

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
Vernon Hal, Senior Business Officer
Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Ralph J. Bunche High School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

Discussion:

The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- 21st Century Learning
- Measure N

Recommendation:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Ralph J. Bunche High School.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School: Ralph J. Bunche High School
CDS Code: 1612590118653
Principal: Betsye Steele
Date of this revision: 6/6/2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact: Betsye Steele
Address: 1240 18th Street
Oakland, CA 94607

Position: Principal
Telephone: 510-874-3300
Email: betsye.steele@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT
Devin Dillon, Interim Superintendent
James Harris, Board President

2017-2018 Single Plan for Student Achievement Recommendations and Assurances

School Site: Ralph J. Bunche High School

Site Number: 309

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> 21st Century |
| <input type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> LCFF Concentration Grant | <input type="checkbox"/> School Improvement Grant (SIG) |

The School Site Council (SSC) recommends this comprehensive Single Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5-11-2017

6. The public was alerted about the meeting(s) through one of the following:

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Flyers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (notices, media announcements, etc.)
<i>Robo call</i> |
|--|---|--|

Signatures:

Betsy Steele *Betsy Steele* Signature

5-11-2017 Date

Carter L. Richards Print name of SSC Chairperson Signature

5-11-2017 Date

Preston Thomas *Preston Thomas* Signature

5-12-2017 Date

Marcus Silvi *Marcus Silvi* Signature

5/25/17 Date

Coordinator, Office of Accountability Partners

2017-2018 Final Budget

Programs Included in This Plan

The School Site Council intends for this school to participate in the following programs:

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$148,578.41	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$61,119.00	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program ... ASES #6010	\$0.00	TBD
TOTAL:	\$209,697.41	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$18,268.88	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$611.80	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$18,880.68	\$0.00

PART 1: ABOUT THE SCHOOL

1A. School Description

Ralph J Bunche is a continuation high school located in West Oakland, California. Ralph Bunche is a continuation school designed to meet the needs of students 16-17 years of age, who are at risk of not graduating from high school. The school serves our most vulnerable, underserved, and resilient students who have not experienced the success or value of high school as of yet. Despite this, our students, mostly, African American and Latino/a, have continued to remain resilient and have entered Bunche determined to graduate. Bunche teachers and staff strive to engage students both academically and socio-emotionally so they might experience success and the value of school and be better equipped for college, career, and life. It is the school's mission to see and build from the strength and assets of students and the West Oakland community.

1B. School Mission and Vision

Every student will find a renewed educational experience and greater success in school as well as a successfully complete program that prepares them for a post-secondary pursuit of their choice. The mission of Ralph J. Bunche is to: advance reading, writing technology and thinking skills; advance emotional development; graduate productive and positive citizens. We believe that: every learner has worth and deserves to be treated with dignity, respect, and to learn in a safe environment; all learners have an equal right to educational opportunities consistent with their personal needs, language, culture and abilities; positive behaviors and expectations promote positive responses; a focus on reading produces stronger learners; making good choices and decision make students positive responses; great attendance is the key to education; learners need community involvement; learners need encouragement; learners must understand why they must learn; learners must do homework to advance learning and our academic agenda; listening, writing and speaking skills are major keys to learning.

1C. School Multi-Year WASC Goals

Length of WASC Accreditation: 3 years

Last WASC Self-Study: 2014-15

Next Self-Study: 2017-18

School WASC Goal:

1. Continue working with OUSD central office staff on the development and implementation of assessment and evaluation of student learning. This system should capture, report and analyze district-wide site specific student data beyond Smarter Balanced data and be aligned to Next Generation Science Standards (NGSS) and Common Core State Standards (CCSS) for English language arts/literacy and mathematics.
2. Continue the transition to instructional practices that support the Common Core State Standards for ELA/literacy and mathematics and the NGSS.
3. In conjunction with OUSD central office staff continue to develop a systematic approach to assist students in planning for a high school diploma and post-secondary life; i.e., college and career preparation and readiness.
4. With OUSD central office support, continue the implementation of a consistent approach to providing curricula that is grade and age level appropriate and aligned with the CCSS in ELA/literacy and mathematics and NGSS.

Associated LCAP Goal:

- 2: Students are proficient in state academic standards.
- 2: Students are proficient in state academic standards.
- 1: Graduates are college and career ready.
- 2: Students are proficient in state academic standards.

PART 2: NEEDS ASSESSMENT

2A. Schoolwide Strengths and Challenges

Focal Area	Strengths	Challenges
Graduate Outcomes	Accelerated credit recovery, Small classes, dropout rate for EL's less than district drop rate, graduation rate higher than district grad rate. Students demonstrate persistence in pursuing their high school diploma despite prior setbacks. As a result, students are able to recover classes quickly	Students come in 1-2 years behind in credits; classified as 11th and 12th graders when most have credits of 9th and 10th graders
Post-Secondary Readiness	Students have strong interest in culinary career cluster as demonstrated by the high student attendance of the culinary class.	Need to support students transitioning into college and/or career opportunities through dual-enrollment and work certificate opportunities built into the program. Post-Secondary College Transition: A majority of students are not registering or attending community college after graduation.
Climate and Culture	Low suspension rate	Students need high level of SEL support.
Rigorous Academics	Higher EL reclassification rate than district;	Students come in multiple years below in SRI level and need intensive reading and writing support. Students have low academic expectations of themselves.
Pathway Development	Launched a new culinary pathway with a clear sequence of CTE courses, Culinary 1 & 2, implementing dual-enrollment courses aligned to the pathway with parent attendance in the courses as well, students are enrolled in and have already earned Servsafe certification	Getting a kitchen build to fully implement the culinary program; continuing to flesh out our work-based learning continuum and integrate the pathway theme into core content areas

2B. Schoolwide Root Cause Analysis of Highest Leverage Challenges

Focal Area	Highest Leverage Challenge	Root Cause Analysis of Highest Leverage Challenge	Linked Learning Criteria
Graduate Outcomes	Students come in 1-2 years behind in credits	Students have yet to experience success and the value of school. Students have yet to shift their thinking and internalize the connections between attendance, graduation, college success, and career success.	Equity/Access/Achievement
Post-Secondary Readiness	A majority of students are not registering or attending community college after graduation or transitioning into a career.	Lack of structured program before graduation to support transition to postsecondary (e.g. concurrent enrollment, dual enrollment, work-based learning, etc.)	Program of Study & Master Scheduling

Climate and Culture	High rate of chronic absenteeism	Students have yet to experience success and the value of school. Students have yet to shift their thinking and internalize the connections between attendance, graduation, college success, and career success.	Personalized Student Support
Rigorous Academics	Students come in multiple years below in SRI and SMI and need intensive reading, writing and math support to build skill and knowledge recovery in addition to credit recovery	Teachers have had low academic expectations of students. Teachers have viewed students through a deficit lens as opposed to an asset-based lens.	Building a Rigorous Academic Core: Teacher Conditions
Pathway Development	Getting a kitchen build to fully implement the culinary program; continuing to flesh out our work-based learning continuum and integrate the pathway theme into core content areas	Students have not had the opportunity to engage in hands on learning and instructional engagement. Need to build the industry and pathway knowledge of all teachers in order to integrate pathway theme into all core content areas.	Work-Based Learning

2C. Current Strategy Analysis

Current 16-17 Strategies		Fully Implemented?	Evidence of Effectiveness?	Analysis of Strategy Implementation and Effectiveness
Schoolwide Instructional Improvement Strategy:	Develop a school-wide literacy program focused on classroom literacy and writing instructional practices and an intensive reading acceleration program.	Not Yet	Yes	<p>WRITING: Focused on writing: Developed schoolwide writing plan in ILT. Developed schoolwide writing rubric and created a schoolwide student writing performance based goal and tied teacher evaluation goals to schoolwide performance goal as well. Developed a scope and sequence for site-based PD along with collecting sample student writing aligned to goal. LITERACY: Hired a new literacy specialist to develop reading acceleration program with a schoolwide focus. When the school year started, there wasn't a reading program in place yet, was also starting a lot of new initiatives. Brought in the literacy specialist to analyze needs and strengths to develop a program. Need to coach and support literacy specialist to find literacy strategies, clear focus and develop schoolwide plan for literacy</p>

Culture & Climate Improvement Strategy:	Incorporate SEL competencies into core classes, including the daily advisory program	Yes	Yes	Check In (advisory) is going well, attendance is up; need to ensure school wide writing and reflection is happening in check in; need to gather data on how advisory is happening across the school (qualitative and quantitative)
Pathway Development Strategy:	Hospitality, Tourism, Recreation, will focus on developing out culinary arts strand including certification program, work based learning , and college and career support programs.	Yes	Yes	Culinary program (classes) is in place and students enjoy it including certification, CTE courses, work-based learning; Monitoring more closely work-based learning Wednesday in order to identify directions of next move; want to think through how to incorporate the pathway theme into the learning of the other classes
Design Feature #1 (New/Emerging):	School-wide focus on writing across the curriculum via professional development, coach and peer observations/feedback cycles. Intensive one-on-one and small group reading interventions with students	Yes	Yes	
Design Feature #2 (New/Emerging):	Dual enrollment course offered at site	Not Yet	Not Yet	Will be starting dual-enrollment course in the Spring
Design Feature #3 (New/Emerging):	Hospitality, Tourism, recreation Pathway with culinary arts focus	Yes	Yes	Implemented
Signature Element #1 (Established):	Schoolwide Restorative Justice Practices along with differentiated supports for Foster and Homeless youth.	Yes	Yes	Overall, RJ practices are being implemented and are functioning pretty well including training students in RJ to facilitate RJ practices and circles; need better training and support for the current RJ coordinator so they can train and support all teachers to ensure collective RJ capacity
Signature Element #2 (Established):	Online differentiated learning and reading support: Achieve 3000.	No	No	Going in a different direction and developing a more robust literacy program.
Signature Element #3 (Established):	Attendance Program	Yes	Yes	Attendance has gone up.

PART 3: ANNUAL SCHOOL GOALS

FOCAL AREA	Long-Term Goal for 2020	Related SPF Indicator #1	Target Student Group	2015-16 Baseline	2016-17 Target	2017-18 Target	Related WASC Goal
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<p>Graduate Outcomes</p>	<p>Increase the amount of students graduating by 5%</p>	<p>Graduation Rate</p>	<p>All Students</p>	<p>TBD</p>	<p>TBD</p>	<p>TBD</p>	<p>3. In conjunction with OUSD central office staff continue to develop a systematic approach to assist students in planning for a high school diploma and post-secondary life; i.e., college and career preparation and readiness.</p>
<p>Post-Secondary Readiness</p>	<p>Increase the amount of students participating in dual-enrollment and work-based learning experiences by 10% each year, reaching a percentage of 53% by the year 2020.</p>	<p>Pathway Participation</p>	<p>All Students</p>	<p>2.8%</p>	<p>23%</p>	<p>33%</p>	<p>3. In conjunction with OUSD central office staff continue to develop a systematic approach to assist students in planning for a high school diploma and post-secondary life; i.e., college and career preparation and readiness.</p>

<p>Climate and Culture</p>	<p>Increase average monthly attendance to 90% by the year 2020.</p>	<p>Attendance Rate</p>	<p>All Students</p>	<p>67.91%</p>	<p>77.8%</p>	<p>85%</p>	<p>3. In conjunction with OUSD central office staff continue to develop a systematic approach to assist students in planning for a high school diploma and post-secondary life; i.e., college and career preparation and readiness.</p>
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<p>Rigorous Academics</p>	<p>Increase by 5% students who are demonstrating growth on SRI; Increase the amount of time students interact with text and writing in class by 10%.</p>	<p>SRI</p>	<p>All Students</p>	<p>25%</p>	<p>30%</p>	<p>35%</p>	<p>1. Continue working with OUSD central office staff on the development and implementation of assessment and evaluation of student learning. This system should capture, report and analyze district-wide site specific student data beyond Smarter Balanced data and be aligned to Next Generation Science Standards (NGSS) and Common Core State Standards (CCSS) for English language arts/literacy and mathematics.</p>
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<p style="text-align: center;">Pathway Development</p>	<p>The pathway identity is clear to teachers, students, and staff and 100% of students participate in the pathway experience: project connected to theme, mentorship, job shadow, and course, etc.</p>	<p style="text-align: center;">Pathway Participation</p>	<p style="text-align: center;">All Students</p>	<p style="text-align: center;">28.6%</p>	<p style="text-align: center;">75%</p>	<p style="text-align: center;">100%</p>	<p>1. Continue working with OUSD central office staff on the development and implementation of assessment and evaluation of student learning. This system should capture, report and analyze district-wide site specific student data beyond Smarter Balanced data and be aligned to Next Generation Science Standards (NGSS) and Common Core State Standards (CCSS) for English language arts/literacy and mathematics.</p>

<p>PART 4: STRATEGIES</p>		
<p>Major Improvement Strategies</p>	<p>1st Linked Learning Implementation Criteria</p>	<p>2nd Linked Learning Implementation Criteria</p>

Schoolwide <u>Language & Literacy</u> Improvement Strategy:	Writing with Evidence - Identify a writing rubric and gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction.	Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions
Schoolwide <u>Mathematics</u> Improvement Strategy:	Productive Struggle: Increasing the amount of time students are engaging in productive struggle in a math classroom and increasing the amount of mathematical writing in the classroom.	Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions
Culture & Climate/SEL Improvement Strategy:	Advisory: Incorporate SEL competencies into core classes, including the daily advisory program, along with developing the advisor's capacity to develop partnerships with their advisor's parents and guardians	Personalized Student Support	Equity/Access/Achievement
Pathway Development/ Implementation Strategy:	Hospitality, Tourism, Recreation, will focus on developing out culinary arts strand including certification program, work based learning , and college and career support programs.	Program of Study & Master Scheduling	Work-Based Learning
Measure N Design Features		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Measure N Design Feature #1:	Reception Area - Create a hotel 'front of the desk' for Bunche that features HTR pathway, run by student-interns and an HTR Center, which will bring together the total college, career, industry and internship experience	Work-Based Learning	School Leadership & School Vision
Measure N Design Feature #2:	Integrated Curricula - Incorporate Hospitality, Tourism, and Recreation Pathway theme into projects in each academic discipline.	Program of Study & Master Scheduling	Building a Rigorous Academic Core: Student Conditions
Measure N Design Feature #3:	Work-Based Learning (WBL) Wednesday - Restructure and improve Work-Based Learning Wednesdays to more fully engage community college, industry, CBOs, and school staff.	Work-Based Learning	Personalized Student Support
Signature Elements (Established Practices)		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Signature Element #1 (Established):	Schoolwide Restorative Justice Practices along with differentiated supports for foster and homeless youth, and including building teacher and staff capacity to engage with families and community	Personalized Student Support	Equity/Access/Achievement
Signature Element #2 (Established):	Literacy Supports and Intervention:	Building a Rigorous Academic Core: Student Conditions	Personalized Student Support

Signature Element #3 (Established):	Attendance Program:	Personalized Student Support	Equity/Access/ Achievement
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PART 5: STRATEGIC ACTIONS TO IMPLEMENT STRATEGIES

Schoolwide Language & Literacy Improvement Strategy: *Writing with Evidence - Identify a writing rubric and gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction.*

Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action
School Wide Writing Diagnostic - Administer and score writing diagnostic using a site-based writing rubric to assess writing proficiency and growth and inform curriculum and instructional practices.	Writing with Evidence - Identify a writing rubric and gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction.	A2.1: Implementation of CCSS & NGSS	All Students
Academic Tutors: Hire 3 tutors to provide intensive literacy and math support to students, especially African-American and Latino students; children with disabilities; homeless and foster youth; ELL students; and newcomers.	Writing with Evidence - Identify a writing rubric and gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction.	A2.9: Targeted School Improvement Support	All Students

<p>Academic Tutor: Hire an academic tutor that will provide students with: 1) academic tutoring, 2) assistance in addressing social/emotional problems that adversely affect their academic performance, and 3) support for parents in reducing the student's truancy, in particular: African-American and Latino students; children with disabilities; homeless and foster youth; ELL students; and newcomers.</p>	<p>Writing with Evidence - Identify a writing rubric and gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction.</p>	<p>A1.3: A-G Completion</p>	<p>Other</p>
<p>Honors and AP: Implement new honors and AP English classes to increase the amount of instruction for alt ed students, with a specific focus on increasing access for foster youth and ELL students while including acceleration opportunities for GATE students. Purchase books for the new courses.</p>	<p>Writing with Evidence - Identify a writing rubric and gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction.</p>	<p>A1.3: A-G Completion</p>	<p>Foster Youth</p>
<p>PD: Implement schoolwide professional development focused on literacy and high-quality writing; including strategies for supporting ELL, GATE and foster youth students to increase quality of instruction.</p>	<p>Writing with Evidence - Identify a writing rubric and gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction.</p>	<p>A2.1: Implementation of CCSS & NGSS</p>	<p>All Students</p>

<p>Collaboration Time: Teachers have extended planning time to create and integrate literacy and writing strategies into their core curriculum to increase quality of instruction.</p>	<p>Writing with Evidence - Identify a writing rubric and gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction.</p>	<p>A2.1: Implementation of CCSS & NGSS</p>	<p>All Students</p>
<p>Conferences: Teachers will be able to attend conferences where they will learn best practices for literacy and writing to improve quality of instruction.</p>	<p>Writing with Evidence - Identify a writing rubric and gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction.</p>	<p>A2.5: Teacher Professional Development for CCSS & NGSS</p>	<p>All Students</p>
<p>Peer Observations: Teachers will have opportunities to observe each other's practice within and beyond Bunche to engage in cycles of inquiry and improve quality of instruction.</p>	<p>Writing with Evidence - Identify a writing rubric and gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction.</p>	<p>A2.5: Teacher Professional Development for CCSS & NGSS</p>	<p>All Students</p>

Schoolwide Mathematics Improvement Strategy: *Productive Struggle: Increasing the amount of time students are engaging in productive struggle in a math classroom and increasing the amount of mathematical writing in the classroom.*

Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action
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<p>Academic Tutors: Hire 3 tutors to provide intensive literacy and math support to students, especially African-American and Latino students; children with disabilities; homeless and foster youth; ELL students; and newcomers.</p>	<p>Productive Struggle: Increasing the amount of time students are engaging in productive struggle in a math classroom and increasing the amount of mathematical writing in the classroom.</p>	<p>A2.9: Targeted School Improvement Support</p>	<p>All Students</p>
<p>PD: Implement targeted PD for math teachers to learn how to incorporate productive struggle strategies into their core curriculum; including strategies for supporting ELL, GATE and foster youth students</p>	<p>Productive Struggle: Increasing the amount of time students are engaging in productive struggle in a math classroom and increasing the amount of mathematical writing in the classroom.</p>	<p>A2.5: Teacher Professional Development for CCSS & NGSS</p>	<p>All Students</p>
<p>Collaboration Time: Teachers have extended planning time to create and integrate math strategies into their core curriculum to increase quality of instruction.</p>	<p>Productive Struggle: Increasing the amount of time students are engaging in productive struggle in a math classroom and increasing the amount of mathematical writing in the classroom.</p>	<p>A2.1: Implementation of CCSS & NGSS</p>	<p>All Students</p>
<p>Peer Observation: Teacher will have opportunities to observe each other's practice in math within and beyond Bunche to engage in cycles of inquiry and improve quality of instruction.</p>	<p>Productive Struggle: Increasing the amount of time students are engaging in productive struggle in a math classroom and increasing the amount of mathematical writing in the classroom.</p>	<p>A2.5: Teacher Professional Development for CCSS & NGSS</p>	<p>All Students</p>
<p>Conferences: Teachers will have opportunities to attend conferences to learn best practices for math and improve quality of instruction.</p>	<p>Productive Struggle: Increasing the amount of time students are engaging in productive struggle in a math classroom and increasing the amount of mathematical writing in the classroom.</p>	<p>A2.5: Teacher Professional Development for CCSS & NGSS</p>	<p>All Students</p>

Culture & Climate/SEL Improvement Strategy: *Advisory: Incorporate SEL competencies into core classes, including the daily advisory program, along with developing the advisor's capacity to develop partnerships with their advisor's parents and guardians*

Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action
Restorative Justice: Hire a .5 FTE RJ Coordinator to support implementing schoolwide restorative justice practices	Schoolwide Restorative Justice Practices along with differentiated supports for foster and homeless youth.	A2.2: Social Emotional Learning	All Students
Conference Expenses for Parents: Increase parent's capacity to 1) support their children's engagement in school and 2) participate more productively in discussions about the school's academic programs. Parents who participate in these conferences will make presentations to their peers on the School Site Council, PTSA and other parent groups	Literacy Supports and Intervention:	A6.1: Parent / Guardian Leadership Development	All Students
PD: School Wide PD on socio-emotional learning and family engagement strategies and how to integrate these practices into everyday practice and core content areas	Advisory: Incorporate SEL competencies into core classes, including the daily advisory program	A2.2: Social Emotional Learning	All Students

Pathway Development/Implementation Strategy: *The pathway identity is clear to teachers, students, and staff and 75% of students participate in the pathway experience.*

Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action
Reception Area - Create a hotel 'front of the desk' for Bunche that features HTR pathway, run by student-interns.	Hospitality, Tourism, Recreation, will focus on developing out culinary arts strand including certification program, work based learning , and college and career support programs.	A1.1: Pathway Programs	All Students
Integrated Curricula - Incorporate Hospitality, Tourism, and Recreation Pathway theme into projects in each academic discipline.	Integrated Curricula - Incorporate Hospitality, Tourism, and Recreation Pathway theme into projects in each academic discipline.	A1.1: Pathway Programs	All Students

<p>Work-Based Learning (WBL) Wednesday - Restructure and improve Work-Based Learning Wednesdays to more fully engage community college, industry, CBOs, and school staff.</p>	<p>Work-Based Learning (WBL) Wednesday - Restructure and improve Work-Based Learning Wednesdays to more fully engage community college, industry, CBOs, and school staff.</p>	<p>A1.1: Pathway Programs</p>	<p>Other</p>
<p>Student Internship Stipends: Issue student stipends as part of students work-based learning Wednesday internships</p>	<p>Work-Based Learning (WBL) Wednesday - Restructure and improve Work-Based Learning Wednesdays to more fully engage community college, industry, CBOs, and school staff.</p>	<p>A1.1: Pathway Programs</p>	<p>All Students</p>
<p>Pathway Coach: Hire a pathway coach to support with pathway development</p>	<p>Hospitality, Tourism, Recreation, will focus on developing out culinary arts strand including certification program, work based learning , and college and career support programs.</p>	<p>A1.1: Pathway Programs</p>	<p>All Students</p>
<p>Work-Based Learning Liaison (.4 FTE): Hire a WBL Liaison to coordinate and develop the development of work-based learning continuum and student internships</p>	<p>Hospitality, Tourism, Recreation, will focus on developing out culinary arts strand including certification program, work based learning , and college and career support programs.</p>	<p>A1.1: Pathway Programs</p>	<p>All Students</p>
<p>Work-Based Learning Liaison (.6 FTE): Hire a WBL Liaison to coordinate and develop the development of work-based learning continuum and student internships</p>	<p>Hospitality, Tourism, Recreation, will focus on developing out culinary arts strand including certification program, work based learning , and college and career support programs.</p>	<p>A1.1: Pathway Programs</p>	<p>All Students</p>

Marketing: Hire a marketing firm to promote Bunche's Hospitality, Tourism & Recreation pathway, which includes developing promotional materials, connecting to media outlets, leading PDs to train staff in how they outreach and promote their pathway	Hospitality, Tourism, Recreation, will focus on developing out culinary arts strand including certification program, work based learning , and college and career support programs.	A1.1: Pathway Programs	All Students
Dual Enrollment Expansion: Provide textbooks and support dual-enrollment costs for the Culinary, Business Liit and African American studies classes.	Hospitality, Tourism, Recreation, will focus on developing out culinary arts strand including certification program, work based learning , and college and career support programs.	A1.1: Pathway Programs	All Students
Food for Culinary Program: Purchase food for the culinary program (needs to be purchased individually by a staff member since cannot purchase most food through a vendor)	Hospitality, Tourism, Recreation, will focus on developing out culinary arts strand including certification program, work based learning , and college and career support programs.	A1.1: Pathway Programs	All Students

Strategic Actions for All Other Strategies (including Design Feature and Signature Element Strategies):

Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action
Supplies	Writing with Evidence - Identify a writing rubric and gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction.	A1.3: A-G Completion	All Students
Surplus	Schoolwide Restorative Justice Practices along with differentiated supports for foster and homeless youth.	A2.2: Social Emotional Learning	All Students

Meeting Refreshments	Schoolwide Restorative Justice Practices along with differentiated supports for foster and homeless youth.	A6.5: Academic Parent-Teacher Communication & Workshops	All Students
Computers	Integrated Curricula - Incorporate Hospitality, Tourism, and Recreation Pathway theme into projects in each academic discipline.	A2.3: Standards-Aligned Learning Materials	All Students
Furniture	Reception Area - Create a hotel 'front of the desk' for Bunche that features HTR pathway, run by student-interns.	A5.3: School Facilities	All Students
Audio Visual Equipment	Integrated Curricula - Incorporate Hospitality, Tourism, and Recreation Pathway theme into projects in each academic discipline.	A2.3: Standards-Aligned Learning Materials	All Students
Dues and Memberships	Writing with Evidence - Identify a writing rubric and gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction.	A1.3: A-G Completion	All Students
Clerical Salaries Overtime	Schoolwide Restorative Justice Practices along with differentiated supports for foster and homeless youth, and including building teacher and staff capacity to engage with families and community	A5.1: School Culture & Climate (Safe & Supportive Schools)	All Students

Rental, Leases and Repairs	Hospitality, Tourism, Recreation, will focus on developing out culinary arts strand including certification program, work based learning , and college and career support programs.	A2.9: Targeted School Improvement Support	All Students
Interprogram Postage	Advisory: Incorporate SEL competencies into core classes, including the daily advisory program, along with developing the advisor's capacity to develop partnerships with their advisor's parents and guardians	A6.5: Academic Parent-Teacher Communication & Workshops	All Students
IT Computer Tech	Integrated Curricula - Incorporate Hospitality, Tourism, and Recreation Pathway theme into projects in each academic discipline.	A2.3: Standards-Aligned Learning Materials	All Students
Assemblies/Classroom Presentation	Hospitality, Tourism, Recreation, will focus on developing out culinary arts strand including certification program, work based learning , and college and career support programs.	A1.1: Pathway Programs	All Students
Admission Fees	Integrated Curricula - Incorporate Hospitality, Tourism, and Recreation Pathway theme into projects in each academic discipline.	A2.9: Targeted School Improvement Support	All Students
Transportation	Hospitality, Tourism, Recreation, will focus on developing out culinary arts strand including certification program, work based learning , and college and career support programs.	A1.1: Pathway Programs	All Students

Postage	Schoolwide Restorative Justice Practices along with differentiated supports for foster and homeless youth, and including building teacher and staff capacity to engage with families and community	A6.5: Academic Parent-Teacher Communication & Workshops	All Students
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ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

Foster Youth Program

The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under CA law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).

Refugee & Asylee Program

The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

McKinney-Vento Program

The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

School:

Ralph J. Bunche High School

2017-18 Single Plan for Student Achievement: Proposed Budget

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$4,000.00	General Purpose Discretionary	Collaboration Time: Teachers have extended planning time to create and integrate literacy and writing strategies into their core curriculum	Writing with Evidence - Identify a writing rubric and gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction.	A2.1: Implementation of CCSS & NGSS	1120				309-1
\$1,000.00	General Purpose Discretionary	Collaboration Time: Teachers have extended planning time to create and integrate math strategies into their core curriculum	Productive Struggle: Increasing the amount of time students are engaging in productive struggle in a math classroom and increasing the amount of mathematical writing in the classroom.	A2.1: Implementation of CCSS & NGSS					309-2
\$2,000.00	General Purpose Discretionary	Clerical Salaries Overtime	Schoolwide Restorative Justice Practices along with differentiated supports for foster and homeless youth, and including building teacher and staff capacity to engage with families and community	A5.1: School Culture & Climate (Safe & Supportive Schools)	2425				309-3
\$5,000.00	General Purpose Discretionary	Honors and AP: Implement new honors and AP English classes to increase the academic opportunities for alt ed students, with a specific focus on increasing access for foster youth and ELL students while including acceleration opportunities for GATE students. Purchase books for the new courses.	Writing with Evidence - Identify a writing rubric and gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction.	A1.3: A-G Completion	4200				309-4
\$39,310.20	General Purpose Discretionary	Supplies	Writing with Evidence - Identify a writing rubric and gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction.	A1.3: A-G Completion	4310				309-5
\$6,700.00	General Purpose Discretionary	Meeting Refreshments	Schoolwide Restorative Justice Practices along with differentiated supports for foster and homeless youth.	A6.5: Academic Parent-Teacher Communication & Workshops	4311				309-6
\$11,027.21	General Purpose Discretionary	Surplus, potentially to be allocated to restorative justice	Schoolwide Restorative Justice Practices along with differentiated supports for foster and homeless youth.	A2.2: Social Emotional Learning	4399				309-7

\$10,000.00	General Purpose Discretionary	Surplus to be allocated to: Restorative Justice (\$10,000): Hire a .5 FTE RJ Coordinator to support implementing schoolwide restorative justice practices	Schoolwide Restorative Justice Practices along with differentiated supports for foster and homeless youth.	A2.2: Social Emotional Learning	4399				309-8
\$5,000.00	General Purpose Discretionary	Computers	Integrated Curricula - Incorporate Hospitality, Tourism, and Recreation Pathway theme into projects in each academic discipline.	A2.3: Standards-Aligned Learning Materials	4420				309-9
\$10,000.00	General Purpose Discretionary	Furniture	Reception Area - Create a hotel 'front of the desk' for Bunche that features HTR pathway, run by student-interns.	A5.1: School Culture & Climate (Safe & Supportive Schools)	4432				309-10
\$5,000.00	General Purpose Discretionary	Audio Visual Equipment	Integrated Curricula - Incorporate Hospitality, Tourism, and Recreation Pathway theme into projects in each academic discipline.	A2.3: Standards-Aligned Learning Materials	4474				309-11
\$5,000.00	General Purpose Discretionary	Conferences: Teachers will be able to attend conferences where they will learn best practices for literacy and writing	Writing with Evidence - Identify a writing rubric and gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction.	A2.5: Teacher Professional Development for CCSS & NGSS	5200				309-12
\$1,000.00	General Purpose Discretionary	Conferences: Teachers will have opportunities to attend conferences to learn best practices for math	Productive Struggle: Increasing the amount of time students are engaging in productive struggle in a math classroom and increasing the amount of mathematical writing in the classroom.	A2.5: Teacher Professional Development for CCSS & NGSS	5200				309-13
\$900.00	General Purpose Discretionary	Dues and Memberships	Writing with Evidence - Identify a writing rubric and gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction.	A1.3: A-G Completion	5300				309-14
\$4,200.00	General Purpose Discretionary	Rental, Leases and Repairs	Hospitality, Tourism, Recreation, will focus on developing out culinary arts strand including certification program, work based learning , and college and career support programs.	A2.9: Targeted School Improvement Support	5600				309-15
\$250.00	General Purpose Discretionary	Interprogram Postage	Advisory: Incorporate SEL competencies into core classes, including the daily advisory program, along with developing the advisor's capacity to develop partnerships with their advisor's parents and guardians	A6.5: Academic Parent-Teacher Communication & Workshops	5724				309-16
\$17,891.00	General Purpose Discretionary	IT Computer Tech	Integrated Curricula - Incorporate Hospitality, Tourism, and Recreation Pathway theme into projects in each academic discipline.	A2.3: Standards-Aligned Learning Materials	5737				309-17

\$6,000.00	General Purpose Discretionary	Assemblies/Classroom Presentation	Hospitality, Tourism, Recreation, will focus on developing out culinary arts strand including certification program, work based learning , and college and career support programs.	A1.1: Pathway Programs	5828				309-18
\$1,000.00	General Purpose Discretionary	Admission Fees	Integrated Curricula - Incorporate Hospitality, Tourism, and Recreation Pathway theme into projects in each academic discipline.	A2.9: Targeted School Improvement Support	5829				309-19
\$12,800.00	General Purpose Discretionary	Transportation	Hospitality, Tourism, Recreation, will focus on developing out culinary arts strand including certification program, work based learning , and college and career support programs.	A1.1: Pathway Programs	5880				309-20
\$500.00	General Purpose Discretionary	Postage	Schoolwide Restorative Justice Practices along with differentiated supports for foster and homeless youth, and including building teacher and staff capacity to engage with families and community	A6.5: Academic Parent-Teacher Communication & Workshops	5910				309-21
\$7,000.00	Measure G: TGDS	Peer Observations: Teachers will have opportunities to observe each other's practice within and beyond Bunche	Writing with Evidence - Identify a writing rubric and gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction.	A2.5: Teacher Professional Development for CCSS & NGSS	1120				309-22
\$900.00	Measure G: TGDS	Peer Observation: Teacher will have opportunities to observe each other's practice in math within and beyond Bunche	Productive Struggle: Increasing the amount of time students are engaging in productive struggle in a math classroom and increasing the amount of mathematical writing in the classroom.	A2.5: Teacher Professional Development for CCSS & NGSS	1120				309-23
\$153.28	Measure G: TGDS	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				309-24
\$10,000.00	Measure N	Student Internship Stipends: Issue student stipends as part of students work-based learning Wednesday internships	Work-Based Learning (WBL) Wednesday - Restructure and improve Work-Based Learning Wednesdays to more fully engage community college, industry, CBOs, and school staff.	A1.1: Pathway Programs	1220				309-25
\$5,726.30	Measure N	Food for Culinary Program: Purchase food for the culinary program (needs to be purchased individually by a staff member since cannot purchase most food through a vendor)	Hospitality, Tourism, Recreation, will focus on developing out culinary arts strand including certification program, work based learning , and college and career support programs.	A1.1: Pathway Programs	4311				309-26

\$30,000.00	Measure N	Surplus to be allocated to Work-Based Learning Liaison (.4 FTE) : Hire a WBL Liaison to coordinate and develop the development of work-based learning continuum and student internships	Hospitality, Tourism, Recreation, will focus on developing out culinary arts strand including certification program, work based learning , and college and career support programs.	A1.1: Pathway Programs	4399				309-27
\$23,000.00	Measure N	Pathway Coach : Hire a pathway coach to support with pathway development	Hospitality, Tourism, Recreation, will focus on developing out culinary arts strand including certification program, work based learning , and college and career support programs.	A1.1: Pathway Programs	5708				309-28
\$10,000.00	Measure N	Marketing : Hire a marketing firm to promote Bunche's Hospitality, Tourism & Recreation pathway, which includes developing promotional materials, connecting to media outlets, leading PDs to train staff in how they outreach and promote their pathway	Hospitality, Tourism, Recreation, will focus on developing out culinary arts strand including certification program, work based learning , and college and career support programs.	A1.1: Pathway Programs	5825				309-29
\$10,000.00	Measure N	Potentially to be allocated for Food for Culinary Program : Purchase food for the culinary program (needs to be purchased individually by a staff member since cannot purchase most food through a vendor)	Hospitality, Tourism, Recreation, will focus on developing out culinary arts strand including certification program, work based learning , and college and career support programs.	A1.1: Pathway Programs	5825				309-30
\$18,268.88	Title I Basic	Academic Tutor : Academic tutor will provide underachieving students with 1) academic tutoring, 2) assistance in addressing social/emotional problems that adversely affect their academic performance, and 3) support for parents in reducing the student's truancy	Writing with Evidence - Identify a writing rubric and gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction.	A1.3: A-G Completion	5825				309-31
\$611.80	Title I Parent Participation	Conference Expenses for Parents : Increase parent's capacity to 1) support their children's engagement in school and 2) participate more productively in discussions about the school's academic programs. Parents who participate in these conferences will make presentations to their peers on the School Site Council, PTSA and other parent groups	Literacy Supports and Intervention:	A6.1: Parent / Guardian Leadership Development	5220				309-32

\$100,000.00	Grant	Academic Tutors: Hire 3 tutors to provide intensive literacy and math support	Writing with Evidence - Identify a writing rubric and gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction.	A2.9: Targeted School Improvement Support					309-33
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Ralph J Bunche Academy **Secondary School Compact**
School Name

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

Student Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Believe that I can learn and will learn.
- Read for at least 30 minutes, five days a week.
- Come to class on time, ready to learn and with assignments completed.
- Set aside time every day to complete my homework.
- Know and follow the school and class rules.
- Follow the school's uniform dress code.
- Regularly talk to my parents and my teachers about my progress in school.
- Respect my school, classmates, staff, and family.
- Ask for help when I need it.

Student signature

Parent/Guardian or Family Member Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Talk to my child regularly about the value of education.
- Communicate with the school when I have a concern.
- Monitor TV viewing and make sure that my child reads every day.
- Make sure that my child attends school every day, on time, and with homework completed.
- Support the school's discipline and uniform dress code.
- Monitor my child's progress in school.
- Make every effort to attend school events, such as parent-teacher conferences, Open House and Back-to-School Night.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Participate in school, home, and community-sponsored activities to meet my agreed-upon responsibility of 40 hours a year.
- Participate in shared decision making with school staff and other families for the benefit of students.
- Respect the school, staff, students, and families.

Parent/Guardian or Family member signature

Teacher Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction.
- Communicate high expectations for every student.
- Endeavor to motivate my students to learn.
- Teach and involve students in classes that are interesting and challenging.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnership with the families and the community.
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.
- Communicate regularly with families about their child's progress in school through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide assistance to families on what they can do to support their child's learning.
- Participate in shared decision making with other staff and families for the benefit of students.
- Respect the school, staff, students, and families.

Teacher signature

We make a commitment to work together to carry out this agreement.

Signed on this 15 day of November, 2016.



Title I School Parental Involvement Policy 2016-17

(Blue fonts indicate an area that needs to be completed)

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Ralph J Bunche Academy agrees to implement the following statutory requirements:
(Name of school)

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their schools participation in the Title I Program.
 2. Explain the requirements of the Title I Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
 4. The parents' right to participate in the development of the District's Title I Plan.
(In the box below, briefly describe or bullet how this happens at your school.)

Meetings to align programing with budgeting
Data Review meetings
Parent Engagement meetings

- Offer a flexible number of meetings for parents.
(In the box below, briefly describe or bullet how this happens at your school.)

Various meetings offered through out the year, ie., parent engagement meetings, Data Review meetings, various parent work shops and SSC meetings. Family Resource meetings

- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.
(In the box below, briefly describe or bullet how this happens at your school.)

SSC Establishment meeting
Monthly SSC meeting
Parent Engagement Meeting



- Provides parents of Title I students with timely information about Title I programs.
(In the box below, briefly describe or bullet how this happens at your school.)

Monthly Newsletters
Weekly take-home flyers
Posting in the school
Phone calls

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
(In the box below, briefly describe or bullet how this happens at your school.)

The school will, with the assistance of the district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parent involvement.

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
(In the box below, briefly describe or bullet how this happens at your school.)

SSC Meetings
Various workshop and Seminars and meetings, ie. financial aide workshops. Measure N, pathway planning and implementations meetings.

School-Parent Compact

(Name of school) Ralph J Bunche Academy :

has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. As a reminder, please retain all School-Parent Compact documentation for each student at your site for auditing purposes.



Building Parent Capacity for Involvement

(Name of school) Ralph J Bunche Acadmey :

engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 1. The State of California's academic content standards
 2. The State of California's student academic achievement standards
 3. The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 4. Academic proficiency levels students are expected to achieve
 5. How to monitor their child's progress(In the box below, briefly describe or bullet how this happens at your school.)

Understanding the common core Parent Meetings
Data Dive Nights
Standard Test - How to read test results
Progress reports for every student

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
(In the box below, briefly describe or bullet how this happens at your school.)

Will train parents in basic reading & writing strategies
Sponsor two trainings iwth author Betty McGee "Take Back the Wheel"
Use Title I funds to sponsor conferences and purchase of needed material

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
(In the box below, briefly describe or bullet how this happens at your school.)

Brain storm with parents on the importance of school attendance and parents as monitors
Educate staff on proper positive language when talking to young adults
Train staff on the principles of Resiliency
Assist parents in translation.



- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.

(In the box below, briefly describe or bullet how this happens at your schools.)

Coordinate activities with After School Program & outside agencies.
Involve parents in the organization of field trips, assemblies and student internships
Parent Organization of Community Day

- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.

(In the box below, briefly describe or bullet how this happens at your school.)

SSC Notices
Robo Calls
Newsletters
Parent Engagement Meetings
Parent Calls

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

(In the box below, briefly describe or bullet how this happens at your school.)

Offer encouragement
Establish childcare as often as possible
Use Title I funds to send representatives to conferences or to honor parent request

Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

(In the box below, briefly describe or bullet how this happens at your school.)

School will hold flexible number of meetings at varying times, and will provide dinner, paid for with Title I funds as long as these services relate to parental involvement
Distribute in-take home packets and newsletters
Assist parents in translations

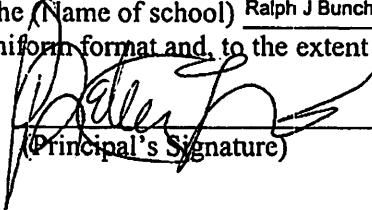


Adoption

- This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title I, Part A Programs, as evidenced by

This policy was adopted by the (Name of School) Ralph J Bunche Academy School Site Council on (Date) 11/15/2016 and will be in effect for the 2016-17 School Year. The school will distribute this policy to all parents of participating Title I, Part A, children. It will be made available to the local community.

The (Name of school) Ralph J Bunche Academy 's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.



(Principal's Signature)

11-15-16

(Date)



School Site Council Membership Roster – High School

School Name: Ralph Bunche

School Year: 2016-2017

Chairperson : Ester Dixon	Vice Chairperson: Cecelia Jordan
Secretary: Sean Gleason	LCAP Parent Advisory Nominee:
LCAP EL Parent Advisory Nominee:	LCAP Student Nominee:

Place "X" in Appropriate Members Column

Member's Name	Members' Phone and Email (if not included above)	Principal	Classroom Teacher	Other Staff	Parent/ Comm.	Student
Betsye Steele		X				
Isaiah Alvarado			X			
Sean Gleason			X			
Cecelia Jordan			X			
Ester Dixon			X			
Rita McKeon				X		
Maria Arroyo					X	
Lisa Russell					X	
Javandika Turner-Blair					X	
Janique Blair						X
Lyasia Scott						X
Janala Poindexter						X

Meeting Schedule (day/month/time)	
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SSC Legal Requirements: (Ed. Code 52852)

1. Members **MUST** be selected/elected by peer groups;
2. There must be an equal number of school staff and parent/community/student members;
3. There must be an equal number of students and Parents/community members;
4. Majority of school staff members must be classroom teachers;
5. **Students are required to be members of the High School SSC**
6. Parent/community members cannot be OUSD employees at the site.

1-Principal
4-Classroom
Teachers
1-Other Staff
AND
3-Parent

Revised 8/22/2016