

Board Office Use: <b>Legislative File Info.</b>	
File ID Number	22-1745
Introduction Date	8/24/2022
Enactment Number	22-1514
Enactment Date	8/24/2022 er



# Board Cover Memorandum

**To** Board of Education

**From** Kyla Johnson-Trammell, Superintendent  
Sondra Aguilera, Chief Academic Officer

**Meeting Date** August 24, 2022

**Subject** 2022-2023 School Plan for Student Achievement (SPSA) for Ralph J. Bunche Academy

**Ask of the Board** Approval by the Board of Education of the 2022-2023 School Plan for Student Achievement (SPSA) for Ralph J. Bunche Academy.

**Background** In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be 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 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 School Plan for Student Achievement (SPSA):

- Title I, Part A, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment(s)**

- 2022-2023 School Plan for Student Achievement (SPSA) for Ralph J. Bunche Academy

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introduction Date: 8/24/2022  
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By: er



**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
*Community Schools, Thriving Students*

## 2022-2023 School Plan for Student Achievement (SPSA)

**School:** Ralph J. Bunche Academy  
**CDS Code:** 1612590118653  
**Principal:** Dwayne Bartholomew  
**Date of this revision:** 5/3/202

The School 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:** Dwayne Bartholomew

**Position:** Principal

**Address:** 1240 18th Street

**Telephone:** 510-874-3300

Oakland, CA 94607

**Email:** dwayne.bartholomew@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/3/2022*

*The District Governing Board approved this revision of the SPSA on: 8/24/2022*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Gary Yee, Board President**

**2022-2023 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES**

**School Site:** Ralph J. Bunche Academy

**Site Number:** 309

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Title I Schoolwide Program                | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI)           | <input type="checkbox"/> LCFF Concentration Grant                |
| <input type="checkbox"/> Title I Targeted Assistance Program       | <input type="checkbox"/> After School Education & Safety Program                    | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> Early Literacy Support Block Grant      |
| <input type="checkbox"/> Targeted Support & Improvement (TSI)      | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         |  |

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

- The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 52012.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
- 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.
- The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
- Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

**Date(s) plan was approved:** \_\_\_\_\_

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

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Flyers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input type="checkbox"/> Other (notices, ParentSquare blasts, etc.) |
|---|---|---|

**Signatures:**

Dwayne Bartholomew  
Principal

  
Signature

5/3/22  
Date

Aaron Sudduth  
SSC Chairperson

  
Signature

5-3-22  
Date

Matin Abdel-Qawi  
Network Superintendent

  
Signature

5/16/2022  
Date

Lisa Spielman  
Director, Strategic Resource Planning

  
Signature

5/18/22  
Date

## 2022-23 SPSA ENGAGEMENT TIMELINE

**School Site:** Ralph J. Bunche Academy

**Site Number:** 309

*List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

Date	Stakeholder Group	Engagement Description
8/26/2021	Title I Meeting	The purpose of this meeting was to decide/vote on how to use the Title I funds and to determine what our Title I goals were. We also developed our school's parent and family engagement policy.
8/26/2022	SSC Establishing Meeting	We elected our SSC officials and reviewed and updated our bylaws.
10/14/2021	Parent Engagement	Engaged parents in pathway alignment, student internship/work opportunities, and school vision action steps.
11/11/21	SSC	Site reviewed progress toward goals, student access to education, teacher supports, and alignment with SPSA
12/7/2021	Instructional Leadership Team	Site Plan alignment and organization work in addition to teacher supports and pathway alignment
1/6/2022	Use of Title 1 and Title IV	Allocation of left over funds and re-purposing to suit current student academic needs

## ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

### Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

### Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

### Transitional Students and Families Unit

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. 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 California 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. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.
- **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.

## 2022-2023 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$15,170.00
Total Federal Funds Provided to the School from the LEA for CSI	\$20,250.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$248,117.16

### Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$13,875.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$13,500.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$370.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$95,770.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$925.00	TBD	After School Education and Safety Program (ASES #6010)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$20,250.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$103,427.16	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$35,420.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$212,697.16</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$248,117.16</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

**School:** Ralph J. Bunche Academy

**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 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.

**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.

**1B: STUDENT GOALS & TARGETS**

**LCAP Goal 1: All students graduate college, career, and community ready.**

**English Language Arts Measures & Annual Targets**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-147.9	n/a	<i>not available until Fall 2022</i>	-143
Reading Inventory (RI) Growth of One Year or More (Grades 6-12)	All Students	n/a	n/a	<i>not available until Fall 2022</i>	20%

**Mathematics/Science Measures & Annual Targets**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
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SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-209	n/a	<i>not available until Fall 2022</i>	-147
CAST (Science) at or above Standard	All Students	2%	n/a	<i>not available until Fall 2022</i>	3%
<b>Graduation Measures &amp; Annual Targets</b>					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Four-Year Cohort Graduation Rate	All Students	66%	51%	<i>not available until Fall 2022</i>	55%
On Track to Graduate: 9th Grade	All Students	n/a	n/a	<i>not available until Fall 2022</i>	n/a
On Track to Graduate: 11th Grade	All Students	0%	0%	<i>not available until Fall 2022</i>	0%
A-G Completion	All Students	0%	2%	<i>not available until Fall 2022</i>	2%
College/Career Readiness <i>*2018-19 baseline</i>	All Students	4%	n/a	<i>not available until Fall 2022</i>	5%

**LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.**

**Academic Measures & Annual Targets for Focal Student Groups**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-72.7	n/a	<i>not available until Fall 2022</i>	-72.7
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Low-Income Students	Choose a group at left.	Choose a group at left.	<i>not available until Fall 2022</i>	-70.0
Reading Inventory (RI) Multiple Years Below Grade Level (Grades 6-12)	All Students	n/a	n/a	<i>not available until Fall 2022</i>	20.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-204	n/a	<i>not available until Fall 2022</i>	-200.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Low-Income Students	-227.6	n/a	<i>not available until Fall 2022</i>	227.0

**Reclassification Measures & Annual Targets**



Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	0.0%	0.0%	<i>not available until Fall 2022</i>	2.0%
LTEL Reclassification	Long-Term English Learners	0.0%	0.0%	<i>not available until Fall 2022</i>	2.0%

**LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	74%	74%	<i>not available until Fall 2022</i>	75%
Out-of-School Suspensions	All Students	2%	n/a	<i>not available until Fall 2022</i>	2%
Out-of-School Suspensions	African American Students	4%	n/a	<i>not available until Fall 2022</i>	2%
Out-of-School Suspensions	Special Education Students	7%	n/a	<i>not available until Fall 2022</i>	0%
Chronic Absenteeism	All Students	89%	56%	<i>not available until Fall 2022</i>	50%
Chronic Absenteeism	African American Students	88%	59%	<i>not available until Fall 2022</i>	50%

**LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	70%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	70%

**1C: STRENGTHS, CHALLENGES & ROOT CAUSES**

Focus Area:	Priority Strengths	Root Causes of Strengths
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<i>LCAP Goal 1: College/Career Readiness</i>	Counseling student support and information sharing. Adapting to the needs of our students based on student data. Constant full staff intervention discussions. Schoolwide Systems that ensure student access to HTR Pathway Connections to Career building.	Processes built out for ILT, COST, SST, SART, Senior Capstone, Admin Team, Advisory, Full Staff Collaboration, HTR team
<i>LCAP Goal 2: Focal Student Supports</i>	Systems like COST, SST, and SART are in place to address student's needs. Teacher and Case Manager collaboration focused on adapting to student's needs. Multiple ways to get back on track digitally or traditionally.	Processes built out for ILT, COST, SST, SART, Senior Capstone, Admin Team, Advisory, Full Staff Collaboration
<i>LCAP Goal 3: Student/Family Supports</i>	Majority of students have expressed that they have at least 1 trusted adult on campus. Curriculum is appropriate and adaptable to student needs. Parents have expressed that attendance specialist is consistently contacting them and providing options for student success	Humanizing education by taking a "case management" lens. Admin team is positive. Staff to Staff support is very good. District support is broad-based and frequently utilized. Human Resource team has found great additions to the faculty. Counseling support is considerable.
<i>LCAP Goal 4: Staff Supports</i>	Special Education, Attendance Specialist, Counselor, After-School Program Coordinator, Enrollment Office, Finance Administrator, EBAC Therapist Intern, Advisors, and School Site Administrator all communicate clearly, promptly, and consistently with fellow staff, families, and various stakeholders to meet needs of students and faculty.	Full Staff Collaboration emphasis in this area has been specifically geared to keep everyone informed and accountable. Individualized meetings ranging from Restorative Justice, Case Management, Pathway Expansion, and a focus on communicating effectively for the benefit of the entire team. Clear direction from administration to staff and students during orientation.
<b>Focus Area:</b>	<b>Priority Challenges</b>	<b>Root Causes of Challenges</b>
<i>LCAP Goal 1: College/Career Readiness</i>	High percentage of college enrolled students go to college and drop out. Low percentage of students fulfilling internships while attending Bunche.	Lack of engagement in academic rigor. Lack of apprenticeship and internship opportunities. Lack of student completion of work or internship opportunities. Lack of consistent supports of growth mindsets to address student "follow-through" as a school community.

<p><i>LCAP Goal 2: Focal Student Supports</i></p>	<p>Student attendance is low and we have had an increase of drop outs this year as compared to years past.</p>	<p>Depending on the student root cause, issues range from:          -Work schedule conflicts          -Technical difficulties          -Houselessness          -Group Home tensions          -In-home dependent care responsibilities          -Personal confusion          -lack of Growth Mindset</p>
<p><i>LCAP Goal 3: Student/Family Supports</i></p>	<p>We have experienced numerous families that are unresponsive to our communication. We have low numbers of parent/student participation in school events.</p>	<p>Historical negative interactions with school entities. Lack of positive relationship building. Lack of supports available for their specific situation. Adult child, "doesn't need me anymore."</p>
<p><i>LCAP Goal 4: Staff Supports</i></p>	<p>We have been moved to a smaller facility which impacts the amount of classroom, storage, and office space we have at our disposal. In addition, this is the first time this group has worked together in-person since Covid closures. Lastly, we have multiple sites under our purview which is difficult for upholding in-person discipline. Restricts any potential expansion of services.</p>	<p>Low Enrollment and expensive maintenance of a larger number of employees has led us to a point where we can no longer properly support staff with access to as much space as they have become accustomed to. This in conjunction to Covid impacts has negatively impacted morale and daily staff attendance.</p>

**1D: IDENTIFIED NEED**

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

**1E: RESOURCE INEQUITIES**

At this time in April of 2020, our students have some equitable access to funding, some effective and experienced teachers, and some academic opportunities relative to other students in OUSD and across the state. Don't be mistaken our situation is not equitable to many students around the state. Many of our students require mental health services, and our school has no personnel qualified to do that. Many of our students require facilities adequate for learning and our facilities have numerous issues. Many of our students require rigorous curriculum and lessons scaffolded for students with special needs and our teachers don't always get that. Our lack of student centered program doesn't help our community either. These inequities have made it very difficult for our students to have pride for the school and attend frequently. We will try to find service providers to fill this equity gap over the coming months, frequently spray for bugs and pests, and check-in on the relationship work we must all do to build a true community.

#### **1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS**

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

**2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW**

**School:** Ralph J. Bunche Academy

**SPSA Year Reviewed:** 2021-22

**SPSA Link:** [2021-22 SPSA](#)

**2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA**

**Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.**

Staffing has changed with the addition of ESSER positions we have an additional case manager, Restorative Justice Coordinator, Teacher on Special Assignment position, Stip Substitute PE teacher, and Data Analyst that have helped us to support health and safety on site. In addition, these additions have helped us navigate the difficulties of our first in-person Covid year with student home visits, work pick up and drop off, and family engagement. Our Pathway work has been a focus that is better this year than the previous two years. Our Grad rate has still been phenomenal in comparison to other Alt. Ed. programs, specifically with African-American students, SpEd Students, and English Language Learners.

**Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.**

Our strategy to get more human capital to address our student needs has been effective for some, but the harsh realities of Covid's impact on our student body has been insurmountable. Many students have changed addresses, stopped replying to our attempts to contact, and have turned to the work force instead of school. This has been seen in low attendance around the district, not just Alt. Ed. We have had a considerable success rate with our Pathway-Core intergration work. More work needs to be done in the area of student's Growth Mindsets as a means to have greater impact on student completion and access to internship.

**Describe any changes that will be made to achieve annual goals, outcomes, or strategies/actions as a result of this analysis. Identify where those changes can be found in the SPSA.**

More teacher led Professional Development opportunities to take ownership of the schools development and direction. Continued personal development for staff at varied levels. More Restorative Justice Implementation, focused on building student leaders with their voice.

**2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION**

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
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<p>What: Stipend work in order to build a bridge between families of the hardest to reach community members and school opportunities  How: Student outcomes will improve because we can offer families in need of support what they need to consistently come to school and communication is at the center of that work  Who: Students benefits because they will graduate if they are supported in engaging in school.</p>	<p>Student Connectedness to School</p>	<p>Individualized Case Management addresses our lack of consistent student and family engagement which studies show will positively affect student attendance. If students more regularly attend school they can engage in more academic endeavors, internship opportunities, and Work Based Learning.  BARC (Consultant)</p>	<p>Working: Case Managers engaging consistently with families and keeping them involved in their students education. Having a specific point person on site has been easier for parents to get a consistent voice about school matters.  Not Working: Family engagement for students and families that have moved away or live far away. Attendance has been very low overall and some students have not been easy to get ahold of</p>	<p>We will clean up our rosters based on case manager student status updates. Covid has changed everything in terms of realistic expectations for normal attendance, so it is difficult to think that another strategy would be more effective to address student engagement and consistent attendance. In light of that information, we plan on continuing our individualized case management strategy to meet the needs of our families and students. Our Graduation rate continues to be the highest of any alt. ed. in the district so we will continue on that path.</p>
<p>What: Funds utilized to get parent involvement  How: Student outcomes are shown to be higher if there is parental involvement in their educational career  Who: Students will benefit because parental involvement means multiple levels of support</p>	<p>Chronic Absenteeism</p>	<p>Flyers, SSC promotion, Case Management, and Parent Liasons have supported us with getting a hold of distant families at school and thier homes. We have had family engagement meetings on site to ensure opportunities for families to interact with staff.</p>	<p>Working: Case Managers engaging consistently with families and keeping them involved in their students education. Having a specific point person on site has been easier for parents to get a consistent voice about school matters. Home visits have been effective as well to increase parent connectedness.  Not Working: Family engagement for students and families that have moved away or live far away. Attendance has been very low overall and some students have not been easy to get ahold of</p>	<p>Continue: We plan on continueing a to reach out to parents for improved involvement. Utilizing Case Managers to ensure stakeholder conectivity. Change: We need to find new parent liasons as those parents have seen their students graduate and move on to the next phase in their lives.</p>

**2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS**

**School:** Ralph J. Bunche Academy

**School ID:** 309

**3: SCHOOL STRATEGIES & ACTIONS**

[Click here for guidance on SPSA practices](#)

**LCAP Goal 1: All students graduate college, career, and community ready.**

**School Priority:** Career Technical Education and Work-Based Learning

**School Theory of Change:**

If students have post-graduation supports, academically, social-emotionally, and professionally then we can see outcomes improve at a holistic level. The faculty needs to engage in consistent contact, community relationship connecting, and constant monitoring to ensure that the appropriate gradual release of students occurs.

**Students to be served by these actions:**

*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Facilitate a Senior Seminar course for Post-Graduation planning time	Provide and facilitate collaboration time for professionals to collaborate	- Completion of Senior Capstone projects - Graduation Rate	High percentage of college enrolled students go to college and drop out. Low percentage of students fulfilling internships while attending Bunche.	Tier 1
1-2	Provide access to College and Career exploration opportunities	Embolden staff to do this work and model effective ways of engagement of this work	-Senior Seminar has held Info Sessions with Berkeley Community College and Chabot - Ms. Claudia has facilitated FAFSA completion	High percentage of college enrolled students go to college and drop out. Low percentage of students fulfilling internships while attending Bunche.	Tier 1
1-3	Provide access to academically challenging curriculum	Find coaches or personnel to educate teachers in this area.	-Teachers afforded extra prep time to address this goal -Coaches have been assigned to all non-cleared educators	High percentage of college enrolled students go to college and drop out. Low percentage of students fulfilling internships while attending Bunche.	Tier 1

1-4	Notify and refer at-risk students through proper means and systems	Explicitly state the steps and access to do this work. Consistently refer back to this expectation to keep people accountable	-COST process -SST/SC process -RJ supports -Teachers and Case Manager "temperature checks"	Student attendance is low and we have had an increase of drop outs this year as compared to years past.	Tier 2
1-5	Maintain updated notes regarding students and families in accessible schoolwide tracker so all staff can engage fully with confidence to meet families needs	Explicitly state the steps and access to do this work. Consistently refer back to this expectation to keep people accountable	-Tracker2.5 is up and running	We have experienced numerous families that are unresponsive to our communication. We have low numbers of parent/student participation in school events.	Tier 1
1-6	Build relationships with local non-profits that are of high interest to benefit student development	Model these behaviors in a daily basis and positively enforce the behaviors of staff that adhere to these expectations	-Through after school programming we have brought in Destiny Arts and The Crucible	We have been moved to a smaller facility which impacts the amount of classroom, storage, and office space we have at our disposal. In addition, this is the first time this group has worked together in-person since Covid closures. Lastly, we have multiple sites under our purview which is difficult for upholding in-person discipline. Restricts any potential expansion of services.	Tier 1



1-7	Continually contact students and families at the first sign of disengagement	Model these behaviors in a daily basis and positively enforce the behaviors of staff that adhere to these expectations	-Through Case Management we have been able to do better in this area, but still need growth	We have experienced numerous families that are unresponsive to our communication. We have low numbers of parent/student participation in school events.	Tier 1
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**LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.**

<b>School Priority:</b>	Increase connectivity, communication, and collaboration with caring adults invested in students (e.g. foster parents, social workers, probation officers, etc.)
<b>School Theory of Change:</b>	If we increase overall community with caring adults invested in students we can model and build multiple avenues of information sharing and support for students of various needs and abilities.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Professionally develop in the areas of ELA, Math, Science, and History	Provide and facilitate collaboration time for professionals to collaborate	- Have really focused on this work in terms of HTR integration in core classes, we will continue that trend through focusing on feedback loops	High percentage of college enrolled students go to college and drop out. Low percentage of students fulfilling internships while attending Bunche.	Tier 1
2-2	Delve into school data with an analytical and problem solving mindset	Work with ILT to disseminate Data to the full staff for collaborative purposes	- Agenda notes from collaboration and ILT. - Need more consistent culture of data focus to really embed this strategy	High percentage of college enrolled students go to college and drop out. Low percentage of students fulfilling internships while attending Bunche.	Tier 1

2-3	Utilize an Anti-Racist mentality in regards to relationships, grading, and access to opportunities.	Professionally develop anti-racist practices in our climate and culture work	- Numerous Slide Decks accumulated, will delve into this work starting 22-23 school year	High percentage of college enrolled students go to college and drop out. Low percentage of students fulfilling internships while attending Bunche.	Tier 1
2-4	Problem solve with peers around difficult to reach students on a consistent basis by using positive intent	Model the behaviors needed to bring back or keep close at-risk youth	- RJ coordinator has made great strides in this area for us	Student attendance is low and we have had an increase of drop outs this year as compared to years past.	Tier 1
2-5	Show up to work prepared everyday in order to set a consistency and expectation in students' lives	Model these behaviors in a daily basis and positively enforce the behaviors of staff that adhere to these expectations	- Impact of covid has made this expectation difficult to maintain for students and staff	Student attendance is low and we have had an increase of drop outs this year as compared to years past.	Tier 1
2-6	Build safe, equitable, and effective classroom environments	Model expectation explicitly in this regard	-Classroom environments are observed as safe. Equity is observable for those that come to school consistently. Effectiveness is debatable from environment to environment as many new teachers are still struggling with challenging curriculum	Student attendance is low and we have had an increase of drop outs this year as compared to years past.	Tier 1

**LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.**

<b>School Priority:</b>	Increase student enrollment at Ralph J. Bunche and identifying student needs and support much earlier on in the matriculation process.				
<b>School Theory of Change:</b>	If we identify and recruit off-track 10th grade students demonstrating interest in Ralph J. Bunche and its culinary program, then...				
<b>Students to be served by these actions:</b>	<i>All Students</i>				
<b>#</b>	<b>TEACHING ACTIONS</b>	<b>LEADERSHIP ACTIONS</b>	<b>EVIDENCE OF IMPLEMENTATION</b>	<b>IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?</b>	<b>WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?</b>

3-1	Reach out to families and build relationships for continuous collaboration on student access and success	Provide and facilitate time and support for contacts	<ul style="list-style-type: none"> <li>- Collaboration notes</li> <li>- Case Manager notes and SSTs/SCs</li> </ul>	We have experienced numerous families that are unresponsive to our communication. We have low numbers of parent/student participation in school events.	Tier 1
3-2	Notify administration in situations of suspected abuse, neglect, or danger on site and off.	Assume positive intent, act according to best practices, and center decisions on student/family need situation within the community's purview	<ul style="list-style-type: none"> <li>- All staff completes Mandated Reporter Training</li> <li>- All staff has access to Guidance to Police-Free Response</li> </ul>	Student attendance is low and we have had an increase of drop outs this year as compared to years past.	Tier 3
3-3	Communicate an open door policy with parents in order to create effective alliances for student success	Facilitate the opportunities to build relationships between community stakeholdering groups	<ul style="list-style-type: none"> <li>- Have invited parents to Back to School nights</li> <li>- Parents have come to school for student support meetings</li> </ul>	We have experienced numerous families that are unresponsive to our communication. We have low numbers of parent/student participation in school events.	Tier 1

3-4	Follow all safety and crisis protocols	Educate staff in said protocols.	<ul style="list-style-type: none"> <li>- Staff walkthrough of Lockdown and Fire Drill procedures</li> <li>- Student Safety Plans overview during collaboration time</li> </ul>	We have been moved to a smaller facility which impacts the amount of classroom, storage, and office space we have at our disposal. In addition, this is the first time this group has worked together in-person since Covid closures. Lastly, we have multiple sites under our purview which is difficult for upholding in-person discipline. Restricts any potential expansion of services.	Tier 1
3-5	Create, build, and facilitate student activities with development and growth at the center of all activities.	Provide and facilitate collaboration time for professionals to collaborate	- School-wide events centered on themes that support cultural diversity, inclusion	We have been moved to a smaller facility which impacts the amount of classroom, storage, and office space we have at our disposal. In addition, this is the first time this group has worked together in-person since Covid closures. Lastly, we have multiple sites under our purview which is difficult for upholding in-person discipline. Restricts any potential expansion of services.	Tier 1

**LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.**

<b>School Priority:</b>	Ensure English Language Learners have access to devices that can help them communicate with the school community.				
<b>School Theory of Change:</b>	Some of our most vulnerable students need access to a quality education and jobs that could support them and their families access to a higher quality of life				
<b>Students to be served by these actions:</b>	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Professionally develop in the areas of ELA, Math, Science, and History	Provide and facilitate collaboration time for professionals to collaborate and develop	- Have really focused on this work in terms of HTR integration in core classes, we will continue that trend through focusing on feedback loops	Student attendance is low and we have had an increase of drop outs this year as compared to years past.	Tier 1
4-2	Reach out to families and build relationships for continuous collaboration on student access and success	Provide and facilitate time and support for contacts	- Collaboration notes - Case Manager notes and SSTs/SCs	We have experienced numerous families that are unresponsive to our communication. We have low numbers of parent/student participation in school events.	Tier 1
4-3	Communicate an open door policy with parents in order to create effective alliances for student success	Promote, Model, and facilitate communication strategies consistently	- Have invited parents to Back to School nights - Parents have come to school for student support meetings	We have experienced numerous families that are unresponsive to our communication. We have low numbers of parent/student participation in school events.	Tier 1

4-4	Utilize an Anti-Racist mentality in regards to relationships, grading, and access to opportunities.	Educate staff on best practices and embolden staff to do this work and model effective ways of engagement of this work	- Numerous Slide Decks accumulated, will delve into this work starting 22-23 school year	We have experienced numerous families that are unresponsive to our communication. We have low numbers of parent/student participation in school events.	Tier 1
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**CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))**

<b>School Priority:</b>	Black students receive rich & diverse learning experiences
<b>School Theory of Change:</b>	Black students have more agency in their own education, goal setting, expression of concept/skill mastery, and have access to differentiated grade level instruction
<b>Related Goals:</b>	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
<b>Students to be served by these actions:</b>	<i>Black students and families</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	IP2.2 MTSS: Share learning targets and set goals with Black students; analyze formative assessments and other data to differentiate instruction for Black student needs.	LP2.2 MTSS: Manage systems of tiered support including master schedules, assessment calendars, staffing, and data analysis and monitoring in teams.	OP2.2 MTSS: Manage systems of standards-based assessment to support school teams in monitoring Black student learning and tiering support.	Student attendance is low and we have had an increase of drop outs this year as compared to years past.	Tier 1
5-2	IP2.1 Rigor and Relevance: Engage Black students with grade-level texts and tasks every day, providing meaningful opportunities to apply their learning.	LP2.1 Rigor and Relevance: Build a vision of meaningful, challenging instruction, focusing feedback on standards, tasks and engagement.	OP2.1: Rigor and Relevance: Provide standards-aligned curriculum that is engaging, affirming, and meaningful, building towards college and career pathways; train all educators to use core materials.	High percentage of college enrolled students go to college and drop out. Low percentage of students fulfilling internships while attending Bunche.	Tier 1

5-3	IP4.2 Professional Learning Communities: Grounding in language of commitment, engage in collaborative inquiry to improve learning for Black students from Black, Brown and marginalized communities.	LP4.2 Professional Learning Communities: Build cultures of trust and commitment that enable adults to engage in evidence-based collaboration	OP4.2 Professional Learning Communities: Manage a comprehensive learning system that includes foundational PD, ongoing professional learning, collaboration time, and on-site coaching.	We have experienced numerous families that are unresponsive to our communication. We have low numbers of parent/student participation in school events.	Tier 1
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**CONDITIONS FOR ENGLISH LANGUAGE LEARNERS ([secondary instructions & resources](#))**

<b>School Priority:</b>	Ensure English Language Learners have access to devices that can help them communicate with the school community.				
<b>School Theory of Change:</b>	Some of our most vulnerable students need access to a quality education and jobs that could support them and their families access to a higher quality of life				
<b>Related Goals:</b>	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.				
<b>Students to be served by these actions:</b>	<i>English Language Learners</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Communicate effectively (or facilitate through translation) an open door policy with parents in order to create effective alliances for student success	Embolden staff to do this work and model effective ways of engagement of this work	- Ralph Bunche Student Tracker	We have experienced numerous families that are unresponsive to our communication. We have low numbers of parent/student participation in school events.	Tier 1
6-2	Professionally develop in the areas of ELD best practices in the areas of ELA, Math, Science, and History	Provide and facilitate collaboration time for professionals to collaborate and develop	- Collaboration Agendas - Teacher Coaching	Student attendance is low and we have had an increase of drop outs this year as compared to years past.	Tier 1

6-3	Create, build, and facilitate student activities with development and growth at the center of all activities.	Provide and facilitate collaboration time for development in this area	<ul style="list-style-type: none"> <li>- Harambee/Advisory calendar</li> <li>- School-wide events centered on themes that support cultural diversity, inclusion</li> </ul>	Student attendance is low and we have had an increase of drop outs this year as compared to years past.	Tier 1
6-4	Utilize an Anti-Racist mentality in regards to relationships, grading, and access to opportunities.	Embolden staff to do this work and model effective ways of engagement of this work	<ul style="list-style-type: none"> <li>- Representation of diverse perspectives and backgrounds in areas of leadership and policy creation</li> </ul>	We have experienced numerous families that are unresponsive to our communication. We have low numbers of parent/student participation in school events.	Tier 1



PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 309

School: Ralph J. Bunche Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
10-Month Teacher on Special Assignment (TSA)	\$117,764	One-Time COVID Funding	1119	Certificated Teachers on Special Assignment Salaries	8807	10-Month Classroom TSA	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Delve into school data with an analytical and problem solving mindset	309-1
Case Manager	\$85,262	One-Time COVID Funding	2405	Clerical Salaries	8805	Case Manager 20	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Show up to work prepared everyday in order to set a consistency and expectation in students' lives	309-2
Clerical Overtime	\$10,000	Measure N	2425	Clerical Salaries Overtime		n/a		Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Provide access to academically challenging curriculum	309-3
Conference	\$370	Title I: Parent Participation	5220	Conference Expense		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	IP2.2 MTSS: Share learning targets and set goals with Black students; analyze formative assessments and other data to differentiate instruction for Black student needs.	309-4
Consultant	\$13,875	Title I: Basic	5825	Consultants		n/a		Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	If we increase overall community with caring adults invested in students we can model and build multiple avenues of information sharing and support for students of various needs and abilities.	309-5
After School Program Contract	\$91,329	21st Century Schools (Title IV, Part B)	5825	Consultants		n/a		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Staff Participation in Foundational Professional Learning	Build safe, equitable, and effective classroom environments	309-6
Copier Maintenance	\$1,100	General Purpose Discretionary	5610	Equip Maintenance Agreement		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Some of our most vulnerable students need access to a quality education and jobs that could support them and their families access to a higher quality of life	309-7
Counselor	\$98,400	California Partnership Academy	1205	Certificated Pupil Support Salaries	6295	Counselor	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Staff Satisfaction with Professional Development	Professionally develop in the areas of ELD best practices in the areas of ELA, Math, Science, and History	309-8

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 309

School: Ralph J. Bunche Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
Counselor	\$19,680	Measure N	1205	Certificated Pupil Support Salaries	6295	Counselor	0.20	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Staff Satisfaction with Professional Development	Provide access to academically challenging curriculum	309-9
Counselor	\$9,840	Comprehensive Support & Improvement (CSI) Grant	1205	Certificated Pupil Support Salaries	6295	Counselor	0.10	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	On Track to Graduate: 11th Grade	Create, build, and facilitate student activities with development and growth at the center of all activities.	309-10
Memberships	\$1,200	LCFF Supplemental	5300	Dues & Memberships		n/a		Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	Continually contact students and families at the first sign of disengagement	309-11
Pathway Coach	\$27,884	Measure N	2305	Classified Supervisors' and Administrators' Salaries	2803	Coach College/Career Pathways	0.33	Goal 1: All students graduate college, career, and community ready.	i-Ready Math at or above Mid-Grade	Professionally develop in the areas of ELD best practices in the areas of ELA, Math, Science, and History	309-12
Pathway Teacher	\$31,888	Measure N	1105	Certificated Teachers' Salaries	3319	Teacher, Structured English Immersion	0.40	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Build relationships with local non-profits that are of high interest to benefit student development	309-13
Restorative Justice Facilitator	\$115,091	One-Time COVID Funding	2205	Classified Support Salaries	8808	Restorative Justice Facilitator	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Career Technical Education and Work-Based Learning	309-14
Student Internship Stipends	\$12,397	Measure N	5825	Consultants		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Career Technical Education and Work-Based Learning	309-15
Substitute Teacher Incentive Plan (STIP) Teacher	\$77,715	One-Time COVID Funding	1105	Certificated Teachers' Salaries	8806	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Create, build, and facilitate student activities with development and growth at the center of all activities.	309-16

**PROPOSED 2022-23 SCHOOL SITE BUDGET**

**Site Number:** 309

**School:** Ralph J. Bunche Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Supplies	\$13,500	General Purpose Discretionary	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Continually contact students and families at the first sign of disengagement	309-17
Unallocated	\$93,470	LCFF Supplemental	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Build relationships with local non-profits that are of high interest to benefit student development	309-18
Unallocated	\$925	Title IV: Student Support & Academic Enrichment	4399	Unallocated		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Professionally develop in the areas of ELA, Math, Science, and History	309-19



## **Title I, Part A School Parent and Family Engagement Policy**

***All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.***

**Ralph J. Bunche Academy agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:**

### **OUSD Family Engagement Standard 1: Parent/Caregiver Education Program**

*Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.*

1. *Inform parents of their schools participation in the Title I Program.*
  2. *Explain the requirements of the Title 1 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.*
- *The parents' right to participate in the development of the District's Title 1 Plan. The school will jointly and regularly develop with parents a School Parent Involvement Policy in a language and format the parents and community can understand.*
  - *The school will jointly develop with parents the school's Home-School Compact as a component of its School Parent Involvement Policy.*
  - *Accessibility: parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, and must include parents with limited English proficiency, parents with disabilities, and parents of migratory students*

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

Ralph J. Bunche Academy helps parents gain understanding in mandatory parent orientations, individual student academic interventions, parent conferences for discipline, for truancy, for graduation requirements and general parent workshops throughout the school year.

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

Ralph J. Bunche Academy educates staff during periodic presentations and trainings by SSC members and parent coordinators as an ongoing part of professional development.

### **OUSD Family Engagement Standard 2: Communication with Parents and Caregivers**

*Families and school staff engage in regular, two-way, meaningful communication about student learning.*

The school communicates to families about the School Parent and Family Engagement Policy by:  
Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.

The school communicates to families about the school's Title I, Part A programs by:  
Ralph J. Bunche will send out meeting notifications regarding monthly SSC meetings to keep families informed of Ralph J. Bunche Academy's Title 1 program.

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:  
Ralph J. Bunche helps parents gain understanding in mandatory parent orientations, individual student academic interventions, parent conferences for discipline, for truancy, for graduation requirements and general parent workshops throughout the school year.

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

Ralph J. Bunche distributes materials to help parents gain understanding in mandatory parent orientations, back to school nights, report card pickup nights, individual student academic interventions, newsletters, parent conferences for:

Discipline  
Attendance  
Truancy  
Graduation requirements  
General parent workshops throughout the school year.

### **OUSD Family Engagement Standard 3: Parent Volunteering Program**

*Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.*

The school provides opportunities for families to volunteer in classrooms and other school activities by:  
Parents/family members are invited to participate and be part of our monthly SSC meetings. We have an open door policy where parents/family members can visit the classroom at any time.

### **OUSD Family Engagement Standard 4: Learning at Home**

*Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.*

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

*New student enrollment includes providing materials and training on improving academic achievement. The trainings continue through the Supplemental Educational Services presentations, parent conferences and Parent Workshops*

### **OUSD Family Engagement Standard 5: Shared Power and Decision Making**



*Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.*

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

Ralph J. Bunche Academy educates staff during periodic presentations and trainings by SSC members and parent coordinators as an ongoing part of professional development.

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

Ralph J. Bunche encourages parent participation by phone and invitations to parent meetings, i.e., Back to School Night, Open House, Multi-Cultural festivities, Harambee and Students Awards Ceremony. We also incorporate outreach to parents for our regular school program and after school program. We have monthly SSC and Annual Title 1 meetings to get input from families on school outcomes and reforms. The administration and the support staff (agencies) will make home visits as needed.

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

Ralph J. Bunche coordinates and integrates parental involvement activities throughout both our regular program and our after school program to encourage and support parents to increase participation in the education of their children.

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

Offer a flexible number of meetings for parents. Ralph J. Bunche offers parent involvement in new student orientations, Annual Title One Meetings, monthly SSC meetings, back to school nights, report card pickup nights, Parent Newsletters, periodic mailings, parents' notices sent by students, and School Messenger for school wide announcements.

The school provides support for parent and family engagement activities requested by parents by:

Handing out a survey to they can indicate what activities they would like to see at the site. We have a coffee and tea social the first Friday of every month

#### **OUSD Family Engagement Standard 6: Community Collaboration and Resources**

*Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.*

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

Ralph J. Bunche Academy coordinates and integrates parental involvement activities throughout both our regular program and our after school program to encourage and support parents to increase participation in the education of their children

#### **Adoption**

This policy was adopted by the Ralph J. Bunche Academy on 8/26/2021 and will be in effect for the period of August 10, 2021 through May 30, 2022.

**The school will distribute this policy to all parents on or before September 30, 2021.**

**Principal: Dwayne Bartholomew**

**Signature:**



**Date:**

August 30<sup>th</sup> 2021



## School-Parent Compact

### Ralph J. Bunche Academy

## 2021-2022

*This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.*

***This School-Parent Compact is in effect for the 2021-2022 school year.***

#### **School Responsibilities**

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**

Bunche Teachers expand awareness of curriculum and instructional practices to support understanding and engage students in learning. Teachers also provide a respectful and rigorous learning environment that supports and challenges students to achieve.

- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

Students' progress reports are generated every 6 weeks. Parents are invited and encouraged to contact their students' teacher or counselor for information regarding academic progress.

- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's 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 and Oakland Unified School District's academic assessments. Including alternate assessments.
- 4) Academic proficiency levels students are expected to achieve (SRI)



**4) Provide parents reasonable access to staff.**

Parents are welcome and encouraged to email or text message teachers at any time. Teachers return parents' calls when classes are not in session. Parents may also visit their students' classrooms at any time.

**5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**

We encourage parent participation by phone, email and to attend school meetings, i.e. Back to School Night, Multi-Cultural festivities, Harambee, Student Awards Ceremony. We also incorporate outreach to parents for our regular school program and after school program. We have monthly SSC and Annual Title I meetings to ask families for input on school matters, outcomes and reforms. The administration and the support staff also make home visits as needed.

**6) Provide parents with materials and training to help them improve the academic achievement of their children.**

New student orientation and returning student registration includes providing materials and training on improving academic achievement. A student success manual is part of all students' registration process. We provide various training through supplemental educational services presentations and parent conferences.

**7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**

Bunche's staff receives periodic presentations and training by SSC members and parent coordinators as an ongoing part of professional development.

**8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**

Phone calls, email messages and text messages via Parent Square are sent home in the parents' home language.

**Teacher Responsibilities**

I agree to support my students' learning in the following ways:

- Communicate clear expectations for academic performance to both students and parents.
- Strive to address the individual needs of the student
- Provide a safe, positive and healthy learning environment

## Parent Responsibilities

As a parent, I will support my child's learning in the following ways:

- Volunteer in my child's classroom if possible. Communicate with teachers to decide on best time to volunteer.
- Participate in decisions related to the education of my child. *Communicate with teachers what is the best learning style of my student.*
- Promote positive use of my child's extracurricular time. Will limit time playing video games and will set a specific place for homework/study.
- Be involved in and progress in the general education curriculum
- Be available to speak to teachers about my child's educational and school attendance progress.

## Student Responsibilities

*[This section is optional; schools may identify additional responsibilities for students. Rename as "School-Parent-Student Compact" if appropriate.]*

- Participate in class discussions.
- Do my homework every day.
- Ask for help when I need it.
- Respect my school, classmates, staff, community members, and family at all times.

This Compact was jointly developed and adopted by Ralph J. Bunche Academy on August 26, 2021 and will be in effect for the period of August 10, 2021 to May 30, 2022.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before August 31, 2021

Principal: Dwayne Bartholomew

Signature: \_\_\_\_\_



Date: \_\_\_\_\_

*August 30<sup>th</sup> 2021*



Strategic Resource Planning (SRP)

**Ralph J. Bunche Academy School**  
**School Site Council Membership Roster**  
**2021-2022**

**SSC - Officers**

Chairperson:	Aaron Sudduth
Vice Chairperson:	Adreana Gonzalez
Secretary:	Evelyn Delgado

**SSC - Members**

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (Required)	Term (1st or 2nd year term)
Dwayne Bartholomew	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Evelyn Delgado	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1st</b>
Aaron Suddoth	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1st</b>
Adreana Gonzalez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1st</b>
Stacey ONeil	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>1st</b>
Patty Jeurgens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>1st</b>
Amelianna [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1st</b>
Claudia Barquero	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>1st</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Small SSC Approved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
21-22 Enrollment - 80 Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>SSC Meeting Schedule:</b> (Day/Month/Time)	Last Thursday of every month	3 Th
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**SSC Legal Requirements (EC Sections 65000-65001):**

- Members MUST be selected/elected by peer groups.
- There MUST be an equal number of school staff and parent/community/student members.
- Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC;
- Secondary SSC's must have student member(s);** and
- Parents/community members cannot be OUSD employees at the site.

