



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Ralph J. Bunche Academy

MEASURE N PROBATIONARY SITE PROGRESS UPDATE



Presented by Ralph J Bunche Academy

Presented to Measure N Commission

12/7/21

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Hospitality, Tourism, and Recreation Pathway: Culinary Arts Emphasis

School and Pathway Vision: Ralph J. Bunche Academy students will...

- 1) ...Engage in academic endeavors that support the “whole student,” build confidence through challenge in their academic abilities, and develop skills that spark a passion for learning
- 2) ...Build an ongoing meaningful and personal relationship with fellow students, staff, family members, and community partners to support a sense of identity, set goals, and cultivate a belief in their own potential to succeed.
- 3) ...Graduate feeling confident in their 2-year post-graduation plan with experiences of exploring careers, college, and other areas of interest.

Ralph J. Bunche Academy students embed themselves in a small knit community focused on individual development toward college success or a culinary career, by participating in the Culinary Arts in a state of the art farm-to-table facility, being mentored by an industry professional, completing research/project based learning opportunities, work-based learning experiences, getting supported college/career access, reflecting on individual strengths, strategizing ways to improve areas of need, and engaging in rigorous curriculum.



Pathway Information

Hospitality, Tourism, and Recreation Pathway: Culinary Arts Emphasis

- 29 Students have gone through Culinary Arts Program this year,
- 29 Students currently in our College and Career Planning Capstone Program
- 10 Student currently in Work Based Learning (New Door Ventures facilitates this work for us)

Our plan is that all students enrolled in Bunche will participate in Culinary and College and Career Planning, next year our plan is to have all enrolled students participate in Culinary, College and Career, and WBL.



Updates from 2019-20



Ralph J. Bunche Hospitality, Tourism & Recreation (HTR) Pathway 2021-2022



Program of Study

Rigorous Academics	Career Technical Education	Work-Based Learning (WBL)	Student Supports
<p><u>Measure N Investments</u></p> <ul style="list-style-type: none"> • Additional Staffing to Support Smaller Class Sizes and Student Engagement <p><u>Structure</u></p> <ul style="list-style-type: none"> • Four classes per day (M,Tu,Th,F) • Electives & Internships (Wed) <p><u>Foci</u></p> <ul style="list-style-type: none"> • Writing Across Content • Schoolwide Writing Rubrics • Senior Project • Graduate Capstone <p><u>Staffing</u></p> <ul style="list-style-type: none"> • 2 FT English Teacher • 2 FT Soc Studies Teacher • 1 FT Math Teacher • 1 FT Science Teacher • 1 FT Culinary Arts Teacher • 1 FT Art Teacher • Fly Law (Criminal Justice Ed) • Community Engagement • Makerspace through Crucible 	<p><u>Measure N Investments</u></p> <ul style="list-style-type: none"> • Teacher Stipend for College, Career and Trades Coordinator <p><u>Sequence of Courses</u></p> <ul style="list-style-type: none"> • Introduction to Culinary/Hosp • Culinary 1a/b: Beg/Inter • Culinary 2a/b: Inter/Adv <p><u>Concurrent Enrollment</u></p> <ul style="list-style-type: none"> • TBD Gateway to College Supported Concurrent Enrollment at Laney College <p><u>Entrepreneurship</u></p> <ul style="list-style-type: none"> • Fundraisers (Christmas Bark) • TBD Gateway to College Supported Entrepreneurship Program <p><u>Cust Service Training</u></p> <ul style="list-style-type: none"> • New Door Ventures Supported On-the-Job Training <p><u>Certification</u></p> <ul style="list-style-type: none"> • ServSafe Certification <p><u>Staffing</u></p> <ul style="list-style-type: none"> • FT CTE Culinary Instructor 	<p><u>Measure N Investments</u></p> <ul style="list-style-type: none"> • Student Stipends • Community Based Organization <p><u>Structure</u></p> <ul style="list-style-type: none"> • College & Career Wed • ECCO Curriculum • Student Internship • Student Cooking Competition <p><u>Student Enterprises</u></p> <ul style="list-style-type: none"> • Catering Service • Culinary Pop Ups • New Door Venture Supported On-the-Job Training <p><u>Partnerships</u></p> <ul style="list-style-type: none"> • Visit Oakland • New Door Ventures • Oakland Parks and Recreation • Laney College • Ala Mar, Creekwood, Copper Spoon, etc. • Claremont Club & Spa • Cypress Mandela 	<p><u>Measure N Investments</u></p> <ul style="list-style-type: none"> • Teacher Stipend for Alumni/Family/Culture Liaison for Graduation Success • Student Stipend for IWE <p><u>Structure</u></p> <ul style="list-style-type: none"> • Advisory Dyads • Weekly community building Harambee/Friday Vibe • Elective program • Senior Capstone Seminar <p><u>Foci</u></p> <ul style="list-style-type: none"> • Coordination of Services Team • Family engagement • Restorative justice • Student portfolio/reflection • Wrap-around supports <p><u>Staffing and Partnerships</u></p> <ul style="list-style-type: none"> • FT restorative justice facilitator • 2 case managers (BACR) • Mental health counselor from East Bay Agency for Children (EBAC) • Tobacco Use Prevention Program

Updates

Program of Study

- **Humble Beginnings:** Our school and pathway vision was born from our students, families, and faculty. Through qualitative data analysis our community was able to develop three key trends for focus. Through the development of teams like Instructional Leadership, Senior Seminar, and Coordination of Services current staff and faculty are able to develop a path toward meeting the goals our community deserves.
- **We Are Successful:** So far in our community's growth we have been able to achieve the highest graduation rate, lowest dropout rate, and best outcomes for English language learners as compared to any Oakland Unified School District Alternative Education schools, three years in a row!
- **Traditional Data Systems Don't Paint Our Picture:** We have developed our own tracking system that supports current student achievement, need, life circumstance, and goal monitoring. The expansion of this work could mean true post-graduation tracking to utilize long term data and ensure the advocacy of our Post-Grad programming

Updates



Program of Study

- **Financial Investment:** From a Pathway Coach, Credit Recovery Teacher, Academic Counselor, Communications Director, Pathway Leadership, and Systems Data Monitoring Specialist we are better able to address the 4 pillars of Linked Learning: Rigorous Academics, Career Technical Education, Work-Based Learning, and Student Supports
- **Increased Teacher Staffing:** This has given students the ability to have access to small in-person classes with individualized support and less emphasis on online learning platforms like APEX (not accessible to everyone)
- **Staff Experience:** He have a staff that is mostly in its 1st-3rd year in these roles, but with Hospitality, Recreation, and Tourism backgrounds, the hope being to further embed Pathway work into the day to day curriculum.
- **Cross-Curriculum:** Staff crossing curriculum from traditional core content into Culinary and Post-Graduation work.
- **Post Graduation Planning:** Our Senior Capstone project has evolved to support our students' independent learning, increased rigor, personal reflection, community college planning, and tangible evidence of student growth.
- **Supported Work Environments:** Our Partnerships with local community based organizations and restaurants provide opportunities for young people to engage in career building strategies or intern in the hotel or culinary industry.



Structural Shifts in Support of Pathways

1. Our new locations, that we couldn't fully move into because of Covid restrictions, have had positive and negative impacts on our ability to support our pathway work.
2. The largest shift in support has come from our team's commitment to student access to an education. We entice every student to come to school everyday and try to support our students that have difficulty meeting that expectation with online supports.
3. We have established a positive relationship with students and our student survey data shows they feel seen and supported
4. Future Fridays have helped us educate all students about College and Career opportunities and skills needed to access them
5. We have two new HTR Leads, Anne Garvey and Ashley Cunningham, that receive support from administration and our previous Lead, Chef David.
6. We are emphasizing more opportunities for students to interact with the Culinary Arts by holding a weekly Harambee/Bunche Lunch, engaging in cross curricular activities, and full school events at The Kitchen @ The Center- (2850 West St. Oakland)

Updates



CTE & Rigorous Academics Integration

- So far this year, Science and Culinary Arts have collaborated for cross-curricular classwork and we are working on additional opportunities for more of this work through the year.
- District partners help us facilitate Career Technical Education for students that might not want to study Culinary Arts through ECCCO
- Our Humanities team (our largest team@ 4 members) has lead the way with engaging with accessible content due to the flux with in-person education due to Covid.
- As a mostly new staff Instructional Leadership Team is tasked with assessing rigor in our academics through observation and data analysis work over the course of thai year
- Our Students have access to the Dual Enrollment program, but historically it has been an area of improvement for us as the size of our school community hinders our ability to meet Peralta's minimum class size requirements.

Updates

Deepening Work-Based Learning experiences across Pathways

- Our Community Based Partner, New Door Ventures, supports our students with Work Based Learning opportunities during the school year.
- The district's Exploring College, Career and Community Options. (ECCCO) program supports us with this work during the summer
- Internally we utilize student stipends as a monetary motivation and real world modeling of the transactional nature of work to entice student's involvement on and off campus.
- Our New HTR leads are currently entrenched in a cycle of inquiry to ensure our students are prepared to enter, develop, and finish these experiences for their own educational benefit.

Updates



What are some examples of the implementation of your plan?

- Students participating in work based learning opportunities like New Door Ventures and ECCCO leave the program with skills and tools that make them more enticing to prospective employers
- None of our classrooms have more than 23 students enrolled which ties directly into feedback we received from orientation. Most students say that their previous school had “large classes” and they “could never get help.” Bunche students openly talk about the amount of support being a difference in their success.
- Students can access our state of the art kitchen facility and learn skills useful for Culinary Internships and careers
- Because of our increased case management staff we can more frequently do house visits and pick up or drop off work to students fearful of the Delta variant.
- Through Senior Seminar our students are able to learn viable research skills while also accessing college, internship, trade program, or job opportunities that help them down the road to a quality of life

Updates

What is different this year from 2019-20 in terms of pathway development?

- The largest difference from our 2019-20 pathway plan to this one can be seen in our areas of investment and emphasis. 2019-20 was the first year many of us were in our current leadership positions. We focused on increasing student enrollment in the program as we saw a steep decline in that area. Looking back we now understand the error in that strategy, even though we doubled our enrollment over the course of the year, our reliance on a mostly online driven curriculum along with severe chronic absenteeism showed us that we needed to emphasize Student Supports in order to make strides toward our School and Pathway Vision.
- The additions of 2 more Case Managers, Restorative Justice Coordinator, History Teacher, Physical Education Teacher, Data Entry/Analyst support, and Apex After School Lead teacher (used as a supplement instead of a foundation), has increased our ability to better educate and support our students.

Updates



What is different in terms of pathway development this year as compared to 2019-20?

- In addition, access to our new state of the art kitchen allows for our culinary students to learn the skills necessary to be successful in a professional setting.
- We have officially moved into our space at West Oakland Middle School (WOMS), which has its positives and negatives. Needless to say being moved mid-year from our old site in 2019-20 caused a lot of difficulties for our pathways success so having some consistency benefits our students over the course of the year.
- Lastly, the success of our evolving Senior Seminar (Capstone) curriculum has facilitated our young people to take ownership of their futures while reflecting on their own growth and development.
- Covid has taught us new skills that we can utilize to provide some students that can't come to school access to educational benefit online.

EVERY STUDENT THRIVES!



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