

	DRAFT - 2021-22: Our Organizational Alignment Priorities and LCAP Goals	Our Objectives	Our LCPS Key Results / Annual Measurable Outcomes
<b>QUALITY</b> All Students, every day.	<b>Priority #1: Educational Justice and Excellence:</b> Dramatically improve the quality of our academic program, address disproportionate performance by student subgroups and achieve non-racialized outcomes of our academic program through <b>System-Wide Tools and Processes</b> and <b>Teacher, Leader, and Staff Development</b> :	<b>1. Our students are at school and engaged every day.</b>	A) Attain attendance of 96%+ at each school and across all student groups. B) Decrease chronic absenteeism by <b>X%</b> yearly and meet goal of <b>Y%</b>
		<b>3. Our students are learning, equipped with SEL skills, and meeting performance targets to succeed in college.</b>	A) In grades 3-8, Meet 50% proficiency across CAASPP in ELA & Math across Grades 3-8; eliminate local and state variances by student sub groups. B) In grade 11, Meet 50% proficiency across CAASPP in Math and 75% in ELA; eliminate local and state variances by student sub groups.
		<b>4. We grow and develop in the service of our students.</b>	<b>A) In partnership with Instruction Partners, make yearly improvements of 1 full point from 2020-21 baseline on IPG (Instructional Practice Guide) implementation until meeting 3+ (out of 4).</b>
<b>CULTURE</b> All Belong. All take responsibility for equity.	<b>Priority #2: Culture of Shared Responsibility for Equitable Outcomes:</b> Create a high performing team culture grounded in equitable outcomes and develop yearly Action Plans grounded in our Diversity, Equity, and Inclusion Pillars and Commitments and LCPS Board Resolution to Promote Equity and Anti-Racism and combat Anti-Blackness.	<b>5. We create safe, inclusive, and equitable conditions and outcomes for all of our stakeholders.</b>	A) Reduce suspension rates across all student groups to <2%, particularly our African American and SWD. B) Increase teacher and operational staff engagement to 70% on annual Q12 across all demographic groups. C) Retain 85% of effective teachers and staff (as measured by LCPS Framework for Transformational Teaching and end-of-year review) D) 50% of all new instructional/ leadership staff for 2022-23 SY identify as African American and Latinx
<b>IMPACT</b> All in. In Oakland.	<b>Priority #3: Powerful Community Engagement:</b> Build stronger relationships and political presence in our Oakland Community, shared leadership in our students and families through effective School Site Councils (SSC/ELAC), and follow through on our material revision to serve our community's students and families that qualify for McKinney Vento	<b>6. We guarantee our commitment to Oakland children and families.</b>	<b>A) 90% of all LCPS families participate in SLC, SSC/ELAC, Community Celebrations, and/or Family workshops 3x each year.</b> B) Increase student retention year-over-year to 90% across sites and for all student groups, specifically our African American students.
	<b>Priority #4: Strong and Sustainable Operational, Technology, and Financial Models:</b> Ensure strong, sustainable support of LCPS schools, staff, and families	<b>7. We have a sustainable financial model.</b>	A) Enroll 100% of budgeted seats every day. B) Finish 2020-21 with a board approved contribution to reserves.
	<b>Priority #5: College and Career Readiness:</b> Dramatically increase the number of College and Career ready students as measured by A-G completion, 4 year college acceptance, dual credit completion, and cohort college persistence/6 yr graduation rates.	<b>8. Our students and graduates are college and career ready</b>	A) <b>90%</b> matriculation to 2 and 4 year colleges and universities for the class of 2022 by student student subgroups B) <b>80%</b> + of all 10th, 11th, and 12th graders by student subgroups earn college credits C) Attain <b>95%</b> + A-G completion for all student subgroups

# LCAP Actions and Drivers

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		<b>3. Our students are learning, equipped with SEL skills, and meeting performance targets to succeed in college.</b>	A) In grades 3-8, Meet 50% proficiency across CAASPP in ELA & Math across Grades 3-8; eliminate local and state variances by student sub groups. B) In grade 11, Meet 50% proficiency across CAASPP in Math and 75% in ELA; eliminate local and state variances by student sub groups.
		<b>4. We grow and develop in the service of our students.</b>	<b>A) In partnership with Instruction Partners, make yearly improvements of 1 full point from 2020-21 baseline on IPG (Instructional Practice Guide) implementation until meeting 3+ (out of 4).</b>

LCAP Strategies / Actions	Driver
<b>Curriculum and Professional Development:</b> With our partnership with EL Education, provide professional development for implementation of EL curriculum and program components, leadership core practices, and Student Engaged Assessment (SEA) practices.	<b>Chief Academic Officer</b>
<b>Curriculum and Professional Development:</b> Support teacher knowledge of CCSS-aligned curriculum through summer Curriculum Institutes and monthly Professional Development, and regularly observe and provide feedback to teachers to continually improve practice around curriculum implementation and standards alignment.	<b>Chief Academic Officer</b>
<b>Curriculum and Professional Development:</b> Focus on early literacy programming through professional development around the science of reading, structured literacy practices, and early literacy dyslexia screening.	<b>Director of Elementary Academics</b>
<b>Data and Assessment:</b> Monitor Student Progress through course grades, interim assessments, and norm-referenced assessments; assess student reading and math achievement triennially to monitor student proficiency and growth and identify students in need of interventions; Refine and utilize data meetings, student and family communications, and data management systems to track student progress toward proficiency in relation to multiple measures of student achievement.	<b>Chief Academic Officer / Chief of Staff</b>
<b>Data and Assessment:</b> Align attendance procedures and identify and support students at risk of chronic absence	<b>Director of Operations / Director of Student Services</b>
<b>Instructional Development and Support:</b> In partnership with Instruction Partners, continue Instructional Leadership Team's focus on deep support of Math and ELA instruction, instructional cycles with teacher review of student progress toward standards mastery through data meetings, aligned professional development, and academic progress monitoring (APM) leadership meetings.	<b>Chief Academic Officer</b>
<b>Instructional Development and Support:</b> Teachers with Preliminary credentials are provided with Induction training and a Induction mentor to ensure they clear their credential within the term of licensure.	<b>Director of HR / Talent</b>
<b>Instructional Development and Support:</b> Provide professional development for all teachers on MTSS, and provide and assess targeted interventions for students identified as needing additional support through MTSS on a monthly basis.	<b>Chief of Staff / Director of Student Services</b>
<b>Technology:</b> Hire Technology staff to provide the necessary support for family and community communication, SIS systems, LMS systems, Independent Study platforms, and Data / Technology Infrastructure, with a focus on ensuring 100% of all LCPS families have accessibility to devices with internet access and complete necessary technology trainings to access, monitor, and engage in their children's academic progress.	<b>Director of Technology</b>
<b>School Reopening and Addressing Post-Pandemic Unfinished Learning:</b> Create supports and systems to facilitate successful return to in-person learning and to assess and address unfinished learning.	<b>Director of Finance</b>

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LCAP Strategies / Actions	Driver
<b>English Language Development (ELD):</b> Newcomers and English Language Learners will receive Integrated and Designated ELD instruction that is targeted toward their proficiency level, aligned to the ELD standards, and designed to support their content-area achievement; ELD instruction will be supported through monthly ELD meetings and the implementation of ELLevation to track data, communication, and evaluation of our program	<b>Chief of Staff</b>
<b>Special Education:</b> Provide professional development around inclusion so that students are supported through increased collaboration with general education (GE) teachers and involvement in lesson planning & data analysis, opportunities to provide direct instruction aligned to the curriculum students are learning and in support of individualized IEP goals, personalized, student-specific, direct intervention.	<b>Director of Special Education</b>
<b>Special Education:</b> Refine moderate-severe programming balances inclusion with increased opportunities for direct instruction targeting individualized goals in support of building independent living skills and student's post-secondary access.	<b>Director of Special Education</b>
<b>Special Education:</b> Provide transition planning and services that begin in 9th grade and move through high school and/or age 22 (when appropriate) done in collaboration with Department of Rehabilitation and other outside agencies; clearly articulated pathway to graduation for participating in certificates of completion.	<b>Director of Special Education</b>
<b>Student Support and Services:</b> Refine our Tier 1 student support aligned to EL Education programming by using HOWL Learning Targets (Habits of Work and Learning) to align to promote classroom character development and culture, utilizing crew as a venue in which students are supported socially, academically, and emotionally, and increasing the student extracurricular and leadership opportunities to support empowerment and engagement	<b>Chief Academic Officer and Chief of Staff</b>
<b>Student Support and Services:</b> Utilize Restorative Justice model to provide social, emotional and behavioral support through Deans of Students, with a particular emphasis on post-pandemic supports through the design and implementation of training for all teachers to support use of RJ practices in the classroom; Align discipline procedures to support consistent application of restorative actions and consequences.	<b>Director of Student Services</b>
<b>Student Support and Services:</b> Refine and utilize data management systems to track student cultural and behavioral data, roll-out modified MTSS structures and review school culture data in order to identify students in need of additional behavioral and social-emotional supports; provide and access effectiveness of targeted interventions for students identified as needing additional behavioral, social-emotional, and counseling support.	<b>Director of Student Services</b>
<b>Teacher/Staff Effectiveness and Impact:</b> Support LCPS's equitable outcomes through Diversity, Equity and Inclusion PD, active recruitment of Teacher residents, and the development of a teacher evaluation and career pathways framework / leadership performance management system.	<b>CAO / Director of Talent and HR</b>
<b>Teacher/Staff Effectiveness and Impact:</b> Refine and implement teacher retention bonuses and stipends.	<b>Director of Talent and HR</b>

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LCAP Strategies / Actions	Driver
<p><b>Family and Community Engagement:</b> LCPS Staff will organize SSC, ELAC, and empowering parent learning events based on parent interest, need, and school goals, and support school events such as Student-Led Conferences, Black and Brown excellence events, and community experiences.</p>	<p><b>Chief of Staff / Director of Development</b></p>
<p><b>Family and Community Engagement:</b> Principals hold twice yearly “State of the School” and “Family/School Advocacy” meetings with families around areas of school focus to share data and get input.</p>	<p><b>Chief Academic Officer / Director of Development</b></p>
<p><b>Family and Community Engagement:</b> Train families in use of Family Portals of our SIS and LMS systems to better keep families informed of student progress, grade level updates, and school and community events</p>	<p><b>Director of Technology</b></p>
<p><b>Family and Community Engagement:</b> Provide bilingual translation at all parent meetings and Student-Led Conferences as needed. —Provide translation and interpretation services.</p>	<p><b>Chief of Staff, Director of Technology</b></p>
<p><b>Family and Community Engagement:</b> Train staff to engage and support families including a McKinney Vento liaison.</p>	<p><b>Director of Student Services / Director of Development</b></p>

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LCAP Strategies / Actions	Driver
<b>Human Resources:</b> Hire and develop a certificated and classified staff to support implementation of the goals and actions as detailed in the LCAP, with a specific focus on Intentionally develop leadership pipelines and professional development opportunities for our African American and Latinx teachers, Deans, APs, Principals, and Directors.	<b>Director of HR and Talent</b>
<b>Operations:</b> Acquire and maintain books, materials and supplies necessary to support strong school operations.	<b>Director of Operations</b>
<b>Operations:</b> Provide coherent operational services to facilitate smooth operations for the school site, including but not limited to food service, business, legal, human resources, janitorial, student safety, transportation, and contract support, with a specific focus on meeting local and state criteria for school reopening	<b>Director of Operations</b>
<b>Finance:</b> Maintain depreciating capital as necessary to support strong school operations.	<b>Director of Finance</b>
<b>Finance:</b> Fund district oversight, contracted district services, and special education encroachment as required to maintain a sound organization under school law and education code.	<b>Director of Finance</b>

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			B) 60%+ of all 10th, 11th, and 12th graders by student subgroups earn college credits
			C) Attain 95%+ A-G completion for all student subgroups

LCAP Strategies / Actions	Driver
<b>High School Programming:</b> LCPS students take, are supported in, and pass A-G approved course series, including the implementation of new courses focused on increasing college preparation, dual credit, and intervention support structures as part of master schedule redesign	<b>Chief Academic Officer</b>
<b>High School Programming:</b> Continue alignment of LCPS College and Career programming with EL Education programming, and leverage 10th and 12th grade passage structures to the Graduate Profile, rigorous case studies and expeditions, and focus on Student Engaged Assessment practices (SEA to focus on college and career readiness).	<b>Chief Academic Officer</b>
<b>High School Programming:</b> Continue to improve Measure N Pathway, including building out of integrated projects, work-based experiences, and pathway articulation with Peralta Community College	<b>Chief Academic Officer / Director of College Programming</b>
<b>College Programming:</b> Develop and implement a clear K-12 vision and articulation of our College and Career programs aligned to our academic model, with strong execution of our 11th and 12th grade program through our DCACs (Destination College Advising Corps) and College Seminar Teachers.	<b>Director of College Programming</b>
<b>College Programming:</b> Develop and maintain a strong relationship with Peralta and offer dual credit courses aligned to our academic model and career pathways, with a focus on offering college programming outside of school and during our summer programming.	<b>Director of College Programming</b>
<b>College Programming:</b> All juniors and seniors are enrolled in college and career seminar classes, offered SAT / ACT preparation classes, and participate in Crew where staff oversee and monitor college and scholarship application processes for their cohort alongside parent workshops hosted by College counselors.	<b>Director of College Programming</b>
<b>College Programming:</b> All high school students participate in college visits and in local partnerships that provide additional support in academic and financial preparation for college	<b>Director of College Programming</b>