Leadership Public Schools  
Meeting of the Board of Trustees  
December 8th, 2014

**Present:** Marsha Dugan, Stu McLaughlin, Soo Zee Park, Yolanda Peeks, Jazmin Alejandro, Heather Decker, David Finke (phone), Dr. Louise Waters  
**Absent:** Josefina Alvarado-Mena, D’Lonra Ellis, Kevin Katari, Adam Cioth  
**Guests:** Kate Levitt, Edie Hoffman, Andrea Schorr, Lauren Klaffky, Shawn Benjamin, Gary Yee, Prasad Ram*  

The meeting was called to order at 4:10pm. The agenda was confirmed and roles were assigned.

The meeting was opened to public comment. No public comments were made so the meeting was closed for that purpose.

**Consent Agenda**  
The group discussed and voted on the election of new Board members Prasad Ram and Amy Slater, Resolution 2014-29.  
Moved: Stu McLaughlin  
Seconded: Soo Zee Park  
Agreed: All  
Against: None

*The Board will vote on Resolution 2014-28 (tax forms) and Resolution 2014-30 (Richmond Interim Report), as well as minutes from September 2014, at the following meeting.*

**CEO Report**  
Dr. Waters defined the present moment as a “systems building year.” She first discussed Oakland and OUSD partnerships, and together with Gary Yee explained the impact of Measure N in Oakland. It greatly increases funding support for high schools that want to develop a college-career-community focus and an emphasis on experiential learning. In addition to Waters own involvement in the Measure’s implementation, LPS is well positioned to utilize the funding.

LPS is working on a number of **career-oriented partnerships and programs**, including expanding its College Launch program with Merritt College to include new computer science & security systems training courses sponsored by Silicon Valley firms who want to create a pipeline to hire students of color. This dual enrollment structure could expand to other community colleges and other LPS schools. Related to this, LPS and the community colleges would like to create opportunities for students to take remedial course-work prior to beginning college, in order to enter at the appropriate level and more efficiently fulfill General Education requirements. In addition, LPS is working on a
grant to increase staffing at the Castlemont Fab-Lab so as to increase use and access for all students, including those at LPS. Finally, LPS is working on a partnership with CSU East Bay’s teaching career path, particularly in math.

Waters shared news of the restructuring of Fremont High School, located in Oakland’s Fruitvale District, and whether LPS should submit a proposal to be one of the schools co-located in the new building. The group had an engaging conversation about the opportunities to work with a heavily newcomer population and to open a second school in Oakland. The consensus was clear that this would need to be one part of, and in partnership with, the Fremont campus and not a program for the full student population.

The Board then reviewed the latest Oakland Data Dashboard, which showed very significant growth and improvement. Some members inquired into the improvement’s connection to teaching quality and/or other concrete factors.

Waters moved on to an Innovation update. First, ExitTicket now has over 300,000 users and a few investors are interested in the product. Another LPS-piloted ed tech tool, Learning Lists, is in the process of being developed and implemented in partnership with Gooru, with funding from the Schwab and Hewlett Foundations. The partnership seeks to create a model for building and using technologies, particularly how teacher-led design can move from the classroom to a broader scale, as well as how to best share and implement new technologies.

Other highlights include the January launch of the book A Beautiful Constraint, in which LPS will be featured.

The group concluded the first half of the meeting with a lively discussion of strategy, branding, and growth. LPS is not doing aggressive growth in schools, although it is open to invited opportunities that are a good fit for both the organization and community. LPS continues to scale in terms of ideas and refining its R&D model. Finally, the LPS identity focuses on 9-12 education, and accelerating students who enter high school behind, often students who face incredibly difficult learning challenges. LPS’ strength comes from its flexible and nimble educational approach that starts from context and a careful understanding of each culture and environment in which it develops schools.

**Dinner was held from 5:45-6:25.**

**LPS Richmond presentation**
Principal Shawn Benjamin shared an overview of the importance of non-cognitive support in college readiness. The school has worked to teach risk-taking and perseverance, as well as provide social and cultural support for first-generation collegebound students. During the school year, LPS Richmond teaches lessons on growth mindset, gratitude, the power of beliefs, and desirable difficulties. Summer
programs have been especially valuable, as many provide transformative experiences to build confidence, push boundaries, and create a sense of belonging in students. Student representative Jazmin Alejandre shared her story about attending a NOLS course in Alaska and read her personal statement.

Principal Benjamin also played a video about other students who attended NOLS courses during the summer.

The discussion turned to the financial and institutional challenges of sending students on summer programs. It is important to try to work as a community to activate networks for students and leverage every resource available.

Finally, the LPS Richmond focus concluded with a brief discussion of its Re-Design Process to create a prototype of what the school will look like next year.

Soo Zee Park did a process check and noted that the discussions were substantive, thoughtful and balanced.

Respectfully submitted,
Kate Levitt
Recorder