

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

June 27, 2012

**To:** Board of Education

**From:** Tony Smith, Superintendent  
Maria Santos, Deputy Superintendent  
Susana Ramirez Director, State and Federal Compliance

**Re:** 2012/2013 CSSSP – Ralph Bunche Academy

**Action Requested:**

The Board of Education is requested to approve the 2012-2013 Community Schools Strategic Site Plan for Student Achievement for Ralph Bunche Academy.

**Background:**

In accordance with Education Code 64001, the Single Plan for Student Achievement shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application, by the school 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 Single Plan for Student Achievement 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 the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index. (API).

**Discussion:**

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

**State Programs**

- Economic Impact Aid/School Compensatory Education
- Economic Impact Aid/Limited English Proficient
- Quality Education Improvement Act (QEIA)
- School Improvement Grant (SIG)

**Federal Programs**

- Title I, Part A

**Recommendation:**

The Board of Education is requested to approve the 2012-2013 Community Strategic Site Plan application for Ralph Bunche Academy.



**Community Schools Strategic Site Plan**  
*Single Plan for Student Achievement*

**School: Bunche Academy**

**0118653**

**School Year: 2012-2013**

# **COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)**

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## COMMUNITY SCHOOLS STRATEGIC SITE PLAN

### Superintendent's Letter

Our efforts in the Oakland Unified School District (OUSD) are now clearly focused on serving all of our children in every neighborhood by providing high quality community schools where children, adults, and community thrive. We are committed to creating and sustaining a district of community schools capable of supporting the unique needs of each child while creating caring school communities that link every Oakland Neighborhood. We believe that each child in Oakland must be ready to succeed in college and careers that lead them to healthy and happy lives.

It is with these beliefs that we engage in creating a Full Service Community School District filled with Full Service Community Schools, in which schools act as resource and service hubs that connect with local partners to help build healthy and vibrant schools and communities.

In this spirit, we are launching a new Community Schools Strategic Site Plan. The Community School (CS) Strategic Site Plan is closely aligned with the larger organizational strategic plan, *Community Schools, Thriving Students*. In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CS Strategic Site Plan will be a multi-year road map for each school to become actualized as a Full Service Community School. This new school site plan has been developed by a team of cross-departmental leaders in OUSD under the advisement of principals and community leaders. All school communities will complete the CS Strategic Site Plan in 2011-2012 to contribute to the development of site priorities for the 2012-2015 school years.

The CS Strategic Site Plan will continue to be annually approved by School Site Councils and the OUSD Board of Directors.

To lead these efforts, each site will create a Community School Leadership Team, whose body will incorporate members of each site's School Site Council (including the principal, parents, teachers, staff), and in secondary schools, the team will also include a student member. Additionally, each school will recruit their afterschool partner, as well as another key community partner, to become members of the Community School Leadership Team. This leadership team will drive the development of the CS Strategic Site Plan for their school and will be supported through a collaborative engagement process. In addition to existing School Site Council meetings, the Community School Leadership Teams will attend district-wide retreat days and collaboratively engage the broader community.

We are excited about supporting every school community to collaborate in service of building Full Service Community Schools across Oakland. As leaders of a Full Service Community District, we are committed to providing the conditions for this critical work to happen. I thank you for your engagement, leadership, and commitment to supporting the development of community schools and thriving students across Oakland.

## COMMUNITY SCHOOLS STRATEGIC SITE PLAN

### Context & Vision

#### OUSD

**VISION:** All students will graduate from high school. As a result, they are caring, competent and critical thinkers, fully-informed, engaged and contributing citizens and prepare to succeed in college and career.

**MISSION:** Oakland Unified School District is becoming a Full Service Community District that serves the whole child, eliminates inequity, and provides each child with excellent teachers for every day.

#### **GOAL AREAS:**

Every student in the Oakland Unified School District will:

- Attend a SAFE, HEALTHY, and SUPPORTIVE SCHOOL - Oakland will become a full-service community district that will collaborate with civic and community partners to reduce violence in the community and schools thereby creating secure campuses where a culture of calm prevails.
- Learn the knowledge, skills, and abilities to be PREPARED for SUCCESS in COLLEGE and CAREERS when they graduate from high school, to ensure that they can read, write, speak, think critically and reason mathematically for post-secondary success.
- Have HIGH QUALITY and EFFECTIVE INSTRUCTION with excellent teachers for every day of the school year.

The Oakland Unified School District will:

- Become a FULL SERVICE COMMUNITY DISTRICT that is in service of and fully supporting the success of community schools and thriving students.
- Be ACCOUNTABLE for HIGH QUALITY for its schools and in its work across the organization.

#### SCHOOL SITE CONTEXT

Ralph J. Bunche High School is a new continuation school offering students a second chance toward graduation. Historically in OUSD, these students have been truant, over aged or generally seek to return to school but lack credits to graduate. This is the beginning of a failure track that leaves little hope for age appropriate graduation. The ceiling has been lowered, prematurely for these sixteen to eighteen year young adults. A critical need exists! Oakland Unified School District, in the past, has had only one continuation school serving a large population. Opening a second school will increase the intake rate, the graduation rate, college bound rate and employment rate! (Addressing the academic and socio-emotional needs of this underserved population.) Additional opportunity to catch up We will institute a trimester system which will enable student to earn more credit and make up for failed classes, as well as, advancement. Also, Cyber High will be offered for advancement! Advisory We have scheduled advisory for 2 days per week, and we are making plans to offer Professional Development time to train staff on how to use this time effectively toward graduation, attendance & personal development goals. Personal Development 9th Grade Requirement: Personal Development Curriculum offers activities, discussion and writing prompts, and experiences for students to think more deeply about issues of personal responsibility, developing a constructive attitude, managing conflict, etc. Other teachers have developed curriculum based on Seven Habits for Teenagers & other invited specialty speakers which will enhance student motional & personal development. Career Development/Internship Program Progress to Date Ralph J. Bunche High School will be offering a unique career development elective with opportunities for students to engage in paid internships. Presently, 15 students are working at various locations in Alameda County Public Health Facilities. Eight others are being trained for internships. This program has been so successful that we are pursuing other partnerships with community partners. Reading across the Curriculum Secondary Academic Language Training Provide strategies for increasing reading comprehension, developing academic language (effective teaching of content-specific vocabulary) and developing questioning towards deeper analysis of texts. Read 180 for students Far Below Basic and Below Basic SCHOOL CLIMATE Progress to Date 65% reduction in suspensions / Safe Campus The school is safe! Bunche will

have an Assistant principal and 2 School Site Officers; The Support Staff works will continue to improve health issues and students in crisis. Improving Attendance / Progress to Date Attendance Improved ? Hired Attendance Staff to make home visitations and to monitor returning students with attendance problems. ? Hired gang prevention officer to work with students and families ? Partly because students were often tardy, we changed start time from 8:15 to 8:30. We know that research shows that adolescents are generally more able to function later in the morning, and we wanted to start even later, but that would make the school day end later, which creates some safety concerns. ? We increased phone calls home for attendance tracking through Advisory, installed Telephones in classrooms and provided other incentives to improve attendance. ? 1st period class, Incentives (such as food parties) for greatest first period attendance ? This year, after years without field trips, 6 study tours were planned and were successful and served as motivation for students. ? Awards ceremonies ? we have already started to have regular awards ceremonies to recognize student. This has already been a positive experience this year & we plan to continue it every 6 weeks next year. ? We are also planning ?Rising Star? assemblies ? for most improved attendance and academ

## VISION

Students will be exposed to a variety of Ralph J. Bunche, a multi-cultural 9th-12th grade high school, will provide equitable opportunities for all students regardless of their background. academic challenges and rigorous new learning experiences that go beyond the confines of traditional classrooms. Our graduates will have increased confidence, better attitudes, community pride, and marketable life skills. MISSION STATEMENT The mission of Ralph J. Bunche is to Advance reading, writing, technology and thinking skills Advance emotional development Graduate positive multi-cultural community leaders 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 decisions make students develop inner pride ?? 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 ?? Listening & speaking skills are major keys to learning ?? Success breeds success New School Program Offerings Progress to Date CONTINUATION Ralph J. Bunche High School is a new continuation school offering students a second chance toward graduation. Historically in OUSD, these students have been truant, over aged or generally seek to return to school but lack credits to graduate. This is the beginning of a failure track that leaves little hope for age appropriate graduation. The ceiling has been lowered, prematurely for these sixteen to eighteen year young adults. A critical need exists! Oakland Unified School District, in the past, has had only one continuation school serving a large population. Opening a second school will increase the intake rate, the graduation rate, college bound rate and employment rate! (Addressing the academic and socio-emotional needs of this underserved population.)

## Accountable for Quality: Ensuring Thriving Students and Healthy Communities

### Strategic Priority: The Accountability Plan

In June 2011, the OUSD Board of Education adopted our School Quality Standards. These standards include outcome standards that define for OUSD what "good" performance is. These are the standards we use to measure the extent to which our schools are ensuring that all of our students are thriving and likely to contribute to the health of our communities.

1. A quality school sets and achieves clear and measurable program goals and student learning objectives.
2. All students demonstrate progress on academic and social goals each year and across years.
3. All students achieve at similarly high rates and any gaps in achievement are substantially narrowing.
4. All students achieve at levels that compare positively with state and national averages and with similar schools.
5. All students demonstrate critical thinking skills and apply those skills towards solving complex tasks.
6. All students demonstrate skills in and knowledge of the arts and literature.
7. All students demonstrate an ability to understand and interact with people from different backgrounds.
8. All students achieve and maintain satisfactory physical health including diet, nutrition, exercise, and rest.
9. All students demonstrate the attributes and skills of emotional health and well-being.
10. All students demonstrate the skills, knowledge, and dispositions needed in the world of work.
11. All students demonstrate the skills, knowledge, and dispositions of engaged citizens.

OUSD schools will use these outcome standards to define and assess how they are developing toward quality Full Service Community Schools. School-level goals and metrics in the following sections should explicitly refer to these outcomes standards.

#### The School Accountability Plan

Attendance Staff reviews attendance weekly to determine whom to call based on weekly attendance percentage Academic Literacy Staff collaboration to determine each student's literacy level Continue to use writing rubric to measure school wide and individual improvement / progress Use new SRI reading measurement to improve reading growth Monitor individual & school CAHSEE scores & sections to improve test results Resiliency Monitor student behavior as evidenced by a reduction in student teacher conflicts, as well as student to student conflicts Curriculum and instruction Continue to monitor student schedules to ensure that they are taking classes for graduation & career development

## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Bunche Academy

Principal: FULTON BRINKLEY

#### School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

#### From OUSD Strategic Plan:

We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy Framework. The beginning of our work will ensure that we assess reading levels of all students across the system. Additionally, we will approach literacy from a Response to Intervention Framework, ensuring that students have access to high-quality instruction and that higher tiers of support are provided when needed. OUSD must develop a PreK-12 core curriculum aligned to college and career ready standards and to the Common Core State Standards as they develop.

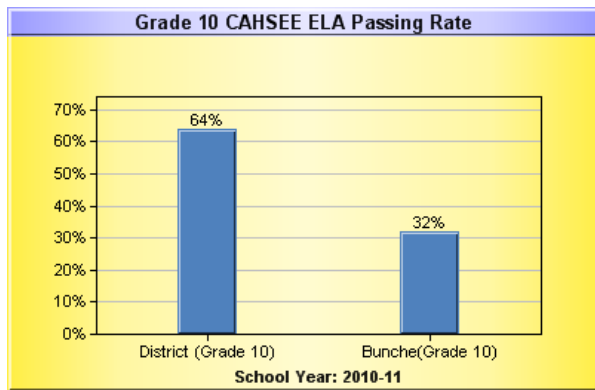
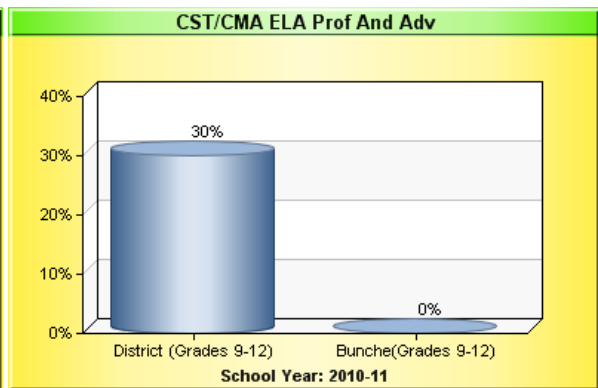
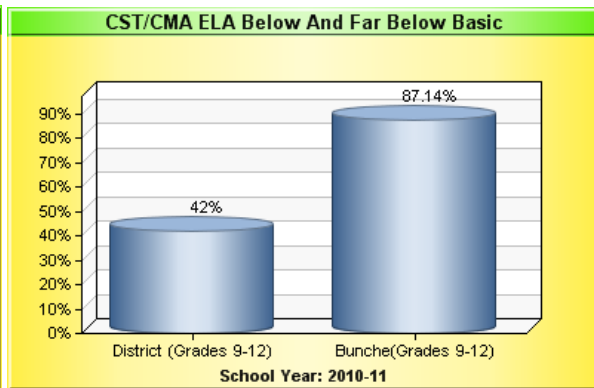
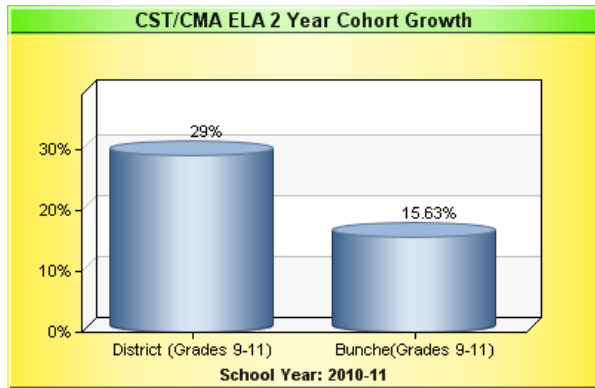
#### District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year (in two years for MS and HS)
3. Move/maintain CST Proficient and Advanced students
4. Accelerate reading by 1.5 additional grade levels for 3rd through 5th graders as measure by SRI to reach grade level standard (2 additional grade levels starting with 6th graders for MS, 3 additional grade levels starting with 9th graders for HS)
5. Student use of academic language and engagement with grade level content aligned to the Common Core State Standard will be increased from fall to spring as evidenced by principal observations.

#### School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.





**School Data**

- Over the past three years the English CST scores for 9th and 10th graders has been declining while percent of 11th graders scoring Basic or higher has been increasing.
- We have had an average passing rate for the ELA CAHSEE of around 35%. Across the grades students are excelling in Word Analysis and struggling with Writing Strategies.

**Data Analysis**

- According to CST 2010-2011 data, 10th & 11th grade % decreased in ELA for Below Basic and Basic
- Afro/ American decreased -9.2 FBB - Basic Latino increased +2.7( not good) Female % 3 times the rate of males

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Small group intervention classes to provide instructional support for under achieving students.	CAHSEE, Grade Point Average	FBB, BB and BAS	2012-2013	Principal & Assistant Principal	3/13/2012	309SQ11A1491	Classroom teacher will work to improve the mastery of students that are under-achieving in English class in a small-group (1 period; 20-25 students) setting.	3010-Title I		K12TCH0905	0.2	\$14,280.15

Small group intervention classes to provide instructional support for under achieving students.	CAHSEE, Grade Point Average	FBB, BB and BAS	2012-2013	Principal & Assistant Principal	3/13/2012	309SQ11A1493	Classroom teacher will work to improve the mastery of students that are under-achieving in English class in a small-group (2 periods; 20-25 students) setting.	3010-Title I		K12TCH1296	0.4	\$31,483.80
Small group intervention classes to provide instructional support for under achieving students.	CAHSEE, Grade Point Average	FBB, BB and BAS	2012-2013	Principal & Assistant Principal	3/13/2012	309SQ11A1496	Purchase supplemental instructional materials to enhance the core academic program	3010-Title I	4310-SUPPLIES		0	\$67.38
Small group intervention classes to provide instructional support for under achieving students.	CAHSEE, Grade Point Average	FBB, BB and BAS	2012-2013	Principal & Assistant Principal	3/13/2012	309SQ11A1497	Purchase supplemental instructional materials to enhance the core academic program	7090-EIA - SCE	4310-SUPPLIES		0	\$2,788.66
Professional Development for classroom teachers to improve classroom instruction.	CAHSEE, Student Grade Point Average	All Students	2012-2013	Principal & Assistant Principal	3/13/2012	309SQ11A1495	Extended time for teacher collaboration (Literacy, Technology, etc.)	3010-Title I	1120-TEACHERS SALARIES STIPENDS		0	\$3,750.00

## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority B. Science, Technology, Engineering, Mathematics (STEM)

School: Bunche Academy

Principal: FULTON BRINKLEY

#### School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

#### From OUSD Strategic Plan:

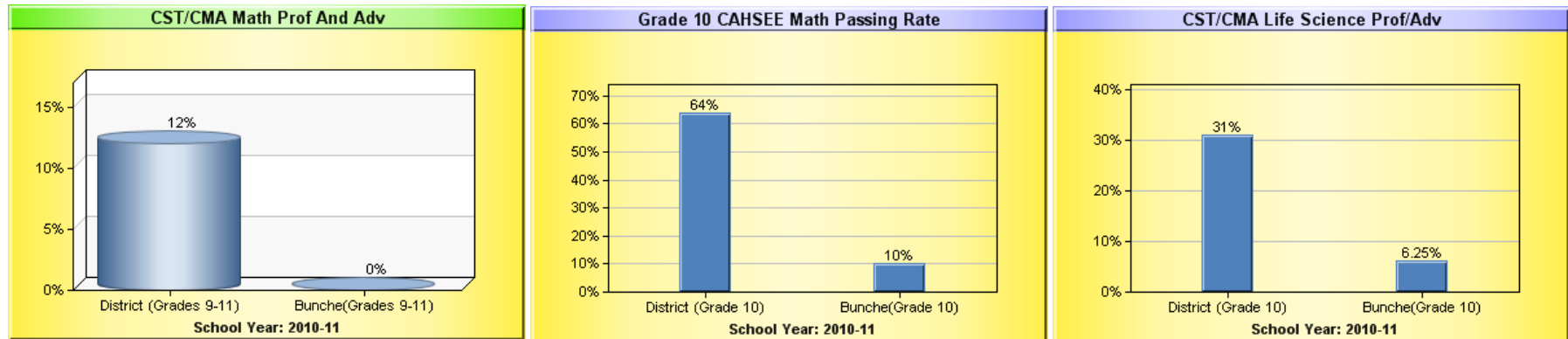
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science and mathematics, we also recognize their inadequacy and unevenness when we delve deeper into the results for various student populations (e.g., African-American, Latino, English Language Learners), grade spans (middle and high school students) and schools. We are committed to accelerating science and mathematics gains and supporting robust teaching and learning. We plan not only to dramatically improve science and mathematics learning but also to create a deep understanding of Science, Technology, Engineering and Mathematics (STEM) careers and opportunities for linked learning, both in school and the workforce.

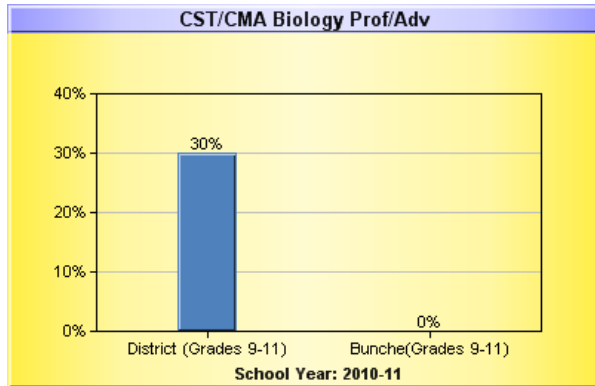
#### District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year.
3. Move/maintain CST Proficient and Advanced students
4. Increase by 10% the number of proficient and advanced students in CST science and by 15% English Language Learners and African American Males

#### School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.





**School Data**

- For Geometry and Algebra there were not enough students tested to be included in the report from the state for the last three years. However, in Biology there has been a steady increase of 11th graders scoring Basic or higher.
- The Math CAHSEE results show students at Bunche having an average passing rate of 25%. The strands with the consistently lowest scores are Measurement/Geometry and Algebra.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Small group intervention classes to provide instructional support for under achieving students.	Grade Point Average	FBB, BB and BAS	2012-2013	Principal and Assistant Principal	3/13/2012	309SQI1B1500	Classroom teacher will work to improve the mastery of students that are under-achieving in Math class in a small-group (2 periods; 20-25 students) setting.	7090-EIA - SCE		K12TCH1657	0.4	\$24,891.33

## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority C. Transitions & Pathways PreK-12

School: Bunche Academy

Principal: FULTON BRINKLEY

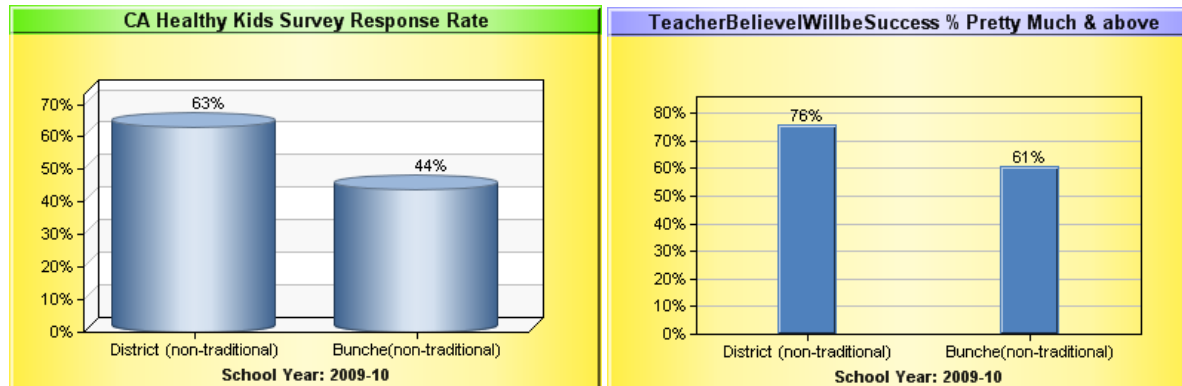
#### School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

#### From OUSD Strategic Plan:

Too many of OUSD's schools work in isolation and focus little attention on where students have been and where they are going. Early childhood programs need to be aligned to the K-5 continuum and expanded to serve more students. Principals at K-5 schools with early childhood programs will supervise the programs and help to integrate them into the school culture. We must develop transitional kindergarten programming to include curriculum and professional development. College and career readiness doesn't begin in high school. In OUSD, the elementary and middle school academic core must be aligned to what students must know, understand, and be able to do to succeed in college-preparatory courses in high school. Elementary and middle school communities in regions will collaborate to share best practices and to develop robust feeder options. Building on existing programs, OUSD will also seek additional funds to develop a comprehensive "Career Pathways" approach to preparing our young people to be successful in college and careers. In order to attract and hold students and families, we will use the FSCS model to create corridors, networking Pre-K through 12 schools in targeted areas in new and innovative ways.



## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority D. College, Career & Workforce

School: Bunche Academy

Principal: FULTON BRINKLEY

#### School Quality Standards relevant to this Strategic Priority

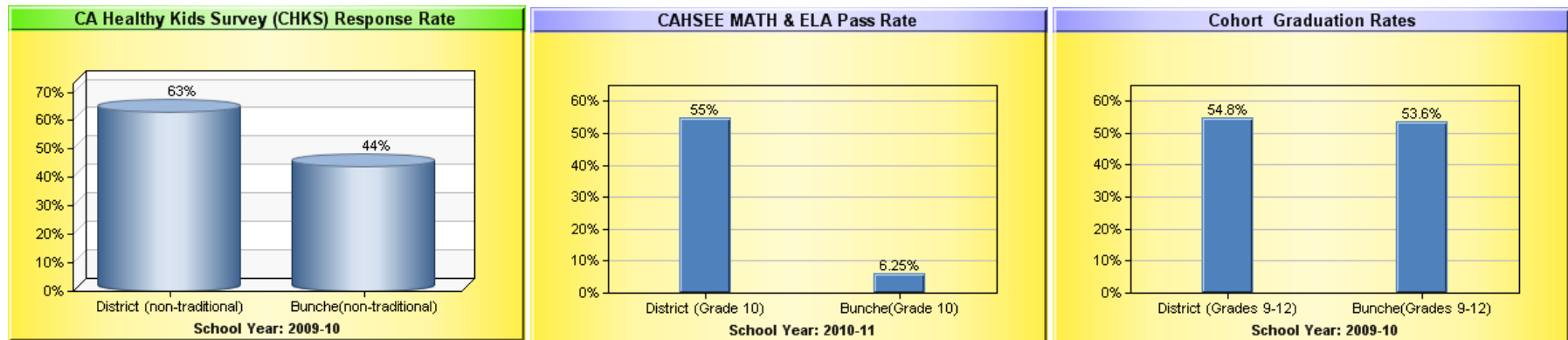
A quality school...

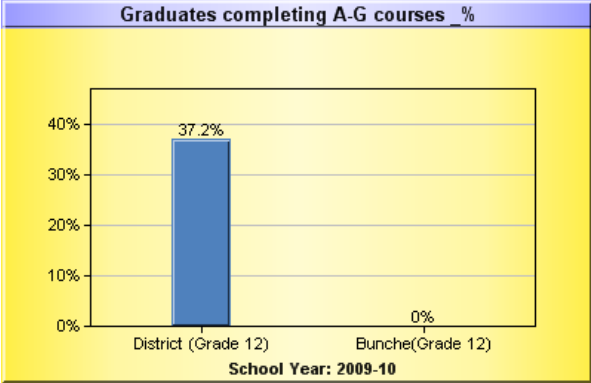
- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

#### From OUSD Strategic Plan:

In order to make sure that more students graduate, and our graduates are ready for college and career, OUSD will make a significant investment in strategies, structures, and resources to implement core elements of the secondary reform. Career pathways will connect strong academics, Career Technical Education (CTE), work-based learning experiences and support services so that students are prepared for college and career success within the context of a specific, high demand industry sector. Building on the number of career pathways that exist in high schools now, we will increase the number of well-developed and effectively-implemented pathways, which include certificates linked to occupations. OUSD's "Career Pathways" approach will lead to a full range of postsecondary and career opportunities and keep all options open after high school.

1. Combined 4- & 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)





## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority E. Accelerating Students through Targeted Approaches\* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)

**School:** Bunche Academy

**Principal:** FULTON BRINKLEY

**School Quality Standards relevant to this Strategic Priority**

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

**From OUSD Strategic Plan:**

We need to close the achievement gap through targeted approaches, focusing on literacy development, African American Male Achievement, targeted inquiry, English Language Learners, Students with Disabilities, and Programs for Exceptional Children. The patterns of academic performance we see in our district, schools, and classrooms are evidence of a system that is horribly inadequate. We need to differentiate supports and strategies in order to accelerate achievement and address the disparities in educational and social outcomes for populations of students.

1. Increase the number of African American Male students on the honor roll by 15%

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide small class sizes to support ELL development and literacy growth	CEDLT, CAHSEE, Student Grade Point Average	English Learners	2012-2013	Principal & Assistant Principal	5/17/2012	309SQ11E1492	Provide small class sizes to support ELL development and English Learners to obtain English Proficiency.	7091-EIA - LEP		K12TCH0905	0.1	\$7,140.08
Provide small class sizes to support ELL development and literacy growth	CEDLT, CAHSEE, Student Grade Point Average	English Learners	2012-2013	Principal & Assistant Principal	5/17/2012	309SQ11E1498	Purchase supplemental instructional materials to support the academic program for English Learners	7091-EIA - LEP	4310-SUPPLIES		0	\$5,442.02
There is considerable work going on at this school to expand Adv. Placement offerings for all students. The AP Achievement Institute will be held in June to support teachers to better scaffold for all students who wish to take an AP class. Professional Development will also be held through the 12-13 school year to support the training of AP teachers to best support the success of students	GPA, AP	GATE	2012-13	Principal	5/17/2012	309SQ11E4590	GATE PROGRAM SERVICES	N/A			0	\$0.00



## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority F. Extending Learning Time

School: Bunche Academy

Principal: FULTON BRINKLEY

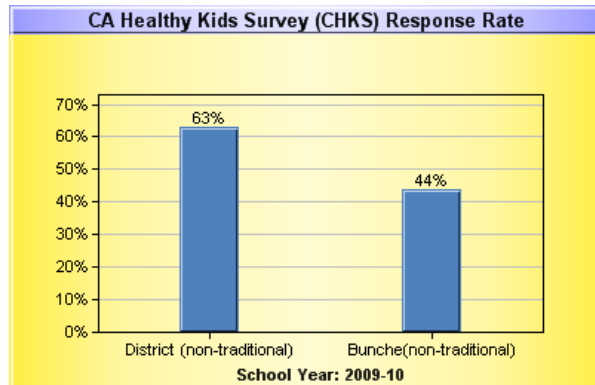
#### School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

#### From OUSD Strategic Plan:

We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together to break down barriers to learning and foster true, authentic collaborations in service of thriving students. We envision a system in which schools extend beyond the traditional school day ? offering students and families learning opportunities before and after school, on weekends, and during the summer.



## School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

### Strategic Priority A. School Culture (including Meaningful Student Engagement)

School: Bunche Academy

Principal: FULTON BRINKLEY

#### School Quality Standards relevant to this Strategic Priority

A quality school...

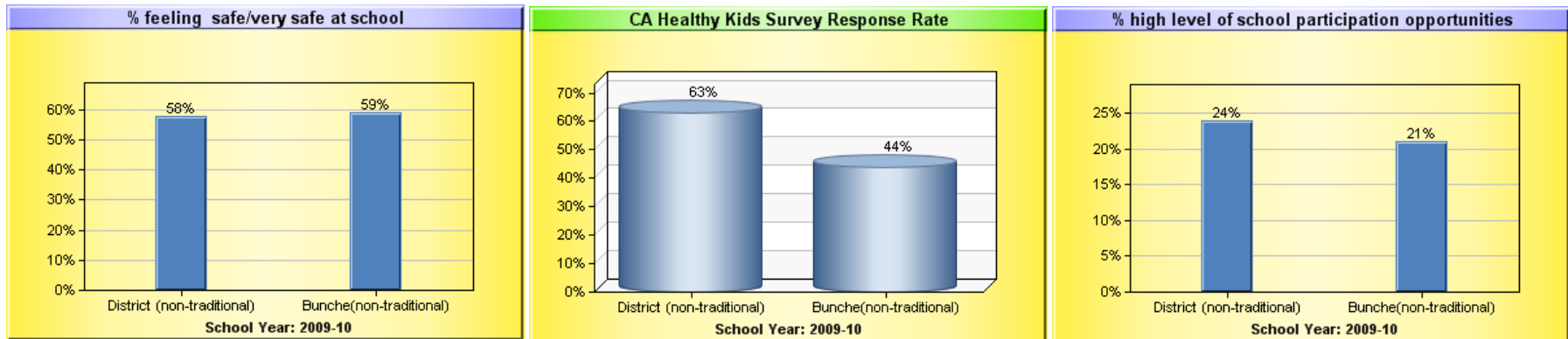
1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future.
4. creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.
5. defines learning standards for social and emotional development and implements strategies to teach those standards

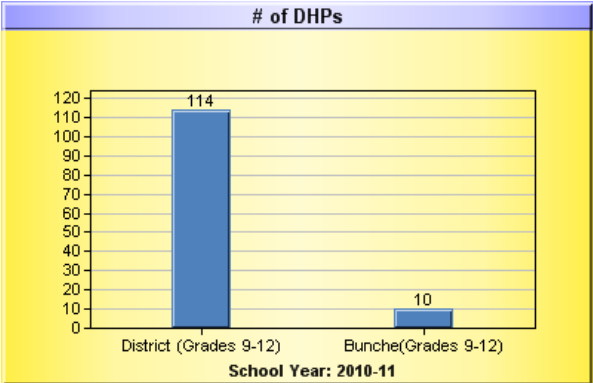
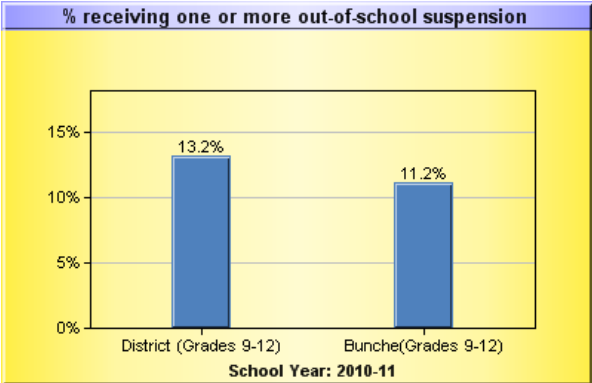
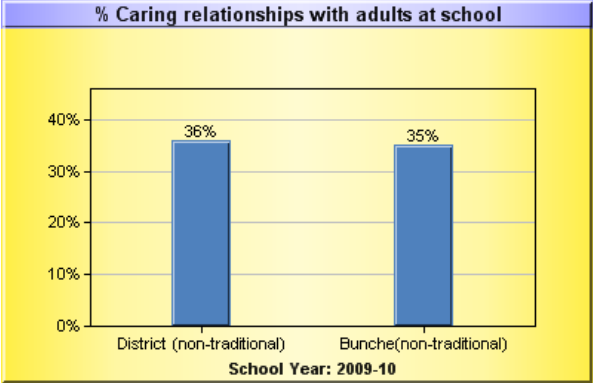
#### From OUSD Strategic Plan:

Full Service Community Schools create a safe and supportive environment where students can thrive academically, socially, and emotionally. Schools offer a comprehensive and integrated approach to education that is founded on caring relationships and high expectations. Healthy school cultures include preventative, early intervention, and intensive services and supports accessible to all students. School-wide positive behavioral and academic supports are augmented by Tier 2 targeted intervention and Tier 3 individualized supports, which are monitored and coordinated through COST and SST. Schools create professional learning structures to support adults to learn the science and practice of teaching Social Emotional Learning (SEL) skills to increase the capacities of students to manage emotions, develop empathy and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively. A thriving school culture also encourages student leadership and motivational programs, such as expanded celebrations of student achievements.

#### District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%





## School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

### Strategic Priority B. Health & Wellness

School: Bunche Academy

Principal: FULTON BRINKLEY

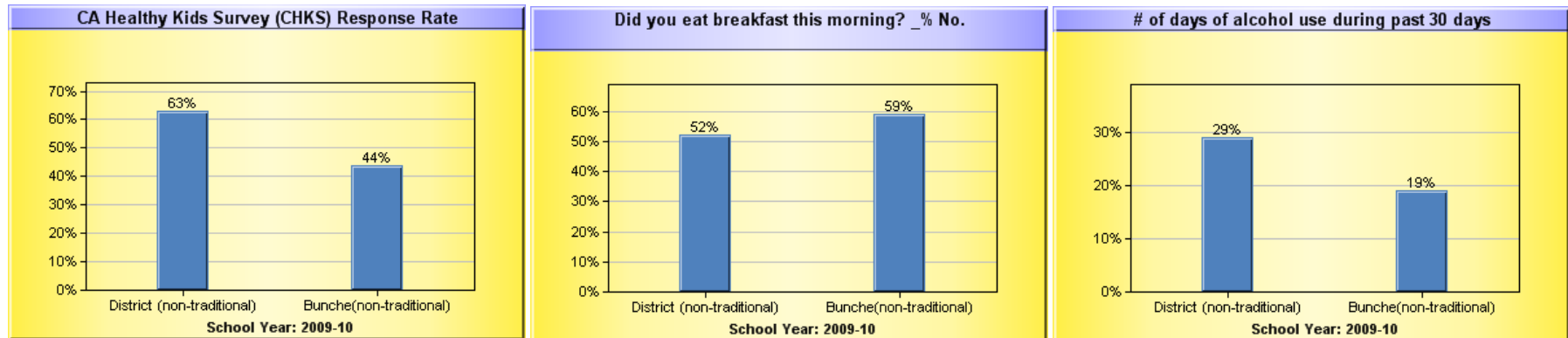
#### School Quality Standards relevant to this Strategic Priority

A quality school...

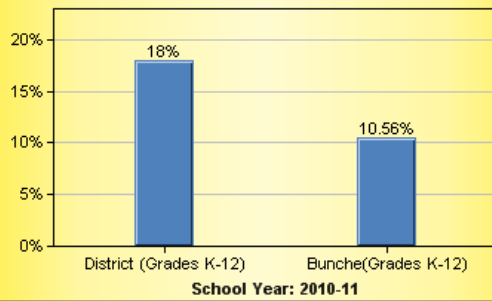
1. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
2. ensures that the physical environment of classrooms and the broader school campus supports teaching and learning.

#### From OUSD Strategic Plan:

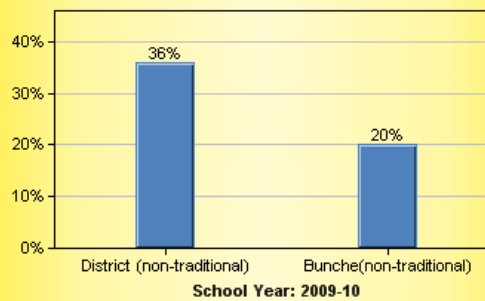
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access to nutritious food, free drinking water, opportunities to be physically active and good indoor air quality. Quality physical education is provided for the required amount of time to all students. In addition, students' health and mental health needs are met on-site or through a robust referral system that connects students and families to community providers. A FSCS also provides health education (e.g., nutrition, gardening, reproductive health) and social-emotional learning (SEL) that is aligned with and supports the core curriculum. Families are engaged around supporting their children's health as well as their own. Staff wellness is seen as integral and is actively fostered.



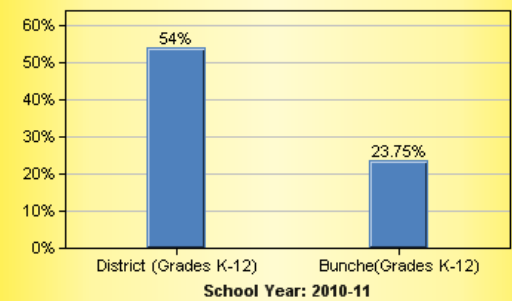
**% Average Daily Participation in Breakfast**



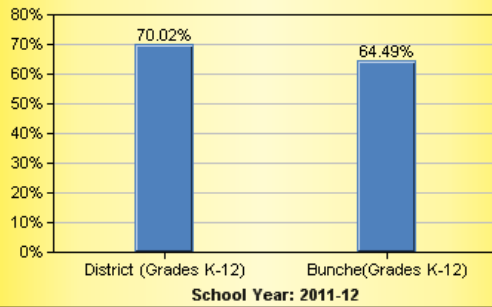
**% feeling sad almost every day for 2 weeks or more**



**% Average Daily Participation in Lunch**



**Free/Reduced Lunch %**



## School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

### Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Bunche Academy

Principal: FULTON BRINKLEY

#### School Quality Standards relevant to this Strategic Priority

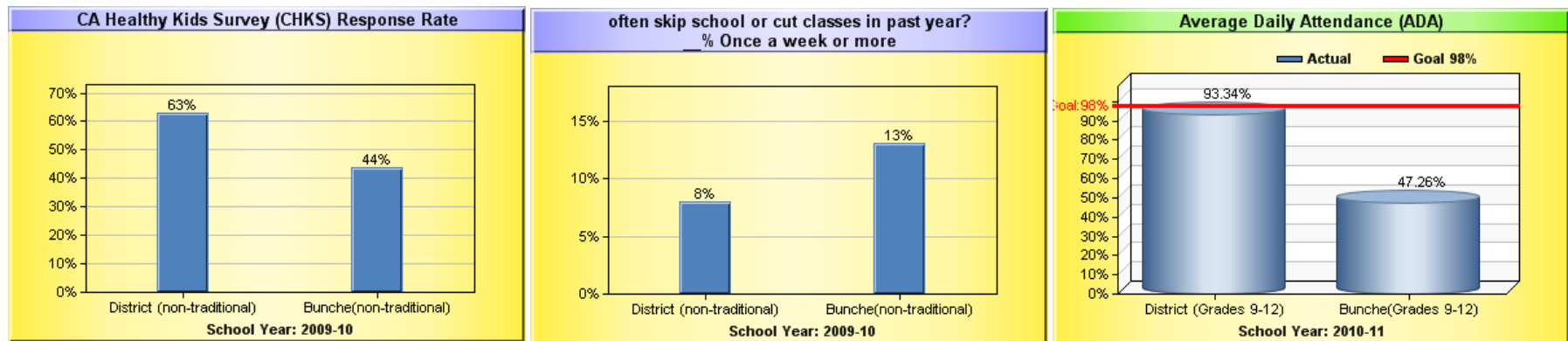
A quality school...

- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future

#### From OUSD Strategic Plan:

Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts one in seven Oakland students, is correlated with lowered reading outcomes and graduation rates. If our system begins addressing chronic absence at the Pre-K and K levels, we would see marked differences in student learning by 3rd grade.

1. Reduce Chronic Absence (students missing 10% or more of the school year) to 5% or less
2. Increase Satisfactory Attendance (percentage of students attending 95% or more of school days) to 85%
3. Interrupt patterns of chronic absences and suspensions to reach a 98% attendance rate (ADA)



#### School Data

- Grade 10, 48 out of 64, 75% attended less than 95% of school days, Grade 11, 22 out of 26, 85% Grade 12, 110 out of 138, 80% attended less than 95% of school days
- Ralph Bunche High School ADA% 47.26% 231 students for 2010-2011 182 or 79% of students attended less than 95% of days, 17 or 7.4% attended less than 10%

#### Data Analysis

- The largest percentage of students, 85% or 22, who attended school were 11th graders, then 12th graders 80% or 110, then 10th graders , 75% or 48 students

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Working with students with unique needs.	attendance reports	All Students	end of each trimester	Brinkley/Staff	1/5/2012	309SQI2C226	Re-hired gang prevention officer to work with students and families.	N/A			0	\$0.00
Accommodating student travel needs.	attendance reports for first period classes	All Students	end of each trimester	Brinkley/Staff	1/5/2012	309SQI2C227	Start time at 9:30 am. Many students live in East Oakland and have to catch the bus. Research has shown that adolescents function better later in the morning.	N/A			0	\$0.00
Improve home to school communication.	attendance increased, attendance report tracking	All Students	each marking period	Brinkley/Staff	1/5/2012	309SQI2C228	Teachers increased phone call for Advisory classes to improve attendance.	N/A			0	\$0.00
Improve home to school communication.	attendance increased, attendance report tracking	All Students	each marking period	Brinkley/Staff	1/5/2012	309SQI2C239	automated attendance calling system	N/A			0	\$0.00
Recognizing student achievement.	more students making honor roll each marking period. More students receiving credits needed to graduate. More students graduated.	All Students	each marking period	Brinkley/Staff	1/5/2012	309SQI2C229	Award Ceremonies	N/A			0	\$0.00
Student Incentives for improving attendance.	monitor attendance with attendance report	All Students	each marking period	Brinkley/Staff	1/5/2012	309SQI2C230	Computer Contest	N/A			0	\$0.00
Reaching out to students and families to improve attendance.	increased attendance in classrooms, attendance reports	All Students	each marking period	Brinkley/Staff	1/5/2012	309SQI2C231	Post Cards to students	N/A			0	\$0.00
Student involvement with community organizations	increased attendance in classrooms, attendance reports		end of each trimester	Brinkley/Staff	1/5/2012	309SQI2C232	Student internship programs and afterschool programs	N/A			0	\$0.00
Student involvement with community organizations	increased attendance in classrooms, attendance reports		end of each trimester	Brinkley/Staff	1/5/2012	309SQI2C233		N/A			0	\$0.00
Reaching out to parents	increased attendance in classrooms, attendance reports		each marking period	Brinkley/Staff	1/5/2012	309SQI2C234	Open houses to meet and talk with parents	N/A			0	\$0.00

## School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

### Strategic Priority A. Building Capacity & Leadership (Professional Development/Learning Communities/Coaching/Staff Induction)

School: Bunche Academy

Principal: FULTON BRINKLEY

#### School Quality Standards relevant to this Strategic Priority

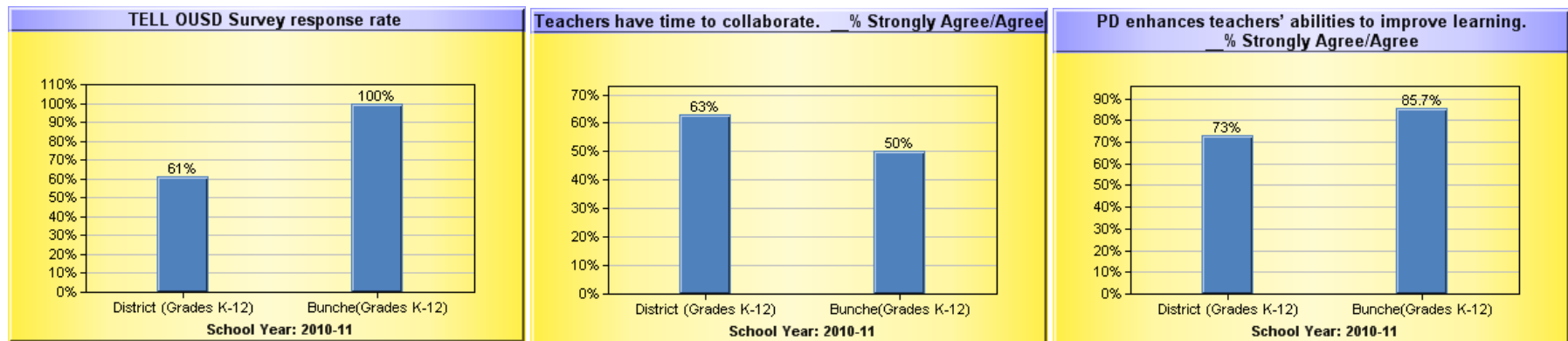
A quality school...

- makes sure that teachers work together in professional learning communities focused on student progress.
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning.
- provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice.
- provides learning opportunities that build capacity of all stakeholders to give input, participate in, or lead key decisions.

#### From OUSD Strategic Plan:

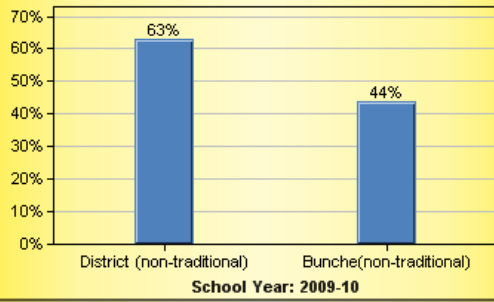
We want to recruit, retain, and reward high-quality teachers, principals, and other leaders to ensure that all students learn to the best of their abilities. OUSD must become a highly-sought-after place of employment where educational leaders know they will be challenged and supported by colleagues, supervisors, and community members with high expectations. We need to develop aggressive strategies to recruit and retain the best and brightest talent in OUSD. Building on our developing frameworks for effective teaching and school leadership, and furthering the development and capacity of our teachers and principals through various forms of professional development will allow us to sustain effective teachers and leaders committed to Oakland's children.

1. Improve the conditions in schools to retain 80% of effective teachers

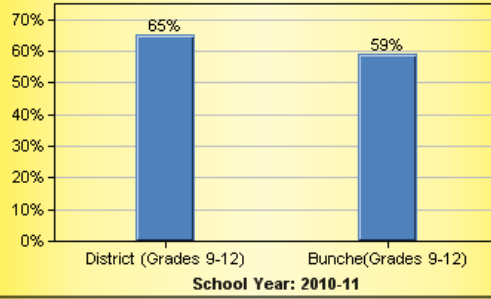




**CA Healthy Kids Survey Response Rate**



**YouthTruth Participation Rate %**



## School Quality Indicator 4: Meaningful Student, Family, and Community Engagement/Partnerships

### Strategic Priority A. Family & Community Engagement

**School:** Bunche Academy

**Principal:** FULTON BRINKLEY

**School Quality Standards relevant to this Strategic Priority**

A quality school...

- shares decision-making with its students, their families, and the community, as part of working together in partnership
- provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well
- builds effective partnerships by using principles of student and family/community engagement

**From OUSD Strategic Plan:**

A quality Full Service Community School (FSCS) involves students, families, and the community in the decision-making process as a way to develop collaborative partnerships. A FSCS works with families as partners to understand how the student is progressing and participating in school. Additionally, a Full Service Community School establishes and aligns partnerships with community-based organizations, civic and business partners to strengthen the academic, social-emotional and health outcomes for students and families.

1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

**Data Analysis**

- 95% of parents do not participate in school activities
- The 5% of parents who participate in school activities are very helpful in giving input in the school site plan and student learning expectations (ESLARs).  
The ELAC parents are also very helpful in providing advice to SSC on the school budgets.

**Theory Action**

- Increase parent engagement by at least 50%
- Increase in parent notifications and parent outreach

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Engage parents and community on being actively involved in school activities, e.g., SSC/ELA meetings, open-house, back to school night, after school programs	Parent Feedback		2012-2013	Principal & Assistant Principal	3/13/2012	309SQI4A1499	provide refreshments for parent engagement activities (non-social events)	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$1,134.73

## School Quality Indicator 5: Effective School Leadership & Resource Management

### Strategic Priority A. Strategic Operational Practices

School: Bunche Academy

Principal: FULTON BRINKLEY

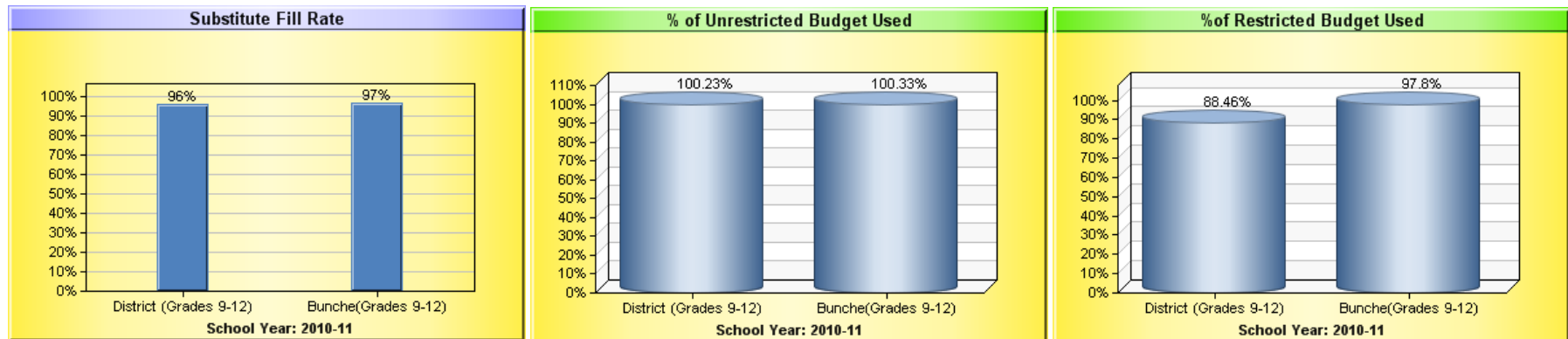
#### School Quality Standards relevant to this Strategic Priority

A quality school...

- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities.
- guides and supports the development of quality instruction across the school.
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability.
- develops systems and allocates resources in support of the school's vision.
- is distributed, through professional learning communities, collaborative planning teams, and select individuals.

#### From OUSD Strategic Plan:

We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations with parents and community members. Leaders will need to assess their own levels of expertise with leadership practices, operations, instruction and community engagement and work together to share tools, knowledge and strategies in these areas to accelerate everyone's capacity to deliver on the promise of high quality effective instruction and Full Service Community Schools.



Type into the gray boxes, then print and sign.

**ASSURANCES  
2012-2013**

**School Site: Ralph J. Bunche High  
Site Number: 309**

The following state and federal categorical funding source(s) will be a part of the School-Based Coordinated Program at the school:

- Title I School-Wide Program
- Title I Targeted Assistance Program
- EIA/State Compensatory Education
- EIA/Limited English Proficient
- QEIA
- SIG

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2012-2013 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on March 15, 2012.
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on March 15, 2012.
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:

  
SSC Chairperson's Signature


  
ELAC Chairperson's Signature

  
Principal's Signature

  
Executive Officer's Signature

  
Director, State & Federal Compliance Signature

John Costen  
SSC Chairperson's Name (printed)

  
ELAC Chairperson's Name (printed)

Fulton M. Brinkley  
Principal's Name (printed)

Alison McDonald  
Executive Officer's Name (printed)

Susana Ramirez  
Director, State & Federal's Name (printed)

March 15, 2012  
Date

March 15, 2012  
Date

March 15, 2012  
Date

5-11-12  
Date

6/8/12  
Date



**School Site Council Membership Roster**  
**High School**

School Name: **RALPH J BUNCHE**

School Year **2011-2012**

Chairperson : John Costa & Karen D Johns-Webster, Co-Chairs	Vice Chairperson: TBA
Secretary: TBA	<b><u>DAC Representative: TBA</u></b>

Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm	Student
FULTON BRINKLEY	R.BUNCHE HIGH	X				
Karen D. Johns-Webster	R.BUNCHE HIGH				X	
John Costa	R.BUNCHE HIGH				X	
Brenda Bohannon	R.BUNCHE HIGH				X	
Eugene Lemon	R.BUNCHE HIGH		X			
Ebony Debra Wilson	R.BUNCHE HIGH		X			
Nester Gonzalez	R.BUNCHE HIGH		X			
I. Alvarado	R.BUNCHE HIGH		X			
L.R. Shelton	R.BUNCHE HIGH			X		
Donavan Reid	R.BUNCHE HIGH					X
Edward Calderon	R.BUNCHE HIGH					X
Dwane Foreman	R.BUNCHE HIGH					X
<b>DAC Representative</b>						
TBA						
Home Ph.	Email:					

**Meeting Schedule**

**SSC Legal Requirements:**

- 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 equal number of students and parents/community members
- Majority of school staff members must be classroom teachers;
- Students are required members of the High School SSC**
- Parent/community members cannot be employees at the site.

**Example  
High School Composition**

1-Principal  
4-Classroom Teachers  
1-Other Staff

3-Parent /Community  
and 3 High School  
Students

**OUSD - FINANCIAL SERVICES - State & Federal Compliance**

**Submit this Completed Form to your High School Network Office Manager**

Contact Sheroyne Capdeville, Compliance Coordinator if you have questions regarding a high school SSC Composition

# Title I School Parental Involvement Policy 2011 - 2012

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

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

- 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.

## **Building Parent Capacity for Involvement**

Ralph J. Bunche High School 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:

- 1) Offers a flexible number of meetings for parents, and involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I Part A programs and the Title I School Parent Involvement Policy.

*School* will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its school-wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

We hold regular meetings (monthly School Site Council Meetings, and Annual Title I Meeting) to disseminate Title I information to families and to gather their input on:

- student achievement data
- Family Involvement Policy
- Family-School Compact
- Teacher Status
- School goals and Priorities

*A. School* will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:

- distribute in take-home packets and newsletters
- distribute in start-of-school registration packets
- post on school bulletin boards
- share during monthly family events

*B. School* will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:

- Based on family surveys and other data collected in family meetings, the SSC will make revisions to the Family Involvement Policy and Site Plan as needed. Reviews of Family Involvement Policy will occur at least once per trimester.

*C. School* will convene an annual meeting to inform parents of the following:

- That their child's school participates in Title 1
- About the requirements of Title 1
- Of their rights to be involved
- Of their right to participate in the development of the District's Title 1 Plan
- About their school's participation in Title 1
  
- Families will be notified of the meeting via newsletter, take-home flyers, announcements at Community Circle and monthly family events, and phone calls. Refreshments and child care will be available at the evening meeting.

*D. School* will hold a flexible number of meetings at varying times, and will provide transportation, child care, and/or home visits, paid for with Title 1 funding as long as these services relate to parental involvement:

- Our family meetings are held at a variety of times that are conducive to families – we have opportunities in the morning (before, or just after, the start of school), in the early afternoon, in the evening and on Saturdays.
- Our teachers and staff participate in Home Visits
- We coordinate many family meetings with other events, such as student arts performances
- We provide refreshments and child care

*E. School* will provide information about Title 1 programs to parents of participation children in a timely manner:

- Monthly newsletters
- Weekly take-home flyers
- Postings in the school
- Phone calls

*F. School will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student's progress, and the proficiency levels students are expected to meet:*

- At Back to School Night and Open House, teachers formally present their academic program
- Student work on bulletin boards reflects a detailed explanation of the standard being taught and students' current levels of performance
- At monthly family events, families may participate in activities carefully aligned to the classroom academic program
- In the monthly newsletter, teachers outline the specific academic goals they are pursuing in that month

*G. School will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:*

- Invitations published in newsletters
- Family-School Meetings and Conferences

*H. School will submit to the district any parent comments if the school-wide plan (SWP) under section (1114)(b)(2) is not satisfactory to parents of the participating children:*

- Written notification will be sent to the Network Executive Officer with a plan for addressing the unsatisfactory portions of the plan

2) Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children. The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding the following topics:

- The State of California's academic content standards
- The State of California's student academic achievement standards
- The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
- Academic proficiency levels students are expected to achieve
- The requirements of the Title 1 Program
- How to monitor their child's progress
- 

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

- During family events, families will be trained in activities to use at home to strengthen students' academic skills



B. The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parents programs and build ties between parents and school, by:

- All staff participate in regular professional development workshops on working with families
- 3) Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
    - *Will train parents in basic reading, & writing strategies*
    - *Sponsor two training with author Betty McGee. TAKE BACK THE WHEEL*
    - *Use Title -I funds to sponsor Conferences and purchase of needed material*
  - 4) Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
    - Brain storm with parents on the importance of school attendance and parents as monitors
    - Education staff on proper positive Language when talking to adults
    - Train staff on the principles of Resiliency
    - Assist parents in translations
  - 5) 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.
    - Coordinate activities with After School Program, & outside agencies
    - Involve parents in the organization of field trips, assemblies, student internships,
    - Parent organization of Community Day
  - 6) 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.
    - At Back to School Night and Open House, teachers formally present their academic program
    - Student work on bulletin boards reflects a detailed explanation of the standard being taught and students' current levels of performance
    - At monthly family events, families may participate in activities carefully aligned to the classroom academic program
    - In the monthly newsletter, teachers outline the specific academic goals they are pursuing in that month
    - All communications translated as much as possible by a staff member or student
  - 7) Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

- Offer encouragement
- Establish childcare as often as possible
- Use Title -1 funds to send representatives to conferences or to honor parent request

8) Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

*Continue to establish a strong functional School Site Council*

### **Annual Title I Meeting**

1) *Ralph J. Bunche High School* will convene an annual Title I meeting to inform parents of the following:

- That the school participates in the Title 1 Program
- How the school implements the Title I Program
- The requirements of the Title 1 Program
- The parents' right to be involved
- The parents' right to participate in the development of the District's Title 1 Plan

# School – Parent Compact

*School and the parents of the students agree that this compact outlines how the parents, entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State of California's high academic standards.*

*This School-Parent Compact is in effect during 2010-2011 school year.*

## School Responsibilities - School will:

**1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enable the participating students to meet the State of California's student academic achievement standards as follows:**

*The school will provide high-quality curriculum and instruction, using California standards-aligned instructional materials within a supportive and effective learning environment.*

**2) Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.**

*Parent-teacher conferences will be held twice during the school year and as needed.*

**3) Provide parents with frequent reports on their children's progress.**

*Report cards will be sent four times a year and as needed.*

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

*School staff will be available for consultation with parents as needed.*

**5) Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.**

*Parents may volunteer, participate, and observe classroom activities.*

## Parent Responsibilities –

**We, as parents will support our children's learning in the following ways:**

- *Monitoring attendance*
- *Make sure homework is completed*
- *Promoting positive use of child's out of school time*

## Student Responsibilities –

**We, as students, will share the responsibility to improve our academic achievement and achieve the State of California's academic standards. We will:**

- *Do my assignments every day*
- *Ask for help when I need it*
- *Read for at least 30 minutes every day outside of school*

## Title I School Parental Involvement Policy 2011 - 2012

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*School* will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its school-wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

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- Family-School Compact
- Teacher Status
- School goals and Priorities