

2016-2017 Measure N Expenditure Plan

School: Leadership Public Schools (LPS) Oakland R&D

CDS Code:

Principal:

Date of this revision: 5/2/2016

Contact:

Position: Principal

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The Measure N Commission approved this revision of the Measure N Plan on:

TBD

ABOUT THIS SCHOOL

School Description

LPS Oakland R&D was established as a school in August of 2012. Our school was launched in response to a growing need to provide high quality secondary school access to students in the East Oakland community.

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 three 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 over 300 students, of which approximately 93% 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

School Demographics

Special Populations	% Male	% Female	% LCFF	% English Learners
	47%	53%	30%	97.6%
	% Oakland Residents	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
	97.6%	9%	0%	
Student Population by Race/Ethnicity	African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino

	9%	0%	86%	1%
	Filipino	Pacific/ Islander	Caucasian	Multiracial
	1%	2%	.4%	

STRENGTHS, CHALLENGES & ROOT CAUSES

Graduate Outcomes:

Performance Strengths	Performance Challenges	Root Causes
From 2013-14 to 2014-15, our cohort graduation rate improve by 5%, to a rate of 93% (and in turn our dropout rate decreased by 5%). Our 4-year cohort dropout rate for SPED students decreased from 25% to 0% over the same two years, as did that for Emerging Bilingual students (from 25% to 10%). Additionally, our A-G completion rate for African American students (86%) is closely aligned with our total population (87%).	We see a 15% difference in the graduation rate of our male students compared to female students, making a focus on male students a KEY priority for our school moving forward. The A-G Completion rate of our Emerging Bilingual students is 4% lower than that of our total school. While our cohort graduation rate has improved, we need to continue to focus on improved graduation rates. Our lower school (9th/10th) students also have a lower on-track to graduate rate (73%) than our upper school (11th/12th) students (84%).	Male graduation rates at our site are 15% lower than those of female students. A potential root cause is that our current course offerings, curriculum, and pedagogical approaches do not meet the unique needs of male students. Many of our courses do not incorporate hands-on and kinesthetic learning opportunities.

Post-Secondary Readiness:

Performance Strengths	Performance Challenges	Root Causes
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<p>Post-Secondary Readiness has been an area where our school is continuously improving. From 2013-14, we saw our AP course access rate nearly triple (from 12% to 34%), our AP Exam Pass rate doubled (29% to 59%), and our concurrent enrollment doubled (from 11% to 22%). We anticipate continued improvement in these areas, as we grow our AP course and concurrent enrollment offerings. We currently have higher AP course access, AP exam pass rates, concurrent enrollment, and senior GPAs than the OUSD average. Additionally, we anticipate continued growth in the number of students enrolling in 2- and 4-year colleges as we see both the AP and concurrent enrollment numbers increase, and as we continue to improve our college access and counseling supports.</p>	<p>Performance challenges for post-secondary readiness include ensuring that our African American students have access to AP courses (the rate decreased over the two years), and that the GPA of our seniors improves (we saw a 5% decrease from 2013-14 to 2014-15).</p> <p>It is important to note that AP access for African American students was limited in previous years because we only offered AP Spanish Language. As our AP (and dual enrollment) offerings have increased, all students at our school have access to these courses. What we view as key is increasing our African American student enrollment overall--our pathway plan, along with other strategic planning, will be a way to support our school in better reflecting the demographic makeup of the community.</p>	<p>Our AP course enrollment for African American students decreased from 12% to 0% from 2013-14 to 2014-15. This was due to our lack of AP offerings (at the time we only offered AP Spanish Language and Culture, which predominantly enrolls Latino students). As we increase our AP course offerings, we aim to ensure that 100% of our students (including our African American, male, Emerging Bilingual, and RSP students) have access to AP and dual enrollment courses by their senior year.</p>
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Climate and Culture:

Performance Strengths	Performance Challenges	Root Causes
<p>We have seen a decrease in chronic absences (for all students and SPED students), as well as a decrease in our suspension rate over the past two years. Most notably our Chronic Absence rate for SPED students dropped by more than 50% (from 48% to 23%). With implementation of our pathway plan and more extensive course offerings, we will continue to improve engagement and satisfaction in school, thus positively impacting suspension rates.</p>	<p>We continue to work to decrease our chronic absence and suspension rates. We are working to identify the root cause of why absent students miss school, and our pathway plan aims to create a more student-centered curriculum (culturally relevant, project based learning, additional electives, career and college exploration) that supports student attendance and suspension.</p>	<p>While we have a drop in our chronic absence rate, we still have significant room for growth. There is room for increasing parent education to support positive attendance. Furthermore, we also have room for personalized support for students who miss school for reasons such as illness or mental health/wellness and need an individualized plan to get them back on track and/or need stronger student conditions to support their attendance.</p>

Rigorous Academics:

Performance Strengths	Performance Challenges	Root Causes
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<p>Our school was recognized as one of the top-performing schools in the Bay Area as a result of our SBAC ELA proficiency rates: last year, 61% of our students met or exceeded standard. This is more than twice the OUSD average. Additionally, our students' average lexile score has increased from 2013-14 to 2014-15. Our school also uses the NWEA MAP test to measure student growth in Math and Reading three times per year. Last school year in Reading our students grew on average 2.06 years. Our African American student growth average was 3.5 years, and our male/female reading growth was nearly identical (2.05 and 2.06 years respectively). In math, overall our students saw an average of 2.13 years of growth. Male students grew by 2.2 years, and female students by 2.07 years.</p>	<p>A key area of improvement for our school is in math performance. Last year 17% of our students met or exceeded standard on the math SBAC (compared to a 22.7% OUSD average). Site visits for our Measure N work have focused on supporting students in math, and the addition of computer science to our curriculum will support our students in developing stronger problem-solving skills that in turn impact their strength in mathematics. Key areas of focus from analyzing our MAP growth data center us on Emerging Bilingual and SPED students. In reading those students grew 1.67 and 1.62 years respectively, and in math they grew 1.43 and 0.82 years respectively. We still have work to be done in improving our English Learner Reclassification Rates as well.</p>	<p>Our math department has had consistent turnover and new math teachers. As a result, we have lacked vertical alignment. Additionally, our network has developed a Common Core-aligned ELA curriculum (Springboard) for many years, whereas the Math Common Core curriculum (EngageNY) is in its second year of pilot for Algebra 1, and first year for Algebra 2 (and is not yet developed for Geometry or Pre-Calculus). As a result, instruction was not Common Core aligned for the first year of SBAC implementation.</p>
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SCHOOL GOALS, TARGETS & THEORY OF ACTION

Schoolwide WASC Multi-Year Goals

- Improve overall student achievement as measured by SBAC, MAP, and AP results.
- Improve school culture as measure by student/parent/staff surveys and school culture rubric ratings.
- Accelerate achievement for underperforming students (EL, Male) as measured by SBAC, MAP, and AP results.
- Improve college and career readiness and persistence as measured by graduation rates, concurrent enrollment rates and grades, and college persistence data.
- Improve parent engagement as measured by PGA/SSC participation, Student Led Conference participation, and parent communication.

Schoolwide Annual Goals

Focal Area	Annual School Goal	Related WASC Goal
Graduate Outcomes:	Close the male/female graduation rate gap by 1% each year	Improve college and career readiness and persistence as measured by graduation rates, concurrent enrollment rates and grades, and college persistence data.

Post-Secondary Readiness:	Increase Advanced course access for all students by 2% each year.	Improve overall student achievement as measured by SBAC, MAP, and AP results.
Climate and Culture:	Decrease the chronic absence rate by 1% each year.	Improve school culture as measure by student/parent/staff surveys and school culture rubric ratings.
Rigorous Academics:	Improve SBAC Math performance by 1% each year.	Accelerate achievement for underperforming students (EL, Male) as measured by SBAC, MAP, and AP results.

Schoolwide Annual Targets

Focal Area	Main Indicator	Focal Student Group	2014-15 Baseline	2015-16 Target	2016-17 Target	Related Indicator #2
Graduate Outcomes:	Graduation Rate	All Students	15%	14%	13%	A-G Completion
Post-Secondary Readiness:	AP Course Access	All Students	34%	36%	38%	Number of Students Enrolling in Four-Year Colleges
Climate and Culture:	Chronic Absence	All Students	24%	23%	22%	Attendance Rate
Rigorous Academics:	SBAC Math	All Students	17%	18%	19%	SBAC Math

School Theory of Action

If we continue to refine and develop our current pilots, implement new course pilots, and provide targeted opportunities in professional development for pathway teachers, then we will begin building a cohesive pathway that will lead to an increase in achievement among our targeted student subgroups (ex. male/female and Emerging Bilingual and English Only students).

Further, our Entrepreneurial Technology pathway will support all of our students in developing their vision of self that includes college, career, and community leading to all of our students realizing our mission of getting all of our students to and through college and career opportunities.

Finally after participating in our four-year pathway program students will develop an understanding of themselves (Ethnic Studies), their impact on their community through different disciplines (Entrepreneurship/Computer Science), and their communication across cultures and impact on the broader community (Merritt courses and WBL).

SCHOOLWIDE STRATEGIES

Strategy Area	Strategy	School Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2
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Instructional Improvement Strategy:	Our math teachers will collaborate over the summer to develop Common Core aligned unit plans, have consistent collaboration time throughout the school year, and work to incorporate collaborative learning structures in their classroom. Collaborative sessions will incorporate work with the Computer Science teacher to support interdisciplinary problem-solving and collaboration skills for students. We will also provide quarterly professional development opportunities for our pathway teachers to identify goals, learn new strategies, and pilot curriculum and techniques in their classrooms	Improve SBAC Math performance by 1% each year.	Equity/Access/Achievement	Building a Rigorous Academic Core: Teacher Conditions
Culture & Climate Improvement Strategy:	We will work to improve parent education to support positive attendance. Additionally, we will work with our counseling and intervention leads to create personalized support for students who miss school for reasons such as illness or mental health/wellness and need an individualized plan to get them back on track and/or need stronger student conditions to support their attendance.	Decrease the chronic absence rate by 1% each year.	Building a Rigorous Academic Core: Student Conditions	Equity/Access/Achievement
Pathway Development/Implementation Strategy:	In all grade levels we will continue to improve the robustness of Naviance as an opportunity for career exploration in Advisory. In the upper school, we will work with the WBL coordinator (at the network level) to create opportunities aligned to our pathway theme. Our increase in staffing (Lower School Counselor) will support student scheduling and placement. With General funds, we are also hiring an Intervention Counselor to support the needs of our students, including attendance, connection to school, etc.	Close the male/female graduation rate gap by 1% each year	Work-Based Learning	Personalized Student Support
New or Emerging Design Feature #1:	Add new dual enrollment Merritt courses (Computer Principles and Sustainable Environmental Systems) to increase choice and provide more pathway aligned dual enrollment options. Work to maximize study hall as a paired course to support students in the college courses.	Close the male/female graduation rate gap by 1% each year	Program of Study & Master Scheduling	School Leadership & School Vision

New or Emerging Design Feature #2:	Implement a peer tutoring program for upper school students to tutor in the lower school classrooms. Peer tutors will be trained over the summer, hold intern positions during Summer Bridge (for new 9th graders), and consistently work throughout the school year in lower school classrooms to support problem-solving, collaboration, and improved achievement.	Increase Advanced course access for all students by 2% each year.	Building a Rigorous Academic Core: Student Conditions	Program of Study & Master Scheduling
New or Emerging Design Feature #3:	Add a Lower School Counselor position to improve career and college readiness support for students and families. Among other things, the Lower School Counselor will write lower school advisory lessons (incorporate Naviance--college and career exploration) as well as support students in their scheduling process to determine which route of the pathway they will choose to take by their junior year (specifically which dual enrollment courses align with their personal goals).	Increase Advanced course access for all students by 2% each year.	Personalized Student Support	Equity/Access/Achievement
Established Signature Element #1:	Our school regularly participates in cycles of inquiry at the grade, department, admin team, and whole-school levels. These cycles of inquiry incorporate data analysis, quantitative goals aligned to supporting key student groups (male and Emerging Bilingual), and consistent collaboration to improve student outcomes.	Close the male/female graduation rate gap by 1% each year	Equity/Access/Achievement	Building a Rigorous Academic Core: Teacher Conditions
Established Signature Element #2:	Our school will continue to incorporate data driven instruction using our whole-school backwards planning approach and through our coaching cycles. This data driven instruction will be present in pathway and core content classes to support closing the gap in achievement levels for male and Emerging Bilingual students. One example of this in our pathway courses is the team (site, network, Merritt, and industry partners) who convened to support students in the Merritt dual enrollment classes last semester to implement a plan to support student achievement in the spring courses.	Increase Advanced course access for all students by 2% each year.	Equity/Access/Achievement	Building a Rigorous Academic Core: Teacher Conditions

Established Signature Element #3:	We will continue to infuse technology in our courses to ensure our students are college- and career-ready, and to support teachers in being more responsive to student needs. Technology is very present in the dual enrollment and computer science courses, and we will continue to explore its consistent role in the other pathway courses (ethnic studies, entrepreneurship pilot).	Close the male/female graduation rate gap by 1% each year	Building a Rigorous Academic Core: Student Conditions	Personalized Student Support
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