PROPOSED 2019-20 SCHOOL SITE BUDGET   **Site Number:** 309   **School:** Ralph J. Bunche High School

Resource	Allocation	Total Expended	Total Remaining	Resource	Allocation	Total Expended	Total Remaining
21st Century Community Learning Centers	$111,175.10	$0.00	$111,175.10	Low-Performing Students Block Grant (LPSBG)	$0.00	$0.00	$0.00
After School Education & Safety (ASES)	$0.00	$0.00	$0.00	Comprehensive Support & Improvement (CSI) Grant	$61,824.00	$0.00	$61,824.00
General Purpose Discretionary	$124,000.00	$119,678.80	$4,321.20	Measure G	$0.00	$0.00	$0.00
LCFF Supplemental	$0.00	$0.00	$0.00	Measure N	$110,400.39	$110,400.39	$0.00
LCFF Concentration	$0.00	$0.00	$0.00	Measure G1	$0.00	$0.00	$0.00
Title I: Basic	$0.00	$31,586.00	-$31,586.00	Perkins	$0.00	$0.00	$0.00
Title I: Parent Participation	$0.00	$0.00	$0.00	California Partnership Academy	$0.00	$0.00	$0.00

BUDGET AMOUNT	BUDGET RESOURCE	STRATEGIC ACTION	ASSOC. SPSA AREA	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	BUDGET ACTION NUMBER
		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.	Language & Literacy			Enter object code at left.		Enter position number at left.		309-1
		Academic Mentors: Hire academic mentors 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.	Language & Literacy			Enter object code at left.		Enter position number at left.		309-2

		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.	Language & Literacy			Enter object code at left.		Enter position number at left.	309-3
		Collaboration Time: Teachers have extended planning time to create and integrate literacy and writing strategies into their core curriculum to increase quality of instruction.	Language & Literacy			Enter object code at left.		Enter position number at left.	309-4
		Conferences: Teachers will be able to attend conferences where they will learn best practices for literacy and writing to improve quality of instruction.	Language & Literacy			Enter object code at left.		Enter position number at left.	309-5
		PD: Implement school wide professional development focused on supporting teachers in designing and implementing instruction that is common core aligned, and supports students in reaching academic proficiency in the core content literacy and high-quality writing; including strategies for supporting ELL, GATE and foster youth students to increase quality of instruction and strengthen the core academic program.	Language & Literacy			Enter object code at left.		Enter position number at left.	309-6
		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	Language & Literacy			Enter object code at left.		Enter position number at left.	309-7

		Supplies: Purchase supplies to support literacy and writing development	Language & Literacy			Enter object code at left.		Enter position number at left.		309-8
		Meeting Refreshments	Language & Literacy			Enter object code at left.		Enter position number at left.		309-9
		Computers: Purchase computer equipment to support high-quality rigorous academics	Language & Literacy			Enter object code at left.		Enter position number at left.		309-10
		Audio Vision Equipment	Language & Literacy			Enter object code at left.		Enter position number at left.		309-11
		Dues and Memberships	Language & Literacy			Enter object code at left.		Enter position number at left.		309-12
		Graduation Rentals	Language & Literacy			Enter object code at left.		Enter position number at left.		309-13
		Equipment Maintenance - Copiers	Language & Literacy			Enter object code at left.		Enter position number at left.		309-14
		Interprogram Postage	Language & Literacy			Enter object code at left.		Enter position number at left.		309-15
		Interprogram IT Computer Service	Language & Literacy			Enter object code at left.		Enter position number at left.		309-16
		Non-Contract Services	Language & Literacy			Enter object code at left.		Enter position number at left.		309-17
		Assemblies	Language & Literacy			Enter object code at left.		Enter position number at left.		309-18
		Admission Fees	Language & Literacy			Enter object code at left.		Enter position number at left.		309-19
		Postage	Language & Literacy			Enter object code at left.		Enter position number at left.		309-20
		Universalize SPED writing strategies	Language & Literacy			Enter object code at left.		Enter position number at left.		309-21
		Expanded Learning: Provide an expanded learning program to support students with academic acceleration	Rigorous Academics	Goal 2: Students are proficient in state academic standards.		Enter object code at left.		Enter position number at left.		309-22

		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; economically disadvantaged students; children with disabilities; homeless and foster youth; ELL students; and newcomers.	Rigorous Academics	Goal 2: Students are proficient in state academic standards.		Enter object code at left.		Enter position number at left.	309-23
		Dual Enrollment Recruitment: Recruit students into dual enrollment courses.	Rigorous Academics	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.	309-24
		HTR Pathway Marketing and Orientation Materials: Produce student and family facing brochures, orientation guides, and marketing materials for Ralph J. Bunche's HTR pathway that decribe opportunities and offerings during both in-school and out-of-school time.	Rigorous Academics	Goal 6: Parents and families are engaged in school activities.		Enter object code at left.		Enter position number at left.	309-25
		Vertical Articulation and Pathway Theme Alignment: Align courses and curriculum to pathway theme, Common Core standards for reading, writing, and speaking, Senior Project/Graudate Capstone, and College and Career Portfolio	Rigorous Academics	Goal 2: Students are proficient in state academic standards.		Enter object code at left.		Enter position number at left.	309-26
		College and Career Planning: Revise existing template for student college and career portfolio	Rigorous Academics	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.	309-27

		ServSafe Certification: Provide students with the preparation and opportunity to earn their Serv Safe Certification	Rigorous Academics	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		309-28
		Tutoring: Provide tutoring for students at risk of a receiving a No Mark	Rigorous Academics	Goal 2: Students are proficient in state academic standards.		Enter object code at left.		Enter position number at left.		309-29
		HTR Student Opportunity Calendars: Create and share monthly calendars for work-based learning and college and career prepartion opportunities	Work-Based Learning			Enter object code at left.		Enter position number at left.		309-30
		Presentation of Learning/Student Exhibitions: Develop/revise student presentation of learning project guidelines and rubric	Work-Based Learning			Enter object code at left.		Enter position number at left.		309-31
		Childcare Training: Provide students training relevant to childcare to support with Hospitality events	Work-Based Learning			Enter object code at left.		Enter position number at left.		309-32
		College ad Career Symposium: Hold a culminating community event that students will have multiple specific and soft skills to take into their career of choice.	Work-Based Learning			Enter object code at left.		Enter position number at left.		309-33
		Career Exploration Visits: Engage students in pathway-themed Career Exploration Visits	Work-Based Learning			Enter object code at left.		Enter position number at left.		309-34
		Culinary Program Menu and Marquee: Create and post culinary program menus	Work-Based Learning			Enter object code at left.		Enter position number at left.		309-35

		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	Comprehensive Student Supports	Goal 6: Parents and families are engaged in school activities.		Enter object code at left.		Enter position number at left.	309-36
		Social Media Marketing: Use instagram as a social media platform to market pathway and student-run catering and hospitality	Comprehensive Student Supports			Enter object code at left.		Enter position number at left.	309-37
		College Exploration Visits: Plan field trips and activities that engage students in college exploration.	Comprehensive Student Supports			Enter object code at left.		Enter position number at left.	309-38
		Student Prepared Breakfast: Students prepare breakfast for Ralph J. Bunche Harambes	Comprehensive Student Supports			Enter object code at left.		Enter position number at left.	309-39
$0.00		Teacher Externships: Teachers shadow an industry professional to collect authentic tasks students will need to engage in in order to be successful in the industry	Rigorous Academics	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.	309-40
$0.00		Marketing: Partner with 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	Rigorous Academics	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.	309-41

$0.00		Assistant Instructional Chef: Hire an assistant instructional chef to support the main CTE Instructional Chef with the expanded culinary CTE and WBL program for extended learning opportunities to increase the amount and quality of instruction.	Work-Based Learning	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.	309-42
$0.00		Daily 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 and to increase parent and family engagement.	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.		Enter object code at left.		Enter position number at left.	309-43
$0.00		Restorative Justice PD: Train all staff members on Restorative Justice practices to integrate into all areas of the school	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.		Enter object code at left.		Enter position number at left.	309-44
$0.00		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	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.		Enter object code at left.		Enter position number at left.	309-45
$20,000.00	Carryover (Faith Network)	Assistant Chef	Schoolwide Enabling Conditions			Enter object code at left.		Enter position number at left.	309-46
$4,951.00	General Purpose Discretionary	Stipends	Schoolwide Enabling Conditions		1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.	309-47
$1,005.00	General Purpose Discretionary	Clerical Overtime	Schoolwide Enabling Conditions		2425	Clerical Salaries Overtime		Enter position number at left.	309-48
$5,023.00	General Purpose Discretionary	Clerical Subs	Schoolwide Enabling Conditions		2450	Clerical Substitutes		Enter position number at left.	309-49
$5,000.00	General Purpose Discretionary	Books	Schoolwide Enabling Conditions		4200	Books other than Textbooks		Enter position number at left.	309-50

$5,000.00	General Purpose Discretionary	Bus Tickets	Schoolwide Enabling Conditions		4310	School Office Supplies		Enter position number at left.	309-51
$25,000.00	General Purpose Discretionary	Supplies	Schoolwide Enabling Conditions		4310	School Office Supplies		Enter position number at left.	309-52
$3,000.00	General Purpose Discretionary	Refreshments	Schoolwide Enabling Conditions		4311	Meeting Refreshments		Enter position number at left.	309-53
$2,500.00	General Purpose Discretionary	Computers	Schoolwide Enabling Conditions		4420	Computer < $5,000		Enter position number at left.	309-54
$5,000.00	General Purpose Discretionary	Furniture	Schoolwide Enabling Conditions		4432	Furniture < $5,000		Enter position number at left.	309-55
$2,000.00	General Purpose Discretionary	Audio Visual Equipment	Schoolwide Enabling Conditions		4474	Audio Visual Equip < $5,000		Enter position number at left.	309-56
$6,000.00	General Purpose Discretionary	Conference Expenses	Schoolwide Enabling Conditions		5200	Travel And Conferences		Enter position number at left.	309-57
$370.00	General Purpose Discretionary	Dues and Memberships	Schoolwide Enabling Conditions		5300	Dues & Memberships		Enter position number at left.	309-58
$3,000.00	General Purpose Discretionary	Equipment Maintenance	Schoolwide Enabling Conditions		5610	Equip Maintenance Agreemt		Enter position number at left.	309-59
$4,200.00	General Purpose Discretionary	Rentals	Schoolwide Enabling Conditions		5624	Rentals: Facility		Enter position number at left.	309-60
$250.00	General Purpose Discretionary	Interprogram Postage	Schoolwide Enabling Conditions		5724	Mail Services/Postage		Enter position number at left.	309-61
$20,579.80	General Purpose Discretionary	.2 FTE Interprogram Counselor	Schoolwide Enabling Conditions		5732	Counselor		Enter position number at left.	309-62
$0.00	General Purpose Discretionary	Computer Tech (1/2 day)	Schoolwide Enabling Conditions		5737	IT Computer Tech		Enter position number at left.	309-63
$1,000.00	General Purpose Discretionary	Counseling Intern	Schoolwide Enabling Conditions		5825	Central Consultants		Enter position number at left.	309-64
$20,000.00	General Purpose Discretionary	Rhynes/Richards (5825)	Schoolwide Enabling Conditions		5825	Central Consultants		Enter position number at left.	309-65

$2,800.00	General Purpose Discretionary	Busses	Schoolwide Enabling Conditions		5826	External Work Order Services		Enter position number at left.		309-66
$1,000.00	General Purpose Discretionary	Assemblies	Schoolwide Enabling Conditions		5828	Assemblies/Class room Presentations		Enter position number at left.		309-67
$1,000.00	General Purpose Discretionary	Admission Fees	Schoolwide Enabling Conditions		5829	Admission Fees		Enter position number at left.		309-68
$1,000.00	General Purpose Discretionary	Postage	Schoolwide Enabling Conditions		5910	Postage		Enter position number at left.		309-69
	LCFF Supplemental	CTE Culinary Teacher	Schoolwide Enabling Conditions			Enter object code at left.	3994	Enter position number at left.	0.74	309-70
	LCFF Supplemental	Art Teacher	Schoolwide Enabling Conditions			Enter object code at left.	7016	Enter position number at left.	0.30	309-71
	LCFF Supplemental	ELA /History - Willis	Schoolwide Enabling Conditions			Enter object code at left.	6654	Enter position number at left.	0.80	309-72
	LCFF Supplemental	TSA - Sean Gleason, ELA 2,3	Schoolwide Enabling Conditions			Enter object code at left.	3318	Enter position number at left.	0.80	309-73
	LCFF Supplemental	(12-month) TSA, ELA 4/Senior Project & Honors - Rhynes	Schoolwide Enabling Conditions			Enter object code at left.	471	Enter position number at left.	0.80	309-74
	LCFF Supplemental	Math Teacher - Ms. G	Schoolwide Enabling Conditions			Enter object code at left.	3319	Enter position number at left.	0.80	309-75
	LCFF Supplemental	Science Teacher - Green	Schoolwide Enabling Conditions			Enter object code at left.	6640	Enter position number at left.	0.80	309-76
	LCFF Supplemental	Social Studies - A	Schoolwide Enabling Conditions			Enter object code at left.	42	Enter position number at left.	0.80	309-77
$20,131.00	Measure N	CTE Teacher: Hire a .2 FTE CTE Culinary teacher to ensure all students have access to a CTE course	Rigorous Academics	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries	3994	Enter position number at left.	0.20	309-78
$5,225.39	Measure N	Extended Collaboration Time: Teachers integrate the industry authentic tasks and them into their core instruction	Rigorous Academics	Goal 1: Graduates are college and career ready.	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		309-79

$10,000.00	Measure N	Work-Based Learning Lead: Lead teacher to coordinate and develop the development of work-based learning continuum and student internships for extended learning opportunities to increase the amount and quality of instruction.	Work-Based Learning	Goal 1: Graduates are college and career ready.	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.	309-80
$1,000.00	Measure N	Farm to Table: Purchase gardening materials for growing produce for Culinary program and flowers for Hospitality program	Rigorous Academics	Goal 1: Graduates are college and career ready.	4310	School Office Supplies		Enter position number at left.	309-81
$4,044.00	Measure N	CTE Supplies: Purchase supplies for the HTR Culinary pathway and the CTE courses	Rigorous Academics	Goal 1: Graduates are college and career ready.	4310	School Office Supplies		Enter position number at left.	309-82
$10,000.00	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)	Work-Based Learning	Goal 1: Graduates are college and career ready.	4311	Meeting Refreshments		Enter position number at left.	309-83
$20,000.00	Measure N	Pathway Coach: Hire a pathway coach to support with pathway development	Rigorous Academics	Goal 1: Graduates are college and career ready.	5708	College & Career Pathway/CTE Coach		Enter position number at left.	309-84
$20,000.00	Measure N	Student Internship Stipends: Issue student stipends as part of students work-based learning Wednesday internships through a partnership with the Faith Network	Work-Based Learning	Goal 1: Graduates are college and career ready.	5825	Central Consultants		Enter position number at left.	309-85

$20,000.00	Measure N	Intensive Pathway Case Management: Provide case management to students who need additional support in completing all of the pathway requirements and transitioning successfully into post-secondary opportunities: including course completion, certificate completion, dual-enrollment, graduation, and the transition process beyond graduation	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.	5825				309-86
$31,586.00	Title I: Basic	Academic Tutor: Hire academic mentors to provide intensive literacy/math support to students, especially African-American and Latino students; children with disabilities; homeless and foster youth; ELL students; and newcomers.	Schoolwide Enabling Conditions		5825	Central Consultants		Enter position number at left.	309-87

Action Research	**Ralph J. Bunche Academy**
Pathway/s:	Hospitality, Tourism, and Recreation (HTR) Pathway
Top 5 Measure N Funding Commitments	1) Assistant Instructional Chef for Culinary Program 2) Food for Culinary Program 3) Linked Learning Alt Ed Pathway Coach 4) Student Internship Stipends 5) Culinary CTE Teacher
What inquiry question is driving your research to develop a quality Linked Learning pathway/school?	How do we increase the quality of College and Career Wednesday programming, which includes: Harambee, Advisory, Internships, Dual Enrollment Courses, Electives so that students are better prepared for College and Career?
What did you discover in the past year? *(Please use data to support.)*	Moving dual enrollment course, electives, from afterschool (out-of-school time) into the master schedule (in-school time) increases student attendance and participation. Offering AP and Honors courses better prepares students for college and careers, raises our collective academic expectations of students, and communicates our belief and confidence in our students' intellect and resilience. Structure is an absolute must for building and maintaining a successful internship program (e.g. student stipending process, internship selection, student recruitment, internship guidelines.)
What are you going to *do differently* or *change* moving forward?	Continue to provide more structure and support for students internships, specifically in Advisory. Continue to establish business partners working closely with the school and the curriculum. Have industry partners be a regular presence on the campus. Have a roster of kids ready for internships and their skill level assessed. Follow through on partnership opportunities.
How do you anticipate this will improve Measure N outcomes for your students moving forward?	Increased student attendance; increase student participation in internships; increase in student college and career readiness.

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA)

Instructions: Please choose the name of your school from the drop-down menu. Your school ID and 18-19 description, mission, and vision will automatically populate the cells below. Update this information as needed.

Tip: If you would like to edit the text and are seeing a formula, click on the cell and copy it (Command-C on a Mac or Ctrl-C on a PC/Chromebook). Then right-click on the cell, choose "Paste special," and select "Paste values only." You can now edit the text directly.

School: Ralph J. Bunche High School	**School ID:** 309

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 reslient 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 reslient 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.

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.

Instructions: Identify schoolwide strengths and challenges related to each data point.

• What strengths and challenges do you see in your 17-18 end-of-year data and any new fall data?
• Consider additional information from the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?
• Looking at your current site plan, what is being implemented as planned at your school? Where have you encountered barriers? What are some high-leverage actions you might take to address these barriers?

IMPORTANT: Be sure to discuss strengths and challenges related to the performance of your low-income students, English learners, foster youth, students with disabilities, African-American students, Latinx students, and other subgroups.

Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."

State Dashboard Indicators	Strengths	Challenges/Barriers
Graduation Rate	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. Have an advisory system in place for all students.	Students come in 1-2 years behind in credits; classified as 11th and 12th graders when most have credits of 9th and 10th graders. As part of our strategy, we have been targeting students who are 16 who are further behind, and as a result, we have more students who are coming in who have less credits and they need more intensive support.
On Track to Graduate (11th Grade)	Advisory system in place; monitoring credits and having one-on-one meetings with students to discuss progress; progress reports every 6 weeks; once students enter Bunche, seeing overall increases in academic progress and course passage rates at Bunche compared to their previous school	Students who have attendance issues are typically the students who are not on track to graduate
A-G Completion	Redesigned master schedule/programming to increase access to A-G requirements in an Alt Ed setting	In previous years, continuation schools have not been funded and/or staffed to be A-G compliant, it takes time and resources to reconfigure the program
SBAC ELA	Increase in amount of students who are reading above and at great level, students are making growth in reading once they enter Bunche	Students come in multiple reading levels below according to the SRI and 90.6% of students are entering into Bunche having not met the ELA standards according to SBAC. Teachers have had low academic expectations of students. Teachers have viewed students through a deficit lens as opposed to an asset-based lens. Need to shift the lens through which we view our students.

SBAC Math	Small math class sizes; common core aligned curriculum	97% of students enter in to Bunche having not met the grade-level standards according to the SBAC; Students need intensive supports for academic acceleration; Students have not had the opportunity to engage in hands on learning and instructional engagement. Teachers have had low academic expectations of students. Teachers have viewed students through a deficit lens as opposed to an asset-based lens. Need to shift the lens through which we view our students.
AP Pass Rate/Dual Enrollment Pass Rate	High enrollment; high attendance, and high interest from students	Students need additional academic and tutorial support to be successful in classes
Pathway Participation/CTE Enrollment*	Have strong CTE course sequence aligned to pathway theme; 100% of students are enrolled in a CTE class and the HTR pathway; Program of Study is aligned to pathway theme include CTE and dual-enrollment courses	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. Additionally, we want students to be able to walk away with industry certification
English Learner Progress	Integrated into pathway and dual-enrollment classes; small class sizes	Overall, Long term English Language Learners are at a lower reading level.
Suspension Rate	Staff trained in restorative practices, low to no suspension rates; one-on-one support for students	Systemizing best practices to support culture and climate

1C: 19-20 STUDENT GOALS & TARGETS

Instructions: For each District measure, identify a related school goal and set 19-20 school targets. Also choose a related WASC goal from the drop-down menu. Complete any **yellow** cells below; all other cells are automatically populated based on your school data. For some indicators, you will need to select a target student group in Column C based on your school's needs.

Note: Your school goal may be the same as the District goal or may be a targeted goal for a subgroup of students.

District Goal: All students graduate college, career and community ready. (Linked to LCAP Goal 1)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Graduation Rate	Increase graduation rate by at least 2% each year	All Students	+2pp	59.50%	61.50%	63.50%	Increase student attendance to 90% by 2020.
Dropout Rate	Decrease dropout rate by 3%	All Students	-3pp	11.54%	8.54%	5.54%%	Increase student attendance to 90% by 2020.

A-G Completion Rate	NA	All Students	+3pp	n/a	Coming soon	Coming Soon	Increase by 5% students who are demonstrating growth on SRI.
FAFSA Completion Rate	Increase FAFSA completion rate by 5%	All Students	+3pp	Coming soon	Coming soon	Coming Soon	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.
College Enrollment	Increase college enrollment rate by 3%	All Students	Coming soon	Coming soon	Coming soon	Coming Soon	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.

Grade 10 Pathway Participation	100% of students will be in a pathway	All Students	+5pp	n/a	n/a	Coming Soon	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.

District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Connectedness		All Students	+5pp	41.56%	46.56%		
Suspensions	Maintain low number of students suspended per year, that is: 0 - 5 students per school year.	African-American Students	-2pp	2.73%	0.73%		
Suspensions	Maintain low number of students suspended per year, that is: 0 - 5 students per school year.	Students with Disabilities	-2pp	4.17%	2.17%		
Chronic Absence	Decrease chronic absences by 5%	African-American Students	-2pp	n/a	n/a		

District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELA SBAC	Increase the percentage of students reading close to, at, or above grade-level by 5% each year and have 35% or more students reading close to, at, or, above grade level.	All Students	+15 points DF3	-177.8	-157.8	-153.8	Increase by 5% students who are demonstrating growth on SRI.
ELA SBAC	Increase the percentage of students reading close to, at, or above grade-level by 5% each year and have 35% or more students reading close to, at, or, above grade level.	Students with Disabilities	+20 points DF3	n/a	n/a	n/a	Increase by 5% students who are demonstrating growth on SRI.

| ELA SBAC | Increase the percentage of students reading close to, at, or above grade-level by 5% each year and have 35% or more students reading close to, at, or, above grade level. | English Learners | +20 points DF3 | n/a | n/a | n/a | Increase by 5% students who are demonstrating growth on SRI. |

District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Math SBAC	Increase the percentage of students passing math with a C or better by 5% each year and have more than 70% of students passing with a C or better by 2021.	All Students	+15 points DF3	-241.6	Coming soon	coming soon	Increase by 5% students who are demonstrating growth on SRI.
Math SBAC	Increase the percentage of students passing math with a C or better by 5% each year and have more than 70% of students passing with a C or better by 2021.	Students with Disabilities	+20 points DF3	n/a	n/a	n/a	Increase by 5% students who are demonstrating growth on SRI.
Math SBAC	Increase the percentage of students passing math with a C or better by 5% each year and have more than 70% of students passing with a C or better by 2021.	English Learners	+20 points DF3	n/a	n/a	n/a	Increase by 5% students who are demonstrating growth on SRI.

District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)

Measure	School Goal	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELL Reclassification	Increase amount of ELL students reclassified as English Proficient by 5% each year and have 35% or more ELLs reclassified as English Proficient by June 2021.	English Learners	16%	0.00%	16.00%	16.00%	Increase by 5% students who are demonstrating growth on SRI.
LTEL Reclassification	Increase amount of LTEL students reclassified as English Proficient by 5% each year and have 35% or more ELLs reclassified as English Proficient by June 2021.	Long-Term English Learners	25%	0.00%	25.00%	25%%	Increase by 5% students who are demonstrating growth on SRI.

District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
SRI Growth of One Year or More	Increase by 5% students who are demonstrating growth on SRI; Increase the amount of time students are interacting with grade-level text and writing across all classes	All Students	+5pp	0.00%	5.00%	10%	Increase by 5% students who are demonstrating growth on SRI.
SRI Multiple Years Below Grade Level	Increase by 5% students who are demonstrating growth on SRI; Increase the amount of time students are interacting with grade-level text and writing across all classes	All Students	-5pp	n/a	n/a	n/a	Increase by 5% students who are demonstrating growth on SRI.

School:	Ralph J. Bunche High School		School ID: 309	

2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING

Instructions:		KEY:		
Please complete this self-assessment for your school.		*1: Not at all*	*3: Mostly*	
Click here for the full Measure N rubric.		*2: Somewhat*	*4: Completely*	

1. SCHOOL LEADERSHIP AND VISION	Current Score	Justification	Areas of Growth
School Leadership: To what extent do school/site leaders consistently demonstrate and communicate a commitment to the school vision and mission with pathways as the central strategy for school improvement?	4: Completely	The vision, mission, and student learning outcomes of Ralph J. Bunche Academy aligns with all the aspects of the pathway and programs are in place for the Culinary Program and Hospitality, Tourism, and Recreation Program. Examples: Kitchen Build-out, HTR Internships	Continue to connect the school vision, mission, and pathway to every aspect of school work throughout the year and build a shared understanding among new and returning staff (e.g. Post Measure N theories of action in common staff work areas.)
To what extent can school leaders identify the connections between all the enabling conditions (listed in this rubric) and align systems and structures to each other in service of the vision/ mission?	4: Completely	Ralph J. Bunche leadership continues to use the Measure N Self-Assessment Rubric as a touchstone for school and pathway improvement.	Capture these connections in a documented form to build a shared understanding among staff.
Leadership Identity: To what extent do school leaders act as change leaders with pathways as the core driver?	4: Completely	Leadership ensures that the necessary conditions are in place for the Culinary and HTR program implementation.	Continue to focus change efforts with an explicit frame of pathway development as school improvement.
School Leadership & Vision Goal for 2019-20:		Continue to deepen shared understanding of school vision, mission, and pathway with staff, students, families, community, and industry partners. Continue to ensure that the school engages and deepens the investment of industry partners with all aspects of the pathway.	

2. SYSTEMS AND STRUCTURES TO SUPPORT EQUITY AND COHERENCE	Current Score	Justification	Areas of Growth
Staffing Structure Aligned to Purpose: To what extent is the staffing structure of the school in direct support of the school vision and mission such that admin team, counseling team, CCRS, SPED, EL, and support staff are all deeply connected to pathway teams and see their work as in support of effective pathway work?	4: Completely	The staffing structure is in direct support of the school vision, mission, and pathway work. Example: FTE Work-Based Learning (WBL) Liaison, FTE CTE Culinary Instructor, Part-time HTR CTE Instructor	Increase staff-wide awareness and understanding of policies and procedures for SPED and how these might be further integrated into Pathway work.
Alignment and Coherence of Leadership Bodies To what extent do all leadership teams (culture & climate, ILT, PAC, CSSC, PTSA, etc.) have a shared understanding of the school's goals within the context of pathway development and see themselves as contributors to and supporters of those goals?	3: Mostly	All leadership teams have a shared understanding of Ralph J. Bunche Academy focus on Rigorous Academics and Career Readiness Skills. In particular, Example: ILT responsible for Graduate Capstone and Literacy Assessment and Strategies, HTR Team responsible for career readiness skills in the hospitality industry and on and off-site internships, and Culinary CTE Instructor is responsible for CTE course development and Commercial Kitchen Build-out.	Increase staff-wide participation and contribution towards pathway development so the work is more widely shared among all staff, not just team leads. For example, team leads could create clear action plans that also include strategies to engage staff. Moreover, team leads continue to more clearly define their role in leading their teams and identify themselves responsible for holding that team's scope of work and process.
Decision-Making Structure: To what extent are decision-making structures and processes clear, consistent, inclusive of all stakeholders (e.g., students, teachers, parents, community members) and leadership bodies, and in support of the school's vision and mission?	3: Mostly	Decision-making structures are clear with regards to large scale program decisions. Staff, family, community, and industry partners provide input and recommendations. In turn, senior leadership (i.e. Principal and Assistant Principal) make final decisions with staff input and feedback.	Decision-making structures are less clear for teams in the execution of their work to meet program goals.

Master Schedule, Budget, Facilities & Resource Allocation: To what extent are master schedule, budget, facilities, and resource allocation aligned to the school's mission/vision and in service of equitable, high quality pathways (e.g., students can be cohorted, teachers can collaborate effectively, resources are equitably distributed, facility assignments support purpose)?	4: Completely	Master schedule, budget, facilities, and resource allocation are aligned to effective pathway work. Additionally, this is done in alignment with district priorities and policies that ensure program effectiveness. For example: block scheduling, Work-Based Learning Wednesdays, Commercial Kitchen Build-out.	Continue to identify and define data-based goals and targets to help assess the effectiveness of program elements and personnel.	
Equity Stance: To what extent do school leaders support the creation and implementation of policies and procedures that facilitate equity of access (to resources, programs, pathways, opportunities, etc.) and achievement across the school (specifically to pathways)?	4: Completely	Ralph J. Bunche leaders hold high expectations for all students and structure programming and staffing to support students in meeting those expectations. Additionally, this is done in alignment with district priorities and policies that ensure program effectiveness. Example: Honors and AP English courses, Culinary Program, Graduate Capstone	Revitalize personalized learning tracker so that all staff can identify the status of students' progress and what supports and opportunities might contribute to each student's development.	
Systems & Structures Goal for 2019-20:	Further formalize teams, their scopes of work, key metrics for their work, and trimester targets. More specifically, setting goals and targets in the beginning of the year and each trimester.			

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal	Which school team(s) does this action support?
Assistant Chef	Carryover (Faith Network)	$20,000.00		Enter object code at left.		Enter position number at left.			Schoolwide Enabling Conditions		
Stipends	General Purpose Discretionary	$4,951.00	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.			Schoolwide Enabling Conditions		
Clerical Overtime	General Purpose Discretionary	$1,005.00	2425	Clerical Salaries Overtime		Enter position number at left.			Schoolwide Enabling Conditions		
Clerical Subs	General Purpose Discretionary	$5,023.00	2450	Clerical Substitutes		Enter position number at left.			Schoolwide Enabling Conditions		
Books	General Purpose Discretionary	$5,000.00	4200	Books other than Textbooks		Enter position number at left.			Schoolwide Enabling Conditions		
Supplies	General Purpose Discretionary	$25,000.00	4310	School Office Supplies		Enter position number at left.			Schoolwide Enabling Conditions		
Bus Tickets	General Purpose Discretionary	$5,000.00	4310	School Office Supplies		Enter position number at left.			Schoolwide Enabling Conditions		
Refreshments	General Purpose Discretionary	$3,000.00	4311	Meeting Refreshments		Enter position number at left.			Schoolwide Enabling Conditions		
Computers	General Purpose Discretionary	$2,500.00	4420	Computer < $5,000		Enter position number at left.			Schoolwide Enabling Conditions		
Furniture	General Purpose Discretionary	$5,000.00	4432	Furniture < $5,000		Enter position number at left.			Schoolwide Enabling Conditions		
Audio Visual Equipment	General Purpose Discretionary	$2,000.00	4474	Audio Visual Equip < $5,000		Enter position number at left.			Schoolwide Enabling Conditions		

Item	Fund	Amount	Code	Description	Code2	Position	FTE		Condition	
Conference Expenses	General Purpose Discretionary	$6,000.00	5200	Travel And Conferences		Enter position number at left.			Schoolwide Enabling Conditions	
Dues and Memberships	General Purpose Discretionary	$370.00	5300	Dues & Memberships		Enter position number at left.			Schoolwide Enabling Conditions	
Equipment Maintenance	General Purpose Discretionary	$3,000.00	5610	Equip Maintenance Agreemt		Enter position number at left.			Schoolwide Enabling Conditions	
Rentals	General Purpose Discretionary	$4,200.00	5624	Rentals: Facility		Enter position number at left.			Schoolwide Enabling Conditions	
Interprogram Postage	General Purpose Discretionary	$250.00	5724	Mail Services/Postage		Enter position number at left.			Schoolwide Enabling Conditions	
.2 FTE Interprogram Counselor	General Purpose Discretionary	$20,579.80	5732	Counselor		Enter position number at left.			Schoolwide Enabling Conditions	
Computer Tech (1/2 day)	General Purpose Discretionary	$0.00	5737	IT Computer Tech		Enter position number at left.			Schoolwide Enabling Conditions	
Counseling Intern	General Purpose Discretionary	$1,000.00	5825	Central Consultants		Enter position number at left.			Schoolwide Enabling Conditions	
Rhynes/Richards (5825)	General Purpose Discretionary	$20,000.00	5825	Central Consultants		Enter position number at left.			Schoolwide Enabling Conditions	
Busses	General Purpose Discretionary	$2,800.00	5826	External Work Order Services		Enter position number at left.			Schoolwide Enabling Conditions	
Assemblies	General Purpose Discretionary	$1,000.00	5828	Assemblies/Classroom Presentations		Enter position number at left.			Schoolwide Enabling Conditions	
Admission Fees	General Purpose Discretionary	$1,000.00	5829	Admission Fees		Enter position number at left.			Schoolwide Enabling Conditions	
Postage	General Purpose Discretionary	$1,000.00	5910	Postage		Enter position number at left.			Schoolwide Enabling Conditions	
CTE Culinary Teacher	LCFF Supplemental			Enter object code at left.	3994	Enter position number at left.	0.74		Schoolwide Enabling Conditions	
Art Teacher	LCFF Supplemental			Enter object code at left.	7016	Enter position number at left.	0.30		Schoolwide Enabling Conditions	
ELA /History - Willis	LCFF Supplemental			Enter object code at left.	6654	Enter position number at left.	0.80		Schoolwide Enabling Conditions	
TSA - Sean Gleason, ELA 2,3	LCFF Supplemental			Enter object code at left.	3318	Enter position number at left.	0.80		Schoolwide Enabling Conditions	
(12-month) TSA, ELA 4/Senior Project & Honors - Rhynes	LCFF Supplemental			Enter object code at left.	471	Enter position number at left.	0.80		Schoolwide Enabling Conditions	
Math Teacher - Ms. G	LCFF Supplemental			Enter object code at left.	3319	Enter position number at left.	0.80		Schoolwide Enabling Conditions	
Science Teacher - Green	LCFF Supplemental			Enter object code at left.	6640	Enter position number at left.	0.80		Schoolwide Enabling Conditions	

Social Studies - A	LCFF Supplemental			Enter object code at left.	42	Enter position number at left.	0.80		Schoolwide Enabling Conditions		
Academic Tutor: Hire academic mentors to provide intensive literacy/math support to students, especially African-American and Latino students;children with disabilities; homeless and foster youth; ELL students; and newcomers.	Title I: Basic	$31,586.00	5825	Central Consultants		Enter position number at left.			Schoolwide Enabling Conditions		

LANGUAGE & LITERACY

| | School: | Ralph J. Bunche High School | |

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve language and literacy outcomes for students this year?

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
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.	Partially Implemented	Effective	Teachers have designed and led professional development on reading and writing strategies and providing feedback to students.

IMPLEMENTATION GOALS

Below are your Language & Literacy goals from Part 1: Needs & Goals.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELA SBAC	Increase the percentage of students reading close to, at, or above grade-level by 5% each year and have 35% or more students reading close to, at, or, above grade level.	All Students	-177.8	-157.8	-153.8	Increase by 5% students who are demonstrating growth on SRI.
ELA SBAC	Increase the percentage of students reading close to, at, or above grade-level by 5% each year and have 35% or more students reading close to, at, or, above grade level.	Students with Disabilities	n/a	n/a	n/a	Increase by 5% students who are demonstrating growth on SRI.
ELA SBAC	Increase the percentage of students reading close to, at, or above grade-level by 5% each year and have 35% or more students reading close to, at, or, above grade level.	English Learners	n/a	n/a	n/a	Increase by 5% students who are demonstrating growth on SRI.
SRI Growth of One Year or More	Increase by 5% students who are demonstrating growth on SRI; Increase the amount of time students are interacting with grade-level text and writing across all classes	All Students	0.00%	5.00%	10%	Increase by 5% students who are demonstrating growth on SRI.
SRI Multiple Years Below Grade Level	Increase by 5% students who are demonstrating growth on SRI; Increase the amount of time students are interacting with grade-level text and writing across all classes	All Students	n/a	n/a	n/a	Increase by 5% students who are demonstrating growth on SRI.
ELL Reclassification	Increase amount of ELL students reclassified as English Proficient by 5% each year and have 35% or more ELLs reclassified as English Proficient by June 2021.	English Learners	0.00%	16.00%	16.00%	

LTEL Reclassification	Increase amount of LTEL students reclassified as English Proficient by 5% each year and have 35% or more ELLs reclassified as English Proficient by June 2021.				

THEORY OF ACTION

Theory of Action	If we increase the amount of opportunities students have to interact with common-core, grade-level aligned text and writing tasks, then students will have an increased amount of time spent engaging in rigorous reading and writing, which will lead to an increase in SRI growth and writing proficiency as outlined by our school's writing rubric.
How are you supporting English Language Learners?	Identify 1 to 2 ELL strategies teachers will incorporate into their core content areas.
How are you building conditions for student and adult learning?	Identifying common collaboration time where teachers are integrating common core standards into their core content areas along with reading, writing and ELL strategies; teachers will also analyze the impact of instruction on student learning and revise instruction as necessary.

STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
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.				Enter object code at left.		Enter position number at left.			Language & Literacy	
Academic Mentors: Hire academic mentors 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.				Enter object code at left.		Enter position number at left.			Language & Literacy	
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.				Enter object code at left.		Enter position number at left.			Language & Literacy	

Description				Object Code		Position			Program	
Collaboration Time: Teachers have extended planning time to create and integrate literacy and writing strategies into their core curriculum to increase quality of instruction.				Enter object code at left.		Enter position number at left.			Language & Literacy	
Conferences: Teachers will be able to attend conferences where they will learn best practices for literacy and writing to improve quality of instruction.				Enter object code at left.		Enter position number at left.			Language & Literacy	
PD: Implement school wide professional development focused on supporting teachers in designing and implementing instruction that is common core aligned, and supports students in reaching academic proficiency in the core content literacy and high-quality writing; including strategies for supporting ELL, GATE and foster youth students to increase quality of instruction and strengthen the core academic program.				Enter object code at left.		Enter position number at left.			Language & Literacy	
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				Enter object code at left.		Enter position number at left.			Language & Literacy	
Supplies: Purchase supplies to support literacy and writing development				Enter object code at left.		Enter position number at left.			Language & Literacy	
Meeting Refreshments				Enter object code at left.		Enter position number at left.			Language & Literacy	
Computers: Purchase computer equipment to support high-quality rigorous academics				Enter object code at left.		Enter position number at left.			Language & Literacy	
Audio Vision Equipment				Enter object code at left.		Enter position number at left.			Language & Literacy	
Dues and Memberships				Enter object code at left.		Enter position number at left.			Language & Literacy	
Graduation Rentals				Enter object code at left.		Enter position number at left.			Language & Literacy	
Equipment Maintenance - Copiers				Enter object code at left.		Enter position number at left.			Language & Literacy	
Interprogram Postage				Enter object code at left.		Enter position number at left.			Language & Literacy	
Interprogram IT Computer Service				Enter object code at left.		Enter position number at left.			Language & Literacy	

Non-Contract Services				Enter object code at left.		Enter position number at left.		Language & Literacy	
Assemblies				Enter object code at left.		Enter position number at left.		Language & Literacy	
Admission Fees				Enter object code at left.		Enter position number at left.		Language & Literacy	
Postage				Enter object code at left.		Enter position number at left.		Language & Literacy	
Universalize SPED writing strategies				Enter object code at left.		Enter position number at left.		Language & Literacy	

RIGOROUS ACADEMICS & CTE

RIGOROUS ACADEMICS & CTE		School:	Ralph J. Bunche High School	

PROGRAM OF STUDY AND MASTER SCHEDULING	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Pathway Theme	4	4	4	Clear and coherent theme
Integrated Core	3	3	3	Need to continue integration of pathway theme into the core content classes (e.g. Ralph J. Bunche Cookbook)
Cohort Scheduling	4	4	4	All students are in a pathway
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	**16-17 Score**	**17-18 Score**	**18-19 Current Score**	**Explanation** *(What evidence supports your claim for your pathway?)*
Rigorous, Relevant and Integrated Learning	2+	3	3	Need grade-level texts with accompanying curriculum.
Collaborative Learning	2+	3	3	Need to further shift from whole-class instruction to group/pair work with student-to-student academic discussion. Need to further frame curriculum and instruction around essential questions.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	**16-17 Score**	**17-18 Score**	**18-19 Current Score**	**Explanation** *(What evidence supports your claim for your pathway?)*
Sharing Best Practice	3	3	3	Teachers are sharing best practice on a regular basis and analyzing impact upon students (e.g. providing feedback to students on student work)
Collaboration Time	4	4	4	Teachers have a common prep time where they are able to collaborate with each other
Professional Learning	3	3+	4	Teachers are designing and facilitating professional development

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve standards-based instruction, graduate capstone, standards-aligned interdisciplinary units/thematic units at each grade level, and improved course passage rates for students this year?

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis

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.	Partially Implemented	Effective	Teachers have designed and led professional development on reading and writing strategies and providing feedback to students.

IMPLEMENTATION GOALS

Identify four 2018-19 implementation goals related to Rigorous Academics, in addition to your Math SBAC goals from Part 1: Needs & Goals.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Math SBAC	Increase the percentage of students passing math with a C or better by 5% each year and have more than 70% of students passing with a C or better by 2021.	All Students	-241.6	Coming soon	coming soon	Increase by 5% students who are demonstrating growth on SRI.
Math SBAC	Increase the percentage of students passing math with a C or better by 5% each year and have more than 70% of students passing with a C or better by 2021.	Students with Disabilities	n/a	n/a	n/a	Increase by 5% students who are demonstrating growth on SRI.
Math SBAC	Increase the percentage of students passing math with a C or better by 5% each year and have more than 70% of students passing with a C or better by 2021.	English Learners	n/a	n/a	n/a	Increase by 5% students who are demonstrating growth on SRI.
Standards Based Instruction/ Project-Based Learning	Increase the amount of students will engage in a pathway themed-experience through core-content, WBL and an internship site (on site and off/field trips).	All Students	n/a	n/a	100%	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.
Career Technical Education Sequence	Students will participate in at least 20 hours of a culinary, field trips, dual enrollment, recreation, farm to table, tourism, and/or hospitality WBL experience. At least 10 students per trimester will receive their IA certification. At least 16 students will receive their servsafe certification each trimester.	All Students	n/a	n/a	95%	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.

Graduate Capstone/ Culminating Experience	Integrate in a pathway component into the current senior portfolio and the graduate capstone.	All Students	n/a	n/a	100%			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.		
Course Passage Rates	Decrease the amount of No Marks each trimester by 5% each year.	All Students	n/a		5%			Increase student attendance to 90% by 2020.		

THEORY OF ACTION

Theory of Action	If we create rigorous and relevant real-world pathway learning opportunities in all core content areas, then students will be more engaged in their core academics, and therefore will be more successful in their core academic classes. If we create consistent and community connected pathway learning opportunities in regular Wednesday courses and after school, then students will be more engaged in their planning towards career goals, and therefore will be able to fill out a comprehensive career plan by the time they graduate.
How are you supporting English Language Learners?	Identify 1 to 2 ELL strategies teachers will incorporate into their core content areas; Additionally, the real-world and hands on learning opportunities will support ELL students as well
How are you building conditions for students and adult learning?	Identifying common collaboration time where teachers are integrating the pathway theme and authentic real-world learning tasks into their core content areas

STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
Teacher Externships: Teachers shadow an industry professional to collect authentic tasks students will need to engage in in order to be successful in the industry		$0.00		Enter object code at left.		Enter position number at left.		Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.
Extended Collaboration Time: Teachers integrate the industry authentic tasks and them into their core instruction	Measure N	$5,225.39	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.
CTE Teacher: Hire a .2 FTE CTE Culinary teacher to ensure all students have access to a CTE course	Measure N	$20,131.00	1105	Certificated Teachers' Salaries	3994	Enter position number at left.	0.20	Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.

CTE Supplies: Purchase supplies for the HTR Culinary pathway and the CTE courses	Measure N	$4,044.00	4310	School Office Supplies		Enter position number at left.	Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.
Pathway Coach: Hire a pathway coach to support with pathway development	Measure N	$20,000.00	5708	College & Career Pathway/CTE Coach		Enter position number at left.	Building the Conditions	Rigorous Academics	Goal 1: Graduates are college and career ready.
Marketing: Partner with 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		$0.00		Enter object code at left.		Enter position number at left.	Building the Conditions	Rigorous Academics	Goal 1: Graduates are college and career ready.
Expanded Learning: Provide an expanded learning program to support students with academic acceleration				Enter object code at left.		Enter position number at left.	Rigorous Academics	Rigorous Academics	Goal 2: Students are proficient in state academic standards.
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; economically disadvantaged students; children with disabilities; homeless and foster youth; ELL students; and newcomers.				Enter object code at left.		Enter position number at left.	Rigorous Academics	Rigorous Academics	Goal 2: Students are proficient in state academic standards.
Dual Enrollment Recruitment: Recruit students into dual enrollment courses.				Enter object code at left.		Enter position number at left.	Rigorous Academics	Rigorous Academics	Goal 1: Graduates are college and career ready.

HTR Pathway Marketing and Orientation Materials: Produce student and family facing brochures, orientation guides, and marketing materials for Ralph J. Bunche's HTR pathway that decribe opportunities and offerings during both in-school and out-of-school time.				Enter object code at left.		Enter position number at left.	Building the Conditions	Rigorous Academics	Goal 6: Parents and families are engaged in school activities.
Vertical Articulation and Pathway Theme Alignment: Align courses and curriculum to pathway theme, Common Core standards for reading, writing, and speaking, Senior Project/Graudate Capstone, and College and Career Portfolio				Enter object code at left.		Enter position number at left.	Rigorous Academics	Rigorous Academics	Goal 2: Students are proficient in state academic standards.
College and Career Planning: Revise existing template for student college and career portfolio				Enter object code at left.		Enter position number at left.	Comprehensive Student Supports	Rigorous Academics	Goal 1: Graduates are college and career ready.
ServSafe Certification: Provide students with the preparation and opportunity to earn their Serv Safe Certification				Enter object code at left.		Enter position number at left.	Work-Based Learning	Rigorous Academics	Goal 1: Graduates are college and career ready.
Tutoring: Provide tutoring for students at risk of a receiving a No Mark				Enter object code at left.		Enter position number at left.	Rigorous Academics	Rigorous Academics	Goal 2: Students are proficient in state academic standards.
Farm to Table: Purchase gardening materials for growing produce for Culinary program and flowers for Hospitality program	Measure N	$1,000.00	4310	School Office Supplies		Enter position number at left.	Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.

WORK-BASED LEARNING

School: Ralph J. Bunche High School

WORK-BASED LEARNING MEASURE N SITE ASSESSMENT

WORK-BASED LEARNING	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences	3	4	4	Added an Advanced Culinary Arts A-G Course (i.e. Culinary 3).
Pathway Outcomes	3	3+	4	Over 50 students earned ServSafe certifications; added an Advanced Culinary Arts A-G Course (i.e. Culinary 3); continued with Bunche Student Enterprise (e.g. catering OUSD special events)
Pathway Evaluation	2.5	3	3	Work-Based Learning data inputted into Aeries. Need to deepen industry partnerships so they are more connected to school site programming.

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve career awareness, career exploration, and career preparation for students this year?

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Hospitality, Tourism, Recreation, will focus on developing out culinary arts strand including certification program, work based learning, and college and career support programs.	Fully Implemented	Highly Effective	Over 50 students earned ServSafe certifications; Added an Advanced Culinary Arts A-G Course (i.e. Culinary 3); Bunche Catering Student Enterprise

IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Work-Based Learning.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Career Awareness	Students can articulate the type of postsecondary education and training required in the Hospitality, Tourism, and Recreation career field and its importance to success in that field by increasing student participation in Career Awareness activities by 10%. (Activities include: workplace tours, guest speakers, career fairs, etc.)	All Students	N/A	Increase students participating in Career Awareness activities by 10%. Activities include: workplace tours, guest speakers, career fairs, etc.	100%	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.

Career Exploration	Students can give three or more examples of how the student's individual skills and interests relate to the Hospitality, Tourism, and Recreation career field and/or occupations by increasing student participation in Career Awareness activities by 10%. (Activities include: informational interviews, job shadow, virtual exchange with a partner, etc.)	All Students	N/A	Increase students participating in Career Exploration activities by 10%. Activities include: informational interviews, job shadow, virtual exchange with a partner, etc.	100%	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.
Career Preparation	Students build effective collaborative working relationships with colleagues and customers; is able to work with diverse teams, contributing appropriately to the team effort by increasing student participation in Career Preparation activities by 10%. (Activities include: industry connected projects, student-run enterprises (e.g. Bunche Culinary 'Pop-ups,' curriculum supported service learning and internships, etc.)	All Students	N/A	Increase students participating in Career Preparation activities by 10%. Activities include: industry connected projects, student-run enterprises (e.g. Bunche Culinary 'Pop-ups,' curriculum supported service learning and internships, etc.	100%	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.

THEORY OF ACTION

Theory of Action	If we create engaging Work-Based Learning (WBL) opportunities across the WBL continuum, then students will increase their career awareness and readiness, they will become more effective at securing and maintaining employment, while advancing towards their post-secondary college and career plans.
How are you supporting English Language Learners?	Identify 1 to 2 ELL strategies teachers will incorporate into Work-Based Learning experiences; Additionally, the real-world and hands on learning opportunities will support ELL students as well.
How are you building conditions for students and adult learning?	Identifying common collaboration time where teachers are integrating the pathway theme, authentic real-world learning tasks, and Work-Based Learning into their core content areas.

STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
Work-Based Learning Lead: Lead teacher to coordinate and develop the development of work-based learning continuum and student internships for extended learning opportunities to increase the amount and quality of instruction.	Measure N	$10,000.00	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.
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)	Measure N	$10,000.00	4311	Meeting Refreshments		Enter position number at left.		Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.

Description	Funding Source	Amount	Object Code	Vendor		Position		School/Dept	Area	Goal
Student Internship Stipends: Issue student stipends as part of students work-based learning Wednesday internships through a partnership with the Faith Network	Measure N	$20,000.00	5825	Central Consultants		Enter position number at left.		Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.
Assistant Instructional Chef: Hire an assistant instructional chef to support the main CTE Instructional Chef with the expanded culinary CTE and WBL program for extended learning opportunities to increase the amount and quality of instruction.		$0.00		Enter object code at left.		Enter position number at left.		Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.
HTR Student Opportunity Calendars: Create and share monthly calendars for work-based learning and college and career prepartion opportunities				Enter object code at left.		Enter position number at left.			Work-Based Learning	
Presentation of Learning/Student Exhibitions: Develop/revise student presentation of learning project guidelines and rubric				Enter object code at left.		Enter position number at left.			Work-Based Learning	
Childcare Training: Provide students training relevant to childcare to support with Hospitality events				Enter object code at left.		Enter position number at left.			Work-Based Learning	
College ad Career Symposium: Hold a culminating community event that students will have multiple specific and soft skills to take into their career of choice.				Enter object code at left.		Enter position number at left.			Work-Based Learning	
Career Exploration Visits: Engage students in pathway-themed Career Exploration Visits				Enter object code at left.		Enter position number at left.			Work-Based Learning	
Culinary Program Menu and Marquee: Create and post culinary program menus				Enter object code at left.		Enter position number at left.			Work-Based Learning	

COMPREHENSIVE STUDENT SUPPORTS	School:	Ralph J. Bunche High School	

COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT

COMPREHENSIVE STUDENT SUPPORT	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Support of Student Needs	4	4	4	A variety of supports are available and utilized by students including, but not limited to: case management, therapeutic services, family engagement, and Restorative Justice supports.
College & Career Plan	4	4	4	Senior portfolio plan in place.

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve differentiated supports for targeted populations, college readiness, social emotional supports, and conditions for student learning this year?

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
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	Fully Implemented	Somewhat Effective	Increased attendance and teacher-student relationships strengthened.

IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Comprehensive Student Supports.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Conditions for Student Learning (School Climate and Culture)	Increase student attendance by 5%.	All Students	N/A	N/A	80%	Increase student attendance to 90% by 2020.
College Access	Increase dual enrollment by 10%. Students will engage in college preparatory activities (e.g. FAFSA).	All Students	N/A	N/A	100% of attending students	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.

Differentiated Interventions	SPED and ELL students receive the necessary supports and accommodations to fully participate in Work-Based Learning and HTR Pathway Opportunities.	English Learners	N/A	N/A	100% of attending students	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.	

THEORY OF ACTION

Theory of Action	If we create rigorous and relevant real-world pathway learning opportunities in all core content areas, then students will be more engaged in their core academics and work-based learning and attend school more regularly.
How are you supporting English Language Learners?	Identify 1 to 2 ELL strategies teachers will incorporate into their core content areas; Additionally, the real-world and hands on learning opportunities will support ELL students as well.
How are you building conditions for students and adult learning?	Identifying common collaboration time where teachers are integrating the pathway theme and authentic real-world learning tasks into their core content areas. Teachers and students sharing meals together prepared by the Ralph J. Bunche Culinary Program.

STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
Daily 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 and to increase parent and family engagement.		$0.00		Enter object code at left.		Enter position number at left.		Comprehensive Student Supports	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
Intensive Pathway Case Management: Provide case management to students who need additional support in completing all of the pathway requirements and transitioning successfully into post-secondary opportunities: including course completion, certificate completion, dual-enrollment, graduation, and the transition process beyond graduation	Measure N	$20,000.00	5825					Comprehensive Student Supports	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.

Restorative Justice PD: Train all staff members on Restorative Justice practices to integrate into all areas of the school		$0.00		Enter object code at left.		Enter position number at left.		Comprehensive Student Supports	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
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		$0.00		Enter object code at left.		Enter position number at left.		Comprehensive Student Supports	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
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				Enter object code at left.		Enter position number at left.		Comprehensive Student Supports	Comprehensive Student Supports	Goal 6: Parents and families are engaged in school activities.
Social Media Marketing: Use instagram as a social media platform to market pathway and student-run catering and hospitality				Enter object code at left.		Enter position number at left.			Comprehensive Student Supports	
College Exploration Visits: Plan field trips and activities that engage students in college exploration.				Enter object code at left.		Enter position number at left.			Comprehensive Student Supports	
Student Prepared Breakfast: Students prepare breakfast for Ralph J. Bunche Harambes				Enter object code at left.		Enter position number at left.			Comprehensive Student Supports	

SPSA ENGAGEMENT TIMELINE

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?
List the engagements with students, staff, faculty, families, and community partners that contributed to the development of the SPSA. Include meetings with your ILT, SSC, SELLS, PTA/PTO, and others who participated in the planning process.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
11/14/2017	*SSC & SELLS combined*	*Shared rationale and overview of site plan.*
12/12/2017	*Students grades 6-7-8*	*Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.*
12/19/2017	*Instructional Leadership Team*	*Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.*
1/15/2018	*Faculty & SSC combined*	*Budget training and review budget summary including planned strategies & activities for 2018-2019. Documented feedback for ILT review.*
2/6/2018	*SPED Parent Engagement*	*Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.*

Date	Stakeholder Group	Engagement Description
On a monthly basis	Advisory Board Meetings	Engage Industry and College Partners to build a shared understanding of school HTR pathway programming and gather input, opportunities, and potential support for Bunche's HTR Pathway and Culinary Program.
On a quarterly basis	Alt Ed Design Labs	Engage Bunche staff and build a shared understanding of Linked Learning and Pathway Development at Bunche.
On a weekly basis	Monday Bunche Staff Meetings	Engage Bunche staff to build a shared understanding of ongoing school programming and student Linked Learning Pathway opportunities and gather input and feedback to improve Bunche's HTR Pathway.
11/16/2017	Bunche School Site Council (SSC)	Build shared understanding of Title I Program SPSA funding with staff, parents, and community members.
1/23/2018	Bunche School Site Council (SSC)	Conduct a WASC Family and Community Focus Group to inform 2018-19 SPSA.
2/27/2018	Bunche School Site Council (SSC)	Build shared understanding of Title I Program SPSA funding of Academic Mentors with staff, parents, and community members.
5/4/2018 - 5/5/2018	Bunche Measure N Design Team Retreat	Build a shared understanding of the SPSA with teachers and staff to revisit vision, mission, and key priorities for next year around each of the Linked Learning pillars.

| 5/7/2018 | Bunche School Site Council (SSC) | Build a shared understanding of SPSA with Bunche SSC for their approval. |