



Leadership Public Schools – Richmond

2009-2010 School Plan

SECTION 1: Our School

School mission, vision, goals

LPS Richmond's vision is that all students - regardless of background, ethnicity, or neighborhood - receive an excellent education that prepares them to succeed in college.

LPS Richmond's mission is to serve diverse and traditionally underserved students by preparing our students to succeed in college as well as developing effective student leaders.

Our 2009-2010 goals include:

- 1) Shifting our focus to student actions and student results (in addition to teacher actions)
 - a. Use of student data to track progress (MAP to Interim Assessments to Writing Assessments)
 - b. Use of observation data to track student actions
 - c. PLC/TC time dedicated to cycle of inquiry
- 2) Cycles of Inquiry to focus on: rigor, data, key instructional strategies that promote student talk and engagement, and Literacy

Demographic information

Group	Enrollment
Number of students	304
African American	16.1%
American Indian/Alaska Native	0%
Asian	1.6%
Filipino	1.6%
Hispanic or Latino	77.4%
Pacific Islander	0%
White (not Hispanic)	2.6%
Multiple or No Response	.7%
Socioeconomically Disadvantaged	82%
English Learners	34%
Students with Disabilities	11.5%

SECTION 2: Progress to Date

EAP

EAP ELA

		COLLEGE READY						CONDITIONALLY READY					NOT YET READY				
School	Tst. 08	Tst. 09	2008 #	%	2009 #	%	Change	2008 #	%	2009 #	%	Change	2008 #	%	2009 #	%	Change
Richmond	89	61	2	2%	3	5%	3%	0	0%	0	0%	0%	87	98%	58	95%	-3%

EAP MATH

		COLLEGE READY						CONDITIONALLY READY					NOT YET READY				
School	Tst. 08	Tst. 09	2008 #	%	2009 #	%	Change	2008 #	%	2009 #	%	Change	2008 #	%	2009 #	%	Change
Richmond	62	52	1	2%	1	2%	0%	14	23%	14	27%	4%	47	76%	37	71%	-5%

SRI Reading Level of 9th graders

72% Below Proficient Reading Level / 53% Significantly Below

23% 9th graders at Basic Reading Level
 29% 9th graders at Intensive Reading Level
 19% 9th graders at Strategic Reading Level
 24% 9th graders at Proficient Reading Level
 4% 9th graders at Advanced Reading Level

2008 – 2009 CST

CST 9th grade	Alg 1	Ad/Pro	25%	CST 10th grade	Geometry	Ad/Pro	15%	CST 11th grade	Alg II	Ad/Pro	16%
		FBB/BB	52%			FBB/BB	55%			FBB/BB	57%
	ELA 9	Ad/Pro	25%		ELA 10	Ad/Pro	22%		ELA 11	Ad/Pro	25%
		FBB/BB	36%			FBB/BB	42%			FBB/BB	31%
	Biology	Ad/Pro	25%		World History	Ad/Pro	24%		American History	Ad/Pro	22%
		FBB/BB	25%			FBB/BB	49%			FBB/BB	25%
			Chemistry	Ad/Pro	8%	Physics	Ad/Pro	6%			
				FBB/BB	78%		FBB/BB	44%			

CAHSEE

		06-07	07-08	08-09
CAHSEE 10 th grade/First Time takers	PASSED ELA	73%	76%	71%
	PASSED MATH	58%	63%	79%

CAHSEE 12 th graders			August 2008	November 2009
	NOT yet passed ELA	#		10
% of seniors at time			17%	3 %
NOT yet passed MATH	#		22	8
	% of seniors at time		38%	10%

GPA / Credit Recovery

Grade Level	# Students*	# Students Earning 1 or more D or F** 2007-2008	% Earning 1 or more D or F 2007-2008	# Earning 2 or more Ds or Fs 2007-2008	% Earning 2 or more Ds or Fs 2007-2008
09	73	39	53.42%	27	36.99%
10	78	40	51.28%	29	37.18%
11	90	52	57.78%	41	45.56%
12	42	20	47.62%	8	19.05%
<i>All Grades</i>	283	151	53.36%	105	37.10%

	November 2007	January 2008	April 2008	October 2009
Total grades given	1,679	1,398	1,384	1,935
# of Ds and Fs	537	531	525	433
% of Total Ds and Fs	32%	38%	38%	22%

What the Data Shows

Successes

- Attendance = 93.3%
- Higher Retention/Lower Attrition of students
- Full Enrollment
 - o 120 incoming Freshman with waitlist
- Strong School Culture Practices–
 - o merit points, attendance contracts, peer leaders
- Adult culture
 - o High morale, high expectations, teacher retention
- College-going rate = 98%
- More students passing their classes in 2008-2009
- Math scores (CAHSEE and CST) improving in 2008-2009

Challenges

- General trends of High Failure Rate (D/F data) and therefore need for remediation, scaffolding, and basic support
- History of Low CST results
 - a. 2007-2008 Math Data (5% Prof/ 77% FBB)
 - b. 2007 – 2008 ELA Data (21% Prof/ 40% FBB)
- Low Accelerated Growth in ELA (77.1% either stayed the same from 9th – 10th grade ELA or declined)
- Large number of students with need for credit remediation

SECTION 3: Leadership Public Schools Network and School Targets
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NETWORK GOALS

Academic Achievement ->

All students proficient on CST English and Math by the end of 11th grade

All students pass CAHSEE by the end of 11th grade, 85% of students pass in 10th grade,
All students pass Algebra by the end of 9th grade

College Acceptance and Success

All students complete an A-G program
All students accepted to two or four year colleges
70% of students pass ELA and Math EAP in 11th grade
All students graduate with a 2.0 GPA or higher

School Success

93% attendance
An API increase 300% greater than the State average

ACADEMIC ACHIEVEMENT: 2009-2010 SCHOOL TARGETS

- Each student that is Far Below, Below or Basic will gain 20 scale score points on CST in ELA
- 15% school-wide movement out of Far Below and Below Basic and 10% movement into Proficient and Advanced in all CST areas
- 10th grade CAHSEE pass rate will improve from 79 to 85 in math and 71 to 80 in English Language Arts
- 9th grade algebra pass rate will be 80%

COLLEGE ACCEPTANCE AND SUCCESS: 2009-2010 SCHOOL TARGETS

- 50% apply to a UC or CSU school
- 100% accepted into a CSU/UC
- 100% attending 2 year or 4 year College
- 90% of seniors graduating with a 2.0
- 75% of seniors will receive a scholarship
- 100% of undocumented seniors will receive a scholarship
- All seniors will apply to at least 5 schools

SCHOOL SUCCESS: 2009-2010 SCHOOL TARGETS

- 94% attendance
- API of 700

SECTION 4: Plan Narrative

College Ready Curriculum

1. Teacher Support and Development

- a. Development of an Instructional Leadership Team, including Academic Dean, Curriculum Coach, Teacher Coaches, and Data Lead
- b. Tighter Alignment between use of PD and TC time and using data and student work to monitor student growth
- c. Curriculum Planning that ensures use of best practices
 - Formative and Summative Assessment, Rubrics and Exemplars, Differing Assessments, Coherence

2. Common Academic Classroom expectations

- a. Academic Language
- b. BBC with clear, measurable objectives
- c. Classroom participation expectations, including
- d. Homework requirements in all classes
- e. Increased use of writing in classes

3. Use of Toulmin

- a. Rigor / Critical Thought in curriculum design
- b. Focus on Writing in non-ELA classes
- c. Focus on student-centered classroom, including the use of Socratic Seminars

4. Assessment of learning / for learning - Better use of data to assess growth

- a. Benchmark Interim Assessment (EAP, subject area, DBQ)
- b. Formative Assessment Data
- c. MAP
- d. Snapshot Rubrics (Academic Classroom, Student Actions)
- e. Course Pre-Assessment Data at the beginning of the year

College Ready Support

5. Read 180 / System 44

- a. Better placement of students into course (using two data points – MAP and SRI) as well as on-going re-assessment of student performance
- b. Better implementation of course – including training of teachers over summer and having the room fully prepared
- c. Better technology – entirely new server and desktops to support the program
- d. With better instruction, there is better management of student progress

6. Stronger Alignment with Alg 1 / Ac Num

- a. common prep for teachers to coordinate classes
- b. Focus on Freshman Academy gives teachers time to align course

7. Freshman Academy

- a. Use of MAP – assessment of student progress
- b. coordination of 9th grade teachers to consistently implement best practices across all classes
- c. Daily Homework center
- d. Focus on involving the 9th grade parents – separate Parent meetings

8. Targeted use of data and monitoring of students (in particular, students at risk of failure)

- a. Benchmark Interim Assessment (EAP, subject area, DBQ),
- b. Formative Assessment Data
- c. MAP
- d. grades

9. Use of Enrichment Time for targeted academic support

- a. Frequent changes in placement (7 times per year so that students receive the intervention support they need)

10. Advisory

- a. Essential college going skills
- b. Frequent review of grades with Advisors (7 times / year)

11. After school Writing and Math center for students to access for additional help in these subject areas

College Ready Culture

12. Academic Classroom

- a. Daily Homework Center for Freshman
- b. Focus on student-centered instruction (use of Socratic Seminars and Reciprocal Teaching)
- c. Focus on writing in ELA, science, and History courses
- d. Focus on using original source documents in History

13. Moving from well-managed to intrinsically motivated students –

- a. clear expectations (use rubrics and exemplars)
- b. use of diagnostics
- c. curriculum planning

14. Freshman Academy

- a. mentioned above

15. College Visitation

- a. Shadow Day

- b. College Day
- c. Stanford Retreat
- d. SoCal College Tour

16. Tutor Ticket Program

17. Extra curricular Program

- a. Program offers both academic support (Math center and Writing Center) as well as sports and extra-curricular
- b. Program also offers college mentoring groups to link students to the college-going process

18. High Behavior Expectations

- a. Attendance, demeanor, study skills, leadership

19. LPS *I am Going to College* Conference

SECTION 5: ACADEMIC AND SCHOOL CLIMATE ACTION PLAN WITH BUDGET

Must include Title I and 21st Century – Should include plans for Intervention, Acceleration, Credit Recovery, Professional Development and Activities

Priority Area	Actions	Student Groups Impacted	Measures of Success	Funding Source	Expenditure	Budget Amount
College Ready Supports	• Academic Numeracy Class	9 th grade Algebra students	Improved MAP results	Title 1	Teacher Salaries + benefits	\$35,400
	• Freshman Academy and Advisory support	9 th graders & struggling upper - grade students	Decreased Ds and Fs	Title I	Counselor salary + benefits	\$40,463
	• Overseeing Tutoring and Enrichment Program	All students in Assets/ 21 st Century program	Decreased Ds and Fs; increased CAHSEE and CST results	21 st Century / Assets grant	Coordinator Salary + benefits	\$45,559
	• Teacher tutors	All students in Assets/ 21 st Century program	Decreased Ds and Fs; increased CAHSEE and CST results	21 st Century / Assets grant	Teacher Tutors salary & benefits	\$27,250
College Ready Culture	• Promoting Academic Classroom and High Behavior Expectations	Students with academic or behavior issues	Decreased referrals and improved grades	Title I	Student Dean salary + benefits	\$46,500
	• Extra-curricular program staff	All students in Assets/ 21 st Century program	Improved attendance & motivation	21 st Century / Assets grant	Sports, Clubs and academic enrichment staff	\$34,211
	• College Tours, WWW, Stanford Retreat, clubs and sports	All students in Assets/ 21 st Century program	Improved attendance & motivation & college acceptance	21 st Century / Assets grant	Transportation, equipment, supplies	\$62,870