

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Office of the Superintendent**

June 27, 2018

Legislative File ID No: 18-1271  
Introduction Date: 6/27/18  
Enactment No.: 18-1082  
Enactment Date: 6/27/18  
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**To:** Board of Education

**From:** Kyla Johnson-Trammell, Superintendent  
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement  
Marcus Battle, Chief Business Officer  
Marla Williams, Officer, State & Federal Compliance

**Re:** 2018 – 2019 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Ralph J. Bunche High School.

**Background:**

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

**Discussion:**

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

**Fiscal Impact:**

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

- Title I Schoolwide Plan
- 21<sup>st</sup> Century Learning
- After School Education and Safety (ASES)

**Recommendation:**

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Ralph J. Bunche High School.



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

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## **2018-2019 Single Plan for Student Achievement (SPSA)**

**School:** Ralph J. Bunche High School  
**CDS Code:** 1612590118653  
**Principal:** Betsye Steele  
**Date of this revision:** 4/20/2018

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

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

<b>Contact:</b> Betsye Steele	<b>Position:</b> Principal
<b>Address:</b> 1240 18th Street Oakland, CA 94607	<b>Telephone:</b> 510-874-3300 <b>Email:</b> <a href="mailto:betsye.steele@ousd.org">betsye.steele@ousd.org</a>

*The District Governing Board approved this revision of the SPSA on: 6/27/2018*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Aimee Eng, Board President**

School Site: Ralph J. Bunche High School

Site Number: 309

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

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

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

Date(s) plan was approved: May 8, 2018

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

- Flyers in students' home languages       Announcement at a public meeting       Other (notices, media announcements, etc.)

Signatures:

<u>Betsy L. Steele</u> Betsy Steele, School Principal	<u>Betsy L. Steele</u> Signature	<u>5-8-2018</u> Date
<u>Ester L. Richards Dixon</u> Print name of SSC Chairperson	<u>Ester L. Richards Dixon</u> Signature	<u>5-8-2018</u> Date
<u>Preston Thomas, Network Superintendent</u>	<u>Preston Thomas</u> Signature	<u>5/22/18</u> Date
<u>Marla Williams</u> Marla Williams, Officer, State and Federal Programs	<u>Marla Williams</u> Signature	<u>5-31-18</u> Date

## 2018-19 SPSA ENGAGEMENT TIMELINE

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

**Site Number:** 309

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

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.

## 2018-2019 Final Budget

### Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... <b>General Purpose Discretionary #0000</b>	\$35,200.00	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$140,800.00	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$0.00	TBD
After School Education and Safety Program ... <b>ASES #6010</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$176,000.00</b>	<b>\$0.00</b>

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$21,331.00	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$525.00	TBD
21st Century Community Learning Centers ... <b>Title IV Resource #4124</b>	\$214,731.00	TBD
<b>TOTAL:</b>	<b>\$236,587.00</b>	<b>\$0.00</b>

## 2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

### 1A: ABOUT THE SCHOOL

**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 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.

#### Family & Student Engagement

Students and families are informed as to how they can participate in school governance in one or several of the following processes: 1) RJB Academy Student and Family Orientations, a half-day event, that occurs each trimester, where the Principal and Vice Principal meet with each family and student individual for ten to thirty minutes to provide more personalized attention. 2) RJB Monday Advisory Meetings, half hour meetings, that occur daily, where students receive more personalized support from their advisors in small groups and one-one. 3) RJB Harambee, a half hour meeting that occurs every Wednesday morning, where the RJB Academy students, staff, families, the community, district and industry partners have a morning come together to have a breakfast prepared by the school's culinary program, share information, and celebrate student, staff, and community accomplishments.

### SCHOOL DATA SLIDES

[Bunche Data Slides](#)

### 1B: 18-19 NEEDS ASSESSMENT

State Dashboard Indicators	Strengths	Challenges/Barriers	Possible High-Leverage Actions to Address Barriers
<b>Graduation Rate</b>	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.	Leverage our advisory system and also develop a case management/academic mentoring system to monitor and support student progress, especially transitioning our seniors toward graduation.
<b>On Track to Graduate (11th Grade)</b>	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	Strengthening advisory system to use that as a tool even more so to support students being on track
<b>A-G Completion</b>	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	Identifying opportunities to realign current resources to create more A-G access

<b>SBAC ELA</b>	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.	Increasing teacher capacity to implement high-quality instruction that is engaging and accelerates student academic growth. Developing a system for additional academic tutoring.
<b>SBAC Math</b>	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.	Increasing teacher capacity to implement high-quality instruction that is engaging and accelerates student academic growth. Developing a system for additional academic tutoring.
<b>AP Pass Rate/Dual Enrollment Pass Rate</b>	High passage and enrollment rate, 96% of students who took a dual-enrollment class passed; high attendance, and high interest from students	Students need additional academic and tutorial support to be successful in classes	Implement academic mentoring system for additional academic support
<b>Pathway Participation/CTE Enrollment*</b>	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	Integrate pathway theme into core content areas and increase amount of students earning industry certification
<b>English Learner Progress</b>	Integrated into pathway and dual-enrollment classes; small class sizes	Long term English Language Learners are overall reading at a lower reading level	Identify 2-3 ELL strategies that can be integrated into core classes by all teachers
<b>Suspension Rate</b>	Staff trained in restorative practices, low to no suspension rates; one-on-one support for students	Systemizing best practices to support culture and climate	Design professional development that aligns with systems development.

### 1C: STUDENT PERFORMANCE GOALS & TARGETS

	<b>June 2021 Goal</b>	<b>Related LCAP Goal</b>	<b>Target Student Group</b>	<b>2016-17 Baseline</b>	<b>2017-18 Target</b>	<b>2018-19 Target</b>	<b>Related WASC Goal</b>
<b>Graduation Rate</b>	Increase graduation rate by at least 5% each year and have a 50% graduation rate or higher by June 2021.	Goal 1: Graduates are college and career ready	All Students	TBD	TBD	TBD	Increase student attendance to 90% by 2020
<b>On Track to Graduate (11th Grade)</b>	Decrease the percentage of No Mark/No Credit each trimester by 5% each year and have an average No Mark/No Credit percentage of 20% or below by June 2021.	Goal 1: Graduates are college and career ready	All Students	Actual: Mark2: 29.7% Mark4: 30.3% Mark6: 43.0% Avg: 34.3%	target: Mark2: 24.7% Mark4: 25.3% Mark6: 38.0% Avg: 29.3%	target: Mark2: 19.7% Mark4: 20.3% Mark6: 33.0% Avg: 24.3%	Increase student attendance to 90% by 2020
<b>A-G Completion</b>	NA	NA	NA	NA	NA	NA	NA
<b>SBAC ELA</b>	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.	Goal 3: Students are reading at or above grade level	All Students	Midyear Actual: 19.3% of students close to, at, or above grade level	Midyear Target: 24.3% of students close to, at, or above grade level	Midyear Target: 29.3% of students close to, at, or above grade level	Increase by 5% students who are demonstrating growth on SRI
<b>SBAC Math</b>	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.	Goal 2: Students are proficient in state academic standards	All Students	Actual 56.6% for Mark4	target 61.6% for Mark4	Target 66.4% for Mark 4	Increase student attendance to 90% by 2020

<b>AP Pass Rate</b>	Establish a baseline AP passage rate with the introduction of the first AP class and increase the percentage of students passing the AP Exam by 5% each year.	Goal 1: Graduates are college and career ready	All Students	TBD	TBD	TBD	Increase by 5% students who are demonstrating growth on SRI
<b>Dual Enrollment Pass Rate</b>	Maintain a dual enrollment passage rate of 96% or more.	Goal 1: Graduates are college and career ready	All Students	Actual: 57.7%	Actual: 96%	Target: 96% or more	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
<b>Pathway Participation/ CTE Enrollment*</b>	Have 90% or more of students participating in pathway by June 2021. Increase the amount of students earning CTE industry-related certification by 10%	Goal 1: Graduates are college and career ready	All Students	Pathway Participation Actual: 62.0%	Pathway Participation Target: 67.0% Actual: 96.4%	Pathway Participation Target: 72.0% Actual: TBD	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
<b>English Learner Progress</b>	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.	Goal 4: English learners are reaching English fluency	All Students	16.7%	21.7%	26.7%	Increase by 5% students who are demonstrating growth on SRI
<b>Suspension Rate</b>	Maintain low number of students suspended per year, that is: 0 - 5 students per school year.	Goal 5: Students are engaged in school everyday	All Students	Actual: 0 students suspended	Target: 0 - 5 students suspended	Target: 0 - 5 students suspended	Increase student SEL competencies



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

**School ID:** 309

**2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING**

**Instructions:**

Please complete this self-assessment for your school.

[Click here for the full Measure N rubric.](#)

**KEY:**

1: *Not at all*      3: *Mostly*  
2: *Somewhat*      4: *Completely*

1. SCHOOL LEADERSHIP AND VISION	Current Score	Justification	Areas of Growth
<p><b>School Leadership:</b> To what extent do school/ site leaders consistently demonstrate &amp; communicate a commitment to the school vision and mission with pathways as the central strategy for school improvement?</p>	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.
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.
<p><b>Leadership Identity:</b> To what extent do school leaders act as change leaders with pathways as the core driver?</p>	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.
<b>School Leadership &amp; Vision Goal for 2018-19:</b>	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
<p><b>Staffing Structure Aligned to Purpose:</b> 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?</p>	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.
<p><b>Alignment and Coherence of Leadership Bodies</b> To what extent do all leadership teams (culture &amp; 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?</p>	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.
<p><b>Decision-Making Structure:</b> 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?</p>	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. Moreover,

<p><b>Master Schedule, Budget, Facilities &amp; Resource Allocation:</b> 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)?</p>	<p>4: Completely</p>	<p>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.</p>	<p>Continue to identify and define data-based goals and targets to help assess the effectiveness of program elements and personnel.</p>
<p><b>Equity Stance:</b> 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)?</p>	<p>4: Completely</p>	<p>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</p>	<p>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.</p>
<p><b>Systems &amp; Structures Goal for 2018-19:</b> 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.</p>			

## LANGUAGE & LITERACY

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

Summary of 17-18 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 identified a common writing rubric and have done a baseline analysis of student writing along with ongoing calibration and analysis of student work. Teachers have designed and led professional development on reading and writing strategies. The language of "writing with evidence" is very strong in the staff culture and there is a shared vision of a common writing and literacy approach. Students are writing and reading more in class as a result.

## IMPLEMENTATION GOALS

*Identify two 2018-19 implementation goals related to Language & Literacy.*

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Reading 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	TBD	TBD	TBD	Increase by 5% students who are demonstrating growth on SRI
Common Core	Increase teacher's capacity to design, access and implement common core aligned instruction	All Students	TBD	TBD	TBD	Increase by 5% students who are demonstrating growth on SRI

## THEORY OF ACTION

<b>Theory of Action</b>	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 tasks, which will lead to an increase in SRI growth					
<b>How are you supporting English Language Learners?</b>	Identify 1 to 2 ELL strategies teachers will incorporate into their core content areas					
<b>How are you building conditions for students and adult learning?</b>	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					
<b>Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?</b>	<b>Governance Team (SSC, Parent Team, Student Leadership)</b>	<b>Leadership Team (ITL)</b>	<b>Pathway Teams</b>		<b>Department Teams</b>	
	All	All	All		All	

STRATEGIC ACTIONS							
Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
<b>School Wide Writing Diagnostic</b> - Administer and score writing diagnostic using a site-based writing rubric to assess writing proficiency and growth and inform curriculum and instructional practices.	English Learners					Rigorous Academics	
<b>Academic Mentors:</b> 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.	African American Males	LCFF Supplemental	\$42,471.00	5825		Rigorous Academics	
<b>Honors and AP:</b> 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.	Low-Income Students	General Purpose Discretionary	\$5,000.00	4200		Rigorous Academics	
<b>Collaboration Time:</b> Teachers have extended planning time to create and integrate literacy and writing strategies into their core curriculum to increase quality of instruction.	English Learners	General Purpose Discretionary	\$6,191.85	1120		Rigorous Academics	
<b>Conferences:</b> Teachers will be able to attend conferences where they will learn best practices for literacy and writing to improve quality of instruction.	Low-Income Students	LCFF Supplemental	\$6,000.00	5220		Rigorous Academics	
<b>PD:</b> Implement schoolwide 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.	Foster Youth					Rigorous Academics	
<b>Peer Observations:</b> 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	Low-Performing Students					Rigorous Academics	
<b>Supplies:</b> Purchase supplies to support literacy and writing development	Low-Income Students	LCFF Supplemental	\$11,000.00	4310		Rigorous Academics	
<b>Meeting Refreshments</b>	Low-Performing Students	LCFF Supplemental	\$6,000.00	4311		Rigorous Academics	
<b>Computers:</b> Purchase computer equipment to support high-quality rigorous academics	Low-Income Students	LCFF Supplemental	\$5,000.00	4420		Rigorous Academics	

<b>Audio Vision Equipment</b>	Low-Income Students	LCFF Supplemental	\$5,000.00	4474		Rigorous Academics	
<b>Dues and Memberships</b>	Low-Performing Students	LCFF Supplemental	\$900.00	5300		Building the Conditions	
<b>Graduation Rentals</b>	Low-Income Students	LCFF Supplemental	\$4,200.00	5600		Building the Conditions	
<b>Equipment Maintenance - Copiers</b>	Low-Income Students	LCFF Supplemental	\$3,000.00	5610		Building the Conditions	
<b>Interprogram Postage</b>	Low-Income Students	LCFF Supplemental	\$250.00	5724		Building the Conditions	
<b>Interprogram IT Computer Service</b>	Low-Income Students	LCFF Supplemental	\$10,028.00	5737		Building the Conditions	
<b>Non-Contract Services</b>	Low-Income Students	LCFF Supplemental	\$2,800.00	5826		Building the Conditions	
<b>Assemblies</b>	Low-Income Students	LCFF Supplemental	\$1,000.00	5826		Building the Conditions	
<b>Admission Fees</b>	Low-Income Students	LCFF Supplemental	\$1,000.00	5829		Building the Conditions	
<b>Postage</b>	Low-Income Students	LCFF Supplemental	\$1,000.00	5910		Building the Conditions	

## RIGOROUS ACADEMICS and CAREER TECHNICAL EDUCATION

### RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT

<b>PROGRAM OF STUDY AND MASTER SCHEDULING</b>	<b>15-16 Score</b>	<b>16-17 Score</b>	<b>17-18 Current Score</b>	<b>Explanation (What evidence supports your claim for your pathway?)</b>
Pathway Theme	3	4	4	Clear and Coherent theme
Integrated Core	3	3	3	Initial integration of pathway theme into the core content classes
Cohort Scheduling	3	4	4	All students are in a pathway
<b>BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS</b>	<b>15-16 Score</b>	<b>16-17 Score</b>	<b>17-18 Current Score</b>	<b>Explanation (What evidence supports your claim for your pathway?)</b>
Rigorous, Relevant and Integrated Learning	2	2+	3	Increase of common core aligned instruction and rigor and relevant curriculum
Collaborative Learning	2	2+	3	Students engaged in group and pair work and collaborative projects (e.g. CTE Culinary Class).
<b>BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS</b>	<b>15-16 Score</b>	<b>16-17 Score</b>	<b>17-18 Current Score</b>	<b>Explanation (What evidence supports your claim for your pathway?)</b>
Sharing Best Practice	2+	3	3	Teachers are sharing best practice on a regular basis and analyzing impact
Collaboration Time	4	4	4	Teachers have a common prep time where they are able to collaborate with each other
Professional Learning	3	3	3+	Teachers are designing and facilitating professional development

### SUMMARY OF 17-18 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?*

<b>Summary of 17-18 Strategic Actions</b>	<b>Fully Implemented?</b>	<b>Evidence of Effectiveness?</b>	<b>Evidence of Impact and Analysis</b>
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 identified a common writing rubric and have done a baseline analysis of student writing along with ongoing calibration and analysis of student work. Teachers have designed and led professional development on reading and writing strategies. The language of "writing with evidence" is very strong in the staff culture and there is a shared vision of a common writing and literacy approach. Students are writing and reading more in class as a result.

## IMPLEMENTATION GOALS

*Identify three 2018-19 implementation goals related to Rigorous Academics.*

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
<b>Standards Based Instruction/ Project-Based Learning</b>	Increase the amount of students who are experiencing a pathway themed-experience in their core content classes	All Students				Increase student attendance to 90% by 2020
<b>CTE</b>	Increase the amount of students who are participating in a Culinary internship through the revision of the CTE sequence to the following: Beginning Culinary, Culinary I: Intro to Production Kitchen; Culinary II: Advanced Production Kitchen	All 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
<b>Graduate Capstone/Culminating Experience</b>	Integrate in a pathway component into the current senior portfolio	All 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
<b>Course Passage Rates</b>	Decrease the amount of No Marks each trimester by 5%	All Students				Increase student attendance to 90% by 2020

## THEORY OF ACTION

<b>Theory of Action</b>	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					
<b>How are you supporting English Language Learners?</b>	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					
<b>How are you building conditions for students and adult learning?</b>	Identifying common collaboration time where teachers are integrating the pathway theme and authentic real-world learning tasks into their core content areas					
<b>Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?</b>	<b>Governance Team (SSC, Parent Team, Student Leadership)</b>	<b>Leadership Team (ITL)</b>	<b>Pathway Teams</b>	<b>Department Teams</b>		
	All	All	All	All		

## STRATEGIC ACTIONS

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
<b>Teacher Externships:</b> Teachers shadow an industry professional to collect authentic tasks students will need to engage in in order to be successful in the industry	Low-Performing Students					Career Technical Education	
<b>Extended Collaboration Time:</b> Teachers integrate the industry authentic tasks and them into their core instruction	Low-Performing Students	Measure N	\$3,962.78	1120		Rigorous Academics	
<b>Supplies:</b> Purchase supplies for rigorous academics	Low-Income Students	General Purpose Discretionary	\$21,531.41	4310		Rigorous Academics	
<b>CTE Teacher:</b> Hire a .6 FTE CTE teacher to ensure all students have access to an HTR CTE course	Low-Income Students	Measure N	\$53,503.74	1105	K12TCH2366	Career Technical Education	
<b>CTE Supplies:</b> Purchase supplies for the HTR Culinary pathway and the CTE courses	Low-Performing Students	Measure N	\$5,000.00	4310		Career Technical Education	
<b>Pathway Coach:</b> Hire a pathway coach to support with pathway development	Low-Income Students	Measure N	\$23,000.00	5708		Building the Conditions	
<b>Marketing:</b> Hire a marketing firm to promote Bunche's Hospitality, Tourism & Recreation pathway, which includes developing promotional materials, connecting to media outlets, leading PDs to train staff in how they outreach and promote their pathway	Low-Income Students	Measure N	\$10,000.00	5825		Building the Conditions	
<b>HTR Front Room:</b> Purchase furniture to build out the "Front Room" of the school to welcome students as they enter the school and align with HTR standards	Low-Income Students	LCFF Supplemental	\$10,000.00	4432		Career Technical Education	
<b>Expanded Learning:</b> Provide an expanded learning program to support students with academic acceleration	Low-Performing Students	21st Century	\$89,671.56	5825		Rigorous Academics	
<b>Academic Tutor:</b> 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.	Low-Income Students	Title I: Basic	\$21,052.29	2928		Rigorous Academics	



## WORK-BASED LEARNING

### WORK-BASED LEARNING MEASURE N SITE ASSESSMENT

WORK-BASED LEARNING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences	2+	3	4	Over 50 students earned ServSafe certifications; CTE course sequence for Culinary established (i.e. Culinary 1 and 2); Bunche Catering Student Enterprise
Pathway Outcomes	2	3	3+	Over 50 students earned ServSafe certifications; CTE course sequence for Culinary established (i.e. Culinary 1 and 2); Bunche Catering Student Enterprise
Pathway Evaluation	2	2.5	3	Work-Based Learning tracker instituted to track students served. Need to deepen industry partnerships so they are more connected to school site programming.

### SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

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

Summary of 17-18 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; CTE course sequence for Culinary established (i.e. Culinary 1 and 2); Bunche Catering Student Enterprise

### IMPLEMENTATION GOALS

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

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
<b>Career Awareness</b>	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			Increase students participating in Career Awareness activities by 10%. Activities include: workplace tours, guest speakers, career fairs, etc.	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
<b>Career Exploration</b>	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			Increase students participating in Career Exploration activities by 10%. Activities include: informational interviews, job shadow, virtual exchange with a partner, etc.	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
<b>Career Preparation</b>	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			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.	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

<b>Career Training</b>	Student demonstrates knowledge and skills specific to employment in a range of occupations in the Hospitality, Tourism, and Recreation industry by increasing the number of students earning ServSafe Certification by 10% each year and establishing a cohort of 30 students preparing and earning Customer Service Institute of America certification for the 2018-19 school year and increasing those earning a Customer Service certification by 10% each year.	All Students			Increase the number of students preparing and earning ServSafe Certification by 10% each year. Establish a cohort of 30 students preparing and earning Customer Service Institute of America certification for the 2018-19 school year and increase this number by 10% each year.	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
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### THEORY OF ACTION

<b>Theory of Action</b>	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.					
<b>How are you supporting English Language Learners?</b>	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.					
<b>How are you building conditions for students and adult learning?</b>	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.					
<b>Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?</b>	<b>Governance Team (SSC, Parent Team, Student Leadership)</b>	<b>Leadership Team (ITL)</b>	<b>Pathway Teams</b>	<b>Department Teams</b>		
	All	All	All	All		

**STRATEGIC ACTIONS**

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
<b>Work-Based Learning Liaison</b> (.15 FTE): Hire a WBL Liaison 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.	Low-Performing Students	Measure N	\$9,841.34	2205		Work-Based Learning	A1.1 Pathway Programs
<b>Work-Based Learning Liaison</b> (.85 FTE): Hire a WBL Liaison 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.	Low-Performing Students	Grant	\$70,000.00			Work-Based Learning	A1.1 Pathway Programs
<b>Food for Culinary Program:</b> Purchase food for the culinary program (needs to be purchased individually by a staff member since cannot purchase most food through a vendor)	Low-Income Students	Measure N	\$30,071.72	4311		Work-Based Learning	A1.1 Pathway Programs
<b>Student Internship Stipends:</b> Issue student stipends as part of students work-based learning Wednesday internships through a partnership with the Faith Network	Low-Income Students	Measure N	\$20,000.00	5825		Work-Based Learning	A1.1 Pathway Programs
<b>Assistant Instructional Chef:</b> 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.	Low-Income Students	Measure N	\$25,000.00	5825		Work-Based Learning	A1.1 Pathway Programs

## COMPREHENSIVE STUDENT SUPPORTS

### COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT

COMPREHENSIVE STUDENT SUPPORT	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	3	4	4	A variety of supports are available and utilized by students including, but not limited to: therapy, family engagement, African-American Male Achievement and Restorative Justice supports.
College & Career Plan	3	4	4	All graduates complete a portfolio; 97% of students in dual enrollment passed in semester 1.

### SUMMARY OF 17-18 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?*

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
<b>Advisory:</b> 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 Work-Based Learning.*

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Conditions for Student Learning (School Climate and Culture)	Increase student attendance by 5%.	All Students			Increase attendance by 5%	Increase student attendance to 90% by 2020
College Access	Increase dual enrollment by 10%.	All Students			Increase dual enrollment by 10% each year.	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			All SPED and ELL students are provided access and support to engage in Work-Based Learning and HTR Pathway opportunities.	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

<b>Theory of Action</b>	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.
<b>How are you supporting English Language Learners?</b>	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.

<b>How are you building conditions for students and adult learning?</b>	Identifying common collaboration time where teachers are integrating the pathway theme and authentic real-world learning tasks into their core content areas.			
<b>Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?</b>	<b>Governance Team (SSC, Parent Team, Student Leadership)</b>	<b>Leadership Team (ITL)</b>	<b>Pathway Teams</b>	<b>Department Teams</b>
	All	All	All	All

**STRATEGIC ACTIONS**

<b>Strategic Actions</b>	<b>Target Student Group for This Action</b>	<b>If this requires funding, what is the funding source?</b>	<b>Cost</b>	<b>Object Code</b>	<b>UPC</b>	<b>Which Linked Learning pillar does this support?</b>	<b>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 to increase student, parent, and family engagement.</b>
<b>Daily Advisory:</b> 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.	Latino Students					Comprehensive Student Supports	
<b>Restorative Justice PD:</b> Train all staff members on Restorative Justice practices to integrate into all areas of the school	African American Males					Comprehensive Student Supports	
<b>PD:</b> School Wide PD on socio-emotional learning and family engagement strategies and how to integrate these practices into everyday practice and core content areas	Foster Youth					Comprehensive Student Supports	
<b>SSO:</b> Hire an additional .5 FTE SSO to ensure a safe climate and culture	Low-Income Students	LCFF Supplemental	\$31,151.00	5741		Comprehensive Student Supports	
<b>Conference Expenses for Parents:</b> 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	Low-Income Students	Title I: Parent Participation	\$524.61	5220		Comprehensive Student Supports	
<b>Classified Support Salaries</b>	Low-Performing Students	General Purpose Discretionary	\$1,238.37	2220		Comprehensive Student Supports	
<b>Clerical Salaries</b>	Low-Performing Students	General Purpose Discretionary	\$1,238.37	2420		Comprehensive Student Supports	
Supplies	Low-Income Students	Title I: Basic	\$278.37	4310		Comprehensive Student Supports	

**2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT: PROPOSED STRATEGIC ACTIONS & BUDGET**

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

**School ID:** 309

Strategic Action	Target Student Group	Funding Source	Cost	Object Code	UPC	Associated Linked Learning Pillar	Associated LCAP Action Area	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.	English Learners					Rigorous Academics		309-1
PD: Implement schoolwide 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.	Foster Youth					Rigorous Academics		309-2
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	Low-Performing Students					Rigorous Academics		309-3
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	Low-Performing Students					Career Technical Education		309-4
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.	Latino Students					Comprehensive Student Supports		309-5
Restorative Justice PD: Train all staff members on Restorative Justice practices to integrate into all areas of the school	African American Males					Comprehensive Student Supports		309-6
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	Foster Youth					Comprehensive Student Supports		309-7
Expanded Learning: Provide an expanded learning program to support students with academic acceleration	Low-Performing Students	21st Century	\$89,671.56	5825		Rigorous Academics		309-8
Collaboration Time: Teachers have extended planning time to create and integrate literacy and writing strategies into their core curriculum to increase quality of instruction.	English Learners	General Purpose Discretionary	\$6,191.85	1120		Rigorous Academics		309-9
Classified Support Salaries	Low-Performing Students	General Purpose Discretionary	\$1,238.37	2220		Comprehensive Student Supports		309-10

Clerical Salaries	Low-Performing Students	General Purpose Discretionary	\$1,238.37	2420		Comprehensive Student Supports		309-11
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.	Low-Income Students	General Purpose Discretionary	\$5,000.00	4200		Rigorous Academics		309-12
Supplies: Purchase supplies for rigorous academics	Low-Income Students	General Purpose Discretionary	\$21,531.41	4310		Rigorous Academics		309-13
Work-Based Learning Liaison (.85 FTE): Hire a WBL Liaison 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.	Low-Performing Students	Grant	\$70,000.00			Work-Based Learning	A1.1 Pathway Programs	309-14
Supplies: Purchase supplies to support literacy and writing development	Low-Income Students	LCFF Supplemental	\$11,000.00	4310		Rigorous Academics		309-15
Meeting Refreshments	Low-Performing Students	LCFF Supplemental	\$6,000.00	4311		Rigorous Academics		309-16
Computers: Purchase computer equipment to support high-quality rigorous academics	Low-Income Students	LCFF Supplemental	\$5,000.00	4420		Rigorous Academics		309-17
HTR Front Room: Purchase furniture to build out the "Front Room" of the school to welcome students as they enter the school and align with HTR standards	Low-Income Students	LCFF Supplemental	\$10,000.00	4432		Career Technical Education		309-18
Audio Vision Equipment	Low-Income Students	LCFF Supplemental	\$5,000.00	4474		Rigorous Academics		309-19
Conferences: Teachers will be able to attend conferences where they will learn best practices for literacy and writing to improve quality of instruction.	Low-Income Students	LCFF Supplemental	\$6,000.00	5220		Rigorous Academics		309-20
Dues and Memberships	Low-Performing Students	LCFF Supplemental	\$900.00	5300		Building the Conditions		309-21
Graduation Rentals	Low-Income Students	LCFF Supplemental	\$4,200.00	5600		Building the Conditions		309-22
Equipment Maintenance - Copiers	Low-Income Students	LCFF Supplemental	\$3,000.00	5610		Building the Conditions		309-23
Interprogram Postage	Low-Income Students	LCFF Supplemental	\$250.00	5724		Building the Conditions		309-24
Interprogram IT Computer Service	Low-Income Students	LCFF Supplemental	\$10,028.00	5737		Building the Conditions		309-25
SSO: Hire an additional .5 FTE SSO to ensure a safe climate and culture	Low-Income Students	LCFF Supplemental	\$31,151.00	5741		Comprehensive Student Supports		309-26

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.	African American Males	LCFF Supplemental	\$42,471.00	5825		Rigorous Academics		309-27
Assemblies	Low-Income Students	LCFF Supplemental	\$1,000.00	5826		Building the Conditions		309-28
Non-Contract Services	Low-Income Students	LCFF Supplemental	\$2,800.00	5826		Building the Conditions		309-29
Admission Fees	Low-Income Students	LCFF Supplemental	\$1,000.00	5829		Building the Conditions		309-30
Postage	Low-Income Students	LCFF Supplemental	\$1,000.00	5910		Building the Conditions		309-31
CTE Teacher: Hire a .6 FTE CTE teacher to ensure all students have access to an HTR CTE course	Low-Income Students	Measure N	\$53,503.74	1105	K12TCH2366	Career Technical Education		309-32
Extended Collaboration Time: Teachers integrate the industry authentic tasks and them into their core instruction	Low-Performing Students	Measure N	\$3,962.78	1120		Rigorous Academics		309-33
Work-Based Learning Liaison (.15 FTE): Hire a WBL Liaison 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.	Low-Performing Students	Measure N	\$9,841.34	2205		Work-Based Learning	A1.1 Pathway Programs	309-34
CTE Supplies: Purchase supplies for the HTR Culinary pathway and the CTE courses	Low-Performing Students	Measure N	\$5,000.00	4310		Career Technical Education		309-35
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)	Low-Income Students	Measure N	\$30,071.72	4311		Work-Based Learning	A1.1 Pathway Programs	309-36
Pathway Coach: Hire a pathway coach to support with pathway development	Low-Income Students	Measure N	\$23,000.00	5708		Building the Conditions		309-37
Marketing: Hire a marketing firm to promote Bunche's Hospitality, Tourism & Recreation pathway, which includes developing promotional materials, connecting to media outlets, leading PDs to train staff in how they outreach and promote their pathway	Low-Income Students	Measure N	\$10,000.00	5825		Building the Conditions		309-38
Student Internship Stipends: Issue student stipends as part of students work-based learning Wednesday internships through a partnership with the Faith Network	Low-Income Students	Measure N	\$20,000.00	5825		Work-Based Learning	A1.1 Pathway Programs	309-39



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.	Low-Income Students	Measure N	\$25,000.00	5825		Work-Based Learning	A1.1 Pathway Programs	309-40
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.	Low-Income Students	Title I: Basic	\$21,052.29	2928		Rigorous Academics		309-41
Supplies	Low-Income Students	Title I: Basic	\$278.37	4310		Comprehensive Student Supports		309-42
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	Low-Income Students	Title I: Parent Participation	\$524.61	5220		Comprehensive Student Supports		309-43



## **Title I School Parental Involvement Policy 2017-18**

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

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

### **Involvement of Parents in the Title I Program**

Ralph J. Bunche Academy agrees to implement the following statutory requirements:

(Name of school)

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

Meetings to align programming with budgeting  
Meetings to review data  
Parent Engagement meetings

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

Bunche has a variety of parent meetings such as : Parent engagement meetings, parents workshops, family night meeting, family resources meetings, and SSC.

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

SSC Establishing Meeting  
Monthly SSC Meetings  
Parent Engagement Meetings



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

Posting Flyers/Agenda on Campus  
Phone Calls/Robo Calls  
Monthly Newsletter  
Weekly flyers sent home

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

Provide materials and training to parents to be able to assist their students to improve their academic achievement. Those trainings include literacy and technology.

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

SSC Meetings and various workshops including financial aid workshops. Pathway planning and implementation meetings.

### School-Parent Compact

(Name of school) Ralph J. Bunche Academy ;

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



## Building Parent Capacity for Involvement

(Name of school) Ralph J. Bunche Academy :

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

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
  1. The State of California's academic content standards
  2. The State of California's student academic achievement standards
  3. The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
  4. Academic proficiency levels students are expected to achieve
  5. How to monitor their child's progress

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

Understanding the common core parent meetings  
Data dive nights  
How to read standard test results  
Provide a progress report for each student

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.

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

Will train parents in basic reading and writing strategies  
Use Title I funds to sponsor conferences and purchase of needed materials

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.

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

Brain storm with parents on the importance of school attendance and parents as monitors. Train staff on the principles of Resiliency. Provide translated information to parents as requested. Educate staff on proper positive language when talking to students.



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

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

Coordinate activities with after school program & outside agencies. Involve parents in the organization of field trips, assemblies and student internships.

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

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

\* SSC Notices  
\* Robo calls  
\* Newsletters  
\* Parent engagement Meetings

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

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

Provide childcare during parent meetings  
Utilize Title I funds to have parent representative to attend conferences  
Offer and provide support as needed.

### Accessibility

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

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

All flyer/announcements are provided in the family's native language. During various meetings child care and light snacks are provided. All meeting locations are accessible for individuals with disabilities. We have grocery distribution once a month.

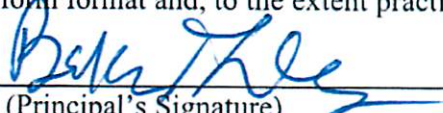


## Adoption

- This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

This policy was adopted by the (Name of School) Ralph J. Bunche School Site Council on (Date) 11/16/2017 and will be in effect for the 2017-18 school year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community.

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

  
\_\_\_\_\_  
(Principal's Signature)

11/16/2017  
\_\_\_\_\_  
(Date)

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

**Student Pledge:**

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

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

---

Student signature

**Parent/Guardian or Family Member Pledge:**

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

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

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Parent/Guardian or Family member signature

**Teacher Pledge:**

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

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

\_\_\_\_\_  
Teacher signature

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

Signed on this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.





**2017-2018**  
**School Site Council Membership Roster – High School**

School Name: Ralph J. Bunche Academy

<b>Chairperson :</b> Ester Richards - Dixon
<b>Vice Chairperson:</b> Daniel Yoo
<b>Secretary:</b> Sean Gleason

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student
Betsye Steele	X				
Ester Richards		X			
Daniel Yoo		X			
Sean Gleason		X			
Evelyn Delgado			X		
Teddy Morehead				X	
Marilyn Williams				X	
Kenitra Love				X	
Raheed Block					X
Janela Poindexter					X
Jazzmine Johnson					X
Marsha Rhynes		X			

Meeting Schedule (day/month/time)	<b>Tuesday, November 28, 2017</b>
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**SSC Legal Requirements: (Ed. Code 52852)**

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

1-Principal  
4-Classroom Teachers  
1-Other Staff

**AND**

3-Parent /Community  
3-Students