

MISSION	VISION
Luskin Academy will provide rigorous standards based instruction that is culturally relevant, celebrates all facets of students' identities and is responsive to their socio-emotional needs so that they may be successful in high school and beyond and question and disrupt injustice.	An empowered community of life-long learners that are affirmed in their identity and have the liberty to decide their future.
THEORY OF ACTION	COMMITMENT TO ANTI-RACISM & BEING PRO-BLACK
If we implement school-wide instructional and cultural practices, then we will see scholars becoming more academically successful, happier and connected to the school community. All of this will lead to scholars wanting to remain at our school and also impact average daily attendance.	By focusing on our Black/African American subgroup and ensuring these scholars are receiving the academic and socioemotional support they need, we can ensure that we are building an environment where our students feel safe and seen. This year, we will use this lens in every one of our priorities when making decisions and analyzing data.

Priority	INSTRUCTION STRATEGY	OPERATIONS STRATEGY	CULTURE STRATEGY
Strategy	<p>Increase scholars' demonstration of mastery learning through the use of Foundational Practices.</p> <p>Specifically:</p> <ul style="list-style-type: none"> • Clear Directions • Lessons aligned to grade level complexity and standard • Structured student conversation 	<p>Retain enrolled scholars and monitor scholar attendance to decrease chronic absenteeism.</p>	<p>Partner with two outside organizations to engage staff in PD regarding DEI and Restorative Justice so that all staff can create safe environments for students to be their authentic selves.</p> <p>And continue student, family, and staff celebrations/validations, community events, PBIS, and field trips.</p>
The Why?	<p>i-Ready Reading and Math data reflects the following for 3+ years behind:</p> <ul style="list-style-type: none"> • 61 - 62% of all scholars • 90 - 93% of scholars who are EL • 82 - 83% of scholars with an IEP • 68 -77% of scholars who are Black/African American for reading <p>Our CAASPP and CAST data reflect the following:</p> <ul style="list-style-type: none"> • 35% at or above standard for all students in ELA • 11% at or above standard for all students in Math • 14% at or above standard for all students in Science <p>And 16.5 % of our students who are EL reclassified</p> <p>Additionally, teachers have expressed having a hard time having students engage verbally after the covid pandemic. We believe that habits of discussion will also be helpful to our students who are acquiring English as a second language and our students with IEPs.</p>	<p>Although our enrollment has held steady, we have seen a high rate of student attrition from 9th-12th grade.</p> <p>Reviewing 22-23 EOY attendance percentages, over 20.4% of scholars identified as chronically absent and 38.6% of our Black/African American students were chronically absent.</p>	<p>On our end of year student panorama survey 45% percent of our students responded favorably when asked how much they felt they belonged in our school community. Although this was a growth of 4 points from the mid year survey, our goal is for all students to feel safe, valued, welcomed, and respected on our school site.</p> <p>Additionally:</p> <p>41% of our Black and African American students responded favorably to a sense of belonging as opposed to 46% of our Latine students. (Black students' sense of belonging did increase by 8 points).</p> <p>When asked how fairly they are treated by adults of a different race or culture, 70% of our students responded favorably. 65% of our Black/African American students responded favorably to this while 71% of our Latine students responded favorably.</p>

<p>Alignment to Network Priorities</p>	<ul style="list-style-type: none"> ● Teaching & Learning ● Scholar Wellness & Belonging 	<ul style="list-style-type: none"> ● Thriving School Community ● Conditions for Future Success ● Commitment to Anti-Racism ● Scholar Wellness and Belonging 	<ul style="list-style-type: none"> ● Scholar Wellness & Belonging ● Staff Wellness & Belonging ● Thriving School Community ● Commitment to Anti-Racism
<p>End of Year Goals</p>	<ul style="list-style-type: none"> ● +5 ELA DFS from 38% to 43% (Overall, B/AA, EL, SWD) ● +11 Math DFS from 12% to 23% (Overall, B/AA, EL, SWD) ● CAASPP: ≥43% SBAC ELA, ≥19% SBAC Math, ≥27% CAST, ≥23% reclassification ● 90% of scholars pass 100% of classes ● <30% scholars 3+ years behind in i-Ready Reading and Math (<40% subgroups) ● 80% Proficient on Core Rubric: Demonstration of Learning 	<ul style="list-style-type: none"> ● Maintain 95% of initially enrolled students. ● 95% ADA ● <15% Chronic Absenteeism ● <20% Chronic Absenteeism for B/AA 	<ul style="list-style-type: none"> ● 55% Scholar Sense of Belonging ● 50% Black/African American Scholar Sense of Belonging ● 2% Suspension Rate or lower ● 68% target for Teacher-Scholar Relationships ● 84% Net Promoter Score
<p>KPI Measures</p>	<ul style="list-style-type: none"> ● i-Ready ELA, i-Ready Math ● CAASPP ICA/IABs ● Teachers meeting monthly observation action steps ● Teachers turning in Unit Plans 	<ul style="list-style-type: none"> ● Monthly ADA, monthly enrollment numbers, monthly application count, monthly un-enrollment reports 	<ul style="list-style-type: none"> ● Scholar Sense of Belonging ● Scholar-Teacher Relationships ● Diversity and Inclusion ● Dean’s List Referrals ● Attendance ● Self reported student data during assemblies or advisory.
<p>Priority Actions</p>	<ul style="list-style-type: none"> ● Admin team creates and facilitates monthly instructional PD focused on Foundational Practices. ● New teacher clinics run by AP and teacher co-lead will focus on foundational practices. ● Teachers plan and submit unit plans for feedback from the observer ● Teachers plan and submit lesson plans as identified for differentiated supports ● Scholars independently complete daily assignments having a chance to speak in class at least twice. ● Administrators and Instructional Coaches conduct monthly observation feedback cycles ● Observers conduct weekly calibration walkthroughs ● 4DX for ELA and Math <ul style="list-style-type: none"> ○ Identify Lead Measures ○ Bi-weekly 4DX meeting for ELA and Math 	<ul style="list-style-type: none"> ● AP of Ops creates an un-enrollment process that includes meeting with students and guardians to assess reasons for un-enrollment and potential support. ● AP of Ops creates an Attendance Committee that meets monthly (grade level leadership team meeting) to review scholar attendance and create pre-intervention plans for scholars in danger of being chronically absent. ● Incentivize attendance growth. ● AP of Ops creates and implements SART process with attendance clerk and admin team. <ul style="list-style-type: none"> ● 4DX for Chronic Absenteeism <ul style="list-style-type: none"> ○ Identify Lead Measures ○ Bi-weekly 4DX meeting for Chronic Absenteeism 	<ul style="list-style-type: none"> ● All staff trained in restorative justice practices during strong start and rest of the year through Amplify RJ. ● All staff trained in culturally relevant pedagogy practices through Well’s collective. Initial sessions in August then through the rest of year. ● Teachers lead weekly Advisory lessons tied to educating students about restorative justice. ● Grade level teams monitor relevant data pieces bi-weekly during grade level team meetings. ● ASB, Latine Club and BSU host monthly events for student engagement. ● Grade level leads and admin team plan 1 field trip per quarter per grade level to increase college going culture and access to outside resources.
<p>Links/ Resources</p>			