LCAP Vision Alignment

IMPACTFUL ACADEMIC PROGRAMS.
LOVE WHOLE CHILD.
HONOR FAMILIES.

We can create schools that prepare Black and Brown students in East Oakland to attend and persist through competitive colleges and universities of their choice by ensuring that our students are known, loved, and valued; their academic confidence is anchored in mastery of knowledge and skills on rigorous learning tasks and texts; and their evolving self-awareness leads to a commitment to be changemakers in service of a more just and equitable world.

INTEGRITY
We act on our shared and personal values, especially in the face of adversity.

SOCIAL JUSTICE
We act with courage and commitment to move toward a just and equitable world.

LOVE
We extend ourselves so that all feel a sense of belonging and acceptance.

COMMUNITY
We are best when we respect, value and celebrate our diversity and strengthen our connections.

AGENCY
We are empowered to pursue purposeful action as life-long changemakers.

3 Strategic Priorities for 21-24 (LCAP)

Summary of Focus Areas for LCPS's Strong Opening and 2021-24 SY:

Build impactful academic programs

We use rigorous, standard-based curriculum, aligned data and assessments, and intensive instructional coaching to ensure college and career readiness for all students.

Love and support the whole child and center their humanity.

We respond to students' individual needs through integrated SEL, Tiered Systems of Support, and English Language Development (ELD).

Honor families as experts in their students' lives.

We partner with families to support our students' academic success through streamlined communication, equitable access to technology, and opportunities for shared decision making.

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2021-22: Our Organizational Alignment Priorities and LCAP Goals	Our Objectives	Our LCPS Key Results / Annual Measurable Outcomes
QUALITY **All Students, every day.** **Priority #1: Educational Justice and Excellence:** Dramatically improve the quality of our academic program, address disproportionate performance by student subgroups and achieve non-racialized outcomes of our academic program through System-Wide Tools and Processes and Teacher, Leader, and Staff Development.	**1. Our students are learning, equipped with SEL skills and meeting performance targets to succeed in college.**	A. In Grades 3-8, Meet 50% proficiency across CAASPP in ELA & Math; 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. C. 60% of Emerging Bilingual students advance at least one ELPI Level or maintain a Level 4.
	2. We grow and develop in the service of our students.	A. In partnership with Instruction Partners, improve yearly 1 full point from 2020-21 baseline on IPG (Instructional Practice Guide) implementation until meeting 3+ (out of 4).
CULTURE **All Belong.** **All take responsibility for equity.** **Priority #2: Culture of Shared Responsibility for Equitable Outcomes:** 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.	**3. We create safe, inclusive, and equitable conditions and outcomes for all of our stakeholders.**	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
IMPACT **All in. In Oakland.** **Priority #3: Powerful Community Engagement:** 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.	**4. We guarantee our commitment to Oakland children and families.**	A. 90% of all LCPS families participate in SLC, SSC/ELAC, Community Celebrations, and/or Family workshops 3x each year. B. Increase student retention year-over-year to 90% across sites and for all student groups, specifically our African American students.
Priority #4: Strong and Sustainable Operational, Technology, and Financial Models: Ensure strong, sustainable support of LCPS schools, staff, and families.	**5. Our students are at school and engaged every day.**	A. Attain attendance of 96%+ at each school and across all student groups. B. Decrease chronic absenteeism by 2% yearly and meet goal of 5% or less.
	6. We have a sustainable financial model.	A. Enroll 100% of budgeted seats every day. B. Finish the year with a board-approved contribution to reserves.
Priority #5: College and Career Readiness: 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.	**7. Our students and graduates are college and career ready.**	A. 90% matriculation to 2 and 4 year colleges and universities for the class of 2022 by student subgroups B. 80% of students in all subgroups earn at least 9 units of college credit by graduation. C. Attain 90%+ A-G completion for all student subgroups.

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	2. We grow and develop in the service of our students.	A. In partnership with Instruction Partners, improve yearly 1 full point from 2020-21 baseline on IPG (Instructional Practice Guide) implementation until meeting 3+ (out of 4).

LCAP Strategies / Actions	Driver
Curriculum and Professional Development: In partnership with EL Education, provide professional development for implementation of EL curriculum and program components, leadership core practices, and Student Engaged Assessment (SEA) practices.	**Chief Academic Officer**
Curriculum and Professional Development: Support teacher knowledge of CCSS-aligned curriculum through summer Curriculum Institutes and monthly Professional Development; regularly observe and provide feedback to teachers to continually improve practice around curriculum implementation and standards alignment.	**Chief Academic Officer**
Curriculum and Professional Development: Focus on early literacy programming through professional development around the science of reading, structured literacy practices, and early literacy dyslexia screening.	**Director of Elementary Academics**
Data and Assessment: 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.	**Chief Academic Officer / Chief of Staff**
Instructional Development and Support: 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.	**Chief Academic Officer**
Instructional Development and Support: Teachers with Preliminary credentials are provided with Induction training and a Induction mentor to ensure they clear their credential within the term of licensure.	**Director of HR / Talent**
Instructional Development and Support: 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.	**Chief of Staff / Director of Student Services**
School Reopening and Addressing Post-Pandemic Unfinished Learning: Create supports and systems to facilitate successful return to in-person learning and to assess and address unfinished learning.	**DIrector of Finance**

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LCAP Strategies / Actions	Driver
English Language Development (ELD): Provide Newcomers and English Language Learners 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; Support ELD instruction through monthly ELD meetings and the implementation of ELLevation to track data, communication, and evaluation of our program.	**Chief of Staff**
Special Education: Provide professional development around inclusion so that students are supported through increased collaboration with general education 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.	**Director of Special Education**
Special Education: 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.	**Director of Special Education**
Special Education: 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.	**Director of Special Education**
Student Support and Services: 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	**Chief Academic Officer and Chief of Staff**
Student Support and Services: 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.	**Director of Student Services**
Student Support and Services: 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.	**Director of Student Services**
Teacher/Staff Effectiveness and Impact: 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.	**CAO / Director of Talent and HR**
Teacher/Staff Effectiveness and Impact: Refine and implement teacher retention bonuses and stipends.	**Director of Talent and HR**

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LCAP Strategies / Actions	Driver
Family and Community Engagement: 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.	**Chief of Staff / Director of Development**
Family and Community Engagement: Hold twice yearly "State of the School" and "Family/School Advocacy" meetings with families (led by Site Administrators) around areas of school focus to share data and get input.	**Chief Academic Officer / Director of Development**
Family and Community Engagement: 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.	**Director of Technology**
Family and Community Engagement: Provide bilingual translation at all parent meetings and Student-Led Conferences as needed. —Provide translation and interpretation services.	**Chief of Staff, Director of Technology**
Family and Community Engagement: Train staff to engage and support families including a McKinney Vento liaison.	**Director of Student Services / Director of Development**

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		6. We have a sustainable financial model.	A. Enroll 100% of budgeted seats every day. B. Finish the year with a board-approved contribution to reserves.	

LCAP Strategies / Actions	Driver
Attendance: Align attendance procedures and identify and support students at risk of chronic absence to ensure high attendance and reduce chronic absenteeism.	**Director of Operations** **Director of Student Services**
Operations: Implement operational procedures to support student learning and to ensure safe return to campus for in-person instruction, including training staff on operational procedures regarding health and safety protocols, ordering materials, and maintaining materials (books, supplies) necessary to support strong school operations.	**Director of Operations**
Food Service: Promote access to Food Service programs, with a focus on nutrition and meeting goals for 90% to 100% of student meal participation.	**Director of Operations**
Technology Support Systems: Support technology systems and infrastructure (including hardware, software, and data systems) that support student learning, including: 1:1 chromebook access, home internet connectivity, SIS systems, LMS systems, Independent Study platforms, and other EdTech platforms and programs; with a specific focus on ensuring that 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.	**Director of Technology**
Technology Support Systems: Hire technology staff to support family, students, and staff with technology systems and infrastructure.	**Director of Technology**
Human Resources: Provide Professional Development in support of non-instructional roles.	**Director of Operations** **Director of HR / Talent**
Facilities: Maintain facilities that support high quality student learning; Improve learning spaces to support ongoing health & safety guidance.	**Director of Operations**
Expanded Learning: Run high-quality after-school programs aligned to increase academic achievement, student well-being, and extracurricular activities.	**Chief of Staff**

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LCAP Strategies / Actions	Driver
High School Programming: Provide and support LCPS students in taking and passing A-G approved course series, including implementing new courses focused on increasing college preparation, dual credit, and intervention support structures as part of master schedule redesign.	**Chief Academic Officer**
High School Programming: Continue alignment of LCPS College and Career programming with EL Education programming; align 10th and 12th grade passage structures to the Graduate Profile, rigorous case studies and expeditions, and focus on Student Engaged Assessment practices.	**Chief Academic Officer**
High School Programming: Continue to improve Measure N Pathway, including building out of integrated projects, work-based experiences, and pathway articulation with Peralta Community College.	**Chief Academic Officer / Director of College Programming**
High School Programming: Offer sports as a supplement to promote student engagement and inclusion in High School activities.	**Chief Academic Officer**
College/Career Programming: 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 College/Career Seminar program and partnership with Destination College Advising Corps.	**Director of College Programming**
College Programming: Develop and maintain a strong relationship with Peralta Community Colleges; offer dual credit courses aligned to our academic model and career pathways with a focus on offering college programming in the core day and during summer programming.	**Director of College Programming**
College Programming: Ensure that college and career seminar classes successfully prepare all students for multiple post-secondary pathways (2-year colleges, 4-year colleges, CTE programs, union apprentice programs); support, oversee, and monitor monitor college and scholarship application processes for their cohort through participation in College Seminar classes, Crew, and workshops for students, parents, and staff.	**Director of College Programming**
College Programming: Ensure all high school students participate in college visits and have the opportunity to access local partnerships that allow students to explore their future interests (major/career choices); provide additional academic, financial and socio-emotional support to pursue post-secondary educational opportunities.	**Director of College Programming**