Measure N Implementation Narrative

Implementation Successes

What are some implementation successes that you'd like to lift up and share with others?	-Started a culinary CTE program as a core tenet of the pathway -Implementing a schoolwide rotating block schedule with extended periods (75 mins) -Implemented a schoowide Work-Based Learning Wednesday -Dual-Enrollment -Created a new daily schoolwide advisory structure -Implemented Harambee, a Wednesday morning schoolwide gathering
How do you know you were successful (evidence, data)?	-Students participated in the culinary program and they participated in a national culinary competition -Students received ServSafe certificates -Student and teacher feedback (students like more classtime) -More consistent attendance in academic classes -Higher rate of project/work completion -Enables teachers to go into more depth -Increased number of guest speakers, field trips, job shadows and internships -Increased number of students participating dual enrollment to 27 students -Increased student to student interactions as a result of intentional SEL development during SEL -Attendance increased on average by 10% schoolwide -Increased student participation in communal rituals

Implementation Challenges

What are some implementation challenges you encountered this first year of implementation?	-Need to strengthen the variety of programming and internship options on Wednesdays as part of the Work-Based Learning Wednesdays -Inconsistent quality across all of the advisory classes. Some advisories are extremely strong with quality programming while others need support to improve quality. -Need to strengthen the integration the pathway theme into core curriculum classes -Lack of adequate culinary facilities to support expansion of culinary program and the kitchen build-out will take up to another year
How do you know these were challenges (evidence, data)?	-Student and teacher feedback -Inconsistent student engagement across the programming options -Too many students in each program option -Observations and walk-through data -Attendance is higher in certain advisories -Temporary kitchen space being used without all of the equipment of a standard kitchen

Learning and Moving Forward

What did you learn?	-Having a clear focus on culinary and the kitchen build-out has made our Hospitality, Tourism, and Recreation (HTR) pathway real to students, students, and community. -Seeing ideas come to life, whether it be a dish students have prepared or a large event that students have planned become reality is key in engaging students and helping them see that effort translates into results and that school is valuable. -Connecting students to internships and mentors, expands learning beyond the walls of the school and helps students see the how their education is critical to their future.

How are you revising your strategies and pathway development work going forward based on what you learned?	-Create a hotel 'front of the desk' for Bunche that features HTR pathway, run by student-interns and an HTR Center, which will bring together the total college, career, industry and internship experience -Incorporate Hospitality, Tourism, and Recreation Pathway theme into projects in each academic discipline. -Restructure and improve Work-Based Learning Wednesdays to more fully engage community college, industry, CBOs, and school staff

1. ABOUT THE SCHOOL	*Complete this by:* **December 16, 2016**

Instructions:

Choose the name of your school from the drop-down menu. Your school ID will automatically populate.

1A) School Description: Your school description that you provided for the Options Guide will automatically populate here. If you would like to edit this description, click on the school description cell and copy it (Command-C on a Mac or Ctrl-C on a PC/Chromebook). Then right-click on the cell, choose "Paste special," and select "Paste values only." You can now edit the description.

1B) School Mission and Vision: Your mission and vision will automatically populate from your 16-17 Site Plan. If you would like to edit the mission and vision, click on the mission/vision cell and copy it (Command-C on a Mac or Ctrl-C on a PC/Chromebook). Then right-click on the cell, choose "Paste special," and select "Paste values only." You can now edit the mission and vision.

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

1A. School Description

Ralph J Bunche is a continuation high school located in West Oakland, California. Ralph Bunche is a continuation school designed to meet the needs of students 16-17 years of age, who are at risk of not graduating from high school. The school serves our most vulnerable, underserved, and reslient students who have not experienced the success or value of high school as of yet. Despite this, our students, mostly, African American and Latino/a, have continued to remain reslient and have entered Bunche determined to graduate. Bunche teachers and staff strive to engage students both academically and socio-emotionally so they might experience success and the value of school and be better equipped for college, career, and life. It is the school's mission to see and build from the strength and assets of students and the West Oakland community.

1B. 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.

1C. School Multi-Year WASC Goals

Length of WASC Accreditation:	3 years	*Last WASC Self-Study:*	2014-15		*Next Self-Study:*	2017-18

SCHOOL WASC GOALS	LCAP Goal Category
1. Continue working with OUSD central office staff on the development and implementation of assessment and evaluation of student learning. This system should capture, report and analyze district-wide site specific student data beyond Smarter Balanced data and be aligned to Next Generation Science Standards (NGSS) and Common Core State Standards (CCSS) for English language arts/literacy and mathematics.	2: Students are proficient in state academic standards.
2. Continue the transition to instructional practices that support the Common Core State Standards for ELA/literacy and mathematics and the NGSS.	2: Students are proficient in state academic standards.
3. In conjunction with OUSD central office staff continue to develop a systematic approach to assist students in planning for a high school diploma and post-secondary life; i.e., college and career preparation and readiness.	1: Graduates are college and career ready.
4. With OUSD central office support, continue the implementation of a consistent approach to providing curricula that is grade and age level appropriate and aligned with the CCSS in ELA/literacy and mathematics and NGSS.	2: Students are proficient in state academic standards.

1D. School Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
	57.8%	42.2%	TBD	TBD	10.8%	TBD	TBD	TBD	TBD

Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian	Multiracial	Newcomers
	68.7%		3.6%	20.5%		1.2%	1.2%	3.6%	TBD

1E. School Performance Data

Indicator	*13-14 School*	*14-15 School*	*15-16 School*	*16-17 School*	*15-16 District Average*	*15-16 State Average*
Linked Learning Pathways (All Students)	41.0%	27.8%	32.4%	79.2%	53.3%	41.8%
Linked Learning Pathways (Grade 10)	---				57.0%	58.1%
Graduate Outcomes	*13-14 School*	*14-15 School*	*15-16 School*	*16-17 School*	*15-16 District Average*	*15-16 State Average*
Four-Year Cohort Graduation Rate (All Students)	64.9%	50.5%			TBD	TBD
Four-Year Cohort Dropout (All Students)	13.0%	31.9%			TBD	TBD

	13-14 School	14-15 School	15-16 School	16-17 School	15-16 District Average	15-16 State Average
Four-Year Cohort Dropout (English Learners)	20.0%	20.0%			TBD	TBD
Four-Year Cohort Dropout (SPED)	50.0%	30.0%			TBD	TBD
Percent of Students Leaving	24.0%	23.4%	TBD	TBD	TBD	TBD
On Track to Graduate (Grade 9)	TBD		0.0%	0.0%	46.7%	TBD
On Track to Graduate (Grade 10)	TBD		0.0%	4.5%	33.6%	TBD
On Track to Graduate (Grade 11)	TBD	0.0%	0.0%	0.0%	35.4%	TBD
On Track to Graduate (Grade 12)	TBD	0.0%	0.0%	0.0%	44.8%	TBD
A-G Completion (Grade C or Better)	0.0%	0.0%	0.0%	TBD	51.2%	TBD
A-G Completion (African American Students)	0.0%	0.0%	0.0%	TBD	33.6%	TBD
A-G Completion (Special Education Students)	0.0%	0.0%	0.0%	TBD	15.6%	TBD
A-G Completion (English Learners)	0.0%	0.0%	0.0%	TBD	33.9%	TBD
A-G Completion (Foster Youth)	0.0%	0.0%	0.0%	TBD	20.8%	TBD
Post-Secondary Readiness	*13-14 School*	*14-15 School*	*15-16 School*	*16-17 School*	*15-16 District Average*	*15-16 State Average*
AP Course Access (All Students)	0.0%	0.0%	2.8%	TBD	25.7%	TBD
AP Course Access (African American Students)	0.0%	1.4%	2.1%	TBD	14.3%	TBD
AP Exam Pass Rate (Score of 3 or Better)				TBD	7.9%	TBD
% of Seniors with GPA > 3.5	0.0%	0.0%	TBD	TBD	TBD	TBD
Average SRI Reading Level, Grade 11	2.2%	14.9%	TBD	TBD	TBD	TBD
Average SRI Reading Level, Grade 12	TBD	TBD	TBD	TBD	TBD	TBD
Dual Enrollment with Community College	2.4%	2.8%	TBD	TBD	TBD	TBD
Dual Enrollment (Grade C or Better)	TBD	TBD	TBD	TBD	82.4%	TBD
Number of Students Enrolling in Four-Year Colleges	1.6%	TBD	TBD	TBD	TBD	TBD
Number of Students Enrolling in Two-Year Colleges	32.3%	TBD	TBD	TBD	TBD	TBD
Climate and Culture	*13-14 School*	*14-15 School*	*15-16 School*	*16-17 School*	*15-16 District Average*	*15-16 State Average*
Chronic Absence (All Students)				62.3%	11.2%	TBD
Chronic Absence (Special Education Students)				50.0%	18.7%	TBD
Chronic Absence (Foster Youth)				50.0%	19.2%	TBD
Suspension Rate	0.0%	0.0%	0.0%	0.0%	TBD	TBD
No Suspensions (African American Males)	100.0%	100.0%	100.0%	100.0%	91.2%	TBD
No Suspensions (Foster Youth)	100.0%	100.0%	100.0%	100.0%	86.6%	TBD
California Healthy Kids Survey Parent Participation Rate	8.5%	6.5%	6.5%		TBD	TBD
Rigorous Academics	*13-14 School*	*14-15 School*	*15-16 School*	*16-17 School*	*15-16 District Average*	*15-16 State Average*
English Learner Reclassification Rate	0.0%	20.0%	0.0%	TBD	13.2%	TBD
Long Term English Learner Reclassification Rate	0.0%	20.0%	0.0%	TBD	17.1%	TBD
SBAC Proficiency (ELA)	n/a	2.8%	TBD	TBD	19.5%	TBD
SBAC Proficiency (Math)	n/a	0.0%	TBD	TBD	14.7%	TBD
% of Students At or Above Grade Level in Reading Proficiency (SRI)	4.1%	15.8%	12.5%	TBD	23.9%	TBD

2. NEEDS ASSESSMENT *(three-year cycle)*	*Complete this by:* December 16, 2016

2A. Schoolwide Strengths and Challenges

Instructions:	*Task: Identify school strengths and challenges related to each focal area, and choose your highest leverage challenge.* • What strengths and challenges do you see in your current data? • Do a deeper dive using the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals? *IMPORTANT: Be sure to discuss strengths and challenges related to the performance of your low-income students, English learners, foster youth, students with disabilities, African-American students, Latino students, and other subgroups.* *Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."*

Focal Area	Strengths	Challenges *(List all challenges impacting each focal area.)*	Highest Leverage Challenge *(List one challenge.)*

Graduate Outcomes	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	Students come in 1-2 years behind in credits; classified as 11th and 12th graders when most have credits of 9th and 10th graders	Students come in 1-2 years behind in credits
Post-Secondary Readiness	Students have strong interest in culinary career cluster as demonstrated by the high student attendance of the culinary class.	Need to support students transitioning into college and/or career opportunities through dual-enrollment and work certificate opportunities built into the program. Post-Secondary College Transition: A majority of students are not registering or attending community college after graduation.	A majority of students are not registering or attending community college after graduation or transitioning into a career.
Climate and Culture	Low suspension rate	Students need high level of SEL support.	High rate of chronic absenteeism
Rigorous Academics	Higher EL reclassification rate than district;	Students come in multiple years below in SRI level and need intensive reading and writing support. Students have low academic expectations of themselves.	Students come in multiple years below in SRI and SMI and need intensive reading, writing and math support to build skill and knowledge recovery in addition to credit recovery
Pathway Development	Launched a new culinary pathway with a clear sequence of CTE courses, Culinary 1 & 2, implementing dual-enrollment courses aligned to the pathway with parent attendance in the courses as well, students are enrolled in and have already earned Servsafe certification	Getting a kitchen build to fully implement the culinary program; continuing to flesh out our work-based learning continuum and integrate the pathway theme into core content areas	Getting a kitchen build to fully implement the culinary program; continuing to flesh out our work-based learning continuum and integrate the pathway theme into core content areas

2B. Schoolwide Root Cause Analysis from Measure N Design

Instructions:	*Task: For your highest leverage challenge in each focal area, think about the root cause(s) of some of the challenges you identified above.* • For each priority, identify at least one root cause for a challenge you listed above. • Focus on causes that the school can control or influence (e.g., we do not consistently provide intervention for low-performing students) rather than larger societal causes (e.g., race, poverty). • Be sure to consider multiple types of data as you identify root causes, and explicitly consider broad, systemic root causes if your school is not meeting performance goals on multiple indicators. *Note: This section has been pre-populated with your root cause analysis from your current plan. You may need to revise this analysis to align it to the highest leverage challenge you've identified.*	Root Cause Analysis Primer.

Focal Area	**Highest Leverage Challenge** **(will auto populate from the table above)**	**Root Cause Analysis of Highest Leverage Challenge**	**Linked Learning Criteria**
Graduate Outcomes	Students come in 1-2 years behind in credits	Students have yet to experience success and the value of school. Students have yet to shift their thinking and internalize the connections between attendance, graduation, college success, and career success.	Equity/Access/ Achievement
Post-Secondary Readiness	A majority of students are not registering or attending community college after graduation or transitioning into a career.	Lack of structured program before graduation to support transition to postsecondary (e.g. concurrent enrollment, dual enrollment, work-based learning,etc.)	Program of Study & Master Scheduling
Climate and Culture	High rate of chronic absenteeism	Students have yet to experience success and the value of school. Students have yet to shift their thinking and internalize the connections between attendance, graduation, college success, and career success.	Personalized Student Support
Rigorous Academics	Students come in multiple years below in SRI and SMI and need intensive reading, writing and math support to build skill and knowledge recovery in addition to credit recovery	Teachers have had low academic expectations of students. Teachers have viewed students through a deficit lens as opposed to an asset-based lens.	Building a Rigorous Academic Core: Teacher Conditions
Pathway Development	Getting a kitchen build to fully implement the culinary program; continuing to flesh out our work-based learning continuum and integrate the pathway theme into core content areas	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.	Work-Based Learning

2C. Current Strategy Analysis

Instructions:	*Task: For each of your current strategies, assess whether or not the strategy has been implemented with fidelity and whether there is currently evidence of its effectiveness.* In the analysis section, discuss any barriers to implementation and reflect on when and how you expect to see evidence of effectiveness. If you have not implemented a strategy or if you are not seeing evidence that it is effective, discuss what you will change in 17-18 to address this.

Current 16-17 Strategies		**Fully Implemented?**	**Evidence of Effectiveness?**	**Analysis of Strategy Implementation and Effectiveness**
Schoolwide Instructional Improvement Strategy:	Develop a school-wide literacy program focused on classroom literacy and writing instructional practices and an intensive reading acceleration program.	Not Yet	Yes	WRITING: Focused on writing: Developed schoolwide writing plan in ILT. Developed schoolwide writing rubric and created a schoolwide student writing performance based goal and tied teacher evaluation goals to schoolwide performance goal as well. Developed a scope and sequence for site-based PD along with collecting sample student writing aligned to goal. LITERACY: Hired a new literacy specialist to develop reading acceleration program with a schoolwide focus. When the school year started, there wasn't a reading program in place yet, was also starting a lot of new intiatives. Brought in the literacy specialist to analyze needs and strengths to develop a program. Need to coach and support literacy specialist to find literacy strategies, clear focus and develop schoolwide plan for literacy

Culture & Climate Improvement Strategy:	Incorporate SEL competencies into core classes, including the daily advisory program	Yes	Yes	Check In (advisory) is going well, attendance is up; need to ensure school wide writing and reflection is happening in check in; need to gather data on how advisory is happening across the school (qualitative and quantitative)	
Pathway Development Strategy:	Hospitality, Tourism, Recreation, will focus on developing out culinary arts strand including certification program, work based learning , and college and career support programs.	Yes	Yes	Culinary program (classes) is in place and students enjoy it including certification, CTE courses, work-based learning; Monitoring more closely work-based learning Wednesday in order to identify directions of next move; want to think through how to incorporate the pathway theme into the learning of the other classes	
Design Feature #1 (New/Emerging):	School-wide focus on writing across the curriculum via professional development, coach and peer observations/feedback cycles. Intensive one-on-one and small group reading interventions with students	Yes	Yes		
Design Feature #2 (New/Emerging):	Dual enrollment course offered at site	Not Yet	Not Yet	Will be starting dual-enrollment course in the Spring	
Design Feature #3 (New/Emerging):	Hospitality, Tourism, recreation Pathway with culinary arts focus	Yes	Yes	Implemented	
Signature Element #1 (Established):	Schoolwide Restorative Justice Practices along with differentiated supports for Foster and Homeless youth.	Yes	Yes	Overall, RJ practices are being implemented and are functioning pretty well including training students in RJ to facilitate RJ practices and circles; need better training and support for the current RJ coordinator so they can train and support all teachers to ensure collective RJ capacity	
Signature Element #2 (Established):	Online differentiated learning and reading support: Achieve 3000.	No	No	Going in a different direction and developing a more robust literacy program.	
Signature Element #3 (Established):	Attendance Program	Yes	Yes	Attendance has gone up.	

3. EQUITY IMPERATIVE FOR YOUR SITE

Complete this by: **December 16, 2016**

As you develop your Site Plan, it can be helpful to identify an equity imperative that will support your decision making as a leader. Please enter an equity imperative that can be shared with your teams and will serve as a final test for your plan Do your plan goals and strategies address your equity imperative? (The equity imperative will not appear in the final version of your SPSA but can help guide your planning.)

Equity Imperative	What will be true in three years if you continue to focus on this imperative?
Transform educational outcomes for West Oakland youth and community.	Ralphe Bunche will be a hub for the West Oakland community for education, dual-enrollment, job training and a place for community members and parents to have access to those same supports beyond the 9 to 4 day.

4. ANNUAL SCHOOL GOALS

Complete this by: **December 16, 2016**

Identify one annual SPSA goal for each focal area. Goals should be specific, measurable, and achievable within the plan's one-year timeframe. For each goal, enter an indicator for which you will be able to see short-term annual progress. You may choose from the drop-down list or enter your own indicator.

FOCAL AREA	Long-Term Goal for 2020	Indicator	Target Student Group	2015-16 Baseline	2016-17 Target	2017-18 Target	Related WASC Goal
Graduate Outcomes	Increase the amount of students graduating by 5%	Graduation Rate	All Students	TBD	TBD	TBD	3. In conjunction with OUSD central office staff continue to d
Post-Secondary Readiness	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.	Pathway Participation	All Students	2.8%	23%	33%	3. In conjunction with OUSD central office staff continue to d
Climate and Culture	Increase average monthly attendance to 90% by the year 2020.	Attendance Rate	All Students	67.91%	77.8%	85%	3. In conjunction with OUSD central office staff continue to d
Rigorous Academics	Increase by 5% students who are demonstrating growth on SRI; Increase the amount of time students interact with text and writing in class by 10%.	SRI	All Students	25%	30%	35%	1. Continue working with OUSD central office staff on the de
Pathway Development	The pathway identity is clear to teachers, students, and staff and 100% of students participate in the pathway experience: project connected to theme, mentorship, job shadow, and course, etc.	Pathway Participation	All Students	28.6%	75%	100%	1. Continue working with OUSD central office staff on the de

5. STRATEGIES

Complete this by: **February 28, 2017**

Focused Annual Plan (FAP) Major Improvement Strategies

Identify four major improvement strategies that will guide your programs and professional development for the year and allow you to meet your goals.		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Schoolwide Language & Literacy Improvement Strategy:	**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.	Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions
Schoolwide Mathematics Improvement Strategy:	**Productive Struggle:** Increasing the amount of time students are engaging in productive struggle in a math classroom and increasing the amount of mathematical writing in the classroom.	Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions
Culture & Climate/SEL Improvement Strategy:	**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	Personalized Student Support	Equity/Access/ Achievement
Pathway Development/ Implementation Strategy:	Hospitality, Tourism, Recreation, will focus on developing out culinary arts strand including certification program, work based learning , and college and career support programs.	Program of Study & Master Scheduling	Work-Based Learning

Measure N Design Features

Identify up to three Measure N design features that support your goals.	1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria

Measure N Design Feature #1:	**Reception Area** - Create a hotel 'front of the desk' for Bunche that features HTR pathway, run by student-interns and an HTR Center, which will bring together the total college, career, industry and internship experience	Work-Based Learning	School Leadership & School Vision
Measure N Design Feature #2:	**Integrated Curricula** - Incorporate Hospitality, Tourism, and Recreation Pathway theme into projects in each academic discipline.	Program of Study & Master Scheduling	Building a Rigorous Academic Core: Student Conditions
Measure N Design Feature #3	**Work-Based Learning (WBL) Wednesday** - Restructure and improve Work-Based Learning Wednesdays to more fully engage community college, industry, CBOs, and school staff.	Work-Based Learning	Personalized Student Support

Signature Elements (Established Practices)			
Identify up to three established signature elements that support your goals.		**1st Linked Learning Implementation Criteria**	**2nd Linked Learning Implementation Criteria**
Signature Element #1 (Established):	Schoolwide Restorative Justice Practices along with differentiated supports for foster and homeless youth, and including building teacher and staff capacity to engage with families and community	Personalized Student Support	Equity/Access/ Achievement
Signature Element #2 (Established):	**Literacy Supports and Intervention**:	Building a Rigorous Academic Core: Student Conditions	Personalized Student Support
Signature Element #3 (Established):	**Attendance Program:**	Personalized Student Support	Equity/Access/ Achievement

6. STRATEGIC ACTIONS TO IMPLEMENT STRATEGIES	**Complete this by: February 28, 2017**

Instructions:	**Task: Document strategic actions to support the school's major improvement strategies, design features, signature elements, and other planned activities.** *Target Student Group:* For each action, choose a primary student group that you expect to benefit. *Title I Requirements:* If this action addresses a Title I requirement, choose that requirement from the drop-down menu to help guide OAP's review of your plan for compliance. This drop-down shows OAP where to look to ensure that you have met all requirements. Please make sure that if you have selected a requirement from this list that the language in your practice reflects this (e.g., if you say this is Teacher PD, one of your practices in this line must describe PD for teachers). *REQUIRED: Every school must have at least one practice that addresses each of the Title I Schoolwide Program (SWP) requirements listed in the column on the right.*

Schoolwide Language & Literacy Improvement Strategy:	**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.**

Strategic Action	**Associated LCAP Action Area** *(required for all funded actions)*	**Primary Target Student Group for This Action**	**If this requires funding, what is the funding source?**	**Dollar Amount or FTE Allocation**	**Object Code**	**Which strategy does this practice support?**	**Title 1 Requirement Addressed by Practices (if any)**
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.	A2.1: Implementation of CCSS & NGSS	All Students		$0.00		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.	Differentiation for Low-Performing Students
Academic Tutors: Hire 3 tutors 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.	A2.9: Targeted School Improvement Support	All Students	Grant	$100,000.00		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.	Differentiation for Low-Performing Students
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; children with disabilities; homeless and foster youth; ELL students; and newcomers.	A1.3: A-G Completion	Other	Title I: Basic	$18,268.88	5825	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.	Targeted Support for Low-Income Students
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.	A1.3: A-G Completion	Foster Youth	General Purpose Discretionary	$5,000.00	4200	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.	Targeted Support for English Learners
PD: Implement schoolwide professional development focused on literacy and high-quality writing; including strategies for supporting ELL, GATE and foster youth students to increase quality of instruction.	A2.1: Implementation of CCSS & NGSS	All Students		$0.00		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.	Teacher PD

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Title 1 Requirement Addressed by Practices (if any)
Collaboration Time: Teachers have extended planning time to create and integrate literacy and writing strategies into their core curriculum to increase quality of instruction.	A2.1: Implementation of CCSS & NGSS	All Students	General Purpose Discretionary	$4,000.00	1120	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.	Teacher PD
Conferences: Teachers will be able to attend conferences where they will learn best practices for literacy and writing to improve quality of instruction.	A2.5: Teacher Professional Development for CCSS & NGSS	All Students	General Purpose Discretionary	$5,000.00	5200	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.	Teacher PD
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.	A2.5: Teacher Professional Development for CCSS & NGSS	All Students	Measure G: TGDS	$7,000.00	1120	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.	Teacher PD

Schoolwide Mathematics Improvement Strategy:	**Productive Struggle: Increasing the amount of time students are engaging in productive struggle in a math classroom and increasing the amount of mathematical writing in the classroom.**						
Strategic Action	**Associated LCAP Action Area**	**Primary Target Student Group for This Action**	**If this requires funding, what is the funding source?**	**Dollar Amount or FTE Allocation**	**Object Code**	**Which strategy does this practice support?**	**Title 1 Requirement Addressed by Practices (if any)**
Academic Tutors: Hire 3 tutors 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.	A2.9: Targeted School Improvement Support	All Students	Grant	$100,000.00		Productive Struggle: Increasing the amount of time students are engaging in productive struggle in a math classroom and increasing the amount of mathematical writing in the classroom.	Differentiation for Low-Performing Students
PD: Implement targeted PD for math teachers to learn how to incorporate productive struggle strategies into their core curriculum; including strategies for supporting ELL, GATE and foster youth students	A2.5: Teacher Professional Development for CCSS & NGSS	All Students		$0.00		Productive Struggle: Increasing the amount of time students are engaging in productive struggle in a math classroom and increasing the amount of mathematical writing in the classroom.	Teacher PD
Collaboration Time: Teachers have extended planning time to create and integrate math strategies into their core curriculum to increase quality of instruction.	A2.1: Implementation of CCSS & NGSS	All Students	General Purpose Discretionary	$1,000.00	1120	Productive Struggle: Increasing the amount of time students are engaging in productive struggle in a math classroom and increasing the amount of mathematical writing in the classroom.	Teacher PD
Peer Observation: Teacher will have opportunities to observe each other's practice in math within and beyond Bunche to engage in cycles of inquiry and improve quality of instruction.	A2.5: Teacher Professional Development for CCSS & NGSS	All Students	Measure G: TGDS	$900.00	1120	Productive Struggle: Increasing the amount of time students are engaging in productive struggle in a math classroom and increasing the amount of mathematical writing in the classroom.	Teacher PD
Conferences: Teachers will have opportunities to attend conferences to learn best practices for math and improve quality of instruction.	A2.5: Teacher Professional Development for CCSS & NGSS	All Students	General Purpose Discretionary	$1,000.00	5200	Productive Struggle: Increasing the amount of time students are engaging in productive struggle in a math classroom and increasing the amount of mathematical writing in the classroom.	Teacher PD

Culture & Climate/SEL Improvement Strategy:	**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**						
Strategic Action	**Associated LCAP Action Area**	**Primary Target Student Group for This Action**	**If this requires funding, what is the funding source?**	**Dollar Amount or FTE Allocation**	**Object Code**	**Which strategy does this practice support?**	**Title 1 Requirement Addressed by Practices (if any)**
Restorative Justice: Hire a .5 FTE RJ Coordinator to support implementing schoolwide restorative justice practices	A2.2: Social Emotional Learning	All Students	General Purpose Discretionary	$10,000.00	4399	Schoolwide Restorative Justice Practices along with differentiated supports for foster and homeless youth.	Targeted Support for Low-Income Students
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	A6.1: Parent / Guardian Leadership Development	All Students	Title I: Parent Participation	$611.80	5220	Literacy Supports and Intervention:	Family Engagement
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	A2.2: Social Emotional Learning	All Students		$0.00		Advisory: Incorporate SEL competencies into core classes, including the daily advisory program	Family Engagement

Pathway Development/Implementation Strategy:	**The pathway identity is clear to teachers, students, and staff and 75% of students participate in the pathway experience.**						
Strategic Action	**Associated LCAP Action Area**	**Primary Target Student Group for This Action**	**If this requires funding, what is the funding source?**	**Dollar Amount or FTE Allocation**	**Object Code**	**Which strategy does this practice support?**	**Title 1 Requirement Addressed by Practices (if any)**
Reception Area - Create a hotel 'front of the desk' for Bunche that features HTR pathway, run by student-interns.	A1.1: Pathway Programs	All Students	Measure N			Hospitality, Tourism, Recreation, will focus on developi	

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Title 1 Requirement Addressed by Practices (if any)
Integrated Curricula - Incorporate Hospitality, Tourism, and Recreation Pathway theme into projects in each academic discipline.	A1.1: Pathway Programs	All Students	Measure N	$0.00		Integrated Curricula - Incorporate Hospitality, Tourism,	
Work-Based Learning (WBL) Wednesday - Restructure and improve Work-Based Learning Wednesdays to more fully engage community college, industry, CBOs, and school staff.	A1.1: Pathway Programs	Other	Measure N	$0.00		Work-Based Learning (WBL) Wednesday - Restructure	
Student Internship Stipends: Issue student stipends as part of students work-based learning Wednesday internships	A1.1: Pathway Programs	All Students	Measure N	$10,000.00	1220	Work-Based Learning (WBL) Wednesday - Restructure	
Pathway Coach: Hire a pathway coach to support with pathway development	A1.1: Pathway Programs	All Students	Measure N	$23,000.00	5708	Hospitality, Tourism, Recreation, will focus on developi	Teacher PD
Work-Based Learning Liaison (.4 FTE): Hire a WBL Liaison to coordinate and develop the development of work-based learning continuum and student internships	A1.1: Pathway Programs	All Students	Measure N	$30,000.00	4399	Hospitality, Tourism, Recreation, will focus on developi	Targeted Support for Low-Income Students
Work-Based Learning Liaison (.6 FTE): Hire a WBL Liaison to coordinate and develop the development of work-based learning continuum and student internships	A1.1: Pathway Programs	All Students	Grant			Hospitality, Tourism, Recreation, will focus on developi	
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	A1.1: Pathway Programs	All Students	Measure N	$10,000.00	5825	Hospitality, Tourism, Recreation, will focus on developi	
Dual Enrollment Expansion: Provide textbooks and support dual-enrollment costs for the Culinary, Business Liit and African American studies classes.	A1.1: Pathway Programs	All Students	Program Investment	$13,625.00	(not allocated)	Hospitality, Tourism, Recreation, will focus on developi	Differentiation for Low-Performing Students
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)	A1.1: Pathway Programs	All Students	Measure N	$15,726.30	4311	Hospitality, Tourism, Recreation, will focus on developi	

Strategic Actions for All Other Strategies (including Measure N Design Feature and Signature Element Strategies)							
Strategic Action	**Associated LCAP Action Area**	**Primary Target Student Group for This Action**	**If this requires funding, what is the funding source?**	**Dollar Amount or FTE Allocation**	**Object Code**	**Which strategy does this practice support?**	**Title 1 Requirement Addressed by Practices (if any)**
Supplies	A1.3: A-G Completion	All Students	General Purpose Discretionary	$39,310.20	4310	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.	
Surplus	A2.2: Social Emotional Learning	All Students	General Purpose Discretionary	$11,027.21	4399	Schoolwide Restorative Justice Practices along with differentiated supports for foster and homeless youth.	
Meeting Refreshments	A6.5: Academic Parent-Teacher Communication & Workshops	All Students	General Purpose Discretionary	$6,700.00	4311	Schoolwide Restorative Justice Practices along with differentiated supports for foster and homeless youth.	Family Engagement
Computers	A2.3: Standards-Aligned Learning Materials	All Students	General Purpose Discretionary	$5,000.00	4420	Integrated Curricula - Incorporate Hospitality, Tourism, and Recreation Pathway theme into projects in each academic discipline.	Targeted Support for Low-Income Students
Furniture	A5.3: School Facilities	All Students	General Purpose Discretionary	$10,000.00	4432	Reception Area - Create a hotel 'front of the desk' for Bunche that features HTR pathway, run by student-interns.	
Audio Visual Equipment	A2.3: Standards-Aligned Learning Materials	All Students	General Purpose Discretionary	$5,000.00	4474	Integrated Curricula - Incorporate Hospitality, Tourism, and Recreation Pathway theme into projects in each academic discipline.	
Dues and Memberships	A1.3: A-G Completion	All Students	General Purpose Discretionary	$900.00	5300	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.	
Clerical Salaries Overtime	A5.1: School Culture & Climate (Safe & Supportive Schools)	All Students	General Purpose Discretionary	$2,000.00	2425	Schoolwide Restorative Justice Practices along with differentiated supports for foster and homeless youth, and including building teacher and staff capacity to engage with families and community	
Rental, Leases and Repairs	A2.9: Targeted School Improvement Support	All Students	General Purpose Discretionary	$4,200.00	5600	Hospitality, Tourism, Recreation, will focus on developing out culinary arts strand including certification program, work based learning , and college and career support programs.	

Interprogram Postage	A6.5: Academic Parent-Teacher Communication & Workshops	All Students	General Purpose Discretionary	$250.00	5724	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	Family Engagement
IT Computer Tech	A2.3: Standards-Aligned Learning Materials	All Students	General Purpose Discretionary	$17,891.00	5737	Integrated Curricula - Incorporate Hospitality, Tourism, and Recreation Pathway theme into projects in each academic discipline.	
Assemblies/Classroom Presentation	A1.1: Pathway Programs	All Students	General Purpose Discretionary	$6,000.00	5828	Hospitality, Tourism, Recreation, will focus on developing out culinary arts strand including certification program, work based learning , and college and career support programs.	
Admission Fees	A2.9: Targeted School Improvement Support	All Students	General Purpose Discretionary	$1,000.00	5829	Integrated Curricula - Incorporate Hospitality, Tourism, and Recreation Pathway theme into projects in each academic discipline.	
Transportation	A1.1: Pathway Programs	All Students	General Purpose Discretionary	$12,800.00	5880	Hospitality, Tourism, Recreation, will focus on developing out culinary arts strand including certification program, work based learning , and college and career support programs.	Targeted Support for Low-Income Students
Postage	A6.5: Academic Parent-Teacher Communication & Workshops	All Students	General Purpose Discretionary	$500.00	5910	Schoolwide Restorative Justice Practices along with differentiated supports for foster and homeless youth, and including building teacher and staff capacity to engage with families and community	Family Engagement

Instructions:			**KEY:**		
Please complete this self-assessment for your school.			1: Beginning & Designing		3: Meeting and Advancing
Click here for the full	Measure N rubric.		2: Developing & Approaching		4: Excelling and Sustaining

1. SCHOOL LEADERSHIP AND VISION	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Mission and Vision	2	3	3	Mission and Vision clear strategies adopted by pathway. Pathway management is shared by pathway team.Teachers clearly identify as pathway specific. Staff, school, district and partners ensure sucessful emplementation of program.		
Leadership Configuration	1.5	2.5	3			
Distributive Leadership	1	2	3			
2. EQUITY, ACCESS AND ACHIEVEMENT	**2014-15 Score**	**2015-16 Score**	**Current Score**	**Current Status Data to Support Scores**	**Analysis of Strengths and Challenges**	**Root Cause(s)**
Open Access and Equitable Opportunities	2	3	4	Have policies and practicies to promote diversity and access. Does not track students.two years of growth reflecting diversity of Oakland community. All studednts are successfully meeting bencmarrks for student achievement relative to all other sub groups		
Diverse Student Representation	2	3	4			
Closing the Opportunity Gap	2	3	4			
3. PROGRAM OF STUDY AND MASTER SCHEDULING	**2014-15 Score**	**2015-16 Score**	**Current Score**	**Current Status Data to Support Scores**	**Analysis of Strengths and Challenges**	**Root Cause(s)**
Pathway Theme	2	3	4	Students enrolled in other pathway electives and interventions without removing them from core. Studednt cohorts academically and technically. Academically aleigned CTE standards and A-G requirements. Common prep periods.		
Integrated Core	1	3	4			
Cohort Scheduling	2	3	3			
4. BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	**2014-15 Score**	**2015-16 Score**	**Current Score**	**Current Status Data to Support Scores**	**Analysis of Strengths and Challenges**	**Root Cause(s)**
Rigorous, Relevant and Integrated Learning	2	2	3	Design an high quality public defence of product and services. National cooking competition.Interacts regularly with industry,post secondary and community partners. Teachers collaborate with industry partners,post secondary, and community pasrtners in cooparative learning.		
Collaborative Learning	1	2	4			
5. BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	**2014-15 Score**	**2015-16 Score**	**Current Score**	**Current Status Data to Support Scores**	**Analysis of Strengths and Challenges**	**Root Cause(s)**
Sharing Best Practice	1.5	2+	3	Regularly scheduled retreats and planning for best practices.High functioning team with protocols and routine processes. Daily		

Collaboration Time	1	4	4	consistant collaboration with clear goals for improving instruction. Teachers continue to develop growth mindset challenging prevailing conceptions about learning and expectations about students.		
Professional Learning	2	3	3			

6. WORK-BASED LEARNING	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Types of Student Experiences	1.5	2+	3	Sequenced WBL experiences culmanating in career training and career preparation.Serv-Safe Certification.WBL opportunities, internships in aleignment with industry and secondary. Supports student progress toward learning outcomes.Continuing to identify assessment tools to evaluate the impact of WBL experience.		
Pathway Outcomes	1	2	3			
Pathway Evaluation	1.5	2	2.5			

7. PERSONALIZED STUDENT SUPPORT	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Support of Student Needs	2+	3	4	Each student is programed into a daily advisory period with an advisor who works with them all year long. Works with students in areas of individual skills, strengths and challenges, interests. Identifies and monitors academic ,personal, socialand emotional needs. Provides culturally responsive interventions and acelleration strategies to support student success. have a college and career plan that supports students in assumming fresponsibility for monitoring thier own college and career plans. Tri-mester checkins with parents and students about progress,college and career plans.		
College & Career Plan	2	3	4			