified			Comprehensive Student Supports	Comprehensive Student Supports	Goal 3: Engage students and families
<p><i>Continue to implement Summer Bridge to support transition to 9th grade year.</i></p> <p>Stipends for staff at Summer Bridge</p>	General Purpose Discretionary	\$5,000.00	1105	Stipends - Certified			Comprehensive Student Supports	Comprehensive Student Supports	Goal 3: Engage students and families

Engagement Plan

Who do you need to meet with moving forward to develop and then finalize this plan? Plan the engagement of your stakeholders below.

What needs to get done?	Who? (Individuals, Teams or Committees)				Where and When?	
	Responsible	Accountable	Consulted	Informed	What meeting?	When?
<i>Needs Analysis</i>	<i>Ongoing data analysis occurs throughout the school year with various stakeholder groups, including: all-staff PD, admin PD, ILT meetings, SSC meetings, ASB</i>					
<i>Setting Goals for School</i>	<i>Goals for school are set collaboratively with the above mentioned stakeholders, and reevaluated beginning/mid/end of year in various configurations, including admin team, whole staff, ILT, tier 2 team</i>					
<i>Enabling Conditions and Administration Plan</i>	<i>Our Admin Team collaborated to identify our progress within the Measure N rubric and to identify important next steps for our team.</i>					
<i>Measure N Self Assessment</i>	<i>This collaboration took place with pathway teachers, ILT, admin team, and in site PD through our pathway PD sessions and ongoing meetings.</i>					
<i>Language and Literacy Plan</i>	<i>Our coaching team and ILT led the priorities around this area of our plan.</i>					
<i>Rigorous Academic and CTE Plan</i>						
<i>Work Based Learning Plan</i>	<i>Our CCLC guided this work and reflection, particularly engaging pathway teachers, 10th and 11th grade advisors and students, and the 12th grade Econ teacher to reflect and plan for 19-20 WBL actions</i>					
<i>Comprehensive students Supports and Counseling</i>	<i>We planned for these aspects with our tier 2 ("S4S") team, college counselors, and lower school counselor</i>					
<i>Pathway Planning</i>	<i>We engaged all stakeholders in this process and have refined the pathway plan through input and review from stakeholders from the above mentioned teams.</i>					
<i>SSC Approval</i>	<i>Our SSC and PGA have discussed various aspects of our plan, and approved the plan for 19-20 at our March meeting.</i>					

SPSA ENGAGEMENT TIMELINE

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

List the engagements with students, staff, faculty, families, and community partners that contributed to the development of the SPSA. Include meetings with your ILT, SSC, SELLS, PTA/PTO, and others who participated in the planning process.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
11/14/2017	SSC & SELLS combined	Shared rationale and overview of site plan.
12/12/2017	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/19/2017	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
1/15/2018	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2018-2019. Documented feedback for ILT review.
2/6/2018	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.
Date	Stakeholder Group	Engagement Description
May-June 2018	All Staff	End of year action planning in PD, including a team focused on continued pathway development and specifically entrepreneurial mindsets
7/25/2018	Admin team	Review site plan and pathway goals for year
August 6-10, 2018	All Staff	Launch of school year PD. Reviewed site LCAP goals, data, analysis, Measure N/pathway work
9/18/2019	PGA Meeting	Review pathway progress, specific focus on Newcomer student internship program - presentations by students who engaged in internship program to families
Ongoing 2018-2019 School Year	PGA and SSC Meetings	Discussions with families on chronic absences and opportunities to improve this aspect of our school culture.
10/23/2018 - 10/26/2018	All Parents	Parent feedback on school comprehensive supports during SLCs
Ongoing 2018-2019 School Year ILT Meetings	ILT	Semester 1 focus on tier 1 instructional supports, Semester 2 focus on staff culture and belonging. Feedback on PD sessions related to entrepreneurial mindsets and pathway work

October 2018 (various sessions)	All Staff	Staff PD sessions for engagement in entrepreneurial mindsets, pathway plan, and career readiness and exploration work
Ongoing	Peralta Colleges staff	Ongoing conversations with key Peralta personnel regarding pathway work, specifically our continued alignment of dual enrollment work to pathway courses
2/5/2019	NFTE Staff & Site Staff	Discussion of Business Management course, opportunities to strengthen course work and alignment to pathway
Spring 2019	All Staff, PGA, ASB	Review of pathway plan with stakeholders, specific focus on career exploration and readiness and adjustments for 2019-2020