Board Office Use: **Legislative File Info.**	
File ID Number	21-2163
Introduction Date	10/13/21
Enactment Number	21-1663
Enactment Date	10/13/2021 CJH

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Board Cover Memorandum

To	Board of Education
From	Kyla Johnson-Trammell, Superintendent Sondra Aguilera, Chief Academic Officer
Board Meeting Date	October 13, 2021
Subject	2021-2022 School Plan for Student Achievement (SPSA) - Ralph J. Bunche High School

Ask of the Board

Approval by the Board of Education of the 2021-2022 School Plan for Student Achievement (SPSA) for Ralph J. Bunche High School.

Background

In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be 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 plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

Discussion

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

Fiscal Impact

The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment

2021-2022 School Plan for Student Achievement (SPSA) for Ralph J. Bunche High School

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2021-2022 School Plan for Student Achievement (SPSA)

School:	**Ralph J. Bunche High School**
CDS Code:	1612590118653
Principal:	Dwayne Bartholomew
Date of this revision:	5/20/2021

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

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

Contact: Dwayne Bartholomew
Position: Principal
Address: 1240 18th Street
Oakland, CA 94607
Telephone: 510-874-3300
Email: dwayne.bartholomew@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/20/2021

The District Governing Board approved this revision of the SPSA on: 10/13/2021

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Shanti Gonzales, Board President

2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

- [X] Title I Schoolwide Program
- [ ] Title I Targeted Assistance Program
- [X] Comprehensive Support & Improvement (CSI)
- [ ] Targeted Support & Improvement (TSI)
- [ ] Additional Targeted Support & Improvement (ATSI)
- [ ] After School Education & Safety Program (ASES)
- [X] Local Control Funding Formula (LCFF) Base Grant
- [X] LCFF Supplemental Grant
- [ ] LCFF Concentration Grant
- [ ] 21st Century Community Learning Centers
- [ ] Early Literacy Support Block Grant (ELSBG)

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

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

   Date(s) plan was approved: **5/20/2021**

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

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

Signatures:

Dwayne Bartholomew	Dwayne Bartholomew	5/20/2021
Principal	Signature	Date
Danyael Miranda	Danyael Miranda	5/20/2021
SSC Chairperson	Signature	Date
Gary Middleton	Gary Middleton	6/2/2021
Network Superintendent	Signature	Date
Lisa Spielman	Lisa Spielman	7/1/21
Director, Strategic Resource Planning	Signature	Date

2021-22 SPSA ENGAGEMENT TIMELINE

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

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
9/24/2020	SSC	SSC Establishment meeting overviewing site plan and taking feedback from returning SSC members.
10/14/2020	Instructional Leadership Team	Reviewed strategic planning and implementation of supports to meet goals
10/28/2020	Student Leadership Group	Listened to strategic plan and provided feedback to ILT and SSC team members
11/11/2020	Instructional Leadership Team	Team used previous SPSA to make suggestions for future Site Plan
12/10/2020	SSC	Overview and discussed ILT notes, goals, implementation, areas of need, and changes due to COVID-19.
1/15/2021	Full Staff Collaboration	Full Staff overviews SSC suggestions and notes. Staff describes their implementation of the school site plan and additional supports they are providing for student benefit to meet school goals (to be added into next SPSA).
2/2/2021	Instructional Leadership Team	Develop a team needs list and profile to present to students in order to improve outcomes.
2/13/2021	Student Leadership Group	Students discuss school needs and supports list in order to be successful in recovering credits toward graduation.
3/25/2021	SSC	Title I and IV fund allocation for next year
5/20/2021	SSC	School Site Council Reviews SPSA and next steps for the school going forward.

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS AND FAMILIES

In addition to the actions outlined in this plan, Oakland Unified School District also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- ***Foster Youth Program:*** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).
- ***Refugee & Asylee Program:*** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students.
- ***McKinney-Vento Program:*** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2021-2022 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$19,680.00
Total Federal Funds Provided to the School from the LEA for CSI	$26,950.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$223,783.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	$18,000.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	$10,500.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	$480.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	$80,750.00	TBD
21st Century Community Learning Centers (Title IV #4124)	$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	$1,200.00	TBD	After School Education and Safety Program (ASES #6010)	$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	$26,950.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	$0.00	TBD
			Measure G Library Support (Measure G #9334)	$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	$85,903.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	**$46,630.00**	**$0.00**	**SUBTOTAL OF STATE & LOCAL FUNDING:**	**$177,153.00**	**$0.00**

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	**$223,783.00**
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	**TBD**

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

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

School Description

Ralph J Bunche is a continuation high school located in West Oakland, California. Ralph Bunche is a continuation school designed to meet the needs of students 16-17 years of age, who are at risk of not graduating from high school. The school serves our most vulnerable, underserved, and 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.

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.

1B: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
College/Career Readiness	Counseling student support and information sharing. Adapting to the needs of our students based on student data. Constant full staff intervention discussions. Schoolwide Systems that ensure student access to College or Career Opportunities	Processes built out for ILT, COST, SST, SART, Senior Capstone, Admin Team, Advisory, Full Staff Collaboration

Focal Student Supports	Systems like COST, SST, and SART in place to address student's needs. Staff collaboration focused on adapting to student's needs. Multiple ways to get back on track digitally or traditionally.	Processes built out for ILT, COST, SST, SART, Senior Capstone, Admin Team, Advisory, Full Staff Collaboration
Student/Family Supports	Majority of students have expressed that they have at least 1 trusted adult on campus. Curriculum is appropriate and adaptable to student needs. Parents have expressed that attendance specialist is consistently contacting them and providing options for student success	Humanizing education by taking a "case management" lens. Admin team is positive. Staff to Staff support is very good. District support is broad-based and frequently utilized. Human Resource team has found great additions to the faculty. Counseling support is considerable.
Staff Supports	Special Education, Attendance Specialist, Counselor, After-School Program Coordinator, Enrollment Office, Finance Administrator, EBAC Therapist Intern, Advisors, and School Site Administrator all communicate clearly, promptly, and consistently with fellow staff, families, and various stakeholders to meet needs of students and faculty.	Full Staff Collaboration emphasis in this area has been specifically geared to keep everyone informed and accountable. Individualized meetings in specific areas focus on communicating effectively for the benefit of the entire team. Clear direction from administration to staff and students during orientation.
Focus Area:	**Priority Challenges**	**Root Causes of Challenges**
College/Career Readiness	High percentage of college enrolled students go to college and drop out. Low percentage of students fulfilling internships while attending Bunche.	Lack of engagement in academic rigor. Lack of apprenticeship and internship opportunities. Lack of "follow-through" by various entities for various reasons.

Focal Student Supports	Synchronous time has consistently experienced low numbers of attendance. Asynchronous time has had inadequate levels of work production/completion .	Depending on the student root causes range from: -Work schedule conflicts -Technical difficulties -Homelessness -Group Home tensions -In-home dependent care responsibilities -Personal confusion
Student/Family Supports	We have experienced numerous families that are unresponsive to our communication. We have low numbers of parent/student participation in school events.	Historical negative interactions with school entities. Lack of positive relationship building. Lack of supports available for their specific situation. Adult child, “doesn’t need me anymore.”
Staff Supports	We have been moved to a smaller facility which impacts the amount of classroom, storage, and office space we have at our disposal. In addition, we have multiple sites under our purview which is difficult for upholding in-person discipline. Restricts any potential expansion of services.	Low Enrollment and expensive maintenance of larger site has led us to a point where we can no longer properly support staff with access to as much space as they have become accustomed to. This has negatively impacted morale.

1C: 20-21 STUDENT GOALS & TARGETS

Goal 1: All students graduate college, career, and community ready.					
School Goal for May 2024:	All students eligible to graduate have created a post-graduation plan through our Senior Capstone process in order to access the college, career, and community opportunities of their choosing.				
Instructional Focus Goal: *All students graduate college-, career-, and community-ready.*					
Measure	**Target Student Group**	**District Growth Targets**	**Spring 2020 Baseline**	**Spring 2021 Target**	**Spring 2022 Target**
Graduation Rate	All Students	n/a	66.2%	n/a	66.20%
On Track to Graduate: 9th Grade	All Students	TBD	n/a	n/a	N/A
On Track to Graduate: 11th Grade	All Students	TBD	0.0%	55.0%	50.0%
A-G Completion	All Students	n/a	0.0%	N/A	N/A
College/Career Readiness	All Students	TBD	4.2% (Spring 2019)	85%	90.0%
Instructional Focus Goal: *All students continuously grow towards meeting or exceeding standards in Language Arts.*					
Measure	**Target Student Group**	**District Growth Targets**	**Spring 2020 Baseline**	**Spring 2021 Target**	**Spring 2022 Target**
SBAC ELA Distance from Standard Met	All Students	+15 points DF3	-147.9 (Spring 2019)	n/a	-117.9
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	n/a	Coming soon	11.0%
IAB ELA Above Standard	All Students	n/a	n/a	Coming soon	coming soon

Instructional Focus Goal: *All students continuously grow towards meeting or exceeding standards in Math and Science.*					
Measure	**Target Student Group**	**District Growth Targets**	**Spring 2020 Baseline**	**Spring 2021 Target**	**Spring 2022 Target**
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	-176.8
IAB Math Above Standard	All Students	n/a	n/a	Coming Soon	Coming Soon
CAST (Science) at or above Standard	All Students	n/a	1.9% (Spring 2019)	n/a	11.9%

Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.					
School Goal for May 2024:	Our SPED and ELL students receive the necessary support and accommodations to fully access and grow academically in the areas of English Language Arts and Math.				
Instructional Focus Goal: *All students continuously grow towards meeting or exceeding standards in Language Arts.*					
Measure	**Target Student Group**	**District Growth Targets**	**Spring 2020 Baseline**	**Spring 2021 Target**	**Spring 2022 Target**
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	-72.7 (Spring 2019)	n/a	-52.7
SBAC ELA Distance from Standard Met	English Learners	+20 points DF3	-211 (Spring 2019)	n/a	-191.0
IAB ELA Above Standard	Students with Disabilities	n/a	n/a	7.0%	10.0%
IAB ELA Above Standard	English Learners	n/a	n/a	7.0%	10.0%
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	28.4%	n/a	23.0%
Instructional Focus Goal: *All students continuously grow towards meeting or exceeding standards in Math and Science.*					
Measure	**Target Student Group**	**District Growth Targets**	**Spring 2020 Baseline**	**Spring 2021 Target**	**Spring 2022 Target**

SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-204 (Spring 2019)	n/a	-184.0
SBAC Math Distance from Standard Met	English Learners	+20 points DF3	-275.5 (Spring 2019)	n/a	-255.5
IAB Math Above Standard	Students with Disabilities	n/a	n/a	n/a	-184
IAB Math Above Standard	English Learners	n/a	n/a	n/a	-184
Instructional Focus Goal:	*English Learner students continuously develop their language, reaching English fluency in six years or less.*				
Measure	**Target Student Group**	**District Growth Targets**	**Spring 2020 Baseline**	**Spring 2021 Target**	**Spring 2022 Target**
ELL Reclassification	English Learners	Reclassify 16%	0.0%	n/a	TBD
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	0.0%	n/a	TBD

Goal 3: Students and families are welcomed, safe, healthy, and engaged.					
School Goal for May 2024:	All students are part of an inclusive environment that builds and maintains relationships in order to feel connected and engaged in academic and work-based learning.				
Instructional Focus Goal:	*All students build relationships to feel connected and engaged in learning.*				
Measure	**Target Student Group**	**District Growth Targets**	**Spring 2020 Baseline**	**Spring 2021 Target**	**Spring 2022 Target**
Connectedness	All Students	+5pp	54.9%	n/a	59.9%
Suspensions	All Students	-2pp	2.1%	n/a	1.0%

Suspensions	African-American Students	-2pp	3.8%	n/a	2.0%
Suspensions	Students with Disabilities	-2pp	6.9%	n/a	4.9%
Chronic Absence	All Students	-2pp	88.5%	n/a	82.2%
Chronic Absence	African-American Students	-2pp	87.9%	n/a	85.3%
UCP Complaints	All Students	n/a	n/a	n/a	n/a

Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
School Goal for May 2024:	All Teachers build relationships through respect and challenge to feel connected and positive about the school culture.				
Measure	**Target Group**	**District Growth Targets**	**Spring 2020 Baseline**	**Spring 2021 Target**	**Spring 2022 Target**
Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	75.0%	80.0%
Teacher Retention	All Teachers	n/a	68.3% (Fall 2020)	80.0%	80.0%

1D: IDENTIFIED NEED

Instructions: Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: RESOURCE INEQUITIES

Instructions: Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?

At this time in April of 2020, our students have some equitable access to funding, some effective and experienced teachers, and some academic opportunities relative to other students in OUSD and across the state. Don't be mistaken our situation is not equitable to many students around the state. Many of our students require mental health services, and our school has no personnel qualified to do that. Many of our students require facilities adaquate for learning and our facilities have numerous issues. Many of our students require rigorous curriculum and lessons scaffolded for students with special needs and our teachers don't always get that. Our lack of student centered program doesn't help our community either. These inequities have made it very difficult for our students to have pride for the school and attend frequently. We will try to find service providers to fill this equity gap over the coming months, frequently spray for bugs and pests, and check-in on the relationship work we must all do to build a true community.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

Instructions: Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified LCAP goals and to the specific purposes of each funding program.

School: Ralph J. Bunche High School	**SPSA Year Reviewed:** 2020-21	**SPSA Link:** 20-21 SPSA

2: ANNUAL REVIEW & UPDATE OF 2021-22 SCHOOL PLAN (SPSA)

21-22 Priority for Proposed LCAP Goal: All students graduate college, career, and community ready	**Career Technical Education and Work-Based Learning**
Theory of Change:	If students have post-graduation supports, academically, social-emotionally, and professionally then we can see outcomes improve at a holistic level. The faculty needs to engage in consistent contact, community relationship connecting, and constant monitoring to ensure that the appropriate gradual release of students occurs.
Related School Goal:	All students have created a post-graduation plan to access the college, career, and community opportunities available to them

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

36% of our students have engaged with Work Based Learning through New Door Ventures in 2020-21. The percent would have been higher if not for technical difficulties due to distance learning. 73% of students needing elective units have been registered for Culinary Arts CTE classes over 2020-21. 15% of students that needed social-emotional supports to engage in extra-curricular activities like work based learning have been identified and referred for counseling. We have utilized our TUPE support to also case manage many students that want to involve themselves with CTE and WBL.

What evidence do you see that your practices are effective?

Evidence is seen in the data above. Over the course of this year the student production from our Senior Seminar course has been transformational as well. Students have showcased a post-grad plan, reflective strategies, and the drive for career or college opportunities.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

HTR team will take on more of this work going forward as a way to systematize our practice and engage students further. We will be hiring our TUPE support full time to increase her ability to do this work. We will be working with New Door to expand their ability to support our students with their own case management services and we want to increase overall participation in their work based learning programing.

21-22 Priority for Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap	**Increase connectivity, communication, and collaboration with caring adults invested in students (e.g. foster parents, social workers, probation officers, etc.)**
Theory of Change:	If we increase overall community with caring adults invested in students we can model and build multiple avenues of information sharing and support for students of various needs and abilities.
Related School Goal:	Increase the amount of students will engage in a pathway themed-experience through core-content, WBL and an internship site (on site and off/field trips). Students build effective collaborative working relationships with colleagues and customers; is able to work with diverse teams, contributing appropriately to the team effort by increasing student participation in Career Preparation activities by 10%. (Activities include: industry connected projects, student-run enterprises (e.g. Bunche Culinary 'Pop-ups,' curriculum supported service learning and internships, etc.) SPED and ELL students receive the necessary supports and accommodations to fully participate in Work-Based Learning and HTR Pathway Opportunities

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.
Due to COVID our Culinary program was unable to do many of the things it had previously established. Inherently this negatively affected our ability to increase the amount of student engagement. Staff was not changed. Opportunities for SPED and ELL students to engage in WBL was increased to due New Door Ventures accommodations and distance learning formats.
What evidence do you see that your practices are effective?
We have furthered our relationships with our Probation Officers in service of our juvenile justice impacted youth. utilizing their access and leverage has helped us build better bonds with at risk youth under their purview. In addition, having access to an EBAC counselor has helped us with identifying students in need of therapeutic services to get the help that they need. This supports our need to collaborate with caring adults invested in students. Our partnership with our local group home Greater New Beginnings has also been a consistent avenue to enroll local youth that are doing well. Our New Door Ventures participation gives us a lot of room to grow in our Work Based Learning curriculum. Lower levels of student engagement due to the pandemic hindered our ability to increase overall participation in most areas, including Career Prep. With Hybrid learning on the horizon we are hopeful that by staying to course we are able to see more dividends.
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.
We are trying to increase the personnel and bandwidth of our Student Services Team in an attempt to increase communication and connectivity. We are trying to further our systematizing of processes through staff collaboration, ILT, and summer work.

21-22 Priority for Proposed LCAP Goal: Students and afe, healthy, and engaged	Increase student enrollment at Ralph J. Bunche and identifying student needs and support much earlier on in the matriculation process.
Theory of Change:	If we identify and recruit off-track 10th grade students demonstrating interest in Ralph J. Bunche and its culinary program, then...
Related School Goal:	Increase total school enrollment to 120 students; increase 10th grade enrollment to at least 20% of the student body; increase enga Students build effective collaborative working relationships with colleagues and customers; is able to work with diverse teams, cont

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.
We started 2020-21 with 60 enrolled students, we currently have 128, 6 more are incoming making a total of 134. We did this by building relationships with Emery High School, Fremont, and Skyline. We updated promotional materials, changed our orientation format, and spread word of mouth throughout the community.
What evidence do you see that your practices are effective?
Our increased enrollment is evidence that our efforts are working.
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.
One way we look to increase enrollment further is through an increased social media presence and website. We will hire a communications director to ensure "branding" going forward. In addition, I'm excited to have our culinary program up and running again so we can attract more students to our pathway.

21-22 Priority for Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff	**Ensure English Language Learners have access to devices that can help them communicate with the school community.**
Theory of Change:	Some of our most vulnerable students need access to a quality education and jobs that could support them and their families access to a higher quality of life
Related School Goal:	English Learner students continuously develop their language, reaching English fluency in six years or less.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

All of our students where either loaned or given a laptop and hotspot so that they could access the classes that they need for progress toward graduation. We have facilitated google translation services as needed and have multiple staff members who speak languages other than English in support of English Language Learners communication needs.

What evidence do you see that your practices are effective?

Our participation percentage in ELPAC, increased English Language Learner referrals to Bunche, and positive feedback from many of our non-native speaker families.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Changing our EL Ambassador to an employee with more bandwidth for longer term success. Increasing our ELPAC participation next year. Maintaining a Laptop loaner program for students going forward (post distance learning).

21-22 Conditions for English Language Learners Priority:	Ensure English Language Learners have access to devices that can help them communicate with the school community.
Theory of Change:	Some of our most vulnerable students need access to a quality education and jobs that could support them and their families access to a higher quality of life
Related School Goal:	English Learner students continuously develop their language, reaching English fluency in six years or less.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

All of our students where either loaned or given a laptop and hotspot so that they could access the classes that they need for progress toward graduation. We have facilitated google translation services as needed and have multiple staff members who speak languages other than English in support of English Language Learners communication needs.

What evidence do you see that your practices are effective?

Our participation percentage in ELPAC, increased English Language Learner referrals to Bunche, and positive feedback from many of our non-native speaker families.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Changing our EL Ambassador to an employee with more bandwidth for longer term success. Increasing our ELPAC participation next year. Maintaining a Laptop loaner program for students going forward (post distance learning).

DEPARTURE FROM PLANNED 20-21 SPSA BUDGET

Please describe any significant differences between your 20-21 SPSA *proposed* budget and your *estimated actual* budget for 2020-21. If you made changes, why?

I think our largest area of change was in our need for more human capital. Our staff did not have the bandwidth to appropriately take on other duties with the amount of work required during distance learning. going forward we understand that more people can help our efficiency and insure that systems are being adhered to. In addition, we have seen that APEX doesn't actually support students to the level necessary to access the platform.

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES	
School: Ralph J. Bunche High School	**School ID:** 309

3: SCHOOL STRATEGIES & ACTIONS Click here for guidance on SPSA practices

Goal 1: All students graduate college, career, and community ready.

School Priority ("Big Rock"):	Career Technical Education and Work-Based Learning
School Theory of Change:	If students have post-graduation supports, academically, social-emotionally, and professionally then we can see outcomes improve at a holistic level. The faculty needs to engage in consistent contact, community relationship connecting, and constant monitoring to ensure that the appropriate gradual release of students occurs.
Related Goal(s):	All students build relationships to feel connected and engaged in learning.
Students to be served by these actions:	*Juvenile Justice impacted, English Language Learners, students receiving free and reduced lunch, foster and homeless youth.*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Facilitate a Senior Seminar course for Post-Graduation planning time	Provide and facilitate collaboration time for professionals to collaborate	Senior Seminar grades	High percentage of college enrolled students go to college and drop out. Low percentage of students fulfilling internships while attending Bunche.	Tier 1
1-2	Provide access to College and Career exploration opportunities	Embolden staff to do this work and model effective ways of engagement of this work	Numbers of students accessing college or jobs post-grad	High percentage of college enrolled students go to college and drop out. Low percentage of students fulfilling internships while attending Bunche.	Tier 1

1-3	Provide access to academically challenging curriculum	Find coaches or personnel to educate teachers in this area.	Qualitative student date, pass/fail rate, and student development	High percentage of college enrolled students go to college and drop out. Low percentage of students fulfilling internships while attending Bunche.	Tier 1
1-4	Notify and refer at-risk students through proper means and systems	Explicitly state the steps and access to do this work. Consisitently refer back to this expecation to keep people accountable	Ample COST, SST, and SART schedule and refferal list	Synchronous time has consistently experienced low numbers of attendance. Asynchronous time has had inadequate levels of work production/completi on .	Tier 2
1-5	Maintain updated notes regarding students and families in accessible schoolwide tracker so all staff can engage fully with confidence to meet families needs	Explicitly state the steps and access to do this work. Consisitently refer back to this expecation to keep people accountable	Notes	We have experienced numerous families that are unresponsive to our communication. We have low numbers of parent/student participation in school events.	Tier 1

1-6	Build relationships with local non-profits that are of high interest to benefit student development	Model these behaviors in a daily basis and positively enforce the behaviors of staff that adhere to these expectations	Number of students accessing opportunities	We have been moved to a smaller facility which impacts the amount of classroom, storage, and office space we have at our disposal. In addition, we have multiple sites under our purview which is difficult for upholding in-person discipline. Restricts any potential expansion of services.	Tier 1
1-7	Continually contact students and families at the first sign of disengagement	Model these behaviors in a daily basis and positively enforce the behaviors of staff that adhere to these expectations	Higher engagement numbers or explicit notes pertaining to this work	We have experienced numerous families that are unresponsive to our communication. We have low numbers of parent/student participation in school events.	Tier 1

Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	
School Priority ("Big Rock"):	Increase connectivity, communication, and collaboration with caring adults invested in students (e.g. foster parents, social workers, probation officers, etc.)
School Theory of Change:	If we increase overall community with caring adults invested in students we can model and build multiple avenues of information sharing and support for students of various needs and abilities.
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	*Students living or attending school under alternative circumstances (e.g. youth in foster care, youth on probation.)*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Professionally develop in the areas of ELA, Math, Science, and History	Provide and facilitate collaboration time for professionals to collaborate	Higher ELA, Math, Science, and History grades Pass/Fail Rate	High percentage of college enrolled students go to college and drop out. Low percentage of students fulfilling internships while attending Bunche.	Tier 1
2-2	Delve into school data with an analytical and problem solving mindset	Work with ILT to disseminate Data to the full staff for collaborative purposes	ILT Notes	High percentage of college enrolled students go to college and drop out. Low percentage of students fulfilling internships while attending Bunche.	Tier 1
2-3	Utilize an Anti-Racist mentality in regards to relationships, grading, and access to opportunities.	Professionally develop anti-racist practices in our climate and culture work	PD notes/agendas	We have experienced numerous families that are unresponsive to our communication. We have low numbers of parent/student participation in school events.	Tier 2
2-4	Problem solve with peers around difficult to reach students on a consistent basis by using positive intent	Model the behaviors needed to bring back or keep close at-risk youth	COST, SST, SART notes	Synchronous time has consistently experienced low numbers of attendance. Asynchronous time has had inadequate levels of work production/completion .	Tier 1

2-5	Show up to work prepared everyday in order to set a consistency and expectation in students' lives	Model these behaviors in a daily basis and positively enforce the behaviors of staff that adhere to these expectations	Agendas, notes, and tracker maintence	Synchronous time has consistently experienced low numbers of attendance. Asynchronous time has had inadequate levels of work production/completi on .	Tier 1
2-6	Build safe, equitable, and effective classroom environments	Model expectation explicitly in this regard	Pass/Fail rate	Synchronous time has consistently experienced low numbers of attendance. Asynchronous time has had inadequate levels of work production/completi on .	Tier 1

Goal 3: Students and families are welcomed, safe, healthy, and engaged.	
School Priority ("Big Rock"):	Increase student enrollment at Ralph J. Bunche and identifying student needs and support much earlier on in the matriculation process.
School Theory of Change:	If we identify and recruit off-track 10th grade students demonstrating interest in Ralph J. Bunche and its culinary program, then...
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Reach out to families and build relationships for continuous collaboration on student access and success	Provide and facilitate time and support for contacts	Agendas, notes, and tracker maintence	We have experienced numerous families that are unresponsive to our communication. We have low numbers of parent/student participation in school events.	Tier 2
3-2	Notify administration in situations of suspected abuse, neglect, or danger on site and off.	Assume positive intent, act according to best practices, and center decisions on student/family need situation within the community's purview	Admin notes and CPS refferal lists	x	Tier 2
3-3	Communicate an open door policy with parents in order to create effective alliances for student success	Facilitate the opportunities to build relationships between community stakeholdering groups	Agendas, notes, and tracker maintence	High percentage of college enrolled students go to college and drop out. Low percentage of students fulfilling internships while attending Bunche.	Tier 1

3-4	Follow all safety and crisis protocols	Educate staff in said protocols.	lack of negatively addressed safety or crisis occurances	We have experienced numerous families that are unresponsive to our communication. We have low numbers of parent/student participation in school events.	Tier 1
3-5	Create, build, and facilitate student activities with development and growth at the center of all activities.	Provide and facilitate collaboration time for professionals to collaborate	Positive outcome indicators for students	Synchronous time has consistently experienced low numbers of attendance. Asynchronous time has had inadequate levels of work production/completi on .	Tier 1

Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	
School Priority ("Big Rock"):	Ensure English Language Learners have access to devices that can help them communicate with the school community.
School Theory of Change:	Some of our most vulnerable students need access to a quality education and jobs that could support them and their families access to a higher quality of life
Related Goal(s):	All Teachers build relationships through respect and challenge to feel connected and positive about the school culture.
Students to be served by these actions:	*English Language Learners*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Professionally develop in the areas of ELA, Math, Science, and History	Provide and facilitate collaboration time for professionals to collaborate and develop	Agendas, notes, and tracker maintence	We have been moved to a smaller facility which impacts the amount of classroom, storage, and office space we have at our disposal. In addition, we have multiple sites under our purview which is difficult for upholding in-person discipline. Restricts any potential expansion of services.	Tier 1
4-2	Reach out to families and build relationships for continuous collaboration on student access and success	Provide and facilitate time and support for contacts	Positive outcome indicators for students	We have experienced numerous families that are unresponsive to our communication. We have low numbers of parent/student participation in school events.	Tier 1

4-3	Communicate an open door policy with parents in order to create effective alliances for student success	Promote, Model, and facilitate communicaton strategies consistently	More Parental involvement	We have experienced numerous families that are unresponsive to our communication. We have low numbers of parent/student participation in school events.	Tier 1
4-4	Utilize an Anti-Racist mentality in regards to relationships, grading, and access to opportunities.	Educate staff on best practices and embolden staff to do this work and model effective ways of engagement of this work	Agendas, notes, and tracker maintence	High percentage of college enrolled students go to college and drop out. Low percentage of students fulfilling internships while attending Bunche.	Tier 1
4-5	Provide access to College and Career exploration opportunities	Embolden staff to do this work and model effective ways of engagement of this work	Positive outcome indicators for students	High percentage of college enrolled students go to college and drop out. Low percentage of students fulfilling internships while attending Bunche.	Tier 1
4-6	Maintain updated notes regarding students and families in accessible schoolwide tracker so all staff can engage fully with confidence to meet families needs	Keep staff accountable with periodic work that is check in a full staff format	Agendas, notes, and tracker maintence	We have experienced numerous families that are unresponsive to our communication. We have low numbers of parent/student participation in school events.	Tier 1

4-7	Follow all safety and crisis protocols	Educate staff on these practices	Positive outcome indicators for students	Synchronous time has consistently experienced low numbers of attendance. Asynchronous time has had inadequate levels of work production/completion .	Tier 1

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	
School Priority ("Big Rock"):	Ensure English Language Learners have access to devices that can help them communicate with the school community.
School Theory of Change:	Some of our most vulnerable students need access to a quality education and jobs that could support them and their families access to a higher quality of life
Related Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	*English Language Learners*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Communicate effectively (or facilitate through translation) an open door policy with parents in order to create effective alliances for student success	Embolden staff to do this work and model effective ways of engagement of this work	Positive outcome indicators for students	We have experienced numerous families that are unresponsive to our communication. We have low numbers of parent/student participation in school events.	Tier 1
5-2	Professionally develop in the areas of ELD best practices in the areas of ELA, Math, Science, and History	Provide and facilitate collaboration time for professionals to collaborate and develop	Agendas, notes, and tracker maintence	High percentage of college enrolled students go to college and drop out. Low percentage of students fulfilling internships while attending Bunche.	Tier 1
5-3	Create, build, and facilitate student activities with development and growth at the center of all activities.	Provide and facilitate collaboration time for development in this area	Positive outcome indicators for students	Synchronous time has consistently experienced low numbers of attendance. Asynchronous time has had inadequate levels of work production/completion .	Tier 2

5-4	Utilize an Anti-Racist mentality in regards to relationships, grading, and access to opportunities.	Embolden staff to do this work and model effective ways of engagement of this work	Agendas, notes, and tracker maintence Less suspensions and refferals of black and latino boys	Synchronous time has consistently experienced low numbers of attendance. Asynchronous time has had inadequate levels of work production/completi on .	Tier 1
5-5	Problem solve with peers around difficult to reach students on a consistent basis by using positive intent	Embolden staff to do this work and model effective ways of engagement of this work	Agendas, notes, and tracker maintence	We have experienced numerous families that are unresponsive to our communication. We have low numbers of parent/student participation in school events.	Tier 1
5-6	Show up to work prepared everyday in order to set a consistency and expectation in students' lives	Embolden staff to do this work and model effective ways of engagement of this work	Agendas, notes, and tracker maintence	Synchronous time has consistently experienced low numbers of attendance. Asynchronous time has had inadequate levels of work production/completi on .	Tier 1

PROPOSED 2021-22 SCHOOL SITE BUDGET **Site Number:** 309 **School:** Ralph J. Bunche High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
What: These funds will be used inconjunction with after school programing to benefit student progress toward graduation and How: Allocations will benefit student programing in numerous ways Who: Students can access credit recovery programs, social-emotional groups, music labs, art labs, and other after school activities.	$108,776	21st Century Schools (Title IV, Part B)	4399	Unallocated	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Build relationships with local non-profits that are of high interest to benefit student development	309-1
What: Work in order to build a bridge between families of the hardest to reach community members and school opportunities How: Student outcomes will improve because we can offer families in need of support what they need to consistently come to school and communication is at the center of that work Who: Students benefits because they will graduate if they are supported in engaging in school.	$26,950	Comprehensive Support & Improvement (CSI) Grant	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Reach out to families and build relationships for continuous collaboration on student access and success	309-2
What: General School Supplies How: This will benefit the school community by giving students access to everything they need to be successful. Whether it be pens and paper, technology, art supplies, books, or calculators. General School Supplies ensure students access to materials needed for rigor and success. Who: Students will benefit from this practice because the supplies purchased will be used for their own growth and promotion to graduation.	$7,900	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Build safe, equitable, and effective classroom environments	309-3
What: History Teacher How: In order to provide our students challeging curriculum with the supports necessary to combat the institutional neglect they had previously suffered we need to ensure small class sizes. Who: Students will benefit from this practice	$80,750	LCFF Supplemental	1105	Certificated Teachers' Salaries	New	Teacher, Structured English Immersion	0.90	Goal 1: All students graduate college, career, and community ready.	Provide access to academically challenging curriculum	309-4
Coach College/Career Pathways	$26,396	Measure N	2305	Classified Supervisors' and Administrators' Salaries	2803	Coach College/Career Pathways	0.17	Goal 1: All students graduate college, career, and community ready.	Provide access to College and Career exploration opportunities	309-5

PROPOSED 2021-22 SCHOOL SITE BUDGET **Site Number:** 309 **School:** Ralph J. Bunche High School

Counselor	$24,163	Measure N	1205	Certificated Pupil Support Salaries	6295	Counselor	0.30	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Provide and facilitate time and support for contacts	309-6
What: Paying .16667 of the salary for our Pathway Coach How: Because of this coaching, students will have access to our culinary program and HTR pathway opportunities. In addition, he can help in our efforts to get students college awareness Who: Students in the HTR Pathway and students wanting to explore college opportunites will benefit	$27,884	Measure N	1120	Certificated Teachers' Salaries: Stipends	2803	Coach College/Career Pathways	0.17	Goal 1: All students graduate college, career, and community ready.	Delve into school data with an analytical and problem solving mindset	309-7
What: Paying for a Stip Sub as an additional teacher at the site. How: In order to provide our students challeging curriculum with the supports necessary to combat the institutional neglect they had previously suffered we need to ensure small class sizes. Who: Students will benefit from this practice	$18,019	Measure N	1105	Certificated Teachers' Salaries	New	n/a	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Provide access to academically challenging curriculum	309-8
What: Stipend for communications director to ensure our website is updated, new, and interactive. How: Students outcomes will increase because our site will be an information hub that they would want to actually engage with. It can also be a positive reinforcement tool to celebrate students doing a good job. Who: Students benefit because of the positive behavior support component, information hub, and up-to-date opportunities that can be showcased	$20,000	Measure N	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Communicate an open door policy with parents in order to create effective alliances for student success	309-9
What: A stipend position to promote College, Career, and trade opportunities through the school's work based learning program How: Student outcomes in our post-graduate planning will increase becuase will can have multiple opportunities available for them to explore the highest area of interest Who: Students will benefit because they have access to planning post graduation in areas of high interest whether that be college, career, or trades.	$10,000	Measure N	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Provide access to College and Career exploration opportunities	309-10

What: A stipend for keeping alumni in contact with the school in order to build a culture of school pride How: Student's outcomes will improve post-graduation because we can be a place where they could still come and get help. Who Students will benefit from hearing stories from thier peers about the next step in their development. It creates a loop of service and pride that is important to cementing the culture of our school	$10,000	Measure N	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Model the behaviors needed to bring back or keep close at-risk youth	309-11
What: Stipend work in order to build a bridge between families of the hardest to reach community members and school opportunities How: Student outcomes will improve because we can offer families in need of support what they need to consistently come to school and communication is at the center of that work Who: Students benefits because they will graduate if they are supported in engaging in school.	$18,000	Title I: Basic	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Problem solve with peers around difficult to reach students on a consistent basis by using positive intent	309-12
What: Funds utilized to get parent involvement How: Student outcomes are shown to be higher if there is parental involvement in their educational career Who: Students will benefit because parental involvement means multtiple levels of support	$480	Title I: Parent Participation	4399	Unallocated	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Reach out to families and build relationships for continuous collaboration on student access and success	309-13
What: Purchasing credentials for Newsela, Read Theory, and other software that supports students with accessability toward improved outcomes in various areas How: Students outcomes in the areas of reading, comprehension, critical thinking, and 21st century skills can be developed with makes them more attractive to potential employers and colleges Who: Students benefit by having multiple platforms that can assist them in learning the various skills mentioned above.	$1,200	Title IV: Student Support & Academic Enrichment	5846	Licensing Agreements	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Provide access to College and Career exploration opportunities	309-14

Ralph J. Bunche Academy
1240 18th street, Oakland, CA 94607
(510) 874-3300
2020-2021

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

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

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

Student signature Dulce Mendoza

Parent/Guardian or Family Member Pledge:
I agree to carry out the following responsibilities to the best of my ability:

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

Parent/Guardian or Family member signature: Precious Johnson

Teacher Pledge:

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

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

Teacher signature:_____

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

Signed on this August day 27th of , 2020

Ralph J. Bunche
Title I Annual Meeting
Junta Anual de Título I

When/Cuando: **Thursday, August 27, 2020 @ 4:00 pm**
Where/Donde: **Zoom -Virtual Meeting**
Who/Quien: **All Parents and Family Members**
Todos los Padres y Miembros de Familia

Agenda

I. Welcome / Bienvenida

II. Title I Overview / Visión General del Título 1
   A. What is Title I? / ¿Que es Título 1?
   B. What are the goals of Title I? / ¿Cuáles son las metas del Título 1?

III. Title I Program This School / Programa de Título 1 en Esta Escuela
   A. What is being funded out of Title I in 2020-2021? / ¿Que paga el Titulo 1 2020-2021?

IV. Parent Engagement: Rights of Parents / Involucramiento de Padres: Derechos de Familias
   A. Parent/family participation in activities to support your student 's academic achievement (e.g., workshops, trainings, family resource center, etc.) / Participación de familias en actividades para apoyar el aprendizaje académico de su estudiante (por ejemplo: talleres, entrenamientos, centro de recursos familiar, etc…

V. Develop & Review Parent and Family Engagement Policy / Desarrollar y Revisar la Poliza de Involucramiento Familiar

VI. Develop & Review School-Parent Compact / Desarrollar y Revisar el Pacto Entre Escuela y Familia

VII. Questions or Comments / Preguntas o Comentarios

VIII. Meeting Adjourned / Clausura

Ralph J. Bunche Academy
Title I Meeting Minutes

August 27, 2020

Agenda

I. Welcome
II. Intent of the Title I Program
III. Title I Program at Bunche 2020-2021
IV. Parent Engagement
V. Questions and Answers
VI. Adjournment

Minutes

I. Welcome

Virtual meeting started at 4:05 pm via Zoom by Principal Bartholomew. He welcomed parents, students, staff and stakeholders and opened with the rest of the agenda topics.

II. Intent of the Title I Program

Mr. B opened by providing a description and intent of the Title I program at Bunche. He explained that it is a federal funded program for low performance students/schools.

III. Title I Program at Bunche 2020-2021

Principal Bartholomew gave an overview of how Title I fund provides additional support services for students such as hiring of tutors, extended teacher contracts, consultant contracts, etc .

IV. Parent Engagement

Mr. Bartholomew distributed (shared screen) and reviewed the Parent Involvement Policy. Parents are part of the approval process for use of Title I funds as well as receiving training and support services. Most of the supplemental services funded by Title I are provided by outside sources/vendors.

He explained that the Parent Compact is a key piece in the school which provides a high-quality curriculum. Parent/family have the right to participate in activities to support your student's academic achievement (e.g., workshops, trainings, family resource center, etc.)

V. Questions & Answers

A few questions were asked about Title I funds, Mr. Bartholomew answered them and all attendees indicated they understood.

VI. Adjournment

Meeting ended at 4:45 pm.

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Title I, Part A School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

Ralph J. Bunche Academy agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program
Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

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.*

- *The parents' right to participate in the development of the District's Title 1 Plan. The school will jointly and regularly develop with parents a School Parent Involvement Policy in a language and format the parents and community can understand.*

- *The school will jointly develop with parents the school's Home-School Compact as a component of its School Parent Involvement Policy.*

- *Accessibility: parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, and must include parents with limited English proficiency, parents with disabilities, and parents of migratory students*

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Ralph J. Bunche Academy helps parents gain understanding in mandatory parent orientations, individual student academic interventions, parent conferences for discipline, for truancy, for graduation requirements and general parent workshops throughout the school year.

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- Ralph J. Bunche Academy educates staff during periodic presentations and trainings by SSC members and parent coordinators as an ongoing part of professional development.

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers
Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.

The school communicates to families about the school's Title I, Part A programs by:

- Ralph J. Bunche will send out meeting notifications regarding monthly SSC meetings to keep families informed of Ralph J. Bunche Academy's Title 1 program.

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- Ralph J. Bunche helps parents gain understanding in mandatory parent orientations, individual student academic interventions, parent conferences for discipline, for truancy, for graduation requirements and general parent workshops throughout the school year.

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- Ralph J. Bunche distributes materials to help parents gain understanding in mandatory parent orientations, back to school nights, report card pickup nights, individual student academic interventions, newsletters, parent conferences for:

- Discipline
- Truancy
- Graduation requirements
- General parent workshops throughout the school year.

OUSD Family Engagement Standard 3: Parent Volunteering Program
Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Parents/family members are invited to participate and be part of our monthly SSC meetings. as well as to a coffee and tea social the first Friday of the month. We have an open door policy where parents/family members can visit the classroom at any time.

OUSD Family Engagement Standard 4: Learning at Home
Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- *New student enrollment includes providing materials and training on improving academic achievement. The trainings continue through the Supplemental Educational Services presentations, parent conferences and Parent Workshops*

OUSD Family Engagement Standard 5: Shared Power and Decision Making
Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- Ralph J. Bunche Academy educates staff during periodic presentations and trainings by SSC members and parent coordinators as an ongoing part of professional development.

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- Ralph J. Bunche encourages parent participation by phone and invitations to parent meetings, i.e., Back to School Night, Open House, Multi-Cultural festivities. We also incorporate outreach to parents for our regular school program and after school program. We have monthly SSC and Annual Title 1 meetings to get input from families on school outcomes and reforms. The administration and the support staff (agencies) will make home visits as needed.

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Ralph J. Bunche coordinates and integrates parental involvement activities throughout both our regular program and our after school program to encourage and support parents to increase participation in the education of their children.

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- Offer a flexible number of meetings for parents. Ralph J. Bunche offers parent involvement in new student orientations, Annual Title One Meetings, monthly SSC meetings, back to school nights, report card pickup nights, Parent Newsletters, periodic mailings, parents' notices sent by students, and School Messenger for school wide announcements.

The school provides support for parent and family engagement activities requested by parents by:

- Handing out a survey to they can indicate what activities they would like to see at the site. We have a coffee and tea social the first Friday of every month as well as a food distribution the second and fourth Thursday of each month.

OUSD Family Engagement Standard 6: Community Collaboration and Resources
Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- Ralph J. Bunche Academy coordinates and integrates parental involvement activities throughout both our regular program and our after school program to encourage and support parents to increase participation in the education of their children

Adoption
This policy was adopted by the Ralph J. Bunche Academy on 09/17/2019 and will be in effect for the period of August 12, 2019 through May 28, 2020.

The school will distribute this policy to all parents on or before September 30, 2019.

Principal: Dwayne Bartholomew **Signature:**

Date: 8/27/20

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Title I, Part A School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

Ralph J. Bunche Academy agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program
Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

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.*

- *The parents' right to participate in the development of the District's Title 1 Plan. The school will jointly and regularly develop with parents a School Parent Involvement Policy in a language and format the parents and community can understand.*

- *The school will jointly develop with parents the school's Home-School Compact as a component of its School Parent Involvement Policy.*

- *Accessibility: parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, and must include parents with limited English proficiency, parents with disabilities, and parents of migratory students*

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Ralph J. Bunche Academy helps parents gain understanding in mandatory parent orientations, individual student academic interventions, parent conferences for discipline, for truancy, for graduation requirements and general parent workshops throughout the school year.

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- Ralph J. Bunche Academy educates staff during periodic presentations and trainings by SSC members and parent coordinators as an ongoing part of professional development.

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers
Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.

The school communicates to families about the school's Title I, Part A programs by:

- Ralph J. Bunche will send out meeting notifications regarding monthly SSC meetings to keep families informed of Ralph J. Bunche Academy's Title 1 program.

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- Ralph J. Bunche helps parents gain understanding in mandatory parent orientations, individual student academic interventions, parent conferences for discipline, for truancy, for graduation requirements and general parent workshops throughout the school year.

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- Ralph J. Bunche distributes materials to help parents gain understanding in mandatory parent orientations, back to school nights, report card pickup nights, individual student academic interventions, newsletters, parent conferences for:

- Discipline
- Truancy
- Graduation requirements
- General parent workshops throughout the school year.

OUSD Family Engagement Standard 3: Parent Volunteering Program
Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Parents/family members are invited to participate and be part of our monthly SSC meetings. as well as to a coffee and tea social the first Friday of the month. We have an open door policy where parents/family members can visit the classroom at any time.

OUSD Family Engagement Standard 4: Learning at Home
Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- *New student enrollment includes providing materials and training on improving academic achievement. The trainings continue through the Supplemental Educational Services presentations, parent conferences and Parent Workshops*

OUSD Family Engagement Standard 5: Shared Power and Decision Making
Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- Ralph J. Bunche Academy educates staff during periodic presentations and trainings by SSC members and parent coordinators as an ongoing part of professional development.

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- Ralph J. Bunche encourages parent participation by phone and invitations to parent meetings, i.e., Back to School Night, Open House, Multi-Cultural festivities. We also incorporate outreach to parents for our regular school program and after school program. We have monthly SSC and Annual Title 1 meetings to get input from families on school outcomes and reforms. The administration and the support staff (agencies) will make home visits as needed.

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Ralph J. Bunche coordinates and integrates parental involvement activities throughout both our regular program and our after school program to encourage and support parents to increase participation in the education of their children.

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- Offer a flexible number of meetings for parents. Ralph J. Bunche offers parent involvement in new student orientations, Annual Title One Meetings, monthly SSC meetings, back to school nights, report card pickup nights, Parent Newsletters, periodic mailings, parents' notices sent by students, and School Messenger for school wide announcements.

The school provides support for parent and family engagement activities requested by parents by:

- Handing out a survey to they can indicate what activities they would like to see at the site. We have a coffee and tea social the first Friday of every month as well as a food distribution the second and fourth Thursday of each month.

OUSD Family Engagement Standard 6: Community Collaboration and Resources
Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- Ralph J. Bunche Academy coordinates and integrates parental involvement activities throughout both our regular program and our after school program to encourage and support parents to increase participation in the education of their children

Adoption
This policy was adopted by the Ralph J. Bunche Academy on 09/17/2019 and will be in effect for the period of August 12, 2019 through May 28, 2020.

The school will distribute this policy to all parents on or before September 30, 2019.

Principal: Dwayne Bartholomew **Signature:**

Date: 8/27/20

School Site Council Membership Roster – High School

School Name: Ralph J. Bunche **School Year:** 2020/2021

Chairperson : Daniel Miranda	**Vice Chairperson:** Steven Day
Secretary: Evelyn Delgado	**LCAP Parent Advisory Nominee:***
LCAP EL Parent Advisory Nominee:*	**LCAP Student Nominee:***

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/ Comm.	Student
Dwayne Barthlomew	X				
Steven Day		X			
Evelyn Delgado			X		
Daniel Miranda				X	
Valery Hellmold				X	
Dulce Mendoza					X

Meeting Schedule (day/month/time)	Last Thrusday of Every Month @ 4:30 pm

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
Or
3-Parent /Community
3 High School Students

***Please submit members' and nominees' contact information to raquel.jimenez@ousd.org**

Revised 9/2/2015