

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 24, 2015

To: Board of Education

From: Antwan Wilson, Superintendent
Allen Smith, Chief of Schools
Vernon Hal, Senior Business Officer
Ruth Alahydoian, Chief Financial Officer
Susana Ramirez Director, State and Federal Compliance

Re: 2015 - 2016 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2015-2016 Single Plan for Student Achievement (SPSA) for Ralph Bunche High School.

Background:

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

Discussion:

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

- Title I
- 21st Century After School Programs

Recommendation:

The Board of Education is requested to approve the 2015-2016 Single Plan for Student Achievement (SPSA) for Ralph Bunche High School.



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Legislative File ID No.: 15-1311
Introduction Date: 6/24/15
Enactment No.: 15-1050
Enactment Date: 6/24/15

2015-2016 Single Plan for Student Achievement (SPSA)

School: Ralph J. Bunche High School
CDS Code: 1612590118653
Principal: Betsye Steele
Date of this revision: 6/10/2015

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

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

Contact Person:	Betsye Steele	Position:	Principal
Address:	1240 18th Street Oakland, CA 94607	Telephone Number:	510-874-3300
		Email Address:	betsye.steele@ousd.k12.ca.us

The District Governing Board approved this revision of the SPSA on: 6/24/2015

OAKLAND UNIFIED SCHOOL DISTRICT
Antwan Wilson, Superintendent
James Harris, Board President



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2015-2016 Single Plan for Student Achievement (SPSA)

School: Ralph J. Bunche High School
CDS Code: 1612590118653
Principal: Betsye Steele
Date of this revision:

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

Contact Person: Betsye Steele Position: Principal
Address: 1240 18th Street Telephone Number: 510-874-3300
Oakland, CA 94607 Email Address: betsye.steele@ousd.k12.ca.us

The District Governing Board approved this revision of the SPSA on:

OAKLAND UNIFIED SCHOOL DISTRICT
Antwan Wilson, Superintendent
James Harris, Board President

15-16 Single Plan for Student Achievement Recommendations and Assurances

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

- Checkboxes for Title I Schoolwide Program, Title I Targeted Assistance Program, After School Education & Safety Program (ASES), Local Control Funding Formula (LCFF) Base Grant, LCFF Supplemental Grant, LCFF Concentration Grant, School Improvement Grant (SIG), and 21st Century.

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

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

Date(s) plan was approved:

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

- Checkboxes for Fliers in students' home languages, Announcement at a public meeting, and Other (Notices and Media Announcements, etc.) with handwritten 'Robo-calls' next to the last option.

Signatures:

Betsye Steele
Print name of School Principal

Betsye Steele
Signature

5-20-15
Date

SHARON BRANFORD

Print name of SSC Chairperson

Sharon Branford

Signature

5/20/15
Date

Kevin Taylor

Print name of Network Superintendent

Signature

6/4/15
Date

Susana Ramirez

Susana Ramirez, Director, State & Federal Programs

Signature

6/4/15
Date

SPSA Engagement Timeline (SSC, ILT, Sub-Committee, and Target Group Engagement)

School Site Name: Ralph J. Bunche High School

Site Number: 309

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the SPSA. Include ILT Team, SSC.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2014	SSC	Shared rationale and overview of Focused Annual Plan.
11/1/2014	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and
12/1/2014	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to
12/5/2014	Faculty & SSC combined	Budget training and review budget summary including major FAP strategies & activities
1/7/2015	EL Parent Sub-Committee	Presented FAP goals and activities to increase EL SRI scores and re-classification, documented
2/4/2015	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
10/14/2014	SSC	Reviewed comprehensive annual School Site Plan
11/18/2014	Staff/ Students/Community combined Meeting	Work shop on Student data, instructional practices, graduation data
1/14/2015	ILT Planning	Planning for student Academic success, establishing Problems of Practice, Planning parent engagement
2/23/2015	Wasc Review, Parent focus Group, student focus group, faculty focus group	
3/14/2015	SSC/Faculty/Students	Reviewed budget summary, major strategies and activities of 2015-16 school year.
4/17/2015	EL and SPED Family engagement Meetings	Reviewed strategies and interventions for academic support for student sub-groups

2015-2016 Final Budget

Programs Included In This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Base #0000	\$143,047.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$0.00	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program (FTE Only) ... ASES #6010	\$0.00	TBD
TOTAL:	\$143,047.00	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$17,616.00	TBD

SPSA Engagement Timeline (SSC, ILT, Sub-Committee, and Target Group Engagement)

School Site Name: Ralph J. Bunche High School

Site Number: 309

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the SPSA. Include ILT Team, SSC, English Learner Sub-Committee, Staff, faculty, and students.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2014	SSC	Shared rationale and overview of Focused Annual Plan.
11/1/2014	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2014	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to FAP goals.
12/5/2014	Faculty & SSC combined	Budget training and review budget summary including major FAP strategies & activities 2015-2016. Documented feedback for ILT review.
1/7/2015	EL Parent Sub-Committee	Presented FAP goals and activities to increase EL SRI scores and re-classification, documented feedback for ILT review.
2/4/2015	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
10/14/2014	SSC	Reviewed comprehensive annual School Site Plan
11/18/2014	Staff/ Students/Community combined Meeting	Work shop on Student data, instructional practices, graduation data
1/14/2015	ILT Planning	Planning for student Academic success, establishing Problems of Practice, Planning parent engagement
2/23/2015	Wasc Review, Parent focus Group, student focus group, faculty focus group	
3/14/2015	SSC/Faculty/Students	Reviewed budget summary, major strategies and activities of 2015-16 school year.
4/17/2015	EL and SPED Family engagement Meetings	Reviewed strategies and interventions for academic support for student sub-groups

Programs Included in This Plan

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State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Base #0000	\$143,047.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$0.00	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program (FTE Only) ... ASES #6010	\$0.00	TBD
TOTAL:	\$143,047.00	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$17,616.00	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$440.00	TBD
School Improvement Grant ... SIG Resource #3180	\$0.00	TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$18,056.00	\$0.00

MAJOR IMPROVEMENT PRIORITIES

MAJOR IMPROVEMENT PRIORITY #1: INCREASE STUDENT LITERACY LEXILE SCORE

LCAP strategic priorities addressed by this Major Improvement Priority:

1. College & Career Readiness (LCAP Goal 1)
- ✓ 2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
4. Student Engagement (LCAP Goal 5)
5. Parent/Family Engagement (LCAP Goal 6)
6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

STUDENT GOAL(S) for Improvement Priority #1

- All students who attend 80% of the time for at least one semester will increase their lexile scores as measured by the SRI by 10%
- Reduce SRI non-participation rate to 5% or less
- Every teacher will know and use a reading strategy in every class every day including close reading, socratic seminars, or other literacy strategies

STUDENT GOAL TARGET(S) for Improvement Priority #1

<i>Indicators for Student Goal(s)</i>	<i>Indicator Description</i>	<i>Fall 2014 Baseline</i>	<i>2014-15 Target</i>	<i>2015-16 Target</i>
SRI	A decrease in the number of students multiple years below grade level	25%	50%	90%
SRI	A decrease in the number of students one year below grade level			
SRI	An increase in the number of students at or above grade level			
SRI	An increase in the number of students taking SRI			
Other	Instructional strategies observed during walk-through data collection			

DATA ANALYSIS for Improvement Priority #1

Performance Strengths	Performance Challenges
Grade 11, Female students reading on grade level increased from 13% to 20%	Grade 12 female students reading multiple years below grade level increased from 62% to 76%
Grade 11, African American students reading on grade level increased from 10% to 15%	Grade 11 African American students reading multiple years below grade level increased from 65% to 70%
Grade 12, African American students reading on grade level increased from 17% to 21%	Hispanic students reading multiple years below grade level increased from 52% to 60%
	Difficult to have accurate SRI data due to students moving in and out during the school year

ROOT CAUSE ANALYSIS for Improvement Priority #1

What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?

With nearly (67%) of our students arriving at Bunche multiple years below grade level, we need to have more literacy strategies and supports to move our students to grade level

Attendance is an issue and students at Bunche are highly transient, which makes it difficult to provide ongoing literacy supports for students and accurately measure students literacy growth

Given this analysis of our practices, what are the key root causes for the performance challenges identified above?

MAJOR IMPROVEMENT STRATEGY #1

All teachers will implement literacy strategies into their everyday instructional design and collect and analyze literacy data to improve instruction

<i>Teaching Practices:</i>	<i>Leadership Practices:</i>	<i>Organizational Practices:</i>
Developing and integrating literacy strategies into instructional design, including targeted literacy strategies for ELLs and for gifted and Talented students (GATE)	Create collaborative structures for teachers to engage in ongoing data-driven cycles of inquiry using literacy data	Develop and deliver PD to build staff capacity in implementing literacy instructional strategies, collecting and analyzing literacy data

School-wide SSR to occur weekly and to be implemented by teachers throughout the school week	Create structure for teachers to participate in peer-to-peer observations to learn best practices from each other	Providing intensive literacy supports for students with an SRI score of less than 700
Teachers will implement academic discussions in their course work as a way to use verbal skills to further text comprehension, including ELL discussion strategies (e.g. SDAIE)	Hire mentors who will provide underachieving students and foster youth with academic tutoring, assistance in addressing social-emotional problems that are adversely affecting their academic performance, and support for parents/guardians in addressing truancy.	
Share best literacy instructional practices with peers		

MAJOR IMPROVEMENT PRIORITY #2: Increase Attendance Rate
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LCAP strategic priorities addressed by this Major Improvement Priority:

1. College & Career Readiness (LCAP Goal 1)
2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- ✓ 4. Student Engagement (LCAP Goal 5)
- ✓ 5. Parent/Family Engagement (LCAP Goal 6)
- ✓ 6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

STUDENT GOAL(S) for Improvement Priority #2

- Reduce absence rate by 15%
- Increase ADA by 10 percent
- Reduce chronic absence rate by 10%

STUDENT GOAL TARGET(S) for Improvement Priority #2

<i>Indicators for Student Goal(s)</i>	<i>Indicator Description</i>	<i>Fall 2014 Baseline</i>	<i>2014-15 Target</i>	<i>2015-16 Target</i>
Average Daily Attendance	Attendance	79%	80%	85%
Chronic Absence	Review, Reflect, Revise Attendance Data Plan each Hexmester(6)			

DATA ANALYSIS for Improvement Priority #2

Performance Strengths	Performance Challenges
Attendance rate has increase ove the last two years 12-13=71%, 13-14=72%	Our attendance rate is still quite low. A large percentage or our students reside in East Oakland and face challenges getting to school including taking multiple buses to and from school.
Added African American Male Achievement Class, and Safe Passages Program to support and encourage our male students attendance and academic performance.	
Restoravite Justice Program to support the socioemotional needs of our students and reduce suspension rates to 0%	

ROOT CAUSE ANALYSIS for Improvement Priority #2

What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?

For the majority of our students, poor attendance is a major contributor to their lack of academic success. Along with behavior issues, truancy is a major concern.

Given this analysis of our practices, what are the key root causes for the performance challenges identified above?

Due to poor attendance, students at Ralph J. Bunche lack the basic academic foundation needed for academic success, and must be remediated and accelrated simultaneously.

Many of our students work to help their families pay basic bills. They experience significant pressure to contribute financially to their families, that is a bigger expectation.

MAJOR IMPROVEMENT STRATEGY #2

Develop Attendance Plan for chronic truancy with staff, parents, and students. Include ILT and student leadership for suggestions. Monitor attendance on weekly and hexmester (6 week) basis. Continue with SART, SARB and SST's.

<i>Teaching Practices:</i>	<i>Leadership Practices:</i>	<i>Organizational Practices:</i>
TSA/VP stands at front gate to check in individually with	Parent/Guardian calls about attendance	COST Team weekly meetings
Teachers attend Welcome Back Circles hosted by Restorative Justice (RJOY) so that students know they are welcom back without judgement	Participate in SSC's	Provide staffing and space for Restorative Justice
Teachers refer students to COST or Restorative Justice for additional support	Participate in COST	Hire and schedule African American Male Achievement class on campus during school hours.
Teachers, Attenance Clerk and Counselor partipate in student attendance/academic support conferences	Student participation in student contracts	Case Manager's role include individual meetings
Communication Days where teachers call homes to discuss student progress both in attendance and academics	Refer students to COST	Weekley calls from Attendance Clerk, Parent Liaison, and VP
Attendance Clerk will complile and report attendance above 85% and improved attendance each hexemester (6 weeks). This data will be shared in assemblies where students receive public recognition and are celebrated for their successes . Students receive a certicificate, and or given incentive rewards like movie passes/gift card, and students are also invited to celebratory events such as a pizza party.	Home visits routinely to encourage students and parents to attend school, with particular attention to identified students including Foster Youth.	Attendance Credit recovery sessions 6th period and after school weekly.
Teachers check data boards each hexmester (6 weeks) to identify and intervene with target students.	Update Data Boards each hexmester (6 weeks).	SSO informs office by walkie talkie, and direct students to the main office when students show up after multi-day absences. To check in with students and building supportive relationships to help with socioemotional, attendance and academic concerns.

MAJOR IMPROVEMENT PRIORITY #3: Increase CAHSEE Pass Rate

LCAP strategic priorities addressed by this Major Improvement Priority:

- ✓ 1. College & Career Readiness (LCAP Goal 1)
- ✓ 2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
- ✓ 3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- ✓ 4. Student Engagement (LCAP Goal 5)
- 5. Parent/Family Engagement (LCAP Goal 6)
- ✓ 6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

STUDENT GOAL(S) for Improvement Priority #3

- 5% increase in ELA & MATH CAHSEE passage rate
- During Rounds and Walkthroughs 50% of the time we will see students engaged in discussion of content.
- During Walkthroughs, we will observe students clarifying, justifying, and elaborating on their ideas, conclusions, and their individual strands.
- Increase in participation of CAHSEE Bootcamp/Prep Classes.

STUDENT GOAL TARGET(S) for Improvement Priority #3

<i>Indicators for Student Goal(s)</i>	<i>Indicator Description</i>	<i>Fall 2014 Baseline</i>	<i>2014-15 Target</i>	<i>2015-16 Target</i>
CAHSEE Passage	5% increase in ELA & MATH CAHSEE passage rate			

DATA ANALYSIS for Improvement Priority #3

Performance Strengths	Performance Challenges
CAHSEE Prep classes working on individual performance strands.	ELA Passage

ROOT CAUSE ANALYSIS for Improvement Priority #3

What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?

Most of our students arrived with very low English Language skills and interrupted academic development. One of our challenges is how to engage students in the CAHSEE Prep Courses.

Given this analysis of our practices, what are the key root causes for the performance challenges identified above?

MAJOR IMPROVEMENT STRATEGY #3

Teachers will implement Academic Discussion structures in all classes. School provides monthly Academic Discussion teacher training, supported by Instructional TSA Coaches.

<i>Teaching Practices:</i>	<i>Leadership Practices:</i>	<i>Organizational Practices:</i>
Teachers will identify strands in which students are deficient and will design curriculum to address these strands	We will provide additional planning time for teachers to develop curriculum to support CAHSEE passage.	We will schedule CAHSEE prep classes in the master schedule.
All teachers will prompt students to clarify, justify, and elaborate on their ideas every day, every period	Arrange for weekly PD on academic discussion, including teacher demonstrations of effective teaching.	We will hold a CAHSEE boot camp, monthly PD on academic discussion structures and strategies.
Build academic discussion into all academic courses as well.	Principal walk throughs focused on Academic Discussion.	Scheduled peer observations and subbing rotations.
Afterschool program will extend student learning by incorporating enrichment and academic activities and lessons		

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site's program goals and will be performed as a centralized service:

Title I Centralized Services

Centralized Services	Title I Projected Allocation
Professional Development	\$745,469
Early Childhood Education	\$1,964,450
Mental Health Services	\$175,000
Literacy	\$800,000
Summer School	\$400,000

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools (e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches)
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress
- Early Childhood Education services for preschool children

School: Ralph J. Bunche High School												
BUDGET ACTIONS & FUNDING: IMPROVEMENT PRIORITY #1 (INCREASE STUDENT LITERACY LEXILE SCORE)											Click here for the full list of LCAP strategies.	
Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
Developing and integrating literacy strategies into instructional design, including targeted literacy strategies for ELLs and for gifted and Talented students (GATE)	SRI	English Language Learners			1122				\$7,000.00	309-1A	Targeted Approaches	A2.9: Targeted School Improvement Support
Teachers will identify strands in which students are deficient and will design curriculum to address these strands	SRI	Low-Income Students	consultants	21st Century	5825				\$839.00	309-1B	Targeted Approaches	A3.2: Reading Intervention
School-wide SSR to occur weekly and to be implemented by teachers throughout the school week	SRI	Low-Income Students								309-1C	Targeted Approaches	A2.9: Targeted School Improvement Support
Teachers will implement academic discussions in their course work as a way to use verbal skills to further text comprehension, including ELL discussion strategies (e.g. SDAIE)	SRI	English Language Learners								309-1D	Targeted Approaches	A3.2: Reading Intervention
Share best literacy instructional practices with peers	Other	Low-Income Students								309-1E	Teacher PD	A2.8: Data & Assessment
Student educational field trips to support literacy	Other	Low-Income Students	admissions Fees	General Purpose Discretionary	5829				\$2,000.00	309-1F	Extended Learning Time	A3.2: Reading Intervention
Create collaborative structures for teachers to engage in ongoing data-driven cycles of inquiry using literacy data	Other	Low-Income Students	conference expences	General Purpose Discretionary	5220				\$10,000.00	309-1G	Targeted Approaches	A3.4: Teacher Professional Development focused on Literacy
Create structure for teachers to participate in peer-to-peer observations to learn best practices from each other	Other	Low-Income Students								309-1H	Teacher PD	A2.9: Targeted School Improvement Support
Hire mentors who will provide underachieving students and foster youth with academic tutoring, assistance in addressing social-emotional problems that are adversely affecting their academic performance, and support for parents/guardians in addressing truancy.	SRI	Low-Income Students	Mentor contract	Title I Basic	5825				\$17,400.00	309-1I	Targeted Approaches	A2.2: Social Emotional Learning
Computer furniture to support technoly	SRI	Low-Income Students	furniture	General Purpose Discretionary	4432				\$3,000.00	309-1J	Targeted Approaches	A2.8: Data & Assessment
Develop and deliver PD to build staff capacity in implementing literacy inctructonal strategies, collecting and analyzing literacy data	Other	Low-Income Students	Teacher Substitutes (PD)	General Purpose Discretionary						309-1K	Teacher PD	A2.8: Data & Assessment
Providing intensive literacy supports for students with an SRI score of less than 700	SRI	Low-Income Students	other books	General Purpose Discretionary	4200				\$3,000.00	309-1L	Targeted Approaches	A2.9: Targeted School Improvement Support
Providing intensive literacy supports for students with an SRI score of less than 700	SRI	Low-Income Students	supplementary curriculum materials	Title I Basic	4310				\$216.00	309-1M	Targeted Approaches	
Parent training to support intensive literacy supports for improving students SRI score	SRI	Low-Income Students	parent engagement materials	Title I Parent	5220				\$440.00	309-1N	Targeted Approaches	
supplies to support literacy progam	SRI	Low-Income Students	Supplies	General Purpose Discretionary	4210				\$17,706.00	309-1O	Targeted Approaches	A3.2: Reading Intervention

Develop family literacy training and resources	SRI	Low-Income Students	consultants	21st Century	5825				\$20,000.00	309-1P	Family Engagement	A3.3: Family Engagement focused on Literacy
Hire literacy coach to support raising SRI scores	SRI	Low-Income Students	consultants	General Purpose Discretionary	5825				\$21,900.00	309-1Q	Targeted Approaches	A2.8: Data & Assessment
purchase audio equipment to support literacy program	SRI	Low-Income Students	Audio visual equipment	General Purpose Discretionary	4474				\$5,500.00	309-1R	Targeted Approaches	A5.3: School Facilities
Rentals (non-capital lease)	SRI	Low-Income Students	Rentals (non capital Leases)	General Purpose Discretionary	5620				\$4,200.00	309-1S	Targeted Approaches	A2.9: Targeted School Improvement Support
Educational Memberships	other	Low-Income Students	Dues and memberships	General Purpose Discretionary					\$2,000.00	309-1T	Extended Learning Time	A3.4: Teacher Professional Development focused on Literacy
Maintenance of computer equip	Other	Low-Income Students	Inter program Maint	General Purpose Discretionary	5720				\$750.00	309-1U	Targeted Approaches	A3.1: Blended Learning
Maintenance Agreements to service computer literacy	Other	Low-Income Students	Equipment maintenance agreement	General Purpose Discretionary	5610				\$1,500.00	309-1V	Targeted Approaches	A3.2: Reading Intervention

BUDGET ACTIONS & FUNDING: IMPROVEMENT PRIORITY #2 (Increase Attendance Rate)												
Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
TSA/VP stands at front gate to check in individually with	Average Daily Attendance	Low-Income Students		Central Resources						309-2A	Targeted Approaches	A2.9: Targeted School Improvement Support
Teachers attend Welcome Back Circles hosted by Restorative Justice (RJOY) so that students know they are welcome back without judgement	Chronic Absence	Low-Income Students								309-2B	Targeted Approaches	A2.9: Targeted School Improvement Support
Teachers refer students to COST or Restorative Justice for additional support	Chronic Absence	Low-Income Students								309-2C	Targeted Approaches	A2.9: Targeted School Improvement Support
Teachers, Attendance Clerk and Counselor participate in student attendance/academic support conferences	Average Daily Attendance	Low-Income Students								309-2D	Targeted Approaches	A2.9: Targeted School Improvement Support
Communication Days where teachers call homes to discuss student progress both in attendance and academics	Average Daily Attendance	Low-Income Students								309-2E	Targeted Approaches	A2.9: Targeted School Improvement Support
Attendance Clerk will compile and report attendance above 85% and improved attendance each hexemester (6 weeks). This data will be shared in assemblies where students receive public recognition and are celebrated for their successes. Students receive a certificate, and or given incentive rewards like movie passes/gift card, and students are also invited to celebratory events such as a pizza party.	Average Daily Attendance	Low-Income Students								309-2F	Targeted Approaches	A2.9: Targeted School Improvement Support
Teachers check data boards each hexmester (6 weeks) to identify and intervene with target students.	Average Daily Attendance	Low-Income Students								309-2G	Targeted Approaches	A2.9: Targeted School Improvement Support

Parental contact	Chronic Absence	Low-Income Students	postage	General Purpose Discretionary	5910				\$500.00	309-2H	Targeted Approaches	A2.9: Targeted School Improvement Support
Awards Assemblies	Average Daily Attendance	Low-Income Students	assemblies	General Purpose Discretionary	5828				\$2,000.00	309-2I	Targeted Approaches	A2.9: Targeted School Improvement Support
Parent/Guardian calls about attendance	Average Daily Attendance	Low-Income Students								309-2J	Targeted Approaches	A2.9: Targeted School Improvement Support
Participate in SSC's	Average Daily Attendance	Low-Income Students								309-2K	Targeted Approaches	A2.9: Targeted School Improvement Support
Participate in COST	Average Daily Attendance	Low-Income Students								309-2L	Targeted Approaches	A2.9: Targeted School Improvement Support
Student participation in student contracts	Average Daily Attendance	Low-Income Students								309-2M	Targeted Approaches	A2.9: Targeted School Improvement Support
Refer students to COST	Average Daily Attendance	Low-Income Students								309-2N	Targeted Approaches	A2.9: Targeted School Improvement Support
Home visits routinely to encourage students and parents to attend school, with particular attention to identified students including Foster Youth.	Average Daily Attendance	Low-Income Students								309-2O	Targeted Approaches	A2.9: Targeted School Improvement Support
Update Data Boards each hexmester (6 weeks).	Average Daily Attendance	Low-Income Students								309-2P	Targeted Approaches	A2.9: Targeted School Improvement Support
COST Team weekly meetings	Average Daily Attendance	Low-Income Students								309-2Q	Targeted Approaches	A2.9: Targeted School Improvement Support
Provide staffing and space for Restorative Justice	Average Daily Attendance	Low-Income Students								309-2R	Targeted Approaches	A2.9: Targeted School Improvement Support
Hire and schedule African American Male Achievement class on campus during school hours.	Average Daily Attendance	Low-Income Students								309-2S	Targeted Approaches	A2.9: Targeted School Improvement Support
Case Manager's role include individual meetings	Average Daily Attendance	Low-Income Students								309-2T	Targeted Approaches	A2.9: Targeted School Improvement Support
Weekley calls from Attendance Clerk, Parent Liaison, and VP	Average Daily Attendance	Low-Income Students	clerical overtime	General Purpose Discretionary	2425				\$3,500.00	309-2U	Targeted Approaches	A2.9: Targeted School Improvement Support
Attendance Credit recoverysessions 6th period and after school weekly.	Average Daily Attendance	Low-Income Students	consultants 21st century	21st Century	5825				\$25,000.00	309-2V	Extended Learning Time	A2.9: Targeted School Improvement Support
SSO informs office by walkie talkie, and direct students to the main office when students show up after multi-day absences. To check in with students and building supportive relationships to help with socioemotional, attendance and academic concerns.	Average Daily Attendance	Low-Income Students	Class. Supp0rt overtime	General Purpose Discretionary	2225				\$3,500.00	309-2W	Targeted Approaches	A2.9: Targeted School Improvement Support

Supplies to support extended attendance program	Average Daily Attendance	Low-Income Students	Supplies	General Purpose Discretionary					\$5,000.00	309-2X	Targeted Approaches	A2.9: Targeted School Improvement Support
Clarial substitutes to support attendance clerk	Average daily attendance	Low-Income Students	clarical substitutes	General Purpose Discretionary					\$1,000.00	309-2Y	Targeted Approaches	A2.9: Targeted School Improvement Support

BUDGET ACTIONS & FUNDING: IMPROVEMENT PRIORITY #3 (Increase CAHSEE Pass Rate)

Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
All teachers will prompt students to clarify, justify, and elaborate on their ideas every day, every period using computer technology	CAHSEE Passage	Low-Income Students	computers	General Purpose Discretionary	4420				\$10,000.00	309-3A	Targeted Approaches	A2.9: Targeted School Improvement Support
All teachers will prompt students to clarify, justify, and elaborate on their ideas every day, every period	CAHSEE Passage	Low-Income Students								309-3B	Targeted Approaches	A2.9: Targeted School Improvement Support
Build academic discussion into all academic courses as well.	CAHSEE Passage	Low-Income Students								309-3C	Targeted Approaches	A2.9: Targeted School Improvement Support
Computer tech services to support technology program for CAHsee	CAHSEE Passage	Low-Income Students	Interprogram-Comp tech	General Purpose Discretionary	5737				\$15,719.00	309-3D	Targeted Approaches	A2.9: Targeted School Improvement Support
Afterschool program will extend student learning by incorporating enrichment and academic activities and lessons		Low-Income Students	afterschool program to extend learning							309-3E		
We will provide additional planning time for teachers to develop curriculum to support CAHSEE passage.	CAHSEE Passage	Low-Income Students	Consultants	21st Century	5825				\$85,195.00	309-3F	Targeted Approaches	
Arrange for weekly PD on academic discussion, including teacher demonstrations of effective teaching.	CAHSEE Passage	Low-Income Students	non contract services	General Purpose Discretionary	5826				\$1,000.00	309-3G	Targeted Approaches	A3.4: Teacher Professional Development focused on Literacy
Principal walk throughs focused on Academic Discussion.	CAHSEE Passage	Low-Income Students								309-3H	Targeted Approaches	A2.9: Targeted School Improvement Support
Parent communication regarding CAHSEE progress and implementation	CAHSEE Passage	Low-Income Students	Interprogram postage	General Purpose Discretionary	5724				\$400.00	309-3I	Targeted Approaches	A2.9: Targeted School Improvement Support
Parent meetings to engage data dives and progress	CAHSEE Passage	Low-Income Students	meeting refreshments	General Purpose Discretionary	4311				\$6,872.00	309-3J	Targeted Approaches	A2.9: Targeted School Improvement Support
We will schedule CAHSEE prep classes in the master schedule.	CAHSEE Passage	Low-Income Students								309-3K		A2.9: Targeted School Improvement Support
We will hold a CAHSEE boot camp, montly PD on academic dicussion structures and strategies.	CAHSEE Passage	Low-Income Students	supervision administration substitutes	General Purpose Discretionary	1350				\$2,000.00	309-3L	Targeted Approaches	A2.9: Targeted School Improvement Support
Scheduled peer observations and subbing rotations.	CAHSEE Passage	Low-Income Students								309-3M	Targeted Approaches	

Supplies and instructional materials to support CAHSEE prep	CAHSEE Passage	Low-Income Students	supplies	General Purpose Discretionary	4310				\$10,000.00	309-3N	Targeted Approaches	A2.9: Targeted School Improvement Support
purchase equipment to support CAHSEE prep program	CAHSEE Passage	Low-Income Students	Equipment	General Purpose Discretionary	4410				\$3,000.00	309-3O	Targeted Approaches	A3.2: Reading Intervention



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Title I School Parental Involvement Policy 2014 - 2015

Involvement of Parents in the Title I Program

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

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their schools participation in the Title I Program.
 2. Explain the requirements of the Title 1 Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review and improvement of its Title I Program.
 4. The parents' right to participate in the development of the District's Title 1 Plan.
- Offer a flexible number of meetings for parents and hold monthly SSC meetings on the third Thursday of each month.
- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.
- Provides parents of Title I students with timely information about Title I programs.
 - Monthly newsletters
 - Weekly take-home flyers
 - Posting in the school
 - Phone calls
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.

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

School-Parent Compact

Ralph J. Bunche High School has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help

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OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Training Students

children reach proficiency on the California content standards.

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:

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

(In the box below, briefly describe or bullet how this happens at your school.)
- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
 1. Will train parents in basic reading & writing strategies
 2. Sponsor two trainings with author Betty McGee "Take Back the Wheel"
 3. Use Title I funds to sponsor conferences and purchase of needed material
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
 1. Brain storm with parents on the importance of school attendance and parents as monitors
 2. Educate staff on proper positive language when talking to young adults
 3. Train staff on the principles of Resiliency
 4. Assist parents in translation
- 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.
 1. Coordinate activities with After School Program & outside agencies
 2. Involve parents in the organization of field trips, assemblies and student internships
 3. Parent organization of Community Day
- 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.



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- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.
 1. Offer encouragement
 2. Establish childcare as often as possible
 3. Use Title I funds to send representatives to conferences or to honor parent request

Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.
 - School will hold flexible number of meetings at varying times, and will provide dinner, paid for with Title I funds as long as these services relate to parental involvement.
 - Distribute in-take home packets and newsletters
 - Assist parents in translations

Adoption

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

Title I Meeting – January 20, 2015

This policy was adopted by the Ralph J. Bunche High School School Site Council on 1/20/2015 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before 2/17/2015. It will be made available to the local community on or before 2/17/2015. The Ralph J. Bunche High School's notification to parents of this policy will be in an understandable uniform format and to the extent practicable, provided in a language the parents can understand.

Betty Steel

Principal's Signature

1-20-15

Date

Ralph J. Bunche High School - School Compact

Our school philosophy is that families, students, and school staff should work in partnership to help each student reach his/her potential. As partners we agree to the following:

As a student I will:

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

Student signature

As a parent/guardian or family member I will:

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

Family member signature

As a teacher I will:

- Provide high-quality curriculum and instruction.
- Communicate high expectations for every student.
- Endeavor to motivate my students to learn.
- Teach and involve students in classes that are interesting and challenging.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.

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- Communicate regularly with families about their child's progress in school through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide assistance to families on what they can do to support their child's learning.
- Participate in shared decision making with other staff and families for the benefit of students.
- Respect the school, staff, students, and families.

Teacher signature

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

Signed on this 20th day of Jan., 2015

School Site Council Membership Roster – High School

School Name: Ralph J. Bunche High School

School Year: 2014-2015

Chairperson : Sharon Crawford	Vice Chairperson: Sean Gleason
Secretary: Romany Corella	*LCAP Parent Advisory Nominee: Pharis Pugh
*LCAP EL Parent Advisory Nominee: Glenda Nunez	*LCAP Student Nominee: Zaria Evans

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.	Student
Betsy Steele	x				
Romany Corella		x			
Nestor Gonzalez		x			
Sean Gleason		x			
Ester Dixon		x			
Caroline Cotton			x		
Sharon Crawford				x	
Glenda Nunez				x	
Pharis Pugh				x	
Nayeli Vasquez					x
Zaria Evans					x
Izana Atkins					x

Meeting Schedule (day/month/time)	3rd Tuesday each month - 5 pm
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SSC Legal Requirements: (Ed. Code 52852)

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

1-Principal
4-Classroom Teachers
1-Other Staff
And
3-Parent /Community
3 High School Students

(Once filled, this document can be placed on your school site's letterhead)

**Please submit nominees' contact information to raquel.jimenez@ousd.k12.ca.us for participation in district elections.*